

GLENN'S FERRY MIDDLE SCHOOL

School Song

O, We will go before you orange and the black
 Fairest in football, basketball and track.
 O, we will fight for Ferry as the days go by.
 Three cheers for Ferry—for Ferry High! Rah! Rah! Hey!



2014 - 2015 SCHOOL CALENDAR

August	20	First Day of School
September	1	<u>Labor Day (No School)</u>
	12	Staff Development
October	9	P/T Conferences 3:45-6:45pm K-12
	10	P/T Conferences 8:00 – Noon K-12
	10	Staff Development
November	13	End of First Trimester
	14	Staff Development
	26	Early Release 1:30
	27-28	<u>Thanksgiving Vacation (No School)</u>
December	5	Staff Development (Early Release)
	22-Jan 2	<u>Christmas Vacation (No School)</u>
January	5	School Resumes
	15	P/T Conferences 3:45-6:45pm K-12
	16	P/T conferences 1:30-7:00 K-12
	16	Staff Development
	19	<u>Martin Luther King Day (No School)</u>
February	13	Staff Development
	16	<u>Presidents Day (No School)</u>
	24	End of Second Trimester
March	13	Staff Development
	23-27	<u>Spring Break (No School)</u>
April	16	P/T Conferences 3:45-6:45pm K-12
	17	P/T Conferences 8:00 – Noon K-12
	17	Staff Development
	25	<u>Memorial Day (No School)</u>
May	28	End of Third Trimester
	28	Graduation
	29	Teacher Work Day

Bell Schedule

Regular Schedule

Warning	8:06
Advisory	8:10-8:21
Period 1	8:25-9:45
Period 2	9:49-11:09
Period 3	11:13-12:08
Lunch	12:08-12:38
Period 3	12:41-1:03
Period 4	1:07-2:27
Period 5	2:31-3:51

Early Release

Warning	8:06
Period 1	8:10-9:05
Period 2	9:09-10:04
Period 3	10:08-11:03
Period 4	11:07-12:02
Lunch	12:02-12:35
Period 5	12:35-1:30

**Glenns Ferry Middle School
Home of the Pilots**

639 North Bannock
Glenns Ferry, Idaho 83623

Telephone: 208/366-7438
Fax: 208/366-2056

STAFF AND FACULTY 2014-2015

Mrs. Christie Acord	Language Arts
Mr. Keith Adams	Physical Education
Ms. Twyla Anderson	Kitchen Manager
Mrs. Marlene Bauman	Librarian
Mrs. Mar Coriell	Science
Ms. Geneva Ewart	Para-Professional
Mr. Rob Spriggs	Principal K-8
Mrs. Gayle Gorrell	Lunchroom director
Ms. Mary Ellen Hervey	ELL
Mr. Gerry Hildreth	History
Mrs. Maria Vazquez	Custodian
Mr. Joe Lish	Custodian
Mrs. Liza Martin	6 th Grade
Mrs. Kelli McHone	Athletic Director
Mrs. Jamie Merrell	Science
Mrs. Maricela Mesillas	Administrative Assistant
Mrs. Tess Mitchell	District Clerk
Mr. Laif Morrison	Math
Mr. Eduard Neuer	Maintenance Supervisor
Mrs. Lorena Ryan	Special Education 7 th & 8 th Grade
Mrs. Janelle Sams	Para-Professional
Ms. Nikole Thompson	Guidance Counselor
Mr. Efren Valle	Custodian
Mrs. Sue Young	Special Education 6 th Grade

STUDENT HANDBOOK

Welcome to Glenns Ferry Middle School. Education is to prepare you for your future. We offer you opportunities to learn, dream, and grow. Take advantage of every opportunity.

We set the bar high because we know you can, and we expect you to, achieve much. The race to educational and future achievement is not to the swift or talented but to those who are persistent. Be persistent.

This Student/Parent handbook is here to guide you and to allow Glenns Ferry Middle School to run efficiently and effectively. We cannot list every expectation. If you will be honest, work hard, respect the facilities and others, and do your best, you will find that you are following most of these rules.

Please read the handbook. We will continue to improve the education and operation of Glenns Ferry Middle School. If you have questions or suggestions, please share them. Working together, we will be able to have a productive and enjoyable school year.

Rob Spriggs, Principal K-8

Middle School Advancement Requirements (6-9)

The District has established a set of advancement requirements for 6-8 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the District:

1. To advance to the 7th grade, students must earn at least eighty percent (80%) of the credits attempted in 6th grade, including credits for all courses in Language Arts and Math, and be in compliance with the District's attendance policy.
2. To advance to the 8th grade, students must earn at least eighty percent (80%) of the credits attempted in 7th grade, including credits for all courses in Language Arts and Math, and be in compliance with the District's attendance policy.
3. To advance to the 9th grade, students must earn at least eighty percent (80%) of the credits attempted in 8th grade, including credits for all courses in Language Arts and Math, and be in compliance with the District's attendance policy.
4. Students who have failed more than twenty percent (20%) of the courses attempted in 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online or through correspondence. ***“Policy number 2605”***

GRADING SYSTEM

The evaluation of student achievement is one of the most important functions of the teacher. The accepted marking system is as follows:

A	Excellent (90%-100%) = 4.00	D	Poor (60%-69%) = 1.00
B	Good (80%-89%) = 3.00	F	Failure (0%-59%) = 0.00
C	Average (70%-79%) = 2.00	I	Incomplete

“Pass/Fail” grades will be given in some subjects such as teacher aide, office aide, etc. “Incomplete” assignments on report cards may become an “F” in accordance with make-up policy. Each teacher will have his or her own way of arriving at the final grade. Students should check with the teacher on this matter.

PROGRESS REPORTS AND REPORT CARDS

Student progress reports will be distributed mid-trimester. Report cards are issued the week following the end of the grading period. Teachers also provide reports on students whose grades are dropping or reflect marks of D's and/or F's.

FEES

1. Students will be charged for extraordinary wear and tear, damage to, breakage, or loss of schoolbooks, equipment, and materials. Students will be charged replacement costs or the cost to rebind a book.
2. Students who elect to go beyond requirements of a course may be charged for additional materials.
3. The district will purchase arts and crafts items, lumber, metal, etc., for resale (to include sales tax) to students as needed or desired.
4. Students will be required to furnish their own paper, pencils, and other items
5. Students may purchase an activity card and/or yearbook at a cost that will be made known at the beginning of each school year.
6. Payment of fines and other fees must be current in order for report cards and transcripts to be released.

2014 - 2015 Fees and Dues

Activity Cards	6 th grade	\$20.00
	7 th & 8 th grade	\$30.00
	Locker Fee	\$ 2.00
	Yearbook	\$20.00
	Sports	\$ 5.00 per sport

RELEASE OF STUDENT DIRECTORY INFORMATION

School Board policy provides for the release of "directory information" to those persons requesting such information and receiving prior approval from the principal. Directory information is student information that includes name, grade, address, telephone number, date and place of birth, activity participation, weight and height of members of athletic teams, dates of attendance, degrees and awards received, major field of study, and the most recent previous educational agency or institution attended. Students and parents may request in writing that this type of information not be released. Written requests must be submitted to the principal. All other student information (i.e.: transcripts) will be released only upon specific written request of the parent and/or legally authorized student.

STUDENT RIGHTS AND RESPONSIBILITIES

The mission of the Glenns Ferry School District is to assure learning experiences to help all students develop skills, competencies, and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens.

All students who attend the District's schools shall: 1) comply with the written policies, rules, and regulations of the schools; 2) pursue the required course of studies; and 3) submit to the authority of school staff, teachers, principal, and superintendent.

Glenns Ferry Middle School provides equal opportunities in education and the delivery of student services, and does not discriminate on the basis of sex, race, creed, or handicap.

FREEDOM OF SPEECH

Freedom of speech is guaranteed to all citizens, and students must be allowed to exercise their constitutionally protected rights of free speech, petition, and assembly, as long as they do not disrupt the educational process nor interfere with the property or constitutional rights of others.

SCHOOL SPIRIT AND SPORTSMANSHIP

School Spirit is a vital, living thing, and something that is felt by all who come in contact with it. To a great extent, Glenns Ferry Middle School is known and judged by its school spirit. This spirit is a combination of the attitudes, hopes, desires, and determination of all students, faculty members, and school personnel. Each adds or detracts from the spirit of the school. It is the satisfaction of knowing you have prepared each lesson to the best of your ability. It is the enthusiasm for extracurricular activities in all areas of competition, including athletics, music, the arts and sciences, and the preparation for social events.

School spirit is greatest when full support is given to all activities. When the "chips are down," the display of cheers, smiles, and good sportsmanship is perhaps the best indication of school spirit. School spirit is harmony with classmates, teachers, and other school personnel. It is the sadness in the hearts of the seniors at graduation time and the pleasure they feel on returning to see old friends and recall the many memories of the years spent at their high school. We are proud of the spirit at Glenns Ferry Middle School. The students and faculty are working together to make it a great force for good. It is up to you to keep the wholesome spirit alive.

STUDENT ATTENDANCE

Regular school attendance and punctuality are important to the education process. Students must have good attendance if they expect to benefit from class discussions, lectures, or other class activities. Make-up work cannot replace such experiences and grades will reflect absenteeism. Doctor appointments and other appointments that may take students from school should be kept to a minimum and/or scheduled during different "periods" to avoid missing the same classes. As much as possible, students should schedule appointments on non-school days or after school hours so that appointments will not interfere with the educational program. Doctor's appointments accompanied by a note are considered excused and **will be counted toward** the five allotted absences for a given trimester.

ATTENDANCE REQUIREMENTS

Classes are in session from 8:06 a.m. to 3:51 p.m. When a **student is not in the class assigned**, s/he is **considered absent**. Students missing more than **15 minutes** in a class during any part of the period will be marked absent. Once students report to first period classes, they are not allowed to leave campus during break time, class, or during assemblies without parent permission. If a student leaves campus without **parent** and **office clearance**, s/he will be counted as **unexcused**. The student must have parent, to sign out of class during the school day. Parent permission can be in the form of a note or a phone call. The note or phone call must include the time it will be necessary for the student to leave the school, the reason, and the time the student is expected to return. **Notes must also be signed by the parent/guardian**. When the student returns to the campus, s/he must report to the office to check in and obtain a pass to class. Students who are absent for part of a day and return during school must obtain a pass from the office before going to class. **A note** from the parent, orthodontist, dentist, or doctor, or a call from the parent is **required** upon arrival in order for the absence to be excused.

Activities or Field Trips

Absences due to school field trips or activities are not counted against the student's attendance. Activity or field trip checkout time will be approved by school principal in coordination with a teacher, coach, or advisor.

Excused Absence

Any absence from school with the knowledge and approval of a student's parent/guardian is an excused absence. In order for the absence to be excused, the **parent or guardian** needs to notify the school by **phone or by note**. Parents have **two days** to provide an excuse. It is recommended that the parent call the school on the day the absence occurs. When a student has a doctor visit, s/he has two days to get the doctor's documentation to the office to excuse the absence. If this time limit is not met, the absence will be unexcused. The doctor's documentation will be saved to give to the appeals court, if necessary.

Notification letters will be sent to parents each trimester when a student reaches four absences in one or more classes. A second notification letter will be sent when the student has five absences in one or more classes. Students with more than five absences will receive notification that they have lost credit and must appeal to regain that lost credit. An appeal form will be sent along with the notification.

Appeals Committee

If a student has missed more than five days of school, including excused or unexcused absences, tardies, and suspensions:

1. The student must write a letter of appeal/request for credit to the school board within **five days** of the end of the trimester.
2. In order for students to appeal for credit, they **must have a passing grade** in the class(es) being appealed and have **no truancies** that trimester.
3. Students who say their absences were due to medical excuses **MUST** have medical documentation or other pertinent documentation for an appeal to be considered.
4. The student must appear and verbally appeal to the appeals committee.
5. The student will be informed about the status of the credit within two days after the appeal has been made.
6. If appeal is denied and the class in question is needed for graduation, the student and parents should request that the s/he be placed into the class to repeat it or the student should take PLATO or correspondence courses.
7. Students officially appealing for credit, who in the opinion of the appeals committee justify their absences, could have: a) credit approved or b) a probationary contract issued. If conditions of the contract are met, credit will be granted for the original trimester in which the violation occurred. Failure to follow the demands of the contract will result in the denial of credits. No further appeal will be allowed.

Loss of Credit

Students who miss more than five (5) days, including excused or unexcused absences, tardies, and suspensions, in a given class in any trimester may be denied trimester credit in that class. Students who are denied trimester credit in a given class are expected to attend that class for the duration of the trimester and acquire the needed skills for them to be successful in future classes. Those students who successfully complete and pass the remaining trimester class requirements will receive a "NC" (No Credit) on their transcript instead of a "F." It is noted that an "NC" will not adversely affect the student's grade point average, while an "F" posted to a transcript will negatively affect the student's grade point average. In the event the student does not complete course requirements, a grade of "F" will be posted for that course.

Make-Up Work: A student with an excused absence has one day for each day of absence plus one day to make up his/her work. If the absence is pre-arranged, work should be obtained before the absence occurs and should be complete when the student returns to school. It is the student's responsibility to obtain make-up work from the teacher. Any assignment that is assigned before the absence occurs will be due on the "date due" or the following school day upon arrival back to class regardless of absence. Any homework due on an unexcused absence/truancy will be accepted as a "0" for homework grade.

Unexcused Absence/Truancy

Unexcused absences, also called truancies, are absences that occur without the consent of the student's parent. Unexcused absences also include departure from school or class during the day without the permission of school officials, and absences when the parent or guardian fails to notify the school by phone or signed note. Students have two days to provide an excuse after returning to school. Unexcused absences are considered major discipline problems. State law provides that a petition will be filed under the Juvenile Corrections Act when a student is identified as a habitual truant. A habitual truant is defined as a student with three truancies in a trimester, or four truancies over three years for grades 7-9 or 10-12.

Tardies

A student is tardy if s/he is not inside the classroom and not on task when the bell rings. Students more than 15 minutes late will be counted absent rather than tardy.

1st Tardy: Time/work owed to teacher (teacher's responsibility to oversee)

2nd Tardy: Time/work owed to teacher (teacher's responsibility to oversee)

3rd Tardy: Treated as an **unexcused absence**

Each three additional tardies will be treated as an absence.

Appeals Committee

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2. In order for students to appeal for credit, they must have a passing grade in the class(es) being appealed and have no truancies that trimester.
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5. The student will be informed about the status of the credit within two days after the appeal has been made.
6. If appeal is denied and the class in question is needed for graduation, the student and parents should request that the s/he be placed into the class to repeat it or the student should take the PLATO courses.
7. Students officially appealing for credit, who in the opinion of the appeals committee justify their absences, could have: a) credit approved or b) a probationary contract issued. If conditions of the contract are met, credit will be granted for the original trimester in which the violation occurred. Failure to follow the demands of the contract will result in the denial of credits. No further appeal will be allowed.

STUDENT CONDUCT AND DISCIPLINE

Students have a basic right to attend school and their primary purpose is to engage in learning. Students are expected to conduct themselves in such a manner as not to interfere with the orderly operation of the educational program. According to district policy, the board of trustees will not tolerate any disruption or interference through violence, vandalism or seizure of any area of school property, sit-ins, or other methods of disruption that violate another's right to attend school and receive a suitable education.

The school board, administration, and staff believe that the primary obligation for developing self-discipline, responsibility, and respect for others rests with the parents and the home. The school will complement this effort. Glenns Ferry Middle School staff will seek to assist students in developing attitudes, habits, and behaviors that will promote a proper climate for learning. School personnel will strive to work cooperatively with parents in the students' development. In order to meet this shared responsibility of providing a safe and orderly learning environment, parents, teachers, and administrators have developed the following discipline plan.

ADMINISTRATIVE DISCIPLINE PLAN

1. All teachers will maintain a classroom management plan. The plan will include expectations for student behavior, classroom consequences for inappropriate behavior, and provisions for student conferencing and parent contact. If the behavior becomes excessive, the student will be sent to the principal to support the teacher's classroom management plan.
2. A disciplinary file will be initiated for each student referred to the office. A record of each violation, as well as the step assigned, will be maintained. Parents will be notified in writing of all violations resulting in referral to the office.

Consequence #1 Lunch Detention

Consequence #2 One to five (1-5) day out-of-school suspension, possible loss of eligibility for extracurricular/sport participation, and development of behavior management plan with parent and student.

Consequence #3 Immediate five (5) day out-of-school suspension, pending expulsion hearing before school board. Superintendent may extend out-of-school suspension to an additional ten (10) days.

When students are suspended from school, they may not be on school grounds or participate in school activities during any portion of the day or days listed on their suspension notice. If a student is suspended on a Friday and/or Monday, s/he may not participate in school activities on the weekend.

INAPPROPRIATE BEHAVIORS AND CONSEQUENCES

Students in the Glenns Ferry School District are expected to abide by accepted standards of good conduct and discipline based on their grade level and age. This responsibility applies while on school grounds, while participating in any school function or activity, and while riding the bus to and from school.

You throw, YOU GO

Fighting, possession of a weapon, and/or possession or use of alcohol or tobacco products will result in immediate suspension, and possibly a citation from a law enforcement officer and/or subsequent expulsion by the school board.

A. STUDENT-TO-STUDENT RELATIONS

1. Threatening or Intimidating Acts: The act of verbally, or by gesture, threatening the well-being, health, or safety of any student on school property, or en route to or from school. *Consequence 1-2*
2. Showing Disrespect Toward Other Students: The act of insulting, calling derogatory names, using obscenity toward, dishonoring, or, in any other manner, abusing verbally or in writing any member of the student body. *Consequence 1-2*
3. Shake Down: The act of extorting things of value from a person in the school under pressure of either implied or expressed threats. *Consequence 2* (referral to police when appropriate)
4. Fighting: The act of involving hostile bodily contact in or on school property, or going to or from school, including any activity under sponsorship. *Consequence 2* (referral to police when appropriate)
5. Assault: Any willful attempt or threat to inflict injury upon another person, when coupled with an apparent present ability to do so, and any intentional display of force such as would give the individual reason to fear or expect immediate bodily harm. An assault may be committed without actually touching, or striking, or doing bodily harm to another person. *Consequences 2-3* (policy requires immediate suspension)
6. Disrespect of other students and/or their property:
Property damage or theft: *Consequence 1-2*, based on the violation or cost of item damaged (parent contacted and restitution required)
7. Sexual Harassment: Any type of unwelcome or unwanted conduct of a sexual nature committed by any student. Conduct can be verbal, nonverbal, physical, written, etc. Public display of affection is offensive to others and is considered a form of sexual harassment. *Consequence 2-3*
8. **Bullying**: **Bullying in any form will not be tolerated.** A simple rule to follow to keep from being a bully is to show respect. If you give people respect, you will get it in return. Consistently making fun of others and verbally, physically, or emotionally attacking others are examples of bullying. Teasing, or saying negative comments towards others can become bullying when there is:
 - An Intent to harm by the perpetrator.
 - An increase in the intensity and duration of the teasing or comments.
 - An abuse of power.
 - An isolation and lack of support for the victim.
 - A behavior change for the victim and consequences. *Consequence 1-3*
9. **Cyber Bullying**: includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs through the District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours. In the situation that cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be severely disruptive of the educational process. In addition, such conduct must also be in violation of a school policy or state law. Administration shall in their discretion contact local law enforcement. *Consequence 1-3*

B. STUDENT-TO-STAFF RELATIONS

1. Insubordination: The act of willfully failing to respond to, or carry out, a reasonable request by authorized school personnel. i.e. **PDA (Public Display of Affection), profanity, rude/profane gestures, non-response to dress code, non-permissible cell phone usage** *Consequence 1-3*, depending on violation
2. Threatening or Intimidating Acts: The act of verbally or by gesture threatening the well-being, health, or safety of any member of the school staff. *Consequence 3* (referral to police and charges filed when appropriate)
3. Physical Attack: The act of physically assaulting any member of the school staff on school property or at any activity under school sponsorship. *Consequence 3* (referral to police)
4. Disrespect: The act of insulting, calling derogatory names, dishonoring, making gestures, or in any other manner abusing verbally or in writing any member of the school staff. *Consequences 2-3*
5. Disrespect for the Property of a Member of the School Staff:
 - a. Damage or Theft: *Consequences 2-3* (restitution required through parental contact and referral to police when appropriate)
 - b. Major Theft/Damage: *Consequence 3* (restitution required/referral to police)
6. Sexual Harassment: Any type of unwelcome or unwanted conduct of a sexual nature committed by any student toward a school staff member. Conduct can be verbal, nonverbal, physical, written, etc. *Consequence 2-3*

C. SCHOOL PROPERTY

1. Vandalism: The act of willfully destroying public property.
 - a. Misuse of Printed Material: The act of destroying or defacing magazines, books, or other printed material. *Consequence 1-2* (restitution required)
 - b. Defacing/Abuse of School Property: The act of damaging property requiring cleaning or repair. *Consequences 1-2* (restitution required)
 - c. Destruction: The act of rendering property unusable. *Consequence 2* (restitution required and referral to police)
2. Theft
 - a. Minor Theft: Not serious enough to report to police. *Consequence 1-2*(restitution required)
 - b. Major Theft: Considerable enough to be reported to police. *Consequences 2-3* (restitution required and referral to police)
3. Littering: Littering in the parking lot or anywhere else on school grounds is illegal and punishable by clean up of school property and a fine of up to \$50.

D. PROTECTION OF THE PUBLIC SAFETY

1. Detonation of Firecrackers or Other Explosive Devices: *Consequences 2-3* (referral to police)
2. False Alarms: The act of initiating a fire alarm or initiating a report warning of a fire or other catastrophe without just cause. *Consequence 2* (referral to police)
3. Bomb Threat: *Consequence 3* (referral to police)
4. Arson: The act of willfully and maliciously burning or attempting to burn any part of any building or any property of the school or of its staff and students. *Consequence 3* (referral to police and fire department chief)
5. Weapons: The act of having a weapon or other dangerous item on person, in vehicle, in locker, etc. *Consequence 3* (referral to police)

"The Glenns Ferry School District has a 'zero tolerance' for students who bring weapons or other objects/substances to school which are a threat to the health and safety of other students, staff members, or visitors. Students in possession or use of these objects at school or at any school activity without prior permission of school authorities will be suspended and may be expelled for no less than one year.

E. ALCOHOL, TOBACCO, AND OTHER DRUGS (Board Policy 3320)

1. Alcohol and Drugs: The use, possession, or distribution of any alcoholic beverage, illegal drug, controlled or simulated controlled substances, on or near school property. or at any school function, is prohibited by law and school policy. In all cases, the parent will be notified. Students will be referred to the school's intervention specialist, will satisfactorily complete the district-approved drug/alcohol information class, and will get a district-approved drug/alcohol assessment by an outside agency and comply with the recommendations of that assessment. The following consequences apply to the first offense:
 - a. Possession: *Consequences 1-2* (Parent notified, referral to police, referral to intervention specialist)
 - b. Selling or Transmitting: *Consequence 3* (parent notified, referral to the police, referral to intervention specialist for informal assessment and appropriate services)
 - c. Observed Use or Noticeably Under the Influence: *Consequences 1-2* (parent notified, referral to police, referral to intervention specialist for informal assessment and appropriate services)

Failure to comply with all requirements will result in the student being subject to the provisions outlined under "First Offense" in the Glenns Ferry School District Policy #3320.

In addition to the consequences listed above, students found in violation of the District's Drug, Alcohol and Tobacco Use Policy for a second time will be dismissed from all extra-curricular activities for the remainder of the school year. A student found to be in violation a third time may be dismissed from all extra-curricular activities for the remainder of his/her high school career and/or brought before the Board of Trustees for possible expulsion.

2. Tobacco: The use, possession, or distribution of any tobacco product on or near school property, or at any school function is prohibited by law and/or school policy. In all cases, the parent will be notified. Students will be referred to the school's intervention specialist and will have perfect attendance and satisfactory completion of the district-approved drug/alcohol information class. The following consequences apply to the first offense:
 - a. Possession: *Consequences 1-2* (the tobacco substance will be confiscated)
 - b. Use or Distribution: *Consequence 2* (referral to police)

Definition

For the purposes of this policy, tobacco use shall be defined as the use and/or possession of a lighted or unlighted cigarette, cigar, pipe, smokeless tobacco in any form, and other smoking products specifically including electronic cigarettes, electronic nicotine

delivery systems, or vaporizer smoking devices.

OTHER DISCIPLINARY INFRACTIONS

1. Repeated or Serious Classroom Disruption: *Consequence 1*
2. Cheating: The act of stealing a test, tampering with the teacher's grade book, copying work, plagiarism, etc. *Consequence 1*, a zero on the test/assignment, and parent/guardian will be notified.
3. Forgery: The act, written or spoken, of misrepresenting the truth (i.e. forged passes, parent signatures, false phone calls, misinformation to school personnel, etc.) *Consequences 1-2* and parent/guardian will be notified.
4. Abusive or Offensive Language: The act of using such language in the presence of staff members and/or students, including written notes and published material as well as vocal. *Consequence 1-2*
5. Driving Carelessly on School Grounds: The act of driving without regard to the safety and well-being of those around. "Spinning out," speeding, and/or etc., in the parking lot is considered dangerous to others in the area. *Consequences 1-2* (Parents will be notified. Loss of driving privileges.)
6. Gang Activities: Includes, but is not limited to, wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign gestures, codes, or other things which evidence membership of affiliation in any gang. *Consequences 2-3*
7. Any situation not specifically covered by the above procedures will be dealt with on an individual basis and the penalty will be determined by the administration to fit the offense.

Lunch Detention

Lunch Detention will be held during lunch hour in the Middle School office unless otherwise noted. Students are to bring a sack lunch or pay for a lunch that will be delivered to the office. Students must report by 12:11 p.m.

INFRACTIONS WHILE ON OUT-OF-SCHOOL TRIPS

During an out-of-school trip, if the authorized person in charge of the activity determines that a student should be sent home early because of criminal conduct, drug use, or a major infraction, the Superintendent's designee will notify the parent and ask him/her to take charge of the return of the student. The parent/guardian will assume any expenses incurred for the return of the student.

DRESS CODE

Good judgment should dictate what appropriate attire is for a particular occasion. Students are encouraged to dress in ways that contribute to school pride and school morale. Failure to meet the dress code will result in the following: the student being asked to change his or her attire (which may result in the parents being called to bring a change of outfit) or a change of outfit will be provided for you. Continuation of violation will result in insubordination write up. Please refer to

Dress or items not allowed:

- Disruptive or gang-related clothes, including jewelry, tattoos, and accessories
- Clothing advertising for or related to tobacco, alcohol, drugs and/or weapons
- Clothing or accessories that pose a safety concern
- Chains (neck, pocketbook, etc.), spikes, or other similar metal items
- Hats or any head covering in the school building from 7:00 a.m. to 4:00 p.m. on school days, except on authorized days
- Bare feet
- **Pajamas, slippers, or other sleep wear and accessories (i.e. blankets or pillows)**
- Pants, shorts, and skirts must be worn at hip-level or higher with no excessive bagging or sagging and no underwear visible
- Shirts must have a modest neckline (no cleavage) and be long enough to cover the midriff (front and back). Cutoff shirts that expose the sides, any part of chest, midriff or torso are not to be worn.
- No spaghetti straps, tank tops, tube tops, off-the-shoulder tops, halter tops, muscle shirts, backless tops, strapless tops, half tops, or mesh fabric clothes are to be worn. The **width** of straps must be **one (1) inch** or more.
- **Length of skirts and shorts must be six (6) inches or less above the top of the knee.**
- Spandex, tights and/or other similar form fitting attire must be covered with appropriate attire listed above.

SEARCH AND SEIZURE

It is permissible for authorized school personnel to search students, their personal property, their cars parked on school grounds, lockers, or desks when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either law or school rules. Searches must be approved and conducted/supervised by the principal or superintendent.

LOCKER ASSIGNMENTS

Students receive their locker assignments during registration. Once students are assigned lockers, they are expected to continue using that same locker. Changing lockers is **NOT** permitted. Lockers should be closed and secured at all times. Students are responsible for their lockers, and will be fined for damage to them. Students are encouraged to leave expensive electronics such as ipods, iphones, etc, skateboards, and the like at home so as to prevent damage to or loss of personal property.

TEXTBOOK CARE AND REPLACEMENT

Students are responsible for textbooks issued to them. Students will be **fined for lost or damaged books**. Replacement cost will be assessed for lost books.

BICYCLES, SKATE BOARDS, AND ROLLER BLADES

Skateboards, roller blades, and bicycles are not permitted in the school building, nor may they be used on sidewalks or in other areas on campus because of safety issues.

ELECTRONIC COMMUNICATION DEVICES AND MUSIC PLAYERS

Cell phones may not be visible or used within the school building during school hours which includes lunch time recesses. Ipods, MP3 players and all other electronics are not permitted in the classrooms unless teacher's discretion for lessons/assignments. **First offense:** the item will be confiscated and returned to the student at the end of the day. **Second offense:** Item will be confiscated until picked up by a parent/guardian. **Third offense:** item will be confiscated until the end of the year.

TELEPHONE USE

Students wishing to use the telephone during school hours may do so only in an emergency, and only by using the phone in the middle school office with teacher and office staff permission. Parents/guardians wishing to contact their student may do so by contacting the office and leaving a message. **Students are not permitted to use classroom phones.**

BUS POLICIES

The school district assumes responsibility for the student once s/he boards the bus in the morning. That responsibility ends once the student is delivered to the bus stop at the close of the day. The right of the student to ride on the school bus is a condition of their good behavior and observance of the bus rules and regulations:

1. Follow directions the first time they are given.
2. Stay in assigned seat and keep hands, feet, and belongings to oneself.
3. Be respectful--no loud talking, rude gestures, swearing, teasing, or fighting.
4. Keep all harmful objects and substances off the bus.
5. Maintain the bus—Do not eat, drink, litter, write on, or damage the bus.

Consequences:

1. First Offense: Warning. Driver verbally warns the student.
2. Second Offense: A bus conduct report is completed and given to the Transportation Supervisor, who will conference with the student and contact his/her parent.
3. Third Offense: A bus conduct report is issued. Student and parents conference with principal and Transportation Supervisor. Student loses bus privileges for three days OR parent accompanies student on the bus for three days.
4. Fourth Offense: A five-day bus privilege suspension or parental accompaniment.
5. Fifth Offense: Immediate indefinite bus privilege suspension and School Board action.
6. Severe Clause: Immediate loss of bus privileges and administrative referral.

FOOD AND DRINK

Students may consume food and drink before school, after school, during lunch, and during their breaks. Food and drink are not to be consumed in class without the teacher's permission. Every effort should be made to keep the facility clean and free from litter.

CAFETERIA POLICIES

1. Talk quietly.
2. Be respectful—No throwing, spitting, playing with, or dropping food or drinks.
3. Walk, don't run.
4. Place trash, trays, and utensils in their proper place.
5. Stay seated until finished eating.

ACADEMIC SUPPORT SERVICES

COUNSELING

The purpose of the counseling program in our school is to help provide each student with the ability to reach his/her greatest potential. This is provided through individualized planning with students, parents, and teachers in the areas of personal/social, education, and career development. The delivery of this program is by way of counseling, consultation, orientation, testing, and referrals.

STUDENT ASSISTANCE PROGRAM

Students who are concerned about their involvement or the involvement of another person with drugs or alcohol, or other personal issues, are encouraged to ask a staff member for assistance. This staff member will help the student contact appropriate resources while keeping the greatest level of confidentiality.

STUDENT HEALTH ASSISTANCE

Sick students must check with the office when it is necessary to leave school or take any form of doctor-prescribed medication. In case of emergency due to accident or illness, the student's parents will be notified. Idaho law states that students in grades K-12 shall be immunized. Students will not be admitted to classes unless they have written documentation of immunization status on file with the school office.

LIBRARY SERVICES

The library will be open at 8:00 a.m. and remain open throughout the day until 3:45 p.m. Students are encouraged to use the library as much as possible. Students visiting the library during class time must first get written permission from his/her teacher. Upon entering the library, the student should present the note and inform the librarian of his/her particular needs.

INTERSCHOLASTIC ACTIVITIES POLICY

It shall be the policy of the Board of Trustees that rules of conduct and training shall be established for all activities of an interscholastic nature. These rules will be rigorously and impartially enforced. It is further realized that coaches, administrators, and Board personnel are not policemen and that the primary responsibility for out-of-school supervision resides with the parents. It shall therefore be the duty of the Middle School principal to see that each parent or guardian of the participant is notified of the school policy and to request their cooperation. The Board directs all coaches and supervisors that: 1) no exception may be made in enforcing rules; 2) all reasonable and desirable supervision is employed; and 3) all reports are fairly and impartially investigated.

- Athlete's grades will be checked every 2 weeks.
- To be eligible, athletes must have a minimum 2.0 simple GPA with no failing grades.
- If an athlete's GPA is lower than a 2.0 or has any failing grades than they are ineligible for a week. There will be no warning weeks.
- After 1 week of ineligibility, the athletes with ineligible grades will have their grades checked again. If they have a 2.0 simple GPA with no failing grades they will be eligible to participate. If they have not gotten their GPA to a 2.0 or are failing any classes than they will be ineligible for another week.
 - All missing work must be submitted to the teacher by Friday before the grade check. Work turned in after Friday will not be counted until the following grade check.
- If an athlete is ineligible for 3 weeks at anytime throughout the season they will be ineligible for the remainder of the season.
- Parents will be notified if their child is ineligible that week through two possible types of communication: 1) Power Announcement or 2) the athlete will contact their parent when they get called down to the office for their ineligibility.
- Home schooled students who are dual enrolled in Glens Ferry School District for participation in extra-curricular activities will agree to and also be held accountable for maintaining a 2.0 GPA with no failing grades. Home schooled students will have to show proof of their eligibility by getting an updated grade report to the counselor on grade check days by 10am. They will need to provide a grade report every 2 weeks, unless they are ineligible, than it will be the following week also. If a grade report is not provided, than that athlete will automatically be ineligible for a week.

Idaho High School Activities Association (IHSAA) rules are too numerous to be cited in this agenda. For a complete set of the state rules, students should see the school athletic director. Some of the rules for athletes to be eligible are as follows:

1. You have not reached your twentieth birthday.
2. You were in school last trimester.
3. You received credit in four subjects the previous trimester.
4. You have a physician's certificate to compete.
5. You changed schools and your parents moved with you.
6. You have enrolled and attended school no later than the 11th school day of the current trimester.
7. This trimester of attendance is not more than twelve trimesters or eight semesters since you first entered ninth grade.

8. You are an amateur.

Athletes are ineligible if:

1. You participate in an organized non-school competition while participating in that sport for your school during that season.
2. You compete in an unapproved tournament, or contest.
3. You compete in an unapproved benefit game.
4. You compete in an all-star game, which is not approved.
5. You accept any award (money or otherwise) in any activity sponsored by the IHSAA, unless approved by the Board of Control.
6. You have been absent from school more than two weeks at the end of the trimester.
7. You are not enrolled in school before the 11th school day of the current trimester.
8. You are a transfer student who moved without parents.

IHSAA SANCTIONED PROGRAMS

Fall: Football, Volleyball, Cheerleading (Fall & Winter), Drama

Winter: Boys' Basketball, Girls' Basketball, Wrestling, Speech

Spring: Softball, Track, Golf, Baseball (Non-IHSAA Sanctioned)

ATHLETIC PHYSICALS

Students participating in Glens Ferry Middle School IHSAA sponsored athletics are required to get a physical examination prior to participation each year.

SCHOOL INSURANCE

School insurance is available to all students. Forms may be obtained at the office for each student on the first day of school. Insurance is optional for students. Athletic participants will be notified by their respective coaches and the athletic director concerning the need to have insurance.

ACTIVITIES

Participation in the activities program at Glens Ferry Middle School is a privilege, not a right, and each participant shall abide by all school rules and regulations.

- Function Request to Student Council. Any group or organization wanting to sponsor a school related activity, such as a dance or other type of social event, must complete a Function Request to Student Council form, have it signed by appropriate officers and advisors, and submit it to Student Council for approval two weeks prior to the activity.
- Dances. Dances sponsored by an organization of Glens Ferry Middle School are considered school activities and the normal standards of expected behavior should be followed. Individuals who are not Glens Ferry students will not be permitted to attend unless they have the pre-approval of the principal. With the exception of prom, all guests must be students enrolled in another high school. Students who leave a dance will not be re-admitted to the dance. Middle school students may not attend high school dances and vice versa.
- Purchase Orders. Any purchase of supplies for student activities must be made with a purchase order signed by the advisor and principal in advance of the purchase. Those purchases made without proper authorization may be denied reimbursement.

Extracurricular and Co-Curricular Participation Policy

Extracurricular or co-curricular activities are supplements to the regular instructional programs and afford students opportunities for enrichment. **However, participation in extracurricular and co-curricular activities is a privilege, not a right.** I.C. 33-512(12). As representatives of their school and District, students participating in such activities are expected to meet high standards of behavior.

General Definitions for Extracurricular and Co-Curricular Participation Policy

Unless the context otherwise requires, in this policy:

“Extracurricular Activities” means district and/or school authorized activities which take place outside of the regular school day and do not involve class credit, including, but not limited to athletics, student groups or organizations, and community activities. **“Co-Curricular Activities”** are district and/or school authorized activities held in conjunction with a credit class, but taking place outside of the regular school day including, but not limited to, debate, drama, drill team, band or choir.

“Activity Suspension or Suspension from Extracurricular or Co-curricular Activities”

means that suspended students shall not travel, dress in uniform, associate or participate with the team or group at its scheduled event(s). Suspended students may be allowed to participate in practices/meetings; however, the principal or designee may deem it necessary for students to be withheld from practices/meetings for the duration of the suspension.

“Controlled Substances” include, but are not limited to opiates, opium derivatives, hallucinogenic substances, including cocaine, and cannabis and synthetic equivalents or the substances contained in the plant, any material, compound mixture or preparation with the

substances having a depressant effect on the central nervous system, and stimulants.

“Drugs” include any alcohol or malt beverage, any inhalant, any tobacco product, any controlled substances, any illegal substance, any abused substance, any look-alike or counterfeit drug, any medication not approved and registered by the school authorities and/or any substance which is intended to alter mood, and/or any substance which is misrepresented and sold or distributed as a restricted or illegal drug.

“Drug Paraphernalia” is defined as any or all equipment, products and materials of any kind which are used, intended for use, or designed for use, in planting, propagating, cultivation, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance as defined in this policy.

“Emergency Activity Suspension” is defined as imposition of an activity suspension by a principal or his designee prior to an informal hearing when it is necessary to protect the health and safety of the individual(s) involved and immediate action is appropriate.

“Event” is defined as a match, game, meet, or other competitive event, including regional and/or state tournaments, competitions. “Event” is also defined as any band or choir performance(s).

“Knowingly Present” shall mean that a student attended a gathering to two (2) or more individuals at which one or more of the attendees (other than the student at issue) were using or are in possession of drug paraphernalia, controlled substances, drugs, pornography, or alcohol or tobacco and the student knew or reasonably should have known that such use or possession was occurring.

“Minor Infraction” shall mean a minor deviation from acceptable behavior or stated student expectations. Students will be given notification of the first minor infraction. Students and parents will be given notification of the second minor infraction through a conference and will be informed that a third minor infraction may result in activity suspension.

“Major Infraction” shall mean a material or substantial deviation from acceptable behavior or stated student expectations including but not limited to insubordination toward or non-compliance with staff members or adults in charge of an activity, verbal or physical abuse (hazing, fighting),

“On any school premises or at any school sponsored activity, regardless of location” includes, but not be limited to buildings, facilities, and grounds on the school campus, school buses, school parking areas; and the location of any school-sponsored activity.

“On any school premises or at any school sponsored activity, regardless of location” also includes instances in which the conduct occurs off the school premises but impacts a school related activity.

“Enrollment Period” is defined as the period of time during which a student is enrolled in the Glenns Ferry School District, and shall include summers between school years.

“School Days” include only those days when school is in session.

Eligibility Requirements for Extracurricular and Co-curricular Participation

To take part in any extracurricular or co-curricular activity students must maintain a 2.0 GPA.

If, at any time while participating in extracurricular or co-curricular activities, the student does not have a 2.0 GPA, he/she will be on probation for 2 weeks. During the probation the student can participate in the extracurricular and co-curricular activities, but must improve his/her grades to a 2.0 GPA. Written verification from the teacher(s) is required. . If after the probationary period the student does not have 2.0 GPA, he/she, will not be allowed to take part in any extracurricular or co-curricular activity until he/she has a 2.0 GPA.

Extracurricular or Co-Curricular Activity Suspension

The Board believes that the safety and welfare of other students may be adversely affected when students who are involved in extracurricular or co-curricular activities commit major infractions or repeated minor infractions at school or during school activities, and/or are involved in criminal conduct or drug use in any location.

At the beginning of each semester, teachers or coaches of co-curricular courses will identify for students how participation in the co-curricular activity impacts their course grade. Co-curricular students who are suspended as a result of this policy will have the co-curricular course grade affected only if the reason for the suspension was related to course work or course expectations. Students who miss a co-curricular activity because of a suspension may ask to do, or be required to do, alternative assignments or special projects to make up the missed activity.

Activity Suspension as a Result of a School Suspension

A student will be immediately suspended from all extracurricular and co-curricular activities when he/she receives a suspension from school for any reason.

Consequences:

1. The activity suspension is automatic. The Principal has the discretion to impose the suspension for the duration of the school suspension or longer, up to a total of nine (9) school days, and it runs concurrent with the school suspension.
2. This type of activity suspension cannot be appealed.

Activity Suspension for Repeated Minor Infractions or a Major Infraction

A student may be suspended from an extracurricular or co-curricular activity when he/she commits a third minor infraction, or a major infraction, regardless of location. The coach or advisor will recommend suspension to the Principal.

Consequences:

1. The incident will be reviewed pursuant to the Informal Hearing Process of this policy.
2. If the evidence supports the recommendation, the student may be given an activity suspension for a period of time up to and including the remainder of the season or duration of the activity in that scholastic year for that activity, and may include suspension from all similar activities for a period of one (1) year from the date of the incident.
3. If the activity suspension exceeds nine (9) school days, the parent/guardian may request an appeal as outlined in the Appeal Process at of this policy.

Activity Suspension for Criminal Conduct or Drug Use in Any Location During the Enrollment Period

A student may be suspended from extracurricular and co-curricular activities when he/she has been arrested other than infractions or minor traffic violations; or has been involved with drug paraphernalia, controlled substances, or drugs, including alcohol or tobacco, **in any location, either on or off campus**, during the enrollment period, in any of the following ways: attempting to secure or purchase; using or having reasonable suspicion of having used; possession; intending or attempting to sell or distribute; selling or giving away; or being knowingly present when any of the above are used, possessed, or consumed.

Consequences:

A. Knowingly Present

1. First violation: When a student violates the "knowingly present" prohibition of this policy for the first time during a scholastic year, the school resource officer ("SRO"), principal, or athletic director:
 - ❖ will hold a conference with the student;
 - ❖ will notify the student's parent/guardian and the student of the violation;
 - ❖ may arrange a conference with the parent/guardian and the student; and
 - ❖ will inform the student and parent/guardian of consequences for future violations of the policy.
2. Second violation: When a student violates the "knowingly present" prohibition of this policy for the second time during a scholastic year, he/she is subject to the consequences outlined below in part B "Other Violations" of the policy.

B. Other Violations

1. The incident will be reviewed pursuant to the Informal Hearing Process section of this policy. If the evidence supports the accusation, the student may be suspended from all extracurricular and co-curricular events for one (1) calendar year from the time of the infraction.
2. The suspension will be reduced to a fourteen (14) calendar day period if:
 - a. In the case of criminal conduct, the student receives counseling which has been approved by a school counselor.
 - b. In the case of drug, alcohol, or tobacco use, the student agrees to and completes
 - 1) A drug/alcohol/tobacco assessment provided by the school (no cost) or the community (the family incurs the cost); and/or
 - 2) Drug/alcohol/tobacco education group, provided or facilitated by the school, and/or the community.
3. If no event is scheduled during the period of the suspension, the student will not be allowed to participate in the next scheduled event.
4. If the student notifies school personnel (self-reports) concerning his/her criminal conduct or drug use prior to the personnel's knowledge of the incident(s), the principal or athletic director may reduce the length of the activity suspension.
5. Students who violate criminal law or are involved with controlled substances as defined above will not be allowed to run for or represent the school in elected/chosen capacities including but not limited to class/student body offices, homecoming court, speaker at graduation. The length of this consequence will extend for one (1) calendar year from the date of the incident.
6. On the occasion of a subsequent infraction during a scholastic year, and if the evident supports the accusation, the principal or athletic director will bar the student from any form of extracurricular or co-curricular activity for the balance of the scholastic year.
7. All students who receive an activity suspension for criminal conduct or drug use shall be reported to the Superintendent or designee and, if applicable, to the appropriate law enforcement agency.
8. The parent/guardian may appeal the Principal's decision as outlined in the Appeal Process of this policy, with either a first or second offense.

Infractions Which Occur on Out-of-School Trips

During an out-of-school trip, if the authorized person in charge of the activity determines that a student should be sent home early because of criminal conduct, drug use or a major infraction, the authorized person will notify the parent/guardian, and require him/her to take charge of the immediate return of the student. The parent/guardian will assume all responsibility and expenses incurred for the return of the student.

Informal Hearing Process

Prior to giving an activity suspension to a student, the principal or athletic director shall grant the student an informal hearing on the reasons for the activity suspension and the opportunity to challenge those reasons unless an emergency activity suspension is necessary. If an emergency activity suspension is necessary, an informal hearing will be held as soon as possible after the emergency ceases to exist.

Student Travel to or from an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent and prior approval from the school principal if the parent wishes the student to travel to or from an event by means other than the school district bus.

The activity must provide at least one instructor/coach/or adult sponsor for each bus on a special trip. The bus driver will be responsible for the safe operation of the bus. The sponsor will be responsible for supervision of students and enforcement of bus rules. Any adult designated by the principal as a sponsor will have such authority.

Students must follow all school bus rules with this exception: Food and drink not in glass containers will be allowed on the bus with permission of the principal. However, any debris must be cleaned up at the end of the trip and before students leave the bus.

If a student causes a disruption or hazard on the bus, a conference will be held with the principal, driver, instructor/ coach/or adult sponsor, parent/guardian and student. The driver, instructor/coach/or adult sponsor, parent/guardian and the student will have the opportunity to share with the principal their perceptions of the problem. If the principal finds that there has been an infraction of bus rules, he will take the following action:

1. On the first infraction, the student will be warned that following any further infraction he/she will be declared ineligible for transportation to the extracurricular or co-curricular activities for one event.
2. On the second infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activity for two events.
3. On the third infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activities for the remainder of the semester.

Based on the severity of the problem as it relates to respect and safety for others, the principal may bypass step #1 and/or step #2 above and immediately declare the student ineligible for transportation for two weeks or the remainder of the semester.

Appeal Process

1. This appeal process may be used by students and their parent/guardian only in those instances where an activity suspension or transportation to an extracurricular or co-curricular activities exceeds nine (9) school days.
2. The parent/guardian must request an appeal in writing within two (2) school days from the notification of the activity suspension decision.
3. The Superintendent will appoint a three-member panel composed of certificated staff members who have not been involved in the disciplinary action in question. The hearing panel will notify the student and the parent/guardian of the date, location, and time of the hearing; the student will have an opportunity to present additional evidence regarding the circumstances of the suspension or reasons to reduce the length thereof. The appeal must be scheduled within five (5) school days of the request.
4. If the panel determines that the evidence reviewed at the appeal supports the suspension, the suspension of the student from extracurricular and/or co-curricular activities shall be continued.
5. The student and the parent/guardian will be notified in writing of the panel's findings and determination with respect to the student suspension from extracurricular and/or co-curricular activities within two (2) school days of the panel's decision.
6. The panel's determination is final, and is not appealable to the Superintendent or Board of Trustees.

Elementary Students

Students in kindergarten through sixth (K-6) grade who are in violation of this policy may have the length of the activity suspension reduced by the principal or other authorized administrator.

Extracurricular Activities Drug-Testing Program

The District has a strong commitment to the health, safety, and welfare of its students. Results of studies throughout the United States indicate that education alone, as a preventive measure, is not effective in combating substance abuse. Our commitment to maintaining the extracurricular activities in the District as a safe and secure educational environment requires a clear policy and supportive programs relating to detection, treatment, and prevention of substance abuse by students involved in extracurricular activities.

Purpose

The drug-testing program is not intended to be disciplinary or punitive in nature. Students involved in extracurricular activities need to be exemplary in the eyes of the community and other students. It is the purpose of this program to prevent students from participating in extracurricular activities while they have drug residues in their bodies, and it is the purpose of this program to educate, help, and direct students away from drug and alcohol abuse and toward a healthy and drug-free participation. No student shall be expelled or suspended from school as a result of any verified positive test conducted by his/her school under this program, other than as stated herein.

Scope

Participation in extracurricular activities is a privilege. This policy applies to all District students in grades 9-12 who wish to participate in extracurricular activities that are listed in the current student handbook and any other school-sponsored extracurricular activities not listed.

Consent Form

It is MANDATORY that each student who participates in extracurricular activities sign and return the Consent Form prior to participation in any extracurricular activity. Failure to comply will result in non-participation.

Each extracurricular participant shall be provided with the Consent Form (3350F), which shall be dated and signed by the participant and by the parent/guardian. In so doing, the student is agreeing to participate in the random drug-testing program at Glenns Ferry High School.

Testing Procedures

1. The selection of participants to be tested will be done randomly by the principal/administrative designee, and selections will be made from time to time throughout the school year. Names will be drawn from one (1) large pool of those agreeing to be tested. Testing may occur on a different day, Monday through Saturday. This variable schedule will keep students conscious of the possibility of being tested at any time during the year. Each student will be assigned a number that will be placed in the drawing.
2. If the student shows signs of reasonable suspicion, the principal/administrative designee may call the student's parent/guardian and ask that the student be tested. Factors will include, but are not limited to, excessive discipline problems and/or excessive absences from school. Also, a parent/guardian may request testing of his/her student.
3. No student will be given advance notice or early warning of the testing. In addition, a strict chain of custody will be enforced to eliminate invalid tests or outside influences.
4. Upon being selected for a urinalysis test under this policy, either by random draw, reasonable suspicion, a request of a parent/guardian, or a follow-up test, a student will be required to provide a sample of fresh urine, according to the quality control standards and policy of the laboratory conducting the urinalysis.
5. All students will remain under school supervision until they have produced an adequate urine specimen. If unable to produce a specimen, the student will be given up to twenty-four (24) ounces of fluid. If still unable to produce a specimen within two (2) hours, the student will be taken to the principal's office and told he/she is no longer eligible for any of the extracurricular activities. In addition, the parents/guardian will be telephoned and informed the student is unable to produce a sample for the testing procedure and that he/she may be tested at a later date to be reinstated for eligibility.
6. There is a head strip on each of the specimen bottles, indicating the validity of the urine specimen by temperature. All specimens registering below 90.5 degrees Fahrenheit will be invalid. If this occurs, another specimen must be given by the student.
7. If it is proven that tampering or cheating has occurred during the collection, the student will become ineligible for all the extracurricular activities for the remainder of the school year. This will be reported to the parent/guardian.
8. Immediately after the specimen is taken, the student may return to class with an admit slip or pass with the time he/she left the collection site. The principal/administrative designee must time and sign the pass.
9. All specimens will be initially screened using a laboratory approved panel test. All positive tests will then be turned over to the testing laboratory, and each specimen will be tested for final verification of presence of the indicated substance (which

may include all drugs listed as controlled substances under the laws of the State of Idaho). Also, performance enhancing drugs such as steroids may be tested.

10. The laboratory selected must follow the standards set by the Department of Health and Human Services. It must be certified under the auspices of the Clinical Laboratory Improvement Act (CLIA) and the Joint Commission of Accreditation of Healthcare Organizations (JCAHO).

Chain of Custody

1. The certified laboratory will provide training and direction to those who supervise the testing program, set up the collection environment, and supervise the chain-of-custody. To maintain anonymity, the student's number, no name, will be used.
2. The principal/administrative designee will be responsible for escorting students to the collection site. The student should bring all materials with him/her to the collection site and should not be allowed to go to his/her locker. (The administrator should not bring all the students drawn from the pool to the collection site simultaneously. Calling four (4) or five (5) students at a time allows the collections to be carried out quickly and will not cause students to wait a long time, thereby creating a loss of important time from class. Athletes may be called after school, perhaps during practice time.)
3. Before the student's urine is tested by the laboratory, students will agree to fill out, sign, and date any form which may be required by the testing laboratory. If a student chooses, he/she may notify the administrator that he/she is taking a prescription medication.
4. A sanitized kit containing a specimen bottle will be given to each student. The bottle will remain in the student's possession until a seal is placed upon the bottle. The student will sign that the specimen has been sealed. The seal may be broken only by the lab testing the specimen.
5. If the seal is tampered with or broken after leaving the student's possession and prior to arriving at the lab, the specimen is invalid. The student will be called again as soon as possible. The student will remain eligible for extracurricular activities subsequent to a retest.
6. The supervisor obtaining the urine specimen will be of the same gender as the student. Students will be instructed to remove all coats and wash their hands in the presence of the supervisor prior to entering the restroom. The door will be closed so that the student is by himself/herself in the restroom to provide a urine specimen. The supervisor will wait outside the restroom. The student will have two (2) minutes to produce a urine specimen. The commode will contain a blue dye so the water cannot be used to dilute the sample. The faucets in the restrooms will be shut off.
7. After it has been sealed, the specimen will be transported to the testing laboratory by lab personnel. The testing laboratory will report the results to the principal/administrative designee.
8. In order to maintain confidentiality, the container which contains the urine specimen to be tested will not have the name of the student on the container. Instead, the student's random identification number will appear on the container. Also, the results sheet for urinalysis will be mailed to the principal/administrative designee with no name attached; only the student's random identification number will appear on the results sheet.

Test Results

1. This program seeks to provide needed help for students who have a verified positive test. The student's health, welfare, and safety will be the reason for preventing students from participation in extracurricular activities.
2. The principal/administrative designee will be notified of a student testing positive (that is, if the test shows that drug residues are in the student's system after using at least two (2) different types of analyses). The principal/administrative designee will notify the student and his/her parent/guardian. The student or his/her parent/guardian may submit any documented prescription, explanation, or information that will be considered in determining whether a positive test has been satisfactorily explained.
3. In addition, the student or parent/guardian may appeal by requesting that the urine specimen be tested again by the certified laboratory at a cost to the student or his/her parent/guardian.
4. If the test is verified positive, the principal/administrative designee will meet with the student and his/her parent/guardian at the school. The student and parent/guardian will be given the names of counseling and assistance agencies that the family may want to contact for help. The student will be prevented from participating in extracurricular activities until after a follow-up test is requested by the principal/administrative designee and the results are reported.
5. A follow-up test will be requested by the principal/administrative designee after such an interval of time that the substance previously found would normally have been eliminated from the body. If this follow-up test is negative, the student will be allowed to resume extracurricular activities. If a second positive result is obtained from the follow-up test or any later test of that participant, the same previous procedure shall be followed. In addition, the District reserves the right to continue testing, at any time during the remaining school year, any participating student who tested positive and did not make satisfactory explanation.

6. Information on a verified positive test result will be shared on a need-to-know basis with the student's coach or sponsor. The results of negative tests will be kept confidential to protect the identity of all students being tested.
7. Drug testing result sheets will be returned to the principal/administrative designee, identifying students by number and not by name. Names of students tested will not be kept in open files or on any computer. Result sheets will be locked and secured in a location to which only the principal/administrative designee has access.

Financial Responsibility

1. Under this policy, the District will pay for all initial random drug tests, all initial reasonable suspicion drug tests, and all initial follow-up tests. (Once a student has a verified positive test result and has subsequently tested negative from a follow-up test, any future follow-up drug test that must be conducted will be paid for by the student or his/her parent/guardian.)
2. A request on appeal for another test of a positive urine specimen is the financial responsibility of the student or his/her parent/guardian.
3. Counseling and subsequent treatment by non-school agencies are the financial responsibility of the student or his/her parent/guardian.

Confidentiality

Under this drug-testing program, any staff, coach, or sponsor of the District who may have knowledge of the results of a drug test will not divulge to anyone the results of the test or the disposition of the student involved, other than in the case of a legal subpoena being made upon that person in the course of a legal investigation. Once again, this will underscore the District's commitment to confidentiality with regard to the program.

Other Rules

Apart from this drug-testing program, the Idaho High School Activities Association (IHSA) and the coaching staff/sponsor of each sport/activity have their own training rules and requirements. Coaches/sponsors have the necessary authority to enforce those rules. Any student who violates a rule or requirement as a member of a team or activity will be subject to the consequences as defined in those rules and requirements.

**GLENNS FERRY SCHOOL DISTRICT #192 SCHOOLS
EXTRA CURRICULAR AND CO-CURRICULAR CONSENT FORM**

I have received a copy of the Glenns Ferry School District "Extracurricular and Co-Curricular Activities Policy", and have read and understand it. I desire that _____ participate in this program and hereby voluntarily agree to be subject to its terms for the entire time in which my child is enrolled in the school district. I accept the method of obtaining urine specimens, testing, and analysis of such specimens and all other aspects of the program. I agree to cooperate in furnishing urine specimens that may be required from time to time.

I further agree and consent to the disclosure of the sampling, testing, and results provided for this program. This consent is given pursuant to all State and Federal Statues and is a waiver of rights to nondisclosure of such test records and results only to the extent of the disclosures in the program.

Date: _____, 20__

Student Signature

Parent/Guardian Signature



I, _____, have decided not to participate in any extracurricular activities sponsored by Glenns Ferry Schools for the remainder of this school year. In order for me to participate in the extracurricular activity program at a later date, I understand that I must submit to urinalysis.

Student Signature

Date

Parent/Guardian Signature

Date

STUDENT GOVERNMENT

To be eligible for a student government position, a student must be enrolled full-time, having received passing grades and earned credits in at least four (4) of five (5) full-credit subjects in the previous trimester. To be academically eligible for a student government position, a student must maintain passing grades in all subjects throughout the year.

Student Council provides for student activities, serves as a training experience for both elected leaders and followers, promotes the common good, gives students a share in the management, develops high ideals of personal conduct, acts as a clearing house for student activities, seeks to interest students in school affairs, and helps solve problems that may arise. Members of the student council are your representatives and have direct access to the school administration. The student council approves expenditure of the student body funds and payments of expenses are authorized through the student body president and principal. Student body financial records are audited annually.

GENERAL INFORMATION

ANNOUNCEMENTS

The school office will provide a daily bulletin. Announcements for the bulletin must be submitted to the office by 9:00 a.m. The bulletin will be available in PowerSchool and will be e-mailed to teachers for reading to students. A copy will be posted in the library, office and gymnasium.

ASSEMBLIES

At all times student behavior should be refined and courteous. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole during assemblies. Unacceptable conduct would include whistling, uncalled-for clapping, boisterousness, and talking during a program. Removal from or loss of privileges to attend assemblies may result from student misbehavior.

FIRE DRILLS

Fire drills will be held throughout the school year. They are an important precaution and should be taken seriously as if an actual emergency existed. When the fire alarm is sounded, everyone is to clear the building and proceed to designated safety zone areas located in the front of the school, west of the tennis court, and inside the track area. In an actual emergency or in the case of inclement weather, transportation could be provided from those areas to a temporary shelter. Before the students return to the building during a drill, an all-clear bell will be sounded to indicate that it is safe to return.

HALL CONDUCT

While class is in session, any student out of a classroom must have a valid pass from their assigned classroom teacher. Students without an official pass will be escorted to their current class.

LOST AND FOUND

Articles found in and around the school should be turned over to school personnel so the owners can claim their property after properly identifying it.

VISITORS AND VISITING STUDENTS

All visitors are to report to the middle school office to request a visitor's pass. Glenns Ferry Middle School will not accommodate students from other schools during the school day. Requests for exceptions will be made through the principal.

COMPUTER USE TERMS AND CONDITIONS

All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Terms and Conditions

1. Acceptable Use – Access to the District's electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use.
2. Privileges – The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator (and/or building principal) will make all decisions regarding whether or not a user has violated these procedures, and may deny, revoke, or suspend access at any time. His or her decision is final.

3. Unacceptable Use – The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
 - a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or state law;
 - b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
 - c. Downloading copyrighted material for other than personal use;
 - d. Using the network for private financial or commercial gain;
 - e. Wastefully using resources, such as file space;
 - f. Hacking or gaining unauthorized access to files, resources, or entities;
 - g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
 - h. Using another user's account or password;
 - i. Posting material authored or created by another, without his/her consent;
 - j. Posting anonymous messages;
 - k. Using the network for commercial or private advertising;
 - l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
 - m. Using the network while access privileges are suspended or revoked.
4. Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
 - a. Be polite. Do not become abusive in messages to others.
 - b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
 - c. Do not reveal personal information, including the addresses or telephone numbers of students or colleagues.
 - d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in anyway that would disrupt its use by other users.
 - f. Consider all communications and information accessible via the network to be private property.
5. No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
6. Indemnification – The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.
7. Security – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
8. Vandalism – Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
9. Telephone Charges – The District assumes no responsibility for any unauthorized charges of fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
10. Copyright Web Publishing Rules – Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission.
 - a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
 - b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
 - c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission to copy the materials. The manager of the Website displaying the material may not be considered a source of permission.
 - d. The "fair use" rules of governing student reports in classrooms are less stringent and permit limited use of graphics and text.

e. Student work may only be published if there is written permission from both the parent/guardian and the student.

Internet Safety

1. Internet access is limited to only those “acceptable uses”, detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses”, as detailed in these procedures, and will otherwise follow these procedures.
2. Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee.
4. The system administrator and building principals shall monitor student Internet access.

Legal Reference: Children’s Internet Protection Act, P.L. 106-55420 U.S.C. 6801, et seq.
47 U.S.C. 254 (h) and (1)

INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the Glenns Ferry School District's policy regarding District-provided Access to Electronic Information, Services, and Networks (Policy No. 3612). Should I commit any violation or in any way misuse my access to the District's computer network and/or the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

User's Name (Print) _____

User's Signature: _____

Address: _____

Home Phone: _____ Date: _____

Status: Student _____ Staff _____ Patron _____ I am 18 or older _____ I am under 18 _____

If I am signing this policy when I am under 18 I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Legal Guardian. (If applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement.) As the parent or legal guardian of the above-named student, I have read, understand and agree that my child shall comply with the terms of the District's policy regarding District-Provided Access to Electronic Information, Services and Networks for the student's access to the District's computer network and/or the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's responsibility for abiding by the policy. I am, therefore, signing this Agreement and agree to indemnify and hold harmless the District, the Trustees, Administrators, teachers and other staff against all claims, damages, losses, and costs of whatever kind that may result from my child's use of his/her access to such networks or his/her violation of the District's policy. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting. I hereby give my child permission to use the building-approved account to access the District's computer network and the Internet.

Parent/Legal Guardian (Print): _____

Signature: _____

Home Phone: _____ Address: _____

Date: _____

This Agreement is valid for the _____ school year only.

Please sign and return to specified teacher.

I have completely read and fully understood the 2014-15 Middle School Student Handbook and will adhere to the rules and regulations as stated.

Student Signature

Date

Parent Signature

Date

The Pilot Pen: Writing Manual



A Guide to MLA Formatting

Created and compiled by
Mrs. Christina Spriggs
Glenns Ferry High School Language Arts Instructor



**Introduction:
MLA (Modern
Language**

Association)

This manual is for use by all students and staff within the Glenns Ferry School District. It outlines the expectations for all written compositions and research assignments in grades K-12 as developmentally appropriate and outlined in the language arts curriculum.

Each student and teacher will be issued a manual whenever it is revised or updated. The system of documentation contained in this document is the system to be followed by all departments at the high school. This manual will help keep the writing in Glenns Ferry Elementary School, Glenns Ferry Middle School, and Glenns Ferry High School consistent and generally recognized.

This system is based on the Modern Language Association's (MLA) recommendations. The MLA system of formatting and citation is nearly universal and accepted in colleges and universities across the country. Basically, the MLA system consists of guidelines for citations, documentation, formatting, and composing.

The 6 + 1 Writing Traits

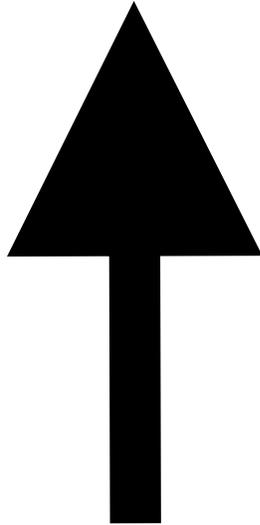
The 6 + 1 Writing Traits identify common characteristics of good writing at all grade levels and different levels of achievement. These different criteria make it possible for teachers to assess various strengths and weaknesses in their students' writing.

The 6 + 1 Writing Traits include:

- **Sound Ideas:** includes the heart of the essay; the main theme; strong ideas are clear, unique, and go beyond the ordinary retelling of events
- **Good Organization:** the internal structure of the essay; things flow smoothly; when organization is strong, there is an interesting, meaningful beginning and a logical sequence of events, ending with a fulfilling ending; based on comparison-contrast, analysis, cause and effect, etc.
- **Individual Voice:** the writer coming through in words; it is the heart and soul of the writer; holds reader's attention through the use of appropriate vocabulary; knows who his or her audience is; has a personal flavor
- **Word Choice:** the use of creative, descriptive, precise language in an essay; strong verbs; author tries to find new ways to say things; words create mental images that last; strong words aren't elaborate word choices, but the effective use of everyday word choices
- **Sentence Fluency:** the rhythm and flow of the writing; sentences begin in different ways; varied sentence lengths; sentences sound good when they are read aloud; free of awkward word patterns
- **Conventions:** the correct use of grammar, spelling, and punctuation
- **Presentation:** the visual presentation of the paper; it's neat, precise, and carefully formatted

6 +1 Writing Trait Scoring

- **These scoring guidelines can be used to assess any of the 6 +1 Traits**
 - ✓ Sound ideas
 - ✓ Organization
 - ✓ Voice
 - ✓ Word Choice
 - ✓ Fluency
 - ✓ Conventions
 - ✓ Presentation



4 Advanced:

Shows strong skills in this trait; many strengths present; advanced control of trait; advanced beyond grade level

3 Proficient:

Strengths outweigh the weaknesses; some revision needed; proficient control of the conventions of writing; at grade level

2 Basic:

Some degree of knowledge of trait; reveals a number of weaknesses; developing toward grade level

1 Below Basic:

Fundamental writing deficiencies; writer not yet showing any control of trait; minimal at grade level

(Adapted from NW Regional Education Laboratory, "6 + 1 Writing Traits Scoring Guide," and combined with Idaho's Direct Writing Assessment Scoring Standards to fit the needs of GFHS)

Sample Writing Rubric

This Analytical Writing Rubric may be used to grade essays or written assignments across the curriculum. It may be adapted for each subject area and for the content being assessed. All seven of the Writing Traits do not have to be assessed at one time. This is just a sample template. You may add content-specific criteria. This rubric employs the 6 + 1 Writing Traits method.

Traits	4	3	2	1
<i>Sound Ideas</i>	Shows evidence of closely addressing the prompt; is clear and focused	Shows evidence of somewhat addressing the prompt; fairly clear	Shows limited evidence of addressing the prompt; vague	Shows little or no evidence of addressing the prompt; incoherent

<i>Organization</i>	Logical progression of ideas; free of awkward patterns	Ideas are mostly clear; connections between ideas exist	Attempt at organization; connections between ideas create gaps in understanding	Little or no organization; ideas are not connected; the message is unclear
<i>Word Choice</i>	Word choices are passionate, but not overdone	Word choices are appropriate without being contrived and do not alter the intended meaning	Word choices sometimes make the meaning unclear	Meaning is altered significantly by inappropriate or repetitive language
<i>Voice</i>	Contains clear, individualized language that is used purposefully to enhance meaning	Contains some clear individualized language to enhance meaning	Contains limited evidence of individualized language	Contains little or no evidence of individualized language
<i>Conventions</i>	Demonstrates complete knowledge of conventions; no errors in capitalization, usage, punctuation, and spelling (CUPS)	A couple of errors in CUPS; is not a fully polished piece	A few errors in CUPS, but does not cause confusion to the reader	Many errors in CUPS that interfere with the reader's ability to understand the response
<i>Presentation</i>	Carefully formatted in MLA style; clean; no errors or typos; correct headings	A couple of minor errors; still uses MLA formatting	A number of errors and typos; MLA style is employed, but there are errors in formatting	Paper is a mess; MLA style is not employed
<i>Fluency</i>	Sentences vary in length; piece flows with ease	Some variety in sentence lengths and style; some awkward sentences	Sentences may lack variety of style; does not flow smoothly	Fragments and awkward sentences are abundant; no style or variation in sentence length

Guide for Written Assignments

Your Name	Last Name 1
Teacher's Name	
Class	
1 January 2011	
	Title

Font is Times New Roman, 12 point; no bold or italics

Margins and Paper

Size: Paper should be 8½ inch X 11 inch, white paper, and margins should be 1-inch top, bottom, and sides

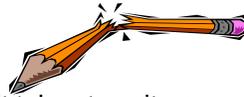
Heading information is double-spaced in the upper left-hand corner and begins one inch from top of page; includes name, teacher's name, subject, and date;

Title follows the heading and is double-spaced and typed; do NOT underline, bold, type in all CAPS, or make font changes

Last Name and Page Number typed in upper right-hand corner; ½ inch margin from top of page

Title Page: If your teacher requires a title page, you may create one and format it according to the instructions given. However, MLA does not allow title pages except for research paper writing.

The Writing Process



Don't Get Frustrated!

The Writing Process = the steps it takes to write a complete, final draft of an essay.

- ⇒ **Prewriting Stage:** This is the first step of the process. You begin shaping, focusing, planning, and developing ideas.
- ⇒ **Drafting Stage:** This is the first draft of your paper. Pay attention to audience, purpose, organization, content, and introductory paragraph and thesis!
- ⇒ **Revising Stage:** Once you have finished your first draft, read it and ask yourself if it is saying what you want it to say. **Revising is about making changes in your writing until it says exactly what you want it to say.**
- ⇒ **Editing and Proofreading:** In this stage, you are preparing your paper for publication. The best idea here is to **read your paper aloud to test it for sense and coherence.** Check spelling, capitalization, grammar, and punctuation. Hand in a clean, error free paper for final publication!

The Final Draft of your paper should be free of all errors!

Parts of the Essay

Introduction: The intro should be interesting; should “hook” the reader’s attention; will contain your thesis (if required); can ask a question, share a favorite quote that ties in with the topic, relate an anecdote (short story), or begin with dialogue

Thesis: a sentence or two that states your subject and your stance on that subject; basically, *this is what I am going to talk about in my essay*

Body: the body consists of the supporting paragraphs that develop the main idea of your essay; should list the points/evidence that develop your topic; develop each point with facts, details, and examples; use transitions to link your paragraphs together

Conclusion: In the conclusion, you “echo” the thesis statement without simply repeating it; may pose a question for future thought or suggest a course of action; include details from the introduction; tie up the essay; end with a strong image or a bit of wit

TRANSITIONS

Transitions are used to move smoothly from one idea to another. They help maintain the idea from one paragraph to another or connect varied ideas that contribute to the message of the composition. Here are some example transitions to use in writing:

To Add Information:

Again	Additionally	In addition	Also	Besides
Further	Furthermore	As well	Moreover	Next
Likewise	Finally	Another	First	Second

To Give Examples:

For example	For instance	To illustrate	In fact
Specifically	That is	In other words	Thus

To Compare and Contrast

In the same way	Likewise	Similarly	Therefore
However	Still	Even though	Although
On the contrary	Otherwise	On the other hand	Yet
Nevertheless	But	In contrast	also

To Emphasize

To emphasize	For this reason	In other words	Truly
That is	Again	Thus	In fact
As a result	Since	Indeed	so

To Show Time

After	As	Before	As soon as	At
During	First	Second	Third	Till
Until	Meanwhile	Today	Tomorrow	Yesterday
Soon	Later	Finally	Immediately	Then
When	While	Later		

To Conclude or Summarize

Therefore	As a result	Thus	In summary	Last
In conclusion	Finally	In other words	That is	In short

This page borrowed from: Barry, Mary Lu, JoAnne Gooding, Janis Mettern-High, and Sonia Alexander, comp. *Writing With Style: A Manual for Bruin Writers*. Idaho: Twin Falls High School, 2000.



Proofreading is the final and one of the most important steps in the writing process. Here are some common proofreading marks you can use.

bob
≡

Three underlines for capitalization

¶

Begin a new paragraph

~~dog~~

Lower Case

Frag

Sentence Fragment

RO

Run-On Sentence

SP

Spelling Error

Ave.

Spell Out

^

Insert Punctuation or Word(s)

paeece

Transpose letters

Sample Business Letter (Full Block)

A letter must be professional and look professional. Type it on neat, good quality paper.

Heading Writer's complete address	Tom Petty, Glens Ferry High School 639 North Bannock Avenue Glens Ferry, ID 83623 February 10, 2011
Inside Address Reader's name and address	Mrs. Pat Benetar 123 West Street New York City, New York 9998
Salutation	Dear Mrs. Benetar:
Body Align paragraphs to the left-hand side of paper	In this first paragraph, you introduce yourself and your reason for writing. Each paragraph is single-spaced. There are double spaces between paragraphs. This is the body of your letter. Make sure that it is single-spaced and double-spaced between paragraphs. Pay attention to word choice, purpose, spelling, grammar, and punctuation. Your body may continue into a second or third paragraph. Make sure that you use smooth transitions and that ideas flow smoothly from one to another.
Complimentary Closing	Sincerely,
	Tom Petty

—An MLA formatted business letter uses 1-inch margins

Plagiarism



Plagiarism = Copying the ideas, words, or work of others without properly citing the source, and trying to pass the information off as your own original thoughts/ideas

To The Student:

Plagiarism is stealing, and it will not be tolerated at Glenns Ferry Elementary School, Glenns Ferry Middle School, or Glenns Ferry High School. There are many forms of plagiarism, and it is your responsibility to avoid them. The most common types of plagiarism occur when:

- A student fails to put quotation marks around a direct quote from a source.
- A student fails to cite borrowed ideas, direct quotes, graphs, pictures, and summaries/paraphrases in his or her own words.
- A student fails to rewrite summaries and paraphrases in their own words.



Penalties for Plagiarism:

Anyone caught plagiarizing in any course at GFES, GFMS, or GFHS will receive a ZERO on the assignment. Teachers may decide whether or not to let you redo the assignment for full or partial credit. In some cases, parents may be contacted. Plagiarism is a serious academic offense.

When In Doubt:

Avoid using *Cliff Notes*, essays off the Internet, or the work of other students. When in doubt, cite your sources!! Always rewrite summaries and paraphrases in your own words. That doesn't mean that you can change a couple of words in a summary and call it your own. Be careful. Ask your teacher if you are unsure of how to cite a reference.

Documentation of Sources

The MLA *Handbook for Writers of Research Papers* suggests giving credit to sources in the body of your text rather than in footnotes or endnotes. This is called **parenthetical notation**.

Literary Documentation

To cite a literary work such as a short story or novel when the author or work is not mentioned in the passage, you mention the author's last name and the page number the information was borrowed from. You only cite the page number if the author and text are mentioned.

Passage without author or text mentioned:

Example: Genetic engineering was dubbed "eugenics" by a cousin of Darwin's, Sir Francis Galton, in 1885 (Bullough 5).

Passage with author or text mentioned:

Example: Bullough writes that genetic engineering was dubbed "eugenics" by a cousin of Darwin's, Sir Francis Galton, in 1885 (5).

Short direct quotes by author:

Example: While you may be saying all the right things verbally, "your actions may be saying some very negative things" (Clark 104).

Long direct quotes:

Do not use quotation marks for direct quotes of 4 lines of text or more. Double space below the line preceding the quote. Continue double

spacing and indent the left margin 10 spaces for all lines of quote.

Example: Gregg's *Microcomputer Keyboarding* reminds potential employees that dress can be an important aspect of the workplace. Students should remember this advice as they dress for work.

You will find when you work in an office that there are varying opinions about what clothing is appropriate. You may be given some suggestions for appropriate dress or may simply be expected to use your judgment. A good way to decide what to wear is to observe other workers in the office. (Stewart 32)

Poetry & Verse Plays

Cite plays and poetry by divisions (acts, scenes, lines, etc.). Use slashes to indicate separate lines of poetry and periods for the ends of dialogue in a play. The information for a play that goes in the parentheses include: act number, scene number, and page numbers. The information that goes in the parentheses for poems include: line numbers.

Example: When she learns that Romeo is a Montague, Juliet exclaims, "My only love, sprung from my only hate! / Too early seen unknown, and known too late!" (1.5.138-139).

Internet Sites:

Cite these textually just as you would a literary text. However, if there isn't an author/editor or if it's from a reference database or scholarly project, then you will include the title of the article or entry or the website name in the citation.

Hints:

1. The first time you refer to a source, use the full name of the author or editor and his or her credentials.
2. Do not use p. or pp. to indicate page numbers.
3. Note that the period follows the parenthetical reference.
4. It is ok to omit numbering pages for Internet sources in the parenthetical citation.
5. The information in a parenthetical citation should be the first thing the reader sees in the Works Cited entry.
6. If there isn't a publication or copyright date, then add the abbreviation *n.d.* in its place.

Sample Works Cited Entries

Entries on a Works Cited page are generally double spaced, double spaced between different entries, and listed in alphabetical order. Do NOT number them. Make sure that there are two spaces after author and the title of the work. Leave a single space between other items of the publication information.

Book by one author:

Author's last name, First name. Title of Book. City of Publication:
Publisher, Date.

Example:

Berry, Adrian. *The Iron Sun: Crossing the Universe Through Black Holes*.
New York: E.P. Dutton, 1988.

Magazine/Journal Article with no author listed:

"Title of Article." Title of Magazine Date Month Year: Page number.

Example:

"Trash in Orbit: Growing Hazard for Astronauts." *U.S. News and World
Report* 19 April 1990: 98.

Magazine/Journal Article with author listed:

Author's last name, Author's first name. "Title of Article." Title of Magazine
Date Month Year: Page number.

Example:

Branzburg, Jeffrey. "Reaching Around the Globe." Technology &
Learning. 23 November 2002: 41.

Encyclopedia Entry with no author listed:

"Title of Article." Title of Encyclopedia. Date.

Example:

"History of Space Flight." *Collier's Encyclopedia*. 15th ed. 1997.

Newspaper Article with author listed:

Author's last name, Author's first name. "Title of Article." Title of
Newspaper Date Month Year: Page number.

Example:

Olwin, E.B. "Space Technology." St. Paul Dispatch 16 May 1991: 6A.

Personal Interview:

Interviewee's last name, Interviewee's first name. Personal interview.
Date Month Year.

Example:

Beinhorn, Arthur. Personal interview. 13 September 1995.

Pamphlet with author listed:

Author's last name, author's first name. Title of Pamphlet. Place of
Publication: Publisher, date.

Example:

Stanley, Maxwell. Thirteenth Conference on the United Nations of the
Next Decade. Iowa City, Iowa: The Stanley Foundation, 1983.



Internet Citations

Citing Internet sites can be a very difficult task. Web pages and addresses are constantly changing; therefore, Internet citation is changing, too. However, most Internet sites are cited, parenthetically, just like book sources—with an author and sometimes a page number. They do, however, look a bit different on the Works Cited Page.

Entries should consist of the following items: (if they are available)

- Name of author or editor (if there is one)
- Title of the document or article in quotation marks
- Title of the complete work/main page in italics
- Site description (if applicable)
- Date of publication or last revision
- Source type (print, web, etc.)
- Date of access to the source
- Electronic addresses or URL (in angled brackets); this is not required according to the MLA guidelines as of 2009, unless your teacher requires it

A Website with an Author:

Smith, Jane. "Writing Essays is Fun." *Writing.org* 11 June 2010. Web. 12 April 2011.
<<http://www.writing.org>>.

A Professional Cite:

MLA on the Web. 8.3. 25 November 1997. *Modern Language Association of America*. Web. 25 March 1998. <<http://www.mla.org>>.

An Article in a Reference Database:

"Women in American History." *Britannica Online*. Vers. 98.1. 6 Nov. 1997.
Encyclopedia Britannica. Web. 10 June 1998. <
<http://www.britannica.com>>.

"Caret." Wikipedia: The Free Encyclopedia. 28 April 2006. Web. 10 May 2006.
< <http://en.wikipedia.org/wiki/Caret>.>

An Article in an Online Magazine:

Levine, Judith. "I Surf, Therefore I Am." *Salon* 29 July 1997. Web. 9 Dec. 1997.

<<http://www.salonmagazine.com/July97surfing.970729.html>>.

An Image, Including a Painting, Sculpture, or Photograph

Goya, Francisco. *The Family of Charles IV*. 1800. Museo del Prado, Madrid. Web. 22 May

2006 < <http://museoprado.mcu.es/i64a.html>>.

An Article in a Web Magazine

Author(s). "Title of Article." *Title of Online Publication* Date of Publication. Web. Date of Access <electronic address>.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make*

Websites. No. 149 16 Aug. 2002. Web. 4 May 2006.

< <http://alistapart.com/articles/writeliving>>.

Article in a Database on CD-ROM

"World War II." *Encarta*. CD-ROM. Seattle: Microsoft, 1999.

An Article from an Electronic Subscription Service

When citing material accessed via an electronic subscription service (e.g., a database, or online collection your library subscribes to, cite the relevant information as you would for a periodical followed by the name of the database or subscription collection, the name of the library through which you accessed the content, including the library's city and state, plus date of access.

Grabe Mark. "Voluntary Use of Online Lecture Notes: Correlates of Note Use and Note Use

as an Alternative to Class Attendance." *Computers and Education* 44 (2205): 409-

21. ScienceDirect. Purdue u Lib., West Lafayette, IN. 28 May 2006

< <http://www.sciencedirect.com>>.

Evaluating Sources

All print and media sources may look the same, but you must consider the following factors before choosing your sources.

- How **current** is the information?
- Is the author a **noted expert** in the field?
- Is this the best source for your **purpose** and **topic**?
- Is the source **relevant** to your topic?
- Is your information based on **facts** or **opinions**?
- Are you using information that shows various **points of view**?



Guidelines for a Works Cited Page

The Works Cited section lists all of the sources you cited in your text. It does *not* include any sources you may have read or studied but did not refer to in your paper.

1. Type the page number in the upper right-hand corner, one-half inch from the top of the page.
2. Center the title—Works Cited—one inch from the top; double-space before your first entry.
3. Begin each entry flush with the left margin. If the entry runs more than one line, indent additional lines 5 spaces or one-half inch.
4. Double-space between successive lines of an entry and entries.
5. List each entry alphabetically by the author's last name. If there is no author, use the first word of the title (disregard A, An, The)
6. Separate the author, title, and publication information with a period followed by *one space*.

Sample Works Cited Page

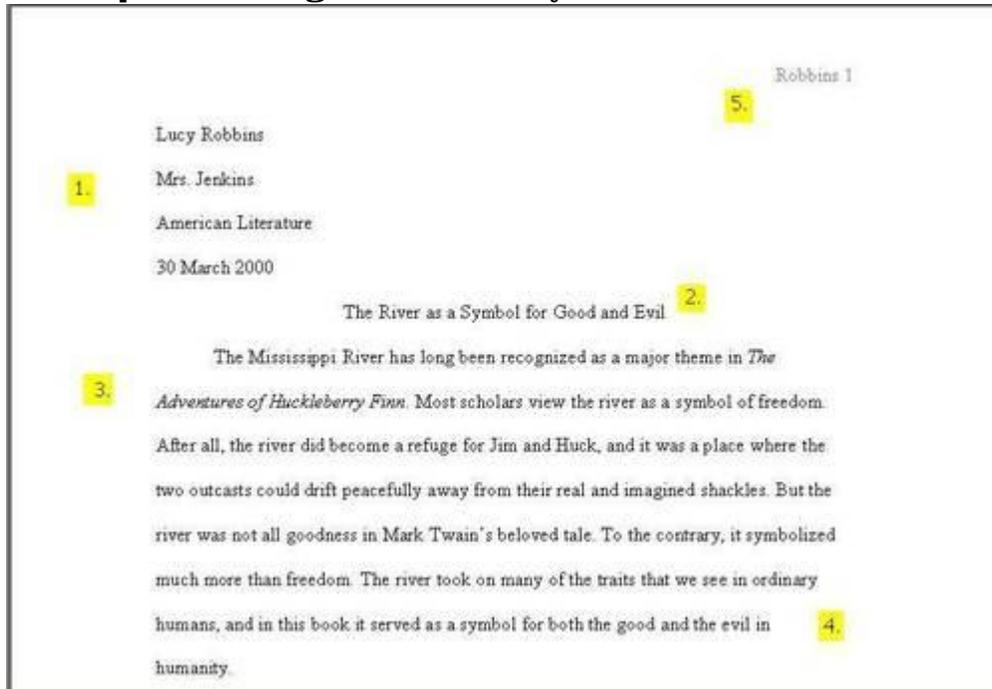
Smith

10

Works Cited

- Adams, Paul. "Furious Arafat Is Freed." Globe and Mail [Toronto] 2 May 2002: A1+.
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http://www.netmechanic.com/news/vol3/beginner_no7.htm.
- Blanchard, Kenneth H., et al. High Five! The Magic of Working Together. New York: Harper, 2001.
- Collins, Ronald K.L., and David M. Skover. The Trials of Lenny Bruce: The Fall and Rise of an American Icon. Naperville, IL: Sourcebooks, 2002.
- "E-Money Slips Quietly into Oblivion." Nikkei Weekly [Tokyo] 22 Jan. 2001: 4.
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- "Nazi Party". New Encyclopedia Britannica. 1997 ed.

Sample First Page of MLA Essay



Acknowledgements

Several sources provided current documentation style and page formatting for research purposes. Readers should consult the resources listed below for a complete presentation of the topics covered in this stylebook.

Joseph Gibaldi, *MLA Handbook for the Writers of Research Papers*. Copyright 1995 by

The Modern Language Association of America. Fourth Edition.

Patrick Sebranek, Verne Meyer, and Dave Kemper, *Writer's Inc*. Copyright 1996 by D.C.

Heath and Company (Write Source).

The Northwest Regional Education Board, *Online! 6 + 1 Trait Writing*. Copyright 2001.

Available <<http://www.nwrel.org/assessment/department.asp?d=1>>.

Sonia Alexander, Mary Lu Berry, JoAnne Gooding, and Janis Mottern-High, "Writing

With Style: A Manual for Bruin Writers." 1999-2000 edition.

I. Lee, *Online! A Research Guide for Students*. Copyright 1995-2003.

<<http://www.aresearchguide.com/10works.html>>.