

VERO BEACH HIGH SCHOOL

It's great to be a Fighting Indian!



STUDENT PLANNER 2004 – 2005

VBHS Vision

Vero Beach High School's rich tradition of excellence in academic, vocational, extra-curricular, and arts programs provides the foundation for a safe and nurturing environment that addresses students' diverse talents, interests, and abilities as we further prepare them to adapt to the challenges of ever-changing local and global communities

Alma Mater

Near the gleaming Indian River with its waves of blue.
Stands our noble alma mater glorious to view.
Hail to thee our Fighting Indians with your power of pride.
Score for us another victory winners side by side.
Lift the Indians, speed them onward, loud their praise echo.
Hail to thee our alma mater. Hail, all hail, Vero!

Welcome

On behalf of the Vero Beach High School staff, I welcome you to the 2004-2005 school year. This school year will be filled with opportunities that cause you to grow academically and personally. I encourage you to make the most of your high school experience by becoming involved in your class work and extra-curricular activities. Set goals daily and strive to achieve them. The staff at Vero Beach High School will assist you in every pursuit.

Please read the handbook and familiarize yourself with the procedures and guidelines of Vero Beach High School. This information is to help you understand your responsibilities to yourself, your school, and to others.

I hope that you have an enjoyable and productive year.

Daniel A. Noel
Principal

To the students of Vero Beach High School

I am delighted and anxious to begin this school year knowing that it is our one-hundredth birthday. The community will embrace the school and its traditions for this centennial celebration, and the Student Government Association is prepared to embrace you, the students, in order to have the most excellent year possible. Use this time to reach out to your administrators, teachers, peers and SGA representatives and make a difference – be bold in your values, kindness and personality! If we all work together, 2004-2005 will be a fun, safe and enlightening year. I look forward to leading you into this awesome year!

Jessica Morgan
Student Government Association – President

Administrative Staff

Daniel A. Noel, Principal	564-4682
Jane Hudson, Asst. Principal, Testing	564-4640
Deborah Harwell, Asst. Principal, Scheduling	564-4634
Anne Bieber, Asst. Principal, Student Services	564-4836
Todd Racine, Asst. Principal, Student Services	564-4639
Chip Humphrey, Asst. Principal, Student Services	564-4621
Greg Ahrens, Asst. Principal-FLC, Student Services	564-4834
Kelly Durwin, Asst. Principal, Student Services	564-4660

Staff

Billy Livings, Athletic Director	564-4765
Deputy Dean, School Resource Officer	564-4698
Deputy Cruz, School Resource Officer-FLC	564-4830
Millie DelGrosso, Student Support Specialist	564-4725
Kaye West, Resource Specialist-FLC	564-4837
Jamie Robison, School Psychologist	564-4866
Maggie Donovan, School Psychologist-FLC	564-4925
June Sullivan, Media Specialist	564-4671
Laura Attwood, Media Specialist	564-4646
Betty Arth, Media Specialist-FLC	564-4887

School Offices

Attendance	Terri Lindsey	564-4661
	Irene Brown-FLC	564-4839
Clinic	Tina Mora	564-4622
	Susan Catterson-FLC	564-4841
Guidance Office	Main Campus	564-
	FLC	564-4822
Administrative Assistant	Lynn Salm	564-4682
Registrar	Joann Pope	564-4747

4777/4776

Bell Schedule - (Alternating A-B Days)

M - T - TH - F

PERIOD	TIME	MINUTES
1	7:40 - 9:15	95 (announcements last 5)
Passing	9:15 - 9:21	6
2	9:21 - 10:51	90
Passing	10:51 - 10:57	6
LUNCH A	10:57 - 11:27	30
3	11:33- 12:30	57
3	10:57 - 11:54	57
LUNCH B	12:00 - 12:30	30
Passing	12:30 - 12:36	6
4	12:36 - 2:06	90

Wednesday

PERIOD	TIME	MINUTES
1	7:40 - 9:15	95 (announcements last 5)
Passing	9:15 - 9:21	6
2	9:21 - 10:51	90
Passing	10:51 - 10:57	6
LUNCH A	10:57 - 11:27	30
4	11:33 - 1:03	90
4	10:57 - 12:27	90
LUNCH B	12:33 - 1:03	30

Assembly Schedule

Period	Time	Minutes
1 (Activity period)	7:40-8:39	59 (announcements last 5)
Passing	8:39-8:45	6
1 (Academic time)	8:45-9:45	60
Passing	9:45-9:51	6
2	9:51-10:51	60
Passing	10:51-10:57	6
Lunch A	10:57-11:27	30
3	11:33-12:30	57
3	10:57-11:54	57
Lunch B	12:00-12:30	30
Passing	12:30-12:36	6
4	12:36-2:06	90

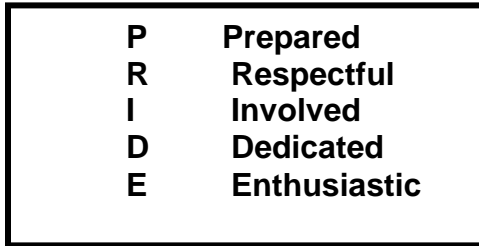
2004-2005 INDIAN RIVER COUNTY SCHOOLS OFFICIAL CALENDAR

TERM ONE	
August 10	Teacher Workday, Teachers Report
August 11	Teacher Workday
August 12	Teacher Workday
August 13	Student Orientation; Teacher Workday
August 16	First Day for Students
September 6	Paid Holiday Teachers, Labor Day
September 22	Progress Reports Distributed
October 15	State Inservice Day; No School
October 19	End of 1 st Nine Weeks
October 29	Report Cards Distributed
November 10	Parent Conference Night
November 11	No School; Veterans Day Observed
November 12	No School; Teachers off due to Conferences
November 24	No School
November 25	Paid Holiday; Thanksgiving
November 26	Paid Holiday
December 1	Progress Reports Distributed
December 14-17	Exams
December 17	Last day before Winter Break
January 3	Return from Winter Break
January 11	End of First Semester
TERM TWO	
January 12	Beginning of Second Semester
January 14	No School; Teacher Workday
January 17	No School; Dr. Martin Luther King Day
January 25	Report Cards Distributed
February 3	Parent Conference Night
February 4	No School; Teachers off due to Conferences
February 8	FCAT Writing
February 21	No School; Presidents Day
February 23	Progress Reports Distributed
March 1 – March 11	FCAT Testing
March 21	End of 3 rd Nine Weeks
March 24	Last Day before Spring Break
April 4	Return from Spring Break
April 11	Report Cards Distributed
May 4	Progress Reports Distributed
May 27	Final Exams
May 30	No School; Memorial Day
May 31	Final Exams
June 1	Final Exams; Students Last Day
June 2	Teacher Workday
June 3	Teacher Workday; Teachers Last Day
June 4	VBHS Graduation
June 9	Secondary Report Cards Distributed

VBHS Fighting Indian PRIDE

Vero Beach High School Fighting Indian PRIDE is a result of the implementation of School-Wide Positive Behavior Support (PBS). PBS promotes improvement in student behavior across the entire school. It provides administrators, teachers, and students with the tools necessary to achieve a more cohesive, positive school environment, and a better understanding of specific problems on the campus.

During the initial implementation of PBS in the 2003-2004 school year, the school-wide expectations were on display throughout both campuses of our school. Use of the existing Renaissance program as a school-wide positive reinforcement provides a strong incentive for students to do their best both academically and behaviorally.



For questions or concerns regarding our PBS initiative, or Fighting Indian PRIDE, please contact any of the following core team members:

Chip Humphrey, Assistant Principal	772-564-4621
Greg Ahrens, Assistant Principal	772-564-4828
Millie DelGrosso, Student Support Specialist	772-564-4785
Jamie Robison, School Psychologist	772-564-4866
Danielle Vogel, Teacher	772-564-4672
Dan Duerr, Teacher	772-564-4700
Patrick Farrah, Teacher	772-564-4770
Heather Holden, Teacher	772-564-4852

STUDENT CONDUCT

Everyone in society must follow rules and regulations in their daily lives. School rules and regulations are necessary to promote learning and provide for health and safety. There are consequences for those who break rules. It is vital that parents support our actions when rules are broken.

Students may be assigned to after school detention, in-school suspension or alternative school for a period of time. In extreme cases, students may be expelled. Such action may be taken for a breach of school rules or School District of Indian River County (SDIRC) rules. The SDIRC has a district Code of Student Conduct which further outlines the conduct of students in Indian River County.

SMOKE-FREE TOBACCO-FREE CAMPUS

All Indian River County School campuses are designated as smoke-free and tobacco-free. Violations will result in disciplinary action by the school and a written citation by the Sheriff's Department.

ZERO TOLERANCE FOR SCHOOL RELATED VIOLENT CRIME

It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. The Indian River County School Board and administration are determined to provide an environment that is drug-free and protects students' health, safety, and civil rights. This goal emphasizes the personal responsibility of students and the necessity of involving all stake holders, including parents, in achieving this goal. Although education and prevention are the preferred means of achieving safe schools, there must be a clear statement of policy that violence in schools will not be permitted.

The school district will invoke the most severe consequences provided for in the Code of Student Conduct in dealing with students who engage in violent criminal acts on school property, on school sponsored transportation, at school bus stops, on school buses or during school sponsored activities. Violent criminal acts include, but are not limited to the following offenses; homicide (murder, manslaughter), sexual battery, armed robbery, aggravated battery, battery or aggravated battery on a teacher or other school personnel, kidnapping or abduction, arson, possession or use of a firearm or other weapon, possession or use of any explosive device, and bomb threats.

ZERO TOLERANCE FOR CONTROLLED SUBSTANCES AND ALCOHOL

It is the intent of the Indian River County School Board and administration to make it very clear that there is a zero tolerance relating to drugs and alcohol. There will be disciplinary action taken in matters involving possession, usage, delivery and/or sale or intent to sell drugs or alcohol on school property, on school sponsored property, on school sponsored transportation, at school bus stops, on school buses or during school sponsored activities.

Controlled drugs and narcotic substances will include those substances listed in Chapter 893 of the Florida Statutes and any prescription drug in the possession of anyone other than the individual for whom the drug or narcotic was prescribed. The delivery of a prescribed drug to someone other than the person for whom it was prescribed will also violate school policy and subject the student to disciplinary action.

Possession of controlled substances or alcohol by a student with or without consumption or usage will result in suspension for a minimum of 10 days pending further investigation for possible expulsion. Possession of controlled substances or alcohol by a student and the giving, sharing, or delivery of the controlled substance or alcohol to another person may result in expulsion from the school district. Possession of controlled substances or alcohol by a student and the sale or the intent to sell, or delivery for compensation to another person may result in expulsion from the school district. The School Board always retains the right to review each case on its merits and circumstances and determine the appropriate penalty notwithstanding the minimum set forth herein. If a student is expelled for a violation related to drugs, alcohol or a controlled substance, it is strongly recommended that the parents or guardians of this student demonstrate evidence and documentation that a professional form of intervention has been implemented. Written evidence of the evaluation or assessment will be made available to the principal before the student is permitted to re-enter school.

DISCIPLINE

Students, both individually and in groups, are expected to follow all laws, regulations, and school rules. School personnel shall have the authority to enforce all school and district rules on school property, on school sponsored transportation, at bus stops, on school buses and at school sponsored activities. Any student or group of students not following the instructions of teachers or others in authority (teacher aides, bus drivers, etc.) will be reported to the principal/designee and disciplined appropriately. It is impossible to list all the ways that a student could misbehave. The following are a few examples of acts that would be a reason for some type of discipline: refusing to follow instructions given by school personnel; hitting any person; damaging property; breaking any bus rules or doing anything on the bus, or at bus stops to cause an unsafe condition; not following the dress code; excessive hugging, kissing or other acts not proper in a school setting; skipping classes or school; buying or selling items on school property unless permission is granted by school personnel; breaking classroom or school rules; disrespect to any staff member; and possession or use of any electronic devices, including but not limited to pagers, cellular phones, tape/disc players, laser pointers, etc.

STUDENT DRESS CODE

The dress or grooming of a student cannot be disruptive to the classroom, atmosphere or educational process of a school. All dress and grooming must conform to rules of health and safety. We at Vero Beach High School encourage students to *dress for success* in all aspects of life. It is the responsibility of all students and parents to adhere and assist in this dress code. The final decision, when appropriate attire is in question, rests with the administration.

Students, please:

1. Have your ID with you while on campus
2. wear shoes
3. wear shirts/blouses that
 - have at least two finger straps over the shoulders
 - are not see through or revealing
 - completely cover the stomach and lower back
4. wear shorts/slacks/jeans/dresses/skirts that
 - are of mid thigh or longer
 - are not considered bathing suits
 - are free of holes and ragged ends
5. No clothing or jewelry may be worn which displays profanity; violence; sexually suggestive phrases, symbols or pictures; alcohol; tobacco; drugs; or advertisements for such products or other phrases or symbols, which are inconsistent with the educational atmosphere.
6. Sleeveless shirts and blouses must cover the top of the shoulder.
7. Underwear/undergarments SHOULD NEVER be visible.
8. Prohibited items – spaghetti straps, jerseys, halter tops, tank tops, bedroom slippers, pajamas, see-through/mesh clothing, hair picks, curlers, hair rollers, bandanas, hats, head covers, washcloths, and sunglasses.
9. When representing Vero Beach High School at school functions proper attire is very important. Please always dress appropriately.

WHAT IS MID-THIGH?

To determine where your mid-thigh is, stand with your arms and fingers extended at your sides. The mid-thigh is where your middle finger touches. All shorts, skirts, and dresses must be that length or longer.

VIOLATION OF THE STUDENT DRESS CODE

Any student violating the Student Dress code may be sent home to change, or a parent may be asked to bring a change of clothes to the school for the student. Any absence caused by a student dress code violation will be an unexcused absence for each period or day missed. A violation may also result in detention/suspension or In-School Suspension.

CODE OF CONDUCT

Each student will receive a copy of the District Code of Student Conduct. It is the responsibility of the students and parents to read and familiarize themselves with all of the rules and regulations. These rules and regulations, along with all VBHS rules and regulations, apply to students during all school functions on or off campus.

SCHOOL ATTENDANCE

The School District of Indian River County has adopted an attendance policy. This policy states that students are expected to attend school regularly and be on time to class in order to receive full benefit from the instructional programs of the Indian River County Public Schools. Florida Statutes 1003.21 and 1003.24 clearly define the responsibility of parents for the attendance of their child (ren) at school. It is the responsibility of the parent(s) or guardian to be aware of all absences and the penalties associated with excessive absences and unexcused absences and tardies.

CHECKING YOUR CHILD'S ATTENDANCE

Progress Reports and Report Cards show the number of excused and unexcused absences by class. Attendance letters are sent for students who have accrued five (5) or more unexcused absences.

**Parents may access their child's attendance records through the TERMSWeb program on the district website www.indian-river.k12.fl.us.
Unexcused absences are identified by an "X" in the period missed.
Three "X"s indicate an all day absence.**

STUDENT ABSENCES

Excused absences, tardies, and early dismissals will be allowed only for the following reasons:

- Illness of the student
- Major illness in the immediate family of the student
- Medical appointments of students
- Death in the immediate family of the student
- Duration of a religious holiday of the specific faith of the student
- Subpoena or forced absences by any law enforcement agency to fulfill civic duties (a copy of the subpoena or court summons must be presented to the principal or designee.)
- Head lice, a maximum of two (2) days for each occurrence
- Major disaster that would justify absence in the judgment of the administration
- Planned absences approved **in advance** by the principal/designee.

WRITTEN EXCUSES

It is the responsibility of the parent(s) or guardian(s) to provide the attendance office with a written statement indicating the reason for the absence within 48 hours of the student's return to school. **If the written statement is not provided by the parent within this time frame, the absence(s) will be unexcused.** The written statement **MUST** include the following information for each absence.

- Date the excuse is written
- Full name of the student and student ID number
- Date(s) of the absence(s)
- Reason for the absence
- Daytime telephone number of the parent or guardian
- Signature of the parent/guardian

A telephone call **WILL NOT** excuse an absence.

Final determination of whether an absence, tardy, or early dismissal is excused or unexcused is the responsibility of the administration. Students considered to have excessive absences may be required to provide a written statement of illness from a licensed health care practitioner for subsequent absences.

UNEXCUSED ABSENCE

Absences for all other reasons are unexcused and shall be treated as truancy. Oversleeping, car/transportation problems, work, job interviews, baby-sitting, running errands for self or parents are not excused for absences or tardies.

UNEXCUSED DISMISSALS/TARDIES

An unexcused early dismissal is defined as any unexcused departure prior to the end of the class or school. Students may be dismissed only for those reasons acceptable for excused absences. Parents are encouraged to maintain student attendance for the entire school day with minimal interruptions or unnecessary requests for early dismissals. Tardies or early dismissals, which result in 50% or more of the class period, are considered absences.

SKIPPING/TRUANCY

Once a student has reported to school, he/she should not leave the school property during the school day without first obtaining permission from the Attendance Office. Students who fail to report to a regularly scheduled class during the school day or do not report to school at all on a school day without parental knowledge of and permission for the absence are considered truant and subject to disciplinary action. Disciplinary actions may be taken for excessive tardies/early dismissals.

CONTINUOUS ATTENDANCE

Once a class has started, students must have the teacher's permission in order to leave the room. Students, who walk out of a room while class is in session without the consent of the teacher in charge, are subject to disciplinary action.

EXCESSIVE ABSENCES - ATTENDANCE AND EARNED CREDIT

In order to receive course credit, a student who accrues six (6) days of absence per class (either excused or unexcused) in a semester must

1. have a combined passing average for the semester, and
2. show proficiency in the course by passing a standards-based semester exam or demonstrate mastery on an equivalent assessment.

Note: See the Student Progression Plan for further explanation of receiving credit.

ADMINISTRATIVE REVIEW WAIVER FOR ATTENDANCE AND EARNED CREDIT

A student with **6 or more** absences, **excused or unexcused**, in a semester may present documentation to the designated administrator for a waiver of the above **Attendance and Earned Credit Policy For Excessive Absences**. An Administrative Review of a student's appeal will occur using the following procedures.

1. Parent must submit a written request for an Administrative Review Waiver to the administration not less than ten (10) days before the first scheduled exam.
2. The request must consist of a written explanation of absences and the reasons for requesting the waiver. Appropriate documentation for the reasons for all absences must be attached to the request. Absences for extended illness or hospitalization must be documented with a statement of illness by a licensed health care practitioner. Chronic illness requires an annual verification by a licensed health care practitioner. The administration will review the documentation, render a decision, and notify the student's parent(s)/guardian(s) and teachers.
3. Unexcused absences can only be reversed with medical or legal documentation.

MAKE UP POLICY

A student, having an excused absence, will be given the opportunity to make up his/her assignments. It is the student's responsibility to make arrangements with his/her teacher(s) for any make up work on the day he/she returns to school. Students will be allowed the same number of days absent to complete the make up work at the rate of one (1) day for each absence. All assignments given prior to a student's absence are due the day the student returns to class. If a test date is known prior to a student's absence and if no new material is presented during the absence, the test will be taken on the day the student returns to class. A student, having an unexcused absence, will receive the missed assignment. However, the teacher may choose to NOT accept the work for credit. Obviously, this could result in a student receiving a lower grade for the marking period.

CHECK-OUT

Appointments with doctors, dentists, etc. should not ordinarily be made during the school day. In case this should be necessary the student should bring a note from the parent/guardian stating the time it will be necessary to leave school and the reason. This note should be brought to the Attendance Office before 7:35 a.m. to receive a check-out permission slip. Students will report back to the Attendance office at the time specified to sign out of school. Requests for early dismissals must be written and will not be accepted over the telephone, except in case of an emergency. All early dismissals will be verified via parent contact. Students will not be dismissed unless a parent can be contacted to verify the early dismissal. Excessive early dismissals may be addressed through a required parent conference with the administration. If a parent/guardian is picking up the student, they will need to report to the Attendance Office to sign the student out. Proper ID may be requested before allowing the student to leave campus.

SUPERVISED SCHOOL DAY

Students arriving on campus by bus, vehicle, or by walking are considered on campus and are not allowed to leave before school begins. Students are required to be in school on time and may not leave campus during the school day without permission from the administration. Students may leave after their last class. Students who are absent from school all day due to illness or an unexcused absence are not allowed to practice and/or participate in any extracurricular activity that day. Students are expected to leave campus at the end of the school day. **Supervision ends 30 minutes after student dismissal from school. Only those students who are in a supervised activity should be on campus after that time.**

DRIVER'S LICENSE LAW

Students who accrue fifteen (15) unexcused absences within a 90 day period will automatically be reported by our district's Information Services Department to the Department of Highway Safety and Motor Vehicles. This could result in the suspension of a student's Driver's License.

STUDENT VEHICLES

Parking decals can be purchased in the Assistant Principal's Office and must be displayed properly. Students must park in the student parking lots, and are not permitted in the faculty lot. Violators may be towed and/or lose their Vero Beach High School parking privileges. Only park in your ASSIGNED space. Students are required to obey all speed limits, including the 10 miles per hour in the parking lot. Improper parking or improper driving on campus will result in the loss of parking privileges. Students must maintain a cumulative 2.0 unweighted GPA in order to get or keep parking privileges. Should your GPA fall below 2.0 your parking privilege will be revoked (GPA's will be verified after first and second semester). Parking decals are sold on the lottery system (determined by class and GPA). Once all decals are sold, no more can be purchased. Students allowing other students to use their assigned space or parking decal will face loss of driving privileges. If students graduate early or are a full time dual enrollment student, Vero Beach High School will sell their parking space and refund proportionally their parking fee. **STUDENTS ARE NOT PERMITTED IN THE PARKING LOT DURING THE SCHOOL DAY WITHOUT ADMINISTRATIVE PERMISSION.** ****VBHS IS NOT RESPONSIBLE FOR VEHICLE DAMAGE AND/OR ITEMS LEFT IN YOUR VEHICLE!!!!****

SENIOR PRIVILEGES

Vero Beach High School is a closed campus. Through our Positive Behavior Support Program, seniors may earn "Senior Privileges". Senior privileges will begin each year 4 ½ weeks into the first semester or the day after the first progress reports are distributed. Senior privileges can be earned by having good attendance, not skipping any classes, having a 2.0 GPA or higher, having a valid Renaissance card, and by being a responsible student who follows all school rules. Any senior who takes underclassmen off campus or brings them back to school during lunch will lose their senior privileges. Senior privileges may be revoked at any time by the administration for a period of up to 18 weeks. In order to leave campus for lunch, seniors must have a senior ID card, a valid Renaissance card and leave from the senior parking lot by exiting between the two gyms. Replacement Renaissance cards cost \$5.00.

FIELD TRIPS

Students participating in school sponsored field trips must have parental permission and the student must have a current Emergency Medical Card on file in the clinic.

FOOD AND DRINKS

No candy, food, drinks, or chewing gum will be allowed in classrooms. Water may be allowed in class with the teacher's permission. All lunches are to be eaten in the cafeteria or patio areas. Exceptions may be granted by the teacher with administrative approval. **No outside food deliveries are permitted on campus during school hours.**

DANCES

School dances are subject to the following conditions:

- To attend, a student must be enrolled in VBHS.

- If a student wishes to bring a guest, he/she must secure permission prior to the dance. All guests must be high school students (regardless of age).
- Only guests on the administrative approved guest list will be permitted in.
- Students will not be permitted to leave the dance and come back later.
- All school rules and regulations apply during dances.
- Dirty Dancing is not allowed.

PROM

The Prom is a formal dance, therefore, formal attire is expected. Guests must be signed up in advanced, specific dates will be identified for this to be completed. A person must be enrolled in Vero Beach High School, or obtain prior administrative approval. A picture ID is required for admittance of all non-Vero Beach High School guests. A ticket is required for admittance. All school rules apply. No removal of shirts will be tolerated. Dirty dancing is not allowed. Any infraction of these rules could result in dismissal from the Prom. Prom tickets for the graduating seniors are free. Juniors may purchase no more than two tickets and seniors may purchase one ticket. Any exceptions must be approved by the administration.

CLINIC/ACCIDENTS

If a student is too ill to remain in school, he is to report to the clinic and his parents will be contacted. The office must receive permission from the parents or guardian before allowing the student to leave campus. In case of injury, the student should report to the clinic. If involved in an accident during the school day, a report must be completed by the supervising teacher and returned to the principal's administrative assistant.

SCHOOL ACCIDENT INSURANCE

Students and parents are encouraged to buy school accident insurance from our school district. There are two policies, one covers the student on campus and the other covers the student 24 hours per day. They are both available for a nominal cost to the parents. Please pick up an application in the clinic.

MEDICATIONS

Students are NOT allowed to carry medications on their person. This includes prescription and over the counter drugs. Tylenol, cough drops and eye drops are examples of over the counter drugs. The only exception to this rule is for students who carry a metered dose inhaler or epipen/ana kit and have a permission form signed by their parent and physician. Medication should be brought to school only if it is necessary to give the medication during school hours. Parents should seek medical attention for their child if a health condition requires the use of over the counter medication at school for 3 days. School board policy indicates that:

- Medication must be brought to school by an adult.
- A written permission form must be completed and signed by the parent/guardian.
-
- Medication must be brought to school in its original container.
- Medicines and treatments considered outside medical protocols as established by the Health Department such as aloe for burns, meat tenderizer for bee stings, etc. require a physician's note.
- All medications will be dispensed in the School Health room unless a specific individual need is being addressed. Accommodations must be approved by the school administrator.

TEXTBOOK ACCOUNTABILITY POLICY

Textbooks are owned by Vero Beach High School/School District of Indian River County and are loaned for student use for a semester or a year. Students must sign when they check out the textbook from the teacher and sign again when they return the textbook to the teacher. Students may request a receipt from the teacher indicating that the textbook has been returned. Once checked out to a student, it becomes the student's responsibility and duty to maintain that textbook in the best possible condition. Take care of the textbook; we need to use it for several years. Do NOT write in it, leave it lying around, throw it, kick it, or store pencils in it. **ANY DAMAGE TO THE TEXTBOOK OR LOSS OF THE TEXTBOOK MUST BE RECONCILED BY PAYING FOR THE FULL COST OR THE REPLACEMENT COST OF THE TEXTBOOK TO THE BUSINESS OFFICE.** If you report a book stolen or lost, pay for it in the Business Office, and show the receipt to your teacher for a replacement. If your book is later found, you can petition for a full refund.

LOST MATERIALS DATABASE

If you are listed in this database as being responsible for any VBHS property, you must return or pay for that property. Students listed in this database as being responsible for outstanding items (those not yet returned or paid for), **WILL NOT BE ALLOWED TO PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITY.** This includes all athletics, band, field trips, practices, competitions and graduation.

LITERARY MATERIALS

All literary materials produced by students or others such as yearbooks, newspapers, newsletters, etc. are not considered public forms and will be under the regulation of the principal.

COMPUTER & INTERNET USE

Indian River County Schools has established a telecommunications/Internet access policy. Please refer to the Code of Student Conduct for further details. Students will be required to sign a Network Acceptable Use Policy in order to use computers and the internet. Any student accessing inappropriate material, or using computers for other than their intended educational purpose are subject to disciplinary action. Students will be assigned a network home directory. Students are responsible for the material found within their home directory. Inappropriate material will result in disciplinary action.

LOCKERS

Student book lockers are available at no cost to the students. There is a \$5.00 fee for a lost lock. Locker access is available between classes, as well as before and after school. IT SHOULD BE NOTED THAT, SINCE THEY ARE SO ACCESSIBLE, IT IS IMPORTANT TO LOCK THEM SECURELY (BY SPINNING THE LOCK AFTER CLOSING THE LOCKER DOOR), AND TO NOT PLACE ANY VALUABLES OF ANY KIND (JEWELRY, MONEY, CALCULATORS, ETC.) IN THE LOCKER. Use it only for books, notebooks, and other school supplies. See the Assistant Principal's Office for purchase, or any problems or questions.

CELL PHONES

Students are not allowed to use cell phones on campus during the school day (7 a.m. – 2:15 p.m.). Students who bring cell phones to school may leave them locked in their car or their locker. **THESE ARE THE ONLY TWO PLACES WHERE CELL PHONES MAY BE KEPT.** Students found in possession of a cell phone or using a cell phone will face disciplinary action.

VISITORS

Student visitors will not be allowed during the school day. Parents or interested adults wanting to visit the school must report to the office.

WITHDRAWALS AND TRANSFERS

If a student wishes to withdraw or transfer from school, he/she must obtain a withdrawal form from the registrar's office. All books must be returned and lockers must be emptied. All outstanding bills must be paid before credits and transcripts can be forwarded to another school. The student's parent and/or guardian must come in to the school to sign withdrawal papers.

EXAM EXEMPTIONS

Freshman Exam Exemption

Three for Two Will Set You Free in the 9th Grade – 9th Grade students will be awarded an "A" for their semester exams in English and Mathematics if they score at a level 3 or higher on the reading and math sections of the Florida Comprehensive Assessment Test (FCAT). Freshmen who are currently enrolled in honors or AP+ courses will have to achieve a level 4 on both reading and math sections of the FCAT in order to receive the "A". The "A" will be awarded at the semester exam after the FCAT scores are released. Students who merit this award will not be required to take the semester examination for which the "A" is being granted. **This exemption will only be granted if the student is passing each nine weeks in the current math and English course in which they are enrolled. Any grade forgiveness course is excluded.**

Sophomore Exam Exemption

Three for Three Will Set You Free in the 10th Grade – 10th Grade students will be awarded an "A" for their semester exams in English and Mathematics if they score at a level 3 or higher on all three of the reading, math and writing sections of the Florida Comprehensive Assessment Test (FCAT). Sophomores who are currently enrolled in honors or AP+ courses will have to achieve a level 4 on all three FCAT sections in order to receive the "A". The "A" will be awarded at the semester exam after the FCAT scores are released. Students who merit this award will not be required to take the semester examination for which the "A" is being granted. **This exemption will only be granted if the student is passing each nine weeks in the current math and English course in which they are enrolled. Any grade forgiveness course is excluded.**

Senior Exam Exemption (Second Semester Only)

Seniors must have a "B" average in the class to be exempt from the exam. A grade of "C" for the third nine weeks must be followed by an "A" for the fourth nine weeks to be exempt. Those seniors with more than 3 absences in a class must appeal that class and if the appeal is granted, may be exempt from the exam. Seniors whose appeals are denied must take their exams. Each class is exempted separately. Seventh period will be permitted 4 absences.

GRADE FORGIVENESS POLICY

In order to improve GPA and assist with graduation requirements, a student may re-take a course in which a "D" or an "F" was attained. A fee may be assessed for non-FTE generating courses. State Course Descriptions include a Special Note for courses which preclude credit from one to another. Students may not receive credit in both because of similarity of content. Grade forgiveness applies to courses identified in this manner. For academic courses, The "D" or "F" will be replaced with the grade of "C" or better earned subsequently in the same or comparable course. In elective courses, the grade "D" or "F" will be replaced with the grade of "C" or better earned subsequently in another (or same) course. For electives, the "F" will be replaced immediately when the subsequent grade is received. However, grade forgiveness for a "D" will be completed after the student has accumulated the 8.5 credits for graduation unless a written request signed by the student and parent is received. Any course grade not replaced shall be included in the calculation of the cumulative grade point average for graduation. All grades whether replaced or not will appear on student transcripts.

COLLEGE DUAL-ENROLLMENT COURSES

Dual Enrollment courses are available to qualified juniors and seniors. Minimum requirements are 3.0 unweighted average in the academic subject area and an ACT score of 21 OR an SAT score of 510 on the appropriate section and an overall unweighted GPA of 3.0 or higher. A student must follow Indian River County Guidelines and prerequisites as determined by Indian River Community College. Courses must be a part of the student's community college graduation plan. Additional information is available in the Guidance Office. EARLY ADMISSION: Students wishing to go to a college/university during their senior year are considered as early admission students. Further information regarding this program and the necessary paperwork is available in the guidance office.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

This is an umbrella program for all state-funded scholarships based on academic achievement in high school. It is also possible that if the criteria for eligibility changes, grandfathering certain changes will not be allowed. The three programs include: Florida Merit Scholars, Florida

Academic Scholars, Florida Gold Seal Vocational Scholars. Specific program class requirements and required testing information are available in the Guidance Office. Please see your counselor for further details.

GRADE CLASSIFICATION

Grade placement for students seeking a regular high school diploma will be based on the following criteria:

1. To be ranked as a Sophomore, a student must have completed one year of high school and earned a minimum of six (6) credits overall.
2. To be ranked as a Junior, a student must have completed two years of high school and earned a minimum of thirteen (13) credits overall.
3. To be ranked as a Senior, a student must have completed three years of high school and earned a minimum of nineteen (19) credits overall.

TEST DATES FOR 2004-2005

SAT DATES		VBHS Test Code 101-795	
Test Date	Test	Regular Deadline	Late Deadline
October 9, 2004	SAT I & II	September 7, 2004	September 15, 2004
November 6, 2004	SAT I & II	October 1, 2004	October 13, 2004
December 4, 2004	SAT I & II	October 29, 2004	November 10, 2004
January 22, 2005	SAT I & II	December 20, 2004	December 29, 2004
March 12, 2005	SAT I Only	February 7, 2005	February 16, 2005
May 7, 2005	SAT I & II	March 25, 2005	April 6, 2005
June 4, 2005	SAT I & II	April 29, 2005	May 11, 2005
ACT Dates		VBHS Test Code 101-795	
Test Date			
October 23, 2004			
December 11, 2004			
February 12, 2005			
April 9, 2005			
PSAT/NMSQT			
ASVAB			
FCAT Writing		February 8-9, 2005	
FCAT SSS/NRT		February 28 – March 11, 2005	
FCAT SSS Retakes			

NOTE: Test Dates are scheduled by the Department of Education, College Board, and Educational Testing Services. Any of the agencies may change dates from those listed above. Updated dates will be available in the Guidance Office as they become available.

WHO TO CONTACT

Absences for College Visitation	Mrs. Lindsey, Mrs. Brown
Advanced Placement Courses and Testing	Mr. Humphrey
Announcements	Mr. Jerome
Athletics	Mr. Livings, Mr. Racine
Attendance	Mr. Racine
Bus Information	Ms. Durwin
Cafeteria Accounts/Food Service	Ms. Adams, Mrs. McLeod
Clubs/Organization	Ms. Durwin
Community Service	Mrs. Hodges
Curriculum	Mrs. Harwell
Discipline	Assistant Principals
Early Dismissals	Mrs. Lindsey, Mrs. Brown
Employment Opportunities	Mrs. Hodges
English for Speakers of Other Languages (ESOL)	Mr. Kouns
Exams	Teachers
Free/Reduced Lunch Program	Ms. Adams, Mrs. McLeod, Mr. Humphrey
Fund-Raising	Ms. Durwin
Graduation	Mrs. Steinman
Health Records	Mrs. Mora, Mrs. Catterson
Homework	Teachers
ID Cards	Mrs. Sullivan, Ms. Arth
Library Information	Mrs. Sullivan, Ms. Attwood, Ms. Arth
Lost and Found	Mrs. Masi, Mrs. Scott
Lockers	Ms. Durwin
Medical Needs	Mrs. Mora, Mrs. Catterson
NCAA Clearinghouse Forms	Mrs. Brant-Wilson
Out of Zone Information	Ms. Salm
Parking Permits	Ms. Durwin

Parent Conference Appointments	Guidance
Registration Forms for SAT/ACT	Guidance
Report Cards	Guidance
Scholarships	Guidance
School Pictures	Mrs. Griffith
Student Activities	Ms. Durwin
Student Government	TBA
Testing Information	Mrs. Hudson
Textbooks	Mrs. Clark, Mrs. Brown
Theft and Vandalism	Deputy Dean, Deputy Cruz
Transcripts	Guidance
Withdrawal from School	Guidance
Yearbooks	Mrs. Griffith – Arrowhead Staff

PLEASE NOTE: The Indian River County School Board adopts various documents regarding student performance each year. Only parts of the Pupil Progression Plan and Student Code of Conduct Booklet are contained in the handbook of this planner. These other documents should be read in their entirety. The information contained in those documents/and school board policy will supersede the information found within this agenda.

VERO BEACH HIGH SCHOOL'S ONLINE DATABASE SUBSCRIPTIONS – HOME ACCESS

Working on a research project and don't know where to start? Use one of these helpful databases to find your information quickly. Search our Electronic Card Catalog for books, reference material, and all formats of media.

For the Main Campus:

<http://follett.indian-river.k12.fl.us/vbhs/wx/s.dll>

For the Freshman Learning Center:

<http://follett.indian-river.k12.fl.us/flc/wx/s.dll>

Indian River County Main Library:

<http://www.indian-river.lib.fl.us>

Still didn't find what you needed?

Try SUNLINK – A giant electronic catalog that contains the records of all school library media centers in Florida. If you find an item that you would like to borrow, see one of the Media Staff to arrange for an interlibrary loan.

<http://www.Sunlink.ucf.edu>

eLibrary – Thousands of newspaper, magazines, pictures, reference books, and TV and radio transcripts.

<http://elibrary.bigchalk.com/libweb/curriculum/do/login>

Grolier – Americana Encyclopedia, Grolier Multimedia Encyclopedia, The New Book of Knowledge, Cumbre (Full Text Spanish Encyclopedia).

<http://www.indian-river.k12.fl.us/stu/GrolierLogon2.asp>

DON'T MISS THESE HELPFUL WEBSITES!

Check out the following websites for information on writing bibliographies and research papers, choosing a college and career.

EasyBib.com

<http://www.easybib.com>

Need help with your bibliography? This site will show you if you are writing it correctly.

Noodle Tools

<http://www.noodletools.com>

Use this web site to help you cite sources and choose the best search engine for your research.

IPL Teenspace: A+ Research & Writing

<http://www.ipl.org/div/teen/aplus/>

This web site will take you through a step-by-step process for writing your research paper. In addition, if you look at the TeenSpace Subject Collections, you will find information on deciding your future career, writing a college essay, and choosing a college.

Occupational Outlook Handbook

<http://www.bls.gov/oco/>

Need help finding information about a career? Go to the U. S. Department of Labor's Bureau of Labor Statistics. You can find a print copy in the media center.

FACTS – it's all academic

<http://www.facts.org>

Take a survey to find out what careers might fit your personality. Learn more about Florida's colleges and universities and find the one that will meet your needs.

Collegeboard.com

<http://www.collegeboard.com>

If you are planning to go to college, then this is a site you need to visit. Find out about the college board tests, information on careers, search for colleges, and much more.

EMERGENCY CODES

In case of an emergency, a Code Red or Code Yellow may be announced. It is extremely important that you follow the instructions given. The codes are explained below:

CODE RED

Doors will be locked and no students will be admitted.

If you are outside, remain outside and stay with your teacher.

Be quiet, if you are inside, light should be turned off.
 Do not make any phone calls.
 Do not leave the classroom.
 Follow your teacher's instructions.

CODE YELLOW

Doors will be locked, but students will be allowed into their assigned classrooms.
 If you are outside, remain outside and stay with your teacher.
 Do not make any phone calls.
 Follow your teacher's instructions.

SPORTS AT VERO BEACH HIGH SCHOOL

<u>Sport</u>	<u>Coach</u>	<u>Phone Ext.</u>
<u>Fall</u>		
Football	Billy Livings	564-4765
Cheerleading	Toni Kouns	564-4620
Cross Country Boy's	Ryan Kelly	564-4694
Cross Country Girl's	Ryan Kelly	564-4694
Golf Boy's	Ron Gielow	564-4713
Golf Girl's	David Miller	564-4716
Swimming	Gina Reed	564-4763
Volleyball	TBA	

<u>Sport</u>	<u>Coach</u>	<u>Phone Ext.</u>
<u>Winter</u>		
Basketball Boy's	Chuck Loewendick	564-4641
Basketball Girl's	Aaron Hines	564-4846
Soccer Boy's	Dylan Lewis	564-4672
Soccer Girl's	Jeff Goff	564-4717
Cheerleading	Karla Johnson	TBA
Wrestling Boy's	Shannon Dean	564-4698
Wrestling Girl's	Dr. Kuceras	562-7441

<u>Sport</u>	<u>Coach</u>	<u>Phone Ext.</u>
<u>Spring</u>		
Baseball	Jeff Steinman	564-4075
Softball	TBA	
Tennis Boy's	Carrie Canfield	564-4649
Tennis Girl's	Jack Armistead	564-4620
Track Boy's & Girl's	TBA	
Lacrosse Boy's	Brian Cook	564-4757
Lacrosse Girl's	Shannon Dean	564-4698

STYLE MANUAL FOR RESEARCH PAPERS

1.0 THE RESEARCH PROCESS

A research project may be expository (to explain to readers what the writer has discovered from his study), analytic (to explain a topic so that the reader understands the implications of the information you discovered in your study), or argumentative/persuasive (uses information and analysis to support a claim).

Your assignment is to research some aspect of a topic assigned to you and to write either an exposition or an analysis of what you studied. As the previous sentence implies, the project is divided into two major tasks: the research (1.1.1) and the writing (1.1.2).

Unlike an essay, the reader of a research paper comes to the paper to learn about the subject, not you. Therefore, you must keep yourself in the background. Even though the reading, the thinking, and the writing are yours, you are not the focus; the subject is.

1.1 RESEARCH PAPER STEPS

There are two phases of the research process – research and writing.

1.1.1 RESEARCH

- R1. Choose a topic.** *Simply pick the subject on which you will write.*
- R2. Begin preliminary reading.** *This step is designed to help you narrow your topic.*
- R3. Restrict the subject.** *Once you have narrowed your topic, check to see if you need to repeat step R2. Is this topic narrow enough to explore?*
- R4. Develop a preliminary thesis sentence.** *This sentence will guide you as you do your research.*
- R5. Compile a working bibliography.** *Find as many sources that may give you information. Look in general bibliographies, trade bibliographies, indexes, and card catalogues.*
- R6. Prepare the bibliography on cards in the correct form (3 x 5 cards).** *Follow the steps exactly as printed in the style sheet.*
- R7. Develop a preliminary outline.** *This outline will be used to advance your research, not necessarily to write your paper.*
- R8. Evaluate your source material.** *Determine if your source is primary or secondary and if any biases are present.*
- R9. Begin note taking on cards (4 x 6 cards).** *Be sure the cards contain the information needed for your assignment.*

R10. Avoid plagiarism – take exact quotes only.

1.1.2 WRITING

W1. Develop a final outline; Test that outline. *Will this outline adequately prove your thesis?*

W2. Organize your note-taking cards in the order of your outline. *Note-cards are Legos, you should rearrange facts to best fit your argument.*

W3. Decide on the proper tense of your paper. *Make sure you do not deviate.*

W4. Write/Type the rough draft. *Make sure your paper follows the instructor's format. It will include at least the following: outline, text of the paper, works cited page.*

W5. Edit. *Check your documentation carefully.*

W6. Peer Response. *Have a peer proofread your paper. Have him/her look primarily for structural problems, style problems, and basic requirements.*

W7. Revise and Rewrite your paper as needed.

W8. Turn in on time!

2.0 PARENTHETICAL REFERENCES

To give credit to a source within the body of your paper, insert a parenthetical reference. There are three ways to treat a parenthetical reference:

1. In parentheses, give the author's last name and the page number of the source material you are citing. The following also exemplifies proper form for an extended quote (Cp. 4.0).

Few attempts were made to rescue survivors in the water:

There were only a few boats that were heavily loaded; most of those that were half- empty made but perfunctory efforts to pick up the moaning swimmers, their officers and crew fearing they would endanger the living if they pulled back in to the midst of the dying. (Baldwin 57)

2. Use the author's last name in the body of your sentence and place only the page number in parentheses.

Baldwin notes that "only a few boats...were heavily loaded; most of those that were half-empty made but perfunctory efforts to pickup the moaning swimmers, their officers and crew fearing they would endanger the living if they pulled back into the midst of the dying" (57).

3. When you cite an entire work rather than just a passage or section, simply cite the author's last name in your sentence and omit any parenthetical reference.

Baldwin examines the tragedy and its aftermath in detail, giving personal accounts whenever possible.

2.1 CITING SOURCES

As you assemble your paper, you will notice that some of your sources have more than one author or more than one volume. The samples below will show you how to handle these and other types of parenthetical references.

1. A work by one author when the paper cites more than one work by that author:

If you are referencing two works by the same author in your paper, you will need to indicate which work is being cited. Use the author's name, an abbreviation of the title, and the page number. An alternative is to include the author's name and the title in your sentence and then cite just the page number.

Joseph Conrad has suggested that the focus of English colonialism gradually shifted from adventure to business (Said, *Culture* 23). Said also points out in *Orientalism* that Conrad was sensitive to geography's role in colonialism (216).

2. A work by an author who has the same last name as another author in your Works Cited list:

When citing an author who shares the same last name with another author in your Works Cited list, give the initial of the author's first name in your reference. If using the author's name in your sentence, add the entire first name.

At least one musician has counted Schoenberg, a composer of the early twentieth century, as among the greatest composers who ever lived (G. Gould 122). Nevertheless, Stephen Jay Gould insists that more traditional classical composers will never be bettered (228).

3. A work by more than one author:

If you are citing a source with two or three authors, give the authors' names and the page number. If you are citing a source with four or more authors, use only the first author's name and add et al. ("and others").

Many trees in cold regions have sheaths which permit them greater water uptake from the soil (Margulis and Schwartz 406).

Researchers have found that "direct experience with objects is essential" for children with hearing impairments (Martin et al. 105)

4. A work with no author or editor listed:

If no author or editor is listed, use the title, or an abbreviation of it, and the page number. If you are shortening the title to save space, use the word that determines where the work is inserted in the list of Works Cited.

Bernard Haitink has had a brilliant career in Europe. The Royal Concertgebouw Orchestra, for example, showed its respect by holding a festive concert in honor of his 70th birthday (“People” 16).

5. A work with multiple volumes:

If you are citing a multivolume work, show which volume of the work you used. After the volume number, insert a colon and a space, followed by the page number.

English lacks many of the grammatic inflections that make Romance languages difficult to learn (Shaw 3: 417).

6. A work by a government agency:

If you are referring to a work by a government agency, use the name of the agency, followed by the page number.

Residential and commercial sector consumption in October 1995 was up 4 percent from the previous year’s level (Energy Information Administration 23).

7. A literary work:

Because literary works may be available in various editions, you should provide enough information to enable readers to find the passage in the copy they are using. First give the page number in your edition, followed by a semicolon; then give other relevant information, such as the section or the chapter, using lowercase abbreviations.

Bronte felt that female characters could possess strength, intelligence, and above all, courage. Thus Jane Eyre expresses a desire “to seek real knowledge of life amidst its perils” (99; ch. 10).

3.0 PREPARING A LIST OF WORKS CITED

At the end of your paper, you must include a list of Works Cited. The following are some general tips for formatting a list of Works Cited.

1. Arrange entries in alphabetical order according to the author’s or editor’s last name. Write the name in reverse order – last name first. For works with two or more authors, reverse only the first author’s name.
2. If no author or editor is given, alphabetize the entry by the title, disregarding the word a, an, or the at the beginning of a title.
3. When more than one work by an author is listed, use three hyphens followed by a period rather than repeat the author’s name.
4. Title information follows any author information and lists the title of the article, essay, or other part of the book first if needed, then the title of the book.
5. Book and magazine titles should be in italics or else underlined.
6. Article titles should be enclosed in quotation marks.
7. Publication information follows the author and title and, as needed, lists the editor’s name, edition number, volume number, and series name. Always list the place of publication, publisher’s name, and publication date. Whenever possible, use abbreviations for the publisher’s name. If appropriate, list page numbers.
8. Separate the author, title, and publication information with a period and one space.
9. Use a colon followed by one space to separate the volume number and year of a periodical from the page numbers.
10. If an entry runs more than one line, indent five spaces for every line after the first.
11. Double-space between the lines of an entry and between entries.
12. Continue the pagination of your paper on your Works Cited page. For example, if your paper ends on page ten, begin your Works Cited list on page eleven.

Follow these general guidelines and use the models in the following section to help you format all of your citations correctly.

3.1 WORKS CITED SAMPLES

Refer to the samples below as you format entries to your Works Cited list. Pay close attention to how each entry is punctuated and indented.

3.1.1 PRINT RESOURCES

A Book by One Author

Blum, John M. *The National Experience: A History of the United States*. New York: Harcourt, 1985.

Two or More Books by the Same Author

Said, Edward W. *Culture and Imperialism*. 1993. New York: Vintage-Random, 1994.

---. *Orientalism*. 1978. New York: Vintage-Random, 1979.

Books Whose Authors Share a Last Name

Note: If you are listing works whose authors have the same last name, list them according to the alphabetical order of their first names.

Gould, Glenn. *The Glenn Gould Reader*. Ed. Tim Page. New York: Knopf, 1984.

Gould, Stephen Jay. *Full House: The Spread of Excellence from Plato to Darwin*.
New York: Harmony, 1996.

A Book by Two or Three Authors

Margulis, Lynn, and Karlene V. Schwartz. *Five Kingdoms: An Illustrated Guide to the
Phyla of Life on Earth*. 3rd ed. New York: Freeman, 1998.

A Book by Four or More Authors

Brown, Lester, et al. *State of the World 1990*. New York: Norton, 1990.

Martin, Ralph, et al. *Teaching Science for All Children*. 2nd ed. Boston: Allyn, 1997.

A Work by a Government Agency

United States. Energy Information Administration. *Monthly Energy Review* January 1996.
Washington, DC: Energy Information Administration, 1996.

A Book by an Anonymous Author

The Anglo-Saxon Chronicle. Trans. G. N. Garmonsway. 1953. London: Dent, 1962.

A Book with an Editor

McCoubrey, John. W., ed. *Modern American Painting*. New York: Time-Life, 1970

A Book with an Author and an Editor

Johnson, Samuel. *Selected Writings*. Ed. Patrick Cruttwell. 1968. London: Penguin, 1986.

A Republished Book

Note: You will often find several dates listed on the copyright page. In general, you should use the latest copyright date. Sometimes there will also be a date showing the latest printing. This might happen if a book goes from hardback to paperback, for example. In such situations, provide the original publication date before the rest of the publication information.

Cosman, Carol, Joan Keefe, and Kathleen Weaver, eds. *The Penguin Book of Women
Poets*.
1978. Harmondsworth, Eng.: Penguin, 1979.

A Book with a Publisher's Imprint

Note: You may find a special name, called an imprint, along with the name of the publisher on the title page. For instance, a Harcourt Brace book may also carry the legend, "A Harvest Original," and a Dell book may carry the legend "A Laurel Edition." List the imprint before the name of the publisher, and insert a hyphen between the two names.

Bronte, Charlotte. *Jane Eyre*. 1961. New York: Laurel-Dell, 1975.

An Anthology or Compilation

Reddaway, Peter, ed. *Uncensored Russia*. London: Jonathan Cape, 1972.

A Work in an Anthology

Rosenblum, Robert. "The Primal American Scene." *The Natural Paradise: Painting in
America 1800-1950*. Ed. Kynaston McShine. New York: Museum of Modern Art,
1976. 165-178.

An Introduction, Preface, Foreword, or Afterword

Barreca, Regina. Introduction. *The Portrait of a Lady*. By Henry James. New York: Signet-
Penguin, 1995. v-xv.

Book with Multiple Volumes

Shaw, Bernard. *The Complete Prefaces*. Eds. Dan H. Laurence and Daniel J. Leary. 3 vols.
London: Penguin, 1997.

Books in Later Editions

Dubal, David. *Reflections from the Keyboard: The World of the Concert Pianist*. 2nd ed.
New York: Schirmer-Simon, 1997.

A Translation

Pirandello, Luigi. *Six Characters in Search of an Author and Other Plays*. Trans. Mark
Musa. London: Penguin, 1995.

A Book with a Title in its Title

Ewing, A. C. *A Short Commentary on Kant's Critique of Pure Reason*. 1938. Chicago: U of
Chicago P, 1967.

An Article from a Newspaper

Artier, Alan G. "An American Original: The Unique Midwestern Vision of Grant Wood."
Chicago Tribune 15 Jan. 1984, sec. 10: 15-19.

An Article from a Newspaper, No Author Given

"Development near for old shipyard site." *Chicago Tribune* 4 Apr. 1999: sec. 1:7

An Article from a Monthly or Bimonthly Magazine

Wooden, Howard E. "Grant Wood: A Regionalist's Interpretation of the Four Seasons."
American Artist July 1991: 58.

An Article from a Weekly or Biweekly Magazine

Franklin, Daniel. "The Soviet Economy." *The Economist* 9 Apr. 1988: 48-49.

An Article from a Magazine, No Author Given

"People and places." *Gramophone* March 1999: 16-17.

An Encyclopedia Article (unsigned)

"Realism." *World Book Encyclopedia*. 1990 ed.

An Encyclopedia Article (signed)

Rosand, David. "Tintoretto." *Encyclopedia of the Renaissance*. 1999 ed.

A Scholarly Journal Article

Boggs, Kathleen. "Career Decisions: The Campbell and Ms. Flood." *The Career
Development Quarterly* 46 (1998): 12-20.

3.1.2ON-LINE REESOURCES

A Professional or Personal Web Site, Reference Database, or On-line Scholarly Project

Note: Include the title of the project or database, the name of the editor, electronic publishing information (including version number, date of electronic publication, and name of sponsoring institution), date you accessed the material, and electronic address. If the electronic address runs over onto another line, it would be best to place it on its own line so as not to break it up. Note that many sources will not provide all of the above information, so you may have to settle for citing whatever information is available to you.

The Botany Libraries. Harvard University. 17 Dec. 1998

<http://www.herbaria.harvard.edu/libraries/libraries.html>

Princeton German Web Project. 15 Sep. 1998. Princeton University. 5 Apr. 1999

<http://www.princeton.edu/~german/PGWP/Index.htm>

An Article in a Reference Database

"Heaney, Seamus." *Microsoft Encarta Concise Encyclopedia*. 1997-1999. Microsoft. 5
Apr. 1999

<http://encarta.msn.com/find/Concise.asp?z~1&pg=2&ti=OAE7A000&o=1>

An Article in an Electronic Journal

Machlis, Sharon. "Bookseller Beefs Up Products, Searches." *Computerworld* 2 Nov. 1998.
17 Dec. 1998 http://www.elibrary.com/search.cgi?id~1_19940369x0y6229w3.

3.1.3 OTHER ELECTRONIC RESOURCES

CD-ROM

Essay and General Literature Index. CD-ROM. Wilson, 1999.

"Time Warner, Inc.: Sales Summary, 1988-1992." *Disclosure/Worldscope*. W/D Partners.
CD-ROM. Oct. 1993.

Videocassettes

Note: Include the title, the director if provided, the distributor, and the year or release. Insert the medium before the name of the distributor.

Art of the Western World. Videocassette. Annenberg/CPB Collection, 1989.

Radio and Television Programs

Note: Include the title of the segment, the title of the program, the name of the network, the network's call letters, the city of the station, and the broadcast date.

"The cost of winning at all costs." *Dateline NBC* NBC. WMAQ, Chicago. 31 July 1998.

3.1.4 OTHER

Personal Interview

Strauss, Hector. Personal interview. 5 Nov. 1990.

Work of Art

Note: For musical compositions identified only by musical form, number, and key, do not underline or use quotation marks.

Cassatt, Mary. *Five O'Clock Tea*. Museum of Fine Arts, Boston.

Gershwin, George. *Porgy and Bess*.

Shubert, Franz. Symphony no. 8 in B minor.

Shubert, Franz. *Unfinished Symphony*.

4.0 STANDARD FORMAT FOR FINISHED PAPER

PAPER	Size , 8.5X11 inch Color , white Weight , 20 pound Type , bond
TYPE	For typewriter , either Pica (10 cpi) or Elite (12 cpi) For computer , use a standard font such as Garamond, Bookman Old Style, Courier New, or Times New Roman. Use either 10 point or 12 point of the font and ONLY plain text. Underline/italics are for titles, foreign words, or words-used-as-words.
INK	Black ink only
SPACING	Margins , 1 inch all around. Use one side of page only. Lines , double space everywhere, including bibliography and outline. Single space only in a foot note. Justification , always turned off.
INDENTION	Paragraph , indent ½ inch. Extended quotes —indent 1 inch on left margin only for quotes of 4+ lines of typed text.

PAGINATION **Text/bibliography**, upper right hand corner, ½ inch from top and 1 inch from right margin. All pages that are part of the paper are numbered in Arabic numerals. **Supplemental pages** (appendices, outlines) are numbered in lower case Roman numerals.

TITLE PAGE MLA states that NO research paper needs a title page. If the instructor requires one, then use what he suggests. Otherwise, use the format given in section 4.1.

SPECIAL POINTS **The dash**--always typed as two hyphens with no spaces before, within, or after
Ellipsis--three dots (periods) with a space between each. No space before or after the ellipsis. *Ellipsis is. . .like this.*

4.1 SAMPLE HALF-TITLE PAGE

The line represents the top edge of a sheet of paper

=====

last name

1

Your Name

Instructor's title (Dr., Mr., Ms., Mrs.) and name

Course Name/number (College Composition 1, ENC 1101)

Date due (Spell out month, use Arabic numerals for day and year – May 19, 2001)

Title of Paper

Text of paper begins on this line and goes from margin to margin double spaced. Currently, we accept single spacing between sentences. If your instructor insists, then use the older standard of two spaces between sentences.

Acknowledgements

Style and Documentation: Sourcebook for Writers. Teacher's Annotated Edition. New York:

Glencoe McGraw-Hill.

Writing Research Papers: A Step-by-Step Procedure.

<http://owl.english.purdue.edu/handouts/research/ressteps.html>