

Artwork by Neriah Goldsberry, 7th Grade

2018-19 STUDENT HANDBOOK & ACADEMIC PLANNER



CARLISLE COMMUNITY SCHOOLS 2018-19 SCHOOL CALENDAR

Summary of Calendar:
Days/Hrs in classroom:
First Semester 91/564
Second Semester 87/534
TOTAL DAYS/HS 178/1098

CALENDAR LEGEND

Start/End ■
K-12 Conferences ■
Trimester ■
Holidays ■
Vacation Days ■

HOLIDAYS:

Labor Day (9/3)
Thanksgiving Day (11/22)
New Year's Day (1/1)
Memorial Day (5/27)

**WEDNESDAY
DISMISSAL AT 1:30
DURING SCHOOL YEAR**

**INCLEMENT WEATHER
NOTICE
NO EARLY OUT DISMISSAL
ON 2 HOUR DELAYS**

**K-12 CONFERENCES
STUDENTS WILL BE
DISMISSED AT 1:30 ON
K-12 CONFERENCE DAYS**

**LAST DAY OF SCHOOL
DISMISSAL FOR K-11
GRADES AT 11:00
MAY 24, 2018**

**MAKE-UP DAYS FOR
INCLEMENT WEATHER
MAY 28, 29, 30, 31**

APPROVED 3-19-18

AUGUST				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
SEPTEMBER				
03	04	05	06	07
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
OCTOBER				
01	02	03	04	05
08	09	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
NOVEMBER				
			01	02
05	06	07	08	09
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
DECEMBER				
03	04	05	06	07
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
JANUARY				
	01	02	03	04
07	08	09	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
FEBRUARY				
				01
04	05	06	07	08
11	12	13	14	15
18	19	20	21	22
25	26	27	28	
MARCH				
				01
04	05	06	07	08
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
APRIL				
01	02	03	04	05
08	09	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
MAY				
		01	02	03
06	07	08	09	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

DATE	EVENTS
Aug 13-14	New Certified Staff Work/PO Days
Aug 15	All Certified Staff Report
Aug 15-22	Teacher Work/PO Days
Aug 21	6 th Grade Orientation
Aug 21	K-12 Open House
Aug 23	First Day of School 1 st -12 th Grades
Aug 23-28	Kindergarten Teacher Home Visits
Aug 29	First Day Kindergarten/Kinder Prep
Aug 30	First Day of Pre-School
Sept 3	Labor Day (No School)
Sept 21	Homecoming
Oct 10	K-12 Conferences (2:30-6:00)
Oct 11	K-12 Conferences (2:30-6:00)
Oct 12	Teacher Comp Day (No School)
Oct 25	HS 1 st Semester Mid-Term
Nov 14	End of 1 st Trimester (59 days)
Nov 22-23	Thanksgiving Holiday (No School)
Dec 24-Jan 2	Winter Break (No School)
Jan 3	Classes Resume
Jan 10/11	HS 1 st Semester Finals
Jan 11	End 1 st Semester (91 days)
Jan 14	No School (Tch PD/Work Day)
Jan 15	Begin HS 2 nd Semester
Jan 21	MLK Day (No School)
Feb 15	End of 2 nd Trimester (55 days)
Feb 18	No School (Tch PD/Work Day)
March 13	K-12 Conferences (2:30-6:00)
March 14	K-12 Conferences (2:30-6:00)
March 15	Teacher Comp Day (No School)
March 18-22	Spring Break (No School)
March 25	HS 2 nd Semester Mid-Term
May 17	Seniors Last Day
May 19	Graduation
May 21	Last Day for Pre-School
May 23	Last Day for Kinder Prep
May 22-24	HS Semester Finals
May 24	Last Day for Students K-11 th
May 27	Memorial Day

CARLISLE MIDDLE SCHOOL

2018-19 STUDENT HANDBOOK & ACADEMIC PLANNER



Home of the Wildcats

Carlisle Community Schools Mission Statement

"Character, Service, and Excellence In Everything We Do."

This planner belongs to:

Grade (circle one): 6 7 8

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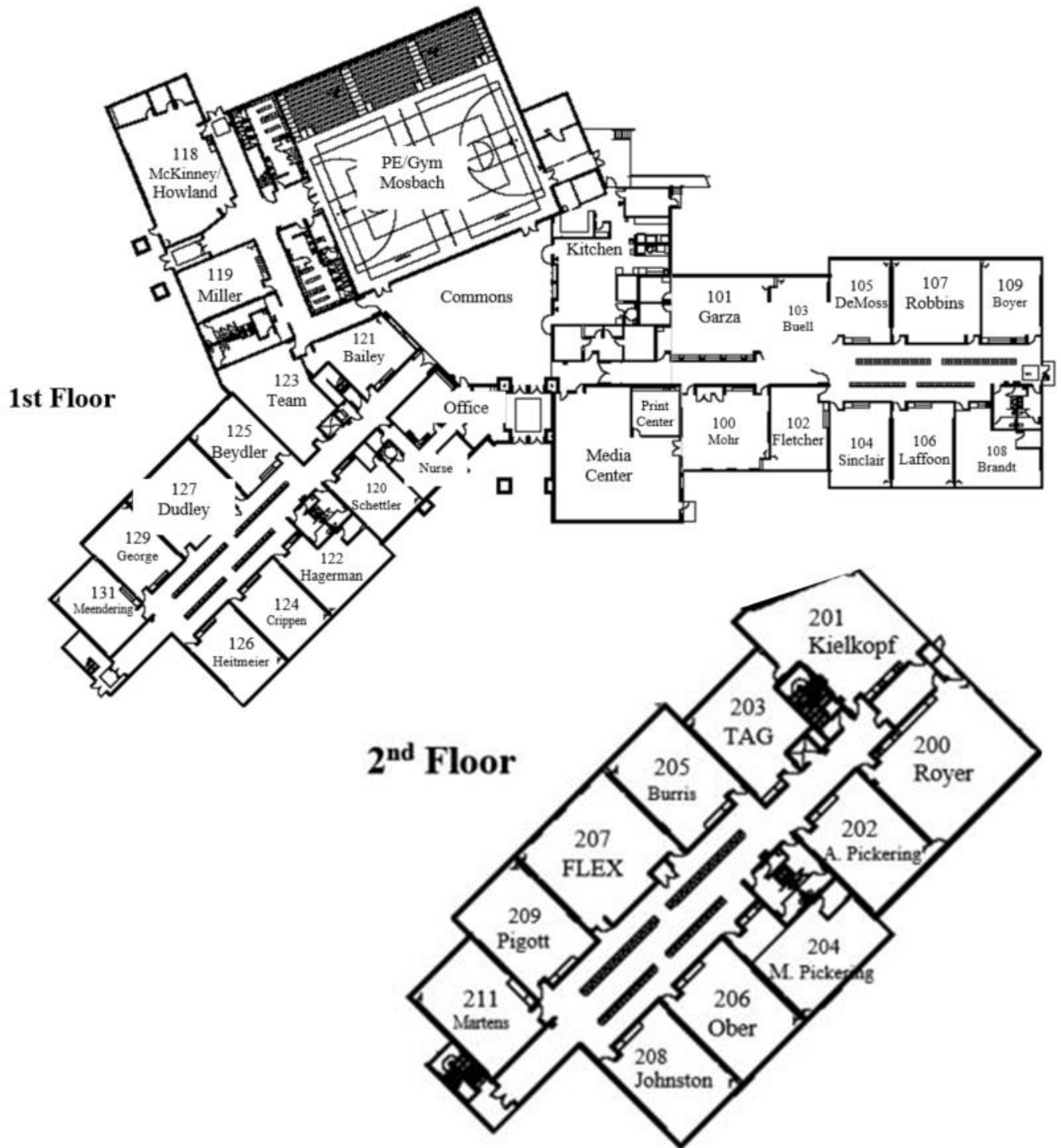
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CMS Map



2018-19 Student Schedule for _____

Student Number: _____ Locker Number: _____ Locker Combo: _____

In PENCIL, please copy your schedule in the following order: Class, Teacher, Room Number

LUNCH BLOCK (6th and 8th grade only): **A** **B**

LUNCH COLOR (7th grade only): **Red** **Yellow** **Green** **Blue**

<div>SEMESTER 1SEMESTER 2</div>				
Period	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1				
2				
3				
4				
5				
6				
7				

CARLISLE MIDDLE SCHOOL

325 Scotch Ridge Road

Carlisle, IA 50047

Phone: (515) 989-0833 | Fax: (515) 989-5421

Website: <http://carlislecsd.org>

Twitter: [@Carlisle_MS](https://twitter.com/Carlisle_MS)

Mr. John W. Elkin
Principal

Mrs. Rhonda Ermler
Secretary

Mr. Andy Seiler
Assistant Principal

Mrs. Julie Reed
Nurse

Mr. Ben Barry
Counselor

Mrs. Kim Flagor
Counselor

CENTRAL OFFICE

Phone: (515) 989-3589 | Fax: (515) 989-3075

Mr. Bryce Amos
Superintendent

Mrs. Jean Flaws
Board Secretary / Business Manger

Dr. Brandon Eighmy
Director of HR & School Services

Mrs. Dana Lillis
Director of Teaching & Learning

Mrs. Zenda Adams
Accounts Payable / Secretary

Mrs. Alicia Clark
Administrative Assistant / Print Shop

Mrs. Joy Gibson
Student Information Specialist

2018-19 CARLISLE MIDDLE SCHOOL STAFF

ENGLISH LANGUAGE ARTS		MATH	
Mr. Burris Mrs. Laffoon Ms. Martens Mr. Pigott Mrs. Sinclair		Mr. DeMoss Mr. Johnston Ms. Ober Mrs. Robbins	
SCIENCE		SOCIAL STUDIES	
Mr. Boyer Ms. Brandt Mrs. Kielkopf Mrs. Robbins Ms. Royer		Ms. Brandt Mr. Crippen Mr. Fletcher Mr. Heitmeier Mrs. Sinclair	
EXPLORATORY		ACADEMIC RESOURCE	
Mr. Garza, Art Mrs. Miller, Choir Ms. Howland & Mrs. McKinney, Band Mrs. Mohr, PLTW Mrs. Dudley, STEM Ms. George & Ms. Meendering, Spanish Mr. Mosbach, PE		Mrs. Beydler Mr. Buell Ms. Hagerman Mr. Pickering Mrs. Pickering Mrs. Schettler	
COUNSELORS		TALENTED & GIFTED	
Mr. Barry Ms. Flagor		Mrs. Barker Mrs. Robinson	
CUSTODIANS			
Mr. Dingman, Mr. Connett, Mr. Johnson			
SUPPORT STAFF			
Mrs. Bailey Ms. Bagley Ms. Baker Mr. Bergstrom	Ms. Hensley Ms. Hill Mrs. Lathrop Ms. C. Miller	Mrs. T. Miller Mrs. Pace Ms. Reed Mrs. Williams	

STAFF EMAIL ADDRESSES

All staff email addresses for the Carlisle School District are formatted as follows and can be found on the website: www.carlislecsd.org

firstname.lastname@carlislecsd.org

School Information

PHONE

515-989-0833

FAX

515-989-5421

OFFICE EMAIL

middleschoolofficestaff@carlislecsd.org

OFFICE HOURS

7:45 am– 3:45 pm

BREAKFAST TIME

7:45 – 8:00 am

NORMAL SCHOOL HOURS

8:05 am – 3:10 pm

SCHOOL HOURS

Due to the fact that students must be supervised at all times, students are not allowed to enter the building before 7:45 am and must leave by 3:45 pm unless they are under the direct supervision of a teacher, coach, or other staff member.

2018-19 PERIODS AND TIMES:

“REGULAR” SCHEDULE	
Monday, Tuesday, Thursday, Friday	
Period 1: 8:05 – 8:55 am Period 2: 8:58 – 9:48 am Period 3: 9:51 – 10:41 am	
6th GRADE LUNCH BLOCK	
<u>6A</u> Period 4: 10:44 – 11:34 am Lunch: 11:34 – 11:54 am Break: 11:54 – 12:04 pm Period 5: 12:07 – 12:57 pm	<u>6B</u> Period 4: 10:44 – 11:34 am Period 5-1: 11:37 – 11:47 am Lunch: 11:47 – 12:07 pm Break: 12:07 – 12:17 pm Period 5-2: 12:20 – 12:57 pm
7th GRADE LUNCH BLOCK	
Period 4: 10:44 – 11:34 am Period 5: 11:37 – 12:27 pm Lunch / Break: 12:27 – 12:57 pm	
8th GRADE LUNCH BLOCK	
<u>8A</u> Lunch: 10:41 – 11:01 am Break: 11:01 – 11:11 am Period 4: 11:14 – 12:04 pm Period 5: 12:07 – 12:57 pm	<u>8B</u> Period 4-1: 10:44 – 10:54 am Lunch: 10:54 – 11:14 am Break: 11:14 – 11:24 am Period 4-2: 11:27 – 12:04 pm Period 5: 12:07 – 12:57 pm
WIN: 1:00 – 1:24 pm Period 6: 1:27 – 2:17 pm Period 7: 2:20 – 3:10 pm	

2-HOUR EARLY-OUT SCHEDULE

Wednesday

Period 1: 8:05 – 8:40 am

Period 2: 8:43 - 9:18 am

Period 3: 9:21 - 9:56 am

WIN: 9:59 – 10:23 am

6th GRADE LUNCH BLOCK

6A

Period 4: 10:26 – 11:01 am

Lunch: 11:01 -11:21 am

Break: 11:21 – 11:31 am

Period 5: 11:34 – 12:09 pm

6B

Period 4: 10:26 – 11:01 am

Period 5-1: 11:04 – 11:14 am

Lunch: 11:14 – 11:34 am

Break: 11:34 – 11:44 am

Period 5-2: 11:37 – 12:07 pm

7th GRADE LUNCH BLOCK

Period 4: 10:26 – 11:01 am

Period 5: 11:04 – 11:39 am

Lunch / Break: 11:39 – 12:09 pm

8th GRADE LUNCH BLOCK

8A

Lunch: 10:23 – 10:43 am

Break: 10:43 – 10:53 am

Period 4: 10:56 – 11:31 am

Period 5: 11:34 – 12:09 pm

8B

Period 4-1: 10:26 – 10:36 am

Lunch: 10:36 – 10:56 am

Break: 10:56 – 11:06 am

Period 4-2: 11:09 – 11:31 am

Period 5: 11:34 – 12:09 pm

Period 6: 12:12 – 12:43 pm

Period 7: 12:46 – 1:17 pm



2-HOUR LATE START SCHEDULE

Period 1: 10:05 – 10:37 am

WIN: 10:40 – 11:04 am

6th GRADE LUNCH BLOCK

6A

Period 4: 11:07 – 11:44 am

Lunch: 11:44 -12:04 pm

Break: 12:04 – 12:14 pm

Period 5: 12:17 – 12:54 pm

6B

Period 4: 11:07 – 11:44 am

Period 5-1: 11:47 – 11:59 am

Lunch: 11:59 – 12:19 pm

Break: 12:19 – 12:29 pm

Period 5-2: 12:32 – 12:54 pm

7th GRADE LUNCH BLOCK

Period 4: 11:07 – 11:44 am

Period 5: 11:47 – 12:24 pm

Lunch / Break: 12:34 – 12:54 pm

8th GRADE LUNCH BLOCK

8A

Lunch: 11:04 – 11:24 am

Break: 11:24 – 11:34 am

Period 4: 11:37 – 12:14 pm

Period 5: 12:17 – 12:54 pm

8B

Period 4-1: 11:07 – 11:19 am

Lunch: 11:19 – 11:39 am

Break: 11:39 – 11:49 am

Period 4-2: 11:52 – 12:14 pm

Period 5: 12:17 – 12:54 pm

Period 2: 12:57 – 1:28 pm

Period 3: 1:31 – 2:02 pm

Period 6: 2:05 – 2:36 m

Period 7: 2:39 – 3:10 pm



General Statement

ANNUAL NOTICE OF NONDISCRIMINATION

The Carlisle Community School District offers career and technical programs in the following areas of study:

- General Business
- Construction Technology
- Marketing
- CADD
- Family Consumer Science

It is the policy of the Carlisle Community School District not to discriminate on the basis of race, color, age (for employment), sex, religion, national origin, creed, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs) and disability in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact:

Brandon Eighmy, Director of Human Resources and School Services

Carlisle School Administrative Office

430 School Street

Carlisle, IA 50047

Phone: 515-989-3589

Email: brandon.eighmy@carlislecsd.org

GENERAL STATEMENT

This handbook is an extension of Board Policy of the Carlisle Community Schools and is a reflection of the goals and objectives of the Board. The Board, Administration, and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others.

This handbook and school district policies are in effect while students are on school grounds, school district property, while in school-owned and/or operated vehicles, while attending school activities, and while away from school grounds; established District policies are in effect if misconduct directly affects the good order and welfare of the school or involves students or staff.

Students are expected to comply with and abide by the school district's policies, rules, and regulations. Students failing to abide by these policies, rules, and regulations may be disciplined under established District procedures. Disciplinary measures include, but are not limited to, removal from class, detention, restriction, suspension, probation, and expulsion. Discipline may also include prohibition from participating in extra-curricular activities and referral to local law enforcement agencies.

PLANNER / HANDBOOK AS GUIDELINE

Students are expected to know and comply with the contents of this handbook. As well, realize that the school reserves the right to modify, eliminate, or establish reasonable policies, rules, and regulations as circumstances warrant regarding the information of this handbook.

Academics

ACADEMIC ASSISTANCE AND MONITORING

Success in academics is the number one priority at Carlisle Middle School. Students are expected to complete all work assigned in classes. Teachers will officially post/update progress reports for students on *Infinite Campus* every Monday morning by 8:00 am. Teachers provide help to students in a variety of ways and we recommend students make use of the assistance available. Please visit directly with the classroom teacher to make arrangements for academic assistance.

WIN

CMS has a built-in academic help period called WIN (“Whatever I Need”) which occurs daily for 24 minutes that consists of targeted intervention for students who need additional support as an extension of their learning. WIN is mandatory for all students regardless of their ability as it is the belief of all CMS staff that students should always be challenged to continuously grow.

ACADEMIC FRAUD INCLUDING PLAGIARISM

Any time a person uses someone else’s words, ideas, pictures, music, or graphics without giving credit to the source those words ideas, pictures, music or graphics came from, that person is committing plagiarism. Yes, this does mean that any time you use words or pictures or music from the Internet or out of a book or from the paper of the person sitting next to you in class, you are committing plagiarism—unless you give credit to the source. It is important to remember that plagiarism is cheating. It is also illegal. There are basically two kinds of plagiarism. The first kind is blatant. This means that the cheating is totally obvious.

Here are some examples of blatant plagiarism:

- Looking at the test or worksheet or quiz of another student and claiming that person’s answer(s) as your own (even if you change some of the words).
- Making a copy of someone else’s essay or poem or project and claiming it as your own (even if you change some of the words).
- Downloading a paper or poem or project off of the internet and claiming it as your own (even if you change some of the words).
- Taking something word-for-word from a textbook, Internet source, novel, or other resource and not using quotation marks.
- Taking ideas from the Internet or from a newspaper or magazine article or from a book or encyclopedia, paraphrasing them (putting them into your own words), and not giving the source credit.
- “Borrowing” pictures or graphics or ideas or music from the internet to include in your own project and not giving the source credit.
- Cutting and pasting from **anywhere** and not giving the source credit.
- Letting someone else do all of the work on a group project and then putting your name on the project.

Why It’s Wrong

First of all, it’s dishonest—you are claiming something is yours when in reality it is not. **Simply put, it is cheating.** It gets in the way of learning. Your teachers cannot assess your true capabilities when you hand in work that is not honestly yours. It is illegal. This is a big one. If it doesn’t bother you to cheat and to be told that you are being dishonest, maybe you will think twice about plagiarism if you are aware of the “real-life” consequences. Colleges kick people out for plagiarism. In the business world, people lose their jobs over it. Lawsuits arise when people feel their ideas have been stolen.

Cheating Consequences

Students who plagiarize, at the discretion of the instructor, may earn zeroes (0) and/or no credit for an assignment, not be allowed to retake or make up the assessment, and may be subject to Level 1 disciplinary action and/or loss of privileges.

ADDING OR DROPPING A COURSE INCLUDING ADVANCED COURSES

All middle school students are required to take the entire course load offered at each grade level which also includes self-select Core or Advanced courses. Generally, schedule changes are not made after the first five (5) days of school and any changes approved after this time period must coincide with the end/start of a semester.

Students who are in an Advanced Course whom wish to switch to the Core level class must first make every attempt with the instructor to get/receive help and intervention which includes before/after school help as well as CATime; this intervention period is expected to last a minimum of 4-6 weeks and only after that time would the student be allowed to switch classes along with parent/guardian consent. However, students who are in a Core course whom wish to switch to the Advanced Course may do so immediately provided the teacher not only recommends it, but that parents/guardians approve the change.

For students in Band and/or Choir, while it is strongly recommended they stay in the course since they originally signed up for it, if they have parental permission they may switch out of Band and/or Choir but only at the end of a semester/grading period. As well, please note that depending on their course load/options, the student may be enrolled in another academic class such as Creative English.

C.A.T.S. ASSEMBLIES

At the end of each semester, CMS will hold a CATS Assemblies to recognize the areas of Conduct Academics Atendance and Service. Among many things, students are recognized for their grade point average (GPA) accomplishments for both Red and Gold Honor Roll, perfect attendance, no Student Discipline Referrals (SDRs), etc. Parents and visitors are always welcome and CATS Assemblies traditionally are held from 8:30 – 9:15 am.

GRADING POLICY, PROCEDURES, & PRACTICES (GP3)

Purpose of Grades

At Carlisle Middle School, grades are a current reflection of an individual student's assessed academic skills and knowledge in a specific content area. Group projects will include a graded component to represent individual student learning. Behavior as well as attendance is not part of grading procedures. Behavior is assessed separately on the Employability Rubric.

District Grading Scale

When calculating grades at CMS, the following District Grading Scale is used:

100-93% =A	89-87% = B+	79-77% = C+	69-67% = D+	59-0% = F
92-90% = A-	88-83% = B	76-73% = C	67-63% = D	
	83-80% = B-	72-70% = C-	62-60% = D-	

Grade Updates

Student grades are updated every Monday morning by 8:00 am and grade information is accessible to students and parents on the Infinite Campus Portal available on our school website.

Grading Categories

Grading categories will be represented in two (2) main types with a greater weight placed on academic achievement (summative) compared to academic practice (formative):

Formative Work (Academic Practice)

1. Formative work is academic practice that provides feedback on a student's learning progress for students, parents, or instructors.
2. Formative work will be assessed and updated in Infinite Campus within five (5) school days of submission.
3. Formative work will be worth 20% of the final semester grade.
4. A minimum of nine (9) formative opportunities per course will occur each semester.

Summative Work (Academic Achievement)

1. Summative work is a measure of academic achievement that occurs after formative work and is a reflection of District learning objectives and/or Essential Learning Targets (ELT) that were taught within a specified time range. Summative work may include Unit Benchmark Assessments (UBA), projects, or performance tasks.
2. Summative work will generally be assessed and updated in Infinite Campus within ten (10) school days. If extra time is needed for project-based and/or written assessments, the teacher will communicate with parents/guardians via the Infinite Campus messenger.
3. Summative work will be worth 80% of the final semester grade.
4. A minimum of three (3) summative opportunities per course will occur each semester.

Second Chance Testing (Retakes)

Retakes are another opportunity to show proficiency or growth in a learning target. The following guidelines will be used for retakes as based on a student's needs:

1. Open to all students within a timeframe designated by the teacher.
2. Additional learning and/or academic obligations, determined by the teacher, is required.
3. Required retakes for UBA scores below 60%.
4. An ELT proficiency of 80% is required either through a summative retake or future assessment of the ELT.
5. The second chance assessment may not be the exact same original test.
6. The highest score of a retake will be recorded in the grade book.

Late Work

Academic Practice (Formative)

All formative work is expected to be turned in by the assigned due date. Efforts will be made to hold students accountable for completing all late work which is accepted without penalty until the UBA or its retake. If a student does not complete formative work by the UBA or its retake, such work will then be recorded as (M)issing.

Academic Achievement (Summative)

Students are expected to take the assessment on the date scheduled by the teacher. Any student who misses the Academic Achievement assessment must complete it without penalty. **Not taking an assessment is NOT an option!** If the student has not completed all summative assessments for the semester, the student will be given a course grade of "Incomplete" until the assessment(s) are complete.

Academic Dishonesty

Academic dishonesty includes cheating, fraud, and plagiarism and absolutely will not be tolerated at CMS. Students who engage in academic dishonesty will have to redo any formative or summative work and the redo will count as their one and only retake. As well, an office discipline referral for the student will occur.

Infinite Campus – Grading Flags

CMS will use the following grading “flags” in a consistent manner that accurately reflects current student learning:

1. **0 (zero)** represents that a student has scored a zero on a formative or summative assessment
2. **Late** shows a student has submitted work after the due date but it has been graded with no academic penalty
3. **INC(omplete)** indicates a student has not submitted work or has turned in unfinished work; does not calculate into grade
4. **M(issing)** means a student has chosen not to complete formative work by the UBA and/or its retake despite all staff efforts including involving parents/guardians; calculated as a 0 (zero)
5. **X (Exempt)** signifies a student is excused from a specific assignment and this assignment(s) does not affect the grade whatsoever
6. **C(heating)** specifies a student has committed academic dishonesty; student is required to redo the work and the retake counts as their one and only opportunity for a score

Extra Credit & Bonus Points

Extra credit for students will not be available. Students are expected to complete all Academic Practice and Academic Achievement assessments. Students also have Second Chance Testing available. At a teacher’s discretion, bonus points may be included in a specific assessment and will be related to the academic content standards being evaluated in a given class. Bonus points will reflect a higher level of learning beyond proficiency and not count against a student.

CATSkills

CATSkills is a rubric tool used by teachers and students to teach and encourage appropriate social and academic behaviors. Separate from grades, the rubric provides feedback to students and parents about behaviors that are observed in the classroom.

The below rubric defines these essential behaviors, is a teaching and monitoring tool for teachers and students, and is a source for parent communication.

Reporting these social and academic behaviors separate from student grades provides students and parents with valuable information about student behavior as a learner and how they can be supported at home.

CMS Wildcats...

1. **Are respectful leaders** who use appropriate language in class, have positive interactions with peers and adults, follow directions in a timely manner to support instructional pacing, and contribute positively to the learning environment.
2. **Make responsible choices** by using technology appropriately when needed for instruction, talking with peers at appropriate times that is focused on the learning task, being prepared for class with work completed, and on time to class remaining present during instruction.
3. **Are active learners** who are on-task, collaborate, give effort, and complete tasks with the purpose of learning at high levels.

Respectful Leaders	Responsible Choices	Active Learners
Description		
<ul style="list-style-type: none"> • Use appropriate language • Positive interactions • Follow directions • Contributes positively 	<ul style="list-style-type: none"> • Uses technology appropriately • Talks at appropriate times • Prepared for class including being on time and in class 	<ul style="list-style-type: none"> • On task • Collaboration • Gives effort • Task completion
Evaluation		
<p>Consistent</p> <p>Inconsistent</p> <p>Needs Improvement</p>		

This information will be provided to parents through Infinite Campus and on report cards. Teachers will report a ‘Consistent’, ‘Inconsistent’, or ‘Needs Improvement’ as based on the following criteria:

- **Consistent:** Regularly exhibits the behavior
- **Inconsistent:** Does not regularly exhibit the behavior
- **Needs Improvement:** Does not regularly exhibit the behavior AND interventions to support improved academic and social behaviors will be implemented as needed; this will include communication between staff and parents/guardians which may include meetings with all stakeholders to provide support towards improvement.

HONOR ROLL (RED & GOLD)

Honor roll is awarded at the end of each trimester at an all-school academic assembly. Students earning a GPA of 4.0 – 3.5 will be recognized on the Gold Honor Roll while students earning a 3.499 – 3.0 will be honored as Red Honor Roll students. Honor roll is also recognized at CATS Assemblies as well as visibly posted within the school and in the Carlisle Citizen.

LOST OR DAMAGED TEXTBOOKS

Students are responsible for textbooks assigned to them and will be charged for any books damaged or lost. The amount due for lost or damaged items will be determined by the classroom teacher or media specialist at the end of the year.

MAKE-UP WORK POLICY

Students who have been absent will be expected to make up the work missed. For each day a student has been absent, he/she will be allowed **two days** in which to complete the work. This time may be extended by the teacher. It is the student’s responsibility to check with teachers for make-up assignments on the day they return. Students who have advance notice of an absence should notify the office prior to the absence to receive a work collection form. As much work as is reasonable should be completed prior to the absence.

MAKE-UP WORK = CONTACT TEACHERS DIRECTLY

Parents and/or students need to contact teachers directly via email or phone to obtain make-up work; staff emails are described on **page 4** of this handbook as well as are available online at <http://carlislecsd.org>.

PRE-HIGH SCHOOL CREDITS

Students who complete required high school credits (e.g. Algebra, Physical Science, and Spanish 1) in an accredited school in the United States prior to high school will have the course recorded in the high school record. The course will apply to the subject area credit requirement for a diploma and to the minimum total credit requirement for a diploma. It will also be calculated in the student's high school grade point average and count toward class rank.

Note: Regarding Spanish 1, at the 9 week (1st quarter) mark, students/parents will decide as to whether or not take Spanish 1 for HS credit at which time they will need to fill out a verification sheet which will be returned to the teacher(s) to be kept on file.

HIGH SCHOOL COURSE CREDIT WITHDRAWAL

Middle School students enrolled in a high school course for credit will have three (3) weeks from the time school begins before they may change their schedule without formally withdrawing from the course and having a "W" on their transcript; after this time period if they withdraw, a "W" will appear on their transcript.

PHYSICAL EDUCATION REQUIREMENT

All students are required by Iowa Law to enroll and participate in regular Physical Education classes unless there are physical or religious exceptions. Parents may request that a student be excused for up to two days, but **only a doctor's written statement will excuse a student for a longer period of time.** A student with a physical disability may be excused from those activities that will be detrimental to his/her health. All written requests from parents and/or doctors will be placed on file for the school year.

Attendance

STUDENT ATTENDANCE

School attendance matters, a missed school day is a lost opportunity for students to learn. Students who attend school regularly have shown to achieve at higher levels than students who do not have regular attendance. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program.

SCHOOL ATTENDANCE MONITORING

School attendance teams will review student attendance reports on a 4-week cycle. Administrators may review individual student attendance reports during the 4-week cycles.

STUDENT ILLNESS

Student who is absent for three or more consecutive days for illness may be required to turn in a doctor's note to school administration. A doctor's note will also be required for students absent more than 15 cumulative days during the school year. Lack of a doctor's notice upon request may result in the absence classified as unexcused.

EXCUSED ABSENCES (Board Policy 501.9)

Student absences approved by the administration shall be excused absences. Absences are considered excused if parent notification has been received by the school. Other absences that are considered excused are listed, but are not limited to: in-school suspensions, court appearances, authorized religious holidays, and school-sponsored or approved activities.

UNEXCUSED ABSENCES (Board Policy 501.10)

Absences, including tardiness, which are not approved by the administration, and do not have parent notification may be classified as unexcused absences. Unexcused absences are absences that could have been avoided.

CONFIRMED COMMUNICATION

Verified contact with parent/guardian. The school administrator and or designee has documentation of date, type of communication (phone, email, certified mail, meeting) that parent received and responded to communication.

STATE OF IOWA LAW

In accordance with Iowa Compulsory Education Law (H.F. 455, Iowa Code – Chapter 299) the Carlisle Community School District requires regular attendance of all students between the ages of 6 and 16. Pursuant to this, Carlisle Community School District may refer a student to the Warren County Attorney if the student's absences become excessive; legal action upon both the student and parent/guardian is possible following such a referral.

LEVELS OF STUDENT ATTENDANCE AND INTERVENTION OPTIONS

Total student absences (excused and unexcused) are considered when determining intervention options.

LEVEL ONE: BELOW 90% ATTENDANCE RATE (4 Week Checks)

The parent/guardian will be notified via confirmed communication (mail, phone, email) of the dates of absences. This will help remind the student and parent/guardian of the days they have accumulated to date.

LEVEL TWO: CONTINUED ABSENCES BEYOND THE LEVEL ONE NOTICE

The parent/guardian will be notified via confirmed communication (mail, phone, email) of the dates of absences. A meeting with the student and parent/guardian will be scheduled to discuss student's attendance. School administration will contact parent/guardian to schedule meeting.

The school attendance team will review the student's absenteeism to develop an attendance plan. School administration may issue an attendance contract to be signed by the student, parent/guardian, and school administration.

LEVEL THREE: CONTINUED ABSENTEEISM BEYOND LEVEL TWO NOTIFICATION AND VIOLATION OF ATTENDANCE CONTRACT.

The parent/guardian will be notified via confirmed communication (mail, phone, email) of the dates of absences. A meeting with the student and parent/guardian will be scheduled to discuss student's attendance. School administration will contact parent/guardian to schedule meeting.

The school attendance team will review attendance contract to determine interventions. Attendance contract will be signed by the student, parent/guardian, and school administration.

LEVEL FOUR: CONTINUED ABSENTEEISM BEYOND LEVEL THREE MEETING AND CONTINUED VIOLATION OF ATTENDANCE CONTRACT.

The parent/guardian will be notified via confirmed communication (mail, phone, email) of the district's next steps that may include the start of the referral process to the Warren/Polk County Attorney's Office requesting court mediation regarding excessive absenteeism.

The parent/guardian will be notified via confirmed communication (mail, phone, email) of the district's next steps that may include the start of the referral process to the Warren/Polk County Attorney's Office requesting court mediation regarding excessive absenteeism.

ATTENDANCE-TAKING PROCEDURES

1. Staff is required to take attendance in a timely manner every period; the practice at CMS is that staff take attendance no later than 5 minutes after class has begun.
2. Student attendance is checked every period by the Main Office as to monitor the whereabouts of every student in CMS.
3. Staff are able to 'update' their class attendance record any time during or after the class as needed.
4. Calls to parents regarding absent students will be made from the office starting at 8:30 am and then every period thereafter, as needed, should a student become absent/leave the building.

1st Period & Advisory

- A. If a student is late to 1st period, they must report to the office if they do not have a pass.
- B. Office staff will write them a pass and the 1st Period Teacher will then mark student "Tardy."
→ For 1st Period Office Passes: Late = "Tardy."
- C. If student was with another staff member prior to 1st period, they will need a pass from that staff member (not the office).
→ For 1st Period Passes From Another Staff Member: staff will mark student "Tardy"
→ For documentation purposes, staff can/may put in "Comment" the teacher they were with.

Periods 2-7

- A. If a student is not present in class, staff will mark them “Absent.”
- B. If student comes in late without a pass, staff will mark student “Tardy”
- C. If student was with another staff member, staff will mark student “Tardy”

➔ For documentation purposes, staff can/may put in “Comment” the teacher they were with.

Procedure for Excusing

Parents/Guardians are required to inform the school of any absence by phone, email, or note. It is asked that you do so by 9:00 am the morning of the absence. Absences in which this procedure has been followed and deemed legitimate by the school will be considered excused. After 9:00 am, if a parent/guardian has not informed the office of their child’s absence, an attempt by CMS to contact parents/guardians will be made to confirm the reason of the absence.

Falsifying Absences

Only parents/guardians (or other valid “Emergency Contacts”) are permitted to call and excuse a student. If non-parents/guardians such as siblings and friends of a student call them in, the absence will not be excused. Furthermore, should a student—through a sibling, friend, or other person—attempt to falsify an absence by impersonating an approved parent, guardian, or emergency contact, will face disciplinary action and if they are absent, the absent will be marked as “unexcused.”

Advanced Approval For Anticipated Absence

Anticipated absences (doctor’s appointments, family vacation, etc.) will be excused if proper procedures for excusing absences are followed, but the excused absence will count in a student’s absence total. Students anticipating an absence from school will need to complete an assignment sheet and return it to the office prior to the absence.

Leaving School During The Day

Students needing to leave school must submit a valid excuse to the office **BEFORE** school begins on the day of the absence. Students will be given a permission slip to leave the building and they must present it to the teacher at the time of leaving.

Students MUST check out in the office prior to leaving AND when returning to the school to secure an admit slip to class/study hall.

Procedures For Students Regarding Attendance

1. Once a student arrives at school either by bus or parent drop off, they may not leave school grounds.
2. Students will be allowed to leave during school hours only under the circumstances listed below. In all cases, such approval must come prior to the student leaving school.
 - Parent has given prior approval
 - Parent comes to school and takes the student
 - Principal or designee gives approval
3. In cases of illness at school, the student must report to the nurse’s office. If the nurse verifies the illness, a parent will be contacted for permission to leave school. Should the nurse be unable to locate the parent, the situation will be referred to the principal.
4. In all cases in which the student is allowed to leave school during the day, he/she must use the office sign-out sheet to indicate time and destination.

Unexcused Absence (Truancy)

Students who are unexcused (a.k.a. “skip”) from either school or class are considered truant and will be held accountable according to school board policy.

Tardy

The staff of Carlisle Middle School promotes the life skill of promptness. Tardiness occurs when students are not in their designated areas by the end of passing time. For Periods 1-7 as well as WIN, students have three (3) minutes for passing time to travel from one location to another. Tardies to school and during the day are specifically addressed on page 29 in this handbook.



Building Procedures & Routines

ARRIVAL TO SCHOOL IN THE MORNING

Arrival Time & Locations

- Carlisle Middle School doors do not open until 7:45 am
- Unless a student is under the direct supervision of a teacher or coach, they are not allowed into the building until 7:45 am including the vestibule
- Student-athletes who have early morning practice will need to report to either the Circle Drive or Main Door entryways—between outside and inside of building—between the end of practice and 7:45 am
- When doors unlock at 7:45 am, students are only allowed to report to:
 - **OPTION #1:** The Commons (for breakfast)
 - **OPTION #2:** PE Gym in the bleachers
- From 7:45 – 8:00 am students will only be in the Commons or Gym
- Students are not allowed to go to their lockers prior to 8:00 am

Option #1: Commons For Breakfast

- Only students who are eating breakfast are allowed in the Commons
- Students must directly report to the breakfast line
- All students will sit at a table
- Students are able to sit wherever they wish (no “reserved” seats) but once a student selects a seat, that seat is theirs for that breakfast time
- One student per seat

Discarding Trash

- When students are finished eating their breakfast, they are to throw away all trash and leftovers in garbage cans
- Students may then return to their chosen seat of the morning

Leaving the Commons to go to Gym

- Students must ask permission from a supervisor to leave the Commons to go to the Gym (if they choose)

Dismissal From Commons

- Supervisors—not the bell—will dismiss students by tables
- Prior to a table being dismissed, the area including under the table must be clean
- No food or drink leaves the Commons
- Students will quietly walk from Commons to their lockers / class

Option #2: Gym / Bleachers

- Students who do not eat breakfast or are finished eating will report to the Gym using any of the three entrances to the Gym.
- Students will sit in the bleachers in their respective designated grade level area
- Students are able to sit wherever they wish (no “reserved” seats) within their designated grade level area, but once a student selects a seat, that seat is theirs until they are dismissed

- Students are expected to sit and talk quietly or appropriately use their technology, read, etc.
- Absolutely no horse play, shoving, physical contact, etc.

Dismissal From PE Gym

- a. Supervisors—not the bell—will dismiss students by grade levels and typically do so in the following order:
 - i. 8th and 6th grade together
 - ii. 7th grade last
→ Students will be dismissed by section amongst each grade level
- b. Students will only use the aisles and stairs to exit bleachers
- c. Absolutely no walking on / down bleacher seats
- d. Respective grade levels will exit the Gym according to their grade level by the following:
 - i. 8th and 7th Grade = Right Hand Doors
 - ii. 6th Grade = Left Hand Doors
- e. Students will walk from the Gym through the Commons to their lockers / class

ASSEMBLIES

Arrival to the Gym

- Whenever there is a scheduled assembly, students will always be dismissed to the assembly from a class via the intercom.
- Students will sit in the bleachers in their respective designated grade level area
- Students are able to sit wherever they wish (no “reserved” seats) within their designated grade level area, but once a student selects a seat, that seat is theirs until they are dismissed

Assembly

- Students will always be welcomed by an adult
- Listen and pay attention to speaker(s)
- Honor people being recognized
- Positive interactions with others
- Students will always be dismissed by an adult

Dismissal from Bleachers

- Students will always be welcomed by an adult
- Listen and pay attention to speaker(s)
- Honor people being recognized
- Positive interactions with others

BACKPACKS / BAGS / COATS

For safety and the elimination of non-educational items in classrooms, backpacks, bags, coats, and purses are not allowed in classrooms. Backpacks, bags, and coats are to remain in lockers during the school day with the exception of PE class. Purses may be taken to the restroom.

BICYCLES

For safety Riding a bicycle to and parking it at the student’s attendance center is a privilege. Students who fail to follow the regulations set by the principal of their attendance center or the school district will be subject to withdrawal of their privilege to ride a bicycle to their attendance center and may also be subject to other disciplinary action.

CELL PHONE & OTHER ELECTRONIC DEVICES AND ACCESSORIES INCLUDING EARBUDS, HEADPHONES, ETC.

1. Electronic devices including earbuds, headphones, etc. are not to be operational and/or visible during any assigned class.
2. At the discretion of the teacher, students may use electronic devices during class for educational purposes.
3. Students will be allowed to use their electronic devices only during passing time and lunch.
4. All devices are strictly prohibited for use in restrooms, locker rooms, during Assemblies, the Library, or any area where a reasonable expectation of privacy exists.
5. Taking photographs, recording video, and other such activities are strictly prohibited.

NOTE: Any student who is non-compliant / refuses the request of a staff member to put their electronic device away will automatically require a parent/guardian pick-up of the device plus additional sanctions.

NOTE 2: Students who choose to bring technology devices to school do so at their own risk. CMS is not responsible for broken, lost, or stolen property including technology devices and cell phones.

CLASSROOM

1. Student Handbook & Planner: It is both a requirement and necessity that students at all times have their student planner/handbook for both a reference guide as well as “passes out”

2. Bringing all materials: Students are expected to bring all materials (textbooks, paper, etc.) necessary for class with them as time is of essence.

3. Gadgets / toys / slimes / non-educational material are not allowed and includes anything else that disrupts the educational environment.

DISMISSAL FROM CLASS

Staff—not the bell—will dismiss students from class in a fashion they see fit.

DISMISSAL FOR ACTIVITIES

7th and 8th graders who are dismissed early for activities (athletics, band, etc.) will:

- Exit only from the 7th Grade Wing Doors
- Not engage in disruptive or loud behavior to detract from ongoing classes

DISMISSAL FROM SCHOOL

Staff—not the bell—will dismiss students from class in a fashion they see fit.

Bus Students

By grade, student will leave the buildings by the following exits:

- **6th Grade** = 6th Grade Wing Doors
- **7th Grade** = Main Office / Entrance Doors
- **8th Grade** = 7th Grade Wing Doors

Parent Pick-up Students

- Students whose parents pick them up will wait at the Circle Drive Doors

Tunnel / Walking Home Students

- Students who walk home using the Tunnel and/or walk with older/younger siblings will need to wait at the Main Office / Entrance lobby

ELEVATOR

Students with special needs (either short or long term) will be allowed to use the elevator if they adhere to the following guidelines:

1. A pass to use the elevator will be issued by the school nurse or office personnel.
2. A maximum of one (1) designated student may ride along to assist with school books and supplies.
3. The elevator may only be used for a school-related purpose.

EMERGENCY DRILL PROCEDURES INCLUDING A.L.I.C.E., FIRE, TORNADO, AND NON-EMERGENCY LOCKDOWNS

Procedures to be followed in the event of fire or tornado are posted in each classroom. At least two (2) fire and two (2) tornado drills will be conducted each fall and spring semester while at least one (1) ALICE Drill will be conducted during the same time frame. Students are expected to remain quiet and orderly during a drill or an emergency. Students who pull the fire alarm or call in false alarms, in addition to being disciplined under the school district's policies, rules and regulations, will be reported to law enforcement officials.

ENTERING CLASSROOMS

CMS is first and foremost an academic institution which means maximizing instructional time is of the utmost importance. This means that learning begins upon the arrival of each student to the class. Therefore, the following procedures for each and every class are in place:

Teachers

It is the expectation of CMS that teachers greet students at the door where they are not only able to supervise the area outside of their classroom, but also their classroom.

Students

It is the expectation that CMS students will directly report from one class to the next; once they enter a classroom, learning begins as established by the instructional routines of each instructor which may include:

- Sitting in assigned seat
- Beginning the “bell ringer”
- Doing other assigned academic activities

Again, to reiterate this important point, one commonality that all CMS staff and classrooms will possess is the instructional routine and expectation that once a student enters their respective classroom / scheduled course, learning begins.

FAMILY NIGHT (WEDNESDAY)

The school limits participation in school-sponsored activities on Wednesdays. All students will be dismissed from the building by 6:00 pm.

FOOD AND BEVERAGES INCLUDING GUM & CANDY

1. The lunchroom is the only place where students may eat unless directed by staff.
2. Pop and Energy drinks are not allowed as a drink with student meals.
3. No food or beverage may be consumed in the classrooms, gymnasium, hallways, or other parts of the school buildings without permission.
4. Open beverage containers are not allowed in hallways or lockers.
5. Students with food and open beverage containers will be asked to dispose of in a garbage can.
6. Gum chewing and candy is not allowed at CMS.

Water Bottle Policy

Although CMS has ample water fountains, students are allowed to have water bottles with them during the school day but only according to the following guidelines:

1. Water only is allowed.
2. Container must be clear which is defined as “transparent” or “see through.” Containers that are tinted or color will not be allowed.
3. Containers must have a lid and during non-use (drinking) the lid must be on the container.

Note: Teachers, at their discretion, may allow or disallow water/containers in their classroom if either issues or safety concerns arise.

Snacks During The Day

Snacks served during the school day will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetable as the primary snacks and water as the primary beverage. The school district will disseminate a list of healthful snack items to teachers and parents. Foods that come from home for sharing among children must be either whole fruits, vegetables or commercially prepared packaged food in factory sealed containers. In an effort to support the Healthy Kids Act, we encourage parents, guardians and staff to provide healthy alternates for classroom snacks, rewards and celebrations.

HEALTHY KIDS ACT

The Healthy Kids Act, mandated by the Iowa Department of Education, requires all high school graduates to complete a CPR certification course. Such that, Carlisle Community Schools have designated that students will be trained in CPR during high school to meet this requirement.

Additionally, school districts must ensure that physically able pupils in grades six through twelve engage in physical activity for a minimum of 120 minutes per week in which there are at least five school days of school.

“Physical activity” means *“any movement, manipulation, or exertion of the body that can lead to improved levels of physical fitness and quality of life.”* Students may meet the 120 minute physical activity requirement by participating in both school and non-school activities. Examples would include P.E. class, walking from one class to another, playing during break time, participating in sports team practices and games, dance, gymnastics, recreational sports, going for a walk, or completing chores (like raking leaves).

HEALTH RECORDS / TESTING

By maintaining of adequate health histories, the staff is better able to evaluate, understand, and be responsive to students’ individual needs. Parents are asked to send a note or call the nurse regarding any developments concerning a student’s health. This would include hospitalizations, medications, allergies, injuries, surgeries, medical conditions, as well as any other information that would be pertinent to the student’s attendance and performance. During the school year, vision checks will be conducted on all middle school students. Parents will be notified about the results of the vision test only if the student does not pass the test. This is a screening process only and does not identify all vision problems.

HOME SCHOOL / DUEL ENROLLMENT

The district provides support for families who choose to home school students or for students who are duel enrolled (combination of home schooling and attending Carlisle Public Schools). Contact the district’s central office to obtain more information.

INSURANCE

Students participating in extracurricular athletics shall be required to have health and accident insurance. The student shall provide written proof of such insurance or participate in the insurance program selected by the school district. Students, whether they are or are not participating in extracurricular athletics, shall have the opportunity to participate in the health and accident insurance plan selected by the district.

Cost of the insurance plan shall be borne by the student's family. Participation in the insurance plan is not a contract with the school district, but rather a contract between the insurance company and the student.

Parents can apply for low-or-no-cost health insurance for their children through the state's Healthy and Well Kids in Iowa (HAWK-I) program. Children birth to 19, who meet certain criteria, are eligible. The coverage includes doctor's visits, hearing services, dental care, prescription, immunizations, physical therapy, vision care, speech therapy and hospital services to name a few. Parents are urged to call 1-800-257-8563 or go to the web site at www.hawk-i.org for more information.

Students will complete a log each month documenting their physical activity. These logs will be collected by the P.E. teacher.

LIBRARY MEDIA PROGRAM

The mission of the Library Media Program is to ensure that students and staff are effective users of ideas and information by access to information, instruction in use of information and cooperation between educators to meet the individual needs of the Carlisle students. The LMP gives students and staff access to a multitude of print and non-print resources and services. Media Center hours are 7:45 am - 3:30 pm, Monday through Friday. Students may check out two books and may keep them for two weeks as needed for assignments unless they have overdue items. Reference materials are checked out for 24 hours. Students must have a pass to enter the library. Access will be restricted for students not demonstrating appropriate behavior while in the library.

LOCKERS

Each student is provided their own locker for the storage of textbooks, supplies, and coats. New lockers will be assigned each year and students are not permitted to share or trade lockers. Lockers may be opened by school authorities during periodic inspections with 24 hour notice, at parent direction, or upon reasonable suspicion. Students are responsible for the locker and expected to maintain the good condition of their lockers; nothing which cannot be removed without damage should be hung. Tape may not be used on the outside of lockers. All belongings should be fully inside the locker prior to shutting the door and no items should hang outside the locker.

Directions To Open Your Locker

1. Turn the dial at least two complete turns to the right, stopping at the first number.
2. Turn the dial to the left one complete turn, passing the first number of the combination and stopping on the second number.
3. Turn the dial to the right and stop on the third number. Pull the handle up and towards you.

LUNCH ACCOUNTS

Each student will be assigned a four-digit number to be used to access his/her family's food service account. Money may be deposited in the family account until 9:30 am each morning in the office. Deposits may also be made online using the PaySchools program. Cash is required to purchase items from the ala carte line. Please monitor your accounts, students will not be able to eat if they do not have money in their account.

LUNCH

For 2018-19, both 6th and 8th grade students will be assigned either “A” or “B” Lunch according to either their 4th or 5th period class and this will remain in effect for the duration of the year.

Each “A” or “B” grade level blocks have 20 minutes to eat with 10 minutes built in for physical break (either outside or inside).

“A” lunch eats first while “B” lunch will report to their scheduled class (either 4th or 5th period) for a pre-determined time before dismissing to lunch.

Students *may* take the entire 30 minutes to each lunch if they wish, but they must remain in their designated “A” or “B” area (see below).

ARRIVAL TO COMMONS

A or B lunch students (6th and 8th grade students in 2018-19):

- All students who have A or B lunch will immediately get into the lunch line upon arriving in the Commons
 - “A” sits in the rows of tables closest to the Gym
 - “B” sits in the rows of tables closest to the Main Office
 - This is designed to make clean-up between each group and lunch block easier
- Students are able to sit wherever they wish within each designated “A” or “B” area, but there are (no “reserved” seats) and once a student selects a seat, that seat is theirs for that lunch period
- One (1) student per seat
- Students are to stay seated (getting up and walking around, etc. is not permissible)

No A or B lunch students (7th grade students in 2018-19):

- Upon arrival in the Commons, all students will sit at table before being dismissed to the lunch line by the lunch supervisor(s)
- Students are able to sit wherever they wish as there are (no “reserved” seats), but once a student selects a seat, that seat is theirs for that lunch period
- One (1) student per seat
- Students are to stay seated (getting up and walking around, etc. is not permissible)

7th grade students will be dismissed by a lunch room supervisor(s) according to their assigned color. Colors are designated by 5th Period classes and are:

<u>5th PERIOD CLASS</u>	<u>COLOR</u>
Art / Spanish	Red
Advanced Science	Green
Social Studies	Yellow
Advanced ELA, Math, Creative English	Blue

Student Conduct During Lunch

- Students are to use appropriate voice levels for conversation
- Excessive noise-making will not be tolerated and includes:
 - Yelling / Screaming / Singing
 - Clapping
 - Flipping coins
 - Pounding on tables

Leaving the Commons

- Students must ask permission from a supervisor to leave the Commons including going to the restroom, lockers, Library, Counselors, or Main Office.

NOTE: Passbooks are not required to be used during Lunch.

Lunch Line

- Students will walk to the lunch line which is formed outside the Lunch Entrance door
- “Cutting” which is a form of bullying/intimidation is **absolutely not allowed**
 - Students who “cut” will be sent to the end of the lunch line and repeat offenders will face more additional consequences
- Electronics (phones, etc.) are not allowed in the lunch line

Eating Lunch

- After getting their lunch, students are to return to the same seat they chose for the day
- No electronics will be used until a student’s lunch is finished and their area is clean
- Food is to be eaten or thrown away in a garbage can
- Absolutely no throwing food, flipping bottles, etc.

Returning Trays / Discarding Trash

- When students are finished eating their lunch, they are to return trays to the Tray Return window
- All trash and leftovers are to be thrown in garbage cans
- Place—not throw—trays and utensils in their proper places

Returning to Seats

- Students are to return to their chosen seat of the day after returning trays and discarding trash.
- At the appropriate time, students will be dismissed to break (indoor or outdoor).

Dismissal From Lunch

- Supervisors—not the bell—will dismiss students by tables
- Prior to a table being dismissed, the area including under the table must be clean
- No food or drink leaves the Commons
- Students will quietly walk from Commons to their lockers or next class

LUNCH BREAK

OUTDOOR

The following expectations and procedures are in place for Lunch Break Outdoor time:

Dismissal to Break

- Outdoor break privileges are available pending suitable weather
- Supervisor will dismiss students by tables
- Students are either Outside or in the Commons eating—no back and forth
- No food or drink leaves the Commons
- Students will walk from Commons to outside
- Only use Circle Drive doors

Location

- Students are only allowed in area to the right of garbage can outside doors to bike path
- Students do not go beyond the white painted line by the corner of the Band room

Outdoor Activities

- Two (2) games of 4 Square can be played on the concrete
- Stay away from trees (includes picking up crabapples, etc.)
- Absolutely no physical contact (e.g. Football, tag, throwing objects/crabapples, etc.)

Return Dismissal

- With two (2) minutes remaining the supervisor will blow a whistle one time
- Students will line up in pairs outside the Circle Drive doors
 - **6th grade** students will use the Circle Drive door entrance to return to class
 - **7th and 8th** students will use the 7th Grade Wing Doors to return to class
- The 4 Square balls will be walked to the supervisor
- When students are lined up accordingly, the supervisor will dismiss students in groups/waves
- Students will walk quietly to class

INDOOR

The following expectations and procedures are in place for Lunch Break Indoor Gym time:

Dismissal to Break

- Teacher will dismiss students by tables
- Students are either in the Gym or in the Commons eating—no back and forth
- No food or drink leaves the Commons
- Students will walk from Commons to the Gym
- Only use the Left Hand doors (not by the Tray Return area)

Gym Indoor Activities

- Two (2) games of 4 Square
- Two (2) games of Knockout
 - **Absolutely NO HALFCOURT SHOTS!**
- If you're not playing 4 Square or Knockout then you are sitting against the wall adjacent to the teacher's office to either socialize or use electronic devices appropriately
- Absolutely no physical contact (e.g. Football, tag, etc.)

Return Dismissal

- With two (2) minutes remaining the supervisor will blow a whistle one time
- Students will line up in pairs at the gym door
- All balls will be placed in the cart
- When students are lined up accordingly, the supervisor will dismiss students in groups/waves
- Students will walk quietly to class

Loss of Privileges / Consequences

Students who choose to violate / not follow the above expectations and procedures (or any other school-related rules, etc.) during Lunch Break time will be held accountable in the following fashion:

- | | |
|--------------------------------|---|
| 1st Offense: | Loss of Lunch Break Indoor Gym time for one (1) week |
| 2nd Offense: | Loss of Lunch Break Indoor Gym time for two (2) weeks |
| 3rd Offense: | Loss of Lunch Break Indoor Gym time for remainder of the semester |

HALLWAY

Students are expected to conduct themselves in a safe and orderly manner:

- Students will walk at all times
- Absolutely no physical contact or horseplay (e.g. Pushing, shoving, tripping, etc.)
- Students are to walk on the right-hand side of halls and lockers, not down the middle or on the left-hand side
 - CMS has yellow tape with directional arrows in high traffic areas defines where students should walk in the hallway
- Excessive noise-making will not be tolerated and includes:
 - Yelling / Screaming / Singing
 - Clapping, etc.

NURSE / MEDICINE POLICY

We prefer that medications be managed by the parent/guardian at home, if at all possible. If necessary, with proper documentation, prescription and non-prescription medications will be administered during the school hours. **District requires all prescribed oral medication (pills) be delivered by the parent to the school nurse.** Any prescription medication brought to the school must be brought to the nurse in the original container provided by the pharmacist.

All the following pertinent information must be on the container: student's name, name of medication, dosage, time to be given, special instructions, date and name of physician. Doctor prescribed inhalers may be carried by a student if we have a written note from the doctor and parent on file in the school nurse. School personnel may give over-the-counter medications if parents/guardians give permission and the medications are sent to school in the container in which they were purchased, labeled with the student's name, name of medication, dosage, time to be given, and special instructions.

It is the responsibility of the parents to ensure medications are safely delivered to the school nurse. Students are not to give or allow other students to use or consume their prescribed medication. When a nurse is unable to determine the appropriateness, safety, possible side effects or toxic effects of a drug, the nurse may not administer the drug. This would include but not limited to natural remedies, essential oils and herbal supplements.

General Guidelines to Prevent Illness and the Spread Of It

The nurse recommends the following guidelines to decrease the chance of spreading illness to others at school. Students displaying any of the following symptoms should not attend school:

- Has had a temperature of 100 degrees or more in the past 24 hours
- Has vomited in the past 8 hours
- Has had diarrhea in the past 8 hours
- Has a bacterial infection (strep throat, etc.) that has not been treated with antibiotic for 24 hours
- Has a constant cough that would disturb the student and/or the class
- Has a communicable disease (chicken pox, impetigo, pink eye, etc.) and has not received written authorization from a doctor or school nurse for readmission to the classroom
- Has an ailment that would override the student's ability to learn

PASSES OUT

Passes are located at the back of this handbook:

- Students are required to have their Student Handbook & Planner if they wish to leave a class
- Passes out will be limited per student per week
- The following information is required for a pass to be valid: location, date/time, and staff initials
- Students are only allowed to travel to the location designated on their pass

STUDENT ACTIVITIES / PERFORMANCES

Students, as part of the educational program, may participate in contests or other public and private events approved by the superintendent or designee that will be of benefit to the student and the educational program. Performance at such events is a privilege. Students will have an opportunity to participate in a school activity unless the activity is not offered or the student cannot participate for disciplinary reasons.

If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the students.

Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures. Students, who perform at such events, serve as ambassadors of the school district and must conduct themselves in the same manner as required in the regular school day. Students will be allowed to perform in these events only with proper permission and supervision and when the events do not disrupt the educational program or other school district operations.

STUDENT IDs

Students receive a picture identification card at the beginning of each semester of the school year. ID cards may be needed to check out library materials, to use school computers, to attend school activities (including school sponsored dances), and for use with lunch/breakfast accounts.

1. Students are required to wear their ID cards in a visible location while at school and present them for identification when requested by a staff member.
2. The Middle School will provide a lanyard for students to use to display their ID. Students can display their ID in a holder of their choice if they choose not to use the school one.
3. This policy is in place for the safety of all staff and students. In an emergency, the only way to ensure who belongs in the building and who doesn't is through proper identification. Students and staff are expected to follow this policy.
4. Student ID card violations would be part of the school's Code of Conduct dress code requirements.
5. Replacement of a lost, stolen, or damaged ID is \$5.00. See the School Secretary for all ID card needs.

STUDENT FUND-RAISING

Students may raise funds for school-sponsored events with permission of the building principal and must follow approved district policies and procedures.

TARDIES - TO CLASS

Individual teachers will be responsible for tracking for each of their class periods and are to use the following procedures which apply for the total number of violations per class/teacher per semester.

3 Tardies	6 Tardies	9 tardies	12 tardies
SDR Level I	SDR Level I	SDR Level I	SDR Level I which will then be changed to Level II
Verified Parent Contact	Verified Parent Contact	Verified Parent Contact	Verified Parent Contact
15 minute detention	30 minute detention	30 minute detention	30 minute detention
			Parent/Admin meeting
			ISS (1 Day)
			Behavioral Contract

TARDIES - TO SCHOOL

If students are tardy to school in the morning, they must report directly to the office. The Main Office will handle tardies to school and include detentions and/or may result in suspensions or referrals to the truancy officer.

TELEPHONE USE IN COMMONS & CLASSROOMS

A telephone will be available in the Commons for student use. Students will need permission from the office to use it. Any calls made by students during the school day should be made by a school phone with permission of school personnel. Classroom phones should never be used unless the teacher has given permission.

TRANSPORTATION

Students are expected to ride the bus or be transported by a parent to and from school. Bicycles may be ridden to the high school; parked on the north end of the building and then board a bus to the middle school. Students may not be approved for a school permit until the completion of 8th grade. School permits may only be obtained from the high school office.

VISITORS / GUESTS

Parents are welcomed and encouraged to visit at any time and students especially enjoy having parents join them for lunch. Parents wishing to attend class with their child should make arrangements prior to the visit. Non-parental visitors may not attend classes with students including students or same-age relatives from other schools. All visitors need to stop in the office upon entering the building.

WAIVER OF STUDENT FEES

Students whose families meet the income guidelines for free and reduced priced lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care may be eligible to have their student fees waived or partially waived. Parents or students who believe they may qualify for a waiver should contact Main Office for a waiver form. This waiver does not carry over from year-to-year and must be completed annually.

WEATHER NOTICES INCLUDING EARLY DISMISSALS

Announcements of school closings and early dismissals due to weather will be made over radio and television stations WHO Channel 13 and 1040 AM, KRNT 1350 AM, KCCI Channel 8, KGGO 94.9 FM, and WOI Channel 5. Every attempt will be made to notify the stations by 7:00 A.M.

The district also sends information through *Infinite Campus*. **Please do not call the school.**

In case of early dismissal because of weather conditions, there will be no middle school afternoon or evening activities or practices.

WITHDRAWAL FROM SCHOOL

Prior to the student moving out of district, parents are requested to inform the office of the intent to withdraw. Two (2) or three (3) days prior to your departure the student needs to obtain a check-out sheet in the office to present to each of his/her teachers. The teachers will indicate if the student is cleared for transfer. This sheet should then be checked in at the office.

Student Conduct & Behavior

Student conduct and behavior is a choice that first starts with making good decisions. At CMS, the staff is collectively committed to acknowledging positive, appropriate behavior while also handling less-than-suitable conduct in three (3) main ways:

1. Firm, fair, and consistent
2. Provide students choices
3. Hold them accountable

The majority of student behavioral choices and decisions are categorized as either:

1. **Level I** – Managed and addressed by teachers /staff
2. **Level II** – Involve administrators as they are either more serious than Level I offenses or are repeated Level I behaviors

The **CCSD 6-12 Discipline Code and Procedures** are fully explained beginning on page 36 and below is a guide on how CMS staff will generally manage **Level I** behaviors:

LEVEL 1 (Green)		LEVEL II (Yellow)	LEVEL II (Red)
1 st Violation	2 nd Violation	3 rd Violation	4+ Violation
ODR Level I	ODR Level I	ODR Level I	ODR Level I (changed to II)
Verified Parent Contact	Verified Parent Contact	Verified Parent Contact	Verified Parent Contact
15 minute detention or other reasonable staff-assigned consequence	30 minute detention or other reasonable staff-assigned consequence	30 minute detention or other reasonable staff-assigned consequence	30 minute detention or other reasonable staff-assigned consequence
		Parent/Admin meeting	Parent/Admin meeting
			ISS (1 Day)
			Behavioral Contract

NOTES

- All detentions (either before/during/after school) will be supervised by the assigning staff member
- Lunch detentions are to be served during lunch with the staff member whom assigned the detention
 - Students will always be provided the opportunity to eat if they have a lunch demerit
- Other reasonable staff-assigned consequences could include a 1:1 meeting for reflection, having students be responsible for a mess they caused (e.g. pick up trash), etc.

BUS

Bus services are a privilege. Proper behavior on the bus is a must to ensure the safety of all. Students riding buses are required to observe the rules of conduct as set forth by the school and drivers. Misconduct on the bus will result in disciplinary action. Bus privileges may be revoked at any time. Most busses have cameras installed to monitor student behavior.

DRESS CODE

There is a strong connection between academic performance, students' appearance, and students' conduct. Inappropriate student appearance may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on school grounds. Students are expected to adhere to reasonable levels of cleanliness and modesty. Students are expected to wear clothing that is appropriate to their age level and does not disrupt the school or educational environment.

The principal or designee makes the final determination of the appropriateness of the student's appearance. Students inappropriately dressed are required to change their clothing or parents will be notified and the student will be sent home.

The following are not permitted:

1. Clothing or material containing any print or image that degrades or is derogatory to any individual, race, gender, religion, disability, national origin, or ethnic group.
2. Articles of clothing that advertise, depict, suggest, or condone the use of alcohol, drugs, tobacco, controlled substances, violence, inappropriate language, sexual behavior, illegal activities, and/or harm to oneself.
3. Clothing that is provocative or revealing in nature which includes low-cut tops, tube tops and halter tops.
4. Students must wear shoes but suitable for an indoor setting (e.g. athletic cleats are not allowed).
5. Clothing that reveals undergarments such as bras, men's boxers, and underwear.
6. Skirts, dresses, shorts, skorts, etc. must be at a length that allows the student to sit and bend with modesty.
7. The measurement standard used is when a student's arms are relaxed at their side, the palms should not touch any leg skin.
8. Articles of clothing that signify or symbolize gang affiliation commonly known as (or verifiable by local authorities) which includes: a single-raised pant leg, bandanas of any color, or other such emblems.
9. Headwear including—but not limited to—hats, hoods, bandanas, sweatbands, do-rags, scarves, etc.
10. Items of metal jewelry or accessories which pose a hazard including—but not limited to—chains and wallet chains as well as spiked chains, spiked collars, spiked necklaces, and spiked bracelets.
11. Sunglasses (or other eyewear that covers or inhibits normal sight).

Note: Students in violation of this policy will be required to change at school to an acceptable standard. This may involve parents bringing a change of clothes to school. Students refusing to adhere to this policy and/or continued violations of this policy will be subject to disciplinary action.

DETENTIONS

Detentions are disciplinary measures taken for Level I offenses and are either assigned by **classroom teachers** (of which students serve the detention with that instructor) or **office / detentions** (including **lunch detentions**) which are assigned or approved by a building administrator. Office detentions are held every morning from 7:30 - 8:00 am and in the afternoon from 3:15 - 3:45 pm in the Library.

Students will be allowed two (2) days to serve an assigned detention unless different arrangements have been made in advance with administration.

- ✓ Reporting late for detention will not be allowed
- ✓ Failing to serve detention in the allotted time may result in additional or alternate discipline
- ✓ Students will be expected to read or work on assignments while serving detention
- ✓ All students are responsible for arranging their own transportation to and from school for detention

DISMISSAL OR REMOVAL FROM CLASS FOR LEVEL II BEHAVIORS

Students that disrupt the educational setting, are aggressive or inappropriate, and/or are non-compliant **beyond Level 1 behaviors** will be asked to report directly to the **Main Office with all of their materials**.

Students are not allowed to be in the hallway for behavioral reasons such as time-outs, etc. unless they have a 504 or IEP.

Students whom are removed from class due to their behavior will be held accountable according to CCSD Student 6-12 Discipline Code and Procedures.

Instructors and students—along with parents/guardians—will need to work together to make-up missed instruction / class time.

DISRUPTIVE BEHAVIOR

Any behavior that interferes with assemblies, classroom work, hallway transitions, lunch, study halls, and/or activity of the school will not be tolerated. Any such behavior may result in disciplinary action ranging from detention to in-or-out of school suspension.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are often considered the “other half” of the educational process. Participation in activity programs greatly enhances students’ ability to stay in school, avoid harmful substances, graduate, and be successful in life. Carlisle Middle School offers a variety of activities for students.

Eligibility to Participate in Activities

- Students desiring to participate in athletics are required to have a physical and provide proof of insurance before being allowed to participate.
- In order to participate in an extracurricular practice or event, students must attend school at least half day (afternoon) on the day of the activity. Students are required to contact either the principal or her designee if situations arises that make attendance impossible and a decision will be made regarding student participation in the particular activity.

Academic Eligibility

Students whom participate in school activities or events are held to a higher standard than those who do not because participation in such activities or events is both a privilege and honor. Therefore, here are the following academic guidelines for extra-curricular activities:

- (A) Every 4, 8, 12, and 16 weeks official grade updates are performed and any student whom is failing two (2) or more courses is ineligible for a minimum of two (2) weeks at which time their progress will be re-evaluated.
- (B) Eligibility to participate in summer activities will be based on the student’s grades at the end of Semester 2 and if the student has failed two (2) or more classes they are ineligible for two (2) weeks.

FIGHTING / ASSAULT / PHYSICAL CONTACT

Fighting or using physical force is not an acceptable means of solving disagreements. It is not conducive to the educational climate and will not be acceptable or condoned under any circumstances. **Fighting, being involved, or instigating a fight** will result in disciplinary action. Additionally, assaulting or physically touching another student may result in referral to the local law enforcement agency.

HALLWAY BEHAVIOR

Students are not to be in the halls during class time unless they are going to a specific location and have a pass. Students may not leave class—early or otherwise—without the teacher’s permission and a pass; if they do, they will be considered “unexcused” (and subsequently will face disciplinary action).

Students are not allowed to be in the hallway for behavioral reasons such as time-outs, etc. unless they have a 504 or IEP.

Students who do not act reasonable for an educational/hallway setting will also be subject to disciplinary as safety is a priority in CMS.

PUBLIC DISPLAYS OF AFFECTION (PDA)

Carlisle Middle School is an academic institution and therefore students shall not engage in physical displays of affection inappropriate for a public setting. Public displays of affection (PDA) include, but are not limited to: disruptive, distracting, inappropriate or indecent behavior including inappropriate and/or sexually explicit dancing. As well, PDA also includes embracing, kissing, and otherwise engaging in inappropriate behaviors that make others uncomfortable. Public displays of affection will not be tolerated in school or on school property and may result in disciplinary measures.

SCHOOL SAFETY

General expectations for safety include:

- Students are NOT to leave the building without permission
- All Middle School doors, except the main entrance will be locked throughout the day
- All visitors must stop by the office to sign in/out and receive a visitor’s sticker

SKATEBOARDS

Skateboards are not allowed on school property at any time unless prior approval is granted by administration.

SOCIALS

The school may sponsor socials each year. Socials are for Carlisle Middle School students only and non-CMS students or guests will not be allowed to enter the dance.

Students will be required to wear/show their school-issued ID.

Middle School students are not allowed to attend high school dances.

SUSPENSION

In-School Suspension (ISS)

The following procedures apply for students assigned to in-school suspension:

1. Students will be assigned to ISS in a designated location with a specific staff member.
2. Prior to serving ISS, ISS guidelines will be reviewed with student by an administrator.
3. The Main Office will inform staff of the student’s ISS via an “ISS Work Sheet” in order they may get work ready.
4. Staff will provide work directly to the ISS supervisor; the specific ISS supervisor will be designated on the ISS Sheet.
5. ISS staff will do frequent check-ins with the students with a minimum of one per hour.
6. Students will submit completed work to the ISS supervisor who in turn will place it in the respective teacher(s) mailbox.

Out-of-School Suspension (OSS)

The following are guidelines for students who are assigned OSS:

1. Staff will be informed that a student will be serving OSS.
2. Parents will be advised to contact teachers directly to gather work:
 - ▶ **YES** parents **have** internet access... Parents will be advised to contact teachers for work
 - ▶ **NO** parents **do not** have internet access... Work will be requested by Main Office staff
3. Students will be responsible for submitting work to their teacher(s) the day they return to class.

VANDALISM

Students will demonstrate respect toward school property and the property of others. Students who damage or deface property will be responsible for their actions through restitution (including costs for parts and labor) and/or detention or suspension.

VERBAL ABUSE & PROFANITY

Verbal abuse which includes “name calling” and the use of profanity is not appropriate for a school setting and absolutely will not be tolerated. Students who choose to verbally abuse and/or use profanity directed towards other students or staff members will face appropriate disciplinary action.



Student Discipline Code & Procedures

Secondary (Grades 6-12)

PHILOSOPHY FOR DISCIPLINE

Discipline in the Carlisle Community Schools is a joint responsibility that should be shared by school staff, students, and their families. It is designed to promote behavior that will enable students to function successfully in their educational and social environments. The *District Discipline Code* is to be applied consistently and uniformly throughout the District so that students are treated fairly and equitably. The *District Discipline Code* is developed to help students understand their obligations to others in the school setting, and is reflective of the concern for the dignity and growth potential of each student as well as the commitment to the safety interests of all students, staff and the community.

STUDENT MISCONDUCT

The *District Discipline Code* provides a description of a broad range of behavior considered to be student misconduct. The behavior described should be viewed as representative of the misconduct that most frequently causes a disruption to the orderly educational process.

The acts of misconduct listed in Levels I, II, III, IV are not inclusive. The student who commits an act of misconduct that occurs on school property, at a school-sponsored or school-related activity regardless of whether the event is on or off school property. May be classified into any of the four levels will be subject to disciplinary action by the classroom teacher, assistant principal, or principal. Carlisle CSD administration reserves the right to make final decisions regarding disciplinary consequences.

GENERAL DISCIPLINE GUIDELINES FOR ASSESSING PENALTIES

The District may impose disciplinary consequences for conduct that interferes with the educational environment. When administering discipline, district personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and to maintain essential order and discipline.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of circumstances of each case. Factors that will be considered in the administration of student discipline and factors that will be considered in determining the length of any suspension, alternate education placement, or expulsion may include but are not limited to:
 - a. Seriousness of offense
 - b. Student's age and intent or lack of intent at the time the student engaged in the conduct
 - c. Student's disciplinary history
 - d. Student's attitude
 - e. Potential effect of the misconduct on the school environment
 - f. State law requirements for certain disciplinary consequences
 - g. Whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of the punishment
 - h. Whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
3. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, Carlisle CSD transportation, the school, or any school-related activity and may include persistent misbehavior of Level II or higher misconduct. An administrator may find, on the basis of the facts and circumstances of the case, that a Level III offense constitutes a

serious offense. Finally, a finding that a student has engaged in any offense listed as an offense under Level III or Level IV constitutes a finding that the student has engaged in serious misbehavior.

DEFINITIONS

1. **Expulsion:** The Board of Directors for the District may, by a majority vote, expel a student from school for a violation of the regulations or rules established by the Board, or when the presence of the student is detrimental to the best interest of the school. When a student is expelled he or she is not eligible to receive educational services from the District. The period of expulsion may not exceed two academic semesters.
2. **In Lieu of Expulsion / AEP (Alternate Educational Placement):** Students are placed in an educational setting determined by the District for a period not to exceed two academic semesters. However, if it is determined that the student is a threat to the safety of other students or a threat to District employees and it is determined that placement is in the best interest of the student, then the student's placement may be for a longer duration. In that situation, there is no limitation on the length of placement of a student in an AEP. Students are placed on a behavior improvement contract during their period of alternate educational placement. Serious violations of the discipline policy by students during the period of placement may result in a recommendation for expulsion.
3. **Persistent:** More than one instance of similar type misconduct.
4. **Possession:** Actual care, custody, control, or management. A student shall be considered to be in possession of any substance or object prohibited or regulated by the Discipline Policy if the substance or object is (1) on the student's person or in the student's personal property, such as the student's clothing, purse, book bag, or backpack; (2) in any private vehicle used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) in any school property used by the student, such as a locker or desk.
5. **Under the Influence:** Has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student, also it includes being impaired by reason of the abuse of any material as a stimulant.
6. **Serious Offenses:** Substantial disruption or material interference with the orderly process in the classroom or school building.

LEVELS OF OFFENSE/OVERVIEW

Acts of misconduct are categorized into the following four levels of offense:

Level I — Violation of Classroom Rules

Offenses that generally occur in the classroom and can be corrected by the teacher.

Level II — Administrative Intervention

Offenses that are more serious in nature or a continuance of Level I misconduct.

Level III — Suspension and/or Optional Recommendation for Alternate Educational Placement (AEP)

Offenses that seriously disrupt the educational process in the classroom, in the school, or at school-related activities, or a continuance of repeated Level I or II misconduct. A finding that a student has engaged in a Level III offense may constitute a serious offense.

Level IV — Required Alternate Educational Placement or Recommendation for In Lieu of Expulsion and/or Expulsion for Serious Offenses

Offenses that threaten to disrupt the orderly educational process of the classroom or school or offenses that demonstrate the student's presence is detrimental to the best interests of the school. A finding that a

student has engaged in an offense listed under Level IV constitutes a finding that the student has engaged in serious misbehavior. A student may be disciplined for violating Level IV offenses if the misbehavior occurs on school property or at a school-sponsored or school-related activity regardless of whether the event is on or off school property.

General Procedures for Resolving School Problems

School problems can best be resolved at the campus level, where problems start. In order to resolve problems, parents, guardians, or students can meet with a teacher at appropriate times to discuss existing problems. If the parents, guardians, or students are dissatisfied with the teacher's decision or explanation, they can meet with the building administrator to review the area of concern.

If further assistance is needed, then parents, guardians, or students can meet with the superintendent. Parents, guardians, and students who wish to appeal the Alternate Educational Placement or who wish to appeal an expulsion should refer to the section of the *Code* relating to procedures for appropriate guidance.

RIGHTS AND RESPONSIBILITIES IN DISCIPLINE

PARENT/GUARDIANS

Have a responsibility to:

1. Assist school staff by sharing ideas for improving your child's learning and preventing or resolving student discipline problems.
2. Provide supervision for the child's health, physical and emotional well-being, and ensure prompt and regular attendance.
3. Provide the school with documentation for absences or tardiness.
4. Help enforce student compliance with school rules and expectations.
5. Attend parent conferences.
6. Provide appropriate supervision of students before and after school.
7. Review and discuss this document with students, as well as other similar materials such as school handbooks.

Have a right to:

1. Receive regular official reports of the child's academic progress and attendance.
2. Make recommendations and give ideas for educational planning.
3. Participate in conferences with teachers and/or the administration.
4. Receive explanations from teachers for child's grades.
5. Read all school records pertaining to their child, within appropriate guidelines.
6. Obtain further clarification, upon request, on any rights referred to in this handbook.
7. Whenever possible, receive information in a language they can understand.

STUDENTS...

Have a responsibility to:

1. Attend school regularly, arrive on time, bring appropriate materials and be prepared to participate in class.
2. Do homework.
3. Strive for academic growth.
4. Respect the rights, feelings, and property of fellow students, parents/guardians, school personnel, visitors, guests, and school neighbors.
5. Conduct themselves properly on school grounds, school buses, at bus stops, at any school-related activities, and in the classroom so as not to interfere with the rights of others.
6. Follow discipline guidelines adopted by the school and the District.

7. Read and understand the *District Discipline Code and Procedures*.
8. Report violations of school rules.
9. Report any incidents of verbal or physical threats, bullying, or abuse.

Have a right to:

1. Discuss educational concerns with teachers and other school staff.
2. Receive a copy of the *District Discipline Code and Procedures*.
3. Receive fair discipline without discrimination.
4. Access their own records within appropriate guidelines.
5. Receive information in a language they can understand.

SCHOOLS...

Have a responsibility to:

1. Educate all students.
2. Treat all students with respect.
3. Provide a safe and orderly environment for learning.
4. Administer appropriate discipline procedures when student behavior prohibits learning or causes an unsafe and/or disorderly environment.
5. Provide due process to students and families in the administration of the discipline procedures.
6. Invite and welcome community members into the school.

Have a right to:

1. Take the necessary steps to ensure a safe, orderly, and supportive environment.
2. Assign students to particular school programs and activities.
3. Engage parents in problem solving throughout the three stages (preventive, supportive instruction, corrective action) of student discipline.

ANTI-BULLYING/HARASSMENT PROCEDURES

EQUITY COORDINATOR

The Equity Coordinator in the Carlisle Community School District is:

Dr. Brandon Eighmy
(515) 989-5309
400 School Street
Carlisle, IA 50047

Nondiscrimination: It is the policy of the Carlisle Community School District not to discriminate on the basis of race, color, age (for employment), sex, religion, national origin, creed, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs) and disability in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact:

Brandon Eighmy, Director of Human Resources and School Services
Carlisle School Administrative Office, 430 School Street, Carlisle, IA 50047
515-989-3589, brandon.eighmy@carlislecsd.org

Harassment and Bullying Prohibited: Harassment and bullying of students is against federal and state law, and against the policy and procedures of the District. The District is committed to maintaining an educational environment free of any form of bullying or harassment by or toward students, parents/guardians, employees, and volunteers while in school, at a school sponsored activity, or at any school sponsored function. The District prohibits harassment or bullying based on the student's actual or perceived race, color, creed, sex, age, religion, marital or familial status, ethnic background, national origin, ancestry, physical or mental ability or disability, sexual orientation, gender identity, physical attribute, political party preference, political belief, or socio-economic background or familial status. Acts of harassment or bullying may be treated as grounds for discipline. Discipline may include suspension or expulsion of a student, termination of an employee, and exclusion of a volunteer from District activities or school premises.

Harassment and Bullying Defined: Any communication toward a student including electronic (such as e-mails or text messages), telephonic, written or verbal communication, or any physical act or conduct that is based on an actual or perceived trait or characteristic that creates or could reasonably be expected to create an objectively hostile school environment is prohibited. An objectively hostile school environment is created if the act or conduct:

- places the student in reasonable fear of harm to the student's person or property; or
- has a substantially detrimental effect on the student's physical or mental health; or
- has the effect of substantially interfering with the student's academic performance; or
- has the effect of substantially interfering with the student's ability to participate or benefit from the District services, activities, or privileges.

Examples of prohibited behavior may include but are not limited to the following:

- repeated remarks of a demeaning nature;
- inappropriate or demeaning remarks, jokes, stories, activities, symbols, signs, or posters;
- implied or explicit threats concerning grades, awards, property, or opportunities;
- requiring explicitly or implicitly that a student submit to harassment or bullying as a term or condition of the student's participation in any educational program or activity.

Sexual Harassment Defined: The District is committed to maintaining an educational environment free of any form of sexual harassment. All employees, volunteers, and students must avoid any action or conduct which could reasonably be perceived as sexual harassment. It shall be a violation of these procedures for any person to harass a student through conduct or communications of a sexual nature as defined by this procedure. Sexual harassment shall consist of unwanted sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made explicitly or implicitly a term or condition of the student's educational opportunities or benefits; or
- submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting that student; or
- such conduct has the purpose or effect of substantially interfering with a student's education by creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may include but is not limited to the following:

- requests or pressure for sexual activity;
- unwelcome touching;
- other verbal or physical conduct of a sexual nature, such as inappropriate jokes, symbols, signs or posters of a sexual nature;
- repeated remarks to or about a person with sexual or demeaning implications.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Complaint Procedures: An individual who believes that the individual has been harassed or bullied will notify their school administrator or the District designated investigator, Brandon Eighmy. The alternate investigator is Barb Niemeyer. The school administrator or district investigator may request that the individual complete the District's Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The school administrator or district level investigator has the authority to initiate an investigation in the absence of a written complaint.

Investigation Procedures: The investigator shall promptly begin an investigation and proceed to completion. Both the complainant and alleged perpetrator will be given an opportunity to give a statement. The school administrator or district level investigator may also interview witnesses as deemed appropriate. District employees, students, parents, and volunteers shall fully and fairly cooperate in the investigation.

Resolution of the Complaint: A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive, will be forwarded to the complainant, to the parent or guardian, and to the alleged perpetrator. The investigator will consider the totality of the circumstances presented in determining whether the conduct objectively constitutes bullying and/or harassment. The school administrator or district investigator will maintain an investigation log and log information necessary to comply with Iowa Department of Education reporting procedures.

The right to confidentiality, of both the complainant and the accused, will be respected consistent with the District's legal obligations, and with the necessity to investigate the allegations of misconduct and to take corrective action when this conduct has occurred.

No Retaliation: No person shall retaliate against a student or other person because the student or other person has filed a bullying or harassment complaint, assisted or participated in an investigation, or has opposed language or conduct that violates these procedures, as long as the participation or action was done in good faith. Persons who engage in retaliation or who knowingly file false complaints or give false statements in an investigation shall be subject to discipline up to and including suspension, expulsion, or termination of employment.

Corrective Action: The District will take action to halt any improper discrimination, harassment or bullying and will take other appropriate corrective actions, including disciplinary measures, which may include discharge, suspension, expulsion, or exclusion of a perpetrator to remedy all violations of these procedures.

Notification: Notice of these procedures shall be communicated to staff, students, and parents of the District and to the District community. It shall be included in handbooks including those for students, staff and volunteers, on the District's Web site, and shall be published in any manner as deemed appropriate.

Training: The District shall educate staff, parents, and students about harassment and bullying, effective methods of prevention, and what to do in the event of such actions. The District shall participate in assessments of the effectiveness of these procedures and education programs and shall make reports as required.

Other Agencies: Students, parents, and employees may also contact the Iowa Civil Rights Commission, the Region VII Office for Civil Rights within the United States Department of Education in Kansas City, Missouri, or the United States Equal Employment Opportunity Commission in Milwaukee, Wisconsin, for assistance.

ANTI-HARASSMENT/BULLYING COMPLAINT FORM

Please see either the counselor, assistant principal, or principal should you need to make an official complaint and you will be given a form to document the bullying/harassment incident.

LEVELS OF STUDENT MISCONDUCT AND INTERVENTION OPTIONS

Level I: Violation of Classroom Rules

Each teacher or staff member establishes the rules for the classroom and for school-related activities. Much behavior can be managed by the classroom teacher. The teacher may use any of the disciplinary options listed below in maintaining classroom discipline.

Level I Acts of Misconduct May Include but Are Not Limited to:

1. **Violations of rules** or procedures established by the teacher
2. **Refusal to participate** in classroom activities
3. **Unexcused tardiness** to class
4. **Failure to be prepared** by bringing required classroom materials or assigned work to class or failure to return written communications between home and school
5. **Cheating, plagiarism**, or copying the work of other students
6. **General misbehavior**, such as eating in class, horseplay, making excessive noise, or violating campus dress codes
7. **Disruptive or non-compliant behavior**
8. **Failure to protect, share and/or use of other student's passwords** regarding computer accounts
9. **Any other act that disrupts** the classroom or interrupts the operation of the class
10. **Profanity**, vulgar language, or obscene gestures

Intervention Options/Responses:

- Verbal correction
- Teacher-student conference
- Parent contact: confirm actual contact has been made with parent either via phone call or in writing
- Student-counselor conference
- Detention (maintained by teacher) before or after school
- Other appropriate in-class disciplinary actions

Procedures:

1. Any staff member who observes a student violating class rules may correct the student.
2. A record of the offenses and disciplinary actions recorded in Infinite Campus by the teacher.
3. The teacher should discuss the misbehavior with the parent, an administrator, or support personnel.
4. Level I behavior violations and intervention options/responses are not limited to those provided. Serious or repeated violations may result in a more severe response or referral to Level II.
5. A Level I appeal may be made to the building administrator. The decision of the building administrator is final regarding Level I appeals.

Level II: Administrator Intervention

Some infractions will result in a referral to an administrator. The disciplinary response depends on the offense committed, the student's previous actions, and the seriousness of the misbehavior. Level II acts of

misconduct include those student acts that interfere with the orderly educational process in the classroom, on school property, or at a school sponsored event. A teacher who observes a student engaged in Level II or higher misconduct will complete a discipline/referral form for the principal or other appropriate administrator. The principal or appropriate administrator will forward report to the parent or guardian.

Level II Acts of Misconduct May Include but are Not Limited to:

1. **Repeated Level I violations**
2. **Leaving without permission** including classroom or school grounds
3. **Unexcused absences** including cutting class
4. **Possession of matches or other flammable materials**
5. **Harassment.** Harassment includes threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct or causing unwanted sexual advances, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health such that it has the purpose or effect of substantially interfering with a student's education by creating an intimidating, hostile or offensive educational environment.
6. **Bullying, intimidation,** which includes any communication toward a student including electronic (such as e-mails, texting, or instant messages), telephonic, written or verbal communication, or any physical act or conduct that is based on an actual or perceived trait or characteristic that creates or could reasonably be expected to create an objectively hostile school environment.
7. **Smoking/Tobacco** — using, or possessing tobacco or tobacco products including electronic cigarettes and similar products/devices
8. **Forgery** — changing school records or documents or signing a parent's name on school documents
9. **Selling or soliciting unauthorized merchandise** on school campus without the authorization of the building principal
10. **Inappropriate display of affection**
11. **Posting or distributing unauthorized materials** on school grounds
12. **Failure to abide by rules and regulations** at extracurricular activities or at co-curricular activities such as field trips
13. **Loitering** in unauthorized areas
14. **Failure to follow school policy on operation of electronic devices** (final determination of the limits made at the individual campus level)
15. **Cafeteria disturbance**
16. **Refusal to comply with a school's dress code policy**
17. **Minor physical contact**
18. **Disruptive behavior** on a school bus or at a school bus stop
19. **Violation of the District's Technology Acceptable Use policy**
20. **Sending or forwarding inappropriate electronic communication that results in a disruption to the educational environment**
21. **Other acts interfering with the orderly educational process** in the classroom or the school

Intervention Options/Responses:

- Parental contact by phone and written or oral notification to parent or guardian
- Required administrator/student/parental conference
- Detention or placement in in-school suspension
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Removal of school transportation privileges
- "Behavior" or "conduct" contracts
- Suspension of transportation privileges
- Suspension for up to three school days per occurrence

- Any other appropriate disciplinary actions determined by the administration

Procedures:

1. Referral to administrator, with report and contact made to the parent.
2. Administrator confers with student and parent about the misconduct. The student is given an opportunity to explain the incident. The administrator determines misconduct.
3. Written or oral notification of action is sent to parent.
4. Administrator documents discipline and resolutions in Infinite Campus.
5. Level II behavior violations and intervention options/responses are not limited to those provided.
6. Repeated violations shall result in a more severe response and/or referral to Level III.
7. A Level II appeal may be made to the building principal. The decision of the building principal is final regarding Level II appeals.

Level III: Suspension and/or Optional Recommendation for In Lieu of Expulsion/AEP (Alternative Education Placement)

Level III acts include misconduct for which an administrator may suspend the student, place the student into in-school suspension, or, if the administrator finds the Level III misconduct to be serious or persistent as defined in this *Discipline Code*, refer the student to a district level alternate educational placement (AEP). The principal or other appropriate administrator makes the disciplinary determination on the basis of the severity of the misconduct.

Level III Acts of Misconduct May Include but Are Not Limited to:

1. **Chronic or repeated Level I and/or Level II offenses**
2. Fighting, which is defined as two or more students mutually engaging in offensive physical contact
3. Assault which is defined as an act intended to result in physical contact that will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act. An assault that results in bodily injury is considered a more serious Level III offense and may result in a more severe consequence up to a recommendation for expulsion.
4. Gambling
5. Stealing/theft of property in an amount under \$500
6. **Truancy** including but not limited to repeated instances of cutting class
7. **Weapons/Ammunition possession** including but not limited to:
 - a. knife, which includes razor blades, utility knives, X-ACTO knives, or other objects that are designed to cut
 - b. fireworks, “poppers,” smoke or stink bombs, or any other pyrotechnic device that may be used to disrupt the educational process
 - c. live ammunition or bullets
 - d. BB guns, pellet guns, or air rifles, electric stun guns or other protective devices designed to administer an electric shock
 - e. replica of a gun that is sufficiently similar in appearance to a real gun such that, if pointed or shown to another person, a reasonable person may believe the student to be in possession of a firearm
8. **Persistent disruptive behavior** on a school bus
9. **Interfering with school authorities**, failing to comply with reasonable requests of school personnel, defiance of the authority of school personnel, and/or display of disrespect toward school personnel or campus visitors
10. **Disruptive demonstration** that substantially disrupts or materially interferes with school activities. This includes such acts as boycotts, sit-ins, trespassing, and walkouts.
11. **Behavior contract violations**
12. **Participation in an illegal organization** or other criminal combination prohibited by law that is defined as an organization composed at least in part of students and that seeks to perpetuate itself

by recruiting members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. Participation includes indirect participation such as recruiting and indirect guidance or leadership of the activities, wearing dress or attire or possession of paraphernalia of such illegal organizations.

13. **Hazing**, which includes any action taken against a person for the purpose of initiation or admission into, or affiliation with any organization, team, or activity operating in connection with the District, and the action either results in or is reasonably likely to have the effect of endangering the physical or mental health of the person, or humiliating, intimidating, or demeaning the person.
14. **Vandalism** resulting in the destruction or defacing of any district property such as graffiti. This includes but is not limited to rendering computers or related equipment inoperable or damaging them by erasing data with magnets; intentionally introducing viruses, worms, or Trojans; or tampering with programs or data without authority.
15. **Continued violation of the District's Acceptable Use Policy.**
16. **Possession or use of any prescription or nonprescription** drug, medicine, vitamins, or other chemical in violation of the guidelines for dispensing medications at the school.
17. **Possessing alcohol or a controlled substance or drug paraphernalia**
18. **Under the influence of alcohol or a controlled substance**
19. **Distribution of alcohol**
20. **Possession of inhalant.** Engaging in conduct that contains the elements of an offense relating to an amusable or volatile chemical or possession of inhalant paraphernalia.
21. **Burglary** of a Carlisle CSD facility or committing burglary on district property.
22. **False report against a staff member** knowingly made and that is later determined to be unsubstantiated at the conclusion of any investigation initiated as a result of the report
23. **False alarm or report, or terroristic threat.** Terroristic threat is defined as threatening to commit violence or harm to any person or property with intent to cause an emergency response or that places any person in fear of imminent serious bodily injury; or interrupting the occupation or use of a building, room, place of assembly, or place to which the public has access by threats of violence or other means, or causing impairment or interruption of public communications, public transportation, the public water, gas, or power supply, or other public service.
24. **Making a "hit list,"** in which a student makes a list of people to be harmed by means of a firearm, a knife, or any other object to be used with the intent to cause bodily harm.
25. **Retaliation against any school employee** such as intentionally or knowingly threatening to harm another by an unlawful act in retaliation for that person's performance of his or her official duties, unless the student engages in conduct punishable as a felony in retaliation against a person, in which case the student may be expelled under Level IV.
26. **Felony conduct.** There are two instances of felony conduct for which a student must be referred to an AEP. The placement made in accordance with this section shall be for any period considered necessary on the basis of the circumstances and facts known; however, the student shall still receive a review of the placement after the time designated by the behavior improvement contract. The circumstances include:
 - a. Engaging in any conduct punishable as a felony while on campus, at a school-related function or activity.
 - b. While enrolled in Carlisle CSD and regardless of the location of the offense, receiving deferred judgment or a finding by a court or jury of delinquent conduct, or the reasonable belief of the principal that the student has committed one of the following felony crimes: murder; manslaughter; voluntary manslaughter; false imprisonment; kidnapping; aggravated kidnapping; indecency with a child; any degree of sexual assault; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; terroristic threat; or tampering with a consumer product, regardless of where the offense occurs.

27. **Assisting (directly or indirectly) with the promotion of any prohibited behavior** under this *Discipline Code*.
28. **Other acts of serious misconduct** that disrupt the school environment in the classroom and/or school.

The terms of a placement in an Alternate Educational Placement (AEP) under this required placement section, as well as under Level III, prohibit the student from attending or participating in any school activities.

Intervention Options/Responses:

- Required administrator/student/parent conference
- Restitution or restoration, as applicable, for vandalism to property
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Placement of the student into in-school suspension
- Out of school suspension for up to three school days per occurrence
- Removal of transportation services for up to one year
- Restriction or removal of computer-use privileges for up to one year
- Referral for placement in Alternate Education Placement (AEP) (suspension not to exceed 10 school days)
- Referral for counseling services regarding substance abuse assessment
- Any other appropriate disciplinary actions determined by the administration

Procedures:

1. Referral to administrator, with report and contact made to the parent.
2. Administrator confers with student and parent about the misconduct. The student is given an opportunity to explain the incident. The administrator determines misconduct.
3. Repeated violations shall result in a more severe response and/or referral to Level IV.
4. Administrator determines whether the student engaged in Level III misconduct that is serious in nature that warrants a referral for an In Lieu of Expulsion (AEP). If administrator determines that the student engaged in a serious offense then administrator contacts central office administration to start referral process. When the student is recommended for an AEP, the parent shall be given a letter stating the reasons for the placement. In determining the length of the placement, the administrator shall consider such factors as seriousness of the offense, student's age, frequency of misconduct, student's attitude, potential effect of the misconduct on the school environment, state law requirements for certain disciplinary consequences, and whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of any punishment.
5. Administrator meets with parent or guardian to review AEP and student behavior improvement contract.
6. Within five days of AEP placement meeting, the parent/guardian must request a meeting to appeal decision, in writing, with the superintendent or the decision shall be final.
7. A Level III appeal may be made to the superintendent, appeal must be in writing. Parent/Guardian will receive decision of superintendent within three business days of receiving the appeal. The decision of the superintendent is final regarding Level III appeals.

Special Education students may not be placed in an alternate educational placement unless the IEP Committee determines that it is educationally appropriate and that the student has engaged in conduct for which referral to an alternate educational placement is authorized.

School administration will review student progress to determine student placement following completion of AEP. After assessing the student's progress, those in attendance may decide that the student (1) remain in the AEP; (2) may return to the campus.

Level IV: Required Alternate Education Placement or Recommendation for In Lieu of Expulsion and/or Expulsion for Serious Offenses

Level IV acts of misconduct include serious misbehavior and/or illegal acts that threaten to impair the educational efficiency of the school or that most seriously disrupt the orderly educational process in the classroom and/or the school. Students may be expelled for any violation listed under this section. Expulsion may occur if the Level IV act of misbehavior occurs on school property or at a school-sponsored or school related activity on or off of school property.

Students receiving Special Education services that commit a Level IV offense shall be recommended for alternate educational placement pursuant to the procedures set forth in the preceding section.

Level IV Acts of Misconduct Include the Following Acts That May Result in Required Alternate Education Placement or Recommendation for Expulsion:

1. **Threat with a weapon.** This involves the display or use of a weapon (including but not limited to replica guns) with the perceived intent to inflict harm or injury to another person while on school property, at a school-sponsored event, or while away from school grounds if such conduct directly affects students or staff.
2. **Firearm/Dangerous weapon.** A dangerous weapon includes any instrument designed primarily to use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for that it was designed. This also includes any instrument of any sort whatsoever which is actually used in such a manner as to indicate that the person using it intends to inflict death or serious injury upon another, and which is capable of inflicting death upon a human being. Dangerous weapons include, but are not limited to, any dangerous weapon as described in Iowa Code Section 702.7 (2007), pistol, revolver, or other firearm, dagger, razor, stiletto, switchblade knife, knife having a blade exceeding five (5) inches in length, or any portable device or weapon directing an electric current, impulse, wave, or beam that produces a high-voltage pulse designed to immobilize a person.
3. **Distribution of a controlled substance.** The sale or dissemination of a controlled substance while on school property or at a school sponsored event.
4. **Possession with intent to distribute.** Possession of a specified amount of a controlled substance as identified in Iowa Code Chapter 124. The District shall rely on the School Resource Officers or other investigating police officer to advise if the amount of a controlled substance in the student's possession meets the "intent to distribute" standard.
5. **Arson.** Causing a fire or explosion, or placing any burning or combustible material, or any incendiary or explosive device or material, in or near any property with the intent to destroy or damage such property, or with the knowledge that such property will probably be destroyed or damaged, is arson, whether or not any such property is actually destroyed or damaged.
6. **Assault of Staff Member resulting in bodily injury.** Engaging in an assault as defined under Level III.
7. **Sexual Assault.** Any sex act between persons if the act is done by force or against the will of the other. If the consent is obtained by threats of violence or if the act is done while the other is under the influence of a drug inducing sleep or the person is in a state of unconsciousness, the act is done against the will of the other.
8. **Habitual Disruptive Behavior.** Continued serious and persistent violations of Level III offenses.

Expulsion Procedures: Referral to administrator, with report and contact made to the parent

1. Administrator confers with student and parent about the misconduct. The student is given an opportunity to explain the incident.
2. The administrator determines misconduct.
3. Administrator determines whether the student engaged in Level IV misconduct that is serious in nature that warrants a recommendation for expulsion. If administrator determines that the student

engaged in violation of a Level IV offense, then administrator contacts district administration and general counsel to start the expulsion referral process. When the student is recommended for expulsion, the student and his or her parent/guardian shall be given the packet of information that contains the supporting documentation as to why the administration is recommending the student be expelled.

4. Parent/Guardian will receive the packet of information at least 48 hours prior to expulsion hearing date.
5. A panel comprised of at least three members of the Board of Directors shall make the determination whether or not to expel a student from school.
6. The panel of Board of Directors shall meet to conduct a hearing regarding the recommendation for expulsion and the hearing shall occur within ten (10) school days after the student's suspension from school.
7. The student and his or her parent/guardian will be notified of the time and place of the hearing through communication.
8. The Board of Directors is provided with the same packet of information regarding the documentation supporting the administration's recommendation for expulsion as the student and his or her parent/guardian.
9. At the hearing, an administrator will present the information to the Board that supports the administration's recommendation for expulsion
10. The student's family or representative will have a chance to provide information that rebuts the information provided by the administration or to present new information that either demonstrates the student did not engage in the conduct for which he or she is accused, or any mitigating information. Student witnesses are not allowed to be present at the hearing on behalf of either the student or the District.
11. After the panel of the Board of Directors receives information on behalf of the District administration and on behalf of the student, the panel will meet in an executive closed session to discuss the evidence. The panel will then reconvene in open session to act on the recommendation of expulsion.
12. The student and his or her family will be notified of the decision in a timely manner.
13. If the Board acts to deny the expulsion, the student will be placed back in school by district administration.
14. If the Board acts to expel the student, the student will be excluded from the District's educational services and from District property for a specified period of time. There will also be conditions of reinstatement which must be met by the student.
15. At the conclusion of the expulsion period, school administration will meet with the student and his or her family to ensure the conditions of reinstatement have been met and for the administration to determine appropriate school placement.
16. Iowa law provides for the appeal of a school board determination to expel a student to the Iowa State Department of Education.

Addendum: District Policies

CORPORAL PUNISHMENT, RESTRAINT, AND PHYSICAL CONFINEMENT & DETENTION

State law forbids schools employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. School employees may use “reasonable and necessary force, not designed or intended to cause pain” to do certain things, such as prevent harm to persons or property. This is outlined in the next section.

State law also places limits on school employees’ abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child’s parent.

If you have any questions about this state law, please contact your school. The complete text of the law and additional information is available on the Iowa Department of Education’s web site: www.iowa.gov/educate

Physical Restraint

Any district employee may, within the scope of the employee’s duties, use and apply physical restraint to a student to prevent a breach of discipline or to stop a continuing breach of discipline. The degree of reasonable physical force employed will depend on the situation and should be moderate so as not to cause permanent physical harm to the student. Physical restraint may be used:

- To protect a person, including the person using the physical restraint from physical injury
- To obtain possession of a weapon or other dangerous object
- To protect school property or the property of others from serious damage
- To remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or school property

GOOD CONDUCT POLICY

The objective of the Good Conduct Rule is to establish and provide for the enforcement of specific standards for all students attending Carlisle Middle School who are involved in extra-curricular and/or co-curricular activities. It is the philosophy of Carlisle Community Schools that participation in extra-curricular and/or co-curricular activities is a privilege to be earned by not only demonstrating a particular talent or ability, but also by demonstrating lawful and reasonable conduct. This policy shall be in effect for the entire calendar year, both during the regular school year as well as all vacation periods.

This rule shall govern the following activities: athletics, instrumental and vocal music performances, drama productions, speech contests, FFA, FHA, National Honor Society, Student Council, all co-curricular clubs, all honorary and elected offices, state contests, and performances for cheerleading and drill team, mock trial, Academic Decathlon, or any other activity where the student represents the school outside the classroom.

A student will be found to be in violation of the District’s Good Conduct Rule if the violation is observed by a staff member or a law enforcement official, the student admits the violation, or the violation is supported by substantial evidence. This investigation shall not be limited by any formal rules of evidence or procedure.

A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

- Item 1:** Possession, use, or purchase of tobacco products, regardless of the student's age;
- Item 2:** Possession, use, or purchase of alcoholic beverages, including beer and wine (having the odor of alcohol on one's breath is evidence of "use"; "possession" has been defined by the Iowa Supreme Court as being within reach of or in "close proximity to" the contraband [e.g., alcohol or other drugs]);
- Item 3:** Possession, use, purchase, or attempted sale/purchase of illegal drugs or simulated substances, or the unauthorized possession, use, purchase, or attempted sale/purchase of otherwise lawful drugs;
- Item 4:** Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system (excluding minor offenses such as traffic or hunting/fishing violations), regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s);
- Item 5:** Exceedingly inappropriate or offensive conduct such as assaulting staff or students, gross insubordination (talking back or refusing to cooperate with authorities), hazing or harassment of others. This could include group conduct.

I. Penalties

Any student involved in activities who, after a meeting with the administration, is found to have violated the Good Conduct Rule, during the school year or summer, is subject to a loss of eligibility as follows:

First Offense within the Student's High School Career

The student will be suspended from 25% of the competitions in the current extra-curricular activity season (including any post season competition) or no fewer than three events. If the student is not competing in an activity at the time of the violation, the penalty will be enforced during the next activity in which the student is involved. The before-mentioned activity's season must be completed in good standing with the coach for the loss of eligibility to be considered served. If the loss of eligibility occurs at a point in the season where the number of competitions remaining is less than the number of competitions in the loss of eligibility, the loss of eligibility will carry over into the next activity in which the student participates. Post-season activities will be counted towards satisfying the terms of the loss of eligibility. An ineligible student shall attend all practices or rehearsals but may not "suit up" nor perform/participate.

A student who self-reports or admits his/her Good Conduct Rule violation in a good-faith and honest manner, prior to being confronted by the building principal or not more than 48 hours after the occurrence, may receive a reduced penalty for a first offense from a loss of eligibility of 25% of the competitions in an activity season to 15% of the competitions in an activity season or no fewer than two events.

Second Offense within the Student's High School Career

The student will be suspended from 100% of the competitions in the current extra-curricular activity season (including any post season competition). If the student is not competing in an activity at the time of the violation, the penalty will be enforced during the next activity in which the student is involved. The before-mentioned activity's season must be completed in good standing with the coach for the loss of eligibility to be considered served. If the loss of eligibility occurs at a point in the season where the number of competitions remaining is less than the number of competitions in the loss of eligibility, the loss of eligibility will carry over into the next activity in which the student participates. Post-season

activities will be counted towards satisfying the terms of the loss of eligibility. An ineligible student shall attend all practices or rehearsals but may not "suit up" nor perform/participate.

A student who self-reports or admits his/her Good Conduct Rule violation in a good-faith and honest manner, prior to being confronted by the building principal or not more than 48 hours after the occurrence, may receive a reduced penalty for a second offense from a loss of eligibility of 100% of the competitions in an activity season to 50% of the competitions in an activity season or no fewer than five events.

GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or Personnel Contact Person

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, color, national origin, creed, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with the personnel contact person. This paragraph is for employees and "marital status" isn't a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, color, national origin, creed, religion, age, marital status, sexual orientation, gender identity, socioeconomic status or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights

<http://www.state.ia.us/government/crc/index.html> or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:

Dr. Brandon Eighmy, Director of Human Resources and School Services
Administration Office | 430 School Street, Carlisle, IA 50047
(515) 989-3589 | brandon.eighmy@carlislecsd.org

Expulsion

Expulsion is the removal of a student from the school environment, which includes, but is not limited to classes and activities. It shall be within the discretion of the Board of Education to discipline a student by using an expulsion of a student for disciplinary purposes. Only the Board may take action to expel a student and to readmit the student. The principal shall keep records of expulsions in addition to the Board's records.

When a student is recommended for expulsion by the Board, the student shall be provided with:

- Clear notice of the reasons for the proposed expulsion
- The names of the witnesses and an oral or written report on the facts to which each witness testifies
- An opportunity to present a defense against the charges and witnesses on the student's behalf
- The right to be represented by counsel
- The results and finding of the Board in writing open to the student's inspection.

In addition to these procedures, a special education student must be provided with the following procedures:

- The IEP team will conduct a manifestation determination to determine whether the student's behavior is caused by the student's handicap or by inappropriate placement. Discussions and conclusions of the meeting will be recorded
- If the handicapped student's conduct is not caused by the handicap, the student may be expelled or suspended for a long-term period following written notice to the parent and pursuant to the district's expulsion hearing procedures
- If the handicap and a change in placement cause the misconduct, a change must be made pursuant to the placement procedures used by the school district
- If a change in placement is not recommended, a determination must be made as to how to cope with the student in the future.

To ensure that the student receives due process, student suspensions or recommendations for expulsions will be made when:

- A student makes serious or repeated infractions of school rules
- The student's behavior interferes with the educational environment or normal operation of the school

The administrator shall conduct an informal investigation of the charges against the student, giving:

- Oral or written notice of the allegations against the student
- The basis in fact for the charges

- The opportunity to respond to the charges

HOMELESS STUDENTS

Homeless students attending Carlisle Schools may be eligible for additional supports and assistance. Chapter 33 of Iowa Administrative Code defines “Homeless child or youth” as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

- (1) A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;
- (2) A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (3) A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
- (4) A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs (1) through (3) above.

Please contact your school counselor or principal if you meet any of the above criteria.

RETENTION

Students will be promoted to the next grade level at the end of each school year, based on the student’s achievement, age, maturity, emotional stability, and social adjustment.

The retention of a student will be determined on the judgment of the certified staff and the building principal. When it becomes evident a student in grades kindergarten (K) through eight (8) may be retained in a grade level for an additional year, the parents will be informed. It shall be within the discretion of the superintendent to retain students in their current grade level, subject to review by the board.

SEARCH AND SEIZURE

School property is held in public trust by the board. School authorities may, without a search warrant, search a student, student lockers, desks, work areas, or student automobiles based on a reasonable suspicion under circumstances and in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students and school personnel.

School authorities may seize any illegal, unauthorized, or contraband materials discovered in the search. Items of contraband may include, but are not limited to nonprescription controlled substances such as marijuana, cocaine, amphetamines, barbiturates, apparatus used for the administration of controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons, and stolen property. Such items are not to be possessed by a student anywhere on the school premises or on property under the jurisdiction of the school district. Possession of such items will be grounds for disciplinary action and may be grounds for reporting to local law enforcement authorities.

The board believes that such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, personnel, or visitors on the school premises. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

STUDENT RECORDS

In 1974, the Congress passed the Family Educational Rights and Privacy Act. This law gives students who are 18 years old or parents or guardians if they are not, certain rights regarding their educational records. The law requires that schools receiving federal funds must:

- Allow the parents or eligible student to review and inspect the student's record. This rule does not apply to records made and kept by one person, such as a psychologist or social worker, which are not shared with anyone by a substitute for that person
- Give the parents or eligible student the chance to challenge the records in a hearing to make sure that they are not misleading or inaccurate
- Obtain written permission from the parents or eligible student before revealing the records to other persons
- Notify parents or eligible students of their rights under this law

There are some exceptions to the above. School personnel may show or turn over records without permission to:

- Other officials of the school
- Officials of other schools in which the student seeks or intends to enroll
- Certain federal, state and local authorities performing functions authorized by law
- Individuals or organizations in connection with a student's application for or receiving financial aid
- Court or law enforcement officials, if the school is given a subpoena or court order
- Also, in an emergency, the school may turn over records if failure to do so would probably result in a threat to the student's health or safety or that of others
- Finally, "directory" type information may be released without permission. Directory information is defined in the District as student's and parent's name, address, and telephone number; student's date and place of birth, major field of study, extra or extracurricular activities engaged in, weight and height of members of athletic teams, dates of school attendance, degrees and awards received.

Eligible students and all other students' parents have until October 1 to request non-release of student directory information. The law also contains other exceptions and conditions. If you have any questions about the Act, you may wish to contact the Family Educational Rights and Privacy Act Office at the address below. This office will also respond to official complaints; however, you should first take all possible steps to enforce your rights by dealing with the school directly.

Family Policy Compliance Office

U.S. Department of Education

Room 3017- F.B.-6 | 400 Maryland Avenue, S.W. | Washington, D.C. 20202-4605

SUBSTANCE ABUSE POLICY

The use or possession of alcoholic beverages or any controlled substance by any student on any public school property or while attending any school-related function is prohibited. No student shall be intoxicated or simulate intoxication. No student shall use, sell, distribute, buy, receive, be under the influence of, or in possession of a controlled substance, any simulated controlled substance, or any substance believed to be of potential abuse. Under the influence is defined as manifesting signs of chemical misuse such as staggering, reddened eyes, odor of chemicals, nervousness, restlessness, falling asleep in class, memory loss, abusive language, or any other behavior not normal for the particular student. This prohibition shall include students going to or returning from school functions. The parent or guardian of the student shall be notified of each offense by phone or, if necessary, by registered letter. A conference shall be held with the parent or guardian, the student, the suspending party, and the superintendent.

First offense

Any student in violation of the foregoing policy, at a minimum, will be suspended 3-5 days or be referred for an evaluation by a board-approved substance abuse/dependence agency. The superintendent may increase the penalty and/or recommend expulsion to the board. Any student violating this policy by simulated drug use or possession will be given a 1-5 day suspension at the discretion of the administration.

Second offense

Any student in violation of the foregoing policy for a second or subsequent offense shall be suspended until evaluation and/or treatment is performed by a board-approved substance abuse/dependence agency. The superintendent may recommend expulsion to the board.



Aug. 23 – 30

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Aug. 31 – Sept. 6

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Sept. 7 - 13

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Sept. 14 - 20

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Sept. 21 - 27

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Sept. 28 – Oct. 4

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Oct. 5 - 11

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Oct. 12 - 18

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Oct. 19 - 25

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Oct. 26 – Nov. 1

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Nov. 2 – Nov. 8

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Nov. 9 - 15

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Nov. 16 - 22

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Nov. 23 - 29

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Nov. 30 – Dec. 6

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Dec. 7 - 13

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Dec. 14 - 20

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Dec. 21 – Jan. 3

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Jan. 4 - 10

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Jan. 11 - 17

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Jan. 18 - 24

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Jan. 25 - 31

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Feb. 1 - 7

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Feb. 8 - 14

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Feb. 15 - 21

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

Feb. 22 – 28

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

March 1 - 7

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

March 8 - 14

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

March 15 - 28

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

March 29 – April 4

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

April 5 - 11

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

April 12 - 18

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

April 19 - 25

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

April 26 – May 2

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

May 3 - 9

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

May 10 - 16

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

May 17 - 23

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

May 24 - 30

WIN Assignment	
Subject	Teacher
Purpose	Room Number

Locker & Restroom Passes			
No. 1	No. 2	No. 3	No. 4
<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR	<u>Location</u> Locker RR
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____
Office, Counselor, Nurse, Library, Emergency			
<u>Location</u>	<u>Location</u>	<u>Location</u>	<u>Location</u>
<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>	<u>Date</u> <u>Time</u>
Staff Init: _____	Staff Init: _____	Staff Init: _____	Staff Init: _____

2-HOUR EARLY-OUT SCHEDULE		2-HOUR LATE START SCHEDULE	
Wednesday		Period 1: 10:05 – 10:37 am WIN: 10:40 – 11:04 am	
6 th GRADE LUNCH BLOCK		6 th GRADE LUNCH BLOCK	
Period 4: 10:26 – 11:01 am Lunch: 11:01 – 11:21 am Break: 11:21 – 11:31 am Period 5: 11:34 – 12:09 pm	6A Period 4: 10:26 – 11:01 am Period 5-1: 11:04 – 11:14 am Lunch: 11:14 – 11:34 am Break: 11:34 – 11:44 am Period 5-2: 11:37 – 12:07 pm	6A Period 4: 11:07 – 11:44 am Lunch: 11:44 – 12:04 pm Break: 12:04 – 12:14 pm Period 5: 12:17 – 12:54 pm	6B Period 4: 11:07 – 11:44 am Period 5-1: 11:47 – 11:59 am Lunch: 11:59 – 12:19 pm Break: 12:19 – 12:29 pm Period 5-2: 12:32 – 12:54 pm
7 th GRADE LUNCH BLOCK		7 th GRADE LUNCH BLOCK	
Period 4: 10:26 – 11:01 am Period 5: 11:04 – 11:39 am Lunch / Break: 11:39 – 12:09 pm	Period 4: 11:07 – 11:44 am Period 5: 11:47 – 12:24 pm Lunch / Break: 12:34 – 12:54 pm	8 th GRADE LUNCH BLOCK	
8 th GRADE LUNCH BLOCK		8 th GRADE LUNCH BLOCK	
8A Lunch: 10:23 – 10:43 am Break: 10:43 – 10:53 am Period 4: 10:56 – 11:31 am Period 5: 11:34 – 12:09 pm	8A Lunch: 11:04 – 11:24 am Break: 11:24 – 11:34 am Period 4: 11:37 – 12:14 pm Period 5: 12:17 – 12:54 pm	8B Period 4-1: 11:07 – 11:19 am Lunch: 11:19 – 11:39 am Break: 11:39 – 11:49 am Period 4-2: 11:52 – 12:14 pm Period 5: 12:17 – 12:54 pm	Period 2: 12:57 – 1:28 pm Period 3: 1:31 – 2:02 pm Period 6: 2:05 – 2:36 pm Period 7: 2:39 – 3:10 pm

“REGULAR” SCHEDULE

Monday, Tuesday, Thursday, Friday

Period 1: 8:05 – 8:55 am
Period 2: 8:58 – 9:48 am
Period 3: 9:51 – 10:41 am

6th GRADE LUNCH BLOCK

6A
Period 4: 10:44 – 11:34 am
Lunch: 11:34 – 11:54 am
Break: 11:54 – 12:04 pm
Period 5: 12:07 – 12:57 pm

6B
Period 4: 10:44 – 11:34 am
Period 5-1: 11:37 – 11:47 am
Lunch: 11:47 – 12:07 pm
Break: 12:07 – 12:17 pm
Period 5-2: 12:20 – 12:57 pm

7th GRADE LUNCH BLOCK

Period 4: 10:44 – 11:34 am
Period 5: 11:37 – 12:27 pm
Lunch / Break: 12:27 – 12:57 pm

8th GRADE LUNCH BLOCK

8A
Lunch: 10:41 – 11:01 am
Break: 11:01 – 11:11 am
Period 4: 11:14 – 12:04 pm
Period 5: 12:07 – 12:57 pm

8B
Period 4-1: 10:44 – 10:54 am
Lunch: 10:54 – 11:14 am
Break: 11:14 – 11:24 am
Period 4-2: 11:27 – 12:04 pm
Period 5: 12:07 – 12:57 pm

WIN: 1:00 – 1:24 pm
Period 6: 1:27 – 2:17 pm
Period 7: 2:20 – 3:10 pm