

STUDENT HANDBOOK MARCUS WHITMAN MIDDLE SCHOOL



Mr. Brian Carlson
Principal

Mrs. Renee Murphy
Assistant Principal

The South Kitsap School District does not discriminate in employment or academic programs on the basis of national origin, race, color, religion, sex, marital status, or presence of sensory, physical, or mental impairment.

THIS HANDBOOK BELONGS TO

Name: _____

Grade: _____



Marcus Whitman Bell Schedule				
6 TH , 7 TH , 8 TH GRADE REGULAR SCHEDULE (MON, TUES, THU, FRI)				
0	8:10	8:19	(9 min)	Pledge, Announcements, AVID Time
1	8:19	9:15	(56 min)	
2	9:19	10:15	(56 min)	
3	10:19	11:15	(56 min)	
4	6 th Lunch	11:05	11:35	(30 min)
	2nd Lunch	11:40	12:10	(30 min)
	3rd Lunch	12:15	12:45	(30 min)
5	12:49	1:45	(56 min)	
6	1:49	2:45	(56 min)	

WEDNESDAY LATE START ADVISORY SCHEDULE												
<u>6th</u>				<u>7th</u>				<u>8th</u>				
ADV	8:55	9:27	(32 min)	ADV	8:55	9:27	(32 min)	ADV	8:55	9:27	(32 min)	
1	9:30	10:15	(45 min)	1	9:30	10:15	(45 min)	1	9:30	10:15	(45 min)	
2	10:18	11:03	(45 min)	2	10:18	11:03	(45 min)	2	10:18	11:03	(45 min)	
Lunch	11:03	11:33	(30 min)	3	11:06	11:51	(45 min)	3	11:06	11:51	(45 min)	
3	11:36	12:21	(45 min)	Lunch	11:51	12:21	(30 min)	4	11:54	12:39	(45 min)	
4	12:24	1:09	(45 min)	4	12:24	1:09	(45 min)	Lunch	12:39	1:09	(30 min)	
5	1:12	1:57	(45 min)	5	1:12	1:57	(45 min)	5	1:12	1:57	(45 min)	
6	2:00	2:45	(45 min)	6	2:00	2:45	(45 min)	6	2:00	2:45	(45 min)	

MARCUS WHITMAN HIGH-FIVES

At Marcus Whitman we are dedicated to building a strong community and safe environment for students, parents, and staff through connectedness, integrity, perseverance, and achievement.

We created our HIGH-FIVES to reflect these values.

CONNECTED

Students and Staff:

- *help others feel included
- *be involved
- *value and respect others
- *build positive relationships

INTEGRITY

Students and Staff:

- *treat others as I wish to be treated
- *follow through on words and actions
- *take ownership of learning

PERSEVERANCE

Students and Staff:

- *advocate for yourself
- *never give up; persist
- *use available resources

SAFETY

Students and Staff:

- *make MWMS free of bullying, intimidation, and harassment in all areas of the campus
- *follow posted hallway, classroom, and MWMS expectations
- *demonstrate respect for property
- *help and support others

ACHIEVEMENT

Students and Staff:

- *strive for personal and academic success
- *set smart goals
- *solve problems and self-manage

AVID

Marcus Whitman is an AVID School (Advancement via Individual Determination). Inside this planner are helpful tips for organization, focused note-taking, academic writing, creating study questions, and academic language scripts to aid in collaborative group and class discussions. These strategies are not just used in our AVID Elective courses, but in all our core and encore courses to promote Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) focusing on High School and College/Career Readiness.

CharacterStrong

Once a week in Advisory students have an opportunity to build relationships and focus on social emotional standards which support our Trailblazer High 5s. Our curriculum, CharacterStrong, teaches students the importance of strengthening one's own character in order to improve relationships, increase academic achievement, and overall improve the climate and culture of our school. These strategies and tools are embedded throughout our classes and our building.

Middle School Program of Study

Middle School operates on the semester system. Each semester consists of 90 school days. All students must take six courses per semester.

6th Grade Program

Math/Science
Language Arts/Social Studies
1 Sem PE / 1 Sem Tech Rotation or
Choice of 2 electives
Full year Music, ESE, or Academic Support

7th Grade Program

Language Arts/Social Studies
Math
Science
Choice of 2 electives
1 academic support / 1 elective

8th Grade Program

Language Arts
US History
Math
Science
Choice of 2 electives
1 academic support / 1 elective

*Exploring Secondary Electives (ESE) is an introduction to secondary electives such as Tech, woodworking, and fine arts

Library

Students can come to the library to borrow books, request assistance with their Chromebooks or technology issues, reset their passwords, or use it as a workspace. It is open from 7:40am to 3:10pm. Our library also has an online library resource called SORA which is available to all students via HelloID.

PE

All students taking Physical Education are expected to wear a PE uniform. This can be the Marcus Whitman PE uniform that can be purchased at the Student Store or a gray crew neck t-shirt with green or black shorts/sweats. To help prevent lost clothing, your name must be on the outfit. Supportive, laced up tennis shoes are also expected to be worn to prevent injury and provide support during exercise and classroom activities.

Unless excused in writing by a parent or physician for an illness or injury, all students are required to participate in PE to the best of their ability. Excused absences can be made up by completing the assignments listed in Google Classroom under resources before the end of the semester.

PLEASE NOTE: Cell phones, gum and jewelry are not allowed during PE for safety purposes and to prevent theft and/or damage. We ask all students to leave all personal items in their assigned locker in the locker room.

Achievement vs. Effort

What is achievement and effort? Achievement is the act of achieving, a successful performance, or an accomplishment. Effort is the work involved in performing the activity.

Effort is fuel burned.

Effort is hours of study.

Effort is working up a sweat.

Achievement is miles traveled.

Achievement is grades earned.

Achievement is a job well done.

Use the following achievement vs effort graphic to assess how you do on your work.

How much effort you put into an assignment can affect what you achieve on that assignment.

Remember that effort is the process, and achievement is the outcome.

ACHIEVEMENT	Score	EFFORT
I am a 3 and know the skill well enough to support others.	4	I completed the task even if it became difficult. Challenges became opportunities to strengthen my understanding.
I can work on the skill independently and am able to show my thinking with few mistakes.	3	I completed the task and pushed myself to keep working even if it became difficult.
I still need help on the skill.	2	I put some effort into the task, but I stopped when it became difficult.
I don't understand the skill yet.	1	I put very little effort into the task.

Explanation of Grade Reporting

Students will be assessed in two categories, Academic Standards and Work Habits. Academic standards will be specific to a course. Work habits will be the same for all courses: Demonstrates Respectful Citizenship and Demonstrates Responsibility for Learning.

Grades will be reported as:

4: Excels at Standard

3: Meets Standard

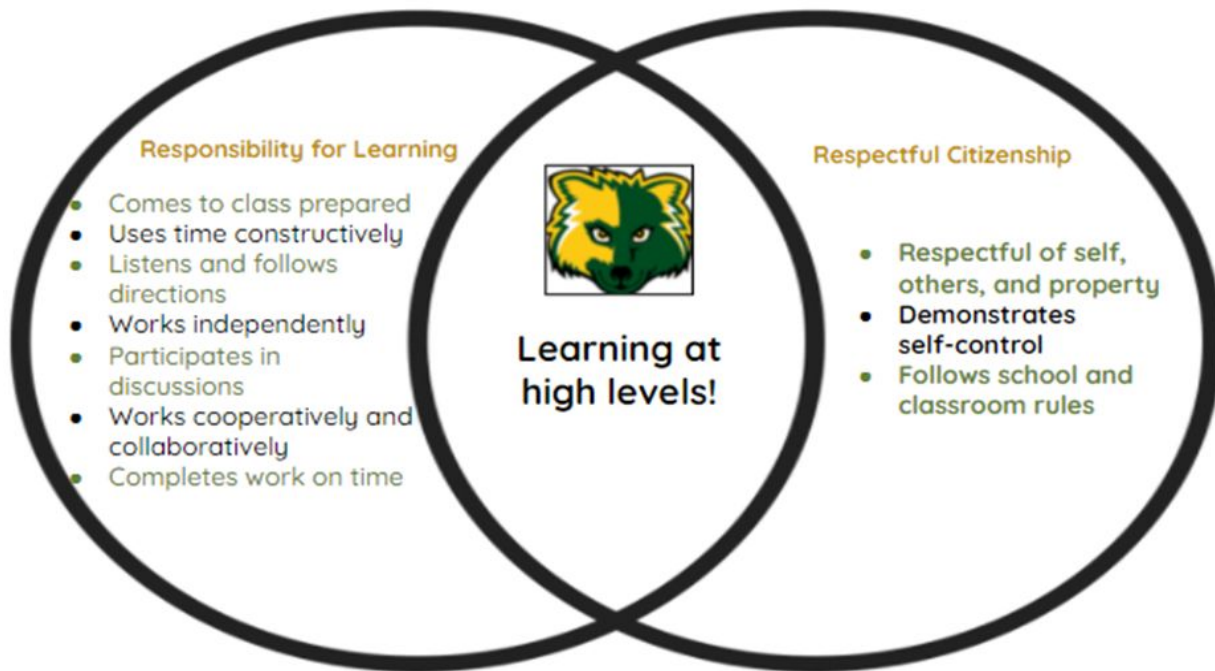
2: Approaching Standard

1: Significantly Below Standard

M: Modified

IE: Insufficient Evidence (may be given when a student has not completed enough evidence to determine where he or she is with respect to the indicator(s) being assessed)

Work Habits assessed in all classes are Responsibility for Learning and Respectful Citizenship



Computers and Electronic Media

Computers and electronic equipment are an integral part of student learning. The teaching staff and administration will oversee the use of all electronic equipment, such as computers, Chromebooks, video cameras, USB hard drives, etc., on our campus. In addition, software owned by the South Kitsap School District may not be copied to a disk and taken off campus.

Student USB hard drives must be used exclusively for storing schoolwork. Students should not use their school hard drives for storing .exe files, because they oftentimes will run automatically when plugged into the computer. This can result in viruses and corrupted files on the school network. Students caught installing or bringing programs on their USB hard drives will receive disciplinary action, since it is against the Electronic Systems and Internet Acceptable Use Policy. We strongly encourage students to have a USB hard drive dedicated for school use only.

Students must not change set-up files on any computer including groups, colors, printer selection, file locations, display settings, or set-up formats. Violation of this policy will be cause for disciplinary action.

Financial obligation for repairing or replacing damaged or destroyed school property will be assumed by the responsible student and their parent/guardian. This includes any and all computers, monitors, keyboards, mouse, printers, cables, and all other computer hardware and electronic media found at school.

Electronic Systems and Internet Acceptable Use Policy

Appropriate use of the computer and the Internet means I WILL:

1. Respect school property by not disrupting, destroying, modifying or abusing computer equipment or the network;
2. Not destroy other people's files with viruses or hacking tools;
3. Only access files that belong to me;
4. Use existing software and not install any other software without permission;
5. Use only teacher-approved media or devices;
6. Obey the restrictions of the network filter;
7. Report anything inappropriate to my teacher or another adult immediately;
8. Protect myself by not giving out personal information (including my password) or leaving my computer unattended;
9. Be a good cyber-citizen and not use the computer to bully, harass or put-down others;
10. Respect the copyright of software and web sites and not plagiarize the works of others.

I understand that not following any of the above could result in disciplinary action according to District policy #2022. (The full text of policy #2022 and procedures can be viewed on the SKSD website)

ASB Cards

An ASB card is required for participation in any sport or activity. The \$30.00 A.S.B. card entitles students to:

1. Discount on a yearbook
2. Reduced cost of admittance to ASB sponsored activities
3. Participation in athletics and activities

Note: Students should not be selling anything on campus unless it is an ASB sanctioned fundraiser.

Athletics & Activities

Marcus Whitman has a well-rounded sports program. We encourage all students to participate. One of the basic principles in any after school participation at our school is sportsmanship. Appropriate behavior at any of the various athletic contests is expected from all fans, players, and coaches.

**** Demonstrates Respectful Citizenship and Work Habits scores of 0 and/or 1 will result in loss of athletic participation until grade improves***

Attendance Policies

Absences

When absent, parent/guardian should call to excuse your absence or return to school with a note. Please check <https://www.skschools.org/about-us/policies-procedures/policy-details/~board/policies-procedures/post/3122> for the policy specifics on SKSD attendance.

Early Dismissal/Late Arrival

If getting picked up early, bring a note to school with a time to be picked up. Bring the note to the attendance office for an early dismissal slip

If arriving late, check in at the Main office to get a tardy slip. Tardies should be excused with a note or phone call.

Long term absences

If you are going to be out of school for a long period of time, bring a note to the Attendance office with the dates you will be absent. You will be given a slip to take to your teachers.

Tardies

Expectations are to be in class on time. Excessive tardies will result in a staff conference.

Truancy

Is an absence or late arrival which is not excused.

Bus Passes

Students are to ride their assigned buses to and from school. If the need arises to take a different bus, a signed note from the parent/guardian is required stating which bus and bus stop the student will ride, including dates the student will be on a different bus. All notes must be approved by the Attendance or Main Office. A pass will then be issued.

Counseling Office

Marcus Whitman has two school counselors: Mr. Fogel (for students whose last names begin with A-K) and Mrs. Mishko (for students whose last names begin with L-Z). School counseling is available to all students. Counselors are here to support students in all aspects of their life, especially around topics that may impact their ability to focus and be successful at school.

School counseling focuses on helping students be successful academically, work towards career goals, and learn social/emotional skills. Common reasons that students see their counselor include scheduling/academic planning, struggling in a class, learning coping skills, school adjustment, learning challenges, career guidance, help with home/peer/teacher issues, and referrals to outside resources--such as long term counseling.

School counselors aim to help with communication between students, parents, and school staff to aid in the personal development of each student. Students can request a counseling appointment by coming to the Counseling Office and completing a confidential request during non-class time (such as before/after school, lunch, or passing time). Parents can request a meeting with the counselor via email or by calling the Counseling Secretary at 874-6171.

The Counseling Department will make every attempt to create a schedule based on student course selections made during registration. Students who have schedules that have errors (missing a required class, incorrect math level, duplicate class, etc.) should notify the Counseling Office **during the period that is incorrect**. Otherwise, for all other reasons, SCHEDULE CHANGE REQUEST FORMS need to be signed and submitted by the announced deadline. Schedule changes are restricted to the first 5 days of a school term. Specific teacher requests are discouraged. We believe that working with many different personalities and teaching styles will help prepare students for the future.

Marcus Whitman Middle School Expectations

We demonstrate the Trailblazer Way by following these behavior expectations:

Campus Expectations

- Treat students, staff, visitors, and property with respect and kindness
- Communicate using positive and appropriate language
- Be safe with hands, feet, and objects
- Dress to learn, dress for success
- Keep electronics secured and in a safe location

Office

- Enter the office quietly
- Check in with the office staff
- Wait patiently for someone's assistance

Hallways/Stairways

- Use passing time to move to the next class and take care of personal needs
- Walk on the right hand side of doors, halls and stairways; keep the flow of traffic moving
- Use inside voices and be polite

Cafeteria/Commons

- Maintain a single-file line; no cutting
- Keep all food and drinks in the cafeteria
- Leave it cleaner than you found it
- Use the first 10 minutes to enjoy your lunch at a table and include others

Outside on our Campus

- Walk your bikes, skateboards, and other wheeled devices when you're near the building
- Get dropped off and picked up in the gravel lot
- Look out for everyone's safety
- Respect and protect our building and landscaping

Assemblies

- Be courteous to presenters and audience
- Serious assemblies will be by classes; fun assemblies will be by grade level
- Be an active and positive audience members
- Remain seated until dismissed and leave in a safe and orderly fashion

Drills

- Know the plan
- Stay calm and quiet
- Listen carefully for directions

Bus Zone

- Collect your belongings and proceed directly to load buses safely, efficiently, and courteously
- Put away items not allowed during school
- Once on campus, students must remain in full view of staff

After School Activities

- Remain on campus
- Stay where activity is in the building
- Have good sportsmanship
- Use appropriate language

Bathrooms

- Use nearest bathroom
- One to a stall

Classroom Expectations

- Be in your seat when the bell rings
- Participate to learn
- Before you speak: T.H.I.N.K. Is it true, helpful, inspiring, necessary and kind?

STUDENT BEHAVIOR

At Marcus Whitman Middle School, we believe that all people have the right to feel safe, to be shown and given respect, and to experience a learning environment that allows them to grow into kind, empathetic and intelligent citizens. We believe in teaching social skills, and explicit teaching of classroom and school wide behaviors so that students experience clear and consistent expectations. We believe in repairing relationships when they are broken and focusing on the positive actions and abilities of our students. We believe that families are a part of the solution and are always involved in restorative processes when things go wrong. Clear and consistent communication with families is a priority.

Social Skills Strategies

At Marcus Whitman, we believe that strong social skills awareness enables us to know what to say, how to make good choices, and how to behave in diverse situations. The follow social skills strategies will be emphasized:

Accepting Criticism or a Consequence

1. Look at the person
2. Say "Okay"
3. Stay calm

Accepting "No" for an Answer

1. Look at the person
2. Say "Okay"
3. Stay calm
4. If you disagree, ask later

Following Instructions

1. Look at the person
2. Say "Okay"
3. Do what you have been asked right away
4. Check back

Disagreeing Appropriately

1. Look at the person
2. Use a pleasant voice
3. Say, "I understand how you feel"
4. Tell why you feel differently
5. Give a reason
6. Listen to the other person

Staying on Task

1. Look at your task or assignment
2. Think about the steps needed to complete the task
3. Focus all your attention on the task at hand
4. Stop working only when instructed
5. Ignore distractions and interruptions by others

Middle School Behavioral Expectations Policy #3240

Rules that establish types of misconduct pursuant to this section must have a real and substantial relationship to the welfare of students and the lawful maintenance and operation of the school district including, but not limited to those enumerated below:

1. Disobedience to reasonable instructions of school authorities
2. Immoral conduct
3. Vulgarity or profanity
4. Use or possession of tobacco and vaping products
5. Use or possession of alcoholic beverages, drugs, narcotics, controlled substances, or substances represented as mind altering or behavior altering substances not prescribed by a physician
6. Destruction or defacing of school property

7. Extortion or intimidation of another student or a staff member
8. Sexual harassment of another student or staff member
9. Demonstration of gang membership or affiliation/activities
10. Assault of another student or staff member
11. Theft
12. Possession or use of any dangerous weapon or object, and
13. The commission of any criminal act as defined by law.

The district shall incorporate these statements of misconduct into their written rules and make the rules available to parents and students each year. Each school may add other rules regarding student conduct which are appropriate to the age of students, grade level, program and physical facilities of the school.

Possible Consequences for Inappropriate Student Behavior Disciplinary Actions:

Examples include, but are not limited to:

- **Informal Talk:** A school official (teacher, administrator or counselor) will talk to the student and try to reach an agreement regarding how the student should behave.
- **Conference:** A formal conference is held between the student and one or more school officials and may include parents. During this conference, the student must agree to steps to controlling his/her behavior.
- **Behavior Tracker:** The parent and staff will agree to have the student's behavior tracked daily. The tracker will then go home. Incentives and/or consequences will be established.
- **Behavior contract:** A process spelling out specific conditions for a student's behavior at school. This can relate to attendance and/or discipline problems.
- **Restorative Practices:** Student will work with the other party (student, staff, etc) to accept responsibility and repair relationship. Will involve administrator or other staff.
- **Lunch Detention:** Student will spend their lunch time in the office or in the Commons with staff.
- **Detention:** Thirty minutes or up to one and a half hours after school, assigned by an administrator. Students are required to make up detention within three days. Twenty-four (24) hour notice, verbal or written, must be given. Parents can transport students or students may walk home. Activity during this time may involve study, assigned building/grounds clean-up or other appropriate action.
- **Confiscation:** Items inappropriate for school (i.e. tobacco, vaping products, lighters, matches, knives, noise makers, lasers, obscene buttons, firecrackers, etc.) will be taken away.
- **Removal from Class:** At the discretion of the teacher, a student may be removed from class for the balance of the class period.
- **In-school Suspension:** A student may be suspended from one or more classes for a designated time but remain in school. The student's parent(s) or legal guardian is notified that the student is scheduled for an in-school suspension. On the designated day(s), the student will report to the office.

- **Short-term Suspension:** The student is informed that she/he is subject to short-term suspension (10) days or less. The student is also informed of the due process procedure. The student's parent(s) or legal guardian is notified by letter that the student is subject to a short-term suspension. Notification to the parent(s) or legal guardian must include clear instructions regarding the due process procedure. The due process is initiated.
- **Long-term Suspension:** The student is informed that he/she is subject to a long-term suspension (11 or more days). The student is also informed of the due process procedure. The student's parent(s) or legal guardian is notified by letter that the student is subject to long-term suspension. Notification to the parent(s) or legal guardian must include clear instructions regarding the due process procedure.
- **Emergency Expulsion:** The student is immediately expelled for an indefinite amount of time. Expulsions of this type are only made when it is necessary to remove the student from school in order to eliminate a clear and present danger to any or all concerned. The student's parent(s) or legal guardian is notified by telephone or certified letter regarding the action of the school district.
- **Restitution:** Examples: Damage or theft of property, etc. If a student damages or steals school property, in addition to a disciplinary sanction, the student and his/her parents or guardians shall make restitution as permitted by law (RCW 9A.52).
- **Loss of Athletic/Activity Eligibility:** Examples: Use of alcohol, drugs, tobacco, or suspension or expulsion. Specific W.I.A.A. rulings also apply.

In all cases where sanctions are imposed, school officials will contact parents. School officials will attempt to confer with parents prior to imposing the sanction.

Inappropriate Physical Contact

Inappropriate displays of affection are not allowed.

Fighting, Threatening and Intimidating

We have a zero tolerance for students who are fighting. Students will be disciplined if they are involved in any type of altercation. Fighting is defined as any inappropriate physical or verbal confrontation with another person. Students who have been fighting will be removed immediately from school. Students who encourage fighting and/or who remain spectators at a fight are viewed as a dangerous influence at school and may face similar consequences. This also includes play fighting.

HIB policy for SKSD

HARASSMENT, INTIMIDATION, BULLYING

The South Kitsap School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics. Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its recurrence.

In addition, we have added the following rules that specifically address:

Electronic Devices/Personal Devices (cell phones, tablets, earbuds, handheld game systems, etc.) will be kept out of sight from the 8:05-2:45. Every classroom in the school has a telephone. Telephones can be used by students with teacher permission and supervision for school-related business and necessary contact with parents/guardians. To assure delivery of messages to students, parents/guardians must call at least 30 minutes prior to the closure of school. Except in cases of emergency, students will not be called from class to use the telephone. Personal messages from unauthorized persons will not be delivered by school personnel. Students are not permitted to exchange cell phone messages with anyone during school hours – voice or text. At staff discretion, students may be allowed to message a parent/guardian during non-academic time. Students in violation of this policy will be subject to the following actions:

1. **1st Infraction/Warning:** If a student is found using an electronic device during class time or in restricted areas, they will be directed to put away the device immediately. That Same day, a message will be sent to parent/guardian, informing you of the first infraction.
2. **2nd Infraction:** In the event of a second infraction, the student will be required to take the electronic device to the school office. Furthermore, a message will be sent to parent/guardian, detailing the second offense.
3. **3rd Infraction:** Should a student be found in violation of the policy for a third time, we will request parent/guardian presence to pick up the device from the school. This measure is intended to reinforce the importance of adhering to our electronics policy.
4. **4th Infraction:** A fourth infraction will result in the student being required to check their device into the school office at the beginning of the day and collect it at the end of the day. This process will continue until further notice from the school administration.

***Any refusal to adhere to the policy will require a meeting with a parent and an administrator.**

Dress Code

We want our students to understand the importance of education, to take it seriously, and to be prepared for their eventual transition from school to the workplace. Students are asked to wear clothes that are neat, clean, and suitable for school.

The following types of clothes may be worn at Marcus Whitman Middle School:

- Pants that are worn above the hips and properly secured
- Shirts that cover the whole torso and undergarments
- Shoes/footwear that are safe and easy to walk in

Examples of clothing that should not be worn in school: ***except for cultural or religious situations**

- Clothing that distracts from the learning process (i.e. clothing that references drugs, alcohol, weapons, sex, or vulgar language)
- Excessively short skirts/shorts or revealing clothing
- Soft soled slippers
- Clothing that references gang activity (i.e. bandanas)
- Clothing/makeup/eye coverings that hide identity
- Hoods, or head coverings
- Chains, collars (leather, metal, or chain), and/or jewelry that promotes drugs, alcohol, or sex
- Garments worn loosely that could be unsafe (blankets, capes, flags, etc)

Administrators reserve the right to deem attire inappropriate to preserve the health, safety, welfare and/or disruption of the school environment. Students may be asked to change their clothing or to no longer wear certain items to school again. Failure to comply may result in further discussion/discipline.

Bicycles, Skateboards and Scooters

Bicycles, Skateboards and Scooters are often used as a form of transportation. Once students are on campus these need to be walked or carried. A helmet needs to be worn when operating these items. A mechanism to secure these items is highly recommended, the school is not responsible for lost or stolen items.

Food/Drinks

Food or drink is to be consumed in the commons area. Open food and drink in the hallways will be confiscated. **No food and/or drinks (except water) are allowed in classrooms** unless prearranged and supervised by staff.

Personal Property

Students are encouraged to label their personal property. This will enable the school to better assist in the retrieval of lost or stolen property. The school is not responsible for personal items. Please do not bring blankets and/or toys (unless for a specific class/club/activity purpose) to school. They can become health or safety hazards.

Perfumes and Cologne

Marcus Whitman is a scent-free building. Students must not bring spray perfumes or cologne to school. There are many individuals where these items can be life threatening.

Fine List

1. Lost book – severe water damage, missing pages, mutilation of book: full replacement cost.
2. Other misuse or abuse - \$1.50 to full replacement cost.
3. Missing barcodes - \$2.00
4. Any damage to school property will result in a full-cost replacement fine.
5. All students must check with the student store for any fines they may be responsible for and pay them by the end of their 8th grade year.

Students must get a replacement text from the Attendance Office when a book is lost. If the book is not returned by the end of the school year, a fine will be issued.

Messages and Students

If an emergency arises, parents may contact students by leaving a message with the Main Office at 874-6160. To assure delivery of a message, parents must call at least 30 minutes prior to the end of school. Telephone messages will be delivered to students. However, except in cases of emergency, students won't be called from class to answer the phone. Personal messages (from other than a parent/guardian) won't be delivered by school personnel. Please don't text your student during school hours.

Phone Usage

Students are permitted to use the Office phone with permission for emergencies. (need PE uniform, books, homework, lunch etc.)

Lost and Found

The Lost & Found is located near the Main Office. Parents may call to see if a lost article has been turned in. Any items left in the Lost & Found at the end of each semester will be donated to a charitable organization. PLEASE CLAIM ITEMS BY THE LAST DAY OF EACH SEMESTER!

Student Lockers

Lockers will be issued this school year. If the lock is returned at the end of the school year, and the locker is free of damage, there will be no cost to the student. Students are not to use lockers or locks that have not been assigned to them. Students can get lockers, locks (combinations) from the Main Office before school, during lunch and after school. Locker checks (other than emergency situations) can be done as needed by assigning a teacher a block of lockers with student names, combinations, etc. The school is not responsible for lost, stolen or damaged goods belonging to students. Lockers are school property and may be opened by school authorities at any time when it is necessary. Students with locker problems must check with the Main Office.

Elevator

- Injury or handicapped conditions may necessitate student use of the elevator during the day. Parents must request student use of the elevator.
- Elevator keys are checked out and returned to the Main Office at the start of each day and the end of the day.
- ONLY handicapped or injured students are to ride the elevator. Students will be expected to arrange to have another student carry books up/down stairs to the next class or use a backpack.
- Students who abuse the use of the elevator will be denied the privilege of using it.
- There is a \$5.00 fine for the loss of the key.

Student Medications at School

It is the policy of the South Kitsap School District not to give medicine to pupils at school except at the request of the attending physician and the parents. We define medication to mean all drugs, whether prescription or over-the-counter. Parents and physicians must fill out and submit Form #157 to the school prior to the school administering any medication. Please contact the school for further information (874-6171).

Nondiscrimination

These complaint procedures apply to **Policy 3210 and 3210P**.

The South Kitsap School District provides equal educational and employment opportunity without regard to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation – including gender expression or identity, marital status, or the presence of any sensory, mental, or physical disability, the use of a trained dog guide or service animal by a person with a disability. Equal access to activities, facilities and programs is provided to the Boy Scouts of America and other designated youth groups. District procedure complies with all applicable state and federal laws.

Title IX Coordinator

2689 Hoover Ave SE
Port Orchard, WA 98366
(360) 874-7006

Section 504 Coordinator

2689 Hoover Ave SE
Port Orchard, WA 98366
(360) 874-3648

Compliance Coordinator/ADA

2689 Hoover Ave SE
Port Orchard, WA 98366
(360) 874-7006

Guests:

Students enrolled in other schools are not allowed on campus during regular school hours. Guests are not allowed at school dances unless specified by school administration.

Designated areas for Students:

During the school day, students are to be outside only in the areas designated for student use, and as the weather permits. While at lunch, students wishing to be outside are to only be in the authorized areas in front of the building. Students are not to be behind the building or by the portables during their lunch. Students are also not to be in the lower locker area or the other “off limits” areas during their lunch.

Lunchroom/Commons Behavior Expectations:

The cafeteria is in the Commons. Students are expected to help keep the Commons clean at all times. This means they are to pick up leftover food and trays and dispose of them in garbage cans throughout the Commons. Those who abuse the Commons privileges may be assigned a consequence.. All students are to remain on campus during lunch. Breakfast and lunch is served each day.

Textbooks/Chromebooks

Basic texts are loaned to students for their use during the school day/year. **An average text can cost approximately \$80-\$100.** Students are held responsible for any textbooks checked out to them. We do charge a fine based on the teacher’s judgment of abuse, misuse, or lost books. **Chromebooks cost approximately \$**

Lost or Damaged School Property

Recently, the Washington State Legislature has passed the following bill which affects all students. The bill in part states:

“SHB 462 (Defacement of School Property): Any school district whose property has been lost or willfully cut, defaced or injured may withhold the grades, diploma, and transcripts of the responsible pupil until the pupil or the pupil’s parent/guardian has paid for the damages...”

It is the policy of this district to comply with the above bill. Because of this, should a student leave owing any fines, it will be necessary for the school to withhold that material necessary for a student to enroll in another school until all fines are paid. If a student has been assigned school-owned materials, that student will be charged for them if they are missing or damaged regardless of the reason.

Accidents

Every accident in the school building, on the grounds, at practice, or at any athletic event sponsored by the school is reported immediately to the person in charge and to the Main Office. Parents are notified if a serious injury occurs.

911 Calls

All serious injuries or conditions will result in calls to 911. In the event that student symptoms or behavior cause them to be incoherent or unable to communicate clearly, emergency aid will be called.

School Transportation

All students attending the South Kitsap Public Schools are entitled to use the transportation facilities of the district. (RCW 28A.2A.060).

“Bus Conduct” rules; are published annually by the Superintendent of Public Instruction and the South Kitsap Public Schools. Student rules shall be made available to each student at the beginning of each school year. Any questions regarding transportation can be addressed at the South Kitsap Transportation Department (874-7090)

Student and Parent Notification Required by Law

Firearms on School Premises: If any student is found in possession of a dangerous weapon or explosive device on or at a school sponsored event, law enforcement will be called, and the student will be subject to suspension or expulsion. Any student in possession or use of a firearm on school property, school transportation, or any school sponsored event shall be expelled for not less than one calendar year, including notification of law enforcement and parents/guardian. Expulsion may be modified on a case-by-case basis by the district Superintendent or designee.

(School Policy 3330 and 3335, RCW 9.41.250 and RCW 9.41.280, RCW 28A.600.420 and RCW 28A.600.010).

Tobacco on School Premises: Tobacco use or possession on school district property by anyone is a violation of State Law. The use or possession of tobacco on campus or at a school sponsored activity away from school is a violation of school policy and students will be subject to school discipline. **(School Policy 3330, RCW 28A.810.310).**

Use, Sale or Possession of Substances: Student will not possess, use, or be under the influence of alcohol, drugs, narcotics, intoxicants of any kind, substances purported to be the same as and/or related paraphernalia on school grounds, at, on, or off-campus school-sponsored activities, in route to and from school, and/or while attending school. Behaviors listed above are against the law and will involve law enforcement and students will be subject to school discipline. **(School Policy 3330 and 3415, United States Dept. of Education Federal Certification guidelines).**

Marcus Whitman Middle School

We, the undersigned, have read and understand the expectations of Marcus Whitman Middle School as described in this student handbook. We agree to uphold these expectations and will do our best to ensure that students at our school have a safe and meaningful learning environment.

Please sign and keep in your planner.

(Student Printed Name)

(Student Signature)

(Parent Printed Name)

(Parent Signature)

AVID SCHOOLWIDE at MWMS



WICOR[®]

Writing

Inquiry

Collaboration

Organization

Readings

Are you Organized?

Do you have...

- | | |
|---|---|
| <input type="checkbox"/> 3 Ring Binder/Notebook for each class
<input type="checkbox"/> Planner
<input type="checkbox"/> 2 or more pens
<input type="checkbox"/> 2 or more pencils | <input type="checkbox"/> 1 or more erasers
<input type="checkbox"/> 1 zipper pouch
<input type="checkbox"/> 1 or more highlighters
<input type="checkbox"/> Dividers/Notebook for each class labeled |
|---|---|

Use Your Planner To Manage Your Time

- ★ Write down homework assignments
- ★ Write down Topics/Learning Targets for the day
- ★ Map a project to have it ready to submit on the due date
- ★ Keep track of sports practices/games/clubs

WICOR

Marcus Whitman Middle School is an AVID School. That means we focus on academic strategies that support the components of WICOR. Look for WICOR happening in your classes!

<u>W</u>riting	<u>I</u>nquiry	<u>C</u>ollaboration	<u>O</u>rganization	<u>R</u>eadng
A tool for communication, reflection, and learning Inquiry Visible organization of thought Communication with authentic audiences	Uncovering one's understanding Critical thinking and questioning Exploring a variety of ways to solve problems Engaging in thinking, learning, and discussion to inspire innovation	Positive group interactions Teamwork with shared responsibility Sharing of ideas, information, and opinions	Managing materials, time, and self Practicing methodical study habits Planning and prioritizing school, work, and social tasks Engaging in goal-setting, planning, and reflection	Making connections between texts, self, and the world Navigating and comprehending rigorous texts Evaluating information from a variety of formats Organizing and applying text-based learning

What these strategies look like in the classroom:

Learning Logs Academic Writing Focused Notes Writing Process	Costa's Levels of Thinking Socratic Seminars Quick Writes Discussions	Philosophical Chairs Collaborative Study Groups Service Learning Projects Peer Editing	Binder Project Planning Graphic Organizers Time Management	Summarizing Annotating Close Reading Reciprocal Teaching
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Focused Note-Taking

When taking notes, how you take them is just as important as what you do with them. Use the information on this page to help you understand and make better use of your notes.

AVID® Focused Note-Taking

- 1 Taking Notes**
 - Any format will work!
 - Paraphrase & Organize Info
- 2 Processing Notes**
 - Underline, Highlight, Circle
 - Identify Key Ideas & Details
- 3 Connecting Thinking**
 - Add Level 1, 2 & 3 Questions
 - Connect to Prior Learning
- 4 Summarizing & Reflecting**
 - Answer the Essential Question
 - Reflect on the Learning Process
- 5 Applying Learning**
 - Use Your Notes as a Tool for Learning and Studying

"Take Chances. Make Mistakes. Get Messy."
-Ms. Frizzle

Establish a purpose and objective for note-taking.

Write an essential question to guide your notes

Select the best format for your notes.

Learn to use a variety of formats for different purposes.

Write notes based on your source(s).

Select, paraphrase, and arrange the information thoughtfully.

Cornell Notes	Two & Three Column Notes	Mind Maps	Interactive Notebooks	Graphic Organizers
Best for understanding key ideas and relationships	Best for information that is highly structured and	Best for visualizing connected topics and ideas	Best for a combination of notes, sketches and reflections on learning	Best for helping learners see patterns and connect ideas

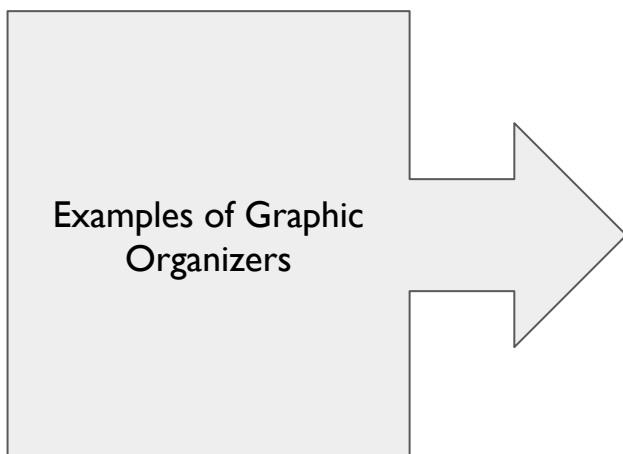
How to Set Up Focused Notes

Cornell Notes	
Topic/Objective:	Name: Date: Period:
Essential Question:	
Study Questions:	Notes:
Summary:	

2 Column Notes	
Name:	Date: Period:
Topic:	
Essential Question:	
Main Idea	Details

3 Column Notes		
Name: Period:	Date:	
Topic:		
Essential Question:		
Column 1	Column 2	Column 3

Example Headings for 3 Column Notes		
Topic	Explanation	Details
Key Term/Concept	Definition	Use in a sentence/Draw a Picture
Claim	Evidence	Reasoning



<p>Circle Map</p> <p>FOR DEFINING</p>	<p>Tree Map</p> <p>FOR CLASSIFYING</p>	<p>Bubble Map</p> <p>FOR DESCRIBING</p>	<p>Double Bubble Map</p> <p>FOR COMPARING</p>
<p>Flow Map</p> <p>FOR SEQUENCING</p>	<p>Multi-Flow Map</p> <p>FOR CAUSE AND EFFECT</p>	<p>Brace Map</p> <p>WHOLE TO PARTS</p>	<p>Bridge Map</p> <p>FOR ANALOGIES</p>

Writing in the Margins

While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of your text, on sticky notes, or in a column on your notes.

<p>Visualize Visualize what the author is saying and draw an illustration in the margin.</p>	<ul style="list-style-type: none"> • What does this look like? • How can I draw this concept/idea? • What visual and/or symbol best represents this idea?
<p>Clarify Clarify complex ideas presented in the text.</p>	<ul style="list-style-type: none"> • Define key terms. • Reread sections of the text. • Analyze or connect ideas. • Paraphrase or summarize ideas.
<p>Connect Make connections within the reading to your own life and to the world.</p>	<ul style="list-style-type: none"> • How does this relate to me? • How does this idea relate to other ideas in the text? • How does this relate to the world?
<p>Respond Respond to ideas in the text as you read.</p>	<ul style="list-style-type: none"> • Interesting ideas • Emotional arguments • Author's claims • Facts, data, and other support
<p>Summarize Briefly summarize paragraphs or sections a text.</p>	<ul style="list-style-type: none"> • What is the paragraph about? • Describe what the author is doing. • Account for key terms and/or ideas.
<p>Question Question both the ideas in the text & your own understanding of the text.</p>	<ul style="list-style-type: none"> • What is the author saying here? • What do I understand so far? • What is the purpose of this section? • What do I agree/disagree with?

Marking the Text

Marking the text is an active reading strategy that asks students to think critically about their reading.

the paragraphs

Underline key ideas

key components of marking the text:

CIRCLE IMPORTANT WORDS

Number any
1. steps
2. lists
3. details

Highlight key points that support the main idea

Number paragraphs

* Label important ideas

Circle key terms

Underline author's claims & key ideas

Draw arrows → to show Related ideas



ASK QUESTIONS AND CONFUSIONS IN THE MARGIN

Find what works for YOU!

Vocabulary: Costa's Levels of Thinking and Questioning

LEVEL 1:

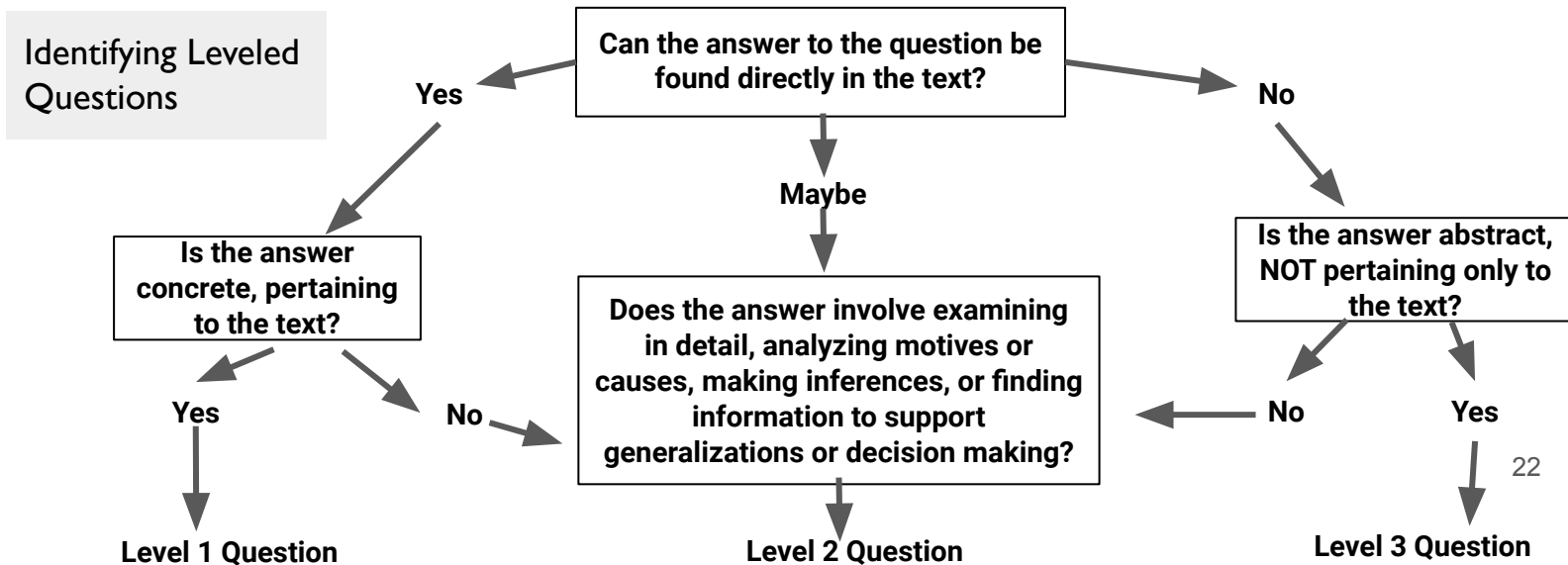
Remember	Define	List	Recall	Match
	Repeat	State	Memorize	Identify
Show Understanding	Name	Describe	Label	Record
	Give examples	Rewrite	Review	Tell
	Restate	Recognize	Locate	Extend
	Discuss	Explain	Find	Summarize
	Express	Report	Paraphrase	Generalize

LEVEL 2:

Use Understanding	Dramatize	Use	Translate	Interpret
	Practice	Compute	Change	Prepare
	Operate	Schedule	Pretend	Demonstrate
	Imply	Relate	Discover	Infer
	Apply	Illustrate	Solve	
Examine	Diagram	Question	Analyze	Criticize
	Distinguish	Inventory	Differentiate	Experiment
	Compare	Categorize	Select	Break down
	Contrast	Outline	Separate	Discriminate
	Divide	Debate	Point out	
Create	Compose	Draw	Plan	Modify
	Design	Arrange	Compile	Assemble
	Propose	Suppose	Revise	Prepare
	Combine	Formulate	Write	Generate
	Construct	Organize	Devise	

LEVEL 3:

Decide	Judge	Rate	Choose	Conclude
	Value	Justify	Assess	Summarize
	Predict	Decide	Select	
	Evaluate	Measure	Estimate	
Supportive Evidence	Prove your answer	Give Reasons for your answer	Explain your answer	Why do you feel that way?
	Support your answer		Why or why not?	



Academic Writing Models at MWMS

This page is an at-a-glance guide to the writing models used at Marcus Whitman. ToSEEC, CREE(a)C, and ESCAPE are all from Wit & Wisdom, while the CER model is used in Science. Check with your teachers in other subjects for the model they want you to use.

ToSEEC (Informative Writing)		
ToS	Topic Statement	State your essential idea about a topic
E	Evidence	Cite evidence that develops your content, including necessary context
E	Elaboration	Explain how evidence develops your topic
C	Concluding Statement	Reinforce your essential idea

CREE(a)C (Argumentative Writing)		
C	Claim	State your claim(s) about a topic
R	Reason	State a reason that supports your claim
E	Evidence	Cite evidence for the reason, including necessary context
E	Elaboration	Explain how evidence relates to the reason
A	Alternate Claims	7th: Acknowledge alternate claim 8th: Acknowledge and distinguish from alternate claims
C	Concluding Statement	Reinforce your argument

Acknowledgement of alternate or opposing claim(s) does not occur in a fixed order; it can happen anywhere in the paragraph or essay.

The models for argumentative writing are very similar. They mostly just use the same words in a different order

ESCAPE (Narrative Writing)		
E	Establish	Engage and orient your reader by establishing a context 7th & 8th grade: add point of view
S	Setting	When and where the story takes place
C	Characters	Who the story is about and what they want
A	Action	What events happen and how characters experience the events
P	Problem	What prevents the main character(s) from getting what they want
E	Ending	Resolution to the problem

As appropriate, students can change the sequence of the story elements for effect.

CER (Scientific Argument Writing)		
C	Claim	What do you conclude? This is a short statement that answers the question.
E	Evidence	What data proves this claim? Use quantitative (number) data and/or qualitative (language) data.
R	Reasoning	How does the evidence support the claim?

Academic Language Scripts

Use the questions below to help find the right words to use when you aren't sure what to say. Use them to ask for help, in class discussions and even in conversations with friends.

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to... (do this..., write this..., draw this..., pronounce this..., solve this..., etc.)?

Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that...
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean...?

Probing for Higher Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand..., but I wonder about...
- How does this idea connect to...?
- If _____ is true, then...?
- What would happen if...?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Offering a Suggestion

- Maybe you/we could...
- Here's something that we/you might try...
- What if you/we...?

Expressing an Opinion

- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Soliciting a Response

- Do you agree?
- _____ [name], what do you think?
- Can someone else ask a question or offer an opinion?
- _____ [name], what did you understand from that answer?

Disagreeing

- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that... I think that...
- I have a different answer than you...

Building on What Others Say

- I agree with what _____ said because...
- You bring up an interesting point, and I also think...
- That's an interesting idea. I wonder if...? I think... Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____ said that... I agree, and also think...
- Based on the ideas from _____, _____, and _____, it seems like we all think that...
- That's an excellent point, and I would add...

Classroom Reporting

- _____ [name] explained to me that...
- _____ [name] pointed out that...
- _____ [name] mentioned that...
- _____ [name] shared with me that...
- _____ [name] brought to my attention that...
- _____ [name] pointed out something interesting/intriguing/surprising/etc...