

West Middle School Student Handbook

2026-2027

Kady Carson
Principal

Mike Lewis
Assistant Principal

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Lawrence, KS 66049

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Office Hours: 7:30am-4:00pm

Teacher Hours:
7:40-3:40 pm

Student Hours:
8:00-3:11 pm
1:40 pm on Wed

School Colors:
Columbia Blue and White

Mission Statement

West Middle School is dedicated to providing a stimulating, safe and developmentally appropriate environment where all students may build self-reliance, enhance academic skills and strengthen a sense of responsibility to self and to community as foundations for their future success.

The following belief statements reinforce the mission of West Middle School:

- I. We believe that a safe, orderly and productive environment is crucial to the attainment of any goal.
- II. We believe in maintaining high educational standards and providing the support and resources necessary for students to meet/exceed our expectations.
- III. We believe in the ideal of mutual respect throughout the entire school populace.
- IV. We believe in the achievement of understanding and acceptance of individual differences among students and staff.
- V. We believe in the premise that for our educational goals to succeed, students, family, teachers and others in the community must work together and accept their full share of responsibility.

School Fight Song

Onward Warhawks, answer the call – Scoring, winning, we are the best of all. Onward, Warhawks, mighty and strong. Best is West, West is best. 'Hawks are better than the rest! Onward to Victory.

WMS M,T,Th,F DAILY SCHEDULE

West is Best!

HOUR	6th Grade	7th Grade	8th Grade
1st (SS)	8:00 - 8:48	8:00 - 8:48	8:00 - 8:48
2nd	8:51 - 9:39	8:51 - 9:39	8:51 - 9:39
3rd	9:42 - 10:30	9:42 - 10:30	9:42 - 10:30
4th	10:33 - 11:21	10:33 - 11:46 Lunch 11:21 - 11:46	10:33 - 11:21
5th	11:24 - 12:12	11:49 - 12:38	11:24 - 12:38 Lunch 12:13- 12:38
6th	12:15 - 1:29 Lunch 12:41 - 1:06	12:41 - 1:29	12:41 - 1:29
7th	1:32 - 2:20	1:32 - 2:20	1:32 - 2:20

WMS W DAILY SCHEDULE

West is Best!

HOUR	6th Grade	7th Grade	8th Grade
1st (SS)	8:00 - 8:35	8:00 - 8:35	8:00 - 8:35
2nd	8:38 - 9:15	8:38 - 9:15	8:38 - 9:15
3rd	9:18 - 9:55	9:18 - 9:55	9:18 - 9:55
4th	9:58 - 10:35	9:58 - 10:35	9:58 - 10:35
5th	10:38 - 11:15	10:38 - 11:15	10:38 - 11:15
6th	11:18 - 12:20 Lunch 11:18 - 11:43	11:18 - 12:20 Lunch 11:55 - 12:20	11:18 - 11:55
7th	12:23 - 1:00	12:23 - 1:00	11:58 - 1:00 Lunch 12:35 - 1:00
8th	1:03 - 1:40	1:03 - 1:40	1:03 - 1:40

WAR³HAWKS (CI3T)

It is the goal of West Middle School to support students in achieving academic success, positive social growth and emotional well-being. In an effort to meet this goal, West Middle School has adopted a comprehensive, integrated, three-tiered (CI3T) model of prevention (Lane, Oakes & Menzies, 2010). The CI3T model of prevention has at its base a school-wide primary prevention component. Each and every student participates just by virtue of attending West Middle School. The goal of this school-wide plan is to equip students with meaningful academic, behavior and social skill sets that will support successful school and life outcomes.

At West Middle School, we expect all Warhawks to be respectful, responsible and ready (WAR³HAWKS) to learn at all times. We strongly believe that all students benefit from being honest, committed and fair. We foster and promote these characteristics in our classrooms, activities and student success program. The purpose of the WAR³HAWKS model is to:

- ❖ Create a school-wide framework in which all teachers, staff, parents, and students are clear about academic, social, and behavioral expectations for all students to be successful.
- ❖ Provide a consistent and responsive system using current data to inform and drive decisions related to student performance and intervention.
- ❖ Cultivate a positive school climate.

In order to help students be successful with their choices, West has implemented positive behavior supports to encourage appropriate behaviors for all students. The positive behavior supports not only involve teaching expected behaviors and supporting students in making appropriate choices, but also includes a plan of response when poor choices are made.

The West Middle School behavior policy emphasizes the following points:

- ❖ Students will be taught Warhawk Expectations, expectations about appropriate behavior and specifics of our positive behavior supports at the beginning of the school year.
- ❖ Parent/Guardian will be contacted when a student receives any referral.
- ❖ Consequences will be assigned considering the specific behavior, the degree to which this behavior was demonstrated and the total number of office referrals.
- ❖ Consequences will increase in severity with the type of behavior and with each office referral. Each infraction will be considered on a case by case basis. The consequences assigned are at the discretion of the administrator.

Certain offenses may result in Out of School Suspension (OSS) immediately, thus superseding some stated consequences. Example behaviors may include bullying, physical violence, profanity, open defiance, theft and removal from In School Suspension.





WAR 3 HAWKS

EVERYWHERE ALL THE TIME	ARRIVAL/ DISMISSAL	CLASSROOM	HALLWAY	CAFETERIA	RESTROOM	TECHNOLOGY	EVENTS & ACTIVITIES
☒ Use appropriate voice level and language ☒ Use Time Wisely ☒ Take pride in your school ☒ Exercise self-control ☒ Respond positively to instructions and requests from all staff	☒ Arrive on time ☒ Share space well with others ☒ Leave campus promptly	☒ Arrive to class on time ☒ Be actively engaged and prepared for learning activities ☒ Be open to a growth mindset	☒ Stay to the right and walk promptly to next location ☒ Be aware of and respect the physical space of others ☒ Water only; eat food in designated areas only ☒ Follow hall pass procedures	☒ Follow directions ☒ Know your student ID number ☒ Return trays and clean table area ☒ Ask permission to leave the table/room	☒ Respect others privacy ☒ Report any issues to an adult ☒ Return to classroom promptly ☒ Wash hands	☒ Use electronic devices appropriately ☒ Bring electronic devices fully charged ☒ Handle electronic devices with care ☒ Demonstrate academic integrity	☒ Remain in designated area for specific event ☒ Be courteous to guests and opponents ☒ Practice good sportsmanship and audience etiquette

Student Expectations

Attending School Activities

- ❖ Students will follow WAR³HAWKS behavior expectations at all USD497 activities and/or athletic events.
- ❖ Students who have served Out of School Suspension during the current semester may not attend.
- ❖ Only West Middle school students may attend West activity nights.
- ❖ Be supportive in a manner respectful of everyone involved in the activity.

Personal Electronic Communication Devices

In order to preserve the learning environment and maximize academic performance and engagement at school, cell phones and any other personal electronic communication devices not distributed by the school district should be put away and out of sight during the school day.

- ❖ Students are allowed to use cell phones before school, after school, and during lunch times, provided such use does not cause disruptions, distractions, or tardiness to class.
- ❖ District issued iPads or other school devices are provided for all academic work that require technology during class. Therefore, cell phones or other personal electronic devices should not be out or used during class or passing periods.
- ❖ If a student has a cell phone or electronic device out during the academic day (other than during lunch), they will be directed to the main office.
- ❖ If a student refuses to report to the office an administrator will be called and additional consequences may be assigned.
- ❖ Use of district network resources should not be considered private or confidential. The student should have no expectation of privacy when using the district's network.
- ❖ The district will not be responsible for lost, stolen, or damaged devices, nor are administrators responsible for investigating lost/stolen devices.
- ❖ Do not loan electronic devices to anyone. If a device is confiscated, the owner of the device and the person using it will both be assigned consequences. The device will only be returned to the owner.

Policy JCDC

Book: Policy Manual

Section J: - Students

Title: PK12 Student Personal Electronic Communication Devices

Code: JCDC

Status: Active

Adopted: August 10, 2026

JCDC PK12 Student Personal Electronic Communication Devices

Purpose

This policy, for all PK12 students, prioritizes the critical mission of teaching, learning and student achievement, and the assurance of a respectful, safe, and active learning environment in Lawrence Public Schools.

In compliance with KS HB 2299, use of personal electronic communication devices is prohibited during the school day for all students.

As appropriate for engagement and safety, procedures and guidelines to limit use of personal electronic communication devices by students may also be implemented during school sponsored events and activities.

KS HB 2299 Definition

Personal Electronic Communication Device: Any wireless electronic communication device that provides voice, text, or video communication between two or more parties, including but not limited to cellular phones, tablets, computers, smartwatches, wireless headphones or earbuds, text messaging devices, or personal digital assistants, and that is not owned or issued by the school district.

Student Expectations

Personal Electronic Communication Devices

General Guidelines

Responsibility for Compliance:

It is a collective responsibility in Lawrence Public Schools to prioritize school time for instruction, the critical mission of teaching and learning, to support students in their social emotional well-being and safety, and to comply with state law HB 2299. Specifically:

It is the responsibility of the **student** to maintain personal electronic communication devices in an inaccessible location during the school day. Devices must be turned off and securely stored.

It is the responsibility of the **teacher, coach, or staff member** in charge to set the expectation, and create conditions to support compliance in achieving a personal electronic communication device-free learning environment.

It is the responsibility of the **school administrator** to support students and staff to ensure that classrooms/school maintains compliance with the HB2299.

It is the responsibility of the **Superintendent and administrative team** to ensure that day-to-day operation of district schools are in compliance with Board policy and state Statute.

It is the responsibility of the **Board of Education** to maintain district policy in compliance with state statute.

Compliance: Use of Electronic Communication Devices During the School Day: All students PK-12 shall use district-issued devices for instructional purposes as directed by district staff.

Students who need to contact a parent, guardian, or person acting as a parent during the school day shall be supported in that process.

Restrooms and Locker Rooms: Use of personal electronic communication devices is prohibited in restrooms, locker rooms, changing areas, or other locations where privacy is reasonably expected, at all times of the day, including before and after school.

Limited Exemptions: A student may be permitted to use a personal electronic communication device during the school day only when:

The use is required for implementation of the student's Individualized Education Program (IEP) or Section 504 Plan; or

The use has been approved by a licensed physician as medically necessary to support the student's health or well-being;

Emergency: In an emergency, students shall follow the direction of school personnel. Communication with emergency responders or family members shall occur as directed by school staff.

Student Expectations

Personal Electronic Communication Devices

Enforcement: Violations of this policy shall be addressed in accordance with the district's student code of conduct and applicable administrative procedures. Disciplinary responses may include parent notification, administrative referral, or other appropriate disciplinary action consistent with district policy.

Administrative Guidance: The superintendent shall develop guidance and administrative procedures necessary to implement this policy consistently across all district schools.

1st Offense

- ❖ Student is reminded to put their device away
- ❖ No parent contact

2nd Offense

- ❖ Student reports to the office
- ❖ Administrator is notified and has student put phone in locker until the end of the day
- ❖ Student can get device after school
- ❖ Teachable Moment (Logged in Powerschool by admin. team)
- ❖ No parent contact

3rd Offense

- ❖ Student reports to the office
- ❖ Administrator is notified and has student put phone in locker until the end of the day
- ❖ Parent/Guardian must pick up device after school
- ❖ This is now a recurring behavioral issue and should be logged in Powerschool using the Teachable Moment form by an administrator
- ❖ 30 minute detention (this could be a lunch detention)
- ❖ Parent contact by admin. team

4th Offense

- ❖ Student reports to the office
- ❖ Administrator is notified and has student put phone in locker until the end of the day
- ❖ Parent/Guardian must pick up device after school
- ❖ Parent meeting with administrator to discuss plan-of-action
- ❖ This is now a recurring behavioral issue and should be logged in Powerschool using the Teachable Moment form by an administrator
- ❖ 30 minute detention (this could be a lunch detention)
- ❖ Parent contact by Administrator

5th and higher offenses will be dealt with on an individual basis

Dress Code

Students must wear:

- ❖ Top (shirt, blouse, sweater, sweatshirt, tank, dress, etc.)
- ❖ Bottom (pants, athletic pants, shorts, skirt, dress, leggings, etc.)
- ❖ Shoes

This policy permits additional student attire requirements when necessary to ensure safety and the ability to fully participate in certain academic settings (e.g. physical activity, sports, science, or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics, or fine arts programming. Courses that include attire as part of the curriculum (e.g., professionalism, public speaking, job readiness, fine arts performances) may include assignment-specific dress.

Students may wear:

- ❖ Hats, including religious headwear
- ❖ Hoodie sweatshirts
- ❖ Fitted pants, including leggings, yoga pants, and “skinny jeans”
- ❖ Ripped jeans, as long as underwear is not exposed
- ❖ Tank tops, including spaghetti straps, halter tops, and strapless tops

Students cannot wear:

- ❖ Violent language or images
- ❖ Images or language depicting weapons, drugs or drug paraphernalia, alcohol, nicotine products, illegal items, or illegal activities, or use of the same
- ❖ Hate speech, threats, profanity, or pornography Images or language that creates a hostile or intimidating environment based on any protected class
- ❖ Visible underwear. Visible waistbands or straps on undergarments worn under clothing are not a violation
- ❖ Bathing suits (except where required for participation in a course or school activity)
- ❖ Helmets, hats, or headwear that obscures the face (except where such is worn as a religious observance or for medical purposes)
- ❖ Clothing that intentionally shows private parts (nipples, genitals, buttocks); clothing must cover private parts in opaque (not able to be seen-through) material
- ❖ Clothing or accessories that may endanger the student or others, such as spikes
- ❖ Clothing that covers the student’s face to the extent that the student is not identifiable (except clothing/headwear worn for religious or medical purposes)

Hairstyles

Except where student health and safety may be implicated (e.g., in chemistry or science lessons, culinary lessons, physical education or sports classes), restrictions shall not be placed on how students choose to wear their hair. Any restrictions that are necessary for student health or safety must be equitably enforced, and must not be enforced differently based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, or cultural observance.

Dress Code & Violation Consequences

If necessary, an administrator will be contacted and will make the final decision as to whether a dress code violation has occurred.

- ❖ Students in violation of the dress code will be asked to correct or cover the non-complying garment(s) or replace the item with appropriate clothing prior to returning to class or school activity.
- ❖ Parents will be contacted and given the opportunity to bring different clothing to the student or West gear will be provided.
- ❖ Additional consequences could include and office referral

Internet Access

- ❖ District Acceptable Use Policy can be found on the USD497 website under the parents and students tab.
- ❖ Students shall have no expectation of privacy when using district computer systems.
- ❖ Because of high demand for these resources, school liability, and student safety issues, school computers may only be used for academic purposes.
- ❖ There are two levels of consequences for inappropriate use:
 - Level 1: Games, e-mail, and non-assignment related internet activity.
 - First occurrence: Loss of computer access for the day.
 - Second occurrence: Loss of computer access for four weeks.
 - Third occurrence: Administrative referral and loss of access.
 - Level 2: Visiting internet sites that are inappropriate, viewing/creating inappropriate materials or hacking activities.
 - First occurrence: Loss of computer access for 4 weeks and possible suspension.
 - Second occurrence: Loss of computer access for 9 weeks and possible suspension.
 - Third occurrence: Loss of computer access for remainder of year and probable suspension.

Food & Drinks

- ❖ Federal regulations prohibit private business enterprises from soliciting, selling or delivering food or drink items on school property in competition with the non-profit food service program.
- ❖ This includes parents bringing in private labeled food items from outside vendors (i.e. Subway, McDonalds, Sonic, etc.) during meal times.
- ❖ No food or beverage of any kind brought into the building are to be consumed between classes, during classes or in hallways during the school day.

Responding to Behavior Problems

Responding to Challenging Behaviors

BEHAVIORS: How you first respond determines everything. Be consistent. Our goal is to keep students in class, learning.

TEACHABLE MOMENTS LEVEL 1 Minor behaviors that only IMPACT THE STUDENT Teacher Managed/Documentation	TEACHABLE MOMENTS LEVEL 2 Minor behaviors that impede LEARNING/SAFETY of SELF/OTHERS Teacher Managed/Documentation*	BEHAVIOR ENTRY Major behaviors that are HARMFUL, ILLEGAL and/or DIRECT VIOLATION OF BOARD POLICY Office Managed/Documentation*
<u>Off-Task Behaviors</u> • Distracting behaviors • Disruptive behaviors • Not following directions • Not listening • Not prepared • Out of seat • Refusing to work • Blurting out • Inappropriate use of technology <u>Safety Issues</u> • Horseplay • Poking/Touching • Throwing items <u>Avoidance</u> • No homework • Not doing classwork • Not taking responsibility <u>Miscellaneous</u> • Academic integrity issues • Tardiness (see policy) CHRONIC* BEHAVIOR – MOVE TO A LEVEL 2 *3 individual LEVEL 1 per week/per class	<u>Off-Task Behaviors</u> • Intentional class disruption • Repeated talking after redirection • Inappropriate use of technology • Touching/taking others' property <u>Safety Issues</u> • Running • Inappropriate use of equipment/furniture • Leaving supervised area • Play fighting/horseplay • Tripping/Shoving • Throwing items at others <u>Avoidance</u> • Argumentative behaviors • Refusing to follow directions <u>Miscellaneous</u> • Academic integrity issues • Harassment of others • Disrespect to students/staff • Inappropriate language/gestures • Dress code (see policy) • Tardiness (see policy) CHRONIC** BEHAVIOR – MOVE TO A BEHAVIOR ENTRY **4th LEVEL 2	<u>Behaviors</u> • Fighting • Spitting on others • Sexual misconduct • Theft • Inappropriate language to a staff member • Violence towards staff • Use of illegal substances • Use/possession/distribution of alcohol or illegal substances • Use/possession/distribution of tobacco/related products • Threats to safety • Harassment and discrimination • Hazing or bullying • Vandalism • Possession of weapons or other dangerous objects • Chronic LEVEL 2 behaviors <u>Avoidance</u> • Skipping class/school • Skipping teacher detention • Excessive tardiness (see policy) <u>Miscellaneous</u> • Violation of technology use policy • Plagiarism/forgery • Endangering safety/welfare of others

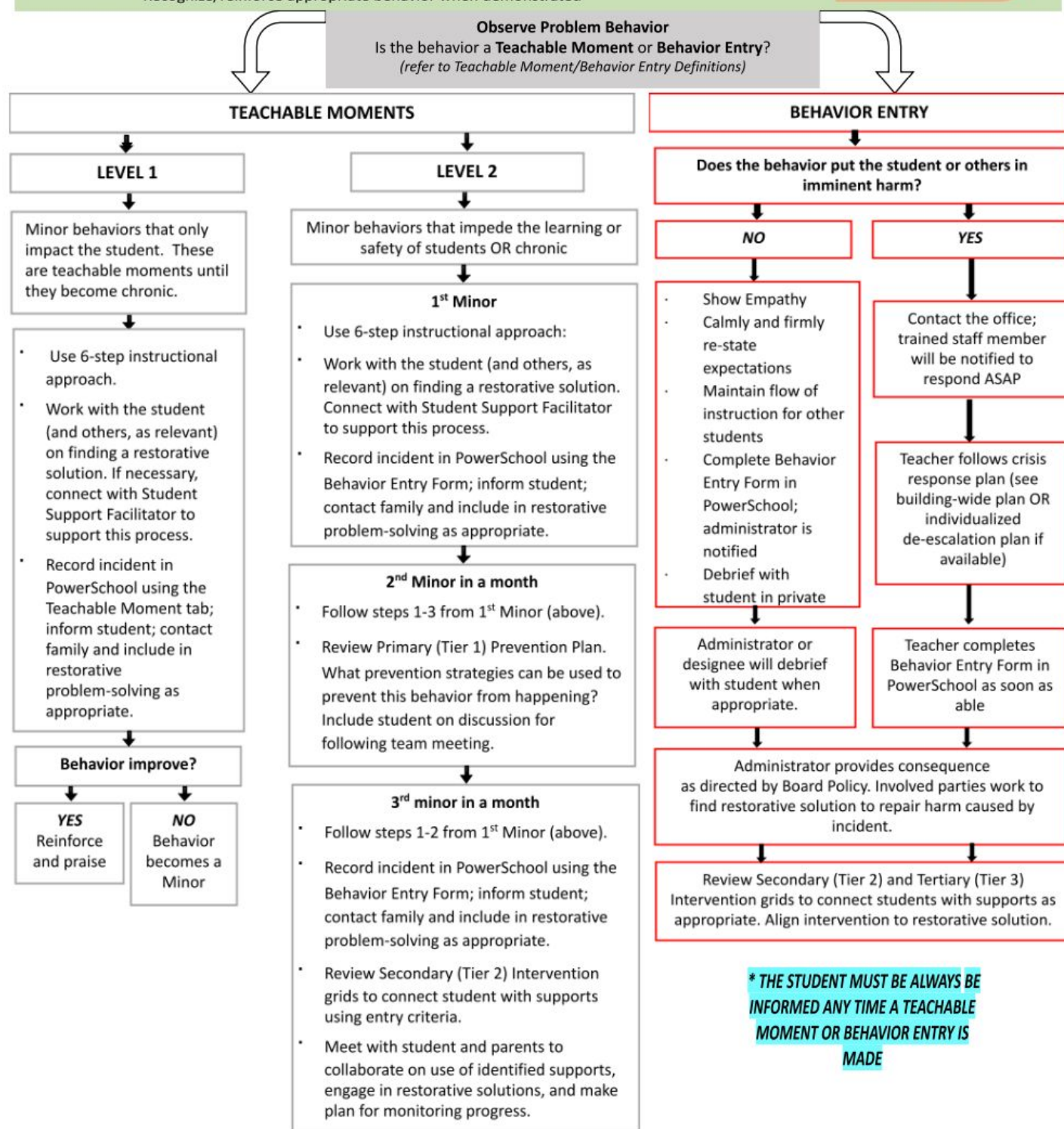
LPS REACTIVE PLAN: Flow Chart for Responding to Challenging Behavior

All staff will use an instructional approach to behavior. This includes teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

6-step Instructional Approach

- Show empathy
- Maintain flow of instruction
- Acknowledge other students meeting expectations
- Redirect and Reteach expected behavior
- Allow time and space
- Recognize/reinforce appropriate behavior when demonstrated

- How you first respond determines everything
- Be consistent
- Our goal is to keep students in class, learning.
- Context matters



*** THE STUDENT MUST BE ALWAYS BE INFORMED ANY TIME A TEACHABLE MOMENT OR BEHAVIOR ENTRY IS MADE**

Restorative Practices at LPS

Lawrence United School District is committed to contributing to a positive school climate, ensuring that all students have multiple systems of support focused on sustained and supportive relationships and relational accountability. Restorative Justice, also called restorative practices, is an alternative approach to the more traditional punitive discipline and school culture. It is a worldview deeply rooted in the practices and values of Indigenous Peoples around the globe. Restorative Practices “focuses on community building, belongingness, and peaceably resolving conflicts by creating opportunities for those involved to listen empathetically to one another’s stories, to repair any harm that may have occurred, and to restore positive relationships within the school community” (Restorative Schools: An Introduction to Tier 1 Practices Manual, Restorative Schools Initiative, KIPCOR, 2021, 7).

By engaging in a multi-year Restorative Justice Implementation Plan in partnership with the Restorative Schools Initiative of the Kansas Institute for Peace and Conflict Resolution (KIPCOR) at Bethel College, LUSD commits to establishing safer and healthier schools, as well as stronger systems of support for students, families, and the community as a whole.

Defining Restorative Justice and Restorative Practice

Restorative Justice refers to a **set of principles and values with a foundational orientation towards healing and repair as a relational response to harm and wrongdoing.**

Restorative Practice often refers to these principles and values as applied in the school setting, including particular focus on the foundation of relationship-building and positive community culture development. The core questions of Restorative Justice ask:

- ❖ Who was hurt?
- ❖ What are their needs?
- ❖ Who has responsibility to address those needs?
- ❖ What process should be used including those who have been affected?

These questions guide an orientation toward repair and responsibility over punishment, and needs and obligations in relationships rather than broken rules. Restorative practice requires us to:

- ❖ Re-evaluate our understanding of broken rules and consequences.
- ❖ View misbehavior primarily as an offense against human relationships.
- ❖ Foster awareness by asking questions to help students understand how their behavior has affected others.
- ❖ Separate the deed from the doer— to recognize the student’s strengths while acknowledging that the student made a poor choice.

A Vision for Restorative Schools

A Restorative School – a school community with sustained and supported relationships which is capable of repairing harm through relational accountability – demonstrates the values of restorative justice, which include:

- ❖ Respect – All members of the community are seen as valuable and worthy, and thus treated with dignity, recognizing the diversity of individual paths and needs.
- ❖ Mutuality– A recognition that we are interconnected, and individual wellbeing is dependent on our collective wellbeing. No one is free until all are free. If one is harmed, all are affected. When one rises, all rise.
- ❖ Inclusivity–Those who are most impacted have voice and leadership in decision making.
- ❖ Shared Responsibility– We have responsibility for the impact of our actions and behaviors. When harm occurs, we support each other in taking responsibility and hold each other accountable.
- ❖ Justice as Healing and Repair – Justice is not seen as vengeance, or arbitrary punishment. Further, our mistakes do not define us. Rather, when harm occurs, the demand is to seek for that which repairs, makes right, and offers opportunity for healing and education rather than arbitrary punishment.

Detention

The student remains after school at the request of a teacher or the office.

- ❖ Teachers may assign their own detentions as they see fit.

Office detentions are scheduled:

- ❖ On a case by case basis

Lunch detention will take place during student lunch time. Students will take their lunch and report to the detention room. Student will remain in the detention room until their class has been dismissed from lunch.

Detention Rules

- ❖ No talking without permission.
- ❖ Personal electronic devices, including cell phones are to be given to office support staff.
- ❖ Students will work on homework, class related work, or restorative work
- ❖ Failure to abide by these rules may result in an additional detention or ISS

In School Suspension (ISS)

- ❖ Restorative Practices will be embedded in any In School Suspension to address student need for restorative, academic, and social-emotional support.
- ❖ The student is removed from the regular classroom and is placed in an alternative learning environment.
- ❖ All assignments will be completed in this room prior to completion of the intervention period.
- ❖ Any student not complying with the expectations in ISS may be assigned additional days in ISS or an Out-of-School Suspension (OSS) for the duration of the original ISS intervention period.
- ❖ Full day ISS begins at 8:15 am and concludes at 2:56 pm.
- ❖ Students will turn phone into main office for the day before entering ISS.
- ❖ Students will work quietly to complete individual work sent by the classroom teachers and any restorative work assigned to them.
- ❖ Students will eat lunch in the ISS room and take scheduled restroom breaks.
- ❖ Students may not attend school activities the day they are assigned ISS.
- ❖ Students who are members of a school athletic team or activity group assigned to ISS may not participate in the next scheduled game/activity for extra-curricular activities.
 - Further consequences (up to and including suspension from games and termination from the team) will be addressed on an individual basis through discussion between the Coach(es)/Sponsor(s), Student Support Facilitator, and the Assistant Principal

Out of School Suspension (OSS)

Every attempt will be made to keep students in school. However, for more serious behavior infractions and/or chronic referrals/inappropriate choices, the student will be removed from the school learning environment for a set period of time.

- ❖ Long term suspension may be recommended and pursued for chronically disruptive/insubordinate students.
- ❖ During an OSS, students are not allowed on any school district property or at any school district activities.
- ❖ Students who are members of a school athletic team or activity group assigned OSS may not participate in the next scheduled game/activity for extra-curricular activities.
 - Further consequences (up to and including suspension from games and termination from the team) will be addressed on an individual basis through discussion between the Coach(es)/Sponsor(s), Student Support Facilitator, and the Assistant Principal

Suspension Alternative Program (SAP)

If a student is assigned OSS for a period of 3 -10 days, the district may provide the student the opportunity to participate in the Suspension Alternative Program. This is a voluntary alternative to OSS. Parents/Guardians must provide transportation and lunch for their student to and from the learning site.

General Information

Athletics

- ❖ West Middle School currently provides sports teams in the following:
 - For 7th & 8th grade female students: Volleyball
 - For 7th & 8th grade students: Football, Cheerleading, Cross Country, Boys & Girls Tennis, Wrestling, Boys & Girls Basketball and Track
- ❖ Coaches will conduct informational meetings before the individual sport season begins.
- ❖ Dates & times are in newsletters, West website, in the office & in the announcements.
- ❖ **Before** a student may participate in tryouts or practice, the following must be complete & on file in the West main office. (More information will be provided at the coaches' preseason meeting & forms may be picked up in the main office and on the West website):
 - Athletic/Academic Policy Agreement, Athletic Physical Exam, Code of Conduct, Athletic Insurance Compliance & Tryout Participation Agreement (when required).
- ❖ Per KSHSAA regulations, students must attend ½ of the school day in order to participate or attend an activity that day. Exceptions are allowed for a funeral or an approved school activity.
- ❖ Students riding to a school sponsored activity on a bus/van must return in the same vehicle, unless prior written permission is provided by a parent or guardian in a timely manner.
- ❖ **Students will not be released to anyone except their parent/guardian at away games/activities.**
- ❖ Students assigned to ISS may not participate in the next scheduled game/activity.
 - Further consequences (up to and including suspension from games and termination from the team) will be addressed on an individual basis through discussion between the Coach(es)/Sponsor(s), Student Support Facilitator, and the Assistant Principal
- ❖ Students assigned OSS may not participate in the next scheduled game/activity.
 - Further consequences (up to and including suspension from games and termination from the team) will be addressed on an individual basis through discussion between the Coach(es)/Sponsor(s), Student Support Facilitator, and the Assistant Principal

Deliveries & Messages to Students

- ❖ The office will not accept flower arrangements, balloons or other personalized deliveries.
- ❖ Only messages of extreme importance will be delivered to students.
- ❖ Items such as books, instruments, lunches, etc. will be left in the office for the student to pick up. Please inform your student that you will be dropping off these items.

Grades

6th, 7th and 8th grade student's grades are reported using a traditional approach

- A. Meets & consistently goes beyond academic expectations. Almost all of the learning goals are fully or consistently met. This might be scores or most recent work of 90 or above.
 - B. Meets & may go beyond academic expectations. Most of the learning goals are fully or consistently met. This might be scores or most recent work of 80-89.
 - C. Meets academic expectations. More than half of the learning goals are fully or consistently met. This might be scores or most recent work of 70-79.
 - D. Partially meets academic expectations. Only a few of the learning goals are partially met. This might be scores or recent work of 60-69.
 - F. Fails to meet academic expectations. The learning goals are not being met. This might be scores or recent work of below 60.
-
- ❖ Student progress may be monitored 24/7 through PowerSchool
 - PowerSchool link is on the USD 497 homepage (www.usd497.org) under the Parents & Students Tab:
 - A Parent or Student Username and Password are needed in order to log-in.
 - PowerSchool help can be found on the district PowerSchool page.
 - ❖ Questions concerning academic progress should be communicated to the student's teachers.
 - ❖ The grades used for reporting are: A (excellent), B (very good), C (average), D (inferior work but passing) and F (no credit as the student is not meeting the minimum requirements.)
 - ❖ For some subjects the grades used are CR (credit) / NC (no credit), P (pass) / F (fail).

Honor Roll

Students who have received a semester grade of "F" in any course will not be eligible for the Principal's Honor Roll or the Honor Roll.

Principal's Honor Roll: Students earning a grade point average of 3.8-4.0 will earn distinction as members of the Principal's Honor Roll.

Honor Roll: Students earning a grade point average of 3.0-3.79 will earn distinction as members of the Honor Roll.

Health Clinic

- ❖ A registered nurse will be in the building during the school day.
- ❖ When the RN is not in the building, a health office assistant will be available.
- ❖ No medication can be given by the nurse or any staff without written parent permission.
- ❖ All over the counter medications should be sent to school in the original container with directions for administration and written parental permission.
- ❖ Permission forms and Medical Authorization Forms can be found on the USD497 website for Parents & Students in the A-Z Documents and Forms.

Library / Media Center

In addition to fiction and non-fiction print books, our library resources include: ebooks and digital audiobooks that can be accessed through Destiny on iPads, spaces for study or group work, interlibrary loan, headphones for checkout, and guidance on needed resources.

- ❖ The library is open before and after school, when the building is open to students.
- ❖ Students may visit the library for independent book checkout with a library pass from their classroom teacher.
- ❖ Books and materials are checked out for 2 weeks, but can be renewed for another 2 weeks if needed. Return books to the book return box in the library.
- ❖ Students are responsible for keeping materials in good condition. If materials are damaged or lost, students may be charged for replacement.



*Use **Destiny Discover** to search for books, borrow ebooks & audiobooks, place holds and check due dates. Log in with Student ID number and your student account password.*



*Visit the **USD 497 Middle School Library website** for more resources.*

Technology Use

Students have access to variety of electronic resources to assist in learning. Students are expected to follow district [Acceptable Use Policy](#).

- ❖ Use technology in the manner directed by building staff and administration.
- ❖ Use technology for educational purposes only.
- ❖ Take care of any equipment and report any damages, problems or inappropriate materials immediately to a staff member.
- ❖ Comply with all copyright, trademark and license restrictions including citing Internet sources.
- ❖ Participate as a respectful digital citizen in all online communications.
- ❖ Keep your password private.
- ❖ Students shall have no expectation of privacy when using district technology. All information created or accessed by students may be subject to monitoring without notice.
- ❖ [USD 497 Lawrence Public Schools Acceptable Use Policy](#)

Lockers

- ❖ Lockers assigned only to students in band or orchestra, athletes who require a locker during their season, or for those with individual needs requiring a locker as determined by staff and parents/guardians
- ❖ Lockers are the property of the school district.
- ❖ Students have no expectation of privacy in any school locker.
- ❖ Do not share the locker combination or locker with another student.
- ❖ Do not abuse your locker. Do not rig the locker to stay open.

Lost & Found

- ❖ Lost and found items are kept in the lunchroom in a cabinet
- ❖ Found items should be brought to the cabinet as soon as possible.
- ❖ Put your name on school books, lunch bags & personal property for easy identification in case of loss.
- ❖ Do not bring unnecessary items and/or large sums of money to school.
- ❖ USD 497 will not be responsible for lost, stolen or damaged property. Nor are administrators responsible for investigating/locating lost/stolen property.

Mental Health/Social Emotional Learning

Lawrence Public Schools is committed to addressing the social-emotional and mental wellness needs of all students. Every building has full-time counselors to work with students to support their academic, social-emotional, or mental wellness needs. If you need to speak with your Counselor, go to Student Services to schedule an appointment.

Plagiarism & Academic Misconduct

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work”:

(<http://dictionary.reference.com/browse/plagiarism>)

- ❖ Plagiarism is academic misconduct and is considered a serious offense.
 - First offense: A Minor log entry is completed, student receives a 30 minute detention and is given the opportunity to complete the assignment or an alternative assignment, if the student does not show up for the detention they will receive a “zero” on the assignment.
 - Second and succeeding offenses: A Major log entry is completed student receives an 80 minute detention and a “zero” on the assignment.

Student Hours

- ❖ The school day begins 8:00 am and ends at 3:11 pm on Mon, Tue, Thurs, Fri and 1:40 pm on Wed.
- ❖ The building opens regularly to students at 7:45 am.
- ❖ Students participating in the breakfast program may enter the auditorium doors at 7:35am and remain in the cafeteria until 7:55 am.
- ❖ During cold or inclement weather, students will have the privilege of sitting in the gym at 7:35 am.
 - Go directly to the Warhawk gym to read or talk quietly.
 - Disruptiveness will result in the loss of this privilege.
- ❖ No student will remain at school after 3:15 pm (1:45 pm on Wednesdays) unless in a supervised activity.
- ❖ Students involved in supervised activities leave the building immediately after the activity is over.
- ❖ Students who must wait for transportation home later than 3:15 pm are encouraged to participate in a supervised activity.

Use of Protective Helmets

- ❖ City of Lawrence Ordinance No. 7738, section 17.706 states:
 - No person fifteen years of age or younger shall ride a bicycle, wear, ride or use any roller skates, inline skates, roller blades, skateboards, or scooter, as these things are commonly defined, within the city limits without properly wearing an approved skate or bicycle helmet securely fastened by chin or neck strap.
 - An approved skate or bicycle helmet is headgear which meets or exceeds the impact standard for protective helmets set by the U.S. Consumer Products Safety Commission Safety Standard for Bicycle Helmets.
- ❖ City of Lawrence Ordinance No. 7738, section 17.707 states:
 - There shall be no fine or jail sentence for violation of Section 17-706. In lieu of a fine, any person fifteen years of age or younger found violating section 17-706 shall be eligible to receive a coupon from a Lawrence law enforcement officer or a Lawrence/Douglas County Fire Medical Department staff person; such coupon shall be valid for one free bicycle helmet redeemable at a designated Lawrence Douglas County Fire and Medical facility as supplies of helmets are available.

Violence Hotline

- ❖ Students are encouraged to report violent acts, threats, and other serious situations to:
 - Safe Schools Hotline: 1-877-626-8203
 - Lawrence Law Enforcement Crime Stoppers: 843-TIPS (8477)
 - Bully Reporting link on WMS Website

Visitors to West

- ❖ All visitors must enter the building through the main secured entrance located on the south side of the building during regular school hours.
- ❖ Visitors will check in the office immediately upon arrival to obtain a visitors sticker.
- ❖ School aged visitors are not allowed during the school day.
- ❖ Visitors attending after school activities in the gym or auditorium should park on the north side of the school and enter through the gym or auditorium doors.

Attendance

Activity Absences

- ❖ Attending school athletic events, music events, or field trips are considered excused absences. These absences are not considered in truancy cases.

Attending Special Events

- ❖ These may include special community events and other school district athletic contests, musical performances, and theater productions.
- ❖ Students will be excused to attend these events only if they secure *written parental permission and have it on file in the office BEFORE the start of the school day.*
- ❖ A parent/guardian may pick up ONLY their child in the office without a written note.
- ❖ Permission to leave school will not be granted on the basis of a telephone call.

Authorization to Release Student

- ❖ Students are released during the school day ONLY to the parent/guardian authorized for School Pick-up in PowerSchool.
- ❖ Students WILL NOT be released to an individual other than the parent/guardian unless indicated in Contacts in PowerSchool. This includes siblings, grandparents and other family members.

Leaving Early

- ❖ Bring a note written by parent/guardian stating the time and reason for leaving early.
- ❖ When leaving during a class, show the note to the teacher and then bring the note to the office to sign out.
- ❖ If the departure time is between classes, report directly to the office with the note to sign out.
- ❖ Without a written note, a parent/guardian must come in to the office and sign out their child. Parents/Guardians may only sign out their child.

USD497 Attendance Policy

Every school day counts in a student's academic life. A missed school day is a missed opportunity to learn. Students are expected to be at school unless there is a reasonable excuse not to be in attendance.

Examples include:

- Personal illness
- Illness or death in the family
- Necessary appointments that cannot be made outside the school day
- Obligatory religious observances of the student's own faith
- Participation in a school approved student activity
- Personal matters*
- Emergencies requiring a student's service or presence at home *
- Family vacations arranged in advance with the school administration*

*A student absent from school due to personal matters, home emergencies, and/or family vacation is allowed ten (10) excused absences per school year. A parent requesting additional excused absences above this limitation may submit a Parent/Guardian Request for Student Absence to the school administrator. Please be advised that at any point when school officials feel that excessive absences for any reason are adversely affecting a student's academic or learning progress, administration may request a meeting with parents and the student. This discussion will explore the causes of the excused/unexcused absences and determine what interventions may be necessary to improve the student's well-being, and/or academic and learning progression. School administration or their designees are authorized to request evidence from parents to verify reasons of excessive absences. Please note that excused vs. unexcused absences will be at the discretion of the school administration.

Unexcused Absences

- ❖ When absent from school without parental/guardian approval absence will be unexcused.
- ❖ It is the student's responsibility to have their parent/guardian call or provide written verification of each absence by the next school day.
 - Not doing so will result in the absence being considered unexcused.
- ❖ In any truancy case, all absences are unexcused without a medical verification.
- ❖ Skipping/leaving school without permission constitutes truancy and an Office Referral.
 - Consequences will be assigned according to the Reactive Plan.
- ❖ One unexcused class period equals one full day of an unexcused absence.

Truancy

- ❖ By state law, a student is considered truant when he/she receives:
 - Three unexcused absences in a row
 - Five unexcused absences in a semester
 - Seven unexcused absences in a school year

Advance Absences

- ❖ When absent from school, the student's parent/guardian must call the school office to notify the Attendance Secretary and excuse the absence.
- ❖ If a student plans to be absent for an extended period of time
 - Notify the Attendance Secretary.
 - Notify teachers so that work may be sent with the student before the absence to keep from falling behind in classes.

Assignments When Absent

- ❖ Students will be given reasonable opportunities to complete assignments missed.
- ❖ The time allowed for make-up work is determined by the length & nature of the absence.
- ❖ When absent, students should:
 - Talk to the teachers before or after class the day you return to school.
 - Check teachers' websites and/or Google Classroom.
 - Email teachers; you can find their addresses on the West website at: west.usd497.org
 - If the absence is 3 or more days, call the office by 8:30 am on the 3rd day to request assignments for pick up by 3:30 pm the same day.

Tardy Policy

It is crucial that students arrive to school on time. School begins with 1st period classes. Frequent tardiness results in loss of instruction and has a negative effect on learning. The following expectations and consequences are in place to address this.

Arriving Late at the Start of Day / 1st Period

*Tardies will start over at semester

- ❖ Unexcused 1st period tardy consequences are managed by the office.
- ❖ Unexcused tardies **not excused** by a parent/guardian by 8:30 am the following school day will result in the following consequences:

1st through 3rd Tardy

- Verbal Warning
- No parent contact

4th through 6th Tardy

- Student will have a 30 minute office or lunch detention
- Action plan created with the Student Support Facilitator/Dean of Students
- Teachable Moment (Logged in Powerschool by Attendance Secretary)
- Parent contact by Attendance Secretary

7th Tardy and beyond

- PowerSchool Behavior Entry write up and a mandatory parent meeting with student and administrator.
- During the meeting student, parents, and administrator will modify the plan of action that was created by the student, so unexcused tardies will stop.
- 30 minute office or lunch detention

Arriving Late to Class (2nd through 8th Periods)

*Tardies will start over at semester

1st through 3rd Tardy

- Verbal Warning
- No parent contact

4th through 6th Tardy

- Student will have a 30 minute office or lunch detention
- Action plan created with the Student Support Facilitator/Dean of Students
- Teachable Moment (Logged in Powerschool by teacher)
- Parent Contact by teacher

7th Tardy and beyond

- PowerSchool Behavior Entry write up and a mandatory parent meeting with student and administrator.
- During the meeting student, parents, and administrator will modify the plan of action that was created by the student, so classroom tardies will stop.
- 30 minute office or lunch detention

Cafeteria Information

Warhawk Cafe

School meals meet federal nutrition standards and give you the fuel you need to stay healthy and active.

	Free	Reduced Price	Full Price
Breakfast	\$0.00	\$0.30	\$2.10
Lunch	\$0.00	\$0.40	\$3.20

Breakfast Meal Options (served 7:35-8:00 am) - enter through north side auditorium doors

Every breakfast is planned to include three food components: 1. Fruit 2. Grains (with optional meat/meat alternates allowed) 3. Milk. The food components for each breakfast will be posted at the beginning of each serving line. Students are encouraged to take all the foods offered; however, they must take at least three items, one of which must be 1/2 cup of fruit. Whether you take three items or more, the meal is the same price. The choice is up to you; just be sure to choose at least 1/2 cup of fruit* plus two other items. Check the menu daily so you will know which items in the school breakfast you want to eat.

Lunch Meal Requirements

Every lunch is planned to include an entree, multiple side dishes, and milk. All meal selections offer the following food groups:

- Fruit
- Vegetable
- Protein
- Grains
- Milk

The food groups for each meal will be posted at the beginning of each serving line. Students are encouraged to take all the food groups offered; however, they may decline up to two (2) food groups. Whether you take 3, 4, or 5 of the food groups, the meal is the same price. One of those food groups must be fruits, vegetables or a combination of both.

STEP 1: Choose ½ cup of fruits, vegetables or a combination of both.

STEP 2: Choose 2 or more of the following:

- Full Serving of Fruit – K-8 (1/2 cup) and 9-12 (1 cup)
- Full Serving of Vegetables – K-8 (3/4 cup) and 9-12 (1 cup)
- Grains
- Protein
- Milk

A la Carte Purchases

(See Complete Board Policy EEA)

Items purchased in addition to lunch/breakfast meal are considered a la carte purchases. No a la carte charges will be allowed once the student account reaches a zero balance.

All students are considered to have permission to make a la carte purchases. If a parent/guardian wants to remove student permission to purchase a la carte, they should email the Nutrition & Wellness Team at fs.office.staff@usd497.org. Once a student's a la carte permission has been removed by a parent/guardian, that restriction will remain on the student's account permanently, or until a parent/guardian notifies the Nutrition & Wellness Team to reinstate a la carte permissions.

Low Meal Account Balance Reminders

It is recommended that parents set up low meal account balance reminders through MySchoolBucks.com. This free service allows parents to look at student purchase histories and set-up email notifications for low meal account balances. **This service is available to all parents even if they do not want to use the online payment option.**

- At elementary schools, weekly statements are sent home with students and/or an automated phone call will remind parents of low balances.
- At the secondary level, your child may be given a verbal notice by the cashier when he/she has a low balance. Automated phone calls will also be made to parents.
- Automated emails will also be sent out district-wide from the point-of-sale system. This email will go to the parent that is listed as the primary contact within PowerSchool.

Meal Accounts

The Nutrition & Wellness Department uses an online meal accounting system. The meal accounting system is a debit system, which means that you deposit money into an account and as the student eats, the meal charge is deducted from the account balance. It is expected that all account balances will be kept positive. The Nutrition & Wellness Department cannot extend credit to families for purchase of meals or a la carte items. If you are unable to pay for your students' meals, we encourage you to complete an [application for free/reduced price meals](#).

Students will be able to enter their student ID number via pinpad or use their student ID card to purchase meals and/or a la carte from the cafeteria.

We are not responsible for any cash sent to school with children. If at all possible, please pay by check with reference to your student ID number and school. You may also make credit card payments online via www.myschoolbucks.com. Your first payment for meals needs to be made prior to the first day that meals are served so that there is money in your student's account. Please do NOT combine a lunch money payment with other school type payments (i.e. enrollment fees/fines/cash/etc). Meal payment envelopes are available in the cafeteria and most school offices.

Online Debit/Credit Card Payments

Parents/guardians are able to make payments for school lunches with a debit or credit card and are able to check the balance of their student lunch accounts online at www.MySchoolBucks.com.

If you have never used MySchoolBucks system before, you will need each child's 8-digit student ID# to set up an account with MySchoolBucks.com.

Free and Reduced-Price Meals

Households are encouraged to apply for free or reduced price meal benefits. Reduced price meals are \$0.30 for breakfast and \$0.40 for lunch.

An application for free or reduced price meal benefits and a set of detailed instructions is available online at www.myschoolapps.com or at your school's main office. Contact Nutrition & Wellness Staff with questions or if you need assistance completing an application (fs.office.staff@usd497.org, 785-832-5000).

Applications for free or reduced price meal benefits must be submitted every year. Households that do not submit an application for the school year will be charged full price for meals. Only 1 application per family is required. The Nutrition & Wellness team has 10 days to process applications from the time that they are received. Households are responsible for any meal charges incurred until the application is approved.

End of Year Balances

At the end of the school year, refunds will not be made on student accounts unless the student is leaving the district. The balance in the meal account will be forwarded to the next school year even if the student is attending a different school in USD 497. If a student is graduating, any remaining balance will be transferred to a younger sibling(s). If no younger siblings attend USD 497, households may request a reimbursement form from the cashier for a refund check from the district.

Students without funds to purchase meals Proper nutrition is essential for adequate learning to occur. Our department's policy regarding students without funds in their meal accounts aims to ensure that all students are treated with dignity and respect in the serving line. A regular reimbursable meal will be served to all students regardless of account balance. No breakfast or lunch will be taken away from a student, regardless of ability to pay. No alternative meal will be given to students with a low or negative balance.

Meal Support Fund

The School Nutrition Meal Support Fund is a fund designated for students experiencing financial hardship. Money donated to the Meal Support Fund may only be used for negative balance accounts. The School Nutrition Meal Support Fund committee will designate how to distribute the donations, noting "MSF Transfer" in the account remarks. Donors will receive a charitable contribution acknowledgement for their generous donation.

Returned Check Information

Lunch payment checks that are returned due to insufficient funds are sent directly to RECHECK, Inc. in Wichita, Kansas. You will receive correspondence from RECHECK and be responsible for payment of the face value of the check and the associated \$30.00 fee. RECHECK can also re-present the check to your bank for payment of the face amount and fee a number of times. The check amount will be deducted from your students' account and not credited back until we receive notification from RECHECK that the debt has been satisfied. This may be a lengthy process. You may call RECHECK at 1-888-794-7325 to pay by credit card to hasten the resolution.

Reimbursable Meal Requirements

Breakfast Meal Requirements

Every breakfast is planned to include a main dish, milk, and two fruit options. These four items include the following food groups:

- Fruit
- Grains (with optional meat/meat alternates allowed)
- Milk

The food groups for each breakfast will be posted at the beginning of each serving line. Students are encouraged to take all four items offered; however, they must take at least three items, one of which must be 1/2 cup of fruit. Whether you take three or four items, the meal is the same price.

The choice is up to you; just be sure to choose at least 1/2 cup of fruit plus two other items.

Menu Modifications For Disabilities

Federal law requires all School Food Authorities to make substitutions for meals for children with a disability that restricts the child's diet on a case-by-case basis and only when supported by a written statement from a state licensed healthcare professional. The USD 497 Nutrition & Wellness team is prepared to assist families and students by providing reasonable meal modifications prescribed by an authorized medical authority to accommodate a child's disability. Please see the link below to download the request for meal modifications form. If you have questions or need assistance, please contact our office: fs.office.staff@usd497.org or 785-832-5000. Otherwise, please return the completed meal modification request form to the Nutrition & Wellness office at 110 McDonald Drive, Lawrence, KS 66044. After receiving your completed form, we will contact you to discuss how to implement a special diet for your student.

Menu Modifications For Non-Disability Medical Reasons

If your student has a food allergy or intolerance that does not meet the disability criteria, our department may be able to make menu modifications. However, these will be decided on a case-by-case basis with input from the building kitchen manager and nurse. Please contact our office: fs.office.staff@usd497.org or 785-832-5000 with questions regarding this process.

Menu Modifications For Non-Medical Reasons

We plan our menus with great care to incorporate choices that will satisfy students' needs. If your student's diet is not being met with our current menu offerings, please feel free to contact us to discuss additional options. At our discretion, we will partner with you in an attempt to come up with an acceptable solution that honors your student's diet preferences for ethical or religious circumstances.

Competitive Food Regulations (Board Policy EEA)

The Healthy Hunger-Free Kids Act sets the nutrition standards for all food and beverages, other than reimbursable meals, available for sale to students on the school campus during the school day, and restricts competitive food sales.

Competitive food sales are any food or beverage available for students to purchase that is separate and apart from the district's nonprofit federally-reimbursed food service program.

Building Sales

Competitive food sales shall not operate in competition with the district's food service program, and shall be closed for a period beginning one-half (1/2) hour prior to and remain closed until one-half (1/2) hour after the last regular scheduled school lunch and/or school breakfast period on the campus where the school lunch and/or school breakfast is served.

Fast Foods

Fast foods in the building detract from the emphasis placed upon the Child Nutrition Program and District Wellness Initiatives. The district encourages students to participate in the district's meal program. However, parents have the option to send food for breakfast or lunch if they prefer not to participate in the district's meal program. The district does not recommend students or parents bring fast foods to school; however, if fast foods are brought to school, they may not be in the original packaging.

Questions?

Please reach out to the Food Service Office (M-F, 7:45 a.m. - 4:30 p.m.)

- Phone: 832-5000 (messages left after hours will be returned the next business day)
- Email: fs.office.staff@usd497.org

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, religion, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- (1) mail
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
- (2) fax:
(833) 256-1665 or (202) 690-7442; or
- (3) email:
program.intake@usda.gov

This institution is an equal opportunity provider.

De acuerdo con la ley federal de derechos civiles y las normas y políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta entidad está prohibida de discriminar por motivos de raza, color, origen nacional, religión, sexo (incluyendo identidad de género y orientación sexual), discapacidad, edad, o represalia o retorsión por actividades previas de derechos civiles.

La información sobre el programa puede estar disponible en otros idiomas que no sean el inglés. Las personas con discapacidades que requieren medios alternos de comunicación para obtener la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano (ASL), etc.) deben comunicarse con la agencia local o estatal responsable de administrar el programa o con el Centro TARGET del USDA al (202) 720-2600 (voz y TTY) o comuníquese con el USDA a través del Servicio Federal de Retransmisión al (800) 877-8339.

Para presentar una queja por discriminación en el programa, el reclamante debe llenar un formulario AD-3027, formulario de queja por discriminación en el programa del USDA, el cual puede obtenerse en línea en: <https://www.usda.gov/sites/default/files/documents/ad-3027s.pdf>, de cualquier oficina de USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida a USDA. La carta debe contener el nombre del demandante, la dirección, el número de teléfono y una descripción escrita de la acción discriminatoria alegada con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR) sobre la naturaleza y fecha de una presunta violación de derechos civiles. El formulario AD-3027 completado o la carta debe presentarse a USDA por:

- (1) correo:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
- (2) fax:
(833) 256-1665 o (202) 690-7442; o
- (3) correo electrónico:
program.intake@usda.gov

Esta entidad es un proveedor que brinda igualdad de oportunidades.

MULTIPLICATION CHART 1 - 12

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



AVID

WICOR

Writing

Writing is:

- A tool for communication, reflection, and learning
- Inquiry
- Visible organization of thought
- Communication with authentic audiences

Students who write:

- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert
- Communicate their thinking competently and confidently

AVID supports writing through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Learning-through-writing strategies
- The focused note-taking process
- The writing process in every content area
- Collaboration
- Tutorials, Collaborative Study Groups, and Scholar Groups

Inquiry

Inquiry is:

- 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

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

AVID supports inquiry through blended learning experiences including:

- Design thinking and problem-based learning
- Computational thinking
- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials, Collaborative Study Groups, and Scholar Groups

Collaboration

Collaboration is:

- Positive group interactions
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions

Students who collaborate:

- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

AVID supports collaboration through blended learning experiences including:

- Academic language and literacy scaffolds
- Socratic Seminars
- Philosophical Chairs
- Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads
- Synchronous and asynchronous peer editing groups
- Tutorials, Collaborative Study Groups, and Scholar Groups

Organization

Organization is:

- Managing materials, time, and self
- Practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in goal-setting, planning, and reflection
- Strategically and intentionally taking responsibility for one's own learning

Students who organize:

- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organize thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

AVID supports organization through blended learning experiences including:

- Binders, eBinders, calendars, planners, and agendas
- The focused note-taking process
- Graphic organizers
- Project planning and SMART goal-setting
- Tutorials, Collaborative Study Groups, and Scholar Groups

Reading

Reading is:

- 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

Students who read:

- Activate, engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias

AVID supports reading through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Culturally relevant texts
- The critical reading process
- The focused note-taking process
- Vocabulary building
- Summarizing
- Tutorials, Collaborative Study Groups, and Scholar Groups