



2023-2024

Josh Wilbert, Principal

Kathleen Bastin, Assistant Principal

Jane Bunn, Assistant Principal

Yesenia Hernandez, Administrative Assistant

Katricia Collier, Registrar

Madison Koehn, Bookkeeper

3550 Ross Parkway

Wichita, KS 67210

973-4300

<http://jardine.usd259.org>

This agenda belongs to:

My Jag time teacher is:



VISION

MISSION



Jardine CORE BELIEFS

- **Respect** – *We respect our students, families, community, and ourselves.*
- **Accountability** – *Staff, students, parents, and community members take personal ownership and accept responsibility for our decisions and actions.*
- **Relationships** – *We believe in the importance of building positive and healthy relationships with staff, students, families, and community.*
- **Diversity** – *We value and embrace diversity in our school and our community.*
- **High Expectations** – *We believe all students are capable of learning; it is the responsibility of students, parents, and staff to hold each other to high expectations.*
- **Health & Safety** – *We believe all students and staff deserve a safe, positive, and supportive environment.*
- **Engaged in Learning** – *We believe that successful learning takes place in an engaging, creative, and challenging environment.*

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The History of Jardine

Jardine School began its existence as a high school in the Planeview area in 1943. At that time, the school was known simply as Planeview High School. The City of Planeview was a wartime housing development built by the Federal Government in 1943 to provide residences for the thousands of workers who moved into Wichita to staff the airplane factories. Within the span of one year, Planeview had a population of 20,000 and was the seventh largest city in Kansas. Schools needed to educate the children of the aircraft workers, and four buildings were constructed: three elementary schools and a six-year high school. These buildings, while adequate, were of temporary wartime construction with a lifetime expectancy of about ten years.

In June 1955, the Planeview area annexed by the City of Wichita, and in 1955-56, the operation of the schools became the responsibility of the Wichita Board of Education. For two years, Planeview High School continued to operate as a six-year high school. However, with the opening of Wichita High School Southeast in 1957, grades 10, 11, and 12 transferred to that school and Planeview became a junior high school with grades seven, eight, and nine. At that time, the name officially changed to William M. Jardine Junior High School.

Dr. William M. Jardine was an educator and author. He was President of Kansas State University and later served as President of Wichita State University. He affiliated with agricultural research at Kansas State College in Manhattan and served as Minister to Egypt. Dr. Jardine was an author of numerous papers and bulletins on agriculture, economics and education.

Construction of a new building to replace the temporary structure began in 1957-58, and the new building was ready for occupancy in September of 1958. The building designed by Hibbs, Robinson and Pettit, Architects, and the total cost was \$1,281,610. The capacity of the building was 850. During subsequent years, nine portable units were added.

In August 1988, Jardine selected to house sixth grade students in a pilot middle school program. The following year, the explosion of middle level education emerged in USD 259 and all ninth graders moved to high schools. In the fall of 1989, all junior high schools became middle schools (6-8).

On August 6, 1994, a memorial dedication ceremony held on the Jardine campus. During the Planeview Alumni Reunion, a granite monument installed near the flagpole in memory of the faculty and students of Planeview High School, 1943-1957.



In 1996, Jardine became Edison Junior Academy. In 2003, it became part of the USD 259 family once again. In the 2003-2004 school year, our new name became Jardine Technology Middle Magnet School.

Once again, our school had a name change during the 2014-2015 school year due to a grant that changed our magnet focus. Our new name is:



We are still the Jaguars just with a new focus on our bright future!

Administration

Principal: Josh Wilbert

(jwilbert1@usd259.net)

Assistant Principal: Kathleen Bastin

(kbastin@usd259.net)

Assistant Principal: Jane Bunn

(jbunn@usd259.net)



Important Emails

Administrative Asst: Yesenia Hernandez

(yhernandez@usd259.net)

Bookkeeper: Madison Koehn

(mkoehn@usd259.net)

Cafetería: Elvia Figueroa

(efigueroaloera@usd259.net)

ComCare: Dawn Meeks

(jmeek2@usd259.net)

Counselor: Mathew Bortnick

(mbortnick@usd259.net)

Counselor: Katy Pierce

(kpierce@usd259.net)

Nurse: Gayla McAuliffe

(gmcauliffe@usd259.net)

Registrar: Katricia Collier

(kcollier@usd259.net)

Social Worker: Deb Romero

(dromero@usd259.net)

Attendance Expectations

Calling Tree: When calling 316-973-4300, the caller will hear “Press 1 for English” or “Press 2 for Spanish.”

The options listed below:

*Press 1 for **Attendance***

*Press 2 for **Office***

*Press 3 for **Nurse***

*Press 4 for **Cafeteria***

*Press 6 for **Parent & Community Resource***

Reporting Absences: It is very important for students to be in class and on time every day. If an absence occurs, parents are to call 316-973-4300 to report the absence to the attendance clerk by 9:00am to avoid a Parent Link phone call. Office hours are 6:30am-3:30pm. If parents are unable to call, they should write a note explaining the absence. Voice mail will accept absence calls 3:30pm-6:30am.

Truancy (3-5-7): Please keep in mind that the **State of Kansas** requires schools to report chronic absences (excused and/or unexcused) of **three (3) days in a row per semester, five (5) days in a semester, or seven (7) days in a school year.**

Remember: the only ‘Excused’ absences are for doctor appointments, funerals, court or by the school nurse. If you are not sure, please see the Registrar.



Regular Bell Schedule

1 st Hour (Jag Time)	7:00-7:16 AM
2 nd Hour	7:16-7:58 AM
3 rd Hour	8:02-8:44 AM
4 th Hour	8:48-9:30 AM
5 th Hour	9:34-10:16 AM
6 th Hour (6 th & 7 th Graders) Lunch (8 th Graders) <small>8th graders will go to lockers, leave belongs in lockers, return to 5th hour class, & the 5th hour teacher will escort students to lunch/recess.</small>	10:21-11:03 AM
7 th Hour (6 th & 8 th Graders) Lunch (7 th Graders) <small>7th graders will go to lockers, leave belongs in lockers, return to 6th hour class, & the 6th hour teacher will escort students to lunch/recess.</small>	11:08-11:50 AM
8 th Hour (7 th & 8 th Graders) Lunch (6 th Graders) <small>6th graders will go to lockers, leave belongs in lockers, return to 7th hour class, & the 7th hour teacher will escort students to lunch/recess.</small>	11:55 AM-12:37 PM
9 th Hour	12:42-1:24 PM
10 th Hour	1:28-2:10 PM
Dismissal/Exit Building	2:10 PM
Busses Leave Promptly at 2:15 PM	



Activity Bell Schedule

2 nd Hour	7:00-7:33 AM
3 rd Hour	7:37-8:10 AM
4 th Hour	8:14-8:47 AM
5 th Hour	8:51-9:24 AM
9 th Hour	9:28-10:01 AM
6 th Hour (6 th & 7 th Graders) Lunch (8 th Graders) <small>8th graders will go to lockers, leave belongs in lockers, return to 5th hour class, & the 5th hour teacher will escort students to lunch/recess.</small>	10:06-10:48 AM
7 th Hour (6 th & 8 th Graders) Lunch (7 th Graders) <small>7th graders will go to lockers, leave belongs in lockers, return to 6th hour class, & the 6th hour teacher will escort students to lunch/recess.</small>	10:53-11:35 AM
8 th Hour (7 th & 8 th Graders) Lunch (6 th Graders) <small>6th graders will go to lockers, leave belongs in lockers, return to 7th hour class, & the 7th hour teacher will escort students to lunch/recess.</small>	11:40 AM-12:22 PM
10 th Hour	12:27-1:00 PM
Students will take all of their belongings except their IDs in their lockers and report back to 2 nd hour; Exploratory Team will go to the activity location and assist with transitions.	1:00-1:05 PM
Announcements will be made for each grade level to make their way to the activity.	1:05-1:10 PM
Activity Time <small>Students will be dismissed from the activity.</small>	1:10-2:10 PM
Dismissal/Exit Building	2:10 PM
Busses Leave Promptly at 2:15 PM	



Parents Page(s)

PARENT VUE

<https://parentvue.usd259.net>

The Parent Vue system will allow for parents/guardians to obtain the following information on their student:

- Detailed attendance information
- Detailed grade information from each teacher
- Demographic information
- Emergency information
- Diploma information
- Non-school days

The key benefits of using the Parent Vue system are increased home and school communications, real-time student progress reporting (seven days a week, 24 hours a day) and increased parent involvement.

Access to information for each student is secured through a password to allow only authorized individuals to view the information for each student. It is accessed through a web browser on your computer and requires only minimal setup.

To help ensure a trouble-free connection, please get the information from the office about the minimum computer requirements.

If you do not have a Parent Vue account or you need your log in information please contact our office for assistance, **316-973-4300**.

PARENTLINK

ParentLink is an automated calling system which allows schools to connect with parents and keep them actively informed. Parents will be reached through phone calls and by email to receive up-to-date information including notification of unexcused absences, building-wide announcements, reminders and emergency announcements. It is easy and it is automated!

VISITORS

Parents/Guardians are always welcome to visit their child's classrooms during the day. We require parents and guests to report to the office before going to classrooms.

All visitors are required to follow these procedures:

- Provide a photo ID to be scanned in to the Hall Pass System
- Put on visitor's badge while you are in building
- Visit classroom(s)
- Return to the office and check out through Hall Pass system

We love to have parents visit Jardine!

Former students will not be allowed to visit school during the school day. Students may not have a sibling or a student from another school visit or attend school with them.

ATTENDANCE

Tardies

School starts at 7:00 AM. Parents are responsible for getting their child to school on time every school day. All Wichita middle school students are expected to arrive at school on time each day. Students who are not in class after the final bell has rung are considered tardy. We do understand that things outside of your control do occasionally happen so each student is allowed one "free" tardy per quarter before consequences/interventions will be given.

Early Dismissal

Parents that need to take their child from school before the end of the school day may do so by signing them out in the main office. Please remember that students are only released to a parent or a person listed on the student's Pupil Information Form.

Family emergencies

If a student is going to be absent due to a family emergency, the school must have 24 hours advance notice. Parents must sign a 'Request to Be Absent Form' for any anticipated absences. Administration can approve no more than 5 days. Administration will approve absences due to family emergencies as either excused or unexcused.

MAGNET STATUS/CHANGING OR MOVING SCHOOLS

When exiting a student to another Wichita Public School please notify the main office. We will ask for a forwarding address and phone number. Students will have *three school days* to enroll in a school within our district. Failure to enroll within the three days will result in a truancy referral.

Students Moving Out of the District

Procedures for moving out of district are the same as the exit procedures listed above except the student has *seven school days* to enroll in another school.

Magnet Status Information A student on magnet status will need to fill out a Magnet Exit form. They will need to be signed by Administration to exit Jardine. If the student wants to return to Jardine, they will need to go through the Magnet Office to reapply.

BUILDING ACCESS

The building will open at 6:30 AM for students to enter the building for breakfast. 6th grade students will report to the main entrance. 7th and 8th grade will report to the gym. They are NOT allowed anywhere else in the building until 6:50AM. Students are expected to remain outside of the building until dismissed by the morning supervisor. The end of the day bell rings at 2:10 PM. Buses leave at approximately 2:15 PM. ALL students need to be off school property or at their supervised activity by 2:20 PM.

Breakfast

Students who wish to eat breakfast may come directly to the cafeteria at 6:30 AM. They will remain in the cafeteria until they are dismissed by the breakfast supervisor. It is important to arrive at school in time to finish eating breakfast by 6:50 AM.

BREAKFAST IS NOT AN EXCUSE FOR BEING LATE TO CLASS.

Meal Prices

2023-2024 Meal Prices are as follows (*subject to change*)-

Student meals:

Breakfast-free

Lunch-\$2.75 (full), \$.40 (reduced)

Adult meals:

Breakfast-\$2.50

Lunch-\$4.35

Milk-\$.50

Call the school or Nutrition Services (973-2160) for more information.



AFTER SCHOOL PROGRAM

All students may sign up for the YMCA After School Program, which includes tutoring, sports, activities, field trips, etc. To be eligible for a field trip, students must attend ASP or tutoring at least one day in the previous week. Our ASP runs Monday, Wednesday and Thursday each week. A late bus will be provided to certain schools around Wichita. See routes in office.

GRADE INFORMATION

Progress Reports and Report Cards

Parents need to check PARENT VUE for their student's quarter and semester grades.

<https://parentvue.usd259.net>

Bus Tracker

The following information identifies who to contact when certain situations arise:

Late bus/student not picked up:

316-832-9231

Where's my bus: firstviewapp.com

CELL PHONES/ ELECTRONIC DEVICES

Refer to Policy 1464. The use of Personal Electronic Devices (PEDs) by pupils during the school day is prohibited. **These devices must be kept out of sight and powered off during the school day.**

Students who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary actions. Any PED that is confiscated from a student will be taken to the office, and only a parent or guardian will be allowed to pick up the item. If a student repeatedly has PEDs taken, he/she will have increased consequences. All confiscated items that are not picked up by the end of the school year will be given to charity.

TELEPHONE USE AND MESSAGES TO STUDENTS

The office telephone is a business line and should not be used by students except in emergencies.

Teachers are NOT allowed to grant the use of classroom telephones for students to contact parents. It is important that families make arrangements prior to school starting. Unauthorized use of a classroom phone by a student can result in negative consequences. Parents may leave messages for students by calling 973-4300. **Non-emergency messages will be written down and delivered to students in classrooms by student office assistants.** Please give the office plenty of time to get the message delivered to your child. In order to minimize disruptions to classrooms, phone calls will not be forwarded.

Only in EXTREME emergency situations, with Administration approval, will students be allowed to make phone calls in the office. Students need to make prior arrangements for rides before coming to school.

TEXTBOOK INFORMATION

Textbooks and other instructional materials are the property of USD 259, Wichita Public Schools. They are provided for the use of students who are enrolled in district schools and centers with the expectation they will be returned in the condition they were issued less reasonable wear and tear. Students who lose or damage instructional materials will be charged the replacement cost of the lost or damaged item(s).

Each student shall return all textbooks issued to the student at the time they withdraw from the school, at the end of the first semester for all classes that do not continue, or at the end of the school year. Each student or their parent or legal guardian shall be responsible for textbooks not returned or damaged by the students. Any student failing to return textbooks or who fails to pay for lost or damaged items may as a result have holds placed on progress reports, report cards and diplomas, be excluded from participation in graduation ceremonies, extracurricular activities, sports and special programs/events. All fines must be paid by no later than the last instructional day of the school year. The costs of books and materials are available in the district's Textbook Manager System.

SPORTS (Interscholastic)

Cross Country, Volleyball, Basketball and Track

Only 7th and 8th grade students may participate in competitive interscholastic sports. Boys and girls may participate in Cross Country, Basketball and Track. Volleyball is available only for girls. Information on dates and times of games will be given to students as they are available. Participants of all competitive sports must meet the following criteria:

They can't have Fs in any class. Repeated failing of classes will result in the student being placed on probation and eventual removal from the team. All students must obtain a physical signed by parents and physician prior to the first day of try outs and practice. The KSHSAA physical forms are available at enrollment and from the school nurse. A physical is good for one calendar year. Athletes who receive a detention must serve the detention as scheduled and will only be allowed to come to practice afterwards. If an athlete is assigned to In-School Suspension twice or suspended once during the season, he or she may be removed from the team.

Involvement in the athletic program is a privilege, not a right

Student Page(s)

Jardine Jaguars have **PRIDE** every day!



Guidelines for Success

The *Guidelines for Success* define important behaviors and attitudes by which all students and staff conduct themselves at Jardine.

These behaviors and attitudes go beyond school. They are also important attributes to help you not only be successful in school but also in life.

Building Attention Signal

Jardine uses a “building-wide” attention signal. Whenever an adult raises their hand and says “May I have your attention please?” everyone should stop what they’re doing, get silent and raise their hand above their head.

CHAMPS

Defining your expectations is critical for having a positive and productive school environment. Therefore, we use the acronym CHAMPS to layout our expectations for activities and common areas.

Building CHAMPS Expectations

Hallway CHAMPS
Voice level 2 conversation- Hallway/classroom voice
Ask the nearest adult for assistance
Passing through the hallways, arriving on time/standing in-line with your class when the bell rings
Remain in motion, perky pace, right side, hands/feet to self
Moving quickly/safely to your destination

Cafeteria CHAMPS
Voice level 2 conversation, unless directed to a level 0 for instructions
Raise your hand and wait for an adult
Get your food, sit in assigned seat. When instructed clean your area
Raise your hand, wait for an adult for permission to get up from your table
Be respectful of others, keep area clean, follow instructions of the lunch supervisor(s)

Recess
Voice level 2 or 3 unless being given directions then a level 0
Go to the adult in charge
Indoor: basketball, volleyball, sit/visit Outdoor: basketball, soccer, tetherball, walking/talking
Movement: YES! Stay within the boundaries set by the supervisor
Be respectful of others/follow the instructions of the recess supervisor



Restrooms
Voice level 1 or 2
Report any problems to an adult
Restroom usage
Use restroom that is closest to you, be quick/appropriate at stalls, sinks, mirrors, etc., leave others belongings alone, flush toilets, wash hands, turn off water, throw trash away in the proper container
Using the restroom and moving quickly to the proper location

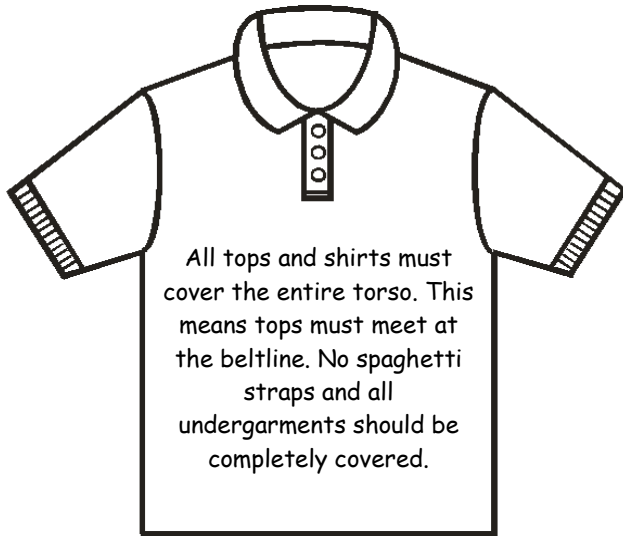
Library
Voice Level 0 or 1
Raise your hand
Line up outside of the library, sit at the table, write the day's agenda, do what's asked the first time
Stay in your seat
Write in agenda, read books, turn in books

Auditorium
Voice level 0 during performances and when entering the auditorium.
Raise your hand-wait for the adult to come to you
Fully engaged in the performance and/or guest speaker. Keep hands, feet, and objects to yourself.
Arrive quickly and sit up straight in your seat, feet flat on the floor.
Sit quietly, upright in your seat listening to the performance, guest speaker, or whomever is on stage

Health Room
Voice level 0 or 1, quiet talking when asked, hand pass to nurse
Ask the nurse for help
Wait for your turn in the chair assigned
Move to the designated area when directed by the nurse
Answer questions to the best of your ability, do what the nurse asks

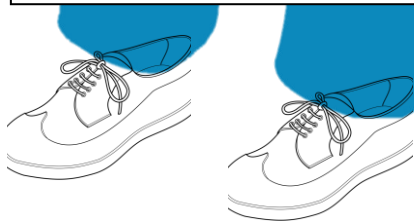
Did you dress for SUCCESS?

At Jardine, we believe it is our mission to prepare our students to achieve college and career readiness, as well as provide a positive and safe learning environment. It is important for our students to learn how to dress appropriately for their learning environment. The administration maintains the right to deal individually with students concerning dress code issues.



Pants/sweatpants/shorts/skirt/dress/leggings: the length of skirts and shorts should extend far enough to meet decency expectations.

Pajama pants are NOT allowed!



This is a hoodie and can be worn throughout the day. However, the hood is not allowed to be worn during the school day.



Jackets:

Hats and gloves are to be kept in student lockers.

Coats and jackets are permitted.

Per BOE Policy 1464-14.2 All personal electronic devices must be silenced and stored away.

Hair	Nothing inappropriate
Backpacks	All backpacks and purses must be placed in student lockers.
Lanyards	Must be breakaway and worn all day with student id attached.

NO Air pods Or Earbuds!
Headphones will be provided for students to use during school hours.

Jardine Jaguar Dress Code 2023-2024

Basic principle: Clothes must be worn in a way such that the body is covered as local public decency laws require with opaque (not see through) material. Certain body parts must be covered for all students. Clothing cannot state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, or religious affiliation. Clothing cannot promote drugs, alcohol, or any device/situation not legal for their age group.

Pants or shorts/ Skirts and Jumpers: Cut-off pants and **pajama pants are not allowed.** Pants must be appropriate in size.

Pants/sweatpants/shorts/skirt/dress/leggings: the length of skirts and shorts should extend far enough to meet decency expectations. No slits allowed.

Shirts: All tops and shirts must cover the entire torso. This means tops must meet at the beltline. No spaghetti straps and all undergarments should be completely covered.

Outerwear: Hats and gloves are to be kept in student lockers. Coats and jackets are permitted.

Hoodies: Hoodies are allowed. However, the hood cannot be worn in the building.

Shoes: Footwear is to be worn at all times.

Underclothes/Sagging: Underwear/shorts cannot be shown outside of the regular attire or through clothing. **Sagging is not allowed.**

Accessories: Non-prescription glasses or contacts not allowed. No hair picks or combs allowed.

Hair Color/Style: No inappropriate letters, or symbols shaved into hair. Lines in eyebrows not allowed. **If you're not sure whether a hairstyle is okay, ask first!**

The following things are NOT ALLOWED suspenders, sunglasses, Mardi Gras beads, bandanas, hairnets, spiked bracelets, spiked necklaces, slippers, dog collars, gloves or pacifiers.

Head Wear: No hairnets, bandanas, feathers, hats or do-rags are not allowed. Headbands and bows are allowed.

Belts/Belt Buckles: Students are encouraged to wear a belt. Shirts do not have to be tucked in but pants CANNOT sag! The ends must be tucked in the loop and not hanging down. Belts cannot be studded or spiked. Belt buckles must be appropriate size, no letters or inappropriate symbols.

Backpacks: Must be placed in student lockers throughout the day.

Jackets: LIGHT jackets and Cardigan sweaters allowed. Students should dress appropriately for the weather.

Lanyards: Lanyards must be school appropriate and breakaway in style. No retractable badge clips allowed. Students are required to wear their student ID at school all day, every day. IDs need to be visible and not in pockets or string backpacks. IDs and lanyards are not to be written on or defaced. If defaced in any way, students will be expected to replace them. Take care of your ID and don't share IDs with other students.

The appropriateness of student dress will always be up to the discretion of Jardine Administration.

In this first year, administration reserves the right to modify and refine the dress code as the year commences and all changes will be communicated in advance.



Miscellaneous Things to Remember

Any clothing or items that give the impression of any gang affiliation, alcohol, drugs, sexual or racial sayings NOT allowed.

Permanent markers (of any kind), NOT allowed.

Skateboards must be kept in student lockers.

Skateboards, scooters, etc. are not allowed to be ridden on school property even before or after school. We want you to be safe!!!

If you ride a bicycle to school, make sure you put it in the bicycle rack and keep it locked up.

Laser pens/pointers: Please remember that laser pens/pointers can be dangerous. They are considered weapons and should not be brought to school for any reason. Doing so can lead to a reassignment hearing.

LOCKERS

Lockers are assigned to students according to their grade level. Locker combinations need to be kept secure. Locker combinations are changed every summer and each locker is checked to make sure the combination works. If you experience problems with your locker, you may seek help from any staff member.

Students should not jerk on handles, mistreat or deface their lockers in anyway. Please be aware that your locker is "rented" to you for the school year. Therefore, it should be returned clean and in good condition when you "move out" at the end of the school year.

For safety and health reasons, regular locker "clean-outs" will be scheduled throughout the year. The Physical Education teachers will assign gym lockers and combination locks to students in the first few days of class.

After closing your locker

SPIN THE LOCK!

KEEP ITEMS IN YOUR

LOCKER SECURE!

Jardine is not responsible for lost or stolen items!

Students should not give their combination to anyone else or share their locker with anyone! Keep your combination a SECRET!!

AGENDA PURPOSE AND EXPECTATIONS

The student agenda is a communication tool for teachers, students and parents/guardians. It is a resource to answer any questions regarding school rules and policies. Parents who review their student's agenda on a regular basis stay informed of student academic progress, school events and student and/or teacher concerns. All Jardine students are required to purchase a student agenda and to carry it to each class throughout the school day. Students are required to fill out their agendas daily in every class by writing down class assignments/activities/homework. Students should take their agenda home every day. It is very important that students carry their entire agenda; passes will not be given to students unless the agenda is intact (do not rip out the pass page).

By communicating effectively and working together, we can ensure success for all Jardine students. It is important that agendas are not defaced or torn and that there are no drawings of any kind in it. **The replacement cost for a student agenda is \$5.00.** We must work together to help our Jardine students be responsible with their agendas.

IDENTIFICATION BADGES (IDs)

Students are required to wear their student ID at school all day, every day. The IDs will be used to check out textbooks, books in the library and eat lunch. **IDs need to be visible and cannot be kept in pockets or string backpacks.** Students without their ID will be required to wear a temporary ID. If an ID is lost it can be replaced for \$3.00 in the main office. IDs and lanyards are not to be written on or defaced. If they are defaced in any way students will be expected to replace them. Replacement IDs should be purchased BEFORE school. Take care of your ID and don't share IDs with other students.

Leadership students in full dress may wear their Leadership nametag instead of their ID, but they must still have their ID in their pocket so they can use it at lunch.

TARDY POLICY

Passing periods are four minutes each. Students who are not inside the threshold of the classroom door when the bell rings and who do not have a valid pass and/or permission are tardy. Tardy students will be in a hall sweep. They will have their IDs scanned then escorted to class with a pass. A parent contact will be made each time a consequence is issued. **Tardy count will start over each quarter.**

The consequences for multiple tardies are as follows:

1st Tardy Warning

2nd Tardy Warning

3rd Tardy lunch detention with no recess

4th Tardy lunch detention with no recess

5th Tardy After School Detention

6th Tardy lunch detention with no recess

7th Tardy lunch detention with no recess

8th Tardy After School Detention (problem solving meeting)

Lost and Found

Students are responsible for any lost or stolen library books or textbooks that are checked out to them. Students will be expected to pay for lost or stolen library books or textbooks before another book is issued. Our Lost and Found is in the stairwell by the office. Students should remember that any items that are left in Lost and Found will be donated at the end of each semester. The school is not responsible for any items that students have lost or misplaced. The school is not responsible for any confiscated items that are not picked up in the Office. Please be sure and check the Lost and Found if you have something missing.

PROPERTY ISSUES

Every school year, reports are made about lost or stolen property. Jardine will NOT be held responsible for property that is lost or stolen at school. The best way to keep track of your property is to keep it at home! Items approved for use in school should be secured with you.



LUNCH

Lunch Detention

Students may be assigned lunch detention as a consequence. Students on the lunch detention list will be escorted to the lunch detention line by their 4th/5th hour teacher. Students who skip lunch detention for any reason will have additional consequences.

Students without IDs will eat lunch last as part of their consequences for not having their ID that day.

Meal Prices

2023-20234 Meal Prices are as follows (*subject to change*)-

Student meals:

Breakfast-free

Lunch-\$2.75 (full), \$.40 (reduced)

Adult meals:

Breakfast-\$2.50

Lunch-\$4.35

Milk-\$.50

Call the school or Nutrition Services (973-2160) for more information.



Recess

Our mission is to provide a safe environment for students to enjoy their recess time. Recess is a privilege that may be taken away when necessary. Inappropriate behavior will not be tolerated. Students must remain within the designated recess area.

JARDINE JAGUAR STUDENT CODE OF CONDUCT

In order to provide a quality learning environment in schools, appropriate student behavior is necessary. The vast majority of students are cooperative and dedicated to making constructive progress in school and their efforts are appreciated. We want students and parents to realize that the elementary, middle and high schools will consistently require that ALL students adhere to these shared expectations for student behavior. Parents are asked to cooperate with school personnel in setting the correct school environment to be safe, secure and pleasant so optimum learning can take place.

With this in mind, ALL students WILL do the following, whether on campus, on a bus or vehicle, or at a school-sponsored activity:

- Arrive at school and class on time, prepared to engage in active learning with appropriate homework assignments and materials.
- Follow directions given by any staff member or individual in authority.
- Demonstrate courtesy and respect toward themselves, other students, guests, staff members and substitute teachers, as well as respect for school property and equipment.
- Exhibit quiet and appropriate hall behavior.
- Students are not allowed to hold hands, kiss or have inappropriate or prolonged hugs. There should be no inappropriate touching anywhere on school grounds or during any school sponsored events.
- Refrain from using inappropriate language, including profanity, racial slurs and name-calling and writing graffiti signs and symbols with gang association.
- Refrain from distributing printed literature that describes anti-social views, racial or ethnic bigotry or racial supremacy.
- All cell phones will be powered down from 7:00am to 2:10pm.
- Refrain from having or using tobacco products, alcoholic beverages or any illegal substances.
- Dress appropriately in a manner which does not detract from the educational process. Hats will not be worn in the building, and students will refrain from wearing any clothing, buttons or pins with inappropriate or suggestive slogans.
- Refrain from bringing weapons of any kind to school.
- Refrain from fighting.
- Leave all toys, and blankets at home.
- Remain calm, quiet and attentive during fire, tornado, and crisis drills/real thing.

SUSPENSION FROM SCHOOL

The following violations may result in a short-term suspension, expulsion or other disciplinary measures. Suspended students may not come back on school premises while suspended. Students who are suspended from school are responsible for the class assignments during the time of suspension. This is not an all-inclusive list. Administrative discretion will be used on a case by case individual basis regarding discipline.

Vandalism and destruction of school property

Use, possession, or distribution of alcohol or other drugs, simulations of drugs or drug paraphernalia

Disrespect, intimidation/harassment and/or defiance toward teachers, students, staff members, parents and/or community members

Fighting

Inappropriate use of fire alarms

Use, possession, or distribution of matches or lighters

Setting, attempting, or conspiring to set any fires

Use of inappropriate language directed toward any staff member, parent or community member

Committing an act that is dangerous or potentially dangerous to students, parents, staff members or community members

Stealing or possession of stolen items

Repeated violations of school policies

The possession or use of a weapon or simulation of a weapon on USD 259 property or at school sponsored activity with the intent of harassment, intimidation, or defense

Computer violations

Assault and/or battery to another student or a staff member, parent or community member

Inciting racial issues and/or gang rivalry through signs, language or dress

BOARD OF EDUCATION POLICIES

Students need to obey all BOE Policies and understand that ANY act that disrupts school activity, infringes on the rights of others, causes danger to people, or causes destruction of property, whether or not specifically described herein, is a violation.

EXPULSION POLICY

Students who exhibit chronic misbehavior (intolerable behavior) at school may be taken to a discipline hearing. Some misbehavior requires us to take students to a disciplinary hearing immediately. Parents will receive proper notification from administration.

P1116 Sexual Harassment of Pupils

USD 259 will not tolerate sexual harassment of a pupil by another pupil employee or others. Violation of this policy shall result in disciplinary action against any pupil or employee involved, including possible expulsion of the pupil and termination of the employee. Others who violate this policy shall be reported to local law enforcement authorities for appropriate action and may be prohibited from being on school property and/or attending school activities. Administrators who fail to follow the policy or fail to investigate complaints shall also be disciplined. (January 2014)

P1119 Harassment of Pupils Based on Race, Color, Religion, Gender, National Origin or Disability

USD 259 will not tolerate harassment or intimidation of a pupil based on race, color, religion, gender, national origin or disability by another pupil, employee or others. Pupils and employees who violate this policy shall, after proper investigation, be subject to sanctions including possible suspension and/or expulsion of the pupil and termination of the employee. Others who violate this policy shall be reported to local law enforcement agencies for investigation. Administrators who fail to follow the policy or fail to investigate complaints shall also be disciplined. (January 2014)



P1232 Acceptable Use of Computers

USD 259 is committed to making advanced technology and increased access to learning opportunities available to all students. The goal of the district in providing access to students is to promote educational excellence in schools by facilitating resource sharing, innovations, and communications. The use of computers, networks, the Internet, or other online services shall be in support of education and research consistent with the district's educational objectives.

Students must have permission from and be under the supervision of school district professional staff before utilizing district-provided computers, networks, the Internet, or other online services. Permission is not transferable from one student to another and may not be shared. Students shall not be allowed to utilize electronic communications unless a signed Student Access Contract is on file. To remain eligible as users, students' use must be consistent with the educational objectives of the district. Access is a privilege, not a right, and inappropriate use will result in, among other disciplinary measures, the cancellation of those privileges. Students will display school-appropriate conduct when using the computer equipment or network and shall maintain an environment conducive to learning. (January 2013)

P1462 Pupil Behavior-Assault and/or Battery of Staff Member

Any pupil, other than an elementary school pupil, who is found to have committed battery (as defined in term a.) upon any school district staff member at school, on school property, or at a school supervised activity shall receive a mandatory expulsion from the school district for 186 school days, provided however, pupils who are found to have committed battery upon any staff member based upon transferred intent (as defined in term c) shall not be expelled for a period of time that results in the loss of more than two (2) semesters of credit and such pupil may be placed in off campus programs. Any pupil who is found to have committed an assault (as defined in term b.) upon any school district staff member at school, on school property, or at a school supervised activity shall be subject to disciplinary action up to and including expulsion from the school district for 186 school days. (January 2014)

P1464 Pupil Behavior-Regulations

Each pupil is held responsible for his/her personal actions. The right to attend a Wichita Public School carries with it the obligation to maintain acceptable behavior. Unacceptable behaviors as defined by this policy would include: bullying, fighting, possession and or use of tobacco or tobacco paraphernalia, any show of disrespect by word or action, profanity/vulgarity, defiance that may threaten the general discipline of the school, and unacceptable dress. Plagiarism, cheating, and lying are prohibited.

A pupil who steals, maliciously destroys, or defaces school property will be expected to make restitution as part of the penalty for such action. Malicious destruction cases may also be referred to the police under Kansas School Law. (January 2014)

P1465 Pupil Behavior-Alcohol, Drugs, Drug Paraphernalia, and/or other controlled substances

Any pupil who intends to or is selling, manufacturing or trafficking (as defined in AIP #1) alcoholic beverages, drugs, drug paraphernalia, inhalants and/or other controlled or uncontrolled substances, such as, but not limited to, over the counter medications or unauthorized prescription drugs, or any pupil who possesses such substances in an amount that exceeds the reasonable personal need of the average user of the substance possessed (as determined in accordance with AIP #2), at school, on school property, or at a school supervised activity shall receive a mandatory expulsion from the Wichita Public Schools for 186 school days. For information about the request for school assignments pending a final decision of an extended suspension/expulsion, please see BOE policies. (December 2010)

P1466 Possession or Use of Weapons

Any pupil who is found to have brought handled, transmitted or to have been in possession of a weapon, as defined in AIP 1a and b, including any firearm or replica firearm at school, on school property, or at a school supervised activity shall receive a mandatory expulsion from the school district for 186 school days. (September 2008)

P1469 Search and Seizure-School Facilities

The pupil has exclusive control over his/her locker, desk, work station, and other similar assigned areas of school property as against other pupils; but such possession is not exclusive as against the school and its officials. When a suspicion arises that a pupil is involved in illegal, illicit, or disruptive behavior, the principal has the authority to conduct a search and confiscate items considered illegal, illicit, disruptive, or a general nuisance to the educational process. (May 2014)

P1470 Search and Seizure-Pupils and Their Personal Possessions

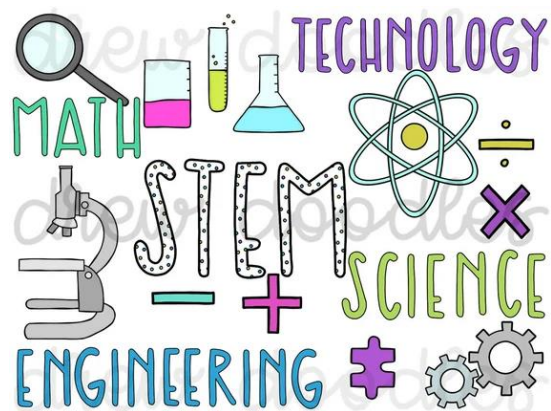
The pupil has exclusive control over property in his/her immediate possession as against other pupils; but such possession may not be exclusive against the school and its officials. When a reasonable suspicion arises that use or possession of a pupil's property is illegal, illicit, disruptive, or a danger to the general welfare of pupils and staff, a search may be made of the pupil's person or personal property. (January 2014)

P1472 Pupil Make-up Work

It is the responsibility of the pupil to make up assignments. For excused absences, the teacher shall make reasonable efforts to encourage and assist the pupil to make up missed assignments, shall give credit for such work, and shall allow the pupil a reasonable period of time to complete such missed assignments. (January 2014)

P7311 School Bus Denial, Suspension, or Revocation of Service

Because of an overriding concern to provide safe transportation for pupils, the principal may deny, suspend, or revoke transportation privileges to individual pupils, groups of pupils, or an entire bus for continued disorderly conduct, persistent refusal to submit to the authority of the bus driver, or violation of the rules and regulations of Unified School District 259 and/or the Kansas State Highway Commission. When such action becomes necessary, the principal will notify parents of the pupils involved of the impending suspension of service. It shall be the responsibility of the Transportation Director to immediately notify the contract manager of the bus company to provide instructions as to the desired revocation of services. (February 2014)



Please go to www.usd259.com to get the full version of these and all USD 259 policies.

Jardine Jaguar

Student Contract

I _____ am aware
(Student name)

of the Jardine Jaguar Code of Conduct, as well as the USD 259 board policies for the entire school year. I solemnly swear to do my very best as a student at Jardine STEM and Career Explorations Academy to be successful by demonstrating PRIDE and excellence daily.

(STUDENT SIGNATURE)

(DATE)



STUDENT RESOURCE PAGES

- **PRIDE Party Expectations**
- **Employability Skills Proficiency Scales**
- **Marking the Text** (Social Science, Science, Math, Fiction/Non-Fiction)
- **Academic Language Scripts**
- **HELP! My IPAD isn't Working**
- **Contact a Counselor** (new id, schedule change, refocus, make an incident report, problem solving)
- **VILS expectations** (Verizon Wireless Innovative Learning School)
- **Fastbridge Cut Scores/Goal setting**
- **Times Table** (multiplication table)

PRIDE



Purpose-to reward students for following Jardine's PRIDE Expectations

Expectations 2023-2024

1st Quarter-October 11th Activity Schedule

No incident referrals to the office
3 or fewer lunch detentions
6 or fewer PRIDE Reminders

2nd Quarter-December 14th Activity Schedule

No incident referrals to the office
2 or fewer lunch detentions
6 or fewer PRIDE Reminders

3rd Quarter-March 7th Activity Schedule


No incident referrals to the office
1 or fewer lunch detentions
5 or fewer PRIDE Reminders

4th Quarter-May 17th Activity Schedule

No incident referrals to the office
0 or fewer lunch detentions
4 or fewer PRIDE Reminders




Employability Skills-Character Development 6-8

4.0	The student could assist peers in decision and problem solving skills in a variety of settings throughout the school community.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p>  <p>T1: Core Principles: Demonstrate traits of good character (such as honesty, empathy, kindness, self-control, and perseverance) in a variety of settings (including use of technology) and be able to self-assess utilization of these character traits in routine behavior choices</p> <p>T2: Decision Making Skills: Demonstrate responsible and effective decision making skills in a variety of settings</p> <p>T3: Problem Solving Skills: Develop, implement, and model effective problem solving skills in a variety of settings</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p>F1: Vocabulary: character traits, self-control, honesty, perseverance, bullying, teasing, harassment, relationships, empathy</p> <ul style="list-style-type: none"> • Recognize and develop good character traits (honesty, kindness, self-control, perseverance, empathy) • Accept both academic and behavior feedback (praise and corrections) on implementation of character traits • Use empathetic statements and questions to gain perspective and understanding of others' perspectives • Demonstrate respect for peers and adults • Understand the various roles (bully, victim, by-stander, up-stander) within bullying, teasing, and harassment situations; engage in advocacy and refusal skills during those times <p>F2: Vocabulary: consequences, social goals</p> <ul style="list-style-type: none"> • Evaluate situations that are safe/appropriate and unsafe/inappropriate & how to avoid unsafe practices • Identify and monitor choices made and how the consequences affect personal and social goals • Complete tasks in a timely manner and recognize factors that inhibit or aide in completion of tasks • Identify how, when, and whom to ask for help and follow through (assertiveness) • Identify and organize materials for class or project • Recognize and participate in the classroom and school community (CHAMPS) and be able to self-assess personal behaviors <p>F3: Vocabulary: problem, solution, consequences</p> <ul style="list-style-type: none"> • Identify the steps of a problem solving process. For example use STEP from 2nd Step, Say the Problem, Think of solutions, Explore consequences, Pick the best solution. If your building uses a different problem solving process, explicitly teach those steps instead. • Use the identified problem solving process to generate a plan and carry it out, making adjustments as necessary.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success


Proficiency Scale

Employability Skills **Personal** Development 6-8

4.0	The student could positively influence others' choices, mediate conflict, and/or contribute to others achieving their goals.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p>T1: Self-Awareness: Identify, understand and express personal thoughts and emotions in healthy ways</p> <p>T2: Self-Management: Understand, reflect upon, and use strategies for managing thoughts, behaviors, and setting and monitoring goals</p> 
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p>F1: Vocabulary: reflect, reaction, ownership, benefits, self-help, honesty, attitude</p> <ul style="list-style-type: none"> • Recognize and reflect on reactions and behavioral responses to situations and emotions (ex. able to process a behavioral event) • Take ownership of emotional responses and behaviors (ex. apologizes, uses I-statements, accepts consequences) • Identify healthy self-help strategies (ex. using problem solving, time management, selfadvocacy, external sources such as a counselor, friend, or role model) • Communicate personal thoughts, needs and emotions/feelings using appropriate language (ex. "I feel angry when..." or "I need help with my work") • Identify possible triggers/stressors that impact personal emotions in order to preplan and influence healthy responses (ex. understand that a behavior results in a consequence) <p>F2: Vocabulary: outcomes, influence, success, failure, challenge, disappointment, growth mindset</p> <ul style="list-style-type: none"> • Identify and use strategies to manage emotions and stress in order to engage in selfcare (ex. using calming techniques, positive self-talk, journaling, meditation) • Demonstrate empathy in a variety of settings and situations by practicing effective communication (listening, reflecting, and responding) • Acknowledge personal responsibilities and the impact of helping others (ex. help others solve problems) • Establish criteria and prepare for personal and academic success (e.g. set long-term and short-term goals, recognize factors and personal habits that contribute to your success, recognize internal/external obstacles (could be personal habits) and ways to overcome those including seeking assistance) • Reflect on successes, challenges, failures, and disappointments with a growth mindset (ex. understand their progress on a goal) • Develop and practice self-regulation skills (to be calm and ready to learn) with guidance from adults (<i>Guidance from adults include but are not limited to: modeling regulation, teaching deep breathing to slow the heart rate and oxygenate the brain, using rhythmic movement to calm, meeting basic needs such as hunger, thirst and sleep, and building, maintaining, and fostering safe relationships</i>)
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success


Proficiency Scale

Employability Skills-**Social** Development 6-8

4.0	The student could establish and maintain positive relationships in spite of varying perspectives being represented in that relationship and allow for communication with others in various settings and situations.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p>T1: Social Awareness: Demonstrate awareness of others' thoughts, feelings, and differences, and react appropriately to others in a variety of situations that demonstrate a respect for human dignity and differences</p> <p>T2: Interpersonal Skills: Demonstrate communication and social skills to interact effectively within relationships</p> 
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p>F1: Vocabulary: trigger, respect, stereotyping, discrimination, prejudice, empathy</p> <ul style="list-style-type: none"> • Identify possible triggers that impact emotion to predict possible responses • Recognize non-verbal cues in the behavior of others • Recognize examples of stereotyping, discrimination, and prejudice and understand their impact on others • Use "I-statements" as a sign of respect to let others know that you have heard them • Practice "perspective taking" as a strategy to increase acceptance of others <p>F2: Vocabulary: refusal skills, peer pressure, advocate</p> <ul style="list-style-type: none"> • Respond appropriately (with empathy, respect and compassion) in social situations • Describe and self-monitor contributing factors that can impact relationships (voice tone, word choice, facial expressions, and body language) • Understand how self-regulation and responding in healthy ways impacts relationships in your life (e.g. responding positively to constructive feedback) • Apply strategies (Stay calm, listen to all sides, being open to different solutions) to be proactive, advocate and resolve conflicts in both personal and social situations to impact change • Identify the impact social media has in relationships
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Proficiency Scale

Employability Skills-**Work Habits** 6-12

4.0	The student could encourage, coach others, or share strategies they utilize to achieve the targets or take initiative to work ahead when appropriate.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p>T1: Work Completion: Complete work by designated time</p> <p>T2: Participation & Engagement: Listen, participate in class, and engage in the learning process on a consistent basis</p> <p>T3: Follow Directions: Know and act in accordance to classroom routines and verbal or written directions</p> 
...2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p>F1: Vocabulary: complete, due date, assignment</p> <ul style="list-style-type: none"> • Utilize time effectively to work on assigned tasks • Seek help when clarification is needed • Turn in the assignment <p>F2: Vocabulary: participation, engaged, active listening, contribute</p> <ul style="list-style-type: none"> • Contribute to the classroom community (for example: participate in discussions, activities, and assignments) • Listen to instructor consistently • Know how to access and have the required materials ready to use in class <p>F3: Vocabulary: routines</p> <ul style="list-style-type: none"> • Appropriately respond to verbal or written directions • Know, understand and follow classroom routines consistently • Know, understand and follow classroom and school CHAMPS expectations consistently
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

QUICK REFERENCE 5.1

Marking the Text: *Social Science*

This Strategy has three distinct marks:

1. Number the paragraphs. ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.

② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. Circle key terms, cited authors, and other essential words or numbers.

You might circle...

- key concepts
- lesson-based content vocabulary
- concept-based vocabulary
- words that signal relationships (e.g. *This led to...* or *As a result...*)
- names of people
- names of historical events
- dates
- numbers

- _____
- _____
- _____

3. Underline the author's claims and other information relevant to the reading purpose.

While reading informational texts (i.e. textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:

- central claims
- evidence
- details relating to a theology, philosophy, or ideology
- facts about a person, place, thing, or idea
- descriptions of a person, place, thing, or idea
- cause and effect relationships

- _____
- _____
- _____

Here are some strategies to help students identify essential information in the reading:

- Read the introduction to the primary or secondary source.
- Scan the text for visuals, vocabulary, comprehension questions, or other reading aids.
- Review your notes for key concepts.
- Preview chapter or unit reviews.

Note: If you are not working with consumables, consider photocopying sections of a text that are essential to writing assignments, course content, exams, or other class activities.

Marking the Text: *Science*

This Strategy has three distinct marks:

1. **Number the paragraphs.** ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
- ② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. **Circle** key terms, cited authors, and other essential words or numbers.

You might circle...

- key concepts
- content-based vocabulary
- lesson-based vocabulary
- names of people, theories, and/or experiments
- properties
- elements
- formulas
- units of measure
- variables
- values
- percentages

- _____
- _____
- _____

3. **Underline** the author's claims and other information relevant to the reading purpose.

While reading informational texts (i.e. textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:

- | | |
|----------------|------------------------|
| • concerns | • guiding language |
| • claims | • hypotheses |
| • data | • "if-then" statements |
| • definitions | • main ideas |
| • descriptions | • methods |
| • evidence | • processes |
| • examples | |
| • explanations | |

- _____
- _____
- _____

Here are some strategies to help students identify essential information in the reading:

- Read the introduction to the chapter, lab, or article.
- Scan the text for visuals, vocabulary, comprehension questions, or other reading aids..
- Review your notes for key concepts.
- Preview chapter or unit reviews.

Note: If you are not working with consumables, consider photocopying sections of a text that are essential to labs, course content, exams, or other class activities.

Marking the Text: *Mathematics* (Word Problems)

This Strategy has four distinct marks:

1. **Number the paragraphs.** ① When reading a word problem that is only one paragraph, number each sentence.

② For longer word problems, start with 1 and count by fives (1, 5, 10).

2. **Circle** key terms, cited authors, and other essential words or numbers.

You might circle...

- action words
- sum, add, more than
- multiply
- simplify
- divide
- difference, subtract
- units
- amounts
- values
- percentages
- variables
- formulas
- solve

- _____
- _____
- _____

3. **Underline** verbal models.¹

You might also underline...

- a process
- definitions
- descriptions
- explanations

4. **Box** the question.

In a word problem or multiple choice question,
 draw a box around the question.

¹A verbal model is an expression or equation that uses words to represent a real-life situation.

Marking the Text: *Fiction*

This Strategy has three distinct marks:

1. **Number the paragraphs.** ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
- ② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. **Circle descriptive words and names of people, places, and things.**

You might circle...

- vivid language
- concrete nouns
- names of characters
- names of places
- vocabulary
- diction

- _____
- _____
- _____

3. **Underline descriptions, figurative language, or other information relevant to the reading purpose.**

While reading informational texts (i.e., textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:

- analogies
- literary devices
- characterization
- dialogue
- imagery
- context clues
- descriptions

- _____
- _____
- _____

Note: If you are not working with consumables, consider photocopying passages of texts that are essential to class discussions or closing activities. For example, if you want students to write an essay where they examine the monologues of a certain character, you might consider photocopying those places in the text where the monologues take place. What other passages would you like to have available for students to mark?

Marking the Text: *Non-fiction* (Argument)

This Strategy has three distinct marks:

1. Number the paragraphs. ① When reading a word problem that is only one paragraph, number each sentence.

② For longer word problems, start with 1 and count by fives (1, 5, 10).

2. Circle key terms, cited authors, and other essential words or numbers.

In order to identify a key term, consider if the word or phrase is...

- repeated
- defined by the author
- used to explain or represent an idea
- used in an original or unique way
- a central concept or idea
- relevant to one's reading purpose

3. Underline the author's claims and other information relevant to the reading purpose.

A claim is an arguable statement or assertion made by the author. Data, facts, or other backing should support an author's assertion.¹ Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle, or end).
- A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text.
- Often, an author will make several claims throughout his or her argument.
- An author may signal his or her claim, letting you know that this is his or her position.

Ultimately, what you underline and circle will depend on your reading purpose. In addition to marking key terms and claims, you might be asked to mark other essential information such as the author's evidence, descriptions, stylistic elements, or language in the text that provides some insight into the author's values and beliefs.

¹Toulmin, S. The uses of argument. (2003). U.S.A.: Cambridge University Press. (Original work published 1958)

Academic Language Script

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...?
- Do you agree or disagree with his/her statement? Why?
- 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?

Expressing an Opinion

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

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....

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....

Offering a Suggestion

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

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....

HELP!

MY IPAD ISN'T WORKING! WHAT CAN I DO?



Scan the QR Code for the following:

- Broken Screen
- Lost iPad
- iPad won't work after troubleshooting
- Report any other iPad issues

1

Ask a friend for help with the issue.

2

Close out all apps by double pressing the home button and swiping apps up

3

Update the app by going to Manager and pressing Update/Install under the app

4

Restart your iPad by holding down the power button until "Slide to power off" shows up.

5

Reset your iPad by holding down the power button and the home button until the Apple Logo appears

6

If you have tried all of these steps and your iPad is still not working, scan the QR code and fill out a help form to get help from your VILS Coach, STS or the Tech Team

Jardine Technology Help Request
Form



Need to See a Counselor?



Scan the QR
Code to request
a counselor.
Someone will
contact you
soon!



YOU CAN SEE A COUNSELOR FOR:

- Purchasing a New ID Badge
- Requesting a Schedule Change
- Taking a Minute to Refocus
- Making an Incident Report
- Help with Problem Solving
- And Much More!

Verizon Wireless Innovative Learning School

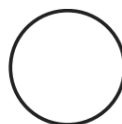


Expectations:

- All students will bring their school-issued iPad to school every day.
- Students will bring iPads to school charged to 90% or above every day.
- Students are responsible for their school-issued chargers.
- iPads will be kept face down on the desk until a teacher asks for them to be used.
- Students will keep iPads clean and cases intact at all times.
- Students will keep their iPads with them during class. iPads will not be left in other teachers' classrooms to charge. Charging stations are available in all classrooms.
- Any staff can take iPads throughout the school day if students are:
 - not on the site the teacher gave them permission to be on.
 - chatting with their friends through any apps unless directed by a teacher.
 - disrupting the class in any way with the device.
 - taking pictures or videos of other students without that student's permission and outside of a teacher project.
- Students will participate in Digital Citizenship training to learn how to use technology for educational purposes effectively.
- Students will report any spills, breakage, software or other device issues through the QR code immediately.

Consequences: (could be, but are not limited to the following)

- Parent Contact
- Additional Digital Citizenship Lessons
- Removal of apps that are not being used appropriately
- iPads will be taken away; the length of time will be determined by the offense
- Detention or other consequences as decided upon by the administration



2023-2024

aReading

Grade	Risk Level	Fall	Winter	Spring
6	College Pathway (Star)	534+	537+	541+
	Low Risk	517-533	521-536	524-540
	Some Risk (One !) Tier 2	499-516	505-520	508-523
	High Risk (Two !!) Tier 3	0-498	0-504	0-507
7	College Pathway (Star)	544+	548+	549+
	Low Risk	524-540	531-547	533-547
	Some Risk (One !) Tier 2	505-523	514-530	515-532
	High Risk (Two !!) Tier 3	0-509	0-513	0-513
8	College Pathway (Star)	551+	554+	555+
	Low Risk	535-550	539-553	540-554
	Some Risk (One !) Tier 2	516-534	519-538	519-539
	High Risk (Two !!) Tier 3	0-515	0-518	0-518

cbmr

Grade	Risk Level	Fall	Winter	Spring
6	College Pathway (Star)	173+	188+	200+
	Low Risk	144-172	159-187	172-199
	Some Risk (One !) Tier 2	107-143	123-158	134-171
	High Risk (Two !!) Tier 3	0-106	0-122	0-133
7	College Pathway (Star)	195+	205+	217+
	Low Risk	166-194	177-204	187-216
	Some Risk (One !) Tier 2	132-165	141-176	152-186
	High Risk (Two !!) Tier 3	0-131	0-140	0-151
8	College Pathway (Star)	186+	190+	207+
	Low Risk	156-185	162-189	178-206
	Some Risk (One !) Tier 2	124-155	126-161	148-177
	High Risk (Two !!) Tier 3	0-123	0-125	0-147

aMath

Grade	Risk Level	Fall	Winter	Spring
6	College Pathway (Star)	224+	229+	231+
	Low Risk	215-223	219-228	220-230
	Some Risk (One !) Tier 2	206-214	207-218	208-219
	High Risk (Two !!) Tier 3	0-205	0-206	0-207
7	College Pathway (Star)	231+	233+	234+
	Low Risk	220-230	222-232	222-232
	Some Risk (One !) Tier 2	209-219	211-221	211-221
	High Risk (Two !!) Tier 3	0-208	0-210	0-210
8	College Pathway (Star)	233+	235+	235+
	Low Risk	223-232	224-234	223-234
	Some Risk (One !) Tier 2	212-222	212-223	213-222
	High Risk (Two !!) Tier 3	0-211	0-211	0-212

85th – 99th percentile (light blue)

30th – 84th percentile (green)

20th – 29th percentile (yellow)

1 – 19th percentile (red)

FASTBRIDGE CUT SCORES

Fastbridge Goal Setting 2023-24

aMath Scores

Last Year's Score: _____

Fall Goal: _____

Fall Score: _____

Winter Goal: _____

Winter Score: _____

Spring Goal: _____

Spring Score: _____

aReading Scores

Last Year's Score: _____

Fall Goal: _____

Fall Score: _____

Winter Goal: _____

Winter Score: _____

Spring Goal: _____

Spring Score: _____

CBMr Scores

Last Year's Score: _____

Fall Goal: _____

Fall Score: _____

Winter Goal: _____

Winter Score: _____

Spring Goal: _____

Spring Score: _____

State Assessment Scores

Math 2023: _____ ELA 2023: _____

KELPA Scores 2023

Reading: _____

Listening: _____

Writing: _____

Speaking: _____

TIMES TABLE - 15X15

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225



USD 259 WICHITA PUBLIC SCHOOLS

School Year Calendar

2023-2024

JULY 2023					AUGUST 2023					SEPTEMBER 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	(4)	5	6	(7)		(1)	(2)	3	4					1
10	11	12	13	(14)	7	8	9	10	11	(4)	5	6	7	8
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22
31					28	29	30	31		25	26	27	28	29

OCTOBER 2023					NOVEMBER 2023					DECEMBER 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3					1
9	10	11	12	(13)	6	7	8	9	(10)	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	(15)
23	24	25	26	27	20	21	(22)	(23)	(24)	18	19	20	21	(22)
30	31				27	28	29	30		(25)	(26)	(27)	(28)	(29)

JANUARY 2024					FEBRUARY 2024					MARCH 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
(1)	2	3	4	5				1	2					1
8	9	10	11	12	5	6	7	8	9	4	5	6	7	(8)
(15)	16	17	18	19	12	13	14	15	(16)	(11)	(12)	(13)	(14)	(15)
22	23	24	25	26	(19)	20	21	22	23	18	19	20	21	22
29	30	31			26	27	28	29		25	26	27	28	29

APRIL 2024					MAY 2024					JUNE 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5			1	2	3	3	4	5	6	(7)
8	9	10	11	(12)	6	7	8	9	10	10	11	12	13	(14)
(15)	16	17	18	19	13	14	15	16	17	17	18	19	20	(21)
22	23	24	25	26	20	21	22	23	(24)	24	25	26	27	(28)
29	30				(27)	*28	*29	*30	31					

JULY 2024					CALENDAR LEGEND				
M	T	W	T	F	— School not in session				
1	2	3	(4)	(5)	□ Administrative Offices closed - No School				
8	9	10	11	(12)	□ District Inservice Day - No School				
15	16	17	18	(19)	○ Conference Release Day - No School				
22	23	24	25	26	○ New Teacher Orientation - No School				
29	30	31			◇ Nonteaching Duty Day - No School				
					... District Parent Teacher Conference Day - No School				

District-Wide Parent Teacher Conferences NEW THIS YEAR

Note that the district has implemented standardized conference dates across the district.

October 10-12 (No school October 12)

February 7-9 (No school February 9)

This calendar may be changed at the discretion of the Board of Education and/or the Administration.

MONTH	DATE
JULY	Enrollment 25-26
AUGUST	Orientation for new teachers 1-2 District Inservice (all teachers) 3-14 Orientation for 6th & 9th grade students 14 First day of school 15
SEPTEMBER	Labor Day Holiday 4 District Inservice 5 Official Enrollment Count 20
OCTOBER	Parent Teacher Conferences 10-12 Nonteaching Duty Day 13 End of First Grading Period 13
NOVEMBER	Veterans Day Holiday 10 Conference Release Day 22 Fall Recess 23-24
DECEMBER	Nonteaching Duty Day 15 End of Semester 15 Student Winter Recess Dec 18-Jan 2 Winter Recess Dec 22-Jan 1
JANUARY	District Inservice Day 2 Students return 3 Martin Luther King, Jr. Day Observed 15
FEBRUARY	Parent Teacher Conferences 7-9 District Inservice Day 16 Presidents Day Holiday 19
MARCH	Nonteaching Duty Day 8 End of Third Grading Period 8 Spring Recess 11-15
APRIL	Conference Release Day 12 District Inservice Day 15
MAY	Last Day of School 23 Elementary Progress Reports issued 23 Nonteaching Duty Day 24 Memorial Day Holiday 27 *Possible make-up days due to inclement weather May 28-30
JUNE	See Summer Hours
JULY	Independence Day Holiday 4

GRADING PERIODS

August 15 - October 12
(40 contact days)

October 16 - December 14
(40 contact days)

January 3 - March 7
(43 contact days)

March 18 - May 23
(47 contact days)

SUMMER HOURS

7:00 a.m. - 5:30 p.m.
Monday - Thursday
(June 5, 2023 - July 14, 2023)

7:00 a.m. - 5:30 p.m.
Monday - Thursday
(June 3, 2024 - July 19, 2024)

Revised February 14, 2023