



East Garner Magnet Middle School
International Baccalaureate/Creative Arts School
2023-2024 Student Handbook & Agenda

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Student Name: _____

Grade: _____

House: _____

EAST SIDE! STRONG SIDE!

Welcome to the 2023-2024 school year! *"East Side! Strong Side!"* is the call and response we use here at East Garner Magnet Middle School as a call to community, unity and to announce our school pride to anyone around. So when I (or any other person calls out) East Side, your response is a booming Strong Side! We are excited about getting back to school and having most of our scholars on campus. We have a lot of work to do this year. We strive for a school culture that is both HIGH WARMTH and HIGH ACCOUNTABILITY. Meaning, you must know we care about you, your well-being, your growth and your future...and because we care, we expect your best effort, behavior and citizenship. We have high expectations for your learning and effort. We also have high expectations for our teaching. Come ready to work everyday because what starts here changes everything for your future. I challenge you to take risks and embrace the belief that making mistakes and failing are key steps in growth and success. Strive for excellence - Give your best effort everyday!

As you may have already heard, East Garner Magnet Middle School announced that we will implement a program called the House System this year. In mid-July, 20 staff members went to Atlanta and visited the Ron Clark Academy where they learned ALL about the house system, what it looks like and the best way to implement it. The House system was created by the Ron Clark Academy (RCA), and it has a proven track record of creating a positive school climate and culture that is embraced by students, staff, and families. We want our students to look forward to coming to school each day, and schools around the world that have implemented the program have reported many positive outcomes, such as a decrease in discipline referrals, more positive relationships among peers and staff, better school attendance, and improvements in academic performance. This is because the system encourages students to take ownership of their learning and behavior while working together to achieve common goals.

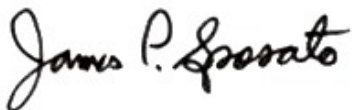
A key element of the House System is the way that it increases students' motivation to succeed in school by fostering a sense of belonging among all students and staff. Parents often report feeling more connected to the school community as well. To achieve this, each student will be a part of one of 4 houses and will have the opportunity to participate in house-specific events and activities throughout the year. (Parents will have some opportunities to participate, too!) Each house has a defining trait, crest, color and national heritage upon which the group will build their own community. By being a part of a house for three years, every child belongs to a smaller group within the larger school community. In other words, every student will have "a crew and a cause." Additionally, students will have the opportunity to take on leadership roles within their houses, such as serving as heads of house, heads of committees, or organizers of house events.

Throughout the school year, students will have the opportunity to receive points for their houses. Points are awarded for going above and beyond expectations in areas such as academic achievement, character, school spirit, and uplifting others. While points are not the primary purpose of this program, when students work together to earn points for their houses, they celebrate, support, and encourage one another to achieve excellence. The house who earns the most points at the end of the year will be named the House Champions!

We are confident that the RCA House System will be a valuable addition to our school community, and we look forward to seeing its positive impact on our students. Thank you for your support, and we can't wait to see the effect this system will have on our students.

4 HOUSES 1 FAMILY

Sincerely,



James Sposato, Head of School



4 HOUSES 1 FAMILY



Altruismo traces its origins to the rainforests of the Amazon, where a group of powerful Brazilians were given the name because of the Portuguese meaning behind it: “the Givers.” This special group is known for striking a balance between bold strength and altruistic giving — a team that knows that real power comes not from looking out for yourself but from empowering others. They care deeply about lifting others up, but they also maintain a fiercely competitive spirit and pride.



Isibindi is a tight-knit group of individuals, like a pride of African lions, where family means everything. The House’s symbolic animals, the mute swan and the lion, serve to empower incoming members. While new students might be quiet or shy at first, the longer that they are in the House, the more they begin to display the characteristics of strength and bravery. In Zulu, Isibindi means “courage.”



Rêveur is a royal House whose name in French means “dreamers” or “idealists” — because the members who fill this group are students filled with freedom and wild abandon who recognize their dreams and will let nothing stand in the way of achieving them. This can be seen in the unicorn, which is on the center of the House’s crest, a powerful creature who is almost impossible to tame. Similarly, the House of Rêveur is a House of passion.



Sollevare is the House that originates from Italy. It was formed by a group who understood that the true strength of being undefeated warriors lies in always getting back up, no matter how many times they may be knocked down. The members of the House of Sollevare are known for their uplifting nature — always rising above, and helping others do the same. This is where their name comes from in Latin, meaning to “lift” up.

ADMINISTRATION

Mr. James Sposato	Head of School	919-662-2339	jsposato@wcpss.net
Dr. Angelica Melton	Head of Instruction	Ext. 24442	amelton2@wcpss.net
Ms. Valencia McCoy	Head of Year 1	Ext. 24453	vmccoy@wcpss.net
Ms. Traci Arnemann	Head of Year 2	Ext. 24443	tarnemann@wcpss.net
Mr. Patches Jacobs	Head of Year 3	Ext. 24444	pjacobs@wcpss.net
Ms. Falyne Correia	Year 1 Counselor	Ext. 24451	fcorreia@wcpss.net
Ms. Wanda Caldwell	Year 2 Counselor	Ext. 24450	wcaldwell@wcpss.net
Ms. Gerri Hawkins	Year 3 Counselor	Ext. 24452	ghawkins@wcpss.net
Ms. Kate Yuska	Restorative Practices Counselor	Ext. 24438	kyuska@wcpss.net
Ms. Karen Ritter	Instructional Facilitator/SIP Chair	Ext. 24449	kritter@wcpss.net
Ms. Stacy Eleczko	Instructional Coach/SIP Chair	Ext. 24449	seleczko@wcpss.net
Officer Gonzales	School Resource Officer	Ext. 24472	agonzales2@wcpss.net

Mission

The Wake County Public School System will significantly increase achievement for all students by providing a world-class education that equips students with the knowledge and expertise to become successful, productive citizens.

Core Beliefs

- All children, regardless of socio-economic circumstances, can be high achieving students.
- Academic achievement gaps can and will be eliminated.
- Challenging all students by providing academic rigor is essential to student success.
- Highly effective principals and teachers are key to improving growth in student achievement.
- The Board of Education and Central Services promote an environment of continuous improvement and innovation that results in a high performing organization and is 100% focused on student achievement.
- Supportive and passionate parents, families, student mentors, and other members of the multi-cultural Wake County community are active participants in the education of our students.

East Garner Middle School Vision

EGMMS is a diverse community which fosters a safe and equitable environment that values relationships, collaboration and high expectations developing lifelong leaders, and scholars who are responsible global citizens.

2023-2024 BELL SCHEDULES

Regular Bell Schedule:

Scholars will attend core classes each day and electives on an A/B day rotation.

Student Schedule					
<u>6th</u>		<u>7th</u>		<u>8th</u>	
Intervention	8:15-8:45	Intervention	8:15-8:45	Intervention	8:15-8:45
Core 1 (1A-B)	8:45 - 9:40	Core 1 (1A-B)	8:45 - 9:40	Core 1 (1A-B)	8:45 - 9:40
Core 2 (2A-B)	9:43 - 10:38	Elective 1(2A or 2B)	9:45-10:29	Core 2 (2A-B)	9: 43 - 10:38
Core 3 (3A-B)	10:41 - 11:36	Elective 2(3A or 3B)	10:33 - 11:17	Lunch(3A-B)	10:40 - 11:25
Lunch (4A-B)	11:39 - 12:23	Core 2 (4A-B)	11:21 - 12:18	Elective 1(4A or 4B)	11:30 - 12:14
Core 4 (5A-B)	12:26 - 1:21	Lunch(5A-B)	12:20 - 1:05	Elective 2(5A or 5B)	12:18 - 13:02
Elective 1(6A or 6B)	1:26 - 2:11	Core 3 (6A-B)	1:07 - 2:02	Core 3 (6A-B)	1:07 - 2:02
Elective 2(7A or 7B)	2:15 - 3:00	Core 4 (7A-B)	2:05 - 3:00	Core 4 (7A-B)	2:05 - 3:00

Modified Schedules

(Intervention Block will be eliminated during Alternative Schedules)

Friday Schedule	
1 st Period (45)	8:15 - 9:00
2 nd Period (45)	9:05 - 9:50
3 rd Period (45)	9:55 - 10:40
4 th Period (45)	10:45 - 11:30
5 th Period (45)	11:35 - 12:20
6 th Period (45)	12:25 -1:10
7 th Period (45)	1:15- 2:00
House Time	2:05 -3:00

2 Hour Early Release	
1 st Period (36)	8:15 - 8:51
2 nd Period (36)	8:56 - 9:32
3 rd Period (36)	9:37 - 10:13
4 th Period (38)	10:18 - 10:56
5 th Period (38)	11:01 -11:39
6 th Period (36)	11:44-12:20
7 th Period (35)	12:25-1:00

Pep Rally	
1 st Period (36)	8:15 - 8:51
2 nd Period (36)	8:56 - 9:32
3 rd Period (36)	9:37 - 10:13
4 th Period (38)	10:18 - 10:56
5 th Period (38)	11:01 -11:39
6 th Period (36)	11:44-12:20
7 th Period (35)	12:25-1:00
Pep Rally	1:05-3:00

Extended 1st Period- 1 hour	
1 st Period (105)	8:15 - 10:00
2 nd Period (45)	10:05 - 10:50
3 rd Period (45)	10:55 - 11:40
4 th Period (45)	11:45 - 12:30
5 th Period (45)	12:35 - 1:20
6 th Period (45)	1:25 - 2:10
7 th Period (45)	2:15 - 3:00

Extended 1st Period- 2 hour	
1 st Period (36)	8:15 - 10:51
2 nd Period (36)	10:56 - 11:32
3 rd Period (36)	11:37 - 12:13
4 th Period (38)	12:18 - 12:56
5 th Period (38)	1:01 - 1:39
6 th Period (36)	1:44 - 2:20
7 th Period (35)	2:25 - 3:00

1 Hour Delay	
1 st Period (45)	9:15 - 10:00
2 nd Period (45)	10:05 - 10:50
3 rd Period (45)	10:55 - 11:40
4 th Period (45)	11:45 - 12:30
5 th Period (45)	12:35 - 1:20
6 th Period (45)	1:25 - 2:10
7 th Period (45)	2:15 - 3:00

2 Hour Delay	
1 st Period (36)	10:15 - 10:51
2 nd Period (36)	10:56 - 11:32
3 rd Period (36)	11:37 - 12:13
4 th Period (38)	12:18 - 12:56
5 th Period (38)	1:01 - 1:39
6 th Period (36)	1:44 - 2:20
7 th Period (35)	2:25 - 3:00

3 Hour Delay	
1 st Period (28)	11:15 - 11:43
2 nd Period (28)	11:48 - 12:14
3 rd Period (28)	12:19 - 12:47
4 th Period (28)	12:52 - 1:20
5 th Period (28)	1:25 - 1:53
6 th Period (28)	1:58 - 2:26
7 th Period (29)	2:31 - 3:00

The International Baccalaureate® (IB) Program

International Baccalaureate® (IB) programmes aim to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed. The MYP is a challenging framework that encourages scholars to make practical connections between their studies and the real world. We strive to develop scholars who will build a better world through intercultural understanding and respect. The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Scholars who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP). <https://www.ibo.org/programmes/middle-years-programme/>

The IB's programmes are different from other curricula because they:

- encourage scholars of all ages to think critically and challenge assumptions
- develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- encourage scholars of all ages to consider both local and global contexts
- develop multilingual scholars.

IB/MYP Learner Profile - IB scholars are...

Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others.

Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have significant local and global significance.

Thinkers – We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned/ethical decisions.

Communicators – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded – We critically appreciate our own cultures and personal histories as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring – We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and the world.

Risk-Takers – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced – We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world.

Reflective – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning.



July / julio 2023

M/L	T/M	W/M	T/J	F/V
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August / agosto 2023

M/L	T/M	W/M	T/J	F/V
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
W	W	W	W	W
★ 28	B 29	A 30	B 31	

September / septiembre 2023

M/L	T/M	W/M	T/J	F/V
				1
4	B 5	A 6	B 7	A 8
H				
B 11	A 12	B 13	A 14	B 15
A 18	B 19	A 20	B 21	A 22
25	B 26	A 27	B 28	A 29
W				

October / octubre 2023

M/L	T/M	W/M	T/J	F/V
B 2	A 3	B 4	A 5	B 6
9	A 10	B 11	A 12	B 13
W				
A 16	B 17	A 18	B 19	A 20
B 23	A 24	B 25	A 26	B 27
A 30	B 31			
	Q/43			

November / noviembre 2023

M/L	T/M	W/M	T/J	F/V
		1	A 2	B 3
		W		
A 6	7	B 8	A 9	10
	W			H
B 13	A 14	B 15	A 16	B 17
A 20	B 21	22	23	24
		V	H	H
A 27	B 28	A 29	B 30	

December / diciembre 2023

M/L	T/M	W/M	T/J	F/V
				A 1
B 4	A 5	B 6	A 7	B 8
A 11	B 12	A 13	B 14	A 15
B 18	A 19	B 20	21	22
			V	V
25	26	27	28	29
H	H	H	V	V

January / enero 2024

M/L	T/M	W/M	T/J	F/V
1	2	A 3	B 4	A 5
H	W			
B 8	A 9	B 10	A 11	B 12
15	A 16	B 17	A 18	B 19
H				
A 22	B 23	24	A 25	B 26
	Q/45	W		
A 29	B 30	A 31		

February / febrero 2024

M/L	T/M	W/M	T/J	F/V
			B 1	A 2
B 5	A 6	B 7	A 8	B 9
A 12	B 13	A 14	B 15	A 16
19	20	B 21	A 22	B 23
V	W			
A 26	B 27	A 28	B 29	

March / marzo 2024

M/L	T/M	W/M	T/J	F/V
				A 1
B 4	A 5	B 6	A 7	B 8
11	A 12	B 13	A 14	B 15
W				
A 18	B 19	A 20	B 21	A 22
25	26	27	28	29
V	V	V	V	H

April / abril 2024

M/L	T/M	W/M	T/J	F/V
B 1	A 2	B 3	A 4	B 5
A 8	B 9	10	A 11	B 12
	Q/46	W		
A 15	B 16	A 17	B 18	A 19
B 22	A 23	B 24	A 25	B 26
29	A 30			
W				

May / mayo 2024

M/L	T/M	W/M	T/J	F/V
		B 1	A 2	B 3
A 6	B 7	A 8	B 9	A 10
B 13	A 14	B 15	A 16	B 17
A 20	B 21	A 22	B 23	A 24
27	B 28	A 29	B 30	A 31
H				

June / junio 2024

M/L	T/M	W/M	T/J	F/V
B 3	A 4	B 5	A 6	B 7
A 10	B 11	★ 12	13	14
		Q/43	W	W
17	18	19	20	21
24	25	26	27	28

ACADEMICS

2023-2024 EGMMS School Wide Grading Policy

The purpose of the EGMMS grading system is to appropriately and consistently measure and communicate an individual student's level of mastery of defined learning objectives. EGMMS grading and reporting practices will support and encourage the learning and teaching process, promoting success for ALL scholars. Grading practices are not to be punitive in nature and will be based on factors directly related to the learning objectives, reflecting appropriately scholars' academic mastery of their learning objectives.

School-Wide Grading Policy																																																																	
Expectations: Grading Scale: A 90-100 B 80-89 C 70-79 D 60-69 F Below 60	<ul style="list-style-type: none">Scholars are expected to submit complete and accurate work on time.Teachers will utilize a variety of feedback strategies to understand and communicate mastery; to include recorded grades, written/spoken feedback and formative (non-graded) assessments such as exit tickets.Teachers will assign a maximum of 3 graded assignments per week (electives every two weeks) with a minimum recommendation of 1-2. Teachers should not hit the maximum every week.Teachers will provide a course syllabus to scholars, which will include learning goals, grading practices, including the number of assessments for each quarter.Teachers will update Powerschools weekly by Wednesday at 5:00pm																																																																
Category Weighting	Departments will establish and utilize common grading categories and weights/percentages (test, classwork, quiz...) in Powerschool.																																																																
Late Work: We will use the apply the following standards in grading of make up work not due to absences: REPORTING DATES Quarter 1: 8/28/23 - 10/31/23 Interims: 9/15 & 10/6 Report Card Issued: 11/8 Quarter 2: 11/1/23 - 1/23/24 Interims: 11/17 & 12/20 Report Card Issued: 1/30 Quarter 3: 1/25/24 - 4/9/24 Interims: 2/16 & 3/8 Report Card Issued:4/16 Quarter 4: 4/10/24 - 6/12/24 Interims: 4/26 & 5/17 Report Card Issued: Mailed	<p>Meeting deadlines is a vital workplace skill and driven by the development of organization and time management skills, which are areas still under construction for middle school scholars. In the event a Scholar is unable to meet a deadline, we will accept late work with a penalty and guardian acknowledgement.</p> <p>There will be three hard turn in dates for late work during a quarter.</p> <ul style="list-style-type: none">Late work that meets mastery criteria can earn up to a maximum of 80%. Inaccurate or incomplete late work will be graded appropriately from the maximum score of 80%.Incomplete work will be recorded as a zero until it is submitted.Late work needs to be clearly identified in PS using the Late Work Icon <table><tr><th colspan="3">Quarter 1</th><th colspan="3">Quarter 2</th></tr><tr><td>Assigned From</td><td>Assigned Through</td><td>Late Work Accepted Until</td><td>Assigned From</td><td>Assigned Through</td><td>Late Work Accepted Until</td></tr><tr><td>8/28/23</td><td>9/15/23</td><td>9/22/23</td><td>10/31/23</td><td>11/17/23</td><td>12/1/23</td></tr><tr><td>9/18/23</td><td>10/6/23</td><td>10/13/23</td><td>11/20/23</td><td>12/20/23</td><td>1/05/23</td></tr><tr><td>10/09/23</td><td>10/27/23</td><td>10/27/23</td><td>1/3/24</td><td>1/19/24</td><td>1/23/24</td></tr><tr><th colspan="3">Quarter 3</th><th colspan="3">Quarter 4</th></tr><tr><td>Assigned From</td><td>Assigned Through</td><td>Late Work Accepted Until</td><td>Assigned From</td><td>Assigned Through</td><td>Late Work Accepted Until</td></tr><tr><td>1/25/24</td><td>2/16/24</td><td>2/23/24</td><td>4/11/24</td><td>4/26/24</td><td>5/3/24</td></tr><tr><td>2/21/24</td><td>3/08/24</td><td>3/15/24</td><td>4/29/24</td><td>5/17/24</td><td>5/24/24</td></tr><tr><td>3/11/24</td><td>4/5/24</td><td>4/9/24</td><td>5/20/24</td><td>6/7/24</td><td>6/11/24</td></tr></table>					Quarter 1			Quarter 2			Assigned From	Assigned Through	Late Work Accepted Until	Assigned From	Assigned Through	Late Work Accepted Until	8/28/23	9/15/23	9/22/23	10/31/23	11/17/23	12/1/23	9/18/23	10/6/23	10/13/23	11/20/23	12/20/23	1/05/23	10/09/23	10/27/23	10/27/23	1/3/24	1/19/24	1/23/24	Quarter 3			Quarter 4			Assigned From	Assigned Through	Late Work Accepted Until	Assigned From	Assigned Through	Late Work Accepted Until	1/25/24	2/16/24	2/23/24	4/11/24	4/26/24	5/3/24	2/21/24	3/08/24	3/15/24	4/29/24	5/17/24	5/24/24	3/11/24	4/5/24	4/9/24	5/20/24	6/7/24	6/11/24
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3/11/24	4/5/24	4/9/24	5/20/24	6/7/24	6/11/24																																																												
Prevention/Intervention System We will provide the following opportunities for additional learning, assessment of learning and grade recovery to support prevention/intervention efforts	<p>Additional Learning: Scholars not meeting mastery criteria (70% or above) on a summative assessment/project are required to engage in additional learning and feedback provided during class time. All scholars have the opportunity to engage in reteaching opportunities.</p> <p>Additional Assessment: All scholars who participate in an additional learning opportunity (see above) will have at least one opportunity to be reassessed on the material or resubmit a project for full credit. Points lost for late submission are not recoverable in the reassessment.</p> <p>Grade-Recovery: scholars who continue to fail a course despite the opportunities above will be referred to the intervention team/counselors to develop an intervention plan.</p>																																																																
Extra Credit.	Extra Credit is not offered ay EGMMS																																																																

Academic Integrity - Policy Code: 4310 Honor Code

- scholars are expected to present their own work that should not be copied from any other student, the Internet, a book, an article, or any other reference material.
- scholars violating the Honor Code may or may not have their grade be impacted based on PLT guidelines and may or may not receive a disciplinary consequence depending on the severity of the behavior.

Honor Roll (WCPSS Board Policy 3440):

A student honor roll is published at the end of each quarter. “A” honor roll recognizes scholars who earn a grade of “A” in all subjects for which grades are given. “AB” honor roll recognizes all scholars who earn an overall grade average of “B” or better with no grade lower than a “C” in all subjects for which grades are given.

Grading Periods/Interims/Report Cards

Grades are computed and reported to parents once every nine weeks. EGMMS requires teachers to issue interim reports to all scholars every three weeks. These special reports are designed to help parents monitor their child’s progress before official grades are assigned. Parents are encouraged to contact teachers directly if they are not receiving interim reports.

WCPSS STUDENT CODE OF CONDUCT

A safe, orderly, and welcoming school environment is essential for student learning. scholars are expected to be familiar with all rules of behavior in the Code of Student Conduct. scholars are to assist in promoting a safe and orderly school environment and are encouraged to report any serious violation of the Code of Student Conduct. Teachers and principals are encouraged to utilize a variety of disciplinary consequences to accomplish a positive change in student behavior. The WCPSS Student Code of Conduct rules are leveled, indicating the severity of violation and type of consequence:

LEVEL I: Level I rule violations generally result in in-school interventions rather than out-of-school suspensions. In some instances, a student may receive an out-of-school suspension of up to two days for a repeated Level I rule violation.

LEVEL II: Level II rule violations may warrant a short-term suspension, not to exceed five school days. Principals may recommend a long-term suspension (more than 10 days) based on aggravating factors.

LEVEL III: Level III rule violations are more severe in nature and may support a recommendation for long-term suspension, even without aggravating factor

LEVEL IV: Level IV rule violations compromise the safety and welfare of scholars and staff. State law requires the school principal to recommend a 365 calendar-day suspension.

EGMMS School Discipline Plan

Classroom Discipline Hierarchy: Consistency is a vital element to an effective discipline plan. Teachers will apply the following steps in addressing minor behaviors that interrupt learning in all classrooms. Teachers will refer scholars directly to an administrator for significant disruptions or physical/verbal aggression.

Step 1-Verbal Warning

Step 2-Change of seat/Stay in the Game Talk

Step 3-Lunch Detention/Restorative Conversation & Parent Contact

Step 4-Administrative Referral

Consequences are assigned according to the seriousness of the behaviors and range of potential disciplinary consequences. The range of consequences is listed below:

Lunch Detention (LD)

scholars may receive a lunch detention for low level infractions and academic non-compliance. Scholars assigned to lunch detention will report to the designated classroom at the beginning of the lunch block. Scholars are expected to follow the directions of the in lunch detention will be supervised and will be silent during lunch detention.

Afterschool Detention (AD)

Scholars may receive an after school detention for low level infractions and academic non-compliance. Scholars assigned to afterschool detention will report to the designated classroom at all dismissal. Parents will be notified of the pick up time as this may vary.

In-Class Suspension (ICS)

ICS is an intervention that allows scholars to remain at school and continue their academic work in a classroom setting. Scholars will be assigned to a classroom for an entire day, including lunch/activity time and transitions. Each teacher/team will develop an ICS policy and explain the specific rules to their scholars. Students who disrupt the ICS setting will be referred to administration and the consequence may elevate to an out of school suspension.

Out-Of-School Suspension (OSS)

- OSS is the most serious consequence. scholars are not permitted to attend school, attend school activities or be on any WCPSS property during suspension from school (OSS).
- scholars will be allowed to make-up missed work, including tests, upon their return to school.
- scholars who receive an out of school suspension will be assigned to at least one day in the Restorative Center as an intervention to promote a successful return to the classroom.

Restorative Center (RC)

- The Restorative Center serves multiple purposes in our school. These include building relationships with additional support staff, restoring relationships with peers, building self awareness, developing confidence and successful strategies for problem solving and academic recovery.
- Scholars assigned to the RC can expect one or more of the following: A counseling session, an opportunity to have a peer group restorative circle, one on one tutoring to catch up on missing assignments, a coaching session to reenter the classroom with success.
- Administration will assign the RC on a case by case basis for academic or behavior interventions.
- RC is a re-entry program for scholars who earned an out of school suspension.
- RC is an intervention that allows scholars to remain at school and continue their academic work in a small group setting as assigned by administration..
 - Scholars are isolated from their regular classroom environment and are expected to complete assignments.
 - Scholars cannot participate in or attend any extracurricular and/or school related events on the day(s) they are assigned to RC for behavior interventions.
 - Scholars will participate in the Restorative Center process before going back to a regular schedule.
 - Repeated referrals to RC may result in further disciplinary action or removal from future school related events.
 - Failure to comply with RC rules will result in Out of School Suspension.

EGMMS INFORMATION

After School Activities

- Only scholars participating in supervised after-school activities may remain on campus after dismissal.
- Scholars should report immediately to the teacher in charge of that activity and are required to remain with that teacher until the student safely exits the campus.
- If a student leaves the designated after-school location, he/she must have a hall pass from the assigned teacher.
- Scholars who stay after school for a supervised activity may be picked up in the carpool area no later than 5:00 PM or ride the activity bus home unless another time is specified by the teacher/coach. Any student who is not picked up within 30 minutes of the end of an after-school activity may not be allowed to attend future after-school activities, including dances.
- All school policies will be enforced during after-school activities.

Athletics

Seventh and eighth grade scholars interested in participating in athletics should familiarize themselves with the following eligibility requirements and athletic policies. Listed below are the sports seasons and the athletic programs during that season.

Fall Sports: Cheerleading, Football, Girls Soccer, Volleyball

Winter Sports: Cheerleading, Girls & Boys Basketball

Spring Sports: Boys Soccer, Softball, Boys & Girls Track

Visit <https://www.wakecountyathletics.com/eastgarner> for information about eligibility and to obtain forms.

Bathroom Procedures

Students must be in class to learn and using the bathroom frequently can be an avoidance behavior, but we also understand students have needs. Bathrooms are also the center of off-task, disruptive behavior and are difficult to monitor. Students will be permitted to use the bathroom according to established procedures. Parents will be contacted by staff if their student is using the bathroom frequently without a medical need.

Bus Routes and Bus Behavior Expectations

Student cooperation and student safety is a priority of our transportation system. It is a privilege, not a right, to ride the school bus. All WCPSS rules apply to scholars while waiting at bus stops and while riding the bus. At the end of the school day, scholars are required to report directly to their bus when their route is announced. scholars may only ride to and from school on their assigned bus and only use their assigned stop. The bus driver is the representative of the school and will insure that scholars comply with all WCPSS policies. Each bus driver has the right to add additional rules/requirements and to assign scholars to a specific seat on the bus. Violation of bus rules will result in disciplinary actions, including a temporary or permanent removal from school transportation services. Serious or repeated violations may result in disciplinary action as outlined in the WCPSS Parent/Student Handbook, which will be recorded on the student's discipline log. The WCPSS Department of Transportation can be reached at 919-805-3030.

Cafeteria and Food Policy

- Prices - students who apply for and are approved for meal benefits will receive breakfast and lunch at no cost.
Breakfast - \$1.75 Lunch - \$3.50
- Scholars are required to follow all directives from staff members when dining in the cafeteria.
- Scholars must enter the cafeteria in an orderly fashion and stand in line, one behind another facing forward.
- All food and drink must be consumed in the cafeteria. No food, drinks, or snacks may leave the cafeteria.
- Food items/drinks in home packed lunch must be individual size. Family size snacks/drinks and sharing food items are not permitted.
- **Lunches or other meals purchased outside of the school are not allowed in the cafeteria.**

Carpool Procedures

- At the end of the day, the first a number of carpoolers will be called to report directly to the carpool loop for immediate dismissal.

Cell Phones and other Wireless Communication Devices

- Per WCPSS policy, personal technology devices (including, but not limited to smartphones, tablets, laptops, etc.) may be used by scholars for instructional purposes **with the permission and under the supervision of the teachers in compliance with the Technology Responsible Use policy.** The school system assumes no responsibility for personal technology devices brought to school.
- At East Garner Middle School, we believe that phones distract from learning as scholars are preoccupied with social media interactions. Scholars are allowed to bring cellphones to school as long as they are not visible during the school day and they comply with school policy and staff direction regarding phone use.
- Staff are expected to address scholars when they observe them actively engaged with their phone for non-instructional purposes during class, in the hallways or are otherwise creating a distraction to learning, or impacting the safety/security of others.
 - 1st Violation - Staff will alert Admin and the phone will be confiscated. The scholar may pick up the phone at the end of the day. Parents will be notified.
 - 2nd violation - Staff will alert Admin and the phone will be confiscated. Parents will be notified to pick up the phone in the front office and a conference will be held with the grade level counselor. The student will receive an administrative referral for violation of policy 1-6. Multiple violations of this policy will result in an out of school suspension.
- Scholars are permitted to use phones during after-school activities, such as athletic events, club meetings, or other supervised campus activities (except for after-school detention).
- Confiscated items will be tagged with the student's name and held for parent pick up in the main office. **Phones may be picked up by parents at the end of the school day. Staff will not be asked to stop their instructional duties to submit confiscated items to the main office during the school day for parent pick up.**
- If a parent is unable to obtain the device, they may submit a written request, email or phone call to the grade level administrator to have it returned to the student **at the end of the following day.**
- Refusal to comply with staff requests to relinquish electronic devices will result in additional disciplinary action.
- Repeated violations will result in increasing levels of restriction.

Dances

- Dances are considered a privilege for scholars who are in good academic and behavioral standing. scholars may be excluded from dances based on prior behavior referrals, poor work habits, academic failure or attendance issues.
- All dances are open to EGMMS scholars only. This includes the Year Three formal dance.
- Scholars are not allowed to attend after school events if they were not in school unless excused by the principal.
- Scholars must follow the WCPSS & EGMMS Dress Code policies.
- If scholars are not in school or have OSS on the day of the event, they will not be able to attend the event.
- Inappropriate dancing will not be tolerated. The first offense will result in a warning. The second offense will result in a call to parents/guardians, removal from the dance, and the student will not be allowed to attend dances for the remainder of the year.
- Scholars are not allowed to leave the event area once they enter until a parent arrives or until the event ends.
- Scholars are encouraged to bring only items that they can carry on their person when attending an event. There is no available secure storage during this time

Dress Code - Policy Code: 4316 Student Dress Code

Scholars are expected to adhere to standards of dress and appearance. Our guiding principles for the student dress code are similar to those experienced and expected in the workplace: attire that furthers health and safety of scholars and staff, enables the educational process, and facilitates the operations of the school. Parents are asked to partner with the school district to monitor student attire to help adhere to the guiding principles set forth in the policy.

To promote these goals, scholars may not wear or carry clothing, jewelry, book bags, or other personal articles that:

1. Depict profanity, vulgarity, obscenity, or violence;
2. Promote the use or abuse of alcohol, tobacco, or illegal drugs;
3. Are prohibited under Policy 4309 III-2 (Gang/Gang Related Activity) or any other provision of the Code of Student Conduct;
4. Threaten the health or safety of staff or scholars; or

5. Are reasonably likely to create a substantial disruption of the educational process or operations of the school.

Specifically:

- a) scholars must wear clothing that covers their skin from chest to mid-thigh with opaque (non-see-through) fabric in front, back, and on the sides.
- b) scholars must wear shoes at all times except when changing for physical education or athletic practices or events or when specifically directed otherwise by a teacher or administrator.
- c) Clothing must cover undergarments (waistbands and straps excluded).
- d) Breasts, genitals and buttocks must be covered with opaque (non-see-through) fabric.
- e) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- f) Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- g) Head coverings (including hats, hoods, sweat bands, and bandanas) are generally prohibited in the school building. However, scholars may wear head coverings in the school building as an expression of sincerely held religious belief (e.g., hijabs or yarmulkes) or cultural expression (e.g., geles) or to reasonably accommodate medical or disability-related issues (e.g., protective helmets).

Enforcement: Any school dress code enforcement actions should minimize the potential loss of educational time. When a school staff member or school administrator discusses a dress or grooming violation with a student, the adult should be the same gender as the student if practicable. Staff concerns about student attire should be discussed discreetly and out of earshot of other scholars to the extent practicable. Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g., school clothing closet) or otherwise complying with this dress code (e.g., removing a problematic item). School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day.

End of Year Activities

End of year activities are an opportunity for scholars and staff to celebrate and to recognize scholars for their hard work and good citizenship. End of Year Activities for Year 1 and 2 may include field day, performances and an awards assembly. Activities for Year 3 include the dance, field day, an awards assembly and last day picnic/celebration. These activities are privileges for scholars who comply with the Code of Student Conduct, completing work, meeting promotion standards and attending school regularly. All fees and fines must be cleared prior to any event for eligibility. Scholars may be excluded from these activities based on behavior referrals, poor work habits, not meeting promotion standards, owe fines or have attendance issues.

Field Trips

- School trips are designed to be appropriate extensions of the classroom learning and stimulate student interest and inquiry and to provide opportunities for educational growth and development.
- School trips are a privilege. Scholars who are on good academic and behavioral standing are eligible to attend field trips. Scholars may be prohibited from attending a field trip for major violations – even if the student has already prepaid for the field trip.
- Scholars remain subject to all rules of conduct, including disciplinary consequences, during the school trip.
- School trips may be canceled when necessary by the principal, superintendent, or Board of Education. The school system cannot guarantee reimbursement when such cancellations occur.

Hall Passes

- Students are not permitted to leave class during the 1st and last 10 minutes of the period. Scholars are expected to have a pass to be out of their classroom at all times
- Scholars in the hall during class time without hall passes will be given a lunch detention (sweep).

Hallways

- Scholars are expected to walk quietly, quickly, and on the right hand side of the hallway between classes.
- Scholars should not scream, yell, or otherwise be loud or disruptive while in the halls.
- Skipping, running, shoving, dancing in the halls is not permitted.
- Scholars should keep their hands to themselves.
- Scholars will receive consequences for inappropriate behavior in the halls as it creates a disruption to learning.

Lockers – Gym

- There are not enough gym lockers for every student to have his or her personal gym locker on a full-time basis. However, there are more than enough gym lockers for all scholars to secure their belongings during PE and/or athletic events and practices.
- All scholars taking a physical education class or participating in an extracurricular sport should bring a lock from home and securely lock their possessions in a gym locker to protect themselves from theft.

Tardy (Start on Time)

- It is the expectation that every student is in class on time with appropriate materials.
- Teachers will record tardies in Powerschool and report tardies in the Student Discipline Log.
- Students will earn an administrative referral upon the fourth tardy. Consequences for multiple tardies may include lunch detention (entire lunch block - 45 minutes), afterschool detention or in class suspension. Students may be placed on an escort plan if the problem persists.

My Academic Goal Planning Sheet 2023-2024

1 st Quarter Goal	2 nd Quarter Goal	3 rd Quarter Goal	4 th Quarter Goal	
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Interim Grades Record

Class Period:	Math	Language Arts	Science	Social Studies	E1	E2	E3	E4
Q1-3 Weeks Grade								
Q1-6 Weeks Grade								
Q1 Report Card Grade								
Q2-3 Weeks Grade								
Q2-6 Weeks Grade								
Q2 Report Card Grade								
Semester 1 Grade								
Q3-3 Weeks Grade								
Q3-6 Weeks Grade								
Q3 Report Card Grade								
Q4-3 Weeks Grade								
Q4-6 Weeks Grade								
Q4 Report Card Grade								

1st Quarter WEEKLY SCHOLAR GRADE REVIEW

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

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Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

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Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

2nd Quarter WEEKLY SCHOLAR GRADE REVIEW

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
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3rd Quarter WEEKLY SCHOLAR GRADE REVIEW

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
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- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
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Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

4th Quarter WEEKLY SCHOLAR GRADE REVIEW

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
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Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

TO DO LIST: Make a list of the current assigned classwork you need to complete.

- 1.
- 2.
- 3.
- 4.
- 5.

Week of _____

CLASS	GRADE	<u>Missing Assignments</u> (List assignments you have missing in each of your classes. Place a check in the box when you have completed the work.)	<u>Complete</u>
Language Arts			
Math			
Science			
Social Studies			
A Day Electives			
B Day Electives			

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