



Schoolwide Disclosure 2017-18

Welcome to West Hills Middle School. Our mission is to have every student, every day, learning at higher levels. Parents, students and teachers are partners in that effort. This disclosure is designed to help you know and understand the guidelines and expectations for the time you are in middle school. In this disclosure, you will find information about our school wide class guidelines, in terms of:

- Responsibilities
- Citizenship Expectations
- Rewards/Consequences
- Grading Scale
- Academic Integrity
- Absence Make-up Work
- Late Work
- Extra Help and Support

Wildcat PRIDE Classroom Citizenship Rubric

Responsibilities

Student

- Attend school every day
- Show Wildcat P.R.I.D.E.
- Check grades online every week
- Talk to parent/guardian about what's happening in school
- Use technology appropriately

Parent

- Help student get to school on time and meet other daily expectations
- Discuss with student what they're learning each day
- Check student's grades online every week
- Contact teacher with any questions or concerns by sending an e-mail or calling WHMS at 801-412-2300
- Attend parent-teacher conferences

Teacher

- Plan and prepare engaging daily lessons
- Help students learn concepts
- Speak and behave respectfully with parents/guardians, students, colleagues and staff
- Update grades weekly
- Communicate with parents and guardians in a timely manner

Rewards and Consequences

Classroom rewards will be set by each teacher and students will, individually and as a group, work towards earning these rewards by demonstrating appropriate classroom behaviors.

West Hills teachers and staff will utilize a research-based approach to classroom management. Students will be asked to correct behavior via "Precision Commands", first with a request to "Please do..." followed by a request that the student "Needs to do..." Additional consequences will include time after class (in increasing intervals to one minute) and "Think Time" in another classroom. Serious behaviors (including repeated behaviors that do not respond to intervention) will be referred to administration.

		H (4) Honors	S (3) Satisfactory	N (2) Needs Improvement	U (1) Unsatisfactory	Pts
P Proactive	Comes On Time	Comes to class on time (0 - 1 tardies)	Generally comes to class on time (2 - 3 tardies)	Sometimes late to class (4 - 5 tardies)	Frequently late to class (more than 5 tardies)	
	Comes Prepared	Brings needed materials to class and is ready to work	Generally brings needed materials to class and is ready to work	Sometimes needs to borrow supplies OR settle down and get to work	Often forgets materials OR is rarely ready to work	
R Respect	Listens and Follows Directions	Listens to the teacher and other students when they are speaking. Follows directions.	Usually listens to the teacher and other students when they are speaking. Often follows directions.	Does not pay attention to directions. Does not listen well.	Does not follow instructions. Does not listen well to others and often talks when others are speaking.	
	Follows Rules	Follows class rules without being reminded	Generally follows class rules	Has to be reminded frequently about class rules	Generally does not follow class rules	
I Integrity	Encourages Others	Consistently encourages and helps peers.	Will help a friend in need.	Occasionally encourages or helps peers.	Rarely encourages or helps classmates.	
	Shows Positive Leadership	Leads by example and is a positive role model for all peers.	Can be a positive role model to friends.	Seldom leads others in a positive way.	Sometimes negatively influences peers.	
D Determination	Manages Time	Strives to do his/her best	Generally strives to do his/her best	Has to be reminded to stay on task	Rarely puts forth his/her best effort	
	Completes Tasks	Meets all deadlines and routinely uses class time well to ensure assignments get done on time	Meets most deadlines and routinely uses class time well to ensure assignments get done on time	Meets some deadlines and sometimes uses class time well to get assignments done	Rarely meets deadlines and does not use class time well to get assignments done	
E Enthusiasm	Stays Engaged	Pays attention and actively, enthusiastically participates in classroom discussion	Pays attention and speaks when appropriate	Talks and does not pay attention to what is supposed to be done in class	Continually interrupts and talks during class	
		H = 33 – 36	S = 24 – 32	N = 15 – 23	U = 9 - 14	Total

Grading Scale

All teachers will utilize the following school wide grading scale for assignments, projects, tests and final grades in the general education classroom. Exceptions to this scale for students with special needs will be provided in an addendum or Individual Education Plan (IEP). Individual teachers may weight grading categories differently.

A	93 – 100%	B	83 – 86%	C	73 – 76%	D	63 – 66%
A-	90 – 92%	B-	80 – 82%	C-	70 – 72%	D-	60 – 62%
B+	87 – 89%	C+	77 – 79%	D+	67 – 69%	F	0 – 59%

Pass/fail classes, including student aide periods and TA/Homeroom, will be graded on a 100-point scale, with a passing grade being higher than 60%.

Academic Integrity

Students are expected to show integrity by performing to the best of their abilities and by being honest in all schoolwork. Students may have the option to re-do most assignments, to receive a better grade. Teachers will let students know which assignments may be re-done.

If a student copies another student's work, shares his or her work with another student to take credit for work he/she didn't do (plagiarism), the student will receive a lower citizenship grade, and be required to re-do the assigned work. At the teacher's discretion the student may receive a zero grade or grade reduction on the reworked assignment.

Absence Make-up Work

When a student has been absent, the student is responsible for gathering and completing all work missed due to the absence. An excused absence does not mean the assignments are excused. Teachers generally maintain a file with extra copies of assignments from the quarter, so students can easily obtain their missing work to make up. Because learning is our priority, students who are truant are expected to complete missed work; however, credit may not be given for work missed due to truancy.

Upon return to school, the student will be given **one week** to turn in all make-up work and complete any missed assessments. After the one-week timeframe, missing assignments become LATE WORK. Extenuating circumstances may be considered with teacher approval. **Students will be notified in advance of projects/assignments for which this absent work guideline does not apply.**

Late Work

Teachers will provide students with sufficient time to complete assignments, and will inform students of assignment due dates. At a minimum, students will be allowed to turn in all missing/late assignments by the midterm deadline. After midterm, students will be allowed to turn in all missing/late assignments from the second half of the quarter by the end of quarter deadline (see school web calendar for dates). Late assignments will receive a reduction of no more than 25% of the score that would have been given if the work had been submitted on time.

Extra Help and Support

When students struggle to meet academic expectations, these interventions may take place at teacher discretion.

- Assignment returned to student with a chance to re-do for a better grade
- Before or after school assistance, arranged with teacher
- In-school Intervention Time (LEAP) approximately 3 times weekly
- After School Tutoring on Tuesdays and Thursdays
- Parent contact
- Parent conference with student and teacher or school team
- Counselor assistance
- Tracking sheet
- Administrative intervention
- Placement in support programs

Other interventions may occur, based on student needs.

PLEASE NOTE: Individual teachers or department teams may create an addendum with additional information regarding disclosure expectations. This information is available on the West Hills website at <http://westhills.jordandistrict.org>.

Checking In and Out

To check a student out during the school day, a parent or guardian (or individual on the student’s emergency contact list) must come in to the Attendance Office to sign the student out and show valid ID. If the student returns to school during the same day, the parent or guardian does not need to return to the Attendance Office. The student may return to the Attendance Office on their own to sign in and receive a note to class.

Excused Absence

An excused absence is any absence that, according to Utah law or Jordan School District policy, is not included when tallying absences for a potential referral to juvenile court for habitual truancy. An excused absence indicates that both the parent and the school know the whereabouts of the student; it does not excuse a student from the work that was missed. These absences are, depending on the situation, recorded in Skyward using the codes E, G, Q, or V.

An absence can be excused by a parent when communication regarding the absence is provided to the school within five school days of the absence. This communication can be via handwritten note, email, phone call, or a note from a health care provider.

While these types of absences are listed as “excused”, the loss of instructional time in the classroom with a teacher is certain to have a detrimental impact. No amount of makeup work at home can recreate the classroom experience. Parents and students are strongly encouraged to make all efforts to have students attend each class each day.

Unexcused Absence

An unexcused absence is any absence that is tallied when determining if a student’s attendance problem should be referred to the juvenile court system for remediation. These are absences where no information has been provided to the school about the student’s location during the school day, including periods when a student is truant. These absences are recorded in Skyward using the A code. An unexcused absence can be excused by a parent using the notification process listed above, but must be done within five school days of the absence.

When a student accumulates 10 or more days (or an equivalent number of periods) of unexcused absence, a letter is sent home to the student’s guardian asking for a meeting with a school administrator to try to remediate the attendance problem. After another 5 days (or equivalent number of periods) of unexcused absence, a certified letter is sent home requesting another meeting with school administration. If the attendance problem cannot be resolved at that point, the student and the guardian may be referred to the juvenile court system.

School-related Absence

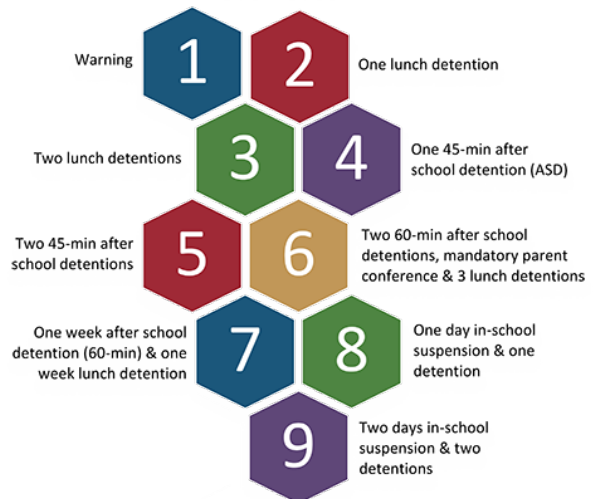
Students may also be absent from class during the school day for school activities, field trips, testing, or conferences with counselors or administrators. These absences are marked with a variety of other codes in Skyward, depending on the circumstance. These absences are considered excused, but students still have the responsibility to complete work or assignments missed during these periods.

Tardies

A tardy is recorded in attendance whenever a student arrives in class after the bell. Tardies are recorded in Skyward using the T code. Students caught being tardy during a quarter will have consequences that may include lunch detention, after-school detention, and in- and out-of school suspension. The tardy policy and associated consequences are outlined in the graphic to the right.

When a student arrives late to the start of school, they are considered tardy. This unexcused check-in is recorded in Skyward by the Attendance Office using the U code. Parents may, at their discretion, excuse these beginning-of-the-day tardies using the same notification process used for an excused absence within five school days of the late arrival to school.

WEST HILLS TARDY POLICY 2017-2018



What is LEAP?

LEAP is the name of the intervention and reteaching program that is typically held three times a week at West Hills Middle School. The purpose of this program is to allow teachers in all subjects and content areas the opportunity to call students in for additional help or to reteach a class concept. Students who are not called in to work with a teacher have the opportunity to use their LEAP time to catch up on late work, read, or complete homework assignments.

How Does it Work?

Each week that LEAP is held, teachers make requests for students they would like to work with. The requests are processed through a spreadsheet and sorted by homeroom class. Each homeroom teacher uses the spreadsheet to identify the students in their class who have been requested and direct those students to the correct location. Students who are not requested use the time to catch up on assignments or to read. Teachers who have requested students send their own homeroom class to the cafeteria where they are supervised by administrators and counselors.

In a typical week, LEAP is held on Tuesday, Wednesday, and Thursday. Each department has a day where they may request students for reteaching or assistance. Those days are typically:

- First LEAP (typically Tuesday): Language Arts, CTE, PE, Health
- Second LEAP (typically Wednesday): Science, Social Studies, Reading
- Third LEAP (typically Thursday): Math, Foreign Language, Fine Arts

Special education classes may call students throughout the week to provide additional support in accomplishing IEP goals. Students also have the option to ask their teacher to be added to the LEAP request list if the student feels they have a need for additional help or instruction.

Why LEAP?

LEAP time provides the opportunity – and the time during the school day – for teachers to call groups of students with similar needs together for additional instruction. It also allows students who may be caught up in classes or who do not need additional instruction from teachers with time to complete homework or reading assignments in order to continue to stay on top of class activities.



Schoolwide Disclosure / Policy Acknowledgment

West Hills Middle School requires parents and students to be familiar with the policies and expectations listed below. Some of these policies were contained in the Online Registration materials that were accessible via Skyward prior to the start of the school year. These policies and procedures will also be reviewed with students during the first weeks of the school year.

Student Name: _____ Grade: _____

I have read and reviewed the West Hills Middle School schoolwide disclosure, attendance policies, and LEAP information sheet with my parent/guardian, along with the addendums on the school website from my teachers. I understand the expectations and guidelines, and I agree to follow them.

I have also read and reviewed the policies and procedures listed below, and I agree to follow them.

1. Student Standards and Expectations (delivered electronically in Online Registration, available under "Students" tab on school website)
 - a. Tardy Policy
 - b. Electronic Device Policy
 - c. Dress and Grooming Policy (Jordan School District Policy AA419, linked from "Student Standards and Expectations" page on school website)
 - d. Medications and Illegal Substances Policy (Jordan School District Policy AS85 and AS90, linked from "Student Standards and Expectations" page on school website)
2. Jordan School District Discipline of Students Policy (Policy AS 67, linked from "Student Standards and Expectations" page on school website)

Student Name (please print) Student Signature Date

PARENT/GUARDIAN

As parent/guardian of the student named above, I have read and reviewed the West Hills Middle School schoolwide disclosure, attendance policies, and LEAP information sheet with my child, along with the addendums on the school website from my child's teachers. I have also read and reviewed the policies and procedures listed above. I agree to support my child in meeting these expectations and guidelines.

Parent/Guardian Name (please print) Parent/Guardian Signature Date

*Return this document by the second day of school to your first period teacher.
This signature page will be kept on file in the Main Office.*