2014-2015
Student Guide to Campus Life

McCarroll Middle School
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2014-2015

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Dear Middle School Parents and Students:

We would like to welcome you and your student to McCarroll Middle School. We are excited to have your child on our campus this year. Every employee at McCarroll Middle School wants to provide a positive learning environment in which your child can flourish. We want you to know we are committed to ensuring that meaningful learning experiences are occurring in our building every day. We encourage you to contact your child’s teacher early on in the school year and maintain that communication throughout the year.

The DISD Student Handbook and McCarroll Middle School Student Guide to Campus Life should act as a reference guide for the expectations and policies that are in place at McCarroll Middle School. The District Handbook is available on-line, in our office, or at the DISD Central Office. We have attempted to make it as comprehensive as possible, but if you should ever have any questions that are not addressed in the handbook, please feel free to contact one of the administrators on campus.

Thank you for entrusting us with the education of your most precious resource.

Sincerely,

Dewayne Tamplen
Principal
Decatur ISD Mission Statement

“Decatur ISD is committed to providing a quality education where students will learn digitally, think creatively, and compete globally.”

School Song

School that we love
We sing unto thee
We pledge our best for your victory
Clean fighting for the white
Loyalty for blue
Eagles of MMS
Decatur watches you

Fight Song

We are the Eagles of Decatur High
We wear the colors of blue and white
Our team may win or lose or tie the game
But they will play it fair and right
We are good sports and always back our team
At every ball game you’ll hear our cry
Yea Eagles fight, fight, fight with all your might
And win this game for Decatur High
ADVANCED COURSES

What is Pre-AP?
Pre advanced Placement classes are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments.

What is the difference between a Pre-AP and a General Education class?
The curricula for both Pre-AP and General Ed courses are built on the core academic curriculum following the Texas Education Agency guidelines for each course. This curriculum is called TEKS, or Texas Essential Knowledge and Skills. Students enrolled in Pre-AP should expect a faster class pace, more depth in classroom discussion, increased amount of reading, and overall greater academic expectations on assignments and time management.

Why should my child take a Pre-AP class?
Pre-AP middle school courses are designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting, generally during the Junior and Senior years. At the end of each AP course and AP Exam is given. Qualifying scores on the AP Exams can possibly enable students to receive college credit and/or advanced standing at a university or college. Students taking Pre-AP courses should expect additional demands on time, personal organization, and commitment.

Can any child take a Pre-AP course?
Decatur ISD has an open enrollment policy in Pre-AP offerings. Teachers, parents and students should work together to choose the most appropriate classes for student success. The following characteristics have been found in successful Pre-AP students:
- Strong study skills and self-motivation
- Proficient oral and communication skills
- Self-discipline to plan, organize, and carry out assigned tasks
- Commended performance on TAKS tests in the related core subjects
- Above average grade in the previous year related content area

Specific Differences in Core subjects:
MATH: Pre-AP prepares students for Algebra I in eighth grade. General education is regular math.
ENGLISH: Pre-AP will have summer reading assignments and outside-of-class, independent reading throughout the year. They will be expected to form in-depth responses, both spoken and written, on a variety of topics and literature pieces. Pre-AP students should enjoy reading and writing and embrace the challenge of both activities.
SCIENCE: Pre-AP students should have an above average aptitude in Science. They should enjoy the higher questioning practices needed in science exploration, and all Pre-AP students should be prepared for tests that will include essay questions.
We also suggest that you discuss this with your child and with the current academic teacher in that subject. We hope this guide will be helpful in selecting the courses most appropriate for the success of your child.

McCarroll Middle School Pre-AP Program

Pre-AP courses are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course. Pre-AP middle school courses are designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting. At the end of each AP course an AP Exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college.

The following Pre-AP Courses are offered at McCarroll Middle School:
  6th Gr Pre-AP Language Arts
  6th Gr Pre-AP Math
  7th Gr Pre-AP Language Arts
  7th Gr Pre-AP Math
  7th Gr Pre-AP Science
  8th Gr Pre-AP Language Arts
  8th Gr Algebra 1 (which includes the new STAAR End-of-Course Exam from the Texas Education Agency)
  8th Gr Pre-AP Science
  8th Gr Pre-AP U.S. History

Enrollment into Pre-Advanced Placement (Pre-AP) coursework is open to any student interested in a challenging and rigorous curriculum. Recommended guidelines have been included under each Pre-AP Course to note suggested performance levels to ensure student success. Students who experience success in Pre-AP courses typically exhibit the following personal and academic characteristics:

Personal Characteristics:
  • Excellent study and organizational skills
  • Ability to work well with others
  • Persistence in pursuing goals
  • A strong sense of responsibility
  • Ability to become an independent learner
  • A desire to be academically successful
  • Reading on or above grade level
  • Proficient oral and written communication skills

Academic Characteristics:
  • Grade of 85 or higher in a related academic content area course
Scores at the commended level on the most recent TAKS test closely related to the Pre-AP course being considered

Students are encouraged to take Pre-AP courses that are appropriate to their interests and academic strengths. The number of Pre-AP courses also varies with students' motivation, self-discipline, and available time outside of class. Students are not expected to enroll in Pre-AP courses in all core subject areas.

The homework load for Pre-AP Courses is intensive and requires academic discipline. Students must maintain a passing average in order to remain in a Pre-AP course. Students who are failing after 6 weeks will be placed on a probationary contract and parent contact will be made. Student performance will be reassessed at the 6-week grading period and those students still failing may be removed from the course.

Pre-AP Teachers have received subject-specific training to provide strategies and tools to engage their students in high-level learning.

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Language Arts

Pre-Advanced Placement Language Arts 6
As a preparation for Advanced Placement English courses in high school, this curriculum adds a focus on literary analysis in reading, writing, and speaking in addition to the required work of a regular Language Arts class. Pre-AP classes will also be exposed to analytical reading of literature, writing and speaking focusing on tone and style, and using analytical literary terms in both writing and speaking which are key facets to this program. The combination of the above mentioned aspects prepare students for success on the Advanced Placement exams in high school. The content of this course will be organized to include elaborate, complex and in-depth study of major ideas, problems, and themes that integrate knowledge with learning skills. Activities, which allow for the development and application of productive thinking skills enabling students to re-conceptualize existing knowledge and/or generate new knowledge, will be stressed. An essential part of the program will allow for the integration of multiple disciplines as they relate to analyzing and writing about literature. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is STRONGLY advised that students have the following prerequisites to enter this class:

- 90 or above grade average in 5th grade language arts
- Aptitude for and genuine interest in both reading and writing.

Successful students are task oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.

Pre-Advanced Placement Language Arts 7
As a preparation for Advanced Placement English courses in high school, this curriculum focuses on literary analysis in reading, writing, speaking and listening.
In addition to what is expected in a regular language arts class, Pre-AP classes will also be exposed to analytical reading of literature, analytical writing and speaking focusing on tone and style, and using analytical literary vocabulary in both writing and speaking which are key facets to this program that aid in preparing students for success on the Advanced Placement exams in high school. The content of this course will be organized to include the in-depth study of major ideas, problems, and themes that integrate knowledge and systems of thought. The development and application of productive thinking skills through Socratic methods will enable students to reformulate existing knowledge and/or generate new knowledge. Part of the program will allow for the integration of multiple disciplines as they relate to literature. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is STRONGLY advised that students have the following prerequisites to enter this class:

- 90 or above grade average in 6th grade language arts OR
- 80 or above grade average in 6th grade Pre-AP language arts
- Aptitude for and genuine interest in both reading and writing

Successful students are task oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.

Pre-Advanced Placement Language Arts 8
As preparation for Advanced Placement English courses in high school, this curriculum focuses on literary analysis in reading, writing, speaking and listening. In addition to what is expected in a regular language arts class, Pre-AP classes will also be exposed to analytical reading of literature focusing on tone and style, and using literary vocabulary in both writing and speaking which are key facets to this program. The content of this course will be organized to include elaborate, complex and in-depth study of major ideas, problems and themes. Activities that allow for the development and application of productive thinking skills enabling students to conceptualize existing knowledge and/or generate new knowledge will be stressed. An essential part of the program will allow for the integration of multiple disciplines as they relate to literature. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is STRONGLY advised that students have the following prerequisites to enter this class:

- 90 or above grade average in 7th grade language arts OR
- 80 or above grade average in 7th grade Pre-AP language arts
- Aptitude for and genuine interest in both reading and writing

Successful students are task oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.

Math

Pre-AP Math 6
The 6th grade mathematics pre-AP curriculum is designed to expand students’ knowledge of numbers, number theory, computation, estimation, measurement, geometry, statistics, probability, patterns, and functions. Emphasis will be placed on in-depth problem solving and application of
mathematics. Students with strong computation and problem-solving skills will enjoy the challenge this course provides. The pre-AP designation indicates a more rigorous curriculum. **It is STRONGLY advised that students have the following prerequisites:**

- 90 or above grade average in 5th grade math
- Aptitude for and genuine interest in math.

Successful students are problem solvers, able to prioritize their time and produce quality work. Parental support is necessary.

**Pre-AP Math 7**
The seventh grade Pre-AP mathematics curriculum is designed to continue expanding the students’ knowledge of number theory, measurement, geometry, proportional reasoning, probability, statistics, pre-algebra, and other advanced mathematics topics. Emphasis will be on problem solving, technology, and independent student discovery. **It is STRONGLY advised that students have the following prerequisites to enter this class:**

- 90 or above grade average in 6th grade math OR
- 80 or above grade average in 6th grade Pre-AP math
- Aptitude for and genuine interest in math.

Successful students are problem solvers, able to prioritize their time and produce quality work. Parental support is necessary.

**Algebra 1**
Algebra I is the study of mathematical relationships. It covers topics such as algebraic properties, solving equations and inequalities (linear, absolute value, radical, and quadratic), and applying equations and inequalities. Operations involving polynomials and exponents, rational algebraic expressions, and functions are also covered. These topics are studied algebraically (abstractly), graphically, and analytically. Students can expect to use graphing calculators frequently in the course. Students who take Algebra I are preparing to enter a sequence of courses including Geometry, Algebra II, Pre-Calculus, and Advanced Placement Calculus. The curriculum of this course is designed to prepare eighth grade students for these rigorous courses. Students in Algebra I will be administered the STAAR End-of-Course Exam from the Texas Education Agency.

**Science**

**Pre-AP Science 7**
The study of science includes conducting field and laboratory investigations using scientific methods, critical thinking, problem-solving, and scientific instruments to collect and analyze information to explain a phenomenon. Much of the course involves laboratory skills in which students draw logical inferences, predict outcomes, test their ideas, and formulate conclusions. The emphasis is on lab work and application. To excel in this class, students must display initiative and willingness to work independently, show ability to complete project assignments and verify laboratory experiments. **It is STRONGLY advised that students have the following prerequisites:**
• 90 or above grade average in 6th grade science
• Aptitude for and genuine interest in science.

**Students will be involved in a minimum of 2 projects a year that will include research and experimentation.**

**Pre-AP Science 8**
This study of science includes planning and conducting field and laboratory investigations, maintaining a scientific journal, using the scientific method, analyzing data, critical thinking, scientific problem solving and using various tools and equipment to collect and analyze information. **It is STRONGLY advised that students have the following prerequisites:**
• 90 or above grade average in 7th grade science OR
• 80 or above grade average in 7th grade Pre-AP science
• Aptitude for and genuine interest in science.

**Students will be involved in a minimum of 2 projects a year that will include research and experimentation.**

**History**

**Pre-AP United States History 8**
This course includes the study of US History 8 presented in greater depth through extended reading, research and writing with interdisciplinary application to include art, literature, science, and economics. **It is STRONGLY advised that students have the following prerequisites:**
• 90 or above grade average in 7th grade Texas history OR
• 80 or above grade average in 7th grade Pre-AP Texas history
• Aptitude for and genuine interest in social studies.

Successful students are task oriented, proficient readers, able to prioritize their time and produce quality work. Parental support is necessary.

**ARRIVAL AT SCHOOL**
Bus students will be delivered to the Multi-Purpose Building for supervision until 7:45am. If students are to eat breakfast at school in the morning, they should be dropped off in front of the Multi-Purpose Building after 7:20am. Students who are not eating breakfast may be dropped off at the front of the Middle School or the 6th grade campus to go in the east set of entry doors and into the gym. A bell will sound for them to proceed to their lockers at 7:50 am.

**ASSEMBLIES**
At assemblies students are to conduct themselves as they would in the classroom. Students who are tardy or disruptive shall be subject to disciplinary action. Students are expected to behave appropriately at school-sponsored events not held on campus. Failure to do so will result in the student being asked by the administrator in charge to leave and a discipline referral initiated.
ATTENDANCE
The state compulsory attendance law requires that a student between the ages of 6 and 18 must attend school and district required tutorial sessions unless the student is otherwise legally exempted or excused. Regular school attendance is essential for the student to make the most of his or her education. **Attendance is recorded every class period during the school day.** Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences

**Attendance is taken every class period.** Missing only one class period does count as an absence.

**Excused Absences**
A student may receive up to three excused absences without a doctor’s note each 18-week period, provided parents follow the proper procedure for reporting an absence. (Outlined below)

Students who are absent for the following circumstances may be counted as present for ADA purposes with documented parental consent:
1. An extracurricular activity or public performance, approved by the District’s Board of Trustees.
2. A District-approved mentorship designed to meet requirement for the Distinguished Achievement graduation program.
4. Observance of religious holy days, including the travel for that purpose.
5. A documented health care appointment – if the student begins classes or returns to school on the same day as the appointment.

**Parent Role and Responsibility – (for excused absences)**
*When a student is absent, the parent/guardian is required to report the absence and reason to the Middle School office on the day of the absence by 12:00 Noon.* Students may receive up to three (3) excused absences each 18-week period (semester) when parents/guardians follow this procedure. *After five absences in the Fall or Spring semester of school, a physician’s note is required within three days of the student returning to school to ensure the absence(s) will be excused.* Students are expected to attend school on the day following participation in or attendance at a school sponsored activity. A physician’s note will be required to excuse an absence in such a case.

If a doctor, orthodontist, dentist, or other medical doctor has seen the student, a medical excuse should be submitted to the office upon the student’s return to school. **All unexcused absences are subject to the attendance laws of the State of Texas and possible disciplinary action by the school administration.**
Students with excused absences will have the total number of days associated with the absence from school plus one day to turn in makeup work for assignments, tests, etc. missed while absent from school. It is the responsibility of the student to seek the missed work for each missed class, complete the work and turn it in within the stated time. Requests for makeup work should be made before 10:00 a.m. and picked up after 3:00 p.m.

**Truancy**
Truancy will be filed when a student has accumulated:
3 or more unexcused absences (either days or parts of days) in a four week period, 10 or more unexcused absences (either days or parts of days) in a six month period.

**Bicycles**
Students who ride their bicycles to school should obey state laws for their safety, ride with the traffic, ride in a single file, ride with only one person per bicycle, wear a helmet, and use arm signals before turning. Bicycles must be walked on the school grounds during school hours. For security reasons, students are encouraged to lock and chain their bicycles to the appropriate racks when provided by the school. The district is not responsible for stolen or damaged bicycles.

**BOOK BAGS/BACKPACKS/PURSES**
In the morning, students must place their book bag or backpack in their assigned locker until the end of the school day at 3:25 p.m. Book bags or backpacks are not allowed in the hallways or classrooms unless stated by the teacher.

Purses are to be placed in students’ lockers upon entering the campus. They may be removed from the lockers during the day to be taken to the restrooms only. Purses are not allowed in classrooms.

**CELL PHONES/TELECOMMUNICATION DEVICES**
Cell phones and other telecommunication devices are not to disrupt instruction time. Cell phones and other telecommunication devices may be used at the instruction of a teacher for instructional and educational purposes. If a student uses a cell phone or other telecommunication device in an inappropriate or disruptive manner during the school day, or the cell phone or other telecommunication device makes a noise in the locker or anywhere else on campus, the cell phone or telecommunication device will be confiscated and released to the student/parent/guardian upon payment of a $15 fine. Upon a third cell phone/telecommunication device offense, the confiscated item will remain with the school for the remainder of the year.

**CHEWING GUM/CANDY**
Chewing gum is not allowed on the Middle School Campus. Students may however consume candy or confectioneries that are sold in the school cafeteria or brought from home for lunch. These are to be consumed in the cafeteria area.
and are not to be taken and/or consumed on the main campus. Violation of this policy will result in disciplinary action.

**CLUBS/ORGANIZATIONS**

Students are encouraged to actively participate in one or more of the following groups. Participation in one or more of these activities increases a student’s chances of overall success socially and academically.

**ATHLETICS**
The DISD Athletic Department follows the guidelines established by the University Interscholastic League (UIL). The policies and regulations of the DISD Athletic Department are available from the Athletic Director. During the first grading period a student is eligible if he/she successfully completed the previous grade and was promoted to the next grade.

**BAND**
Membership in the MMS band shall be open to all students with a desire to learn and perform in an instrumental music setting. Students will be required to attend all scheduled rehearsals and performances involving the MMS band. Additional information regarding rehearsal time, rehearsal manners, travel, individual responsibilities and care of equipment may be received from the Band Director.

**CHEERLEADING**
Cheerleading try-outs are in the spring and information on how to become involved may be obtained from the Cheerleader Sponsor. Cheerleading requires good grades, good citizenship, and a commitment of time outside of school hours.

**CHOIR**
Membership in the MMS Choir shall be open to all students with a desire to learn and perform. Students shall be required to attend all scheduled rehearsals and performances.

**FUTURE CITY**
Students are nominated and chosen through the Pre-AP Science class to participate in the Future City Engineering competition. This team travels to a regional competition the last weekend in January to the UTA School of Engineering with an opportunity to travel to Washington DC for a national competition. This competition integrates all four-core subject areas – Math, Science, History, and English, as well as Technology and Engineering. Occasionally there may be coaching sessions during and after school.

**MATH/SCIENCE TEAM**
Students may participate on the math/science team, which travels to various competitions. These competitions are normally on Saturdays and assist in preparing students for future academic competitions in the fields
of math and science, including UIL events. Sponsors and coaches take the students to designated schools hosting the competitions. Occasionally, there may be coaching session’s after-school hours.

NATIONAL JUNIOR HONOR SOCIETY
The purpose of this organization is to create enthusiasm for academics, to stimulate a desire for service to others, to promote leadership, and to develop character. Candidates eligible for selection to this chapter must be in the 8th grade. To be deemed an eligible candidate; a student must have completed at least one Advanced or Pre-AP class during the 7th grade year, and be enrolled in at least one Advanced or Pre-AP class for the 8th grade year. Applicants must also have passed all 7th grade core classes with a 90 average or above in order to be eligible for candidacy. A minimum of twenty hours of service displaying leadership and good character is also required of applicants. Applications will be received after the first three-week grading period of the 8th grade year.

STUDENT COUNCIL
The Student Council at MMS was organized to encourage cooperation between faculty and students and to provide a forum for student leadership. Elections for Student Council are held at the beginning of each school year. Students wishing to serve on the Student Council should report to the Students Council faculty representative. The Student Council consists of twelve students, which include four 8th grade officers (President, Vice-President, Secretary, and Treasurer) who are required to give a speech, four 8th grade representatives (two male and two female), and four 7th grade representatives (two male and two female), all of which are elected by the student body. There are several Student Council meetings throughout the academic year. Some activities may include assistance with Red Ribbon Week, Spirit of Christmas, and several fund-raising events such as basketball concessions, cap day, and food drives for WARM. The sponsors would also like to see the council attend some leadership workshops if possible.

UIL ACADEMIC TEAM
The academic team follows all guidelines established by the University Interscholastic League (UIL). All students are encouraged to participate to increase their knowledge and to make a contribution to MMS success. The events include: Number Sense, Calculator, Spelling, One-Act Play, Mathematics, Oral Reading, Ready Writing, Modern Oratory, Maps/Graphs/Charts, Impromptu Speaking, Listening Skills, Dictionary Skills, Social Studies, Editorial Writing, Science I and II, and Art.

WEB - Where Everybody Belongs
WEB is an exciting orientation program that allows for incoming 7th graders to experience middle school in a positive way. Eighth graders
serve as peer mentors to small groups of seventh graders at a half-day orientation before school starts. Eighth grade WEB leaders will also serve as an additional support person on campus for 7th graders.

COMMUNICATION WITH STUDENTS
Parents who wish to communicate with their students during the day should call the main office at (940) 393-7300 and leave a message to be delivered to their student. **PLEASE REFRAIN FROM TEXTING OR CALL YOUR CHILD ON THEIR PERSONAL CELL PHONES.**

CRISIS MANAGEMENT
Decatur ISD has been active in efforts to keep a safe learning environment for our students. Each campus has a crisis team that can assess and act in times of crisis. McCarroll Middle School has an eight-member team that has been trained and assigned specific duties in case there is a time of crisis. These duties include everything from notifying proper authorities to placement of personnel on campus and debriefing following a crisis. The team has and will continue to conduct drills in order to assess our response to various crisis situations and is working in conjunction with the Decatur Police Department. Those assessments are then used to communicate with staff and students in an effort to maintain safety on our campus.

DISCIPLINE
A student who violates the District’s Student Code of Conduct will be disciplined. A copy of the District’s Student Code of Conduct is attached to the student handbook. A copy of the Administrator’s Discipline steps is included in the appendix of this student guide along with a copy of the tardy clerk’s steps per six-week grading periods.

**Detention Hall**

Regular Detention Hall will be held daily during the student’s lunch period. An Administrator only assigns Lunch Detention Halls. Students are to pick up their lunch and move immediately to the designated area in the cafeteria for the Detention Hall. Students must sign in with the teacher in charge of the Detention Hall. Teachers may conduct their own Detention Halls before, during, or after school as a form of soft punishment for minor infractions.

D-Hall assignments may be made for the following infractions. Repetitive infractions will result in more severe consequences.

1. Minor Class Disruption
2. Excessive tardiness
3. Public Displays of Affection
4. Confiscations (Cell Phones, Electronic Devices…etc.)
5. Undirected Disruptive Profanity or Inappropriate Vocabulary
6. Insubordination
7. Littering on school property
8. Other as Deemed Appropriate by Administration.

**In School Suspension**
Administrators may assign ISS as a disciplinary measure. On days assigned to ISS, students will be isolated from the remainder of the student body and will not be allowed to participate in extracurricular/co-curricular activities.

**Suspension**
A student is prohibited from coming on to the school campus or from attending any school-related activity (e.g. football game, band concert) for duration of suspension.

**Disciplinary Alternative Education Program**
Students shall be assigned to the DAEP program for persistent behaviors as shown by documentation of severe and non-severe offenses. Students assigned to the DAEP program are prohibited from coming on to the school campus or from attending any school-related activity.

**Disciplinary Referrals to Office**
Each MMS classroom teacher may initiate discipline steps in their classroom using the MMS classroom guidance and management form. Upon the fourth step, a referral is made to the administration office. At that point, a student enters step one of the MMS Administration Discipline Plan. Parents and Guardians will receive a letter or other communication. (The McCarroll Middle School Administrative Student Discipline Chart outlines the plan of consequences for inappropriate behaviors and is located in the Appendix.)

**DRESS CODE**

1) Shirts, blouses, sweaters, sweatshirts, and jackets must be no longer than the bottom of the back hip pocket or they must be tucked in.
2) Halter-tops, spaghetti straps, tube tops, and slumber shirts are not permitted.
3) Bare midriff shirts, tank tops, see through tops, sleeveless t-shirts, or muscle shirts may be worn with a short-sleeved shirt underneath that is tucked in. No skin maybe visible. Straps of sleeveless blouse worn by girls must be at least 4 fingers in width.
4) No risqué or “off color” clothing with abusive, suggestive, offensive, lewd, or violent themes may be worn. This includes shirts or garments that display skulls or other images that are construed by administration to be inappropriate for an academic setting.
5) Clothing advertising tobacco, alcohol, illegal substances, or things deemed inappropriate by administration is prohibited.
6) Shorts, skirts, and dresses must be at least fingertip length, when arms and shoulders are relaxed at the sides.
7) No biker or jogging shorts are to be worn. Any clothing designed, as underwear may not be worn as outerwear. No sleepwear shall be worn as outerwear.
8) Overall buttons will be securely fastened and straps will be worn on the shoulders.
9) “Hip-hugger” shorts, pants, or skirts are prohibited and there should be no skin visible. There should be no sagging pants or garments.
10) Pants, shorts, or skirts should not display printing, writing or any form of communication across the seat of the garment or another location deemed inappropriate by administration.
11) All clothing must not be cut, torn, or have holes. Headgear: Hats, caps, hair curlers, hairnets, shower caps, bandanas, and etc. and not permitted during the school day. At no time during the school day is headgear to be visibly carried or worn on campus.
12) Shoes will be worn at all times, properly fastened.
13) Glasses with tinted lens (or sunglasses) will be worn only if they are prescription or by the orders of a physician.
14) Coats/jackets worn in the classroom will be at the teacher’s discretion.
15) Hair should be kept neat and well groomed. There should be no off-coloring of hair (only colors that occur naturally in nature).
16) Students are not to wear large chains, spikes, or any other ornamental jewelry that could be construed by administration as possibly harmful to the students or others.
17) Students are not to have chains, ropes or other attachments to their garments including those attached to oversized pocket books.
18) Body piercing is limited to the ear(s), no gauges.
19) Tattoos must be covered.

****These and all other attire regulations are left to the discretion of campus administrators

ELECTRONIC DEVICES
It is recommended that students do not bring personal electronic devices such as CD players, I-Pods, MP3s, games or any such device to school. Those devices are not allowed to be utilized during the day unless there is a special assignment for such made by a faculty member and is cleared by administration. Such devices create an array of issues on campus due to being broken, missing…etc. The Middle School has no responsibility to take care of such personal items. Hence, it is recommended to parents/guardians that they be kept at home.

EMERGENCY INFORMATION
Parents or guardians are to complete the necessary emergency information upon student enrollment. The information is for campus use and is also shared with the district nurse. Any change of address, contact numbers, or other pertinent information concerning students should be reported immediately to the Middle School office. Parents or guardians should keep current daytime phone numbers whereby they may be reached while their student is at school. Occasionally parents or guardians must be apprised of situations or given necessary information during the course of a school day.
ENROLLMENT REQUIREMENTS
Students entering the Decatur Independent School District from another school must show evidence from previous schools (report card, withdrawal sheet, birth certificate, and immunization records). State law requires that current immunization records must be submitted when the student enrolls. An incoming student must also show proof of attendance, grades, and all course work from the previous school attended. Verification of residency within district boundaries is also required. Failure to comply will result in a student being prohibited from attending classes. **A certified birth certificate issued by a government agency shall be furnished as well as the child's social security number.**

EXTRACURRICULAR ABSENCES AND CLASS ASSIGNMENTS/HOMEWORK
When a student misses a class due to an extracurricular activity the student is responsible for asking teachers for the class assignments/homework before leaving for the activity. The assignments/homework is due when the student next returns to the class. Failure to follow these procedures will result in a grade deduction for late work or work not turned in.

Students who are absent from school without obtaining permission from their parents or who leave school without permission during the day or who skip classes without leaving school will be considered truant and will be subject to disciplinary procedures as outlined in the DISD Discipline Management Plan.

Students who become ill during the day should, with the teacher’s permission, report to the school office, who (nurses aide) will then decide whether to contact the parent to send the child home. **Only those persons listed on the student emergency card will be allowed to pick up students during the school day.**

Absences from school to attend pep rallies, Eagle Olympics, field days (Intermediate, Elementary and High School events) are UNEXCUSED absences.

Students who move during the school year must notify the school office of their new address as soon as possible. State law requires all students to be enrolled in school. Students may not withdraw from school without approval of a parent or legal guardian. The principal or school secretary must be notified immediately if withdrawal procedures are instituted.

FIELD TRIP EXPECTATIONS
Field trips are designed to make learning more exciting and relevant to students. In order for these experiences to be positive for all participants students are expected to behave appropriately remembering they are representing their school and community.
Guidelines for field trips:
Signed permission slips must be turned in on time to the designated teacher. **Unacceptable behavior on a trip or at school may result in disciplinary action and may prohibit a student from participating in field trips.**
Students in ISS or in DAEP on the day of the trip may not attend. Students who choose not to go on the field trip still need to report to school and have assignments to be completed on campus under the supervision of a faculty member.

**FOODS OF MINIMAL NUTRITIONAL VALUE (FMNV)** as defined by the Texas Department of Agriculture Food and Nutrition Division are not allowed to be provided to students any time anywhere on school premises by anyone (including guest speakers) until after the end of the last scheduled class. (FMNVs include any carbonated beverage, water ices, chewing gum, and certain candies.) For more information contact the Texas Department of Agriculture, Food and Nutrition Division – P. O. Box 12847, Austin, TX 78711 (888) TEX-KIDS; squaremeals@agr.state.tx.us

**GRADING AND REPORT CARDS**

In general, the 6-week grade is based on 50% daily work and 50% test grades.

**Progress Report Period Ending Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Mailed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/14</td>
<td>9/15/14</td>
</tr>
<tr>
<td>10/24/14</td>
<td>10/27/14</td>
</tr>
<tr>
<td>12/12/14</td>
<td>12/15/14</td>
</tr>
<tr>
<td>02/06/15</td>
<td>02/09/15</td>
</tr>
<tr>
<td>03/27/15</td>
<td>03/30/15</td>
</tr>
<tr>
<td>05/08/15</td>
<td>05/12/15</td>
</tr>
</tbody>
</table>

**Report Cards Dates**

1\textsuperscript{st} Six Weeks- Thursday, October 9, 2014  
2\textsuperscript{nd} Six Weeks - Thursday, November 29, 2014  
3\textsuperscript{rd} Six Weeks - Thursday, January 22, 2015  
4\textsuperscript{th} Six Weeks - Thursday, March 5, 2015  
5\textsuperscript{th} Six Weeks - Thursday, April 23, 2015  
6\textsuperscript{th} Six Weeks - Friday, June 5, 2015

**Minimum Number of Grades**

- At the elementary level, students will be given a minimum of 10 grades per six weeks. In grades 1>3 only, students will be given 6 grades for science and social studies, and 10 grades for ELAR and math. Daily work, tests and major projects will all be given equal weight.
- At the secondary level, students will be given a minimum of 10 daily grades, 2 weighted test (major project) grades, and a weighted summative assessment.
- At both elementary and secondary, grading expectations for participation> the principal will determine based courses.
- Special education students’ IEPs must be followed for assignments and tests. Unless otherwise specified in a student’s IEP, a secondary special
education student who fails to demonstrate mastery on a six weeks or semester exam may have his/her grade weighted as a daily grade.

**Redo Policy**
If over 30% of the class receives a failing grade on a test or major assignment, the teacher will reteach for mastery and the students will have an opportunity to redo the work. The teacher may choose to do a different assessment than he/she used the first time.
Summative exams six weeks and semester will be exempt from this policy.

**Makeup Work Policy**
Students will be given 1 day + the number of days missed (e.g. If a student misses 2 days, he/she will be given 3 days to finish the work).

Tests and projects assigned before the absence(s) will be due or completed on the day the student returns.
Teachers may consider extenuating circumstances and adjust the timeline accordingly.

**Late Work**
Teachers will input grades weekly.
- Elementary students have one week to turn in late work without a penalty. Thereafter, the student will receive a zero.
- Secondary students will be subject to the following penalties:
  1. 1 day late – 10 point grade reduction
  2. 2 days late – 20 point grade reduction
  3. 3 days late – 30 point grade reduction
  4. 4 or more days late – 0

Teachers may consider extenuating circumstances and adjust the timelines accordingly.

**Academic Dishonesty**
A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties.
- Elementary students will be dealt with on a case-by-case basis.
- Secondary students will receive a zero on the assignment/test. They will be given the opportunity to do an alternative assignment/test, and the grade will be averaged in with the zero for the final grade on the assignment/test. If they choose not to do the alternative work, they will receive a zero. Students who engage in academic dishonesty will also receive disciplinary penalties.

**HEALTH SERVICES**
In case of injuries or illnesses during the school day, the school nurse is available by phone to help. Students should request a pass from their teacher before coming to the nurse’s aide office. The judgment of the nurse’s aide or the office staff, sometimes with a parent’s help, will determine whether a student should stay in school or be sent home.
A child will be sent home if one of the following conditions exists:

1. Fever (100 degrees or over) is present
2. Suspected contagious disease
3. Vomiting
4. Diarrhea
5. Feels too ill to remain at school

If your child has any of the above symptoms in the morning before coming to school, please keep him/her at home. A child will not be sent home to be left alone unless parent permission is given. All students are issued the Emergency Health Card to complete and have on file in the school office. Parents must note any special health concerns of the student on the emergency card.

Emergency procedures will be followed according to District guidelines, and reasonable attempts will be made by school officials to contact the parents when an emergency arises.

As mandated by State Law, vision, hearing, and spinal screening services are conducted throughout the school year.

HONOR ROLL
The honor roll is composed of two separate Honor Rolls. Those students making all A’s (90-100) will be included on the all A-Honor Roll and those students making all A’s and/or B’s will be included on the A/B Honor Roll.

LOCKERS
Each student is issued a locker for the storage of books and supplies. The student is issued a combination that is not to be shared with other students. Students are not to share a locker with another student.

LUNCH

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid</td>
<td>$1.50</td>
<td>$2.75</td>
</tr>
<tr>
<td>Reduced</td>
<td>$0.30</td>
<td>$0.40</td>
</tr>
<tr>
<td>Adult/Staff</td>
<td>$2.00</td>
<td>$3.50</td>
</tr>
</tbody>
</table>

For times: see bell schedule in appendix

Parents, please be sure that the necessary arrangements be made in order that your student(s) may eat lunch. You may pay a lump sum to your student’s account and the appropriate amount will be deducted from that account each time a lunch is purchased. You are also able to add funds to your student’s account on the district website. Your student should not share his or her assigned number with other students. You may also send money with your student to purchase lunch. Due to the Texas Public School Nutrition Policy, parents may only bring food for their student for lunch. Students may not share food brought for them with another student.
MMS EXPECTATIONS
We have established the McCarroll Middle School Expectations. These expectations encourage students to show respect for in any given place or time on our campus. Please refer to the appendix for the MMS Expectation Rubric.

PARENT COMMUNICATION
The McCarroll Middle School regularly sends out information and announcements by e-mail to addresses designated by parents. Please complete the e-mail form or call the office in order to be included in those communications. Parents may communicate with the Middle School administration, faculty, and staff by e-mail as well. The McCarroll Middle School website is available from the DISD website which is www.decaturisd.us
Please pull down to McCarroll Middle School under the “campuses” tab. Once you are on the Middle School website, you will see the “faculty E-mail” link. From that list you may choose the appropriate E-mail address. We welcome your communications and support.

PARENTS WITH QUESTIONS OR CONCERNS
A parent or guardian, who has an academic question concerning their student’s performance in the classroom, or any other classroom issue, should first approach the matter with the appropriate teacher. Faculty members have a conference period for receiving phone calls or meeting with parents by appointment. Appointments may be made by contacting the Middle School office (940) 393-7300 or (940) 393-7327 for 6th Grade and asking for an appointment to be made with the respective faculty member. MMS faculty members all have district E-mail addresses for communication as well.

The MMS administration offers special times for parents to come in and visit with administrators and offer feedback. Such times will be made in announcements and newsletters. We encourage parents to communicate with the Middle School.

PERSONAL BELONGINGS
Students assume the responsibility for loss or damage to their clothing, personal items, equipment, books or musical instruments. Each student is issued a locker with a combination lock. The school endeavors to protect all personal property, but is not responsible for them. Large sums of money and articles of real or sentimental value should not be brought to school. When items of value must be brought to school they should be taken to the office for safekeeping until they are needed.

Again, as stated in the Electronic Devices section, such personal belongings such as CD players, I-Pods, MP3s, games, etc…are recommended to be left at home due to the array of issues that they can create in a school environment.

PLAGIARISM/CHEATING
Plagiarism is the use of another person’s original ideas or writing as one’s own without giving credit to the true author. Teachers who have reason to believe a
student has engaged in cheating or academic dishonesty will determine the academic penalty to be assessed. Plagiarism is considered cheating and the student will be subject to disciplinary action. The student will write an explanation of the situation that led to the academic dishonesty. This written paper will be mailed home to parents. Other disciplinary action may be taken by MMS administration.

PROMOTION, RETENTION, AND PLACEMENT
A student shall be promoted from one grade to the next on the basis of academic achievement. A middle school student must have an average of 70 or above in at least three of the following subjects: language arts, mathematics, social studies, and science.

PUBLIC DISPLAY OF AFFECTION
Students should not hug, kiss, or have unnecessary physical contact with one another while at school. Such actions are subject to disciplinary action.

RELEASE OF STUDENTS
Students will be released only to those given permission by virtue of designation on the emergency card filed in the Middle School office. It is the responsibility of parents or guardians to keep all information on the emergency card updated. Official picture identification may be required before a student can be released for pick up. If a student is to be picked up by someone other than designated on the emergency information, such arrangements are to be made in person by a parent or guardian of record, thereby giving the school office personnel ample notice of such intentions. Such precautions are not in place as an inconvenience, but rather to protect the students of MMS.

SCHEDULE CHANGES
The master schedule for MMS is developed from the course preferences completed by students. These preferences influence the subjects, number of sections offered as well as personnel assignments. Upon the completion of the student schedules, classes are balanced by numbers of students by sections. It is therefore not easy or possible at times to change student schedules. No student schedules will be changed unless there are extenuating circumstances, as these changes are very time consuming and can be disruptive to the student’s learning.

TARDINESS
Parents/guardians should see that their student arrives each morning, in a timely fashion, assuring that the student is not tardy for their first period. Tardiness can cause the loss of important instructional time in the classroom. MMS students are allowed a four-minute passing period between classes. This is ample time to assemble necessary materials and move to the next appropriate classroom. Students are considered tardy if not in the appropriate classroom when the tardy bell rings for the class to begin. Attached in the Appendix of this handbook is the tardy schedule for students per six weeks. Students are allowed to be tardy three times each six-week grading period before a detention is assigned. Upon
the fourth tardy in a given six-week grading period, the student will be assigned a progression of detentions ranging from lunch detention to a 6 hour Saturday detention.

TELEPHONE
The office telephones are for business purposes and are not to be used for personal calls. The office phone is for use in an emergency only. Leaving lunch or money at home or arranging a ride does not constitute an emergency. Students will not be called out of class to receive telephone calls.

VISITORS
Parents are always welcome in the District’s schools. All visitors to the MMS campus must stop by the office upon their arrival. Visitors on the Middle School campus or at the Multi-Purpose building must have properly checked in at the Middle School main office through the Raptor System and display the Ident-A-Kid name badge.
## Disciplinary Actions
### Level 1 – Teacher Directed

Many behaviors can be successfully managed by the classroom teacher with early corrective action usually avoiding the need to progress to more restrictive consequences. Clear communication of expected behavior, encouragement of positive behavior, and immediate, consistent teacher intervention are key ingredients of successful management of classroom conduct that impedes orderly classroom procedures and/or interferes with the effective operation of the school. Appropriate intervention techniques may be applied at the discretion of the teacher, and may include, but are not limited to, the following behavior management interventions.

### Procedures:
1. Intervention should occur by the teacher who is supervising the student or the teacher who has observed the behavior.
2. A record of offenses and disciplinary actions shall be maintained by the teacher.
3. The teacher must discuss the misbehavior and consequence with the student.
4. If the student fails to correct the misbehavior, the teacher must discuss the misbehavior with the student’s parent/guardian, campus administrator and/or support personnel.
5. Level 1 Behavior Violations and Discipline Management Options may include, but are not limited to, the violations and discipline options listed below. Repeated misbehaviors shall result in the student being subject to more serious consequences.

<table>
<thead>
<tr>
<th>Misbehaviors</th>
<th>Discipline Management Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violations of classroom and campus rules/procedures</td>
<td>X</td>
</tr>
<tr>
<td>Being disrespectful to teachers and/or others</td>
<td>X</td>
</tr>
<tr>
<td>Failure to bring books/supplies to class</td>
<td>X</td>
</tr>
<tr>
<td>Sleeping in class and/or non-participation</td>
<td>X</td>
</tr>
<tr>
<td>Tardiness</td>
<td>X</td>
</tr>
<tr>
<td>Improper or obscene gestures/languages</td>
<td>X</td>
</tr>
<tr>
<td>Failure to complete assigned work</td>
<td>X</td>
</tr>
<tr>
<td>Eating, chewing gum, and/or drinking in unauthorized areas</td>
<td>X</td>
</tr>
<tr>
<td>Minor damage to school property or property of others</td>
<td>X</td>
</tr>
<tr>
<td>Participating in dishonest/deceitful activities</td>
<td>X</td>
</tr>
<tr>
<td>Off-task behaviors (i.e. writing/passing notes, out of seat, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Horseplay, running or scuffling in halls, classrooms or cafeteria</td>
<td>X</td>
</tr>
<tr>
<td>Gambling</td>
<td>X</td>
</tr>
<tr>
<td>Throwing objects that can cause bodily injury/property damage</td>
<td>X</td>
</tr>
<tr>
<td>Exhibiting inappropriate familiarity</td>
<td>X</td>
</tr>
<tr>
<td>Refusing to follow directions</td>
<td>X</td>
</tr>
<tr>
<td>Leaving class/campus without permission</td>
<td>X</td>
</tr>
<tr>
<td>Being loud, rude, disruptive and/or making unnecessary noises</td>
<td>X</td>
</tr>
<tr>
<td>Violating class safety rules</td>
<td>X</td>
</tr>
<tr>
<td>Dress code violations</td>
<td>X</td>
</tr>
<tr>
<td>Misbehavior warning</td>
<td>Conference with student</td>
</tr>
<tr>
<td>“Timeout” in classroom</td>
<td>Lower citizenship grade</td>
</tr>
<tr>
<td>Withdrawal of privileges</td>
<td>Behavioral contract</td>
</tr>
<tr>
<td>Telephone call/pick-up to Parent</td>
<td>Detention</td>
</tr>
<tr>
<td>Parent-teacher conference</td>
<td>Counselor referral</td>
</tr>
<tr>
<td>Informal removal/written referral</td>
<td>X</td>
</tr>
</tbody>
</table>
**Disciplinary Actions**

**Level 2 – Administrator Directed**

A student has been documented to have persistent misbehaviors or whose actions pose a threat to other school personnel or to himself/herself shall be referred to the campus administrator. A student may be removed from the teacher’s class pending a campus committee’s action or administrative decision. After investigating the scope and nature of the offense committed, the campus administrator may implement one or more of the following discipline management options. The disciplinary action(s) will depend on the seriousness of the offense, the student’s disciplinary history and may be applied at the discretion of the administrator.

**Procedures:**
1. A formal/written disciplinary referral is completed and given to the administrator.
2. Administrator confers with student and/or teacher to establish appropriate action. The student’s parent shall be notified of the misbehavior and consequence as soon as reasonably possible. Notification shall be by telephone or other appropriate means.
3. Documentation of incident will be on file with campus administrator.
4. Level 2 Misbehaviors and Discipline Management Options may include, but are not limited to, the violations and discipline options listed below.

<table>
<thead>
<tr>
<th>Misbehaviors</th>
<th>Discipline Management Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent violations of Level 1 misbehaviors</td>
<td>X</td>
</tr>
<tr>
<td>Violation of medication policy</td>
<td>X</td>
</tr>
<tr>
<td>Violation of attendance policy/Leaving without permission</td>
<td>X</td>
</tr>
<tr>
<td>Serious acts of disobedience or disorderly conduct</td>
<td>X</td>
</tr>
<tr>
<td>Failure to serve detention</td>
<td>X</td>
</tr>
<tr>
<td>Falsification of documents</td>
<td>X</td>
</tr>
<tr>
<td>Bus misconduct</td>
<td>X</td>
</tr>
<tr>
<td>Engaging in harassment/hate language/name calling/bullying*</td>
<td>X</td>
</tr>
<tr>
<td>Participation in unapproved organization or gang activities</td>
<td>X</td>
</tr>
<tr>
<td>Fighting</td>
<td>X</td>
</tr>
<tr>
<td>Hazing</td>
<td>X</td>
</tr>
<tr>
<td>Threats to students, teachers or other school personnel</td>
<td>X</td>
</tr>
<tr>
<td>Vandalism of school property/misuse of technology resources**</td>
<td>X</td>
</tr>
<tr>
<td>Committing extortion, coercion, or blackmail</td>
<td>X</td>
</tr>
<tr>
<td>Engaging in inappropriate verbal, physical or sexual contact/harassment</td>
<td>X</td>
</tr>
<tr>
<td>Robbery, theft, possession, sale or damage to another’s property**</td>
<td>X</td>
</tr>
<tr>
<td>Possession or dissemination of unauthorized/inappropriate materials</td>
<td>X</td>
</tr>
<tr>
<td>Possession of articles inappropriate for school (i.e. ammunition, electronic devices, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Possession of and/or use of tobacco products***, drug related paraphernalia</td>
<td>X</td>
</tr>
<tr>
<td>Reasonable belief of engagement in off-campus conduct defined as a felony offense other that those in Title 5, Texas Penal Code</td>
<td>X</td>
</tr>
<tr>
<td>Academic dishonesty</td>
<td>X</td>
</tr>
</tbody>
</table>

* Requires a disciplinary action in addition to an administrative conference.

**Thief/Damage over $100 may result in a long-term AEP placement or restitution.

***Second Offense will result in a short-term AEP placement. If a short-term placement was assigned previously, may result in a long-term placement.
Disciplinary Actions
Level III - AEP Placement

A student may be removed from the class and placed in the disciplinary alternative education program if the student commits any of the following offenses on school property, or within 500 feet of school property, or while attending a school-sponsored or school-related activity on or off school property. A student may also be placed in the discipline alternative education program if the student is expelled from school, engages in serious or persistent misbehaviors listed in Levels I or II of the Student Code of Conduct/Disciplinary Actions document, or engages in certain conduct punishable as a felony. Serious offenses may include, but are not limited to, those listed below.

Procedures:
1. The administrator shall conduct a due process conference with the student and/or parent/guardian advising them of the conduct with which the student is charged and providing the student with the opportunity to respond to the charges. The administrator shall make “valid attempts” to require the attendance of the student, parent/guardian, and teacher. Whether or not they all attend, the conference is held.
2. The student shall be placed in AEP by written or oral notice of the offenses(s) and terms of the disciplinary action. Terms of placement may include a 60-day assignment and/or successful completion of the AEP assignment prior to return to home campus. Length of placement shall be determined by the home campus administrator.

<table>
<thead>
<tr>
<th>Offenses For Which A Student Must Be Placed in Long-Term DAEP</th>
<th>Discipline Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault [Section. 22.01 (a) [11, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Territorial Threat/False Alarm/Report involving a public school (whether the conduct occurs on or off campus) [Sec. 22.07, 42.06 Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Drug Possession, use, sale, delivery or being under the influence [Texas Health and Safety Code, Chapter 481 and 483; 21 USC 801] not punishable as a felony offense</td>
<td>X</td>
</tr>
<tr>
<td>Alcohol possession, use, sale, delivery or being under the influence and/or commitment of a serious offense while under the influence [Texas Alcoholic Beverage Code, Sec. 1.04]</td>
<td>X</td>
</tr>
<tr>
<td>Conduct that contains the elements of an offense relating to abusable glue, aerosol paint, or relating to volatile chemicals [Texas Health and Safety Code, Chapter 484, 485.031-035]</td>
<td>X</td>
</tr>
<tr>
<td>Registration as a sex offender under court supervision [Sec. 37.034, Texas Education Code]</td>
<td>X</td>
</tr>
<tr>
<td>Public Lewdness or Indecent Exposure [Sec. 21.07, 21.08, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Retaliation against school employee [Sec. 36.06, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Conduct punishable as a felony [Sec. 37.006(1), Texas Education Code]</td>
<td>X</td>
</tr>
<tr>
<td>Off-campus deferred prosecution [Sec. 53.03, Texas Family Code] for conduct defined as a felony offense in Title 5, Texas Penal Code</td>
<td>X</td>
</tr>
<tr>
<td>Off-campus delinquent conduct [Sec. 54.03, Texas Family Code] for conduct defined as a felony offense in Title 5, Texas Penal Code</td>
<td>X</td>
</tr>
<tr>
<td>Reasonable belief of engagement in off-campus conduct defined as a felony offense in Title 5, Texas Penal Code</td>
<td>X</td>
</tr>
<tr>
<td>Expellable conduct by a student between 6 and 9 years of age</td>
<td>X</td>
</tr>
<tr>
<td>Public Lewdness or Indecent Exposure</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offenses For Which A Student MAY Be Placed in Long-Term DAEP</th>
<th>Discipline Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration as a sex offender not under court supervision [Sec. 37.305, Texas Education Code]</td>
<td>X</td>
</tr>
<tr>
<td>Is a member of, pledges to become a member of, joins or solicits another person to join or pledge to become a member of an unauthorized group [Sec. 37.121, Texas Education Code]</td>
<td>X</td>
</tr>
<tr>
<td>Criminal mischief not punishable as a felony.</td>
<td>X</td>
</tr>
<tr>
<td>Weapon possession [non-expellable offenses]</td>
<td>X</td>
</tr>
<tr>
<td>&quot;Possession of a knife under 2 ½&quot; may result in a ISS placement.</td>
<td>X</td>
</tr>
<tr>
<td>Continued presence threatens the safety of others or is detrimental to the education process [other than Title 5, Texas Penal Code offenses] and/or off-campus aggravated robbery</td>
<td>X</td>
</tr>
<tr>
<td>Persistent violations of Level I and/or Level II offenses</td>
<td>X</td>
</tr>
</tbody>
</table>
**Disciplinary Actions**  
**Level IV - Expulsion**

A student may be removed from class and expelled without resort to an alternative education program if the student, on school property, or while attending a school-sponsored or school-related activity on or off school property, is found guilty of violating any of the serious offenses listed below:

**Procedures:**
1. Before an expulsion, the student/parent/guardian shall be provided a hearing before the District Level Hearing Committee at which time the student will be afforded requisite due process which shall include the following:
   - prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation
   - right to adult representation
   - opportunity to testify and present evidence
   - opportunity to examine the evidence presented by the school administration and question all witnesses
2. The student may only be expelled by written order setting the terms of expulsion. Terms of the expulsion will be based on relevant laws, the seriousness of the offense, and frequency of misconduct.

<table>
<thead>
<tr>
<th>Offenses For Which a Student MUST Be Expelled</th>
<th>Discipline Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession, use or exhibition of a firearm, illegal knife, club or prohibited weapon [Sec. 46.01(3)(6)(1), 46.05, Texas Penal Code; 18 USC 921]</td>
<td>X</td>
</tr>
<tr>
<td>Aggravated assault, sexual assault, or aggravated sexual assault [Sec. 22.02, Sec. 22.011, and 22.021 Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Aggravated robbery [Sec. 29.03, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Aggravated kidnapping [Sec. 20.04, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Arson [Sec. 28.02, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Continuous sexual abuse of a young child on school property or while attending a school-related activity on or off school property [Sec. 21.11, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Murder, capital murder, criminal attempt of commit murder or capital murder, manslaughter, or criminally negligent homicide [Sec. 19.02, 19.03, 15.01, 19.04, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Indecency with a child [Sec. 21.11, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Possession, use, sale, delivery or being under the influence of drugs (Chapter 481 &amp; 483, Texas Health and Safety Code or 21 USC, Section 801) or alcohol (Sec. 1.04, Texas Alcoholic Beverage Code) if punishable as a felony</td>
<td>X</td>
</tr>
<tr>
<td>Any of the above Level IV offenses committed in retaliation against a school employee*</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offenses For Which A Student MAY Be Expelled</th>
<th>Discipline Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any of the Level IV offenses listed in the previous section requiring expulsion if committed while within 300 feet of school property boundaries.</td>
<td>X</td>
</tr>
<tr>
<td>Criminal mischief if punishable as a felony [Section 28.03, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Terroristic Threat/False Alarm/Report [Sec. 22.07, Sec. 42.06, Texas Penal Code]</td>
<td>X</td>
</tr>
<tr>
<td>Possession, use, sale, delivery or being under the influence of drugs (Chapter 481 &amp; 483, Texas Health and Safety Code or 21 USC, Section 801) or alcohol (Sec. 1.04, Texas Alcoholic Beverage Code)**</td>
<td>X</td>
</tr>
<tr>
<td>Conduct that contains the elements of an offense relating to abusable glue, aerosol paint or volatile chemicals at school or at a school-sponsored event [Sec. 485.031, 485.035 and Chapter 484, Texas Health and Safety Code]</td>
<td>X</td>
</tr>
<tr>
<td>Conduct that contains elements of assault [Sec. 22.01(a)(1), Texas Penal Code] against a school employee or volunteer in retaliation for or in retaliation for the person's employment with the District* [Section 37.007, Texas Education Code]</td>
<td>X</td>
</tr>
<tr>
<td>Conduct that contains the elements of a sexual assault [Sec. 22.01(a)(1), Texas Penal Code] against a school employee or volunteer on school property</td>
<td>X</td>
</tr>
<tr>
<td>Off-campus conduct defined as a felony offense in title 5 or Aggravated Robbery, Texas Penal Code [Sec. 37.007 Texas Education Code]</td>
<td>X</td>
</tr>
<tr>
<td>Continued, serious or persistent misbehavior that violates the district's Student Code of Conduct while the student is placed in an Alternative Education Program</td>
<td>X</td>
</tr>
<tr>
<td>Determination that the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the education process or not in the best interest of the district's students [Sec. 37.008L, Texas Education Code]</td>
<td>X</td>
</tr>
</tbody>
</table>

*Whether the conduct occurs on or off school property.

**Includes offenses committed within 300 feet of school property.
# MCCARROLL MIDDLE SCHOOL

## Student Tardy Chart

### Header

**Student:** 

**Level:** 

**Grade:** 

### Table

<table>
<thead>
<tr>
<th>Each 6-Weeks Tardies</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Tardies = 2 D Hall (silent lunch)</td>
<td></td>
</tr>
<tr>
<td>5 Tardies = 2 D Hall (silent lunch)</td>
<td></td>
</tr>
<tr>
<td>6 Tardies = After School Detention</td>
<td></td>
</tr>
<tr>
<td>7 Tardies = After School Detention</td>
<td></td>
</tr>
<tr>
<td>8 Tardies = 3 Hour Saturday Detention</td>
<td></td>
</tr>
<tr>
<td>9 Tardies = 3 Hour Saturday Detention</td>
<td></td>
</tr>
<tr>
<td>10+ Tardies = 6 Hour Saturday Detention</td>
<td></td>
</tr>
</tbody>
</table>
### 6th Grade Bell Schedule

<table>
<thead>
<tr>
<th>M-W Bell Schedule</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>8:00</td>
<td>8:44</td>
</tr>
<tr>
<td>2nd Period</td>
<td>8:44</td>
<td>9:28</td>
</tr>
<tr>
<td>3rd Period</td>
<td>9:32</td>
<td>10:16</td>
</tr>
<tr>
<td>4th period</td>
<td>10:16</td>
<td>11:00</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:00</td>
<td>11:30</td>
</tr>
<tr>
<td>5th Period</td>
<td>11:34</td>
<td>12:12</td>
</tr>
<tr>
<td>6th Period</td>
<td>12:16</td>
<td>12:54</td>
</tr>
<tr>
<td>7th Period</td>
<td>1:00</td>
<td>1:36</td>
</tr>
<tr>
<td>8th Period</td>
<td>1:40</td>
<td>2:24</td>
</tr>
<tr>
<td>9th Period</td>
<td>2:24</td>
<td>3:25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thur Bell Schedule</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>8:00</td>
<td>9:31</td>
</tr>
<tr>
<td>3rd Period</td>
<td>9:35</td>
<td>11:06</td>
</tr>
<tr>
<td>5th Period</td>
<td>11:10</td>
<td>11:40</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:40</td>
<td>12:10</td>
</tr>
<tr>
<td>6th Period</td>
<td>12:14</td>
<td>12:44</td>
</tr>
<tr>
<td>7th Period</td>
<td>12:48</td>
<td>1:18</td>
</tr>
<tr>
<td>9th Period</td>
<td>1:22</td>
<td>2:50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fri Bell Schedule</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Period</td>
<td>8:00</td>
<td>9:31</td>
</tr>
<tr>
<td>4th Period</td>
<td>9:35</td>
<td>11:06</td>
</tr>
<tr>
<td>5th Period</td>
<td>11:10</td>
<td>11:40</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:40</td>
<td>12:10</td>
</tr>
<tr>
<td>6th Period</td>
<td>12:14</td>
<td>12:44</td>
</tr>
<tr>
<td>7th Period</td>
<td>12:48</td>
<td>1:18</td>
</tr>
<tr>
<td>8th Period</td>
<td>1:22</td>
<td>2:50</td>
</tr>
</tbody>
</table>
### M-W Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>8:00</td>
<td>8:50</td>
</tr>
<tr>
<td>2nd Period</td>
<td>8:54</td>
<td>9:44</td>
</tr>
<tr>
<td>3rd Period</td>
<td>9:48</td>
<td>10:38</td>
</tr>
<tr>
<td>4th period (Enrich/Inter)</td>
<td>10:42</td>
<td>11:12</td>
</tr>
<tr>
<td>5th Period</td>
<td>11:16</td>
<td>12:13</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:13</td>
<td>12:43</td>
</tr>
<tr>
<td>6th Period</td>
<td>12:47</td>
<td>1:37</td>
</tr>
<tr>
<td>7th Period</td>
<td>1:41</td>
<td>2:31</td>
</tr>
<tr>
<td>8th Period</td>
<td>2:35</td>
<td>3:25</td>
</tr>
</tbody>
</table>

### Thur Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>8:00</td>
<td>9:31</td>
</tr>
<tr>
<td>3rd Period</td>
<td>9:35</td>
<td>11:06</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:06</td>
<td>11:36</td>
</tr>
<tr>
<td>5th Period</td>
<td>11:40</td>
<td>1:18</td>
</tr>
<tr>
<td>7th Period</td>
<td>1:22</td>
<td>2:50</td>
</tr>
</tbody>
</table>

### Fri Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4th Period</td>
<td>9:35</td>
<td>11:06</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:06</td>
<td>11:36</td>
</tr>
<tr>
<td>6th Period</td>
<td>11:40</td>
<td>1:18</td>
</tr>
<tr>
<td>8th Period</td>
<td>1:22</td>
<td>2:50</td>
</tr>
</tbody>
</table>
### 8th Grade Bell Schedule

#### M-W Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>8:00</td>
<td>8:50</td>
</tr>
<tr>
<td>2nd Period</td>
<td>8:54</td>
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<tr>
<td>3rd Period</td>
<td>9:48</td>
<td>10:38</td>
</tr>
<tr>
<td>4th period (Enrich/Inter)</td>
<td>10:42</td>
<td>11:12</td>
</tr>
<tr>
<td>5th Period</td>
<td>11:16</td>
<td>12:13</td>
</tr>
<tr>
<td>6th Period B (8th Grade)</td>
<td>12:17</td>
<td>1:07</td>
</tr>
<tr>
<td>Lunch</td>
<td>1:07</td>
<td>1:37</td>
</tr>
<tr>
<td>7th Period</td>
<td>1:41</td>
<td>2:31</td>
</tr>
<tr>
<td>8th Period</td>
<td>2:35</td>
<td>3:25</td>
</tr>
</tbody>
</table>

#### Thur Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
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<tr>
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<td>9:35</td>
<td>11:06</td>
</tr>
<tr>
<td>5th Period</td>
<td>11:10</td>
<td>12:48</td>
</tr>
<tr>
<td>8 Lunch</td>
<td>12:48</td>
<td>1:18</td>
</tr>
<tr>
<td>7th Period</td>
<td>1:22</td>
<td>2:50</td>
</tr>
</tbody>
</table>

#### Fri Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
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<tr>
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</tr>
<tr>
<td>6th Period</td>
<td>11:10</td>
<td>12:48</td>
</tr>
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<td>Lunch</td>
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</tr>
<tr>
<td>8th Period</td>
<td>1:22</td>
<td>2:50</td>
</tr>
</tbody>
</table>