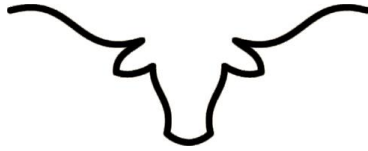


HARPOOL MIDDLE SCHOOL
9601 STACEE LANE
ARGYLE TX
940-369-1700



JEFF SMITH, PRINCIPAL
COLLEEN GRINDLE, A.P.
MATT WILLOUGHBY, A.P.

Dear Harpool Parents:

Your child is a member of the amazing 8-2 team at Harpool Middle School. During the summer, the teachers have come together and discussed in what ways we can offer students the best educational experience. The eighth grade teachers have met individually to further coordinate our policies so that we can best help your student to succeed within the state established curriculum and Denton ISD policies. The following guidelines are to be followed in all 8-2 classrooms at Harpool Middle School.

Classroom Discipline

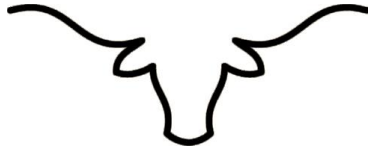
Team 8-2 will run on a system that we believe helps students with their organization, personal responsibilities, and appropriate behavior within the classroom. At the beginning of each grading period, students will be given a sheet with 10 “tickets”. The first grading period, two tickets automatically belong to the student, but the other eight must be earned by filling out their agenda. Every Monday, agendas will be checked in advisory. If the child has their agenda completed, for the week, they will earn an additional ticket. Tickets will be stapled into the student’s agenda, and will be expected to be with them for the entire grading period. Teachers will take tickets for violations of team, school, and district rules.

Students may lose tickets for minor infractions in the hallway or classroom. These would include dress code, tardies, lack of daily class supplies, eating in class, and any other off task behavior that the teacher deems inappropriate. Students may also use a ticket to go to their locker during class.

When the student has run out of tickets, they will be assigned a detention. After the second detention, any event that would warrant the loss of a ticket will result in an office referral. Students will also receive a detention if they do not have their tickets present when asked by a teacher or administrator. If you would like to view your child’s tickets, they will be stapled into the back of their agenda.

Students will receive a new set of tickets, and a clean slate, at the beginning of each new grading period. Each time, the number of tickets they automatically receive will be decreased by one while the number of tickets they earn will increase by one.

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Harpool Middle School Grading Policy 2014-2015

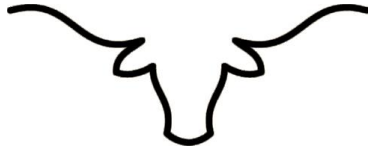
The primary purpose of awarding grades is to communicate student achievement in relation to the state standards, the Texas Essential Knowledge and Skills (TEKS), and the district curriculum. Harpool Middle School is committed to creating an environment where quality instruction, assessment, and evaluation occur to improve student achievement. The academic grade should only reflect this achievement. Multiple formative and summative assessment tools are used to provide feedback and accurately assess students' mastery of the state standards (TEKS) and district curriculum.

Formative Assessment: (Does Not Count Towards Overall Grade)

Formative assessment directs the teacher's instructional decisions regarding adjustments or re-teaching needed to ensure student success on the curriculum/learning goal(s). It also communicates to the student any learning adjustment needed prior to the summative assessment. Formative assessment is FOR learning.

The formative assessments recorded must align to the standards of the summative they precede and are to provide guidance to the student, teacher and parent on progress towards learning goals. While Formative assessments are not calculated in the overall grade, they are still vital to the growth of your student's achievement. Formative scores will be a tool for teachers, students, and parents to monitor the progress of the student. They should reflect progress on standards only, not compliance--i.e. returning a progress report for a grade or bringing a box of tissues at the beginning of the school year. Formative assessment is practice that takes place both formally and informally. Formal assessment occurs when regular instruction is stopped to assess student understanding. Informal assessment happens during the course of instruction. Examples of formative assessments include, but are not limited to, the following:

- Class Discussions
- Daily Practice
- Teacher Observation
- Questioning
- Check for Understanding
- Classroom assignments
- Homework



All homework should be completed, reviewed in a timely manner, and used as a method to provide students with specific feedback on their performance of the assigned tasks. The research on homework indicates that providing feedback is critical, but assigning a grade to every homework assignment is not necessary. Homework should result in a higher performance level on summative assessments.

Summative Assessment: (Major 70%, Minor 30%, Pre-AP-Major 80%, Minor 20%)

Summative assessments are designed to provide information about a student's mastery of the curriculum/learning goal(s). Summative assessment occurs after teachers have provided feedback to students through formative assessments. Summative assessment is assessment of learning that occurs at the end of a sequence of instruction.

No single grade can count more than $\frac{1}{3}$ of the overall grade. The district supports a balanced assessment approach and recommends using multiple assessment formats that require students to write, to create, and to perform to document learning. Extenuating circumstances* for individual students may alter the time frame in which a summative is administered. Grades should be based on mastery of the standards. Semester exams shall be comprehensive in nature and measure the mastery of the state standards (TEKS). The semester exam will represent 20% of a student's final semester grade. Examples of summative assessments include, but are not limited to, the following:

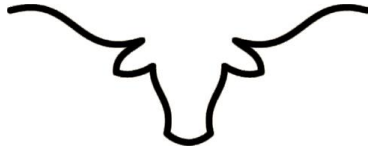
Major Summative Examples

Unit test
Projects
Research Papers
Final Drafts
Essays
Presentations
Common Assessments
Lab Practical
Written Proposal
Performance Tasks
Portfolios

Minor Summative Examples

Quizzes
Graphic Organizers
Rough Drafts
Short Pieces of Writing
Oral questions in class
Exit Tickets
Learning Logs
Journal Entries
Performance Tasks
Laboratory Write-ups

Summative assessments not submitted by the due date will be recorded as a missing (MSG) and will be calculated in the gradebook as a zero to reflect the actual grade based on the absence of the summative assessment.



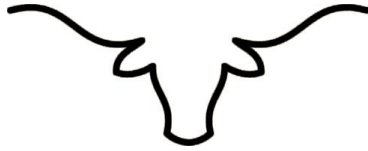
Reassessment Procedures for Summative Assessments:

1. Reassessment provides students the opportunity to demonstrate they have increased their knowledge, skills, and/or concepts from the first assessment.
 2. Extended assessments such as essays, portfolios, or long-term projects are ineligible for reassessment in entirety or at all if work is turned in late or incomplete.
 3. Students who fail a summative assessment shall be reassessed. Students who receive a 70 or higher shall have the opportunity to reassess. (The same form and procedures will be used for documenting both mandatory and voluntary reassessments).
 4. On a summative reassessment, the teacher shall record the higher of the two grades.
 5. Reassessment occurs under the following conditions:
 - The student completes formative assessments/assignments related to the summative (as determined by the teacher) prior to the reassessment opportunity.
 - The student engages in additional learning opportunities/assignments (as determined by the teacher).
 - The teacher selects the time for reassessment, which may include before/after school.
- Time frame:
- * Normally within ten school days of the student receiving the grade on the original assessment unless extenuating circumstances* exist.
 - * No later than seven calendar days into the next grading period if the summative was given on the last week of the grading period.
6. The same assessment shall not be given to determine mastery. However, the assessment format is subject to the teacher discretion and students will be advised of the format.
 7. The semester exam is not subject for reassessment.
- Any reassessment beyond the stated procedures would be determined by the teacher and campus administrator.

Discipline Procedures

If students choose not to complete all of the assigned components of the reassessment process, thus prohibiting his/her ability to reassess, discipline consequences will be issued. This helps to curtail the behavior preventing the student from academic success. The first time a student does not complete the assessment material/criteria assigned by the teacher, an outside of the school day (8:20-3:20) discipline consequence will be assigned by an administrator. The work to reassess and/or the actual reassessment will NOT occur during this assigned time—this is a consequence for not completing the work within the original time frame. Additional failures to complete required work for reassessment purposes, whether it is for one subject or multiple subjects, will result in further disciplinary action, per administrator decision.

*Extenuating circumstances will be determined by the teacher and the principal



Make-up Work Policy-Denton ISD

Make-up work is done following an absence from class. Assignments must be made up according to the following policy stated in the 2014-2015 Student Handbook and Student Code of Conduct.

Projects are due on the assigned date. If a student was present during the introduction of the project, it is understood that they are aware of any due dates, and will complete the assignment to the best of their ability, even if they are absent.

If a student was absent on the date that an assignment is due, but was present when it was assigned, they are expected to turn in the work on the morning of their return.

Tutoring

Tutoring is available before or after school. Parents will need to provide transportation for tutorials. *It is the student's responsibility to schedule additional tutoring with each teacher as needed.* A math teacher is available each morning in the math lab to assist all students.

Agendas

All students are required to have their Harpool agenda with them in each class. Students should record daily assignments and homework in all core classes. This is a very good tool to monitor class assignments and homework. There will be regular checks on the students' use of the planner. The agenda also functions as a hall pass.

Passing periods

8th Grade has a four minute passing period. Students should collect books and materials, as well as take care of personal needs. Students are to stay in the 8-2 hallway during these times unless their next class is in another hall. Students will lose a ticket for each tardy.

Food and Drink

Students may bring a bottle of water, provided that it has a screw-top lid into the classroom. All other food or snacks are not allowed in the classroom without teacher approval. Eating or drinking in class will result in the loss of a ticket.

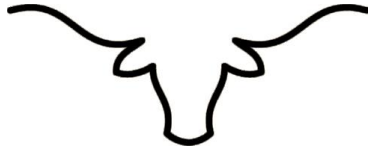
Cell Phones and electronic devices

Students should not send or receive phone calls or text messages during the school day.

Students who use cell phones outside of approved use will have their phones turned in to the office.

The teachers of 8-2 also strongly advise students to not bring other electronic devices to school except on the appropriate days (Example – I-Pod day).

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Field Trips

The 8th grade teams will be attending our reward field trip at Hawaiian Falls at the end of the spring semester. This is tentatively scheduled for May 2015. Students who elect not to attend will participate in an alternative written activity at the campus. The requirements to attend this event for Team 8-2 are as follows:

- Students will need to maintain a passing average in all of their core classes throughout the school year.
- Students may not serve more than 3 days of I.S.S. during the 2014-15 school year.
- Students may not be assigned an out of school suspension.
- Students may not be assigned to A.E. P. during the 2014-15 school year.

Requirements and any specific information and criteria regarding other field trips will be sent home through the cooperating teachers involved. This will be done separately for each event.

Teacher Contact Information

We are all looking forward to another great year at HMS! Please feel free to contact us if the need arises. As always, the best way to reach us is through email.

Erin Rooks – Team Leader & *Reading*: erooks@dentonisd.org -- (940) 369-1655

Ryan Guilford – *U.S. History*: rguilford@dentonisd.org – (940) 369-1653

Monica Colson – *English*: mcolson@dentonisd.org -- (940) 369-1657

Melissa Schindler – *Science*: mschindler@dentonisd.org – (940) 369-1654

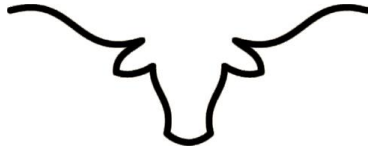
Brandi Hardin – *Math*: bhardin2@dentonisd.org -- (940) 369-1656

Jamie Shockley – *EXPO*: jshockley@dentonisd.org – (940) 369-1667

Charley Saiz – *Algebra*: csaiz@dentonisd.org – (940)369-1651

Debra Hadd – *Inclusion*: dhadd@dentonisd.org -- (940) 369-1658

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Team Supplies: (turned in to specified teacher.)

Small glue sticks – 12 (science)

Tissues – 3 boxes (any team teacher)

Package of dishwashing gloves (science)

Black fine tip Expo markers – 4 (math)

AAA batteries- 8 (math)

Individual Supplies: (Students will be expected to bring the following supplies to class as required.)

Notebook paper – 2 packages

7mm mechanical pencils- 1 package

Black or blue pens – 12

Highlighters – 4 pack

Flash drive

Colored pencils

100 sheet composition book- 2

Red pens- 4

1” vinyl binder- 4

5 tab dividers – 4 packages

Pencil sharpener with receptacle

5” Scissors

Please complete the online survey to verify that you have read this letter no later than September 5, 2014.