

Tentative Master Schedule (as of 8/17/26)

	1st	2nd	3rd	4th	5th	6th	7th
	8:00-8:52	8:56-9:48	9:52-10:44	10:48-11:40	A LUNCH 11:40-12:10	1:11-2:03	2:07-3:00
Bryant, Ben #341 PIC- 791925	OLL OLL	AD	AD	OLL OLL	OLL OLL	AD	AD
Buckley, Kelly #354 PIC-408362	English 9 English 9	World History World History	World History World History	World History World History	PREP	Civics Econ	Civics Econ
Haines, Jason #349 #349 PIC-146520	English 11 English 11	English 12 English 12	Production/Design Production/Design	Eng 12 (CTE) Eng 12 (CTE)	PREP	Senior Seminar Senior Seminar	English 11 (Co) English 11 (Co)
Eli Vincent #356	Int Science Int Science	Int. Science Int. Science	Int. Science Int. Science	PREP	Algebra I Algebra I	STEAM STEAM	STEAM STEAM
OPEN	Physical Education	Strength & Cond Strength & Cond	PE Health	Team Sports Team Sports	PREP	Strength & Cond. Health	Team Sports Health
Johnson, Joshua #352 Pic-328779	WBL WBL	US History US History	US History US History	Eng 11 (CTE) Eng 11 (CTE)	Mi. History Conflict in Am His	PREP	English 11 (Co) English 11 (Co)
Marthakis, Theodore #355	Geometry Geometry	Geometry Geometry	Algebra II Algebra II	Algebra I Algebra I	Algebra II Algebra II	Algebra II A Algebra II A	PREP
Nelson, Crystal #351 PIC-10823	English 9 English 9	English 9 English 9	PREP	English 10 English 10	French I French I	English 10 English 10	French I French I
Parcell, Connor				Residential Residential	Residential Residential	Basic Carpentry Basic Carpentry	SHOP SHOP
Schneider, Andrea #342				Adv Studio Adv Studio	Adv Studio Adv Studio	Ceramics Ceramics	Draw & Paint Draw & Paint
Veit, Travis #358 PIC-390568	Math Skills Math Skills	PREP	AC Lab AC Lab	AC Lab AC Lab	Algebra I Algebra I	Math Skills Math Skills	AC Lab AC Lab
Isanhart, Doug # 350 PIC-					Reading Skills Reading Skills	Reading Skills Reading Skills	Reading Skills Reading Skills
Hintermeister, Chase #343 PIC-					Rock Band Band	Choir Band	Band Band
Westendorp, Britany #359 PIC-1089324	Biology Biology	Chemistry Chemistry	Biology Biology	Anatomy Anatomy	Chemistry Chemistry	Chemistry Chemistry	PREP
Brown, Amanda #360	Main Office Main Office	OLL OLL	OLL OLL	Cover Kelli/Jill Lunch Cover Kelli/Jill Lunch	Supervise Gym Supervise Gym	OLL OLL	OLL OLL
Moyer, Jill	RTC	RTC	RTC	RTC/Lunch	RTC	RTC	RTC
Winter Cushman	Plan	Multi Media	Python Coding	Comp.	Computer Ess.	Comp. Essentials	Multi-Media
		Multi Media	Python Coding	Comp.	Computer Ess.	Comp. Essentials	Multi-Media

Important Notifications/Adjustments for this year

Algebra II credit from CTE

Beginning with the class of 2028, Evart High School will not be accepting Algebra II credit from CTE courses. Although we value the skill and knowledge gained through Career and Technical Education, we believe that a dedicated Algebra II course in our building does a superior job of teaching the state required standards.

Student Course Load Limits

Beginning with the **2026/2027** school year, a student is limited to no more than eight classes per semester. Every class will be assigned a class period and a location. If one credit recovery class is passed, a second may be added for a total of 8 classes.

Online Credit Recovery

- Students are required to take all tests with Proctor Supervision.
- The supervisor will keep a chart that collects data on students sleeping and being off task.
- Units/Chapters/Modules will be unlocked by Proctors at pre-determined dates to keep students on pace.

Semester Exams

- All classes will have semester exams.
- Exam make-ups will only be scheduled for the following....
 - Illness/Injury with documentation from a medical professional
 - Funeral
 - Administrative Pre-Approval: except for emergencies, requests must be submitted at least five school days prior to the exam.
- Make-up exams will not be scheduled during the school day. We want to limit the amount of instructional time that students miss.
- The option to receive credit based entirely on exam score has been eliminated.

Late Work (exceptions for 504 and IEP accommodations)

- Late work (other than for absences) will have a minimum of 10% deducted from the grade. If a teacher chooses to have a higher deduction, those details must be clearly communicated to both the student and teacher.
- No Late work will be accepted during the last five school days of a semester.

Evert High School: Graduation Plan with CTE

	Freshman	Sophomore	Junior	Senior
1	English 9	English 10	English 11	English 12
2	World History	US History	Chemistry	Math Elective or STEAM
3	Integrated Science	Biology	Algebra II*	CTE
4	Algebra I	Geometry	Economics/Civics	CTE
5	Health/Physical Education	Spanish II or French II	CTE	CTE
6	Spanish I or French I	Computer Essentials	CTE	Electives
7	Electives	Electives	CTE	Electives
	Band Foundations of Band Drawing and Painting Ceramics Choir Basic Carpentry	Band Foundations of Band Drawing and Painting Ceramics Choir Basic Carpentry Residential Construction STEAM Strength & Conditioning Team Sports Multi-Media Arts Creative Writing Conflicts in American History Academic Success**	Band Rock Band Drawing and Painting Ceramics Advanced Studio Art Choir Basic Carpentry Residential Construction Foundations Collaborative Fabrication & Design STEAM Strength & Conditioning Team Sports Design and Production Multi-Media Arts Creative Writing Conflicts in American History Academic Success Anatomy Python Coding	Band Rock Band Drawing and Painting Ceramics Advanced Studio Art Choir Basic Carpentry Residential Construction Foundations Collaborative Fabrication & Design STEAM Strength & Conditioning Team Sports Design and Production Multi-Media Arts Creative Writing Conflicts in American History Work Based Learning Senior Seminar Academic Success Anatomy Python Coding

Evart High School: Graduation Plan

	Freshman	Sophomore	Junior	Senior
1	English 9	English 10	English 11	English 12
2	World History	US History	Chemistry	Math Elective or STEAM
3	Integrated Science	Biology	Algebra II	Electives
4	Algebra I	Geometry	Economics/Civics	Electives
5	Health/Physical Education	Spanish II or French II	Electives	Electives
6	Spanish I or French I	Computer Essentials	Electives	Electives
7	Electives	Electives	Electives	Electives
	Band Foundations of Band Drawing and Painting Ceramics Choir Basic Carpentry Note: Not all electives will be available every semester to every student.	Band Foundations of Band Drawing and Painting Ceramics Choir Basic Carpentry Residential Construction Foundations STEAM Strength & Conditioning Team Sports Multi-Media Arts Creative Writing Conflicts in American History Academic Success**	Band Rock Band Drawing and Painting Ceramics Advanced Studio Art Choir Basic Carpentry Residential Construction Foundations Collaborative Fabrication & Design STEAM Strength & Conditioning Team Sports Design and Production Multi-Media Arts Creative Writing Conflicts in American History Work Based Learning Senior Seminar Academic Success Anatomy Python Coding	Band Rock Band Drawing and Painting Ceramics Advanced Studio Art Choir Basic Carpentry Residential Construction Foundations Collaborative Fabrication & Design STEAM Strength & Conditioning Team Sports Design and Production Multi-Media Arts Creative Writing Conflicts in American History Work Based Learning Senior Seminar Academic Success Anatomy Python Coding

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High School ELA Curriculum Alignment (Grades 9–12)

Standard	Description	English 9	English 10	English 11	English 12
RL/RI.1	Cite textual evidence	X	X	X	X
RL/RI.2	Determine central ideas/themes	X	X	X	X
RL/RI.3	Analyze development of ideas	X	X	X	X
RL/RI.4	Interpret words/phrases	X	X	X	X
RL/RI.5	Analyze structure	X	X	X	X
RL/RI.6	Analyze point of view	X	X	X	X
RL/RI.7	Compare formats	X	X	X	X
RL/RI.8	Evaluate arguments	X	X	X	
RL/RI.9	Compare texts/themes	X	X	X	X
RL/RI.10	Read complex texts	X	X	X	X
W.1	Write arguments	X	X	X	X
W.2	Write informative texts	X	X	X	X
W.3	Write narratives	X	X	X	X
W.4	Clear/coherent writing	X	X	X	X
W.5	Revise/edit writing	X	X	X	X
W.6	Use technology	X	X	X	X
W.7	Research projects	X	X	X	X
W.8	Gather sources	X	X	X	X
W.9	Use evidence	X	X	X	X
W.10	Write routinely	X	X	X	X
SL.1	Collaborative discussions	X	X	X	X
SL.2	Evaluate media	X	X	X	X
SL.3	Evaluate speakers	X	X	X	X
SL.4	Present information	X	X	X	X
SL.5	Use digital media	X	X	X	X
SL.6	Adapt speech	X	X	X	X
L.1	Grammar/usage	X	X	X	X
L.2	Punctuation/spelling	X	X	X	X
L.3	Language application	X	X	X	X
L.4	Word meanings	X	X	X	X
L.5	Figurative language	X	X	X	X
L.6	Vocabulary	X	X	X	X

High School Math Curriculum Alignment (Grades 9–12)

Standard	Description	Algebra I	Geometry	Algebra II	STEAM
N.Q	Quantitative reasoning and units	X		X	X
N.RN	Rational and irrational numbers	X		X	
N.CN	Complex numbers	X		X	
N.VM	Vectors and matrices				
A.SSE	Interpret expressions	X		X	
A.APR	Polynomial operations	X		X	
A.CED	Create equations	X	X	X	
A.REI	Solve equations/inequalities	X	X	X	
F.IF	Interpret functions	X		X	
F.BF	Build functions	X		X	
F.LE	Linear, quadratic, exponential models	X		X	
F.TF	Trigonometric functions		X	X	
M	Model real-world problems	X	X	X	X
G.CO	Congruence		X		
G.SRT	Similarity & trig		X		
G.C	Circles		X		
G.GPE	Geometry with equations		X		
G.GMD	Volume & modeling	X	X		X
S.ID	Summarize data	X			X
S.IC	Statistical inference	X			X
S.CP	Probability concepts	X			
S.MD	Probability decisions	X			

High School Science Curriculum Alignment (NGSS)

Standard (NGSS)	Description	Integrated Science	Biology	Chemistry
HS-PS1-1	Periodic table properties	X		X
HS-PS1-2	Chemical reactions & conservation			X
HS-PS1-5	Reaction rates	X		X
HS-PS2-1	Forces & motion	X		X
HS-PS3-1	Energy changes	X		X
HS-PS3-3	Energy transfer systems	X		X
HS-PS4-1	Wave properties	X		
HS-LS1-1	Cell structure/function	X	X	
HS-LS1-2	Cell processes	X	X	
HS-LS2-1	Ecosystems	X	X	
HS-LS2-6	Ecosystem stability		X	
HS-LS3-1	Inheritance of traits		X	
HS-LS3-2	Genetic variation		X	
HS-LS4-2	Evolution		X	
HS-LS4-4	Evolution evidence		X	
HS-ESS1-1	Universe models	X		
HS-ESS2-2	Earth processes	X		
HS-ESS2-4	Earth systems	X	X	
HS-ESS3-1	Natural resources	X	X	
HS-ESS3-4	Human impact	X	X	
HS-ETS1-1	Define problems	X	X	
HS-ETS1-2	Design solutions	X	X	
HS-ETS1-3	Evaluate solutions	X	X	

High School Social Studies Curriculum Alignment (Grades 9–12)

Standard	Description	US History	World History	Civics	Economics
RH.1	Cite textual evidence	X			
RH.2	Central ideas & summary	X	X	X	X
RH.3	Analyze events/ideas	X	X	X	X
RH.4	Word meaning in context	X	X	X	X
RH.5	Text structure	X	X	X	X
RH.6	Author perspectives	X	X	X	
RH.7	Multiple sources	X	X	X	X
RH.8	Evaluate arguments	X	X	X	X
RH.9	Compare sources	X	X	X	X
RH.10	Read complex texts	X	X	X	X
WHST.1	Write arguments	X	X	X	
WHST.2	Informative writing	X	X	X	X
WHST.4	Clear/coherent writing	X	X	X	X
WHST.5	Revise/edit writing	X			
WHST.6	Use technology	X	X	X	X
WHST.7	Research projects	X		X	X
WHST.8	Gather sources	X	X	X	X
WHST.9	Use evidence	X	X	X	X
WHST.10	Write routinely	X	X	X	X

EHS Truancy Plan 2026/2027

Improved Communication

- The importance of good attendance will be communicated on a regular basis through facebook posts, morning announcements, and all building meetings with the Principal.
- The ‘Truancy’ process will be communicated through facebook posts, parent square, morning announcements, and all building meetings with the Principal
- Students who do not attend a full day of school are not allowed to attend extra curricular activities as a participant or spectator. A few exceptions exist but they are rare and need to be pre-approved by the Principal.

The Process.

At 5 absences, the high school secretary will send a form letter to parents with the principal's signature. A copy of the letter will be placed in the student's CA-60.

At 10 Absences, the secretary will notify the principal and he will call the parents to set up a meeting to discuss attendance. Invited to the meeting are the parent, student, principal, social worker, and school resource officer. During the meeting, the parent will be provided with an attendance snap shot. A copy of the letter and snap shot will also be placed in the student's CA-60.

At 15 Absences, the Principal may ask the School Resource Officer to file truancy. The principal's decision will be based on the totality of many factors.

EVART HIGH SCHOOL

6221 95th Avenue • Evart, MI 49631 • (231) 734-5551

June 8, 2026

Dear Parent/Guardian,

At Evart High School, we believe that regular school attendance is one of the strongest predictors of academic success. Every day in the classroom provides students with valuable instruction, classroom discussions, hands-on learning experiences, and opportunities to build relationships with their teachers and classmates. While we understand that illnesses and other unavoidable circumstances do occur, frequent absences can make it increasingly difficult for students to stay on track academically.

Our records indicate that **Matthew Nokes** has now accumulated **five (5) absences** this school year. This letter is intended as a friendly reminder of the importance of consistent attendance and to ensure that you are aware of our district's attendance procedures.

Our attendance process is as follows:

- **5 Absences:** Parent/Guardian notification letter.
- **10 Absences:** A meeting will be scheduled with the student, parent/guardian, the Principal, and the School Resource Officer to discuss attendance concerns and develop a plan for improvement.
- **15 Absences:** The district may begin truancy proceedings in accordance with Michigan law.

Our goal is not to penalize students or families but to work together to remove barriers that may be impacting attendance. If there are circumstances preventing your student from attending school regularly, we encourage you to contact us. We have staff members and community resources available to help support students and families whenever possible.

Please take a few moments to discuss the importance of daily attendance with your student. Establishing strong attendance habits helps students achieve greater academic success, develop responsibility, and prepare for future employment and post-secondary opportunities.

Thank you for partnering with us to support your student's education. If you have any questions or would like to discuss your student's attendance, please do not hesitate to contact the high school office.

Sincerely,

Thomas Pashak
Principal
Evart High School

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EVART HIGH SCHOOL

6221 95th Avenue • Evart, MI 49631 • (231) 734-5551

June 8, 2026

Dear Parent/Guardian,

Our records indicate that your student, **Matthew Nokes**, has accumulated 10 absences during the current school year and is approaching the threshold for chronic absenteeism.

At Evart High School, we believe that every day matters. Regular attendance is one of the strongest predictors of academic success. Students who miss school lose valuable opportunities for instruction, classroom discussion, hands-on learning, and individualized support from teachers.

The Michigan Department of Education defines chronically absent as a student who has missed 10% or more of possible school days during the school year. Research from the University of Michigan indicates that chronically absent students are less likely to meet grade-level proficiency standards and are more likely to drop out of school than their peers.

Evart High School Attendance Process

- 5 Absences: Attendance concern letter mailed to parent/guardian.
- 10 Absences: Attendance meeting with student, parent/guardian, principal, and School Resource Officer.
- 15 Absences: Potential truancy referral and legal intervention as permitted by Michigan law.

How Parents Can Help

- Establish consistent bedtime and morning routines.
- Schedule appointments outside of school hours whenever possible.
- Monitor attendance and grades through Skyward.
- Communicate with the school regarding attendance concerns.
- Reinforce the importance of daily attendance and punctuality.

Thank you for your partnership in helping your child succeed. If you have questions or need assistance addressing attendance concerns, please contact our office.

Sincerely,

Thomas Pashak
Principal
Evart High School

Evart High School Student Attendance Snapshot

Demographics

Name	Matt Nokes
Birth Date	8.6.10
Age	12
Grade	7

Core Academics

	Q1	Q2	Q3	Q4
ELA	A	A	A	A
Math	A-	A-	A	B-
SS	A	B+	B	E
Science	A	C	C	B-

Attendance Stats

Total Absences	53
Total School Days	180
Excused	52.5
Unexcused	2
Q1	8
Q2	14
Q3	15
Q4	15.5

% of days missed: **29.4%**

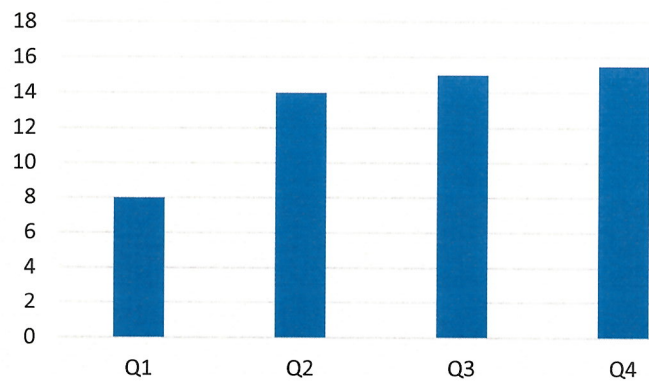
"Chronically absent is defined as students who missed 10 percent or more of possible days during the scheduled school year."

-Michigan Department of Education

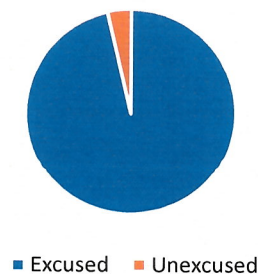
"Chronically absent students are less likely to meet grade level proficiency standards and are more likely to dropout of school than their peers."

-University of Michigan

Absences by Quarter



Excused vs. Unexcused



Date of Meeting: _____

In attendance:

_____ (Administrator)

_____ (School Officer)

_____ (Parent)

1

2

3

Teacher Professional Development Hours

District: Evart Public Schools

School Year: 2026-2027

Building(s): Evart High School

Date	Category/Title of Professional Development Activity or Program	Start Time	End Time	Sub total	Breaks # of min/hrs	Total Hours P.D.
8-17-26	Engaging & Motivating Students/Responding to Inappropriate Behavior/ Cross Curriculum Integration	8:00a.m.	3:00 p.m.	7.0	60 minutes	6
8-18-26	Content Specific to Grade Level or Content Area/Differentiated Instruction	8:00 a.m.	3:00 p.m.	7.0	60 minutes	6
9-1-26	Using data to adjust instruction/ Responding to Inappropriate Student Behavior	3:15pm	4:15pm	1		1
10-6-26	Using data to adjust instruction/ Responding to Inappropriate Student Behavior	3:15pm	4:15pm	1		1
10-12-26	Curriculum Revision and Grade Level Alignment	8:00a.m.	3:00 p.m.	7.0	60 minutes	6
11-3-26	Using data to adjust instruction/ Responding to Inappropriate Student Behavior	3:15pm	4:15pm	1		1
12-1-26	Using data to adjust instruction/ Responding to Inappropriate Student Behavior	3:15pm	4:15pm	1		1
1-5-27	Using data to adjust instruction/ Responding to Inappropriate Student Behavior	8:00a.m.	3:00 p.m.	7.0	60 minutes	1
1-18-27	Engaging & Motivating Students/Responding to Inappropriate Behavior/ Cross Curriculum Integration	8:00a.m.	3:00 p.m.	7.0	60 minutes	6
2-12-27	Engaging & Motivating Students/Responding to Inappropriate Behavior/ Cross Curriculum Integration	8:00a.m.	3:00 p.m.	7.0	60 minutes	6
3-2-27	Using data to adjust instruction/ Responding to Inappropriate Student Behavior	3:15pm	4:15pm	1		1
4-5-27	Assessment strategies	3:15pm	5:15pm	2		2
5-3-27	Using data to adjust instruction	8:00a.m.	3:00 p.m.	7.0	60 minutes	6
						44



Evart High School

Child Study Request Form

Student Name: _____

Grade: _____

What is the purpose of a child study?

Our goal is to ensure that every student receives the support they need to be successful in school. Through this process, a team will meet to review relevant information about the student, discuss observations, identify strengths and areas of concern, and develop strategies designed to improve academic performance and overall school success.

The team will monitor the effectiveness of these supports, review progress data, and make adjustments as needed. This is a problem-solving process intended to identify and provide appropriate interventions before considering more intensive support.

If concerns continue despite the implementation of interventions and supports, the team may recommend consulting with the Mecosta-Osceola Intermediate School District (MOISD) to determine whether additional evaluation or services should be considered. The MOISD will only be contacted to request a Review of Existing Evaluation Data (REED) with parent consent.

Participation in this process does not predetermine a special education referral, eligibility, or the development of an Individualized Education Program (IEP). Rather, the team will collect and review data, implement and monitor interventions, and make decisions based on the student's individual needs and response to support. Any consideration of additional testing or services will occur only after careful review of the available information and with appropriate parent involvement.

Who can start the 'child study' process?

- A parent may request at any point.
- A staff member may request. However, we need parent consent before we ask the MOISD to consider a REED.

Basic Steps and Estimated Time Frame

- Request Received.
- Data Collection (5 school days)
- Team meeting to consider interventions/accommodations to pilot (within a week of all data being collected)
- Pilot interventions/accommodations (4 weeks)

NWEA: (3 most recent scores, if available): Social Worker

Reading	F	W	S
Math	F	W	S

Historic Grades: Social Worker

English	
Math	
Social Studies	
Science	

Attendance: Principal

Excused Absences this school year: _____

Unexcused Absences this school year: _____

Tardies this school year: _____

Additional Notes:

Behavior: Principal

Out of School Suspension Days: _____

Additional Notes:

Core Teacher Feedback: **Current Teachers**

Subject Area/Teacher	Current Grade	Current Supports/Interventions	Notes
Math			
ELA			
Science			
Social Studies			

Other Areas: Will be asked of all staff with academic interactions

Do you have speech/language concerns for this student?

Do you have OT concerns for this student?

Do you have mental health/behavior concerns for this student?

One or Two Interventions/accommodations that we can apply, monitor and assess:

1.

2.

*These two interventions/accommodations will be shared with all of the student's teachers. Teachers will offer them and take notes on any challenges or benefits for four weeks. At that time, we will reconvene to analyze the effectiveness and proceed in one of the three ways....

- The interventions/accommodations appeared to provide the needed support. We will continue the support and monitor.
- The interventions/accommodations provided some support but not enough. The team can adjust or add an additional intervention/accommodation and revisit the impact in two weeks.
- The team believes that the student would benefit from additional testing for the MOISD and may require an IEP, with parent consent, a formal request will be sent.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra, or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra, or injured students or adults

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

EPS Safety Drill Schedule 2026-27

Dates	Buildings	Type of Drill	Time of Drill
LOCKDOWN			
9/2/2026	EES	LOCKDOWN	830
	EHS	LOCKDOWN	1000
	EMS	LOCKDOWN	1030
11/6/2026	EMS	LOCKDOWN	1145
	EES	LOCKDOWN	1245
	EHS	LOCKDOWN	1305
1/21/2027	EES	LOCKDOWN	1300
	EHS	LOCKDOWN	1345
	EMS	LOCKDOWN	1430
FIRE DRILL			
9/10/2026	EMS	FIRE DRILL	915
	EHS	FIRE DRILL	1000
	EES	FIRE DRILL	1045
10/7/2026	EHS	FIRE DRILL	1215
	EMS	FIRE DRILL	1300
	EES	FIRE DRILL	1345
11/18/2026	EES	FIRE DRILL	945
	EHS	FIRE DRILL	1030
	EMS	FIRE DRILL	1115
2/2/2027	EMS	FIRE DRILL	805
	EHS	FIRE DRILL	850
	EES	FIRE DRILL	935
3/5/2027	EHS	FIRE DRILL	1230
	EMS	FIRE DRILL	1315
	EES	FIRE DRILL	1400
TORNADO DRILL			
9/18/2026	EMS	TORNADO	815
	EHS	TORNADO	900
	EES	TORNADO	945
3/17/2027	EHS	TORNADO	1300
	EMS	TORNADO	1300
	EES	TORNADO	1300

***ANTICIPATED STATEWIDE DRILL DATE/TIME

Questions that I do not want to forget to address....

1. If a student tells you that they would like to be called by a different name, what should you do?

- Notify the Principals ASAP.
- The principal will explain that law dictates that it is the parent's decision.
- If they want to proceed, the principal will contact the parents.
- The principal will notify all staff of the parent's decision.

2. If you suspect a student is being neglected or abused, what should you know?

- As a professional in education, you are mandatory reporter.
- All reports are kept anonymous. Although CPS will record your name, they legally cannot share it with the family involved.
- As long as you file a report in good faith, you cannot be held responsible if the information is not true or cannot be proven.

A link to the Mandated Reports webpage is available on
www.thewildcatconnection.com

3. How to grade a student with an IEP?

The purpose of accommodations is to allow an individual with a disability to gain access to content and/or complete assigned tasks. They do not provide a guarantee that the student will earn an "A" or even a passing grade. A teacher must provide all accommodations identified in the IEP. Unless an accommodation directly refers to grading practices, the student's work should be evaluated the same as the other students within your classroom.

In most cases, if the accommodations are given AND the student puts forth adequate effort, they should have some level of success in the class. Some level of success can be defined as a passing grade.

If accommodations are given and the student is putting forth effort but the student is still unsuccessful, the teacher should contact the special education teacher who manages their caseload. The current IEP will be reviewed and amended if deemed necessary