

# **Center Elementary School**



## **2021-2022 Academic Teaming Guide**

# Center Elementary School

## ACADEMIC TEAMING GUIDE

*I have read and understand the policies and procedures outlined with in the **CENTER ELEMENTARY ACADEMIC TEAMING GUIDE**. (Please sign and return)*

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Students Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

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Dear Students and Parents,

Welcome to **CES**! This is an exciting time in your life and we look forward to a great year with you!

Enclosed you will find important information about **Center Elementary School**. Please take a few minutes to go over it and see if you have any questions. Your teachers or myself will be happy to answer any that may arise. Also, there is a form at the end that needs to be completed and returned as soon as possible.

Once again, welcome to **Center Elementary School**. You're going to grow and learn so much here.

Sincerely,

*Mrs. Masterson*

Center Elementary Principal

# WHAT IS ACADEMIC TEAMING?

**TEAMING IS** a tool for meeting the rigorous academic needs of a common group of students.

**TEAMING OFFERS** an opportunity for teachers to collaborate in order to provide better instruction for their students.

**TEAMING PROVIDES** a channel for sparking the creativity of teachers and also establishes common time for brainstorming ideas.

**TEAMING GIVES** students and teachers a sense of belonging to a group who share common goals and whose members form a network of support.

**TEAMING IMPROVES** classroom management and student behavior through teacher collaboration of ideas, individual strategies and support, as well as a common time to meet/communicate with parents and students.

**TEAMING GENERATES** strong student/student and student/teacher relationships, promotes student responsibility and a sense of citizenship among all CES Students.

**TEAMING PERMITS** the correlation of thematic units in which the students make connections between instruction and real life situations.

**TEAMING ENCOURAGES** the parent to be involved in their child's education. It opens an avenue for meaningful parent/teacher relationships.

**TEAMING MOTIVATES** the students to gain self-discipline and to be responsible for their academic success through a system of rewards and consequences.

This year, your child will be on an **Academic Team** consisting of five (3) core instructional teachers (*ELAR teacher, Math teacher, and a Science/SS teacher*) as well as approximately 60 other students in their respective grade. Each student will have a homeroom teacher; however, they will spend 105 minutes with each one of their core teachers daily. Their homeroom class will stay together all day long, which helps with the sense of community as well as making transitioning from classroom to classroom easier and more time efficient. Each Academic Team of teachers will have the same conference period. This will enable all teachers to be able to meet with each other and/or parents at the same time.

# ACADEMIC TEAMS

Center Elementary  
2021-2022

## 4<sup>th</sup> Grade:

### Team Courage

Joan Hayes	Reading/Writing
Whitney Estes	Math
Angelica Morales	Science/Social Studies

### Team Strength

Marissa Wilkes	Writing
Penny Bird	Math
Ciara O'Rear	Science/Social Studies

### Team Determination

Melissa Munoz	Reading/Writing
Kellie Pierce	Math
Solomon Cassell	Science/ Social Studies

## 5<sup>th</sup> Grade:

### Team Loyalty

Mollie Amburn	Reading/Writing
Bre Westerfield	Math
Taylor Hudspeth	Science/Social Studies

### Team Respect

Jennifer Matthews	Reading/Writing
Haley Lavergne	Math
Mia Cloudy	Science/Social Studies

### Team Integrity

Darby Hudspeth	Reading/Writing
Daniel Driver	Math
Haley Link	Science/Social Studies

# DAILY & WEEKLY PARENT CONTACT

## Student Assignment sheets...

- Students will be required to keep up with assignment sheets. All assignments and reminders should be recorded every day.
- Students will be expected to get *parent signatures* on their sheets daily.
- Behavior issues will be noted on the daily Assignment sheets by their teacher.
- Parents are encouraged to write any questions or concerns on their child's assignment sheet.

# GRADING POLICIES & PROCEDURES

## 2021-2022 GRADING GUIDELINES

### Center Elementary

#### Grade Determination

Assessments and assignments must meet the rigor required by the TEKS. Each grade level core subject committee will determine the common assessments to be used.

Modifications/Accommodations on assessments and assignments are noted on the report card and assignment.

Each core subject area will have the following minimum number of grades each nine weeks:

ELA (Reading, Phonics, Writing, Grammar) – 10

Math – 10

Social Studies – 9

Science – 9

The nine-weeks grade for Math, Science and Social Studies will be the average of the grades recorded. The nine-weeks average for ELA will be based on 50% Reading and 50% Writing.

**Extra Credit** – The intent of extra credit is for enrichment in a class and to gain mastery of the TEKS objectives. If extra credit is offered, it should be academic, offered to all students in a class, and count no more than 5% of a student's total six weeks grade.

**Cheating/Plagiarism** – Copying another student's work or permitting work to be copied by another student will result in a zero for the student(s)

**Late work** – Late work will be due one day following the original due date of the assignment with a 25% reduction on the grade. Late work will not be accepted beyond the one day requirement. A student will receive a zero for any work not turned in during the required time.

**Make-up work** – Make-up work for excused absences shall be made available to all students. Make-up work shall provide the student with sufficient opportunity to master the TEKS or subject area requirements and shall be based on instructional objectives of the course. Students are responsible for asking for make-up work upon return to class. The number of days allowed for completion of make-up work shall be equal to the number of days missed. In the event of an extended absence, other arrangements approved by campus administration may be made. Any assignments not turned in during the allotted time will follow late work guidelines. Students will not be required to take an exam or turn in an assignment on the day of returning to school if the test or assignment was assigned during the student's absence. Make-up work may be a revised version of the original assignment. Students eligible to attend Content Mastery must be allowed to attend Content Mastery for make-up work assistance.

**Unexcused absence** – A student with an unexcused absence may make up all work missed.



Students shall receive a zero for any assignment or test not made up within the allotted time. The number of days allowed for completion of makeup work shall be equal to the number of days missed.

**Suspension** – A student suspended from his or her regular classes may make up work. Students shall receive a zero for any assignment or test not made up within the allotted time. The number of days allowed for completion of makeup work shall be equal to the number of days missed.

**Incomplete Grades** – Unusual circumstances may occur which cause a student to be unable to complete coursework/assignments by the end of a grading period. In such cases, the student may receive an “Incomplete” for that grading period. The student will have a minimum of one week upon his/her return to complete the assigned work. In unusual cases where the student has missed a quantity of work, the time may be extended. In all cases, the teacher must communicate to the student and parents the nature of the outstanding work and the time limitation for completing the work.

**Reteach/Retest/Reassess for Mastery** – Students will be given a reasonable opportunity to make-up or redo a class assignment or examination for which the student received a failing grade according to the following criteria:

1. The student must request to re-do the assignment or examination within one week following return of the assignment or examination
2. Re-teaching and make-up work will occur before or after school
3. The student will receive a maximum score of 70 on any assignment or examination to be made up

**Student Transfers** – If a student transfers into the school from a school that uses letter grades, use the following conversion chart to assign grades:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
69	and	Below	=	F

#### Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

### Grading Procedures (All Grades Levels)

Student achievement shall be based on the degree of mastery of the District's curriculum which is based on the Texas Essential Knowledge and Skills (TEKS). Numerical grades will be recorded and reported with 70 representing mastery of 70% of the required objectives and the minimum passing grade. No grade over 100 shall be given unless the grade is for a course that is weighted according to policy.

#### Responsibilities of teachers:

1. follow the campus and district guidelines
2. accurately average grades
3. accurately record grades for assignments
4. verify accuracy of peer-graded work
5. return graded work to students promptly
6. provide opportunity for reteach and retest on objectives not mastered
7. not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity

#### Responsibilities of Students:

1. complete each assignment within the time limits given by the teacher
2. evaluate and review their work for accuracy prior to turning it in
3. seek assistance from the teacher as needed
4. ask for make-up work following absence(s)

# *Dress and Grooming*

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

## **DRESS CODE**

Center ISD has implemented the following dress code to ensure a safe, positive environment free for all students.

Appropriate dress for the school day causes students to act in a manner which produces a higher standard for personal behavior and educational activities.

Student dress must conform to the following rules:

- Students are permitted to wear shorts and other garments that are of an appropriate and modest length. The standard of minimum length is at the middle finger tip when arms are at the side.
- Cycling shorts, and outer clothing made of lycra are not acceptable.
- Excessively tight pants, shorts, or skirts are not allowed.
- House shoes are not permitted to be worn at school
- Shirts and blouses must be long enough to prevent exposure of the midsection when arms are raised parallel to the floor.
- Any apparel that advertises or implies sex, drugs, alcohol, profanity or violence is not permitted.
- Transparent clothing is not permitted.
- Sleeveless shirts and dresses are permitted as long as no undergarment or the sides of the body are visible. The top of the shoulder must be covered. Muscle shirts, tank tops, halter tops, and/or spaghetti straps are not allowed. Shirts with the sleeves cut off are not allowed.
- No "headwear" is permitted. "Headwear" includes but is not limited to nonprescription eyewear, sunglasses, caps, hats, hair picks, hair nets, stocking caps, toboggans, drugs and bandanas.
- Any accessory or clothing that is deemed gang related as determined by school administration is prohibited.
- Clothing must not be excessively torn and must not expose any undergarments or skin. The administration is authorized to require students to change their dress if it causes a distraction or disruption of school.
- Any political item or apparel that creates a disruption of the educational process is prohibited.

# C.H.A.M.P.S.

CES implements C.H.A.M.P.S as a model for classroom expectations. Teachers will set guidelines using the following cue system so that all students on campus have a common system of expectations.

<b>C</b>	<b>onversation:</b> What should my voice level be?
<b>H</b>	<b>elp:</b> If I need help, how do I ask?
<b>A</b>	<b>ctivity:</b> What are we doing right now?
<b>M</b>	<b>ovement:</b> Can I get up and walk around?
<b>P</b>	<b>articipation</b> What do I do to show that I am a part of the team?
<b>S</b>	<b>uccess</b> Be proud of yourself for doing the right things!

# **CES Student Expectations** **Promoting a Positive Learning Environment**

## **Students will:**

1. Be on time to class and school
2. Be prepared with materials and assignments
3. Be respectful to all students and adults
4. Be safe and orderly at all times
5. Follow school rules of conduct
6. Have a pride in yourself and your school
7. SMILE! 😊

## **Student Code of Conduct**

You will be given the school's Student handbook (and it is also available electronically) which will contain the Code of Conduct booklet that contains school rules, and information on absences, make-up work, discipline procedures, etc. The parent and student must read it carefully, sign it, and return it to the advisory/homeroom teacher. Please keep the booklet in a safe place at home for easy reference.

# DISCIPLINE MANAGEMENT SYSTEM

The process of learning good self-discipline means learning the value of obeying reasonable rules and regulations that are necessary in group situations. Good discipline while in school will make a significant difference to students for many years to come in order to be productive, independent, and respectful citizens. Positive approaches are used to help students realize responsibility for behavior.

The following disciplinary measures are intended to balance the handling of unacceptable student classroom behavior and habits. However, each situation will be handled on an individual basis by the teacher. It is the responsibility of the teacher to review the total situation, consider the offense and take appropriate action to address the behavior.

If a taggable offense (which is detailed on the following page) occurs in class, the teacher will place a “tag sticker” on the student’s desk. The student will fill out the “sticker” and return it to the teacher. The “sticker” will state the student’s name, date, and why they received the “tag.” Once the teacher takes up the tag, it will be placed in the tag folder, which will travel with that class throughout the day. The tag folder will be returned to the homeroom teacher at the end of the day. The next morning, the homeroom teacher will place the “sticker” on the **individual student tag sheet** within the taggable offense folder and follow any corresponding steps/instructions. The student with the “taggable offense” will serve the appropriate disciplinary level.

At the end of each week teachers will submit a Weekly Discipline Report to the principal – including any student that received more than two (2) tags for the week.

***Any student who violates a critical misbehavior (which is detailed on the following page) will be sent to office directly with a referral and will receive an immediate administrative response.***

## **TAGGABLE OFFENSES**

- A. Sleeping
- B. Throwing Objects in a non-threatening manner
- C. Minor Classroom Disruptions
- D. Not Working/ Wasting Class Time
- E. Not Paying Attention
- F. Talking **after warning**
- G. Eating Food, Having Drinks/Ice in Class without permission
- H. Name Calling/Arguing with other students
- I. Minor Disrespect
- J. Getting out of seat without permission
- K. Failure to follow directions
- L. Not keeping hands, feet and other objects to yourself
- M. Cheating
- N. Failure to complete homework

## **CRITICAL MISBEHAVIORS**

- A. Fighting/Threatening to Fight/Aggressive Behavior on school property
- B. Damaging, Vandalizing, or Destroying student, teacher, or school property
- C. Disrespectful behavior toward faculty, staff, or fellow students
- D. Major classroom disruptions
- E. Engages in behavior that creates an unsafe environment
- F. Sexually provocative or lewd comments or questions
- G. Using profanity anywhere on the school campus, transportation, or sponsored event.
- H. Exhibiting signs of bullying
- I. Theft
- J. **2 “Tags” in one day from the same teacher.**

# TAGGABLE OFFENSE LEVELS

1 <sup>st</sup> TAG	➤	Verbal Warning
2 <sup>nd</sup> TAG	➤	Second Verbal Warning
3 <sup>rd</sup> TAG	➤	Student Conference with Team Teacher
4 <sup>th</sup> TAG	➤	Team Conference with Student/Self Correction Sheet Completed by Student (Copies Sent Home)
5 <sup>th</sup> TAG	➤	Parent Phone Call/Copy of Tag Sheet Sent Home
6 <sup>th</sup> TAG	➤	Parent Conference with Team/Copy of Tag Sheet Sent Home and Copy to Office
7 <sup>th</sup> TAG	➤	One Day Lunch Detention/Office Contacts Parents
8 <sup>th</sup> TAG	➤	Two Days Lunch Detention/Office Contacts Parents <b>*5<sup>th</sup> GRADE LOSS OF INCENTIVE</b>
9 <sup>th</sup> TAG	➤	Three Days Lunch Detention/Office Contacts Parents <b>1<sup>st</sup> Critical Misbehavior</b>
10 <sup>th</sup> TAG	➤	One Days ISS Office Referral and Office/Parent Contact <b>2<sup>nd</sup> Critical Misbehavior – 3<sup>RD</sup> &amp; 4<sup>TH</sup> GRADE LOSE INCENTIVE</b>
11 <sup>th</sup> TAG	➤	Two Days ISS Office Referral and Office/Parent Contact <b>3<sup>rd</sup> Critical Misbehavior – LOSE INCENTIVE</b>
12 <sup>th</sup> TAG	➤	Two Days ISS Office Referral and Office/Parent Contact <b>4<sup>th</sup> Critical Misbehavior – LOSE INCENTIVE</b>
13 <sup>th</sup> TAG	➤	Three Days ISS Office Referral and Office/Parent Contact <b>5<sup>th</sup> Critical Misbehavior – LOSE INCENTIVE</b>
14 <sup>th</sup> TAG	➤	Suspension and Office/Parent Contact <b>6<sup>th</sup> Critical Misbehavior – LOSE INCENTIVE</b>

\*\* If student is sent to AEP, that student forfeits incentive eligibility until they have been back on campus an entire 9 week period and have not had any discipline problems.

***\*If student receives 2 discipline slips that result in disciplinary action in one 9 week period, that student forfeits incentive eligibility.***

*\*Parent/teacher personal contact is critical to success of discipline program*

*\*\*Administration reserves the right to modify levels based upon individual incident\*\**



# Student Positive Incentive Plan

Each nine weeks grading period Center Elementary School will show appreciation for the student body by providing behavior incentives. The following are examples of what is planned for those students that qualified. *(May be changed based on circumstances.)*

## First Nine Weeks Incentives:

- **Park!** Fall Fest at the Park!

## Second Nine Weeks: Incentives:

- **Electronics** Video Games!

## Third Nine Weeks Incentives:

- **SURPRISE!** No Peeking!

## Fourth Nine Weeks Incentives:

- **Field Day** Water Slides! Games! Music!

# Daily Schedule

## 3<sup>rd</sup> Grade:

Class 1	8:15-10:00
Win Time	10:00-10:25
Class 1	10:25-11:20
Lunch	11:20-11:50
Specials	11:50-12:45
Class 2	12:45-1:35
Recess	1:35-2:05
Class 2	2:05-3:50

## 4<sup>th</sup> Grade:

1st Period	8:15-10:00
Win Time	10:00-10:25
2nd Period	10:25-12:10
Recess	12:10-12:40
3rd Period	12:40-12:45
Lunch	12:45-1:15
3rd Period	1:15-2:55
Specials	2:55-3:50

## 5<sup>th</sup> Grade:

1st Period	8:15-10:00
Win Time	10:00-10:25
2nd Period	10:25-12:10
Lunch	12:10-12:40
Recess	12:40-1:10
3rd Period	1:10-1:50
Specials	1:50-2:45
3rd Period	2:45-3:50

# Special Class Rotation

<b>Special Class Rotation</b>						
<b><u>Homeroom:</u></b>		<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
3rd Grade	<b><u>Murray</u></b>	P.E.	Library	Fine Arts	Science Lab 1	Computer Lab 1
	<b><u>Lopez</u></b>	P.E.	Library	Fine Arts	Science Lab 2	Computer Lab 2
	<b><u>Crouch</u></b>	Computer Lab 1	P.E.	Library	Fine Arts	Science Lab 1
	<b><u>Corbell</u></b>	Computer Lab 2	P.E.	Library	Fine Arts	Science Lab 2
	<b><u>Burns, M.</u></b>	Science Lab 1	Computer Lab 1	P.E.	Library	Fine Arts
	<b><u>Burns, H.</u></b>	Science Lab 2	Computer Lab 2	P.E.	Library	Fine Arts
	<b><u>Wyrick</u></b>	Fine Arts	Science Lab 1	Computer Lab 1	P.E.	Library
	<b><u>Moore</u></b>	Fine Arts	Science Lab 2	Computer Lab 2	P.E.	Library
	<b><u>Moody</u></b>	Library	Fine Arts	Science Lab 1	Computer Lab 1	P.E.
	<b><u>Wheeler</u></b>	Library	Fine Arts	Science Lab 2	Computer Lab 2	P.E.
<b><u>Homeroom:</u></b>		<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
4th Grade	<b><u>O'Rear</u></b>	P.E.	Library	Fine Arts	Science Lab 1	Computer Lab 1
	<b><u>Hayes</u></b>	P.E.	Library	Fine Arts	Science Lab 2	Computer Lab 2
	<b><u>Estes</u></b>	Computer Lab 1	P.E.	Library	Fine Arts	Science Lab 1
	<b><u>Cassell</u></b>	Computer Lab 2	P.E.	Library	Fine Arts	Science Lab 2
	<b><u>Bird</u></b>	Science Lab 1	Computer Lab 1	P.E.	Library	Fine Arts
	<b><u>Munoz</u></b>	Science Lab 2	Computer Lab 2	P.E.	Library	Fine Arts
	<b><u>Wilkes</u></b>	Fine Arts	Science Lab 1	Computer Lab 1	P.E.	Library
	<b><u>Pierce</u></b>	Fine Arts	Science Lab 2	Computer Lab 2	P.E.	Library
	<b><u>Morales</u></b>	Library	Fine Arts	Science Lab 2	Computer Lab 1	P.E.
		OPEN	OPEN	OPEN	OPEN	OPEN
<b><u>Homeroom:</u></b>		<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
5th Grade	<b><u>Amburn</u></b>	P.E.	Library	Fine Arts	Science Lab 1	Computer Lab 1
	<b><u>Hudspeth, D.</u></b>	P.E.	Library	Fine Arts	Science Lab 2	Computer Lab 2
	<b><u>Westerfield</u></b>	Computer Lab 1	P.E.	Library	Fine Arts	Science Lab 1
	<b><u>Hudspeth, T.</u></b>	Computer Lab 2	P.E.	Library	Fine Arts	Science Lab 2
	<b><u>Matthews</u></b>	Fine Arts	Science Lab 1	Computer Lab 1	P.E.	Library
	<b><u>Driver</u></b>	Fine Arts	Science Lab 2	Computer Lab 2	P.E.	Library
	<b><u>Link</u></b>	Library	Fine Arts	Science Lab 1	Computer Lab 1	P.E.
	<b><u>Cloudy</u></b>	Library	Fine Arts	Science Lab 2	Computer Lab 2	P.E.
	<b><u>Lavergne</u></b>	Science Lab 1	Computer Lab 2	P.E.	Library	Fine Arts
		OPEN	OPEN	OPEN	OPEN	OPEN

\*\*Core Teachers will escort their classes to and from special classes.

# Center Independent School District

August 2021							2021-2022 <small>Approved January 20, 2021</small>							January 2022						
S	M	T	W	T	F	S								S	M	T	W	T	F	S
1	2	3	4	5	6	7	August 2nd - August 10th Staff Planning/Professional Development							2	3	4	5	6	7	8
8	9	10	11	12	13	14								9	10	11	12	13	14	15
15	16	17	18	19	20	21								16	17	18	19	20	21	22
22	23	24	25	26	27	28	August 11th First Day of School							23	24	25	26	27	28	29
29	30	31												30	31					
September 2021							September 6th School Holiday/District Closed							February 2022						
S	M	T	W	T	F	S								S	M	T	W	T	F	S
			1	2	3	4										1	2	3	4	5
5	6	7	8	9	10	11	October 8th Early Release							6	7	8	9	10	11	12
12	13	14	15	16	17	18								13	14	15	16	17	18	19
19	20	21	22	23	24	25								20	21	22	23	24	25	26
26	27	28	29	30			October 11th School Holiday/District Closed							27	28					
October 2021							October 12th - October 15th Flexible Professional Development/Student Holiday							March 2022						
S	M	T	W	T	F	S								S	M	T	W	T	F	S
					1	2										1	2	3	4	5
3	4	5	6	7	8	9	October 18th Staff Planning/Professional Development							6	7	8	9	10	11	12
10	11	12	13	14	15	16								13	14	15	16	17	18	19
17	18	19	20	21	22	23								20	21	22	23	24	25	26
24	25	26	27	28	29	30								27	28	29	30	31		
31							November 22nd - November 26th Thanksgiving Break/District Closed													
November 2021							December 17th Early Release							April 2022						
S	M	T	W	T	F	S								S	M	T	W	T	F	S
	1	2	3	4	5	6													1	2
7	8	9	10	11	12	13								3	4	5	6	7	8	9
14	15	16	17	18	19	20	December 20th - December 31st Christmas Break/District Closed							10	11	12	13	14	15	16
21	22	23	24	25	26	27								17	18	19	20	21	22	23
28	29	30												24	25	26	27	28	29	30
December 2021							January 3rd Staff Planning/Professional Development							May 2022						
S	M	T	W	T	F	S								S	M	T	W	T	F	S
			1	2	3	4														
5	6	7	8	9	10	11	January 17th School Holiday/District Closed							1	2	3	4	5	6	7
12	13	14	15	16	17	18								8	9	10	11	12	13	14
19	20	21	22	23	24	25	February 21st - February 25th Winter Break/District Closed							15	16	17	18	19	20	21
26	27	28	29	30	31									22	23	24	25	26	27	28
														29	30	31				
Beginning of Nine Weeks							March 21st Staff Planning/Professional Development							Staff Planning/Prof. Development						
End of Nine Weeks							April 11th - April 15th Spring Break/District Closed							Flexible Prof Development/Holiday						
State Testing														Reporting Periods						
Early Release							May 27th Last Day of School and CHS Graduation							1st Reporting Period      42 days						
Holiday/District Closed														2nd Reporting Period      39 days						
														3rd Reporting Period      48 days						
														4th Reporting Period      44 days						