



**SIMONS MIDDLE SCHOOL
2018-2019
STUDENT HANDBOOK**

To Students:

We welcome you to Simons Middle School! Our school has a rich heritage that is centered on the outstanding character and vision of Joe A. Simons. The program, at SMS, is designed to provide you with a quality educational experience that will enable you to reach your greatest potential in a highly sophisticated world. We trust that you will take full advantage of the many activities and programs that we offer and that you will enjoy many successes during your time here. Remember that we are here to help you. Feel free to ask us for any assistance that you need. Our staff looks forward to working with you to make the 2018-19 school year the best ever.

To Parents/Guardians:

Our goal, at Simons Middle School, is to provide your child with a quality education that prepares him/her to become a successful high school student and a responsible citizen who can make a valuable contribution to their community. We believe that this requires a cooperative effort from the home, school, and community. We encourage you to become involved in your child's education by taking a strong interest in their studies, becoming active in school activities, and becoming a proactive influence in their school lives. We invite you to visit your child's school as often as you wish. Please feel free to ask us for any assistance that you may need.

**Whitney Wilson – Principal
Jordan Fritz – Assistant Principal
Kim Perkins – Guidance Counselor
Mendy High – FRYSC Coordinator
Pauletta Lawson – Admin Assistant / Treasurer
Cheryl Roberts – Attendance Clerk
– Athletics Director**

This agenda belongs to: _____

Student Homeroom Teacher: _____

Locker #: _____ Combination: _____

Student Email Address: _____

Student Password: _____ Student ID # _____

Chromebook Number: _____

Student Mentor Teacher (Cougar Coach): _____

STUDENT SCHEDULES

Each student is assigned to core classes – math, science, social studies, and English/language arts and a unified arts rotation of four nine-week classes – art, music, health/physical education, and practical living. Students are also assigned to reading and/or math intervention classes based on need. Our school also offers a wide range of enrichment classes where students learn skills in areas that interest them personally.

STUDENT DATA SHEETS

The parents/guardians of each student will be asked to fill out enrollment and other informational forms and to sign various permission slips during the course of the year. It is important that any changes or updates to these documents are submitted to the school office on a timely basis. This is critically important in the areas of legal custody; persons to whom we are permitted to release the student, and home and work phone numbers in case of emergency or illness.

SCHOOL ATTENDANCE, TARDINESS, AND DISMISSAL

Attendance is very important to student success at Simons Middle School. It is the joint responsibility of the student and parent/guardian to make sure you are in school. Whenever possible, medical and dental appointments should be made outside of school hours. Any medical excuses should be submitted to the attendance clerk on the first day that you return to school.

Students who ride buses are not to leave the bus after boarding until they reach school in the mornings and their home in the afternoon. Any temporary change in a student's bus schedule, including pick-up at school or walking to a location off school grounds, must be made in writing to the principal's office. Except for emergencies, a request to have a student excused from classes early should be sent with the student on the morning of dismissal. The note should include the date, student's full name, reason for leaving, person's name that will be signing them out, and the parent's signature. Under no circumstances will a student be released to any individual other than those listed, by the parent/guardian, on the student release sheet, unless the school receives written permission to do so. When students must leave the school before the end of the day, parents or their designees must sign the school log, located in the attendance office.

The student will be given a reasonable amount of time (usually the same number of days absent) to make up missed work and tests. Assignments may be picked up at the school office, at 2:30 each day, if the request has been made to the school office in advance.

Tardiness includes arriving late for school in the mornings, leaving school before dismissal time, as well as being late when classes change during the school day. Students who are tardy in the mornings will need to report to the office to sign in and obtain an admittance slip from the attendance clerk. Accumulative tardiness will be recorded and result in disciplinary action on a progressive basis.

The principal will decide whether or not questionable absences are excused. Please refer to the *Fleming County Schools Discipline Code and Attendance Policy Manual* for information regarding acceptable absences/tardies and truancy status.

YOUTH SERVICE CENTER

Simons Middle School houses a Youth Service Center with a full time coordinator. The intent of the center is to enhance students' abilities to succeed in school by assisting children and families with needs that impact the educational process. While providing services at the center and in the schools, and also by linking families to agencies within our community, the youth service center's primary goal is to eliminate any and all barriers to student success.

A child's success in school will promote lifelong health, security and happiness. The Youth Service Center will assist families and identify and address barriers to success within the home and the community. The center encourages and develops social networks to help families to be a part of their community. For more information on the services provided by the YSC, please contact Mendy High, Coordinator.

PROCEDURES UPON ARRIVAL AT SCHOOL

Upon arriving at school before 7:42 a.m., students will report to the cafeteria and remain there until the bell rings at 7:42. Students may eat breakfast during this time. Once the morning bell rings, if students do not choose to remain in the cafeteria for breakfast, they will deposit non-approved bags in the bag room and proceed to their first period classes. Students may not linger in the hallways. Students are expected to use this time to complete homework, read, and/or seek assistance from their teachers. If students choose to eat breakfast at school, they are expected to do so in an orderly, reasonably quiet manner, clean up after themselves, push their chairs in upon leaving, and proceed to their first period class. Students may not linger in the cafeteria. Students who wish to eat in their classrooms may get breakfast at the "Grab and Go" Station on the second floor of the building.

LUNCH PROCEDURES

Students will report to lunch with their classes at the appointed time, quietly and in line. The cafeteria monitor will direct students to either proceed to the line for lunch or to sit in an area designated for their class. Students are expected to eat lunch in an orderly manner. They may talk in a reasonable tone to those sitting near them. They may not move from seat to seat or walk around the cafeteria. Upon finishing, they may take their tray to the disposal area, following the "one way" directions. They may then return to their seat until dismissed by the cafeteria monitor or their teacher. Upon being dismissed, students should proceed to the steps and remain quietly in line until their teacher takes them from the cafeteria.

HALLWAY BEHAVIOR/PROCEDURES

Students are expected to move through the hallways at SMS orderly, politely, and without incident. Students should refrain from bumping, pushing, hitting, or grabbing other students. Students should walk on the right-hand side of the hallway in order to minimize congestion and blocking the path of others. Students may talk to others in a reasonable tone. Yelling/screaming will not be permitted. Teachers will teach this procedure in the first few days/weeks of school.

HALL PASSES

Students must be in their classes at the designated times and remain there until the period ends. Any student not in their classroom at the designated times must have, in their possession, a note or hall pass. Students found to be in violation of this policy will be considered to be tardy from their classrooms and dealt with accordingly.

MEDICATION

In order for school personnel to administer any type of medicine to students, there must be a signed affidavit giving parent permission for the school personnel to do so. The medicine should be brought to school with complete instructions and in its original container, which must have the label attached. If over-the-counter medication is to be taken for an extended period of time (over 3 days) the affidavit must be signed by a doctor. Questions should be directed to the school nurse.

SCHOOL SAFETY

We intend to provide the SMS students with the safest learning environment possible. Because of this, it is necessary that we sometimes create policies that may seem inconvenient to students and their parents/guardians. For example, we require that any gym bags, athletic bags, or any other bags that will not fit in a student locker be checked-in each morning at a designated place in the school (this area will be locked during the school day with no student access). We randomly inspect lockers and personal belongings, on a regular basis. These policies hinder any student's ability to hide items that they shouldn't have at school. Parents/guardians and visitors are required to report to the office upon entering our school where they will be given visitor badges. This helps the staff and students to be aware of anyone who may have no business being in our school. These and many other policies at our school are designed to help control the safety of the school environment. We ask that every student and parent/guardian be understanding and cooperative with regard to these practices.

Any behavior, on the part of students or parents/guardians that threatens the safety of any student or staff member will not be tolerated and swift action will be taken to correct the situation.

SIMONS MIDDLE SCHOOL GRADING PRACTICES

At Simons Middle School, all teachers will use the Fleming County Schools Grading & Reporting Guidelines.

Grading Scale

A	90% – 100%
B	80% – 89%
C	70% - 79%
D	60% - 69%
F	50% - 59%

1. All assessments will be tied to specific standards.
2. Term grades are based on student mastery of the standards (30% Formative Assessment / 70% Summative Assessment).
3. No grade lower than 50% of the total points possible for an assignment will be entered into Infinite Campus. (Example: a raw score of 1/10 will be entered as 5/10, or 50%).
4. In addition to paper/pencil tests, summative assessments may be performance assessments, projects/products, demonstrations, writing, speaking, etc. which are evaluated with a rubric (or scoring guide).
5. Rubrics or scoring guides are based on standards and detail levels of quality/demonstration of mastery. Rubrics or scoring guides are NOT checklists awarding points for the mere presence of components or compliance.
6. The practice of "grading on the curve" will NOT be used.
7. Reduction in grades for punishment of behaviors (such as attendance or misbehavior) will NOT be used.
8. Effort, participation, behavior, extra credit, etc. will NOT be calculated as part of the term grade.
9. Formative assessment data will be used on a daily basis to adjust instruction to meet student needs (Tier I intervention and extensions).
10. "Retakes" will be done during the formative assessment process and on a case-by-case basis on summative assessments.
11. "Retake" means being assessed using different instruments or different means, NOT the same quiz administered in the same form over and over.
12. Infinite Campus gradebooks will include a record of student formative assessments and will be calculated as 30% of the term grade.
13. Missing work (formative/summative assessment) is indicated in Infinite Campus as "Missing Assignment" with a note on progress report and support provided to the student for completion. Until the student completes/makes up the assignment and a grade for the work is entered, the "Missing Assignment" calculates as a "0" and will remain a "0" if the work is not completed.

Definitions

Instructional Activity: activities during the instructional (learning) process designed for student practice, including homework. Instructional activities MAY be recorded in Infinite Campus, but WILL NOT be calculated as part of the term grade.

Formative Assessment: activities, processes, procedures, quizzes, demonstrations, etc. whose purpose is to check for understanding/progress/mastery of standards. Formatives that are "recordable" will be recorded in Infinite Campus and become part (30%) of the term grade (keep in mind that not all formative assessments are capable of being recorded due to their means/nature). These are considered assessments **FOR** learning.

Summative Assessment: paper/pencil tests/quizzes and projects/products, demonstrations, writing/speaking which are evaluated with a rubric or scoring guide. Summative assessments are a final assessment of student mastery of standards. Summative assessments will be recorded in Infinite Campus and become the majority (70%) of the term grade. These are considered assessments **OF** learning.

GUIDELINES FOR PROMOTION OR RETENTION

The staff of Simons Middle School believes that a child should be retained if, after much thought and careful consideration, the teachers and principal agree that he/she should have an additional opportunity to grow academically or emotionally and would benefit more from retention than promotion. Students, who have failed more than one subject, for the year, will be considered for retention. All subjects will be recorded, on the report card, as both a letter and percentage grade. These percentages will be averaged at the end of the year to assign a final grade in each core subject.

Each grading period will be approximately nine (9) weeks long and progress reports will be sent home at approximately the mid-point of each grading period.

Reasons for retention may include, but are not limited to:

- Failure to master sufficient standards in a minimum of two core content courses
- Failure to meet minimum course requirements
- Excessive absences causing work to be incomplete
- Failure to make up work

Strong consideration will be given to teacher recommendations regarding retention/promotion but the principal has the ultimate authority and responsibility for those decisions.

EXTRACURRICULAR ACTIVITIES

Simons Middle School students may choose from a variety of academic and athletic activities. We offer girls and boys basketball, baseball, football, girls and boys soccer, volleyball, swimming, golf, bowling, track, cross country, and cheerleading teams. Academic competition is open and available to any interested SMS student. Practices are held after school. Simons Middle School participates in the Limestone Academic League and Governor's Cup.

Students will be ineligible to participate in practice, competitions or any school activity the next week Monday through Friday, following an ISAE assignment. Students who are suspended will be ineligible the day the suspension is issued and the next 4 school days. Students in ISAE or suspended may NOT attend any extracurricular event (including practices, ballgames, meets, fundraisers, etc.).

Students must attend school on the day of an event (minimum 51% of the day) and students are expected to be in attendance the day following any activity or competition. This expectation will be monitored by the school's athletic director.

The athletics director will inspect the grades of every student participating in extracurricular activities each Monday morning. Any student who has a grade below a 60% (D) in any course will be suspended from participation until grade checks the following Monday. Those students suspended from extracurricular activities, due to academic or disciplinary reasons, will not be permitted to ride the team bus, sit with the team during games or matches, or attend any games or matches in which the team is participating. Coaches/sponsors may have additional rules regarding participation.

8TH GRADE PARTY

Simons Middle School hosts an 8th grade party for students at the conclusion of their 8th grade year. The party will take place on an evening towards the end of the school year. Students who meet any of the following criteria **WILL NOT** be permitted to attend the 8th grade party:

- Students who have accumulated **more than thirty (30)** "marks" for the entire school year
- Students who have been **suspended for more than three (3) days** for the entire school year
- Students who have been in **ISAE six (6) or more days** for the entire school year
- Students who have outstanding fees or charges (library, textbooks, NSF checks, sports, Chromebook repairs, etc.)
- Students who are truant (**missing 3 or more days UNEXCUSED**).
- Students who have a failing grade in any class (cumulative for the year) at **NOON**, 2 weeks before the party.
- Students who are not present in school **ALL DAY** on the day of or day before the party.

WINTER SEMI-FORMAL DANCE

The Simons Middle School Beta Club hosts an annual winter semi-formal dance each December. This dance is **ONLY** for students enrolled at Simons Middle School. Students who meet any of the following criteria **WILL NOT** be permitted to attend the winter semi-formal.

- Students who have accumulated **more than twenty (20)** "marks" for the entire school year
- Students who have been **suspended three (3) or more days** for the entire school year
- Students who have been in **ISAE more than three (3) days** for the entire school year
- Students who have outstanding fees or charges (library, textbooks, NSF checks, sports, Chromebook repairs, etc.)
- Students who are truant (**missing 3 or more days UNEXCUSED**).
- Students who have a failing grade in any class on the Friday, one week **PRIOR TO** the date of the dance.
- Students who are not present in school **ALL DAY** on the date of the dance (or on the day before the dance if the dance is held on a Saturday).

WASHINGTON DC TRIP

In the spring of every year Simons Middle provides an opportunity for 8th grade students to travel overnight to Washington, DC. A large portion of the 8th grade Social Studies content is American History and the formation of our democratic government. This trip provides students with an opportunity to see first-hand some of the sights and sounds of our nation's capital and our government at work. There is a cost associated with the trip. Additionally, in order to be eligible for the trip, students must meet the following criteria:

- Attend one Flemingsburg City Council Meeting or county magistrates meeting
- Have fewer than 30 "marks" for the year
- Have not been suspended any days during the course of the year
- Cannot be truant (**missing 3 or more days UNEXCUSED**)
- Students cannot have been placed in **ISAE for more than 3 days**
- Have no outstanding fees or charges (library, textbooks, NSF checks, sports, Chromebook Repairs, etc.)

PARENT/TEACHER CONFERENCES

Conferences can help children improve studies if parents and teachers work together as a team. Parents are strongly urged to contact the counselor and/or teacher anytime there is a concern. Open lines of communication are important and children profit when parents and teachers communicate. Once students has received 30 "marks" a parent conference is recommended so that parents understand the behaviors that are observed at school and ways the student can avoid receiving more "marks" for the same infractions.

A conference may not always provide answers or solutions to problems, but insights can result which may help both the teacher and the parent find new directions in planning learning experiences for the child. Most importantly, parents and teachers can open communication lines to work together as a team in the best interest of children.

Parents may make appointments for conferences with teachers, counselors, or the principal by contacting the school office. Conferences with teachers will be made during the teacher's planning period, when possible, or after school. Conferences should be scheduled at least one school day in advance.

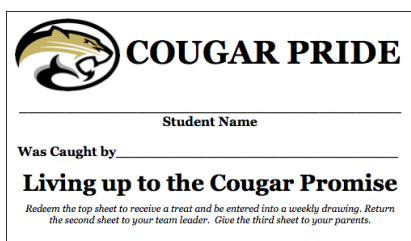
AWARDS & REWARDS


Throughout the year, SMS holds a variety of athletic awards banquets or ceremonies. Toward the end of each school year, usually the final day of school, SMS has an awards program. At that time, students who have excelled in various areas will be presented with awards and recognized for their accomplishments. Included in the awards are the distinguished Joe A. Simons awards for outstanding student and outstanding student/athlete.

Team level: Teams will use the online documentation system for recording marks. Individual instructional teams will develop positive behavior incentive plans prior to the first day of school that outline reward criteria for intervals throughout the school (i.e. 4.5 weeks, 9 weeks, end of year). Incentive plans will be communicated to students at the beginning of the school year.

COUGAR PRIDE CARDS

The Cougar Pride Cards are to be used as positive reinforcement for good behavior school wide. **Teachers are asked to enhance their interactions with students by finding three positive behaviors for each negative behavior exhibited by the student.** The student will be given a card by a staff member when they have been caught demonstrating the "Cougar Promise." These cards will be two-ply cards. One card will be turned in during lunch at the designated location. Students will receive an immediate incentive. Cards will be drawn weekly for students to receive a prize, such as gift certificates, t-shirts, etc. The second card will be kept by students.



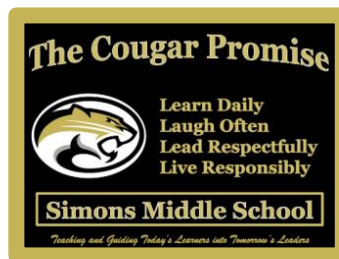
 **COUGAR PRIDE**

Student Name

Was Caught by _____

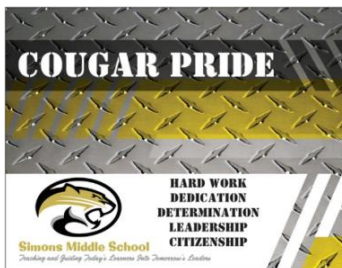
Living up to the Cougar Promise

Redeem the top sheet to receive a treat and be entered into a weekly drawing. Return the second sheet to your team leader. Give the third sheet to your parents.



GOOD NEWS POSTCARDS

Good News Postcards will be used to send home information regarding specific student behavior. Students who mastered a difficult concept, students who have shown behavioral improvement, or students who went above and beyond should receive one. These are only examples, and teachers should send home a Good News Postcard at any time they deem one necessary. Teams will meet at least monthly to complete postcards. Students who receive a Good News Postcard will be allowed entry into one athletic event free, when they bring their card to the gate for admission.



SCHOOL-WIDE BEHAVIOR PLAN

The backbone of the **SMS School-Wide Behavior Plan** is *teaching expectations* and character education through *social competency initiatives and behavioral support*. SMS has adopted a multi-level approach to school-wide behavior whereby different levels of prevention and intervention services are implemented based on student need.

All students will receive training and instruction in areas such as social skills, responsibility, and decision-making. Students with a greater need will receive additional support in areas such as anger management, making friends, impulse control, and family conflict. A relatively small number of students will display more intense needs and will receive support as needed to address them.

1. **CHAMPS for Common Areas:** Recognizing that “behavior” must be taught (just as math, science and language must be taught), SMS uses CHAMPS to clarify and overtly teach expectations for students regarding behavior. School-wide standards are provided for areas including Hallways, Cafeteria, Assemblies, Restrooms, etc.
2. **CHAMPS for Classrooms:** Teachers use CHAMPS in the classroom setting to overtly teach expectations for a variety of classroom situations and instructional approaches (teacher-led lessons, small group work, independent seat work, learning centers, etc.)
3. **Assemblies:** Assemblies will occur periodically throughout the school year and will be associated with the positive character traits such as respect, responsibility, citizenship, caring, trustworthiness, academic excellence, etc. Example events include guest speakers, presentations and themed activities.

THE TRAFFIC VIOLATION ANALOGY

School behaviors can be compared to traffic violations.

Level 1 behaviors are analogous to *Parking Tickets*. A parking ticket is a minor offense. Even if a driver gets a parking ticket every day for a year, as long as he pays the fine no other consequence will be enacted (no arrest, jail time, having license revoked, etc.). Similarly, for “Level One” behaviors at school, a teacher administers “Level One” consequence and no other action is needed.

Level 2 behaviors are analogous to *Moving Violations Tickets*. Moving violations are more serious than parking tickets and include infractions such as speeding, running a stop sign, etc. Moving violations require a higher level of intervention and/or consequence (i.e. driving school, paying fines of varying amounts, and possibly, a court appearance). Similarly, for “Level Two” behaviors at school, a higher level of response is warranted, and should include at least some level of documentation.

Level 3 behaviors are analogous to *Drunken Driving Violations*. Drunk driving is a serious offense that requires immediate arrest, incarceration or court involvement. An officer does not make a determination as to whether or not to arrest; rather, the law requires that an arrest is made. Similarly, for “Level Three” behaviors at school, teachers are required to notify administration of any offense that involves dangerous or illegal behaviors.

Level 1 Behaviors	Level 2 Behaviors	Level 3 Behaviors
<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Talking to peers • Call outs • Out of seat • Head down • No homework • No materials • Off task • Writing notes • Inappropriate tone • Singing/humming/noises/tapping • Not following directions • Walking on the wrong side of the hall • Running in the hall • Tardy to class • Throwing things 	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Cheating • Disruptive with a substitute • Inappropriate physical contact • Skipping school/class/detention • Throwing things (paper wads, pencils, etc.) • Excessive teasing or annoyance towards peers • Disrespect toward others • Repeated Level 1 infraction that becomes defiance • Inappropriate use of technology (cell phones, MP3 players, computers, etc.) • AUP Violations • Dress code • Teasing or annoyance towards peers • Inappropriate bus conduct • School Bus Offense • Promoting a fight by any means 	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Illegal drugs and Alcohol • Tobacco Offenses • Weapons • Fighting / Physical Assault • Stealing • Profanity that involves disrespect • Threat made to staff member • Sexual harassment • Bullying/cyber-bullying/threatening (intimidation) as defined by KRS • Skipping school/Class/Detention • Actions that would be deemed illegal as defined by KRS • Pornographic Materials • Repeat Level 2 Behaviors

THE MARK SYSTEM

The Mark System is designed to document and track minor student behavior concerns (mainly level 1 and level 2 violations). All teachers utilize this system as documentation for behavior issues within their classrooms and in school common areas. A tiered approach is used for the accumulation of marks. More severe behavior issues earn a student more “marks.” When students are issued “marks,” they are provided with documentation of the offense and category associated with the violation. Some teachers may require parents to sign the documentation and return it to school. The categories and explanation of behaviors are outlined below:

Cheating	5 marks
<ul style="list-style-type: none"> ○ Student’s independent work is produced with aid from a peer or non-staff adult without expressed permission from teacher. ○ Student plagiarizes work by not giving appropriate credit to outside sources. ○ Student intentionally aids another student in completing an independent task, assignment, or assessment. 	
Disruptive behavior	3 marks
<ul style="list-style-type: none"> ○ Student’s behavior disrupts the flow of classroom instruction. ○ Student’s behavior disrupts classroom activity. ○ Student’s behavior requires intervention of an adult regardless of location. 	
Disrespect/defiance to adult or disrespect to peer	3 marks
<ul style="list-style-type: none"> ○ Student uses an inappropriate response to adult request. ○ Student makes a comment or statement that is insulting to adult or peer. ○ Student does not respond to adult requests to perform an action first time asked. ○ Student takes or damages property that is not their own. 	
Bus Conduct	2 marks
<ul style="list-style-type: none"> ○ Student is referred to the office by a bus driver for misconduct on the school bus. 	
Tardy	1 mark
<ul style="list-style-type: none"> ○ Student is not in assigned area in the classroom when the tardy bell rings, or if on alternate schedule, at the designated time. 	
Off task behavior	1 mark
<ul style="list-style-type: none"> ○ Student is not performing task, activity, assignment, or assessment as directed by adult, but is not disrupting the flow of instruction or activity. ○ This includes, but not limited to, not coming to class prepared with materials, sleeping in class, engaged in conversation with another student that is not pertaining to class. ○ Gaming or using technology in a way that has not be approved or permitted by the teacher. 	
Dress Code Violation	1 mark
<ul style="list-style-type: none"> ○ Student is in violation of the Simons Middle School Dress Code 	
Classroom specific rule	1 mark
<ul style="list-style-type: none"> ○ Student breaks a rule specific to a particular classroom. Classroom rule is posted and reviewed with students through CHAMPS. 	

The assistant principal will check marks on Thursday afternoons, and assign the appropriate consequence using the tiered system outlined below. Once a student has reached 10 “marks”, the team will be asked to make a parent contact. Teams will again be asked to contact parents when students have received 20 “marks” overall for the year.

Students who accumulate <u>5 – 9</u> marks within a one week period (Friday to Thursday), will be given the following consequences:
<ul style="list-style-type: none"> ○ Loss of afternoon break ○ 30 minute after school detention ○ Detention packet level 1 ○ One week suspension from extra-curricular competition (student may still practice)
Students who accumulate <u>10-14</u> marks within a one week period (Friday to Thursday) will be given the following consequences:
<ul style="list-style-type: none"> ○ Loss of afternoon break ○ One hour after school detention ○ Detention packet level 2 ○ One-week extra-curricular ineligibility (student may not practice or compete) ○ Parent/teacher/administration conference will be held
Students who accumulate <u>15 +</u> marks with a one week period (Friday to Thursday) will be given the following consequences:
<ul style="list-style-type: none"> ○ Loss of afternoon break ○ 2 One hour after school detentions ○ In School Alternative Education (ISAE) ○ Two-week extra-curricular ineligibility (student may not practice or compete) ○ Parent/teacher/administration conference will be held

When a student is assigned after school detention, a written notification will be sent home with students. Teams will regularly discuss student behavior progress, and meet to determine appropriate interventions on the team level. At each mid-term and end-of-term (4.5 weeks), administration and counselors will review students’ cumulative marks. Student will be flagged for further intervention.

Once flagged, the grade level team may meet to determine interventions for the student. During a management meeting conducted by administration, the team and administration will determine next possible steps for intervention, which can include, but is not limited to, the following:

- Behavior intervention plan
- Behavior contract
- Use of outside resources or agencies
- Placement Change

Students who are placed on an intervention plan will be assigned a staff point-of-contact, who will regularly report progress to the team. Any plan developed for the student will be shared with all adults who interact with the student on a daily basis. An intervention plan may supersede the marks system for a particular student.

CELL PHONES, GAMES, MUSIC AND ELECTRONIC DEVICES

The use of cellular phones by students during the school day will be permitted at breakfast, lunch, between classes, during afternoon break, and after 3:00 p.m. Use of cell phones for instructional purposes will be left to the discretion of the classroom teacher. The use of a cell phone or personal electronic device will not be permitted in ISAE. If a student becomes ill or in case of emergency, students should report to the office, rather than making phone calls or texts on their cell phones.

Students may bring the phone to the office for safe keeping upon arrival at school and pick it up as they leave in the afternoon. Students are advised not to bring other electronic devices to school, if they do, it is at their own risk of confiscation, theft, or damage. Simons Middle School is not responsible for lost or stolen devices and reserves the right to search student's electronic devices and their contents at any time while the device is on school property.

Students who are found to be in possession of illegal or inappropriate pictures, videos, or media may lose their cellphone privileges while at Simons Middle School. Students who have distributed illegal or inappropriate media may also have their privileges to carry an electronic device (including a cell phone) revoked while at school.

Serious offenses involving cellular devices, social media, or technology will immediately be handed over to the police and other authorities as those are out of the jurisdiction of the school and can come with criminal charges.

If students are caught using electronic devices at unauthorized times or locations the following consequences will apply:

First Offense – Cell phone is confiscated, student may pick up in the office at the end of day. Student is given 1 “mark”

Second Offense – Cell phone is confiscated, a parent or guardian must pick up in the office, and student loses cell-phone privileges for ten days. Student receives 1 “mark.”

Third Offense – Cell phone is confiscated for a parent or guardian to pick up, student loses ALL cell-phone privileges for the rest of the school year. Student receives ISAE for one day.

ENERGY DRINKS

Energy Drinks have become the new way for middle school students to achieve an immediate energy boost. Teachers are observing students struggling to stay on task and noticing more disruptive behaviors when they are experiencing the effects of energy drinks. Students themselves have even reported feeling jittery, dizzy, and not being able to focus. United States scientists have found that these energy drinks contain enough stimulating ingredients to cause anxiety, insomnia, dehydration, gastrointestinal upset, nervousness, flushed face, and an accelerated heart rate. The consumption of energy drinks has been linked to arrhythmias, headaches, seizures, psychiatric events, strokes, withdrawal symptoms, tooth erosion, and even death. Simons Middle School is taking an active approach to maintain the health, safety, and welfare of our students. **Please be advised that the consumption and or possession of Energy Drinks on school property is prohibited.** Students who violate this policy will receive disciplinary action.

BULLYING/HARASSMENT

It is the intent of all SMS staff to create and maintain a school environment where students feel safe. Therefore, student acts of bullying and/or harassment witnessed by staff members or students (or reported to staff members) should be referred to the principal or assistant principal for investigation. Upon completion of an investigation the administration will take appropriate action.

Definition of **bullying**: repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (email, Facebook, Twitter, Snapchat, Instagram, Messenger, etc.), or emotional abuse, or through attacks on the property of another person. It may include, but is not be limited to, actions such as verbal taunts, name calling, and put-downs, including ethnically-based, gender-based, or sexual orientation-based, verbal put-downs, and extortion of money or possessions.

Definition of **harassment**: words, conduct, or actions directed at an individual that intentionally annoy, threaten, or cause emotional distress.

Parents may report instances of harassment or bullying by contacting the school by phone or by coming by the school to fill out a Parent/Student Harassment Complaint form. Please refer to the district handbook for further information about bullying/harassment/violence/House Bill 91 legislation.

TOBACCO & ELECTRONIC CIGARETTE VIOLATIONS

Using and/or possessing tobacco, lighters, nicotine products or other items related to the use of tobacco is a serious offense at Simons Middle School. Students who are caught with tobacco products, electronic cigarettes, etc. will be required to complete an educational program about the use/harm of using tobacco products.

1st offense possession or use of tobacco – 3 days ISAE with intervention program, parent contact will be made.

2nd offense possession or use of tobacco – 2 days out of school suspension, parental involvement, random searches

3rd offense possession or use of tobacco – 3 days out of school suspension, parental involvement, random searches, and charges filed

4th offense possession or use of tobacco – 4 days out of school suspension, parental involvement, random searches, and charges filed

SCHOOL BUS SUSPENSIONS

Students are expected to follow the bus rules and all school rules while a passenger on the school bus. They are also expected to follow directions of the school bus driver. Failure to do so could result in suspension from riding the school bus for a period of time specified by the school administration. The responsibility of transporting the student to school then falls upon the parent/guardian. Absences from school due to bus suspensions are unexcused absences. Students will receive 2 “marks” for any bus infraction reported to school administration. After three “Bus Conduct Reports” students will be suspended from riding the bus for five school days. Other consequences will follow if the student continues to be a problem on the bus. Refer to “Student Conduct on School Buses” in Fleming County Schools Discipline Code.

SUSPENSIONS FROM SCHOOL

A suspension from school could result from any Level 2 or Level 3 violation. Should a student be suspended, a parent/guardian is contacted, the student is not permitted to attend classes or other school sponsored activities while suspended. Additionally, the student is not to be on school grounds. Students are responsible for completing the work and are responsible for the material that they miss while on suspension. Refer to the Fleming County Schools Discipline Code for further information.

IN SCHOOL ALTERNATIVE EDUCATION (ISAE)

Level 2 and Level 3 behaviors can result in assignment to ISAE. Assignment to ISAE will be made by administration only. When a student is assigned to ISAE, he/she must report to the office immediately upon arrival to school with all books and materials needed for the day. Students will be taken breakfast by school personnel. Assignments for students in ISAE need to be sent to the office or taken to the ISAE room by the teacher only.

Students are **ineligible** to participate or attend any practice, competitions, or other school activity the following week (Monday through Friday) after being assigned to ISAE.

After the third ISAE assignment the administrative team and team teachers will meet to discuss the development of a behavior plan.

STUDENTS AT SCHOOL SPONSORED ACTIVITIES

Students attending events sponsored by the school will conduct themselves according to the same rules and policies that are enforced during regular school hours, regardless of where the activity takes place. This includes activities at other schools. Any teacher has authority with any student at any time the student is under school supervision. SMS students are always expected to display good sportsmanship, orderly conduct, courteous manners, etc. Students who fail to do this will be prohibited from attending further school-sponsored activities.

STUDENT DRESS CODE

Students who violate the dress code will be required to call a parent to bring appropriate clothing, or may be provided appropriate clothing from the Youth Services Center for the day. Additionally, they will receive a “mark.”

1. Pajamas are not allowed.
2. Midriff tops, cropped tees, halter tops and shirts that do not extend completely to the lower garment are not conventional school clothing and are not allowed. If hands are raised above the head, skin cannot be seen.
3. Cut-away shirts, tank tops, mesh tops, scoop neck shirt, and undershirts are not allowed unless worn over or under acceptable shirts. No top that exposes cleavage is allowed.
4. Sleeveless shirts/tops/dresses must have a strap that is the width of a credit card and NOT opened on the side.
5. Shorts and skirt bottoms must be below fingertips.
6. No torn or frayed clothing above the knee that exposes skin is allowed.
7. No clothing with obscene, suggestive, disrespectful decal-type patches, emblems, slogans or words, as deemed by administration, may be worn.
8. No clothes or jewelry representing drugs or any illegal or restricted activity are allowed, including but not limited to, gang activity, use of alcohol, tobacco, or narcotics, etc.
9. Clothing and accessories that could be harmful or dangerous to self or others are not allowed (i.e., slap bracelets or chains). This also includes chains attached to the body or articles of clothing, dog collars, and stud piercings.
10. Appropriate shoes must be worn at all times (no house shoes).
11. Hats, sunglasses, bandannas, gloves, hair rollers, and earmuffs are not to be worn in the school building.

Simons Middle School



Student Data Section

K-PREP DATA, REFLECTION, & GOAL SETTING

2018-2019 PERFORMANCE LEVEL

MATH	<p>Performance Level =</p> <p><i>What are some reasons that you received the score above? Reflect. Where you surprised with your score?</i></p>	<p>Student Growth % =</p> <p><i>Were you at or above typical yearly growth? Did you improve from the year before? Why or why not?</i></p>
READING	<p>Performance Level =</p> <p><i>What are some reasons that you received the score above? Reflect. Where you surprised with your score?</i></p>	<p>Student Growth % =</p> <p><i>Were you at or above typical yearly growth? Did you improve from the year before? Why or why not?</i></p>

2018-2019 GOAL SETTING

MATH	<p>2019 Goal =</p> <p><i>How do you plan to achieve your goal?</i></p>
READING	<p>2019 Goal =</p> <p><i>How do you plan to achieve your goal?</i></p>
SOCIAL STUDIES or SCIENCE	<p>2019 Goal =</p> <p><i>How do you plan to achieve your goal?</i></p>
ON DEMAND	<p>2019 Goal =</p> <p><i>How do you plan to achieve your goal?</i></p>

DISTRICT ASSESSMENTS

MAP TEST RESULTS

	BEGIN-YEAR	MID-YEAR	END-YEAR
READING			
MATHEMATICS			

STUDENT NORMS

READING STUDENT NORMS			
GRADE	BEGIN-YEAR	MID-YEAR	END-YEAR
6	211.0	214.2	215.8
7	214.4	216.9	218.2
8	217.2	219.1	220.1
9	220.2	221.3	221.9

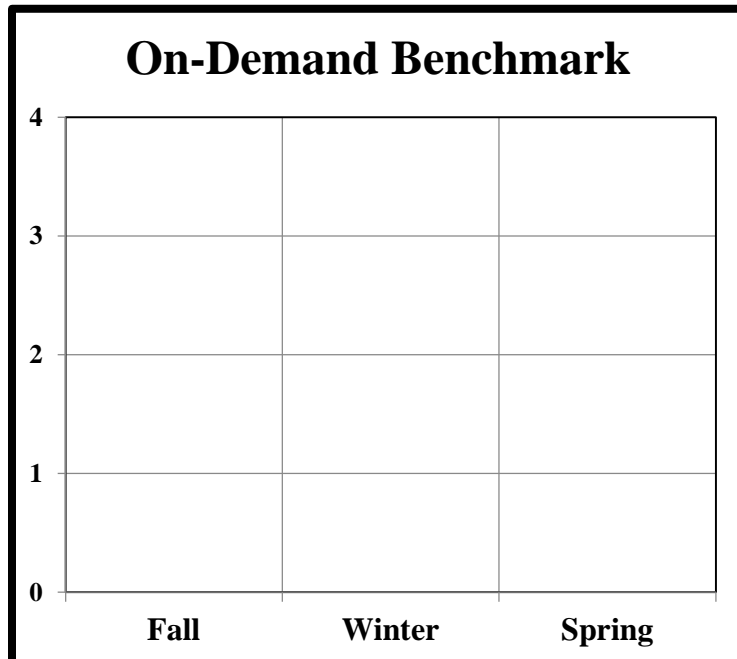
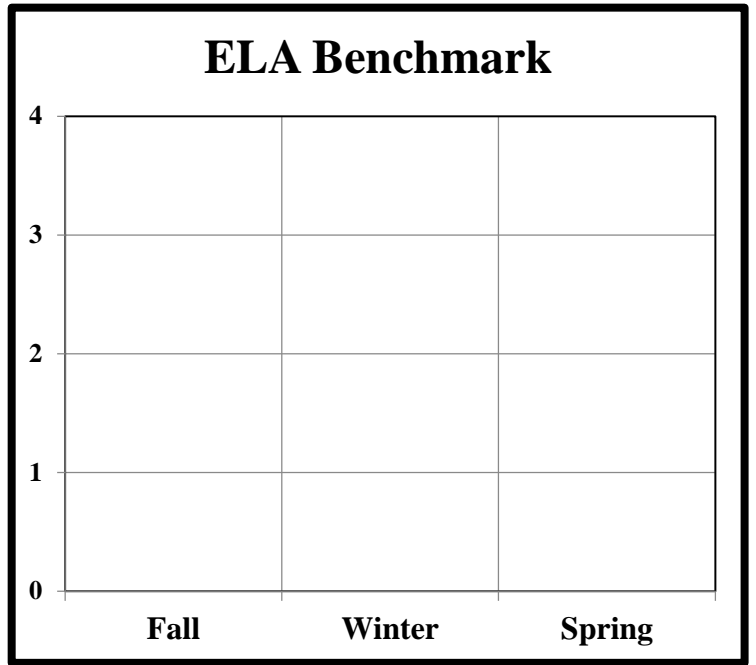
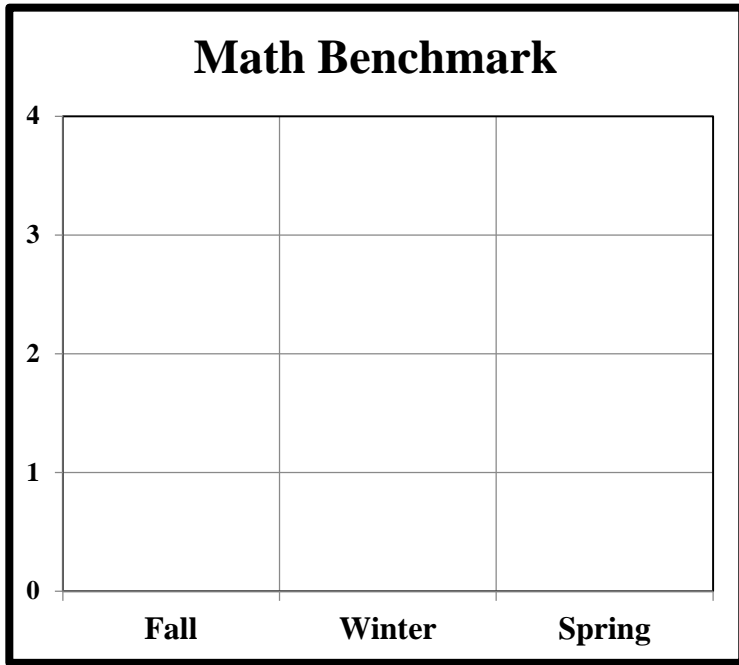
MATHEMATICS STUDENT NORMS			
GRADE	BEGIN-YEAR	MID-YEAR	END-YEAR
6	217.6	222.1	225.3
7	222.6	226.1	228.6
8	226.3	229.1	203.9
9	230.3	232.2	233.4

BENCHMARK GOAL SETTING

READING	October Goal = <i>How do you plan to achieve your goal?</i>	December Goal = <i>How do you plan to achieve your goal?</i>	March Goal = <i>How do you plan to achieve your goal?</i>
	<i>Did you achieve your goal? Why or why not?</i>	<i>Did you achieve your goal? Why or why not?</i>	<i>Did you achieve your goal? Why or why not?</i>
MATH	October Goal = <i>How do you plan to achieve your goal?</i>	December Goal = <i>How do you plan to achieve your goal?</i>	March Goal = <i>How do you plan to achieve your goal?</i>
	<i>Did you achieve your goal? Why or why not?</i>	<i>Did you achieve your goal? Why or why not?</i>	<i>Did you achieve your goal? Why or why not?</i>

BENCHMARK TEST RESULTS

	OCTOBER		DECEMBER		MARCH	
	Percent Correct	Projected Score	Percent Correct	Projected Score	Percent Correct	Projected Score
READING						
MATHEMATICS						



Student Summative Assessment Data

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ELA																	
Math																	
Science																	
Social Studies																	
Art																	
Music																	
PE/Health																	
Career Studies																	

Formative Assessment Data

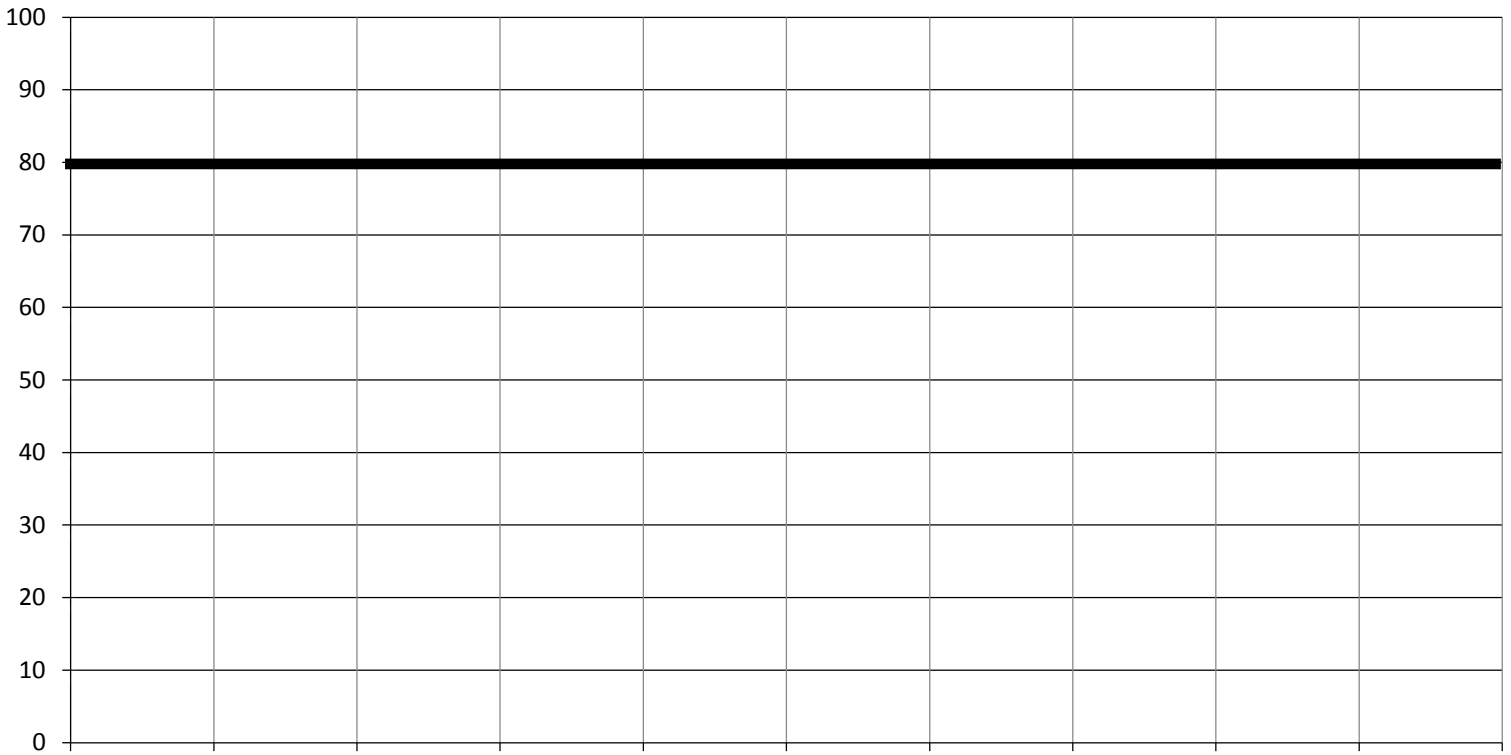
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ELA																	
Math																	
Science																	
Social Studies																	

	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
ELA																	
Math																	
Science																	
Social Studies																	

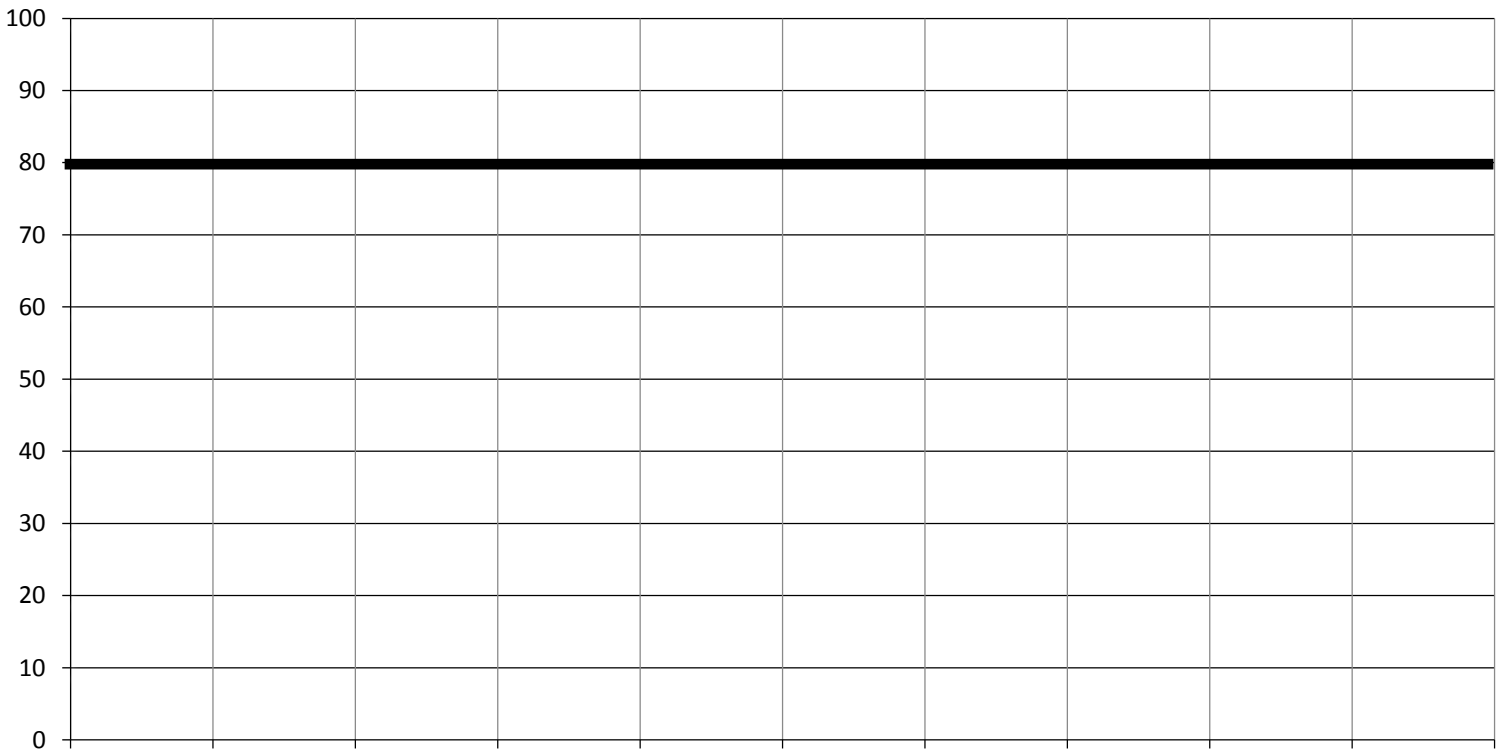
	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
ELA																
Math																
Science																
Social Studies																

English Language Arts Data

1ST Semester Goal:

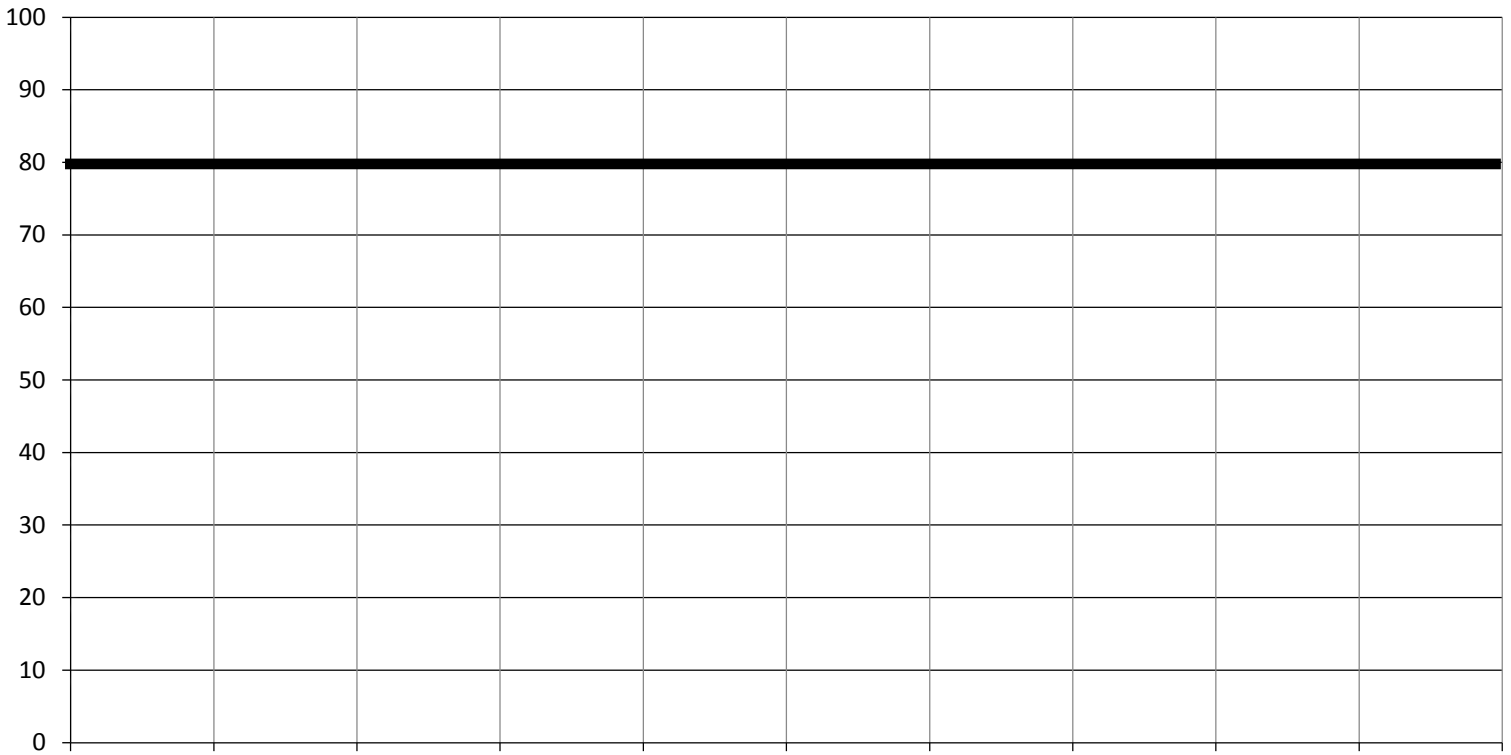


2nd Semester Goal and Measure:

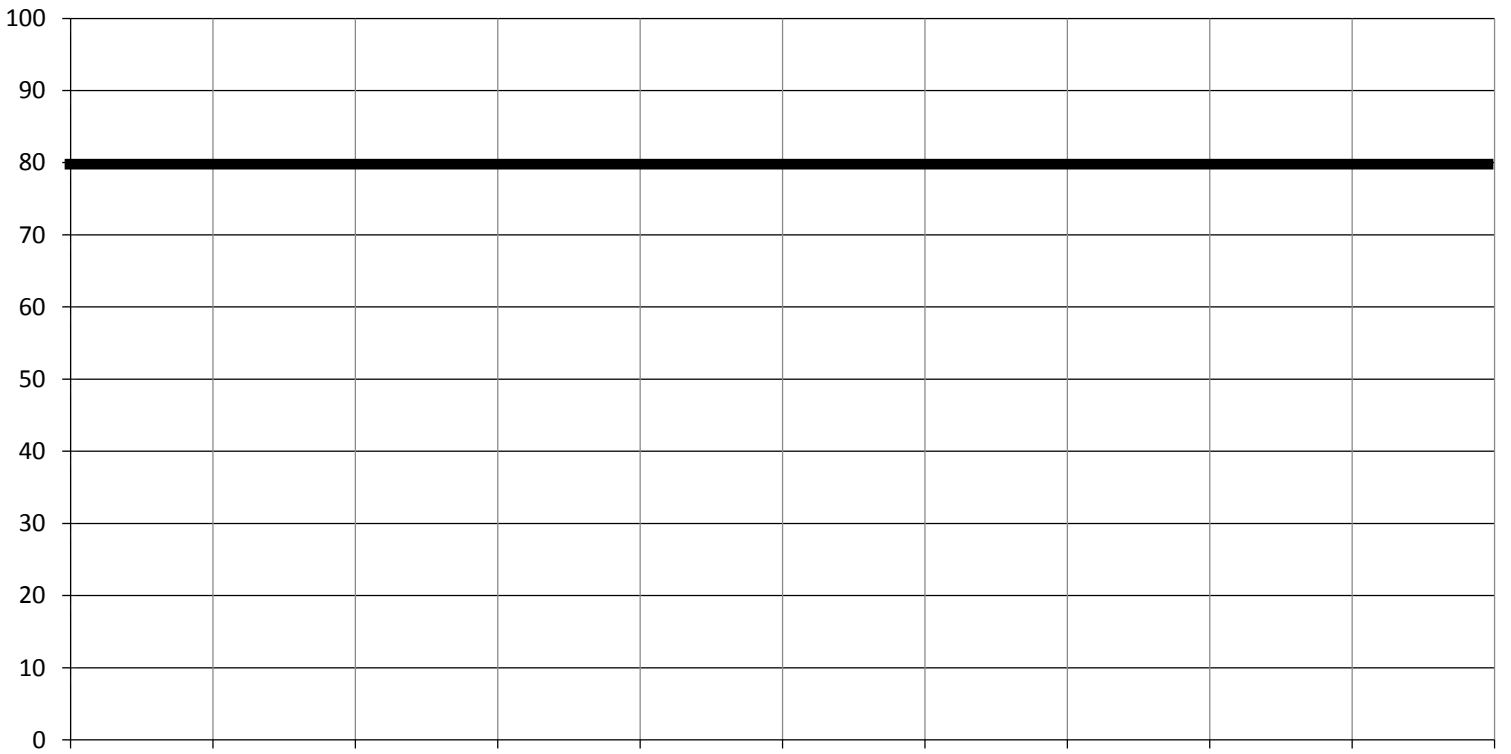


Math Data

1ST Semester Goal:

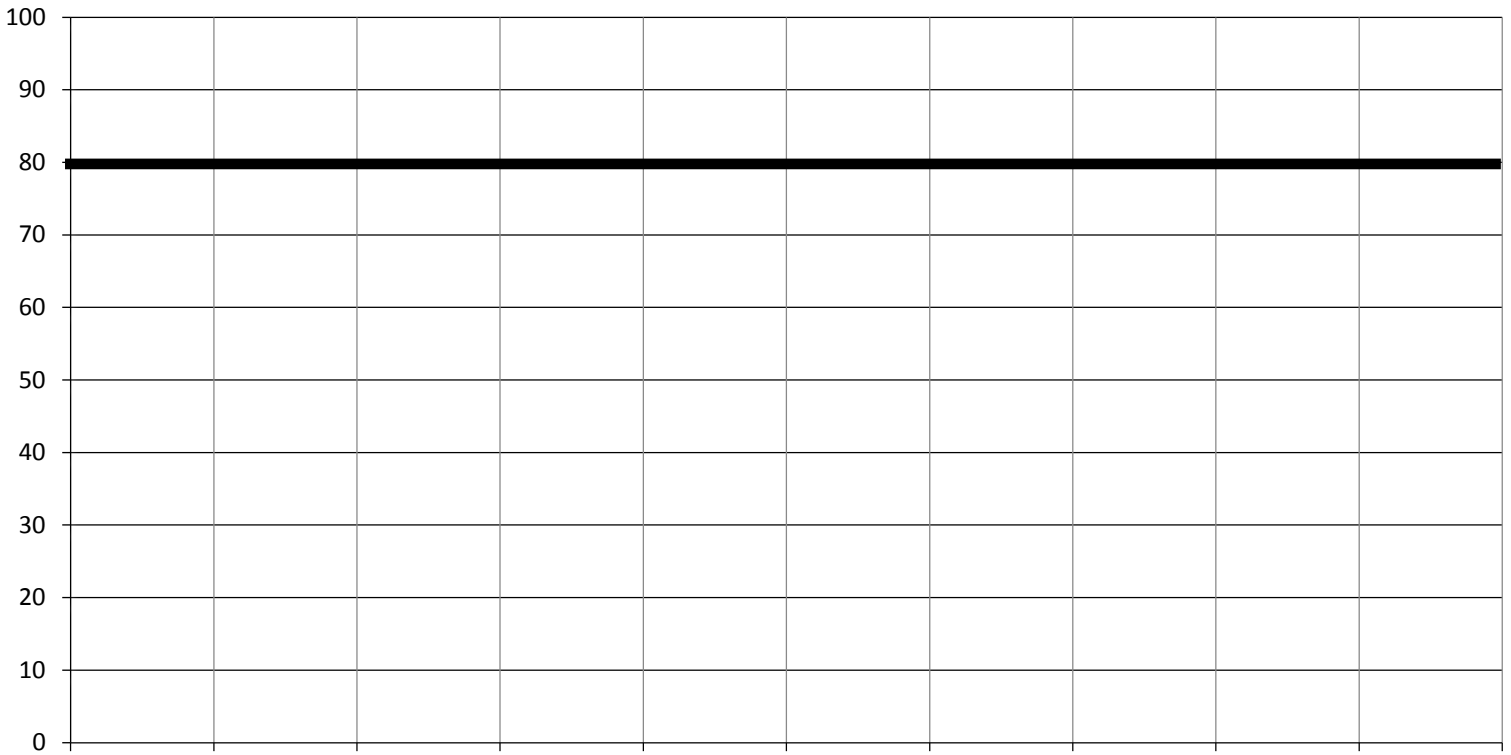


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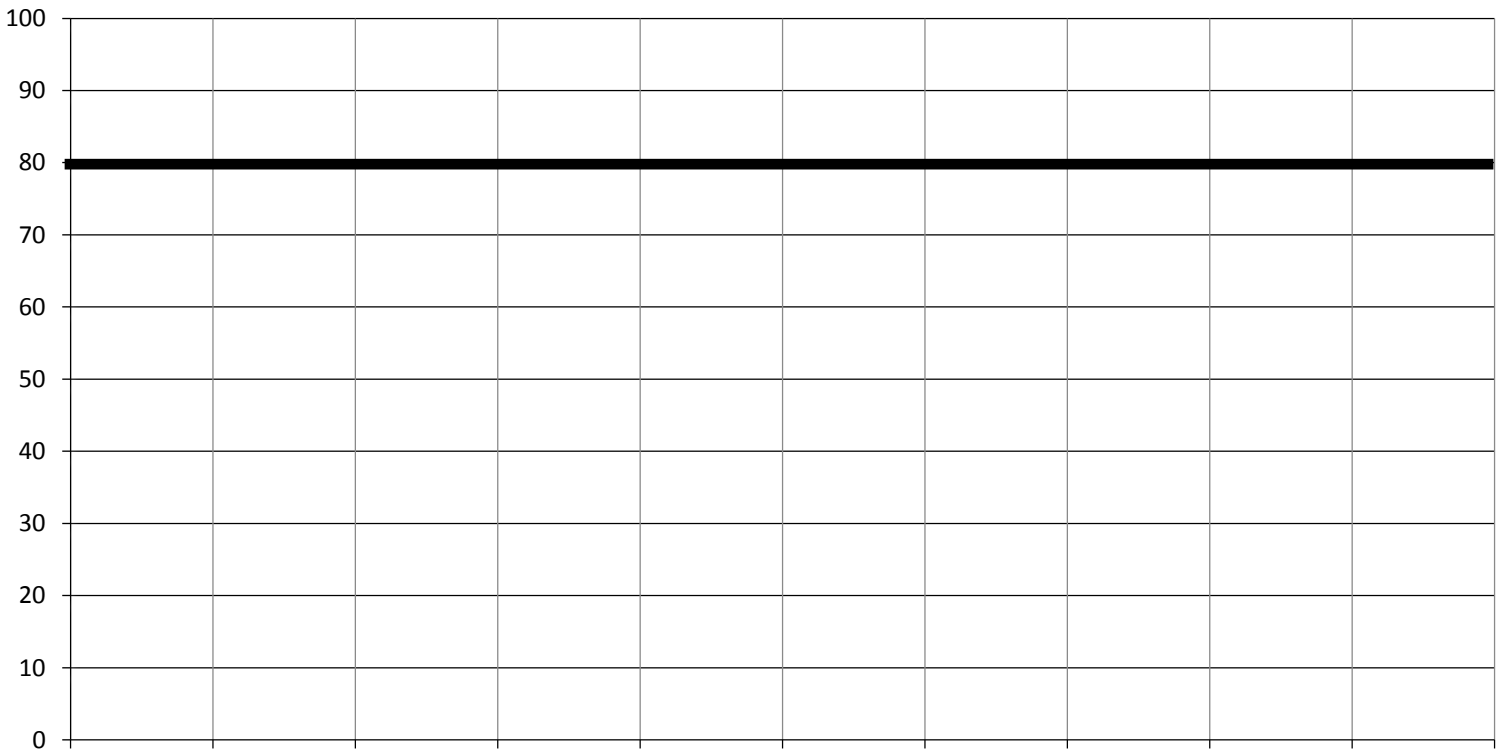


Science Data

1ST Semester Goal:

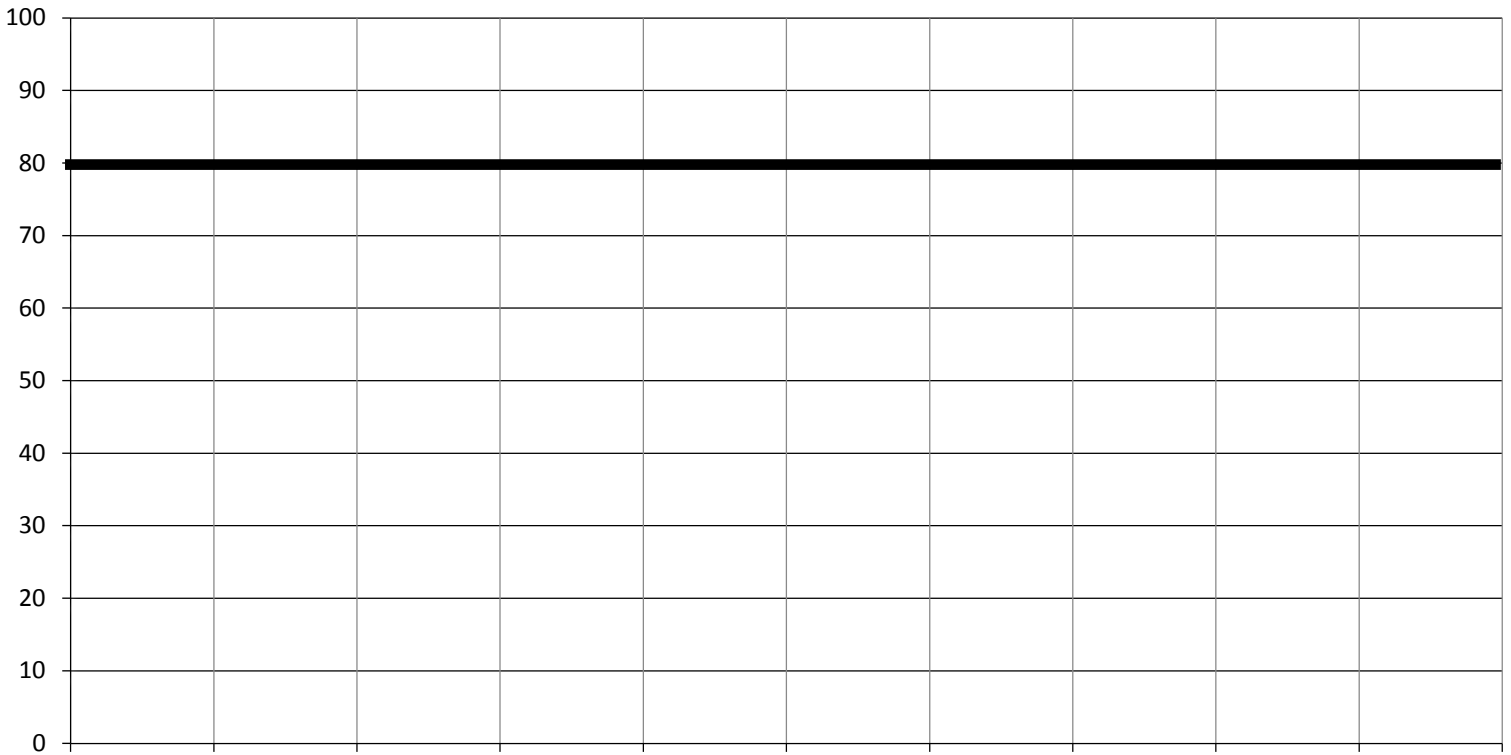


2nd Semester Goal and Measure:

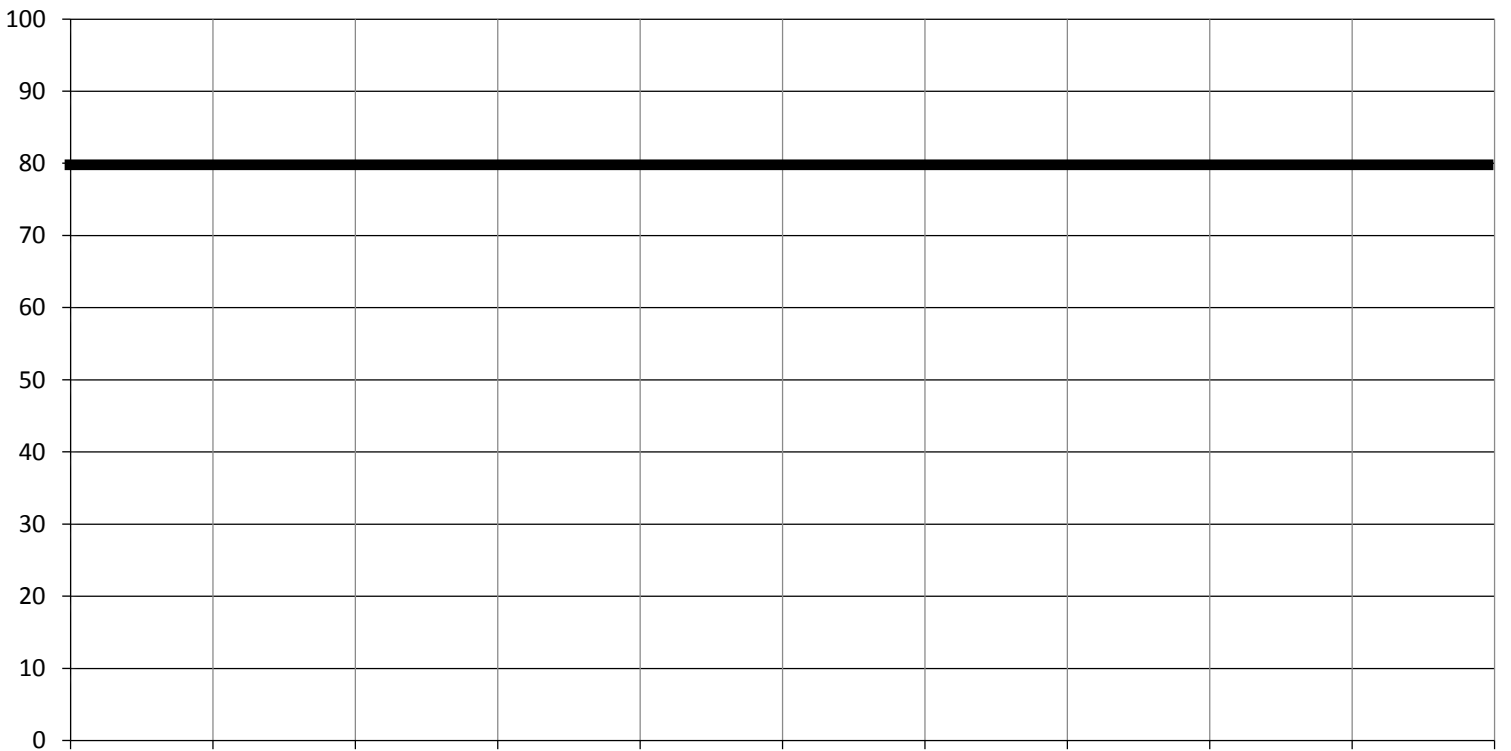


Social Studies Data

1ST Semester Goal:

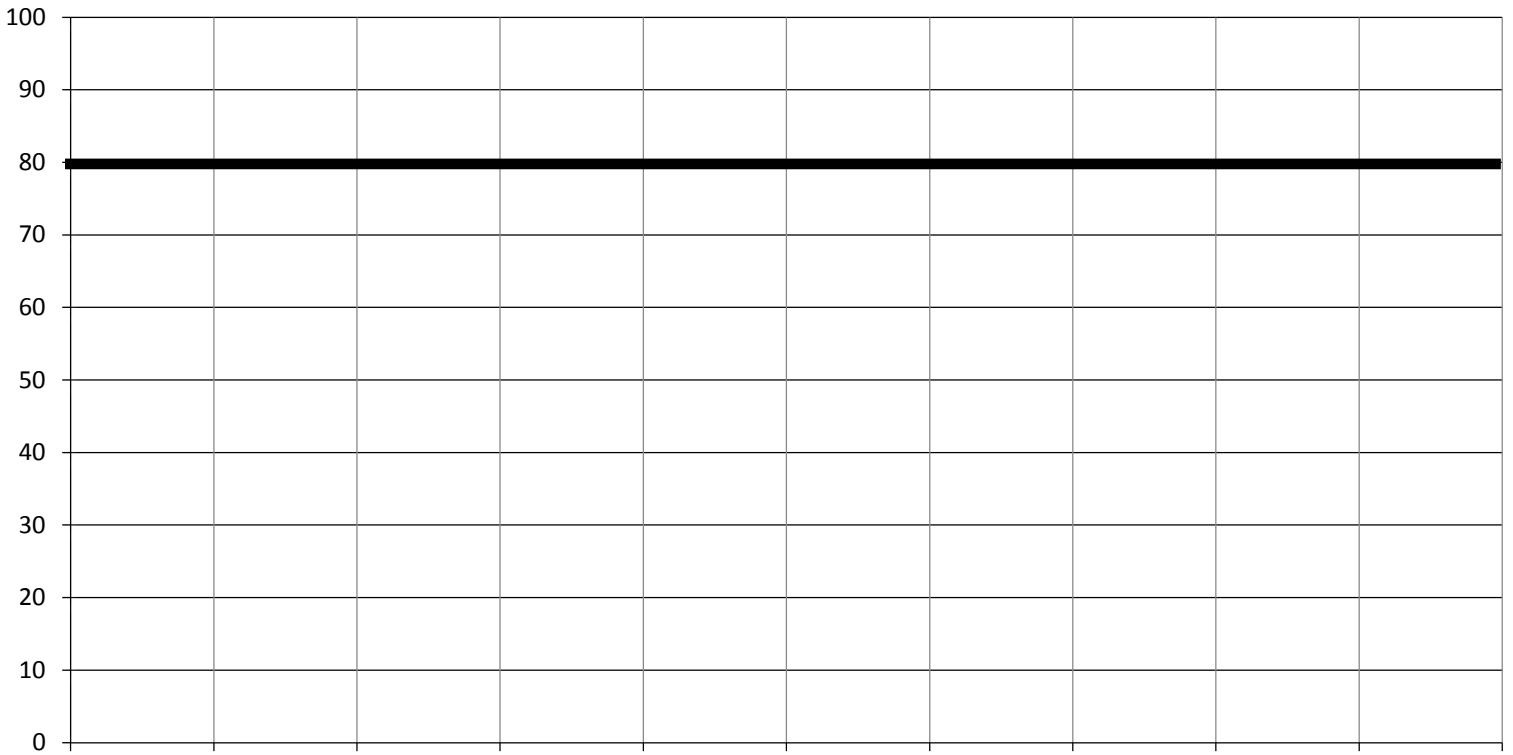


2nd Semester Goal and Measure:



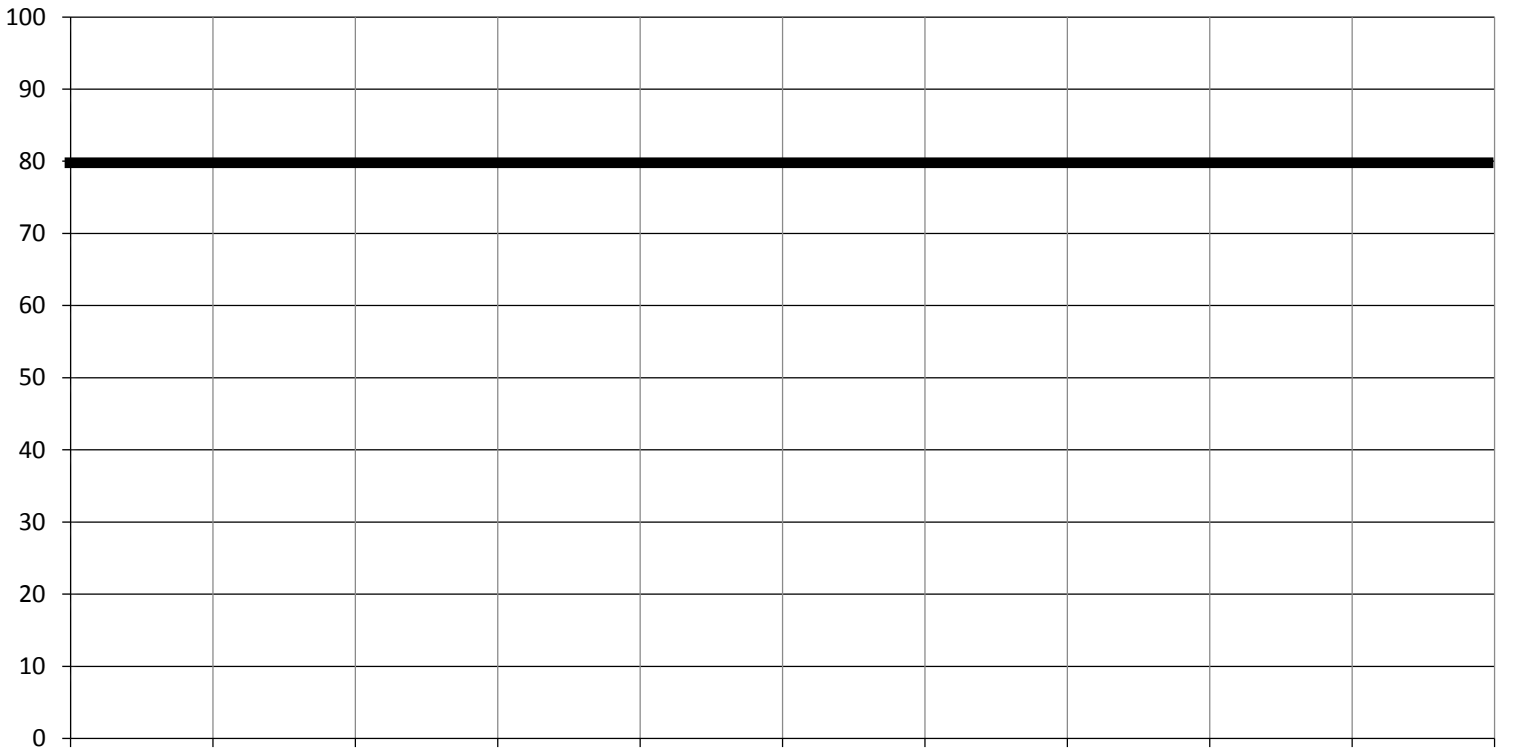
Art Data

9 Week Goal:



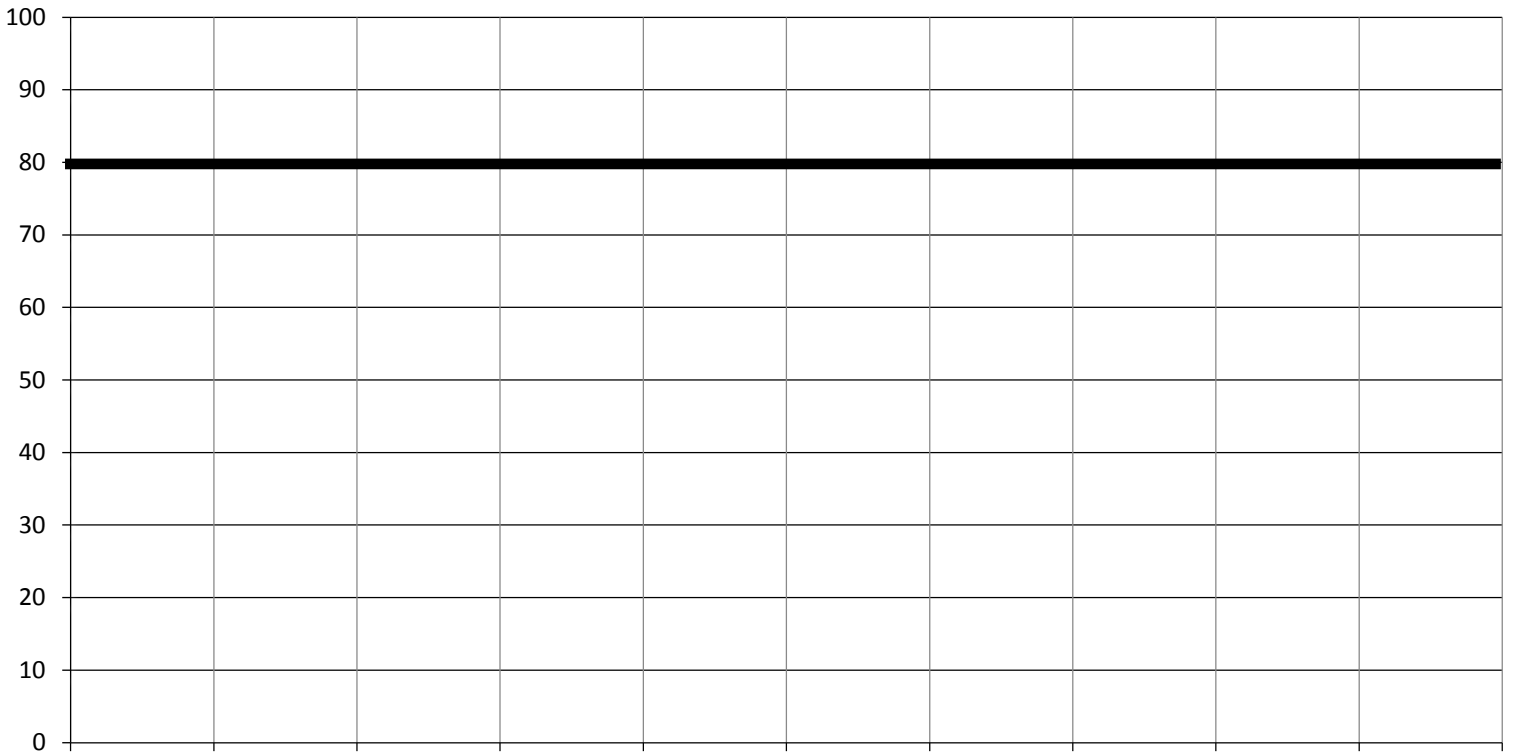
Health and Physical Education Data

9 Week Goal:



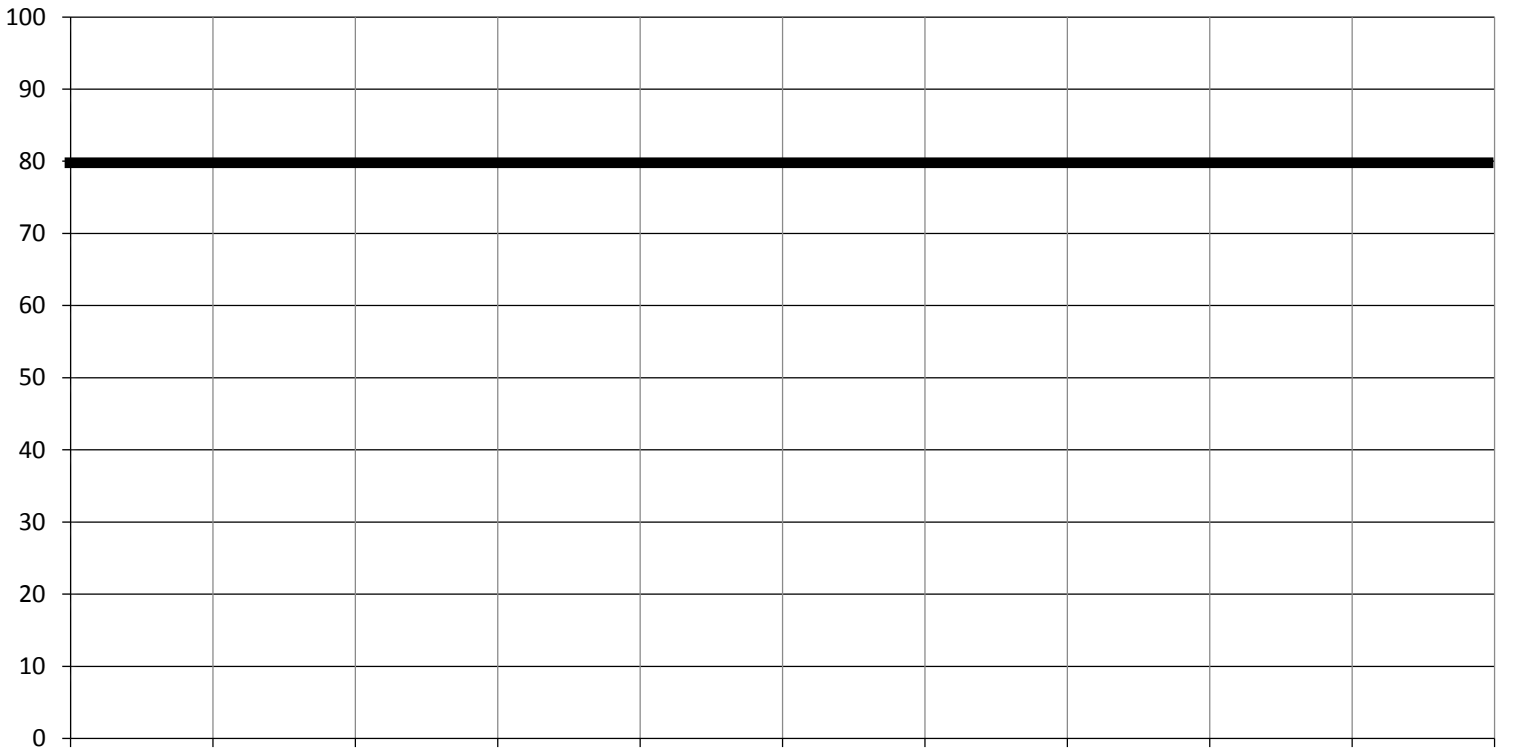
Practical Living Data

9 Week Goal:



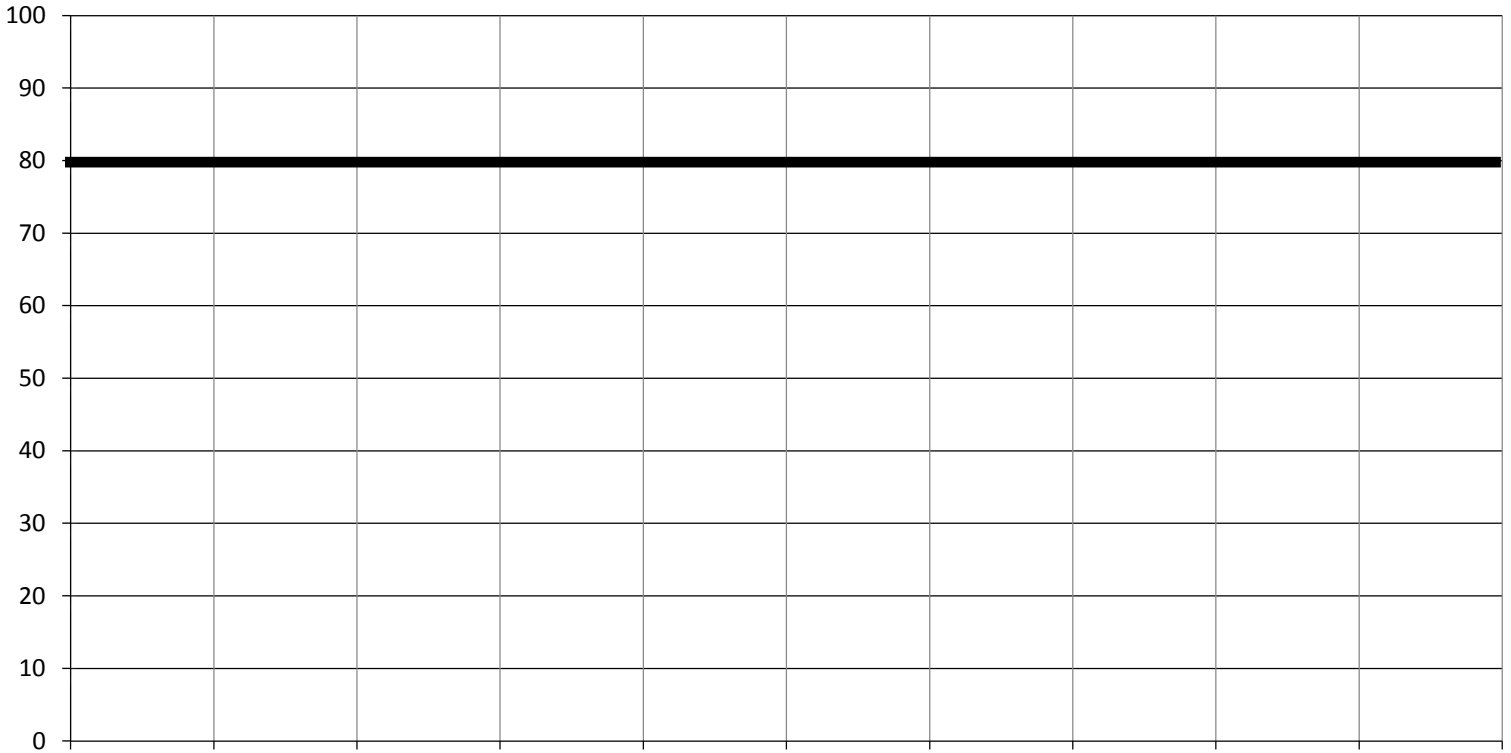
Music Data

9 Week Goal:

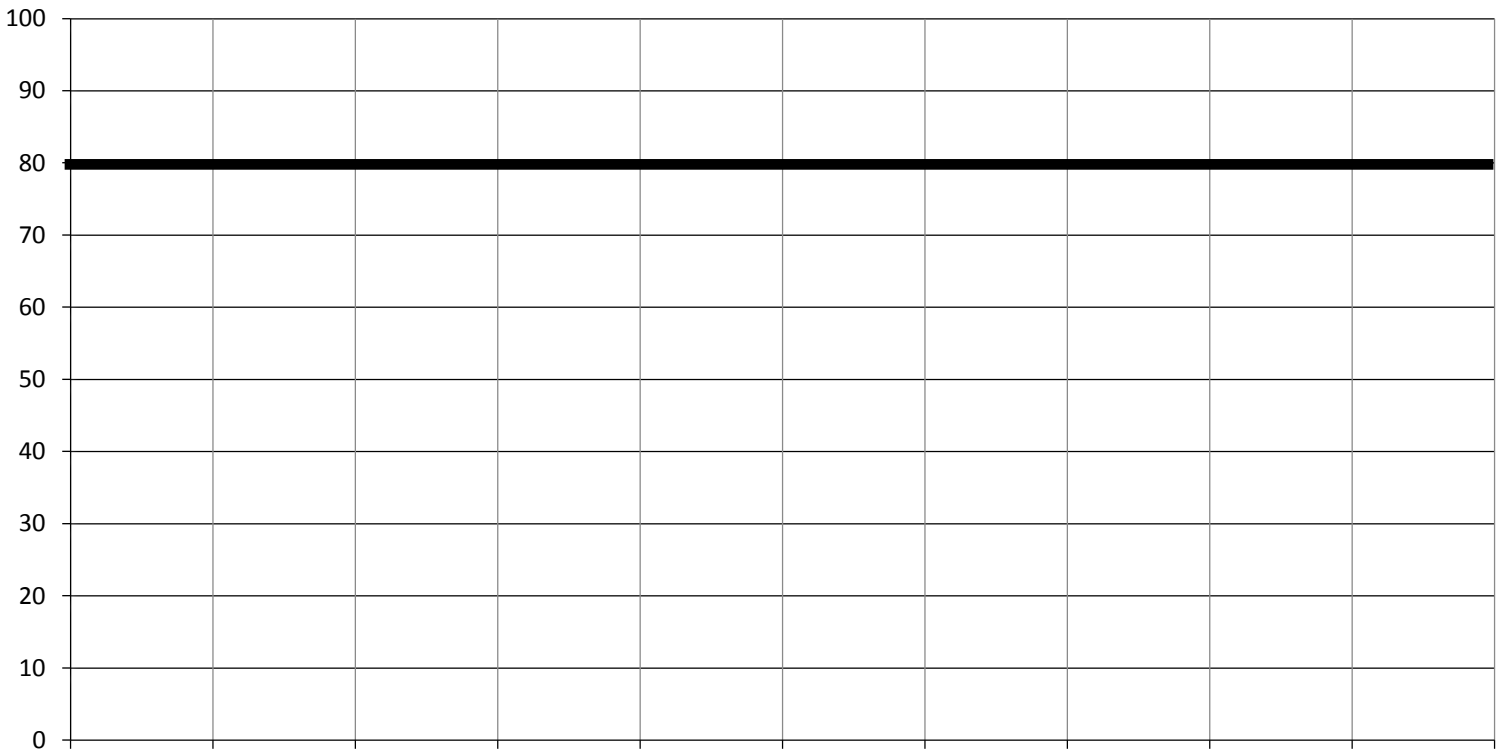


Data

1ST Semester Goal:

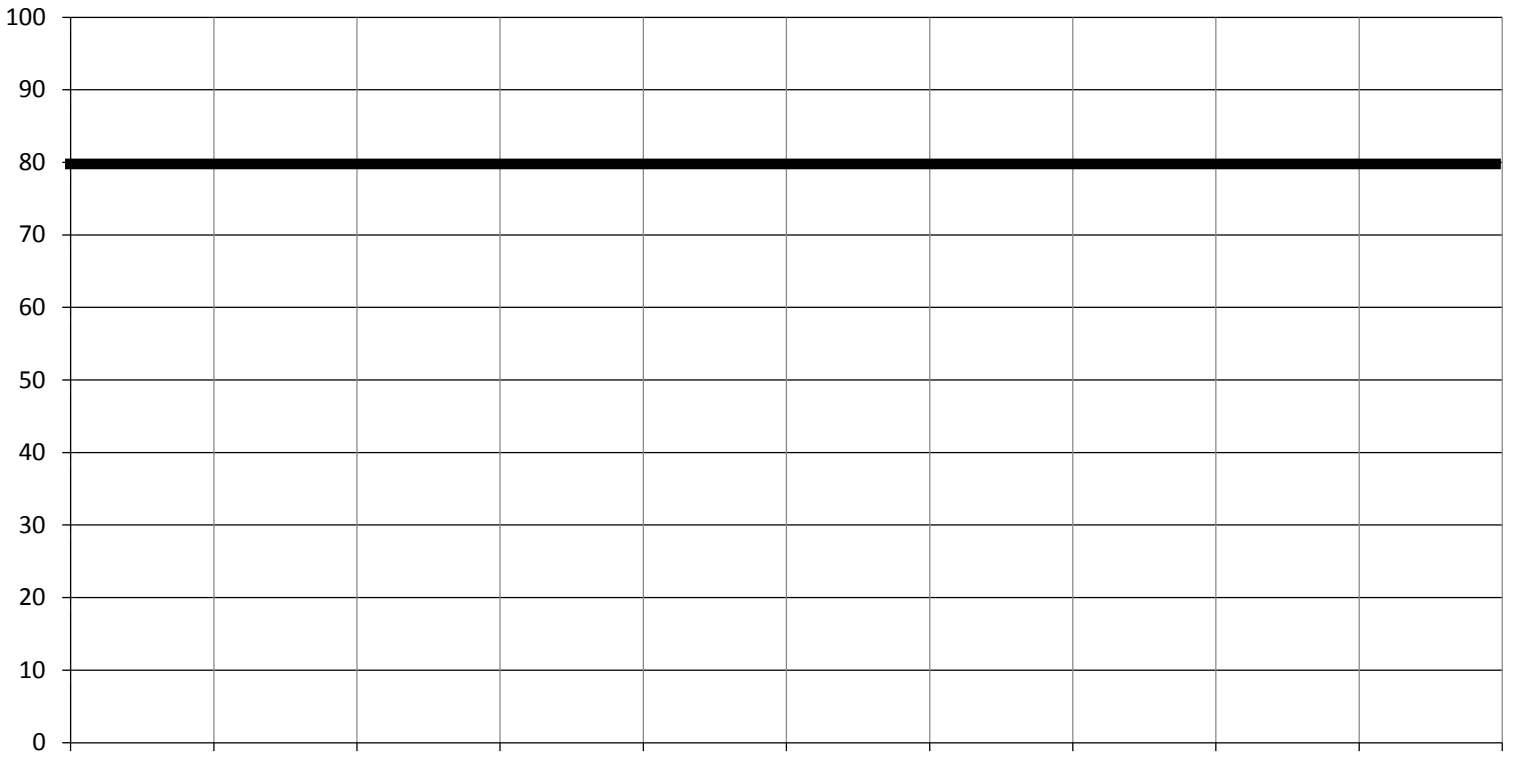


2nd Semester Goal and Measure:



Data

1ST Semester Goal:



2nd Semester Goal and Measure:

