

A Community of Students, Parents, and Staff

1180 SE Kemper Way
Madras, OR 97741
541-475-7253

STUDENT HANDBOOK 2019-2020

JCMS Mission Statement

JCMS will provide a safe and caring environment for the promotion of learning and development of the intellectual, social, emotional, and physical growth of each student in order for them to become lifelong learners and productive members of society.

The Buffalo Pride Path

I am proud to be a JCMS Buffalo. I understand that learning takes precedence over every other activity, so I will follow the buffalo pride path.

Perseverance- I will continue to face challenges in life whether I succeed or fail.

Respect- I show concern for myself and others' property, space, and feelings.

Integrity- I make the choice to do the right thing in all situations.

Dependable- I can be relied upon to follow through with my obligations.

Excellence- I set high standards for myself and strive toward personal greatness.

Jefferson County Handbook

The following guidelines have been developed and reviewed by students, parents and staff and serves to supplement the District Rights and Responsibilities Handbook. The handbooks are meant to help students understand expectations and be successful in our school. Material contained herein may therefore be superseded by such Board policy, administrative regulation. Any information contained in this student handbook is subject to change or elimination from time to time without notice.

541-475-7253 Main Office. Web site: <http://jcsd.k12.or.us/schools/jcms>

Office Hours 7:30am to 3:30pm. Regular class schedule is from 7:50am-2:56pm.

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BEHAVIOR MANAGEMENT PROCESS

The JCMS Discipline charts are designed to provide progressive discipline structure for students and staff. For general and minor classroom infractions, teachers follow preliminary progressive discipline structure outlined in CHART 1 prior to referring a student to an administrator. Administrators use CHART 2 to guide them in their efforts to deal with more severe infractions and for students who struggle with correcting their minor classroom behaviors.

Minor referrals: These are to be handled by the teacher.

<i>Minor STEPS</i>	<i>INTERVENTION by teacher</i>
1. Classroom Interventions	Includes: one on one conversations discussing the problem with the student to identify ways to help the student successfully meet expectations, modification of classroom, simple in class behavior plans/agreements, timeout, teacher supervised detentions, teacher tools, communication with other staff. Contact Parent.
2. Interventions and calls to parents/Parent Conference	Includes: input from other teachers, call parents to provide information about student behavior, ask parents for help and suggestions, inform parents of in school consequences. Team completes an Informal Behavior Assessment and/or begins the Pre-SIT process. Contact Parent. Invite parents in to discuss (or observe) behaviors and make a plan to correct the behavior. The meeting should (at minimum) include teachers, parents, and student(s). Counselors and administrators will attend any meeting when a teacher requests their presence. Any teacher who may feel uncomfortable with meeting alone with a parent and/or student should request the presence of a counselor or administrator.
After 3 minors in your class the combination = major referral	

Major Referrals: These are written referrals sent to the administration (and students may be sent to the success room). Any combination of 3 minors moves referral to a major.

1. Referral to Administrator	Administrator will counsel and administer consequences on a step basis. Parents will be notified for each step. See attached discipline chart.
2. Administrator initiated parent meeting	Inform and present parents with all of the prior discipline documentation. Discuss a plan to correct behavior. The plan could include a behavior/attendance contract. Provide parents with written information about past behavior and potential future consequences.
3. Administrative Action	Short term suspension. Long term suspension. Recommendation for alternative placement.

The above chart applies mostly to students who are displaying low level disruptive tendencies, such as, talking out of turn, bothering others, constantly off-task, non-compliance, minor profanity not directed at anyone, excessive talking, not working on assignments, poor grades, out of seat, inappropriate physical contact, non-dress for PE, teasing, etc. The process is not intended for more serious violations of the JCMS Discipline Policy, such as the behaviors listed on Chart 2. The process on Chart 1 is not intended to burden teachers and administrators. It is intended to produce school-wide consistency in handling discipline matters, assist students in changing behavior, use all of the in and out of school resources available, and assist us all in dealing with parents and students in a proactive and positive manner.

PROGRESSION OF DISCIPLINARY CONSEQUENCES
Major referrals are italicized ****Possible** Police Involvement

ATTENDANCE		
Tardies-minor/single classroom (4th cumulative moves to major	1st Offense 2nd Offense 3rd Offense 4th Offense 5th Offense 6th Offense	Warning direct discussion with student Warning—contact parent/guardian <i>ASD assigned by teacher and the teacher will notify the parent/guardian and document conversation</i> <i>Moves to major- ASD will be assigned through an office referral</i> <i>Multiple ASD or Saturday school will be assigned through an office referral</i> <i>Saturday school or ISS will be assigned through an office referral</i>
School wide Major-Tardies-Major/school wide (combination of single or multiple classes) (per quarter)	1st Offense- 4+ in one week 2nd Offense- 2nd week at 4+ 3rd Offense- 3rd week at 4 + 4th Offense- 4th week	ASD (2 for 6 or more), conference with administrator, contact with parents 2 ASD, conference with administrator, phone call to parent <i>Saturday school or ISS, conference with administrator, phone call to parents, attendance contract</i> <i>1-3 day ISS and parent conference</i>
Truancy/ attendance/ skipping	1st Offense 2nd Offense 3rd Offense	<i>ASD/Saturday school, conference with administrator, phone call to parent</i> <i>1-3 day ISS and parent conference, attendance contract</i> <i>3-5 days of ISS/OSS **</i>
GENERAL BEHAVIOR		
Disruption of the Learning Environment, Defiance, Disobedience	1st Offense 2nd Offense 3rd Offense 4th Offense	Teacher and administrator intervention Lunch detention or ASD for period of infraction, parent contract <i>ASD, Saturday school or 1-3 ISS/OSS,</i> <i>ISS/OSS 3-5/alternate placement considered</i>
Inappropriate Language (Profanity/vulgar language) toward another student	1st Offense 2nd Offense 3rd Offense 4th Offense	1-3 lunch detentions, conflict mediation, parent contact ASD, conflict mediation, lunch detention <i>Saturday school or 1 day ISS/OSS, conflict mediation</i> <i>1-5 day OSS, conflict mediation</i>
Failure to Identify Self when asked by Staff	1st Offense 2nd Offense 3rd Offense	lunch detention 3 lunch detentions or 1 ASD <i>Saturday school</i>
Insubordination, profanity or Disrespect toward Staff	1st Offense 2nd Offense 3rd Offense 4th Offense	<i>Lunch detention, apology, parent contact,</i> <i>ASD or Saturday school, apology, parent contact,</i> <i>3-7 days OSS/ISS. Parent conference , Admin/counselor support behavior plan</i> <i>5-10 days OSS, parent conference & behavior plan, &/or recommendation for expulsion</i>
Lewd Conduct **	1st Offense 2nd Offense	<i>1-5 day OSS; Principal discretion; &/or recommend expulsion**</i> <i>5-10 day OSS; Principal discretion written apology to victim; &/or recommend expulsion **</i>
Non-report of illegal activity or false report	1st Offense 2nd Offense 3rd Offense 4th Offense	1-3 lunch detentions, parent contact ASD <i>Saturday school or 1 day ISS</i> <i>1-5 day OSS</i>
Bus misconduct	1st Offense 2nd Offense 3rd Offense 4th Offense	Parent contact, warning <i>Temporary loss of bus privileges for 3 days & ASD</i> <i>Temporary loss of bus privileges 3-10 days and/or Saturday school</i> <i>Loss of bus privileges (Time TBD) & ISS/OSS 1-5 days</i>
Public Displays of Affection	1st Offense 2nd Offense 3rd Offense 4th Offense	Warning to students of appropriate behavior, parents contacted Lunch Detention, parent contacted <i>ASD, parent contacted</i> <i>Saturday school, parent contacted</i>
Minor Vandalism or Theft under \$50.00	1st Offense 2nd Offense 3rd Offense 4th Offense	<i>Parent contact, Saturday school & restitution</i> <i>Parent contact, 1-5 days ISS/OSS & restitution</i> <i>5-10 days OSS & restitution</i> <i>5-10 days OSS, restitution &/or recommend expulsion</i>
Vandalism or Inappropriate Care	1st Offense 2nd Offense	<i>Restitution, 1–5 day ISS or OSS, **police involvement</i> <i>Restitution, 3-10 days ISS or OSS,** police involvement</i>

of School Property /Theft over \$50.00	3 rd Offense	Restitution, 5-10 days OSS,* **police involvement &/or recommend expulsion
ACADEMIC (referrals may be combined. IE is a student gets 2 in one area and 1 in another it will be counted as 3 and follow consequence matrix)		
Cheating or Unauthorized Collaboration or Plagiarism	1 st Offense	Follow department policy. Most departments give a zero on the assignment or exam, parent contact
	2 nd Offense	1-5 days ISS/OSS
Failure to Engage in the learning process (after all areas in Process Chart has been attempted)	1 st Offense	Counselor and parent intervention
	2 nd Offense	Lunch Detention
	3 rd Offense	ASD
	4 th Offense	Saturday school- Parent conference
	5 th Offense	ISS 1-5/Possible alternative placement.
Inappropriate use of cell phones, smart watch, personal electronic devices (usage allowed before school, during lunch and after school)	1 st Offense	Immediate confiscation. Warning issued. Phone is sent to the main office and the student may pick up the phone at the end of the school day..
	2 nd Offense	Immediate confiscation. Assignment to LD/ASD. Phone is sent to the main office and a parent must pick up the phone.
	3 rd Offense	Immediate confiscation. ASD/Saturday School. Phone is sent to the main office and a parent must pick up the phone.
	4 th Offense	Immediate confiscation. Saturday School/ISS/OSS 1-5 days. Phone is sent to the main office and a parent must pick up the phone. Phone contract in which student must check their phone into office each day or not bring it to school for term (minimum 4 weeks).
Use of phone or camera in bathroom and/or locker room**	1 st Offense	Immediate confiscation. Lunch Detention or ASD. Phone is sent to the main office and a parent must pick up the phone. **
	2 nd Offense	Immediate confiscation. Saturday School. Phone is sent to the main office and a parent must pick up the phone. **
	3 rd Offense	Immediate confiscation. Saturday School/ISS/OSS. Phone is sent to the main office and a parent must pick up the phone. Phone contract in which student must check their phones into office each day or not bring it to school. (minimum 4 weeks)**
Computer or Internet Infractions (using the computer or internet for other than educational purposes)	1 st Offense	Reminder of policy, loss of access for 1 week
	2 nd Offense	Loss of access for 2-4 weeks
	3 rd Offense	Loss of access for 4-9 weeks
	4 th Offense	Loss of access for the remainder of the school year/permanently
Dress and physical appearance (if a student can't/won't change clothes ISS rest of the day)	1 st Offense	Call home for a change of clothes or given alternative by JCMS staff (must return items), warning
	2 nd Offense	Call home for a change of clothes or given alternative by JCMS staff (must return items), 1-3 Lunch Detentions
	3 rd Offense	Call home for a change of clothes or given alternative by JCMS staff (must return items), ASD
	4 th Offense	Call home for a change of clothes or given alternative by JCMS staff (must return items), Saturday School/ISS
Referral from Substitute teacher		
Referral from Substitute teacher (Minor offenses move to majors)	1 st Offense	ASD
	2 nd Offense	Saturday school or 1 day ISS/OSS
	3 rd Offense	1-5 day OSS
WEAPONS		
Weapon/Fireworks (anything object that could be used to harm)	1 st Offense	1-10 days OSS and possible expulsion, **police involvement
	2 nd Offense	5-10 days OSS and recommend expulsion, **police involvement
Offensive materials (items will be confiscated)		
Showing, possessing, drawing or displaying offensive materials	1 st Offense	ASD
	2 nd Offense	Saturday school or 1-3 day ISS/OSS
	3 rd Offense	1-10 day OSS

DRUGS AND ALCOHOL		
Under the Influence or in the Possession of Drugs/synthetics and/or Alcohol	1st Offense 2nd Offense 3rd Offense	1-10 days OSS; **police involvement 5-10 days OSS & recommend expulsion; ** police involvement 10 days OSS & recommend expulsion; ** police involvement (parents may seek assessment to reduce suspension- please see JCSD rights & responsibility book)
Tobacco (use, distribution and/or possession) **	1st Offense 2nd Offense 3rd Offense 4th Offense	1-3 days OSS, Saturday school **police involvement 3-5 days OSS; **police involvement 3-10 days OSS; **police involvement 5-10 days OSS, recommend expulsion, ** police involvement
Distribution of a Controlled Substance	1st Offense 2nd Offense	1-10 days OSS; <i>Principal's discretion</i> , **police involvement/Possible expulsion ; 5-10 days OSS; <i>Principal's discretion</i> , **police involvement/recommended expulsion ;
Promotion of illegal, sharing of medications, fake substances	1st Offense 2nd Offense 3rd Offense 4th Offense	1-4 lunch detentions, parent contact ASD Saturday school or 1 day ISS/OSS 1-5 day OSS
HARASSMENT, INTIMIDATION, AND BULLYING		
To Other Student(s) (verbal, cyber, physical, electronic, written). Threats of harm.	1st Offense 2nd Offense 3rd Offense 4th Offense	<i>Incident/Harassment (IH form)form completed, Lunch Detention conference, mediation, separate, possible Cease & Desist form</i> <i>IH form completed, mediation, Mandatory Cease & Desist form , 1-5 days ISS</i> <i>IH form completed, 1-5 days OSS, *police involvement</i> 5-10 days OSS, <i>IH form completed, **police involvement, possible recommendation for expulsion,</i> <i>*Cyber Bullying can result in loss of technology privileges</i> * written for single student harassment. Multiple student harassment can increase the severity of consequences)
Sexual Harassment (verbal, cyber, physical, electronic, written)	1st Offense 2nd Offense 3rd Offense	1-5 day ISS/OSS; <i>Principal discretion</i> ; &/or recommend expulsion* 3-10 day OSS; <i>Principal discretion written apology to victim</i> ; &/or recommend expulsion ** 5-10 day OSS; <i>Principal discretion written apology to victim</i> ; &/or recommend expulsion ** <i>IH form will be filled out</i>
To Staff (verbal, (verbal, cyber, physical, electronic, written)	1st Offense 2nd Offense 3rd Offense	<i>IH form completed, mediation, Cease & Desist form , 1-5 days ISS, investigation**</i> <i>IH form completed, 1-5 days OSS, investigation, **police involvement</i> 5-10 days OSS, <i>IH form completed, **police involvement, possible recommendation for expulsion</i>
AGGRESSIVE/DANGEROUS BEHAVIORS		
Gang behavior	1st Offense 2nd Offense 3rd Offense 4th Offense	Parent contact & lunch detention/1- 5 days ISS (<i>principal's discretion</i>) Parent contact, <i>TEAM</i> staffing & 3-7 days ISS. Parent conference Admin &/or counselor support behavior plan 1-5 days OSS, parent conference, admin &/or counselor support & behavior plan, * police involvement 5-10 days OSS, parent conference & behavior plan, and/or recommendation for expulsion
Fighting/ aggressive behavior, Instigation of a Fight, or Fight Promotion	1st Offense 2nd Offense 3rd Offense	1-5 day ISS/OSS; <i>conflict mediation</i> ; possible emergency expulsion, **police involvement 5-10 day OSS; **police involvement 10 day OSS/ <i>Emergency expulsion **police involvement</i> Fight promotion= videotaping a fight, physical, verbal, cyber and/or written promotion

***** Administration reserves the right to deviate from the behavior consequence matrix depending on the severity of the incident.

DISCIPLINE RATIONALE

The purpose of the JCMS discipline policy is to create a safe environment, help students learn self-discipline, and to help all students be academically and socially successful. Our rules all fit into 3 categories – *Safe, Respectful & Responsible*. For example, being safe means freedom from bullying and harassment, being respectful means no swearing, no defiance and treating others with respect, being responsible means attending all classes and arriving on time. A student who violates the JCMS rules of conduct on campus will be subject to disciplinary action. In addition, off-campus behaviors may also be subject to disciplinary action in certain circumstances. A student has due process rights and can appeal the discipline decisions of staff and administrators. Administration reserves the right to deviate from the behavior consequence matrix depending on the severity of the incident.

BEHAVIOR MATRIX CONSEQUENCES

Consequence	Description Consequence flow chart- Some behaviors will have automatic ASD, SS, ISS, OSS	Next step
Success room (old ISS) or Lunch Detention ↓	3 minors or 1 major- Student will work on packet completion and return to the next class. Lunch detention will be assigned for minor referrals or as alternative consequences based on conflicts (student, schedule, access)	1. After 2 in one week possible move to ASD
ASD ↓	After school detention- twice a week for an hour <ul style="list-style-type: none"> • If a student misses ASD they are moved to the next one. If they miss the 2nd they receive Saturday school/ISS • Held on Tuesday and Thursday each week- Notice sent home prior. 	1. Move to next (missed) 2. Additional 3. Saturday school
Saturday school ↓	Saturday school- Twice a month from 9-11:30 am at JCMS <ul style="list-style-type: none"> • If they miss they receive ISS/OSS or be reassigned to the next SS. • Missing the last SS of the year will result in OSS • Dates for TBA 	1. Move to next 2. ISS/OSS
OSS ↓	Out of school suspension <ul style="list-style-type: none"> • Case by case as defined by handbook 	1. Expulsion or Alternative Placement
Expulsion or alternative placement	Tutoring, Online, ½ day, behavior program Case by case as defined by handbook	

Consequence additional options

Loss of privileges	Dances, sports, intramurals, socials, activity days, technology <ul style="list-style-type: none"> • Maybe applied/used as additional/alternative consequence 	
Lunch detention	<ul style="list-style-type: none"> • Additional time in success room if expected work not completed when sent to office 	1. ASD
ISS	In school suspension <ul style="list-style-type: none"> • Case by case as defined by handbook 	1. Saturday school 2. OSS
Student Tracker	Student option to reduce/remove detentions (completed each day)	
Cease & Desist	Form/agreement between students who have a conflict. School version of an “order to stop (a behavior/action) and not repeat it (desist).”	
Behavior Plan	Students who have multiple referrals or have been suspended may have a behavior plan/contract put in place. All students who are returning from expulsion will have a behavior plan meeting/contract with JCMS. New students who have prior behavior issues may also be required to have one.	

LOCKERS- STUDENTS HAVE ACCESS TO LOCKERS STARTING AT 7:45 EACH DAY

The school furnishes lockers for student use in storing backpacks and school related/personal belongings. **They are subject to search at any time.** The school does not assume any responsibility for damage or theft of property that is in lockers.

- a) Do **not** keep money or other valuables in your lockers.
- b) Keep your locker combinations confidential. Students are to use only their assigned lockers. Only locks issued by the school may be used, all others will be removed.
- c) Periodic checks of lockers may be made. Pictures or other items deemed unacceptable to the school will be removed. For example, pin-up types, couples in provocative poses, nudity, or gang related materials are not allowed.
- d) Any problem with a locker should be reported to the front office as soon as possible.
- e) Do **not** share or change lockers without office approval.
- f) The school will only open a locker for the registered locker owner.

BACKPACKS AND PERSONAL ITEMS

While backpacks and personal items are stored in lockers. It is strongly encouraged these items are kept securely in your locker as a personal binder is all a student needs in class. Backpacks should not be used for PE storage. JCMS is not responsible for items not properly locked up. Students bringing backpacks to class will be asked to place them in their lockers. Students should not loan other student items of value.

PERMANENT MARKERS, PUTTY, GLITTER AND OTHER SUBSTANCES BROUGHT FROM HOME

JCMS has seen an increase of walls, books, tables, and floors being marked up. We ask that students not bring these items to school as they become a distraction, cause messes and in some cases can damage things.

JCMS CLUBS

The school has several clubs where students can pursue special interests during the school year. Some clubs are open to everyone while others have special requirements to qualify for participation.

- The National Junior Honor Society is a club for students in the 7th and 8th grades that have high academic standards and a willingness to help in our community. All 7th and 8th grade students that have a Cumulative Grade Point Average 3.5 or above are invited to apply for membership (invitations go out after the completion of the 1st quarter). Members are expected to maintain at least a 3.5 GPA, complete at least 30 hours of school/community service and participate in at least 1 of the club sponsored service projects.
- SMILE (Science and Math Investigative Learning Experiences). SMILE is an interactive club sponsored by Oregon State University with math and science projects focused on engineering and building designs, testing designs, and improving designs. Field trips, SMILE Challenge Days at OSU, and projects are expected. If interested, please see Ms. Bilanovic in room 137 for a SMILE application. SMILE will meet Thursdays after school from 3:05 - 4:30 pm.
- Wellness Club- Purpose is to improve the overall wellness of the school in different areas including, but not limited to, physical activity, nutrition, social/emotional health, and bullying. Meet in Ms. Steketee's health room (144) every other Wednesday throughout the school year (still need to figure out how this will work with coaching). Open to grades 6, 7, and 8.
- Intramurals- Purpose is to give the 6th grade class a chance to participate in school run athletics with an emphasis on basketball. Meet in the gym on the weeks between the end of girls' basketball and the start of spring break. Only 6th graders are eligible. Participants are encouraged to be in good academic standing.

- Jr. FFA. Must be in 7th or 8th grade. The National FFA Organization is a co-curricular student organization for those interested in agriculture and leadership. Specifically, FFA is a career and technical student organization, based on middle school classes that promote and support agricultural education. Have been or will be enrolled in an agricultural class during your 7th or 8th grade year. Pay yearly local, state and national dues.

HALL PASSES

Students must have a hall pass to be out of their assigned classroom at JCMS. Teachers are asked not to have students leave the class within the first 10 minutes and the last 5 minutes of class time unless they are called to the office. It is the student's responsibility to get a hall pass from their teacher and not leave class without it. Students found without a hall pass are considered in violation of attendance policies and will be disciplined accordingly. Students may also lose hall privileges if they abuse the system. Passes must be used responsibly.

ASSIGNMENTS, MAKE- UP

In addition to district policy regarding make-up work, JCMS has the following:

Extended Periods of Absences: For students and or parents who notify the office before the absense.

1. Teachers will be notified by email when student/parent notifies the office.
2. Teachers will be provided a form to complete and return to the office.
3. A 24 hour time frame will be given for teachers to gather work.
4. All work can be sent to the office in a clearly marked folder with student name.
5. Completed work can be returned to the office and it will be placed in the appropriate mailboxes as long as it is clearly noted on the assignments OR students can return the work to their teachers when they return.

Homework for Suspended students:

1. Request for homework from teachers by form (request must be made by parents)
2. Parents/guardians can pick up the next day at the end of the school day.
3. Upon return from a suspension, the student is responsible for making up anything that was unable to be sent home.

ASSEMBLIES

Assemblies are to provide students with a variety of experiences that serve to develop a well rounded education. Assemblies will vary in nature with some for the entire school and others for select groups. The following procedures will be followed for assemblies:

- a. Students will be released from rooms by intercom or prearranged schedule.
- b. Teachers are to lead their students into the gym and are responsible for directing students to the designated seating assignment.
 1. *Seating Assignments (subject to change)*
 - a. 6th grade: Floor
 - b. 7th grade: Bleachers on the West side of gym (near girls locker room)
 - c. 8th grade: Bleachers on the East side of gym (near boys locker room)
- c. Seats are not to be saved for students from other classes.
- d. Teachers are to sit with their classes.
- e. Students remain quiet and keep hands and feet to themselves.
- f. Our guests are to be given our full attention and respect. Clap/applause appropriately, no booing or whistling, be silent when signaled, stay quiet during presentations.
- g. Students who cannot be respectful or follow directions at an assembly will be asked to leave. Those students may not be allowed to attend the next assembly.

DANCES/SOCIALS

Student dances/socials are regularly scheduled for all students. Dances are a privilege and students must meet certain academic and behavior standards to attend. The following expectations and rules apply to dances:

1. Students may NOT attend dances if they have ISS/OSS, the day of the dance.
2. Students must attend school all day on the day of the dance or they will NOT be able to attend.

3. Students are not allowed to come and go from the dance.
4. Students are responsible for their own transportation home from the dance. There will not be a bus available to transport students from JCMS to Warm Springs.
5. Dress code for dances is the same as regular school day dress, unless there is an assigned theme for the dance.
6. Actions such as moshing, slam dancing, whirling, piggy-back rides, fighting, grinding, public displays of affection and behaviors deemed inappropriate by chaperones are not acceptable at JCMS dances. If a student fails to comply with these standards they can be removed from the dance and may lose privileges. .

SCHEDULE CHANGES

Schedule changes will be considered during the first week of each **semester**. Teachers, parents, counselors, and administrators will be involved in any schedule change. Final approval of any schedule change is left to the discretion of the school's administration.

DISPLAYS OF AFFECTION

The following guidelines shall be enforced at all times when under the school's jurisdiction and supervision, including activities.

- No locking arms
- No holding hands.
- No hugging
- No kissing

Please refer to the Behavior Consequence matrix in this handbook.

ELECTRONICS AND CELL PHONES

To maintain the best educational setting, CD players, I-Pods/MP3 players (including headphones), cell phones, recorders, DVD players, personal gaming devices, digital and film cameras (except those used for approved school activities) are **not allowed to be on, used or in plain view during school hours (7:50 am to student's assigned lunch and from end of student's assigned lunch to 2:56pm), including passing times.** If you bring one of these items to school, it will be confiscated by staff if in plain view (which means the student has it out and/or it is being used in a manner that disrupts the educational process) during the blocked times. On occasion, the office staff or a teacher may grant permission for a student to use his/her cell phone to call home from or used for class work. If a cell phone goes off during a class, the teacher will confiscate the item, and the student may be referred for disciplinary action. Any electronic device or cell phone confiscated from a student will be returned to the student after 3:00pm, unless the phone has been confiscated multiple times, in which case it will be released to his/her parent or guardian. Unauthorized or inappropriate pictures, writings, or electronic media taken or shown at school may be subject to disciplinary action (and possible police involvement). **Use of phones/devices in bathrooms and/or locker rooms prohibited at ALL times.**

Cell/electronic device usage time:

Before school (7:50am) - Student may use appropriately

Class start to student's assigned lunch time- not to be used

Student assigned lunch- Student may use appropriately

End of student's assigned lunch until end of school day- not to be used

After school (2:56pm)- Student may use appropriately

**Staff may allow use of electronics for in class activities (teacher discretion).*

Please refer to the Behavior Consequence matrix in this handbook.

WARNING: THE SCHOOL ASSUMES NO RESPONSIBILITY FOR ANY ELECTRONIC ITEM OR CELL PHONE BROUGHT TO SCHOOL AND WILL NOT INVESTIGATE LOSS OR THEFT OF SUCH ITEMS. BRING THEM TO SCHOOL AT YOUR OWN RISK.

TUTORING

Tutoring will be available through the 21st Century Program

PHYSICAL EDUCATION

Students are required to wear a designated uniform for PE classes. PE uniforms may be purchased from the school. The PE uniform is considered part of the equipment for class (like paper, pencil). Failure to bring the PE uniform may result in consequences. Loaner uniforms are available in the event of an emergency; students are only allowed to use "loaner clothes" three times.

Please refer to Physical Education Expectations.

ENGAGEMENT

Engagement is visible in the classroom through a variety of ways. Staff at JCMS will use the District's Non-Negotiable teaching strategies to increase student participation. These strategies include: AVID, Bell Ringers, Precision Partner Talk, Sentence Starters, Choral response, Continuous Monitoring, and explicit vocabulary instruction. Students will have the opportunity to become an active learner at JCMS.

FOOD, BEVERAGES, GUM

Food and beverages are **ONLY** allowed in the commons/lunch area. It is the teacher's discretion when healthy food or beverage is allowed in class on *infrequent* occasions and must be monitored by teachers. Energy drinks are not allowed at JCMS. Responsible gum chewing is allowed at JCMS this year, but this may be revoked if gum is not disposed of properly. It is the decision of each individual teacher to allow gum in his/her classroom or area of responsibility.

- Food can not be homemade if being shared. Must have all labels from the store attached.
- Store/restaurant purchased foods are only allowed in commons during breakfast or lunch; or when *pre-arranged* with classroom teacher for celebrations or events.
- If drinks or food is brought to JCMS for students we will hold it in the office until lunch or the end of the day. In special cases we will call a student down and allow them to consume an item in the office. Coffees and other drinks must be consumed in the commons. Only water is allowed outside the commons.
- Please place food and garbage in the proper containers.

ATTENDANCE

Regular school attendance is essential to success in school. Good attendance and good grades go hand in hand. Parents are asked to phone the school whenever their child is absent. Illness for a medically related reason is the only automatically excused absence from school. When a student is absent for any reason, a written explanation or phone call by the parent or guardian is requested. Jefferson County Middle School uses an automated calling system to notify you that your student has been absent AND you have not contacted the school prior to the call. Parent contact will be made for chronic absences and will be addressed with a plan will be to improve school attendance. Students in violation of Oregon School attendance law will be referred to the proper authorities.

Please refer to the Jefferson County School District Rights and Responsibilities Handbook.

ANIMALS

Animals (this includes fish, insects or reptiles) will **not** be allowed at JCMS without prior approval from the principal.

DRESS CODE

Student Dress & Personal Grooming Students have the RIGHT: • To dress and groom according to their choice consistent with the goals and purposes of the educational environment.

Students have the RESPONSIBILITY: • To dress and groom so the teaching/learning process is not disrupted. • To be dressed, groomed and clean so that a health/safety issue is not created

Student dress and personal grooming is the responsibility of the individual student and parent. Students are expected to dress in proper fitting clothing, through a normal range of bending, reaching, or kneeling, which is suitable for school. Students are not to wear clothing that is distracting to others. Students who are in violation of the following guidelines will be asked to cover, change, or turn inside out the article of clothing that is inappropriate.

- A. Appropriate skirts, dresses and shorts length should extend the length of the arms to the fingertips (not above), which includes a slit in the skirt/shorts. Shorts and skirts are not to have any holes. Holes in jeans cannot be any higher on the leg than the ends of the fingertips (same as shorts). If a student has holes above the end of their fingertips on their pants, they are only allowed with full length leggings underneath. No see through leggings shall be worn. Basically, no exposed skin from the end of the fingertips up on the thigh.
- B. Dress and grooming shall be clean in keeping with health, sanitary, and safety practices. Platform and high-heeled shoes are **not** encouraged. They are considered a safety hazard. Footwear must be worn at all times.
- C. When a student is participating in extracurricular or special activities, dress and grooming shall follow the sport, club or activities expectations and not disrupt the performance or constitute a health threat to the student or others.
- D. Immodest dress and grooming shall not be allowed. Such attire is disruptive to the teaching/learning process.
 - No spaghetti straps, bare midriffs or short shorts. Any strap showing must be at least one inch. No strapless tops.
 - Slogans and images on shirts and other clothing may not refer to alcohol, sex, drugs, or violence.
 - If a student wears clothing with the above mentioned references the student will be asked to wear the shirt inside-out or change.
- E. No hoods, beanies, and bandanas may be worn inside the building during school hours. They can be confiscated by any staff member. The first confiscation will result in the item being turned into Student Services and the student can pick it up at 2:56. The second confiscation will result in the hat being turned into Student Services and a parent/guardian must pick it up. Hats may be worn in the building but teachers have discretion to ask students to remove them during instruction/inside their classrooms.
- F. Any items commonly considered as evidence of membership or affiliation with any gang or hate group: Bandanas, do-rags of any color, gloves, hair nets, hanging belts, buckles with any inappropriate or gang related symbols, or attire that has been identified by law enforcement agencies, as being associated with gang activity may not be worn.

- G. Perfume, cologne and body sprays- are to be used with discretion (after PE). Excessive or spraying items can lead to loss of item and possible behavior referral. No to be sprayed on class or hallways.

The following are examples of clothing and accessories that are considered to interfere with the normal process of instruction and are, therefore, unacceptable at school or school sponsored activities:

Any items commonly considered as evidence of membership or affiliation with any gang or hate group: Bandanas, do-rags of any color, gloves, hairnets, hanging belts, buckles with any inappropriate or gang related symbols, or attire that has been identified by law enforcement agencies, as being associated with gang activity may not be worn. Properly fitting clothing is to be worn. Clothing with holes, ragged hems or cut-off hemlines, or made of transparent or fishnet fabric, or clothing that exposes the chest, legs above mid-thigh, abdomen, genital area, buttocks, or undergarments shall not be worn in the buildings. Low-cut tops, spaghetti straps, halter tops, backless tops, tube tops, A-shirts (muscle shirts), clothing that allows for bare midriffs, low necklines, and/or short shorts are not allowed. Undergarments cannot be showing. A general rule is that shirts should not be low-cut and display cleavage. Straps should be at least 1 inch wide. Articles of clothing that advertise illegal activities or promote the use of alcohol, tobacco or drug products, promote acts of violence and/or intimidation, or that display sexually suggestive words or pictures are not permitted in school since they contradict the mission and curriculum of the district. Chains or spikes (including wallet, key, security, and dog chains). Roller skate shoes. Dark glasses shall not be worn in the schools, unless prescribed by a physician. Gang related garments: Bandanas, do-rags of any color, hair nets, hanging belts, buckles with any inappropriate symbols, clothing that are gang related or which contain gang symbols.

Please Note: Some items of clothing, for reasons of health and/or safety, may be restricted as the need arises. Both boys and girls should wear clothing that provides sufficient coverage so that no anatomical details are apparent. Writing on skin, face and clothing will not be allowed, as it is distracting to the learning process.

Cold Weather Clothing: Students should be prepared with clothing for cold weather (coats, long pants, appropriate footwear, hats, gloves, etc.). At the middle school, recess is normally outside, even in sub-freezing weather. Buildings may implement additional policies regarding dress and personal grooming.

SPORTS

JCMS offers several sports over the school year (*grades 7/8 only):

Fall- Football*, Volleyball*, Cross Country

Winter- Boys Basketball* (November), Wrestling and Girls Basketball* (January)

Spring- Track and field

Intramurals for 6th grades for basketball and other sports are offered in March

BULLYING/HARASSMENT

Bullying or harassing behavior will not be tolerated at Jefferson County Middle School. Our goal is to provide each student with a safe learning environment. Please read our Anti-Bullying Contract; it clearly defines the responsibility of students and parents of JCMS with bullying in mind.

Anti-Bully Contract

Our goal at Jefferson County Middle School is to provide each student with a safe learning environment.

Bullying is defined as intentionally aggressive behavior that can take many forms (verbal, physical, social/relational/emotional, or cyber bullying—or any combination of these); it involves an imbalance of power, and it is often repeated over time. **At JCMS, bullying will not be tolerated.** Bullying can consist of one child bullying another, a group of children ganging up against one lone child, or one group of kids targeting another group. Common behaviors attributed to bullying include put-downs, name calling, racial slurs, rumors, gossip, verbal threats, menacing, harassment, intimidation, social isolation or exclusion and physical assaults.

Oregon State Law (ORS 339.351-339.364) prohibits bullying that takes place on or immediately near the school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop. It also applies to “cyberbullying” or the use of any electronic communication device to harass, intimidate, or bully. The Jefferson County School District has a policy on harassment and bullying that is clearly outlined in the Student Rights and Responsibility Handbook. If a student is found to be harassing or bullying another student, appropriate disciplinary action will be taken against the harasser.

Student’s Responsibility

Everyone has the right to feel physically and emotionally safe at school. As a member of our school’s community I will do everything I can personally to create and preserve a physically and emotionally safe environment.

I agree to:

- Treat other students with kindness and respect
- Not engage in verbal, relational, physical bullying or cyberbullying
- Be aware of and follow the school’s anti-bullying policies and procedures
- Support students who have been victimized by bullies
- Speak out against verbal, relational, and physical bullying and cyberbullying
- Notify a parent, teacher, school counselor or administrator when bullying does occur
- Be a good role model for other students

Parent Responsibility

- I have read the Anti-bullying contract and have reviewed it with my students. I commit to encouraging my child to always respect others, no matter their differences. I have instructed my child not to bully. I have advised my child to report any bullying to an adult.

*Please see the signature page. Please return signed to your guide room.

STUDENT-TEACHER-PARENT- ADMINISTRATOR COMPACT

An educationally rich climate must be a partnership of parents, students, and teachers working together. This partnership can make JCMS the best that can be imagined!

As a Parent, I will be responsible for...

- Making sure my child attends school and is on time.
- Making sure my child receives an adequate amount of rest and nutrition.
- Attending school activities such as conferences and programs.
- Providing a quiet place for my child to study and ensuring homework is completed.
- Reading with my child.
- Supporting the rules and discipline policy of JCMS.
- Communicating and working with teachers to support and challenge my child.

As a Student, I will be responsible for...

- Believing that I can and will learn.
- Coming to school each day prepared and ready to learn.
- Spending time at home reading and studying daily.
- Participating cooperatively in classroom activities.
- Following school and classroom rules.

As a Teacher, I will be responsible for...

- Providing a safe and pleasant classroom for learning.
- Clearly explaining lessons and assignments to students.
- Using activities that will encourage learning.
- Respecting the culture of each child.
- Showing high expectations for all students.
- Creating a classroom in which parents, students and I are partners in the students' learning.
- Using student data to monitor progress and support classroom improvement.
- Providing information about student progress.

As an Administrator, I will be responsible for...

- Supporting our school mission statement and monitor the progress toward our school goals that are aligned with state, district and school performance.
- Supporting an environment that allows for positive communication between the students, parents and staff.
- Supporting an environment that is conducive to learning.
- Supporting the JCMS rules and discipline policy.

**<https://sites.google.com/a/509j.net/jcms-site-council>*

HOMEWORK

We have developed a school-wide homework policy to help you, as parents, support your child's education at school. Homework, along with activities, sports and special programs are an important link in our total educational program. This policy was developed from research on best practices on homework. We appreciate your help and support!

Purpose of Homework:

- Homework provides students an opportunity to practice concepts that have been presented in class. This might include memorization of basic rules or facts, increase in skill speed and deepening understanding of a concept—providing students time to read further, expanding their understanding.
- Preparation for the following day's learning.
- Complete unfinished classroom work.
- Develop a sense of self-discipline, self-reliance, personal responsibility and accountability and independent thinking.

Student Responsibilities:

- Give homework your best effort before asking parents for help.
- Understand and record (planner recommended) what the assignments are and when they are due.
- Deliver all written communication between home and school.
- Ask questions when instructions/assignments/or deadlines are not clear.
- Hand completed assignments in ON TIME.
- For pre-planned absences (family vacations, school activities, sports, etc.) you should approach the teacher at least a day prior to the absence for assignments so work is completed upon the student's return.

Teacher Responsibilities:

- Provide clear instructions as to what is expected and when. (check for understanding)
- Assign homework that reinforces what has been learned or serves as an extension of classroom

activities.

- Provide feedback in a timely manner.
- Communicate with students (and parents) if a pattern of missing assignments develops.

Parent/Guardian Responsibilities:

- You are not expected to teach your child new concepts, you don't have to be an expert in every subject.
- Establish a regular time and quiet area for homework to be done.
- Be supportive, give assistance, (*but don't do the work*) and encourage students to ask the teacher for guidance when necessary (taking longer than necessary, not understanding subject matter)
- Communicate with the teacher to resolve any questions or problems with student completion of assignments.
- Respond to school communication in a reasonable timeframe.
- Request homework assignments for days absent by 9:15 AM on the morning of the absence if possible.

Administration Responsibilities:

- Ensure that everyone receives a copy of the homework policy.
- Monitor the implementation of the policy.
- Develop homework incentive programs/practices for students and teachers to assist and enhance homework completion.
- Respond to student, teacher and parent homework concerns.

Homework Time Frame:

- **Grade 6: A maximum of 60 minutes of homework per night.**
- **Grade 7: A maximum of 70 minutes of homework per night.**
- **Grade 8: A maximum of 80 minutes of homework per night.**
- Homework may be assigned Monday-Thursday but not on weekends or holidays.
- If students do not have the maximum minutes of homework assigned they should read for the remainder amount of time.
- When assigning homework and due dates, major school functions, such as, band concerts, field trips, and school plays should be considered.
- Assignments will be coordinated and planned with input from the team teachers and other grade level teachers to avoid overloading of homework beyond the time limit maximums.

Before School / After School Resources

- Teacher's resources. Information available from teacher (conferences, open house, email, etc.)

JCMS Teaching Staff

English/Language Arts/Writing- Mr. Claus, Ms. Richards, Ms. Strickland, Ms. Hendrix

Math- Ms. Garcia,, Ms. Cole, Mr. McAnally

Science- Ms. Bilanovic, Mr. Edgmon, Mr. Bezdek

Social Studies- Ms. Tarvin, Ms. Crowley, Mr. Neal

AVID/ELD- Ms. Duncan

Reading- Ms. Gurley

Band/Music- Ms. Barrie

SPED- Ms. Enoch, Ms. David, Ms. Christianson, Mr. Ferguson, Ms. Kraxburger

Electives- Mr. Hofman

PE/Health- Mr. Darrow, Ms. Steketee, Mr. Stahl

Link to emails for staff:

<http://jcsd.k12.or.us/schools/jcms/jefferson-county-middle-school-staffclassrooms>

JCMS IS AN AVID SCHOOL

What is AVID?

AVID Secondary (grades 6-12) is an essential component of the [AVID College Readiness System](#) and is designed to enable school-wide implementation of AVID's proven instructional methodologies and content area best practices to improve outcomes for all students. AVID Secondary goes beyond the AVID Elective course to affect an entire campus or district by creating a college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond.

The AVID Elective

The AVID Elective is the core of AVID Secondary. It targets students in the academic middle—B, C, and D students—with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive [academic help from peers and college tutors](#), and participate in enrichment and motivational activities to make their college dreams a reality.

AVID Educators

To ensure success, AVID Secondary needs an AVID site coordinator who is a respected site instructional leader and works well with secondary school personnel and college students. The AVID site coordinator organizes curriculum as well as activities for the AVID Elective classes and is committed to serving the needs of students. The coordinator also works with colleagues and counselors to implement AVID methodologies school-wide, place students in college-preparatory curriculum, and guide students through the college application process. The AVID site coordinator not only embeds best teaching practices, supports students, develops family and community outreach, but also works with the districts and divisions that oversee AVID's implementation.

The AVID Parent

AVID parents encourage their students to achieve academically, participate on an advisory board and in AVID parent and site team meetings, as well as maintain regular contact with the AVID coordinator. Many parents and students also participate in AVID Family Workshops at their schools. Explore resources to [help parents support their students](#).

The Community

Community support is vital for a strong AVID Secondary implementation. The community can support AVID by providing speakers and summer apprenticeships for AVID students. Colleges can demonstrate their support of AVID in many ways, such as providing class speakers, offering college credit courses or summer programs to AVID high school students, or following the progress of AVID students during their college careers.

See what happens in [exemplary AVID schools](#). If you would like to find out more, read about [AVID's impact](#).