

A Community of Students, Parents, and Staff

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

STUDENT HANDBOOK 2022-2023

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 serve 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 Material contained herein may therefore be superseded by such Board policy and administrative regulation.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 7:45 am to 3:45 pm. Check the school website for the current bell schedule.

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BEHAVIOR MANAGEMENT PROCESS

The JCMS discipline charts are designed to provide a progressive discipline structure for students and staff. For general and minor classroom infractions, teachers follow a preliminary progressive discipline structure outlined in CHART 1 before 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.

RESTORATIVE PRACTICES

Restorative practice is a proven approach to discipline in schools that favors relationships over retribution and has been shown to improve behavior and enhance teaching and learning outcomes (Thorsborne & Blood, 2013). The following is a partial list of recommended restorative practices that may be used when appropriate and when time and resources permit:

1. Mediation
2. Restitution
3. School Community Activities
4. Restore Relationships
5. Student Reflection and Goal Setting

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

<i>Minor STEPS</i>	<i>INTERVENTION by teacher</i>
1. Classroom Interventions	Include: 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, and communication with other staff. Contact parent.
2. Interventions and calls to parents/Parent Conference	Includes input from other teachers, calling parents to provide information about student behavior, asking parents for help and suggestions, and informing parents of in-school consequences. The team completes an Informal Behavior Assessment and/or begins the Pre-SIT process. Contact parent. Invite parents 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	An administrator will counsel and administer consequences on a stepped basis. Parents will be notified of each step. See attached discipline chart.
2. Administrator initiated parent meeting	Inform and present parents with all 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 their 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 in Chart 2. The process in 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 the in and out of school resources available, and assist us all in positively and proactively dealing with parents.

PROGRESSION OF DISCIPLINARY CONSEQUENCES

Major referrals are italicized

*****Possible*** Police Involvement

TARDIES (in the classroom when the bell rings)/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 the student Warning—contact parent/guardian <i>ASD assigned by the 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 (a 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 an administrator, contact with parents 2 ASD, conference with an administrator, a phone call to parent <i>Saturday school or ISS, conference with an administrator, a phone call to parents, attendance contract</i> 1-3 day ISS and parent conference
Truancy/ attendance/ skipping	1st Offense 2nd Offense 3rd Offense	ASD/ Saturday school, conference with an administrator, a phone call to parent 1-3 day ISS and parent conference, attendance contract 3-5 days of ISS/OSS **
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 a period of the infraction, parent contact <i>ASD, Saturday school or 1-3 ISS/OSS, 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> 1-5 day OSS, conflict mediation
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, ASD or Saturday school, apology, parent contact, 3-7 days OSS/ISS. Parent conference, Admin/counselor support behavior plan 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> 1-5 day OSS
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, parent 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 of School Property /Theft over \$50.00	1st Offense 2nd Offense 3rd Offense	<i>Restitution, 1–5 day ISS or OSS, **police involvement</i> <i>Restitution, 3-10 days ISS or OSS,** police involvement</i> <i>Restitution, 5-10 days OSS,* **police involvement &/or recommend expulsion</i>

ACADEMIC (Referrals may be combined. IE is a student gets two in one area and one in another, it will be counted as three and follow the consequence matrix)		
Cheating or Unauthorized Collaboration or Plagiarism	1 st Offense 2 nd Offense	Follow department policy. Most departments give a zero on the assignment or exam, parent contact 1-5 days ISS/OSS
Failure to Engage in the learning process (after all areas in Process Chart has been attempted)	1 st Offense 2 nd Offense 3 rd Offense 4 th Offense 5 th Offense	Counselor and parent intervention Lunch Detention ASD Saturday school- Parent conference ISS 1-5/Possible alternative placement. *Not attending REACH/Advisory qualifies as a failure to engage
Inappropriate use of cell phones, smartwatch, personal electronic devices, earbuds, headphones, AirPods	1 st Offense 2 nd Offense 3 rd Offense 4 th 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. Immediate confiscation. Assignment to LD/ASD. Phone is sent to the main office, and a parent must pick up the phone. Immediate confiscation. ASD/Saturday School. Phone is sent to the main office, and a parent must pick up the phone. 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 a student must check their phone into the office each day or not bring it to school for a term (minimum Of four weeks). *After 4th offense, student personal technology rights may be revoked
Use of phone or camera in the bathroom and/or locker room**	1 st Offense 2 nd Offense 3 rd Offense	Immediate confiscation. Lunch detention or ASD. Phone is sent to the main office, and a parent must pick up the phone. ** Immediate confiscation. Saturday School. Phone is sent to the main office, and a parent must pick up the phone. ** 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 the student must check their phones into the office each day or not bring it to school. (minimum of 4 weeks)**
Computer or Internet Infractions (using the computer or internet for other than educational purposes)	1 st Offense 2 nd Offense 3 rd Offense 4 th Offense	Reminder of policy, loss of access for 1 week Loss of access for 2-4 weeks Loss of access for 4-9 weeks 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 2 nd Offense 3 rd Offense 4 th Offense	Call home for a change of clothes or given alternative by JCMS staff (must return items), warning Call home for a change of clothes or given alternative by JCMS staff (must return items), 1-3 Lunch Detentions Call home for a change of clothes or given alternative by JCMS staff (must return items), ASD 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 2 nd Offense 3 rd Offense	ASD Saturday school or 1 day ISS/OSS 1-5 day OSS
WEAPONS		
Weapon/Fireworks (anything object that could be used to harm)	1 st Offense 2 nd Offense	1-10 days OSS and possible expulsion, **police involvement 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 2 nd Offense 3 rd Offense	ASD Saturday school or 1-3 day ISS/OSS 1-10 day OSS

DRUGS AND ALCOHOL		
Under the Influence or in the Possession of Drugs/synthetics and/or Alcohol	1 st Offense 2 nd Offense 3 rd 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) **	1 st Offense 2 nd Offense 3 rd Offense 4 th 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	1 st Offense 2 nd Offense	1-10 days OSS; Principal's discretion, **police involvement/Possible expulsion; 5-10 days OSS; Principal's discretion, **police involvement/recommended expulsion;
Promotion of illegal, sharing of medications, fake substances	1 st Offense 2 nd Offense 3 rd Offense 4 th 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.	1 st Offense 2 nd Offense 3 rd Offense 4 th Offense	Incident/Harassment (IH form) form completed, lunch detention conference, mediation, separate, possible Cease & Desist form IH form completed, mediation, Mandatory Cease & Desist form, 1-5 days ISS IH form completed, 1-5 days OSS, *police involvement 5-10 days OSS, IH form completed, **police involvement, the possible recommendation for expulsion, *Cyberbullying can result in loss of technology privileges * Written for single student harassment. (Multiple student harassment can increase the severity of consequences)
Sexual Harassment (verbal, cyber, physical, electronic, written)	1 st Offense 2 nd Offense 3 rd Offense	1-5 day ISS/OSS; Principal discretion; &/or recommend expulsion* 3-10 day OSS; Principal discretion written apology to victim; &/or recommend expulsion ** 5-10 day OSS; Principal discretion written apology to victim; &/or recommend expulsion ** IH form will be filled out
To Staff (verbal, verbal, cyber, physical, electronic, written)	1 st Offense 2 nd Offense 3 rd Offense	IH form completed, mediation, Cease & Desist form, 1-5 days ISS, investigation** IH form completed, 1-5 days OSS, investigation, **police involvement 5-10 days OSS, IH form completed, **police involvement, possible recommendation for expulsion
AGGRESSIVE/DANGEROUS BEHAVIORS		
Gang behavior	1 st Offense 2 nd Offense 3 rd Offense 4 th Offense	Parent contact & lunch detention/1- 5 days ISS (principal's discretion) Parent contact, TEAM 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	1 st Offense 2 nd Offense 3 rd Offense	1-5 day ISS/OSS; conflict mediation; possible emergency expulsion, **police involvement 5-10 day OSS; **police involvement 10 day OSS/Emergency expulsion **police involvement Fight promotion= videotaping a fight, physical, verbal, cyber and/or written promotion

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

DISCIPLINE RATIONALE

The JCMS discipline policy aims to create a safe environment, help students learn self-discipline, and help all students be academically and socially successful. Our rules all fit into three 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. The 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- Students 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 issued. All students returning from expulsion will have a behavior plan meeting/contract with JCMS. New students with prior behavior issues may also be required to have one.	

LOCKERS- STUDENTS HAVE ACCESS TO LOCKERS STARTING AT 8:05 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 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) During lunch, students must put computers and binders in lockers
- e) Any problem with a locker should be reported to the front office as soon as possible.
- f) Do ***not*** share or change lockers without office approval.
- g) The school will only open a locker for the registered locker owner.

BACKPACKS AND PERSONAL ITEMS

While backpacks, purses, fanny packs, 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 students items of value.

PERMANENT MARKERS, PUTTY, GLITTER & OTHER SUBSTANCE BROUGHT FROM HOME

JCMS has seen an increase in 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 sometimes 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 of 3.5 or above are invited to apply for membership (invitations go out after completing 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 one of the club-sponsored service projects.
- Intramurals- The 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 in 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 5 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 absence.

1. Teachers will be notified by email when a 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 folder with the student's 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 (parents must request)
2. Parents/guardians can pick up homework the next day at the end of the school day.
3. Upon return from a suspension, the student is responsible for making up anything 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, 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.
- 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 their 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, and stay quiet during presentations.
- g. Students who cannot be respectful or follow directions at an assembly will be asked to leave and have school consequences.

DANCES/SOCIALS

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

1. Students may NOT attend dances if they have ISS/OSS *on* 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.
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 unacceptable at JCMS dances. Students who fail to comply with these standards 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 possible educational setting only school-issued technology devices are permitted to be used during class time. Students are not permitted to use their own personal electronic devices during class time. If this rule is violated, the student will be required to surrender the device to the teacher/office. Any electronic device surrendered by a student will be returned to the student after school only if this is the student's first violation. After the first violation, a guardian will be required to come into the school to pick up the phone. Use of phones/devices in bathrooms and/or locker rooms is prohibited at ALL times.

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 THE 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 dress down for PE. Dressing down is considered part of being ready for PE equipment for class (like paper and 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 in 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 active learners 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 the gum is not disposed of properly. The individual teacher decides to allow gum in their 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 the classroom teachers for celebrations or events.
- If drinks or food are 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, hydro flasks, and sealed thermos are 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 before the call. Parent contact for chronic absences will be made and addressed with a plan to improve school attendance. Students violating 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 violate the following guidelines will be asked to cover, change, or turn inside out the article of clothing that is inappropriate.

- A. Shorts, skirts, and dresses must be long enough that they reach the same point on the thigh as the bottom of a student's closed fist when the arm is extended and resting on the thigh, which includes a slit in the skirt/shorts. Holes in jeans/shorts/skirts cannot be any higher on the leg than the bottom of the individual's closed fists. If there are holes that do not meet this requirement, they are only allowed with leggings that meet the length underneath. No see-through leggings shall be worn.

- 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 safety hazards. 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 activity 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 references as mentioned above, the student will be asked to wear the shirt inside-out or change.
- E. No hoods and bandanas may be worn inside the building during school hours. Any staff member can confiscate them. The first confiscation will result in the item being turned into Student Services, and the student can pick it up at 3:00 pm (at the end of the school day). 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 the 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 will be used with discretion (after PE). Excessive or spraying items can lead to loss of items and possible behavior referral. Not to be sprayed in class or hallways.
- H. Writing on skin, face, and clothing will not be allowed, as it distracts the learning process.

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, 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 shown. 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, promote 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 schools unless prescribed by a physician. Gang-related garments, such as bandanas, do-rags of any color, hair nets, hanging belts, buckles with inappropriate symbols, and clothing that are gang-related or contain gang symbols.

Please Note Some clothing items for health and/or safety reasons 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 the skin, face and clothing will not be allowed, as it distracts 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 (* 7th & 8th Grades 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 cyberbullying—or any combination of these); it involves an imbalance of power, and 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 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 encourage my child 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 the signed to your advisory class

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

HOMEWORK

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

Purpose of Homework:

- Homework allows students to practice concepts presented in class. This might include memorization of basic rules or facts, increasing skill speed, and deepening understanding of a concept—providing students time to read further, and 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) the assignments 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 before the absence. This ensures assignments have time to be acquired and completed promptly.

Teacher Responsibilities:

- Provide clear instructions for what is expected and when (check for understanding).
- Assign homework that reinforces what has been learned or serves as an extension of classroom activities.
- Promptly provide feedback.
- 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 a 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 (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 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 remaining 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 homework beyond the time limit maximum.

Before School / After School Resources

- If a student needs additional help or there are questions about classroom grades or procedures, please contact the student's teacher first. Email is preferred.
- Open House/Family Engagement Nights
- Conferences

JCMS Teaching Staff

For current teaching staff, please check the JCMS website

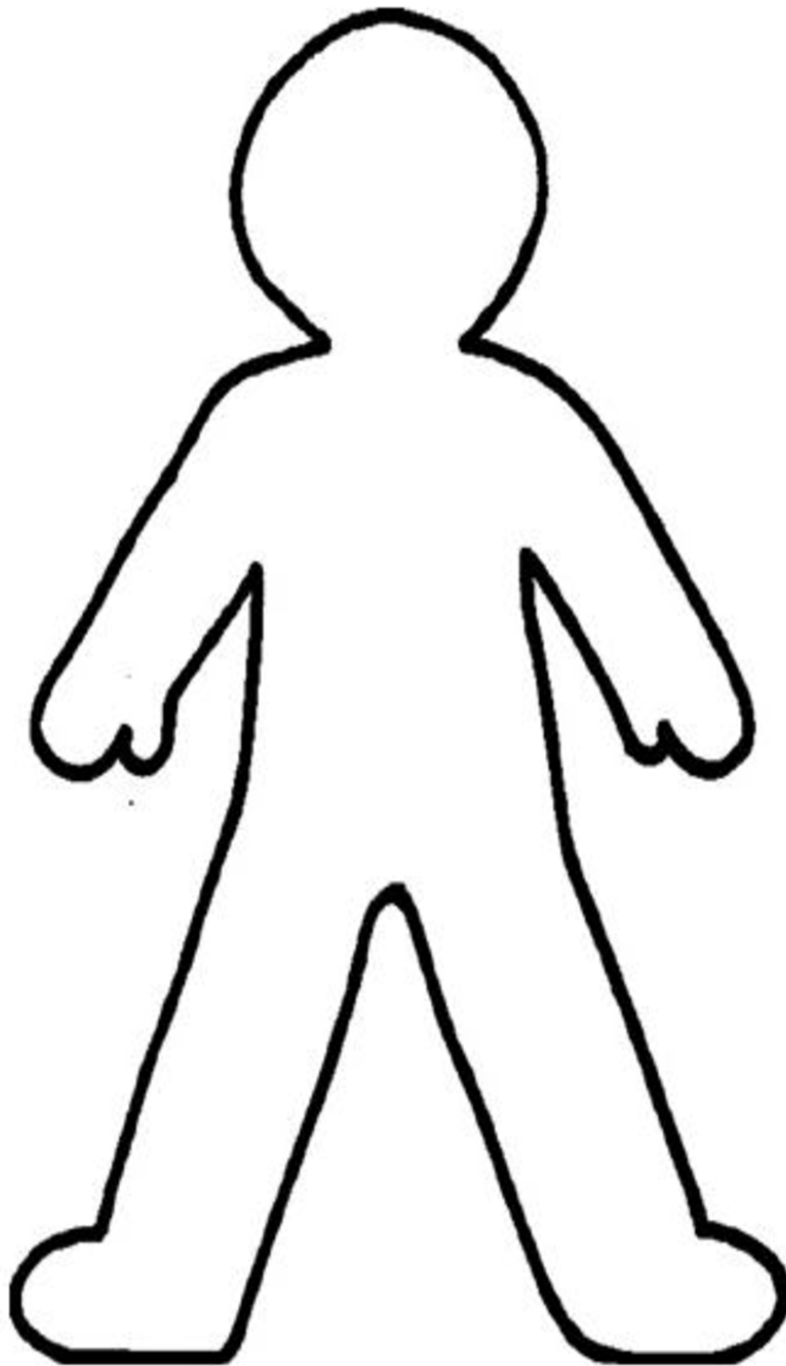
Link to emails for staff:

<https://www.jcsd.k12.or.us/schools/jcms/staff/>

College Ready Student

What does a college-ready student look like?

Design your college-ready student below by drawing and coloring in the tools they need to be successful.



Helpful Hints: backpack, binder, laptop, pens, pencils, cell phone, textbooks



AVID Binder Expectations

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. (www.avid.org)

Why should I carry and use an AVID Binder?

Organization is an important skill to have in school and the workplace. The AVID Binder is an organizational tool that will help you keep track of your Cornell Notes and school work all in one convenient place. **Carrying this binder will also make it so that you no longer have to make trips to your locker!** Plus, you get to practice using your organizational skills to prepare you for high school, college, and eventually a job/career.

What should my AVID Binder look like?

Needed Contents:

- 2" 3-ring binder
- 8 dividers to separate each class
- 3-hole zipper pouch to store supplies
- JCMS Student Planner
- 2 or more pens
- 2 or more pencils
- Highlighters
- Notebook paper

How should my AVID Binder be organized?

The contents of your binder should be organized in the following order

1. 3-hole zipper pouch (with pens, pencils, highlighters, etc. inside)
2. Student Planner
3. Blank Cornell Notes handouts and notebook paper (behind your planner and in front of your first divider. *Keeping your paper in front will help keep your binder in good condition for longer. That way you're not constantly flipping through and wearing on the rings.*)
4. Dividers labeled with the **class name, not the period.** (Your teachers will help you organize each section of your binder with a table of contents or other organizational tools specific to their class)
5. Optional: homework folder (keep all of your homework in one spot!)



AVID Binder Rubric

	Beginning	Developing	Proficient	Mastery
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Binder/ Contents	3-ring binder	3-ring binder	3-ring binder	3-ring binder
-3" or bigger 3-ring binder	3-hole zipper pouch	3-ring zipper pouch	3-ring zipper pouch	3-ring zipper pouch
-3-ring zipper pouch	1 pen and/or pencil	2 pens/pencils	2 pens/pencils	2 pens/pencils
-2 pens/pencils	<i>Student Planner not in binder and/or not filled out for any classes</i>	<i>Student Planner in binder but only filled out for 1-3 classes</i>	highlighters	highlighters
-highlighters		7-8 tabbed subject dividers (not labeled)	<i>Student Planner in binder and filled out for most classes</i>	sticky notes (optional)
-7-8 tabbed subject dividers in order with labeled class name	7-8 tabbed subject dividers	notebook paper	7-8 tabbed subject dividers in order with labels	<i>Student Planner in binder and filled out for all classes with important and upcoming dates, assessments, and homework</i>
-Student Planner			notebook paper	
-blank Cornell Notes handouts/ notebook paper			all papers are 3-hole punched and clipped into binder	7-8 tabbed subject dividers in order with labels
				blank Cornell Notes handouts/notebook paper
				all papers are 3-hole punched and clipped into binder
				-pocket folder for homework (optional)

Teachers will help you utilize your planner as an organizational tool

Mandatory minimum to be included in planner: <ul style="list-style-type: none"> ○ assignment due dates ○ homework ○ test dates/other important reminders ○ REACH Stamps ○ participate in binder/planner checks 	Additional uses for planner: <ul style="list-style-type: none"> ○ daily agenda ○ extracurricular activities (games, clubs, dances, etc.) ○ school-wide academic vocabulary (words of the week)
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Student/Parent Information

What is REACH?

- A period of instructional time after 7th period that provides additional support and enrichments for all students.
- REACH allows students to:
 - Get help with current unit assignments or projects
 - Make-up or re-take tests/quizzes/assignments on **non-priority days**
 - Have time for homework completion
 - Have time to work on group projects
 - Extend learning in their area of choice

How does REACH work?

- REACH runs in 3-week cycles Tuesday through Friday. Each cycle, you will receive a schedule of REACH sessions offered by teachers and staff members on campus.
 - Teachers will stamp your planner if you are required to attend their closed session. If you don't have any stamps, you have earned a choice and may attend any open session as long as there is space available.
 - Math and ELA stamps take priority over all other stamps on their priority days.
 - Priority Days:
 - Math: Tuesday/Wednesday
 - English Language Arts (ELA): Thursday/Friday
1. If it's Tuesday and you have a Math, ELA, and a Science stamp, which session should you attend for REACH?

 2. If it's Friday and you have an Electives stamp and a Math stamp, which session should you attend for REACH?

 3. If it's Wednesday and you have a Math and an ELA stamp, which session should you attend for REACH?

 4. If it's Thursday and I don't have any stamps, where should I go for REACH?

 5. If it's Monday, where should I go after 7th period?

(Answer Key: 1-Math; 2-Electives or Math; 3-ELA; 4-Open Session/Choice; 5-Advisory)

Advisory

Advisory will take place after 7th period for the entire first week of school and every Monday for the remainder of the year.

- In your Advisory class, you will **collaborate** with your **teachers and peers** to ensure that you understand the JCMS Student Handbook, CHAMPS, AVID Binder Expectations, REACH, and other school implemented policies/programs.

- Advisory will help you maintain **good student citizenship** at JCMS as you **actively participate** in binder/planner checks, team building activities, academic reflection, Social Emotional Learning, and wellness activities.

Social Studies Resources

