



Meadow Hill Middle School

"Forward Thinking, High Achieving"

4210 S. Reserve Street
Missoula, MT 59803

Website: <http://www.mcpsmt.org/meadowhill>

Main Office: 406-542-4045

Meadow Hill Middle School Administrative and Office Staff

Natalie Jaeger	Principal
Chris Whiteman	Assistant Principal
Adam Schraeder	School Counselor
Sarah Olson	School Counselor
Tammy Tolleson-Knee	Social Worker
Melanie Griffith	Secretary
Christine Massey	Secretary

Central Office

215 6th Street, Missoula, MT 59801

Phone: 406-728-2400

Missoula County Public Schools Administrative Staff

Rob Watson	Superintendent
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Pat McHugh	Executive Director of Business & Operations
Rae Cooper	Director of Technology
Burley McWilliams	Operations & Maintenance Supervisor
David Rott	Executive Director of Human Resources
Monte Grise	Director of Arts Education
Russ Lodge	Assistant Superintendent
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Ginny Haines	Interim Special Education Director

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WELCOME TO MEADOW HILL MIDDLE SCHOOL

Dear Meadow Hill Community,

On behalf of the Meadow Hill staff it is our pleasure to work with your students during the 2020-2021 school year. It is the most unusual beginning of the year we have ever experienced, but we promise that we will do everything we can to re-connect with your student, keep them safe, and make sure they are learning. We are so excited to get started.

Sincerely,

Natalie Jaeger
Principal

Chris Whiteman
Assistant Principal

MISSION STATEMENT

Mustang Nation is a community of students, educators and families committed to inspiring and preparing student leaders for their future.

VISION STATEMENT

Community, Engagement, Leadership

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STAFF

OFFICE STAFF

Principal	Natalie Jaeger	Counselor	Adam Schraeder
Asst. Principal	Chris Whiteman	Counselor	Sarah Olson
Secretary	Melanie Griffith	Social Worker	Tammy Tolleson-Knee
Secretary	Christine Massey		

PROFESSIONAL LEARNING COMMUNITY TEAM

6th Grade

Molly Beck
Kim Butler
Katy Karels
Mary Pat Malerk
Tamara McDermott
Stephanie Pernel
Charlie Struna

7th Grade

Rae Baerlocher
Terri Daniels
Tiffani Holbrook
Greg Imhoff
Judy O'Reilly
Jessica Wilsey
Wendy Wilson

8th Grade

Dan Beaudin
Ryan Behr
Tim Bolton
Don Griffith
Shaelyn Hafer
Alyssa Loisselle-Johnson
Britney Matz
Ann Pinsoneault

Exploratory

Art	Robin Gray
Band	Sam McKenzie
Choir	Alicia Bullock-Muth
Orchestra	Mike Johns
PLTW	Chloe Williams
PLTW	Errin Koehler
Spanish	Jaclyn Vosler

Special Education

6 th Grade	Mary Pat Malerk
7 th Grade	Jessica Wilsey
8 th Grade	Shaelyn Hafer
Life Skills	Dianne McBride
Life Skills	Laurie Anderson

SPECIALISTS

Librarian/Media Specialists

Shawn Shweyen, Peggy Racicot

School Psychologist	Kelly Jennings	Nurse	Aloni George
FIT Coordinator	Laura Reardon	Nurse	Angie Gulick
Speech Pathologist	Katanya Morse	Custodian	Jayson Rasmussen
BIR	Ben Rutherford	Custodian	Jim Crowley
Flagship	Alex Johnson	Custodian	TBD

PARA EDUCATORS

6 th Grade Resource	Brigitta Zehentmayer	Life Skills	Suzanne Demarinis
7 th Grade Resource	Heather Garrett	Life Skills	Andy Smetanka
8 th Grade Resource	Addie Haugen	Life Skills	Chris Brinsko
Life Skills	Jodi Todd	Life Skills	Dale Dobrowski
Life Skills	Bina Gandhi	Life Skills	Henry Moore
Life Skills	Whitney Guthrie	Life Skills	Cheryl Bryant

LUNCH STAFF

Cook/Cashier	Dawn Lenss	Noon Duty	Nicole Ruiz
Kitchen Helper	Nikki Denman	Noon Duty	Laurene Wothe
Kitchen Helper	Tonya Hauser	Noon Duty	Nick Nash
Noon Duty	Jevin Eskridge	Noon Duty	TBD

COMPREHENSIVE SCHOOL COMMUNITY TREATMENT TEAMS

Team 1

Therapist	Nicole Gratch
Behaviorist	James Thompson

Team 3

Therapist	TBD
Behaviorist	TBD

Team 2

Therapist	Anne Lane
Behaviorist	JJ Blood

REPORT CARD, MIDTERM, AND NO SCHOOL DATES

Parents may request a Parent-Teacher Conference at any time during the school year by simply contacting the child's teacher or counselor. The middle school has scheduled times for district wide conferences during the school year. The district conferences scheduled for this year are as follows. Parents will be contacted by teachers or notified by the school to schedule conference times during these days.

Fall Conferences:

Wednesday November 11 – 4:00 pm to 8:00 pm

Thursday November 12 – 1:00 pm to 6:00 pm (Students are dismissed at 11:35)

Spring Conferences:

Wednesday March 10 – 4:00 pm to 8:00 pm

Thursday March 11 – 1:00 pm to 6:00 pm (Students are dismissed at 11:35)

Midterm and Quarter Reports - NEW QUARTER DATES

****Midterm Grades ARE NOT sent home - please see page 24 for Q Parent/Portal**

September 30 November 6	Midterm 1 Progress Reports Quarter 1 ends
December 11 January 22	Midterm 2 Progress Reports Quarter 2 / First Semester Ends
February 24 April 2	Midterm 3 Progress Reports Quarter 3 ends
May 7 June 11	Midterm 4 Progress Reports Quarter 4 / Second Semester Ends

No School for Students

August 24 – 25	Staff Professional Development – No School
August 31	Staff Professional Development – No School
September 7	Labor Day
September 14	Staff Professional Development-No School
October 15-16	MEA Convention
November 12 (½ day) - 13	Parent/Teacher Conference Break
November 25-27	Thanksgiving Break
Dec 21 - Jan 1	Winter Break
January 18	Martin Luther King Day
February 8	Staff Professional Development – No School
February 15	President's Day
March 11 (½ day) - 12	Parent/Teacher Conference Break
March 15-19	Spring Break
May 28	Unscheduled Day – No School
May 31	Memorial Day
June 10	8 th Grade Promotion – Sentinel High School
June 11	Last Day of School (Students are dismissed at 11:35)



Missoula County Public Schools

2020-2021 School Calendar

Elementary & Middle Schools

Forward Thinking. High Achieving.

July 2020							August 2020							September 2020							October 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4								1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			

November 2020							December 2020							January 2021							February 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28						
														31													

March 2021							April 2021							May 2021							June 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4	5	6				1	2	3							1					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30				
														30	31												

Calendar Dates

August 24-25	Professional Development-No School
August 26	First Day of School
August 31	Professional Development-No School
September 7	Labor Day
October 15-16	Professional Development-No School
November 12	Conferencing Day-1/2 Day of School
November 13	Conferencing Day-No School
November 25-27	Thanksgiving Vacation
December 21-31	Winter Vacation
January 1	Winter Vacation
January 18	Martin Luther King Holiday
February 8	Professional Development-No School
February 15	Presidents' Day
March 11	Conferencing Day-1/2 Day of School
March 12	Conferencing Day-No School
March 15-19	Spring Break
May 28	Unscheduled Day-No School
May 31	Memorial Day
June 10	5th Grade Promotion
June 11	Last Day of School-1/2 Day

Early Release Dates

Every Thursday 1 Hour Early Dismissal

November 12	Parent Teacher Conferences 11:05 a.m. Grades K-3 11:35 a.m. Grades 4-8
March 11	Parent Teacher Conferences 11:05 a.m. Grades K-3 11:35 a.m. Grades 4-8

Trimester Dates - Elementary School

November 6	End of 1st Trimester
March 12	End of 2nd Trimester
June 11	End of 3rd Trimester

Quarter Dates - Middle School

November 6	End of 1st Quarter
January 22	End of 2nd Quarter
April 2	End of 3rd Quarter
June 11	End of 4th Quarter

Symbol Codes

○	Holiday or Unscheduled Day/ No School
□	Conferences - No School
◇	Staff Dev/Prep Day - No School
△	Half Day of School
▽	School Begins
▲	School Ends
◻	End of Quarter
◻	End of Trimester

Calendar approved by Board of Trustees, January 29, 2020.

ATTENDANCE

Education is a cooperative venture to which the student, the teacher and the parent/guardian contribute. Prompt, regular attendance in school is an important factor in determining a student's academic success, and meeting local requirements for graduation. Students can't benefit from investments in high quality instruction and more engaging, rigorous curriculum unless they are in the classroom. As early as the first month of school, chronic absence (missing 10 percent or more of school days) can be an early warning sign of academic trouble. Students who attend school consistently develop better socially, establish better communication with adults, acquire important lifetime habits such as dependability, self-sufficiency, and responsibility, and have greater success academically.

Missoula County Public Schools recognizes that school attendance is the responsibility of the student and parent/guardian, supported by the teachers and administration. The following procedures are designed to encourage regular and punctual school attendance so learning can take place. It is intended to be positive and in the students' best interest. These practices and procedures will assist families and school personnel in making attendance decisions and abide by Montana Law and MCPS policies stated in 20-5-106, MCA. Legal References: § 20-5-104 – 20-5-106, MCA Attendance Officer, Truancy § 41-5-103, MCA Youth Court.

10 FACTS ABOUT SCHOOL ATTENDANCE:

1. Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.
2. Over 8 million U.S. students miss nearly a month of school each year. 25 days of school is over 140 hours of missed instruction.
3. Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent.
4. Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
5. By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
6. Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence.
7. Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care.
8. When students improve their attendance rates, they improve their academic prospects and chances for graduating.
9. Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.
10. Most school districts and states don't look at all the right data to improve school attendance. They track how many students show up every day and how many are skipping school without an excuse, but not how many are missing so many days in excused and unexcused absence that they are headed off track academically.

CHRONIC EARLY ABSENCES

Chronic absence refers to students missing an extended period of school when both excused AND unexcused absences are taken into account. Given the critical importance of time devoted to learning, it is important to count all absences. Chronic absence is defined as missing 10% or more of the school year (equivalent to 18 days of a 180 day school year or 2 days per month).

When chronic early absence occurs, everyone is affected. The educational experiences of children who attend school regularly can be diminished when teachers must divert their attention to meet the learning and social needs of children who miss substantial amounts of school.

ATTENDANCE INTERVENTION

- Students arriving to school 10+ minutes after any given class has begun, will be marked ABSENT as this is the most critical time for classroom instruction
- **Benchmark:** Students missing less than 5% days of school is acceptable, and supports student academic, behavior and social success
 - Example: after 50 days of school, a student will have 2.5 days absent or less; 100 days would be 5 days or less
- **At-Risk:** Students missing 5-9% days of school are considered at-risk for developing chronic absenteeism
 - Example: 100 days would be 5 – 10 days absent
 - The homeroom teacher will meet with the student and contact the parent/guardian
 - An attendance letter will be sent to the parent/guardian
- **Strategic:** Students missing 10-19% days of school are considered 'MODERATE CHRONIC'
 - Example: 100 days would be 11 – 19 days absent
 - A second attendance letter will be sent to the parent/guardian
 - The counselor will meet with the student and contact the parent/guardian - mentor student
- **Intensive:** Students missing 20+% days of school are considered 'CHRONIC'
 - Example: 100 days would be 20+ days absent
 - The student is Out of Good Standing
 - A third attendance letter will be sent home and forwarded to Child Protective Services
 - The School Resource Officer will do a child well-check each week until the student attends school regularly
 - A Student Attendance Success plan will be developed with the parent/guardian, principal, counselor, teacher, and other significant staff members.
 - The student will meet with the school social worker weekly
 - If absenteeism continues the Missoula County Attorney will be contacted and the student will be considered truant from school in accordance with Section 20-5-106, MCA.
 - A student who is attending Meadow Hill as an 'out of district' or 'out of area' student will return to their neighborhood school at semester time.

ADD Attendance Pathway for Intervention

https://docs.google.com/document/d/1pkfOlwxH7F_ksGCBN0AhUNS0xEfnapHWALT0J5Wfw7Q/edit

CLOSED CAMPUS

Meadow Hill Middle School has a closed campus. Upon arrival students *may not* leave campus for any reason. Leaving the school grounds without permission will result in a consequence.

- **Medical appointments:** Students will be released to parents in person or by written request only, and must sign in and out of school at the office when leaving and returning.
- **Eating Lunch at home:** Students who eat lunch at home every day must provide the office a written permission letter. This letter must be updated every year. This allows student to eat at home **only** and does not grant permission to go to a friend's home, to a local business, or bring a friend home.
- **Leaving with someone other than a parent or guardian:** Students planning to leave campus must have written permission from their parent/guardian (**provided to the office in the morning**) in order to leave with someone other than their parent Last minute phone calls for lunch ARE NOT allowed. Student may only leave with approved adult.
- **Fresh Market or Jay's Mart BEFORE School/during lunch:** Students who enter school grounds may NOT leave the property in the morning to go to Fresh Market, Jay's Mart, or other businesses prior to the bell ringing or at lunch. Students may be considered truant and receive consequences according to the truancy policy.

EXCUSED ABSENCES

These include family authorized absences and school authorized absences. The following reasons shall be sufficient to constitute excused absences:

- **Family authorized excused absences:** personal illness, Family emergency or death in the family, Medical or dental treatment, Other activities as approved by the school
- **School authorized excused absences:** approved field trips, Interscholastic competitions and events, Other activities as approved by the school

MOVING

Please notify the office if you are moving to another school or school district. A transfer form will need to be completed on your student's last day. We will send your child's records to his/her new school. Your child will also complete an un-enrollment form, signed by his/her teachers, and ensure all books assigned to your student have been returned.

REPORTING STUDENT ABSENCES

When a student will be absent from school, the parent/guardian must notify the school's attendance office. **Please use our Attendance Hotline (406) 728-2400 ext. 2010.** It is available 24 hours a day. The office is also open for phone calls beginning at 7:30 a.m. **(406) 542-4045.** If the school attendance office does not receive advance notice, the school will make a reasonable effort to verify the absence. If the school is unable to contact the parent/guardian, the absence will be recorded as unexcused until otherwise notified. Single or multiple absences may result in the student being out of "Good Standing" and violate truancy laws.

- When possible, students are to request make-up work in advance of the absence and to complete work according to the timelines established by the individual teacher.
- Absences necessitated by student participation in field trips/extracurricular activities must be excused in advance. The student is responsible to secure each teacher's signature on a pre-arranged form and request assignments prior to the absence.

BEHAVIOR MANAGEMENT, LEADERSHIP, & PREVENTION PROGRAM

PHILOSOPHY

Vision: Mustang Nation is a community of students, educators and families committed to inspiring and preparing student leaders for their future.

Mission: Community, Engagement, Leadership

The Vision and Mission of this plan reflects the Vision and Mission of Meadow Hill Middle School. Meadow Hill's Mission is to create an environment of learners who are **Engaged** in their learning and in developing a strong, supportive **Community** through their **Leadership** and collaboration with peers, staff, families, and their community. *What* we do, and *How* we do it, impacts our Mission and Vision. It is critical to be united in our systems as it provides consistency for students and families, and more importantly it is how we support and respect each other.

WHAT: The Guaranteed and Viable curriculum and the Professional Learning Communities we collaborate in to deliver instruction.

- **Guaranteed Curriculum:** is the opportunity to learn, for all students, despite the school, or the teacher responsible for delivering it.
- **Viable Curriculum:** having adequate time to learn the identified material.
- **Curriculum:** the standards that we teach. It is the answer to the first question of a Professional Learning Community - "What is it that we want our students to know and be able to do?"
- **Professional Learning Community:** the on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

HOW: The systematic behavior management practices that assists educators, parents, and other community members in developing the attitudes and skills necessary to ensure that each student, regardless of ability or disability, leaves public education and enters the community with social and academic competence.

- Meadow Hill Middle School Behavior Management Plan

It is this combination of the *"what"* and the *"how"* that will be used to educate our students in order for them to develop respect in a dignified, safe, and consistent learning environment.

This plan reinforces:

- Students are here to be engaged and learn
- Teachers are here to provide standards based instructional learning
- Staff are here to support the process
- Administration ensures the Mission is supported with consistency
- Administration ensures the plan supports the Vision to create systems focused on student learning about their holistic, positive personal identity while they engage in their curricular requirements through a rigorous, relevant, and respectful relationship.

Students will learn the importance of civic literacy, ownership over their choices and self-advocacy. The behavior plan will develop civic literacy by expecting the students to know and understand their **Responsibilities, Rights, and Duties**. Respect will develop by the student's

choosing and learning to become hardworking, self-motivated, responsible, positive role models with a positive attitude.

MEADOW HILL CULTURE

A positive **school** climate and **school culture** promote students' ability to learn. At Meadow Hill Middle School it refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how we provide instruction and how students learn.

Meadow Hill teachers, staff and administrators contribute to a healthy, happy school culture by:

- Providing a physically and emotionally safe environment for students and each other
- Ensuring there is uniformity in our Universal Expectations in the classroom, gym, library, playground, commons area, hallways, office and other interactive spaces
- Embracing and celebrating cultural diversity, growth, achievement, and talent
- Participating in conscious and unconscious perspectives, values, interactions, and practices which shape the principles and beliefs around the learning environment and the Meadow Hill community

OVERVIEW & PLAN

The ***Meadow Hill Middle School Behavior Management, Leadership, & Prevention Plan*** is a positive approach to helping and supporting our students at Meadow Hill become **Leaders**, be **Engaged**, and participate as **Community** members. The plan provides structure for:

- Teachers to deliver instructional learning opportunities for students in a safe environment
- Students to engage in and be productive learners in the classroom and throughout the building
- Where negative interference within the learning environment is addressed immediately to ensure both parties can fulfill their responsibilities in the learning environment:
- Teachers will provide engaging, standards based lessons with fair and firm behavior expectations
- Students are expected to make the choice to become hardworking, self-motivated, responsible, positive role models
- Teachers will teach students the importance of having a positive attitude, respect, and how to take control of their education, by listening and learning while in school
- Students are expected to demonstrate respect, engage in how respect is developed, and use the respect they develop for themselves to accomplish the goals they set for the school year

By working together, Teachers and Students will learn to be Respectful, have Respect, and show Respect in developing the positive relationships needed for students to understand the relevance of their education and proactively engage in their learning.

PLAN: MH students are expected to learn how to become young adults by:

- Taking responsibility for the choices they make
- Taking control of their behavior
- Changing their behavior if needed
- Understanding that rewards and consequences are earned through the positive and negative choices made on a daily basis

As young adults, students must take full responsibility for their choices and actions including:

- Completing all discipline/ISS requirements
- Self-reporting to parents/guardians any behavioral consequences received
- Making phone calls to parents/guardians to self-report any suspension (ISS or OSS)
- Completing any missed work from class due to removal from class as a result of behavioral choices.

As young adults, students must also work with administration to complete all consequences and change behavior. Students must allow all school personnel to help and support them in changing their behavior including:

- Following all rules and expectations in the classroom
- Listening to teachers and asking for help when needed
- Working with counselors as they help and support any non-academic issues
- Listening too and respecting all adults in the building equally.

Any non-compliance to the expectation of behaving like a hardworking, self-motivated, responsible, positive young adult will result in disciplinary action including:

- Lunch detention
- Referral
- ISS/OSS
- Other appropriate consequence assigned by administration

EXPECTATIONS, DEFINITIONS & LANGUAGE

“WHY?”: The importance of what is being taught and the student’s understanding of the process

Responsible:

- Definition: Having an obligation to do something, or having control over or care for someone, as part of one's job or role.
- Expectation:
 - I will do my 50% in the 50/50 relationship with school
 - I will do what it takes to live up to my word
 - I will not blame anybody for the negative choices I make
 - I will learn to care for those that I am responsible for

Respect:

- Definition: a feeling of deep admiration for someone or something that is prompted by their abilities, qualities, or achievements
- Expectation:
 - I will remember and take pride in who I am
 - I will model my positive values
 - I am proud of who I am and will act so others are too

Positive:

- Definition: Characterized by the presence of a good, affirmative, or constructive quality or attribute
- Expectation:
 - I will model positive attributes of myself to demonstrate pride
 - I know that I get to enjoy the benefits of my choices, or suffer the consequences of those choices
 - I know the *more* responsible I am the *more* freedom I will have

Choice:

- Definition: The actions you select based upon your personal prestige, personal identity, pride, and respect of oneself
- Expectation:
 - I will follow classroom matrix and expectations
 - I will make verbal comments that support learning and a positive classroom environment
 - I will keep my hands, feet and body to myself and remain in my seat to support a safe learning environment

Self-Motivation:

- Definition: Ability to do what needs to be done, without influence from other people or situations
- Expectations:
 - I will get myself to bed at night
 - I will get myself up in the morning
 - I will get myself to school
 - I will do whatever it takes to get my work done
 - I will do my 50%

Hard work:

- Definition: A great deal of effort or endurance to complete a task. There is a time to work and a time to play, knowing the difference will allow me to learn and get my work done effectively and efficiently
- Expectation:
 - I will not play when it is time to work
 - I will not work when it is time to play

Verbal Disruption:

- Definition: Vocal behaviors that are repetitive, disruptive, or inappropriate and keeps the teacher from delivering instruction
 - Volume
 - Content
 - Level of appropriateness
- Expectation:
 - I will use the volume requested by the teacher for the circumstances
 - I will discuss the content requested by the teacher for the circumstances
 - I will use appropriate behaviors for the circumstances
 - I will refrain from gossiping about oneself or others

Physical Distraction:

- Definition: bodily behaviors/movement that stop or interrupt the teacher from delivering instruction
 - Participation
 - Seating and Classroom movement
 - Entrance into class
 - Exit and end of class
- Expectation:
 - I will participate as requested by the teacher for the circumstances
 - I will remain seated during class and instruction, unless I have teacher permission

- o I will begin entrance protocol/task upon entrance into the classroom
- o I will continue with classroom expectations until the end of class

LANGUAGE/DEFINITIONS:

- **Meadow Hill Culture:** Knowing the importance of, and making the choice to become a hardworking, self-motivated, responsible positive role model
- **Middle School Culture:** Actively participating in the development of the learning environment by being a hard worker, mature, responsible, and respectful WITH a positive attitude
- **Education:** Provides opportunity and the ability to take positive control of your life, your learning, and your behavior to become a confident role model. Provides guidance and structure in developing skills to be responsible, active, and self-motivated in your future.
- **Respect:** A feeling of deep admiration for someone or something that is prompted by their abilities, qualities, or achievements. It is also being happy with who you are, knowing who you are, and where you came from as you develop your positive personal identity
- **Positive Personal Identity:** An awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.
- **Having Respect:** You have an open mind, you are tolerant of other people, and you are willing to improve yourself, your culture, and your way of life. Living with your eyes open and a growth mindset
- **Being Respectful:** Demonstrates maturity, self-control, and a willingness to learn about others around you. Actions that show admiration for another person.
- **Showing Respect:** Being kind and polite to others. Following written and hidden rules, thinking of what you are going to say and how you say it before sharing with others, actively participating in conversations/discussions, including others, and taking pride in how you present yourself.
- **Pride:** A feeling of satisfaction from one's own achievements, achievements of others, or a combined effort. The confidence and self-respect expressed by members of the Meadow Hill community on the basis of their shared identity, culture, experience, and personal pride.
- **Language:** The opportunity and words you choose to demonstrate that you are a respectful role model, and that you have pride and respect in how you present yourself.
- **Apathy:** Lack of interest or concern. Choosing to not engage in being a positive member of the Meadow Hill community
- **Gossip:** Negative conversation or reports about other people, often involving details that are not true, exaggerated, or hurtful in nature to discuss with others. Any conversation where an individual is talking to someone about someone else's private or personal business
- **Gossiping:** When we refrain from gossiping, we preserve the trust and relationships in our learning community, and allow each other to tell our own stories in ways that honor our dignity and humanity. When we shut down gossip, we have a safer and stronger school community where each member is allowed to tell their own story.

STUDENT Responsibilities, Rights, Duties, & Expectations

Students will be provided with daily guidance, support, and redirection to support them in making choices to fulfill the required and expected student responsibilities and duties, while being treated with respect.

Student Responsibilities:

- Make the choice to respect others
- Comply with all expectations/rules
- Be honest and always tell the truth
- Complete his/her school work and complete this work to the best of their ability
- Attend school daily and arrive to class on time
- Make the choice to not disrupt school/classroom or display behavior that is disruptive to the orderly process of instruction, or exhibit hostile, physical, or verbal action against another person

Student Rights:

- To be treated with respect from others (free from discrimination, sexual harassment, harassment, physical aggression or bullying)
- To learn in a safe environment (free from bullying, personal items being taken, negative leadership)
- To be treated fairly and/or present their side of the story (due process)
- To know the classroom expectations (free from disruption and distraction)

Student Duties:

- Make the choice to contribute to a safe learning environment
- Make the choice to behave in a safe and orderly manner
- Make the choice to be respectful towards adults and other students
- Make the choice to engage in instructional learning in the school/classroom setting
- Make the choice to fulfill their obligation/duty of not engaging in behavior that detracts from the learning environment of others.

Student Expectations:

- Make the choice to become hardworking, self-motivated, responsible, positive role models with a positive attitude at all times while in attendance at Meadow Hill Middle School.
- Make the choice to learn respect, become respectful, have respect, and show respect while in attendance at Meadow Hill Middle School.
- Be hard working and learning at all times while in the learning environment.
- Be self-motivated, to be prepared for class, ready to learn, and to get immediately to work upon entering the learning environment.
- Be responsible to get themselves to class on time, to complete all assigned work, and ask questions as needed.
- Have a positive attitude while in the learning environment in order to learn respect, learn the objective for the class period, and develop positive relationships with all others in the learning environment.

TEACHER RUBRIC

Describe student's behavior in regards to making the choice to be hardworking, self-motivated, and responsible with a positive attitude:

Hardworking:

- Is the student making the choice to work as instructed, expected and/or directed in an effective and efficient manner?
- If not, document the student behavior on the Log and provide a brief description.
 - *Example:* The student chose to refuse my directive to begin working on the assignment in class and is choosing to not put forth his/her best effort

Self-Motivated:

- Is the student making the choice to not complete their 50% in the responsibility relationship in regards to classroom, school-work, arrival to class (tardies) and/or teacher/staff expectations?
- If not, document the student behavior on the Log and provide a brief description.
 - *Example:* The student chose not to follow the teacher/staff/hallway/lunch area/gym/ classroom expectations.

Responsible:

- Is the student taking responsibility and completing their 50% in the responsibility relationship in regards to the Steps of the Behavior Management Plan?
- If not, document the student and a brief description of the behavior.
 - *Example:* The student continues to choose not to fulfill the requirements of their 50% in the 50/50 relationship between Teacher and student in regards behavioral expectations.

Positive Attitude:

- Is the student coming to class with a positive attitude, which can be defined as being in class on time, being prepared emotionally to get to work once the student enters the classroom, accepting expectations, directions, and/or instructions in a positive manner.
- If not, document the student and a brief description of the behavior.
 - *Example:* The student made the choice to be late to class and not follow the directions regarding the assignment already on the board.

The above student school expectations will result in a verbal warning/reminder regarding the choice of the student to meet these expectations. Further verbal disruption and/or physical distraction will result in the next level of the Steps of the Behavior Plan.

BEHAVIOR UNIVERSAL MATRIX

<https://docs.google.com/document/d/1DxyDqMOguJgpNv5C1i15XPQfnssmZQr1/edit>

BEHAVIOR PATHWAY for INTERVENTION

<https://docs.google.com/document/d/1lu84gZb7j2BrUr0ml491gBlp22zHdXqHz7POyRJ7oDA/edit>

BEHAVIOR OFFENSES & PROTOCOLS

MINOR OFFENSE PLAN: Students who have demonstrated minor misbehavior in the classroom or other areas of the building and have progressed through the steps in the teacher’s classroom management plan. This level is for less severe but consistent infractions and includes, but not limited to:

- Classroom Disruption
- Minor profanity
- Refusing to work
- Sleeping in class
- Dress code violation
- Excessive teasing
- Off task
- Out of seat
- Not following teacher directive
- Throwing items
- late/tardy
- 3rd Prompt to wear mask appropriately
- Minor technology
- *Possible Behavior Assessment

Offense Protocol Steps:	Consequence
<ul style="list-style-type: none"> ● Conference w/student ● Parent Contact ● Office Discipline Referral ● Lunch Restriction ● Administration Option 	<ul style="list-style-type: none"> ● 1st Offense: escort to BIR, conversation with Admin ● 2nd - 5th Offense: lunch/recess restriction <ul style="list-style-type: none"> ○ Each day skipped add add'l lunch restriction ○ After 5 skipped days = ½ day ISS ● 6th Offense = 1 Major offense <ul style="list-style-type: none"> ○ ½ day ISS

MAJOR OFFENSE PLAN: Once students complete the “minor” level or for serious misbehavior - Serious misbehavior includes, but is not limited to:

- Physical aggression
- Major profanity
- Weapons
- Threats
- Theft
- Sexual/Inappropriate/Racist comments
- Vandalism
- Cheating
- Refusal to wear mask properly
- Truancy/Skipping (10+ minutes)
- Gang activity
- Bus violations
- Technology violation
- Non-Compliance during an emergency drill or emergency
- Chronic Minor (5 minors)
- *Possible Behavior Assessment

Offense Protocol Steps	Consequence
<ul style="list-style-type: none"> ● Conference w/student ● Parent Contact ● Office Discipline Referral ● In School Suspension ● Out of School Suspension ● Safety Plan ● Administration Option 	<ul style="list-style-type: none"> ● 1st offense: ½ day ISS ● 2nd offense: 1 day ISS ● 3rd offense: 2 days ISS ● 4th offense: 3 days ISS ● 5th offense: 1 day OSS ● 6th offense: 2 days OSS = Severe offense

SEVERE OFFENSE PLAN: Severe offenses will include a tiered consequence level as stated below; however, when significant safety of students, staff, or community members are involved, initial consequence steps may be overridden to address the safety of individuals (see specific areas below). Most severe offenses will be addressed through the following process and includes, but not limited to:

- Fighting - punching
- Tobacco/drugs/alcohol
- Disorderly conduct - causing disruption to the environment
- Assault
- Sexual harassment/Title IX
- Arson
- Any Major behavior that is citable
- Intentionally coughing or transfer of bodily fluids to others
- *Possible Recommendation for Expulsion.

Offense Protocol Steps	Consequence
<ul style="list-style-type: none"> ● Conference w/student ● Parent Contact ● Office Discipline Referral ● Out of School Suspension (1 to 10 days) <ul style="list-style-type: none"> ○ Re-entry Meeting required ● Contract/Safety Plan/Threat Assessment ● SRO Contact/Citation – pending investigation <ul style="list-style-type: none"> ○ Self report – no citation ● Administration Option ● Possible Superintendent Referral for Expulsion 	<ul style="list-style-type: none"> ● 1st offense: 1 day OSS, SRO <ul style="list-style-type: none"> ○ Self-report, no SRO call ● 2nd offense: 2 days OSS, SRO ● 3rd offense: 5 days OSS, SRO ● 4th offense: 10 days OSS, SRO ● 5th offense: 10 + days OSS pending investigation, SRO ● 6th offense: Possible Superintendent Referral for Expulsion

Severe Override Circumstances

- **Firearms** In accordance with the provisions of the state and federal law and the Gun Free Schools Act, any student who brings a firearm onto school property shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the District Superintendent.
- **Weapons** Students are forbidden, which includes knowingly and voluntarily possessing, handling, transporting or use any instrument in school or on school grounds that is ordinarily considered a weapon. Any object, which could be used to injure another person and has no school related purpose for being in school or on school grounds, will be considered a weapon.
- **Assault** Physical Assault, Verbal Assault, or Written Assault: a threat or attempt to inflict offensive physical contact or bodily harm on a person that puts the person in immediate danger of or in apprehension of such harm or contact. A student shall not intentionally cause or attempt to harm or cause injury to any student or school employee.
- **Severe Offense Protocol Steps**
 - Office Discipline Referral
 - Threat Assessment/Safety Plan
 - Citation
 - Out of School Suspension (to be determined by the level of threat and pending re-entry plan)
 - Re-entry Meeting required
 - Possible Superintendent Referral for Expulsion

TARDY PLAN: Students who arrive to class after the bell has rang, and *do not* have signed adult permission to be late, are considered late and will be marked tardy to class. Tardy is considered a Minor offense; however, continual repeated occurrences will result in a Major consequence.

TRUANCY PLAN: Students who skip class or portions of class are considered truant, and will receive a Major consequence. Students are considered truant when they have:

- Skipped an entire class(es)
- Not shown up to class for 10 minutes or more, without adult approval
- Left class for more than 10 minutes without adult approval (ie., staying in the bathroom or library for extended periods of time)
- Left class without permission – pending adult investigation to determine reason

Staff Role	Consequence
Classroom/Teacher Monitor & Track Classroom <i>Tardiness</i>	<ul style="list-style-type: none"> ● 1st Tardy - student signs the tardy log ● 2nd Tardy - student signs the tardy log

	<ul style="list-style-type: none"> ● 3rd Tardy - student signs the tardy log, ODR & phone call home
Administration Tardy Referral	<ul style="list-style-type: none"> ● 1st offense: 1 day lunch restriction ● 2nd offense: 3 days lunch restriction ● 3rd offense: 5 days lunch restriction ● 4th offense: 1 days ISS ● 5th offense: 2 days ISS ● 6th offense: 1 day OSS = Severe offense
Administration Monitor & Track <u><i>Skipping Class/Truancy</i></u>	<ul style="list-style-type: none"> ● 1st offense: ½ day ISS ● 2nd offense: 1 day ISS ● 3rd offense: 2 days ISS ● 4th offense: 3 days ISS ● 5th offense: 1 day OSS ● 6th offense: 2 days OSS = Severe offense

REMOVAL PLAN: Students are removed from class for minor and major behavior infractions and escorted to the Behavior Intervention Room (BIR).

- **Minor Offenses:** students will receive two reminders, documented on the Behavior Log, and upon the third offense during the class period, the student will be removed
- **Major Offenses:** students will be removed after the first offense.

RELATED INFORMATION

- **In School Suspension:** Students receiving ISS (in school suspension) are not allowed to participate or perform in any school-sponsored activity while the suspension is being enforced or for after school events.
- **Out of School Suspension:** Students receiving OSS (out of school suspension) are not allowed to participate or perform in any school-sponsored activity until completing one full day of their regular schedule following the suspension. Students who are suspended from school are not allowed on any District #1 grounds or buses, or at any District #1 activities until they re-enter school.
- **Re-Entry Meeting:** Any student who serves OSS, must return with a parent/guardian for a re-entry meeting. If a parent/guardian does not bring the student to school for the re-entry meeting, the student will be sent home until the meeting occurs. Re-entries will include an Administrator and Counselor (or Student Support Team member) in attendance.

BEHAVIOR MANAGEMENT POSTER
2 pages (PAGE 1)

https://docs.google.com/document/d/1qJhBZ8B5kwHc-gIBUjZKo_hdAVTVuSFz/edit

BEHAVIOR MANAGEMENT POSTER

2 pages (PAGE 2)

https://docs.google.com/document/d/1qJhBZ8B5kwHc-gIBUjZKo_hdAVTVuSFz/edit

BEHAVIOR INTERVENTION ROOM

PHILOSOPHY

Behavior Intervention Room

The Meadow Hill **Behavior Intervention Room** (BIR) provides an opportunity for students to have a quiet location to reflect on behavior infraction situations, concerning issues, or take a brief break. While in the BIR room, the BIR Specialist and Student have the following roles:

- **BIR Specialist** provides a calm and safe environment
- **Student** enters and is provided a space to decompress and/or take a few minutes prior to talking to the Teacher
- **BIR Specialist** provides an opportunity for Students to:
 - Engage in a discussion
 - Reflect on the situation
 - Take ownership for his/her role in the situation
 - Receive guidance in repairing the situation
- **Student** engages in:
 - A productive conversation
 - Reflect on their circumstances
 - Develop skills and understanding of his/her role in the situation
 - Receive an opportunity to repair the situation
- **BIR Specialist** provides conflict resolution circles as appropriate for the situation
- **Student** engages in conflict resolution circles when appropriate and emotionally ready

While working together, the BIR Specialist will help students enter the BIR by listening, providing guidance, and modeling the skills that students will need to practice in order to be **respectful Leaders, Engaged** students and positive **Community** members of Meadow Hill Middle School.

BIR ROOM USE

The Behavior Intervention Room has two purposes for students:

- Removal from learning environment or other areas of the building/playground for a behavior infraction
- Opportunity to take a 5-10 minute break and connect with an adult

EXPECTATIONS & GUIDELINES for Behavior Infractions

- Teacher will contact the office for a student to be escorted to the BIR room
- Teacher will provide administrator the student's *Behavior Log* when the student is picked up at the classroom to be escorted
- Student will walk with administrator (or designee) to the BIR room/office to discuss incident removal
- Once in the BIR room, the Student will:
 - Sign in on the attendance log
 - Check in with the BIR Specialist
 - Comply with BIR expectations and procedures
 - Return to the next class period when excused by the BIR Specialist
 - BIR Specialist will excuse students in ISS at the end of the day
- BIR Specialist may determine the student needs additional support and contact the appropriate support person (student support team member, CSCT, or administrator)

- If a student does not follow all BIR classroom rules, expectations, and directions, an administrator will be contacted and the student may receive additional time in the BIR room or be sent home for the remainder of the day.

WHY Breaks can be Healthy for Learning

In order for adolescents to learn, they need to be present, engaged, and active in their learning. Sometimes, a quick break to seek support/guidance from an adult about an issue that is concerning them, will reduce stress or anxiety, provide movement to re-stimulate the brain, and allow the student to re-enter the classroom ready to engage. Breaks provide the following:

- Help to process and retain information
- Allow for a better sense of the bigger picture
- Stimulate creativity
- Help cultivate healthier habits
- Increase productivity

EXPECTATIONS & GUIDELINES for Breaks

- Student will request permission from a classroom teacher
- Teacher will provide the student with a Pass that has the DATE and TIME written on it
- Student must comply with classroom check-out procedures and obtain a Pass from the Teacher that has the DATE and TIME, before leaving the classroom
- Upon arrival, the Student will:
 - Sign in on the attendance log
 - Check in with the BIR Specialist
 - Take a quiet break with Adult support
 - Verify permission on Pass
 - Comply with BIR expectations and procedures
 - Return to class when requested by BIR Specialist at the end of the break.
- BIR Specialist may determine that the student needs additional support and contact the appropriate support person (counselor, CSCT, social worker, FIT coordinator, etc.)
- Students are allowed 1 unscheduled break per day
 - Visit will be timed and logged by BIR Specialist
 - Visit will be no longer than 10 minutes
 - Visits will be tracked for excessive use and reported to homeroom teacher or classroom teacher, at which point:
 - Parent phone call as a check-in
 - Support/Intervention plan determined
 - Other
- Students must follow all BIR classroom rules, expectations, and directions

DECISION RULES for Tracking Breaks

Students who consistently are taking breaks may need additional support. Students who utilize the Behavior Intervention Room for breaks will log in and the BIR Specialist will track visits. Based on the number of visits and/or the intent for the break, the BIR Specialist will notify the Homeroom Teacher (or requested Teacher) or a Support Staff for an additional intervention.

Homeroom Teacher/Teacher:

- Referred for the following:
 - Students who visit 3 times within one week

- Students who visit 1-2 times a week for 2 weeks in a row
- Students who visit once a week for 3 weeks in a row
- Students who visit during the same period 3 times within a 2 week period (BIR Specialist will contact this teacher)
- Action Step:
 - Teacher will talk to the student and call home to check in
 - The intent is to determine **why** the student is leaving class and to inform the parent/guardian their student is struggling (not punitive or behavior infraction call)
 - Teacher may refer to the Support Team, depending the outcome

Support Staff:

- Referred for the following:
 - Student is crying or too upset to return to class
 - Student indicates unsafe behavior toward self or others
 - Student needs to report incident that occurred at school or may impact the learning environment
- Action Step:
 - Student Support will talk to a student and evaluate the needs and situation
 - Support a student in returning to class when appropriate
 - Communicate needs of a student to Teachers as appropriate
 - Contact parent/guardian for unsafe or concerning behavior – as an advocate

MISUSE of Break Time

Students who misuse break time in the Behavior Intervention Room, such as:

- Leaving class without permission and go to the break room
- Arriving after lunch/recess, between classes, etc. without a pass

Will receive consequences aligned to the **Behavior Management Plan:**

- Administration will be contacted
- Student will receive Minor consequences per their **Behavior Incident Form**

With repeated misuse of the Behavior Intervention Room for a break, a student will lose this privilege and may receive a Major consequence assigned by administration

COMMUNICATION

CHANGE OF ADDRESS OR EMERGENCY INFORMATION

It is extremely important that emergency information is kept up-to-date at all times for the safety of your child. If, at any time during the school year, you change your address, daytime phone number, or preferences for emergency contacts please contact the school **immediately**. For change of address within Meadow Hill, please contact the office at 406-542-4045. Any necessary transportation changes will be made at this time.

CUSTODY RECORDS

It is important that we have an up-to-date copy of custody papers on file at Meadow Hill Middle School. If you have not given a copy of your documentation to the school, or have had a change, please contact the office at 406-542-4045.

DELAYS AND CLOSINGS

It is important that parents plan ahead for how your family will proceed if there is a school delay or cancellation, or an emergency closing after students have arrived at school. Your student(s) will adjust to the immediate situation better if you have reviewed your plans ahead of time. Below are the District's cancellations and delay guidelines.

Inclement Weather Communication General Guidelines: As soon as a decision is made to delay or close school, a message is immediately posted through Blackboard Connect (automated phone call). Local radio and television stations are also notified with updates.

PARENT CONNECTION on "Q"

Missoula County Public Schools is pleased to make "Q" ParentConnect available to parents/guardians of middle school and high school students. This system provides direct access to a **student's grades, assignments, transcripts, attendance and other information** via the Internet. Each "Q" Parent Connection user is assigned a unique PIN number and password that enables viewing of student information.

You can track your student's grades, behavior and lunch account information on "Q". Please make sure if you are new to Meadow Hill that you sign up for a Parent Connect account. A link to this website is located on the school website at: www.mcpsmt.org. If you are not currently set up for "Q" please call 542-4045 and speak with Melanie or Christine, office secretary.

PARENT ORGANIZATION: Parent Teacher Organization (PTO)

The goal of our PTO is to provide parents with an opportunity to be involved in their child's middle school experience. PTO encourages parents to be involved by bringing new ideas, creativity, and enthusiasm to the Meadow Hill community.

- There are monthly meetings that are announced through the PTO Facebook page and the weekly email from the principal.
- All parents, guardians, and community members are welcome
- Attendees will learn about upcoming events, the needs of the school, teachers and students, and help with planning and support the school in a variety of ways.
- There are many opportunities to be involved and volunteer: dances/socials, picture day, 4.0 luncheon, hearing and vision screening, 8th grade promotion, field days, etc.

- Membership dues are an important part of fund-raising each year and PTO needs parent support. Dues are \$5.00/year, and businesses can become members for \$25.00.

PARENT COOPERATION IN TIMES OF EMERGENCY (Blackboard Connect)

Missoula County Public Schools will notify parents as early as possible if severe weather or other circumstances require that **schools delay start time or schools are closed and cancelled for the day. The District will use the Blackboard Connect system to communicate with families by telephone and email should school be cancelled or delayed.** A recorded phone message and email will be generated to each household as early as 6:15 a.m. It is the responsibility of parents to ensure that the school has their most current phone and email information on file. Parents may also find information at the following:

- Visit the District's website at www.mcpsmt.org (information will be posted)
- Visit the Missoulian website at www.missoulian.com (information will be posted)
- Call **728-2400** and listen to a pre-recorded message announcing any closures or delays.
- Tune into one of these radio or television stations: KMSO (FM 102.5), KYSS (94.9 FM), KLTC (107.5 FM), KBAZ (96.3 FM), KGGL (FM 93.3), KZOQ (FM 100.1), KXDR (98.7 FM), KBQQ (106.7 FM), KECI (local NBC Television Affiliate), KPAX (local CBS Television Affiliate).

If you hear that buses are delayed or that school is starting late due to severe weather, **please keep your child(ren) at home and supervised** until either buses arrive or until the publicized time that school begins.

GENERAL INFORMATION

AGENDAS

It is recommended that Meadow Hill students use an agenda or another notebook to track their homework and deadlines.

BICYCLE/SKATEBOARD SAFETY

Students are to use the crosswalks when crossing streets and to walk their bikes/skateboards when crossing intersections or on the school grounds. Students MUST keep bikes outside in the bike rack. Students are strongly encouraged to bring a bike lock and lock up their bike during the school day in an effort to prevent theft. Skateboards may be locked up in our BIR room during the day. All students riding bikes/skateboards to and from school are asked to wear helmets.

Due to the traffic congestion at the beginning and end of the day, students ARE NOT ALLOWED to ride bikes/skateboards in the parking lot, bus lane, or the entrance area in front of the school or the 6th grade door. They should walk their bikes/skateboards to the sidewalks for safety.

BUS TRANSPORTATION

Beach Transportation PHONE (406) 549-6121

Bus transportation to and from school is a privilege provided to MCPS students by **Beach Transportation**. In addition to our regular bus routes, Meadow Hill also provides activity buses for students who are involved in after school activities. Behavior expectations for all students utilizing Beach buses are the same as the behavior expectations at school. Students who are not conducting themselves in a respectful, responsible and safe manner will be subject to consequences, which may result in the loss of bus riding privileges from 3 days to permanently for the remainder of the school year. Loss of riding privileges includes all field trips, athletic events, and transportation to and from home. If your student receives a Bus Discipline Referral, the Assistant Principal will contact you. Misbehavior may also include school consequences.

All bus routes are posted on the Beach Transportation website www.beachtrans.com.

BUS CONDUCT

Safety, respect and courtesy are expected of all students who ride the school buses to and from school and on field trips. Any time there is a behavior infraction on the bus, parents will receive a Bus Conduct Report and/or contact from the principal.

- Classroom conduct is the accepted behavior (Be ENGAGED, Be a LEADER, and Be a proud COMMUNITY member).
- This looks like: following the driver's instructions, remaining properly seated, talking quietly, and keeping your hands and personal items to yourself.
- Obscenities and profanity will not be tolerated on the school bus.
- Bullying/harassment (teasing, shouting, pushing, intimidation, fighting) is not acceptable.
- Students who do not follow the rules may be suspended from the bus.

SEATBELT EXPECTATIONS

If seatbelts are available on your bus:

- All students are required to wear seatbelts as designed.
- Students are expected to buckle themselves in once they have taken their seat. If a student needs assistance, students may ask the bus driver for help.

- Students refusing to use seatbelts as designed will be subject to a Bus Conduct Report and/or contact from the principal.
- Repeated refusal to wear seatbelts may result in suspended riding privileges from the bus.

CAFETERIA: BREAKFAST AND HOT LUNCH PROGRAM

Meadow Hill Middle School offers a breakfast and hot lunch program.

- Breakfast is served daily from 7:45-8:10 and it is free to all students
- Hot lunch will consist of a main entree, milk, and dessert. There is a fruit and salad bar included with the hot lunch every day. The cost for lunch is \$3.00. Students who receive free or reduced lunch prices should fill out a form to receive discounted lunch.

A student also will have several choices from the ALA CARTE. The ala carte line is **NOT** included in the hot lunch program; however, is available to your student through their lunch account. Parents have 24 hour access to their student's account balance on "Q" Parent Connect. Students may not share their lunch, breakfast or ala carte account with other students. **Checks** should be written to Meadow Hill Middle School. Breakfast and lunch calendars are available in the office. Students may bring a sack lunch.

CAFETERIA: BEHAVIOR EXPECTATIONS

- Students are to walk to the cafe and engage in quiet conversation. (no throwing/tossing food, climbing over tables, etc.)
- Students will pick up after themselves and dispose of leftovers and trash.
- Food and beverages are not allowed outside and must be consumed in the café.
- Bathroom passes are available from administrator on duty and lunch staff.
- Violations in the lunchroom will result in eating lunch and spending recess in BIR.

DUE PROCESS

Formal due process procedures are required when the potential disciplinary consequences involve expulsion. Then the student must be notified in writing of the specific violation with which he/she is charged and of the school's witnesses and evidence. If the violation is denied, the student must be given a fair opportunity to present his/her own witnesses and evidence to the decision maker.

For further clarification of the formal procedures available to students refer to Missoula County Public Schools' suspension and expulsion policy (File 3300).

EARLY RELEASE

Meadow Hill Middle School is dismissed one hour early every Thursday at 2:30p.m. Buses run one hour early on early-out days.

HEALTH ENHANCEMENT

Health Enhancement is designed to be a fun and enjoyable class for students. Requirements are as follows:

- Wear appropriate clothing: shirt, shorts and/or sweats, and tennis shoes. Students are not required to change for P.E. classes.
- Give your best effort.

- Respect your classmates and teacher.
- Follow behavior expectations outlined by Meadow Hill Universals.
- A student may be excused from activity for up to three (3) days with a note from the parent/guardian. A medical doctor's excuse is needed for more than three days.

The District Health Enhancement Curriculum emphasizes the growth and development of a student's emotional, mental and physical health through prevention. Areas of special importance are as follows:

- Addiction prevention
- HIV/AIDS prevention
- Incest and sexual assault prevention (personal safety)
- Human sexuality

Parents are informed in writing by the school when the students will begin instruction in these areas. Parents may exclude their children from these components of the curriculum by informing the principal of the school in writing.

LOCKERS (7th & 8th GRADE)

Each student will be assigned a locker. Each locker has a different combination and should not be shared with other students. No private locks are to be used for security reasons. Some decorations are acceptable as long as they agree with the mission statement of our school. Students are charged for damage to lockers. There may be inspections throughout the year. Missing numbers or jammed lockers may result in loss of the use of a locker, a fine or both.

Students should not bring costly electronic items to school, which includes phones. The school is not responsible for personal electronics brought to school.

There are lockers located in the gym dressing rooms. Students **should not** leave their personal possessions in gym lockers because they *do not have locks* and due to high volume of students in the dressing rooms, they are a common area of theft. This includes during athletic events and practice.

LOST AND FOUND

Lost articles are put on the lost and found table in the main hallway. Smaller items like watches, glasses, and jewelry are kept at the office. At the end of each semester the school delivers lost and found items to charitable organizations if they are not claimed.

PARENT / CITIZEN COMPLAINT PROCEDURE

In general, a problem should first be addressed with the party whom there may be a problem. If the problem is not resolved, please contact the appropriate person listed below

- Teacher – classroom concerns
- Principal – safety, curriculum, staff member, other
- Assistant Principal – safety, behavior, athletics/coaches, staff member, other
- Assistant Superintendent – concerns about building administrator
- Superintendent – if concern is not resolved with Assistant Superintendent
 - Superintendent's Office at the Administration Building, 215 S. 6th W., and at the school.
- Board of Trustees – if concern is not resolved with Superintendent

SCHEDULE CHANGES

Student schedules are created each spring for the following year by counselors. Students in 6th and 7th grade receive the opportunity to participate in all four Exploratory options, with 8th grade receiving more choice options

- 6th Grade:
 - Spanish, Art, Keyboarding, and Introduction to Engineering
 - Choice of music option: choir, band or orchestra
- 7th Grade
 - Spanish, Art, Design and Modeling, and Medical Detectives
 - Choice of music option: choir, band or orchestra
- 8th Grade:
 - Choice preference: Spanish, Art, Green Architecture, Business, Entrepreneurship, Automation and Robotics, Computer Applications
 - Choice of music option: choir, band or orchestra

Due to the increasing enrollment the past few years, Meadow Hill is at full capacity in all three grade levels. We are unable to make simple schedule changes. There will be NO schedule changes throughout the year, with two exceptions:

- **Academic Support:** students who may need additional support from labs or other academic opportunities for them to be successful in core academic classes.
- **Music classes:** This is available **ONLY the FIRST WEEK of School**, and if there is room. If your child is not in the correct music class, please contact your child's counselor.

VEHICLES

Meadow Hill Middle School students are NOT allowed to drive to school even if they have a driver's license during their 8th grade year. Parents please comply with the following safety precautions:

- Entry to the parking lot is only to occur in the middle driveway. This driveway is posted "Enter."
- Exit the parking lot only through the north driveway. This driveway is posted "Exit."
- **Do not use the bus lane** during the school day. This is for school buses only.
- Parents should not park on the street requiring students to cross the parking lot or Reserve Street during the morning arrival or afternoon dismissal while moving cars are present. This is most problematic in the afternoon. An alternative park & wait parking lot is provided on 24th street. Parking spaces are provided the entire width of the school grounds, which allows convenient and safe access to all parked cars.
- When transporting students to school in the morning, please pull as far forward into the parking lot as possible. This procedure will reduce other cars from pulling around you, and provide a faster flow to the morning routine.

VISITING ANIMALS

In order to ensure the safety of our students, any animal brought to classes for presentations, should follow these guidelines:

- Prior communication between the teacher, principal and parents to discuss:
 - Appropriateness of animal
 - Specific behavior of animal
- A parent must be in charge of the animal

- Length of visit will be prearranged
- Animals must be on a leash or in appropriate confinement

HEALTH SERVICES

ALLERGIES

The District has procedures for the management of life threatening allergies of students. Information about these procedures may be found on the District's website under the student services then health services tab.

Life threatening reactions are called anaphylaxis (pronounced an-a-fi-LAK-sis). Anaphylaxis can occur from stinging or biting insects, medication, foods or latex. Anaphylaxis is a collection of symptoms affecting multiple systems of the body. The onset of these symptoms is most commonly immediate, although may be delayed by hours. The symptoms can include:

- Mouth: Itchy, swelling of tongue and/or lips
- Throat: Itchy, tightness/closure, hoarseness, trouble breathing/swallowing
- Skin: Itchy, hives, redness, swelling, red watery eyes
- Gut: Nausea, vomiting, cramps, diarrhea
- Lung: Short of breath, wheeze, repetitive cough
- Heart: Pale or blue skin color, dizzy/faint, weak pulse
- Neurological: Sense of "impending doom", irritability, change in alertness, mood change, confusion

On occasion, other students and parents may be asked to limit bringing in certain items due to another student's life threatening allergy. Your cooperation with these needed restrictions is greatly appreciated and important to keep all children safe.

ANAPHYLACTIC POLICY

Students with Asthma, Severe Allergy, or Anaphylaxis In case of an anaphylactic reaction or risk of such reaction, a school nurse or staff member, exempt from the nursing license requirement under MCA § 37-8-103(1)(c), may administer emergency medication to any student in need thereof on school grounds, in a school building, or at a school function, according to any written instructions provided by the student's licensed health care provider.

Students with asthma, severe allergies or anaphylaxis may be authorized by the District and the student's licensed health care provider to possess and self-administer emergency asthma, severe allergy, or anaphylaxis medication during the school day, during field trips, school-sponsored events, or while on a school bus. Immediately after using epinephrine during school hours, a student shall report to the school nurse or other adult at the school who shall provide follow-up care, including making a 9-1-1 emergency call. Authorization granted to a student to possess and self-administer emergency medication shall be valid for the current school year only and must be renewed annually.

In order to obtain the authorization to possess and self-administer medication, the following must be met:

- The parents, individual who has executed a caretaker relative authorization affidavit, or guardian must provide a written and signed authorization for the student and sign a statement acknowledging that the District may not incur liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents or guardians shall indemnify and hold harmless the District and its employees and agents against any claims, except a claim based on an act or omission that is the result of gross negligence, willful and wanton conduct, or an intentional tort.

- A written authorization from the student’s licensed health care provider containing the name and purpose of the medication, prescribed dosage, and description of time or times at which or the special circumstances under which the medication is to be administered.
- Documentation that the student has demonstrated to the health care provider and the school nurse, if available, the skill level necessary to self-administer the asthma, severe allergy, or anaphylaxis medication as prescribed.
- Documentation that the student’s health care provider has formulated a written treatment plan for managing asthma, severe allergies, or anaphylaxis episodes of the student and for medication use, as prescribed, by the student during school hours.

If provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit, or a guardian and in accordance with documents provided by the student's health care provider, asthma, severe allergy, or anaphylaxis medication may be kept by the pupil and backup medication must be kept at the student’s school in a predetermined location or locations to which the student has access in the event of an asthma, severe allergy, or anaphylaxis emergency.

COMMUNICABLE DISEASE AND ILLNESS

If your child feels too ill to participate in school or needs more care than is reasonable in the classroom, the child should stay home until he/she feel better. A complete list of symptoms or illness when students must stay home can be found on the District website under the student services then the health services tab. It may be necessary for the school to send a child home due to illness. If there is the possibility of a communicable disease, the child may return when the condition clears or a health care provider authorizes the child’s return to school. The school may also enforce more stringent illness guidelines when advised or ordered to do so by the health department in outbreaks of contagious illnesses.

EPINEPHRINE AUTO-INJECTORS IN SCHOOLS

Each district school may maintain a stock supply of auto-injectable epinephrine to be administered immediately for actual or perceived anaphylaxis (life threatening allergic reaction) in any student by a school nurse or other authorized personnel in accordance with Montana law (MCA § 20-5-421) and Board Policy 3416. Emergency Medical Services (911/EMS) will be called immediately. The parent will be notified following all administration of epinephrine and EMS notification. The limited stock of this medication is not intended to be used in place of medications previously or currently prescribed for specific students or staff with known allergies. Students with known allergies are expected to continue to provide their own health care provider ordered medications and written individual annual anaphylaxis plan.

HEAD LICE

Head lice are pests that occur in all communities throughout the year. Lice are transmitted by head to head contact with an infested person. Head to head contact can occur in school but typically does not. Schools tend to be the place that identifies infestations then educates about head lice. For further information see the district website at www.mcpsmt.org □ student services □ health services □ head lice.

HEALTH SCREENINGS

Hearing screening is done for preschool, kindergarten, 1st and 10th grade students. Additional students may be screened when referred for concerns. Vision screening is done for Pre-school through 5th grade students. Parents are notified if there are concerns. Screenings are not meant to take the place of professional exams.

HEALTH SERVICES

First aid for injuries and illness response is provided by school staff and if present and available, a school nurse. It may be necessary for the school to contact emergency services or to send a child home due to illness or injury. It is VERY important that the school have current emergency names and phone contacts.

Parents and guardians should complete a new health history form whenever there are significant health changes in your child such as a new life threatening allergy. Ask the school secretary or school nurse for this and any other health related forms, procedures or information or see the district website under the student services then health services tab.

IMMUNIZATIONS

Montana State Law requires that all students, preschool through grade 12 have a record of four DPT (at least one dose after the fourth birthday), three Polio (at least one dose after the fourth birthday), and two MMR immunizations before they are enrolled in 7th grade. **By law, students must have a tetanus booster within 5 years and a second MMR prior to starting 7th grade.** There is a waiver available from the school office for religious or medical reasons.

MEDICATION

Most student medication can be taken at home either before or after school. Only those medications that your child must have while at school are permitted. "Medications" include prescription, over the counter and homeopathic or alternative medications such as vitamins. For the safety of all students, **students are not allowed to carry any medication unless permitted by law (allergy and asthma medications) or by an accommodation plan.** Parents or guardians must bring all other medications to the school office or health office in a pharmacy or manufacturer labeled container. All medications must have annual written parent permission and health care provider signature on file. Unused medication is discarded at the end of the school year. Related medication information and forms may be found on the district website under the student services then health services tab.

SAFE & INVITING SCHOOLS

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell Phones, earbuds/head phones, wearable technology, and other personal electronics may not be used after 8:20 a.m. or before 3:30 p.m. without specific permission from teacher/administrator for educational purposes only. We recognize that there are applications of electronic devices that can enhance learning in the classroom. However, unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use will result in confiscation of the device by school staff, including classroom teachers and supervisory aides. Confiscated devices will only be returned to the parent or guardian. Repeated unauthorized use of such devices may result in disciplinary action and/or loss of privilege to have at school.

The school may discipline students who misuse electronic communication devices away from school on their own time if either of the following is true:

- The student's use of the electronic communication device causes significant disruption at school or serious harm to the school, other student(s), or school personnel,
- The student knew, or should have known, that the disruption or harm would happen.
- The student knew, or should have known; that the behavior was inappropriate based on district behavior guidelines.

The appropriate use of electronic devices requires everyone to do their part.

- No cell phone use from 8:20-3:30. Phones can be used before and after school
- Cell Phones and earbuds/head phones are to be in lockers for all 7th and 8th graders unless for use of educational purposes and teachers ask students to go get them.
- Sixth grader teachers will collect phones as there are not secure lockers for 6th grade students. However, staff are not responsible lost or stolen devices. It is best practice to leave cell phones and devices at home.

Student's Responsibility:

- Know and follow each teachers and school-wide expectations.
- Understand the legal ramifications of inappropriate electronic communication, including but not limited to cyber bullying, sexting, etc.
- Understand the district discipline guidelines as outlined in the Student Handbook and District Policy.
- Follow school expectations and ensure your device is in a safe and secure place.

Teacher's Responsibility:

- Articulate and communicate classroom policies to students and families in a variety of formats.
- ONLY allow use of student phones for educational purposes.
- Guarantee equal access to electronic devices if they are required for an assignment.
- Understand the district discipline guidelines as outlined in the Student Handbook and District Policy.
- Teachers are not responsible for lost or stolen devices.

Parent or Guardian Responsibility:

- Understand that contacting their child during class time is disruptive to the classroom environment and may result in student loss of their device (**PLEASE CONTACT THE OFFICE FOR A MESSAGE TO YOUR CHILD**).

- Know their child's schedule so your student is not using electronic communication during class time.
- Understand the district discipline guidelines as outlined in the Student Handbook and District Policy.

Administration Responsibility:

- Provide education to students regarding legal issues surrounding inappropriate electronic communications.
- Understand the district discipline guidelines as outlined in the Student Handbook and District Policy.
- Create, communicate and implement school-specific and District policies and procedures.

CHEATING AND PLAGIARISM

Any of the following actions will be considered cheating:

- Any form of plagiarism.
- Using the work of someone else as your own.
- Copying homework, quiz or test answers from another student's paper.
- Allowing someone else to copy your work.
- Theft of an answer key for a test, quiz or assignment.
- Use of cheat sheets.
- Deliberately communicating to other students the questions that were on a test, quiz or assignment that you have taken but they have not.
- Allowing someone else to use your flash drive or password to access your work or account.

Consequences for cheating may include any of the following: parent contact by the teacher; failing an assignment, test or quiz; detention; additional assignment; In-School Suspension

COFFEE

Students may bring coffee drinks to school that are 16 ounces or LESS. Coffee drinks in excess of 16 ounces will be confiscated and poured out. Teachers reserve the right NOT to allow coffee, other drinks or food in their classroom at any time.

Students arriving to school, after the tardy bell has rang, with coffee or other drinks from Starbucks/Freshmarket/Jays Mart/etc. will have their beverage confiscated and poured out if not accompanied by the adult dropping them off. With repeated offenses, the student will receive a lunch restriction, ISS, and/or a parent/guardian meeting. Parent/guardian will be contacted.

DISABILITY ACCESS

Anyone needing accommodations for a disability to facilitate attendance at meetings or school-related activities hosted in the building is asked to call the school in advance of the meeting.

DRESS CODE

Meadow Hill's dress code recognizes that school is a place of education and business. Clothing that can be interpreted as offensive will not be tolerated.

Students not dressed appropriately, will change their clothes or parents will be asked to bring a change of clothes:

- Appropriate footwear is required for safety. Slippers may not be worn.
- Blankets may not be used throughout the day or carried out at recess.
- No midriff showing – the bottom of the shirt, blouse or top should overlap the top of pants, shorts, or skirt throughout normal activities.
- Students must wear shirts at all times.
- No low cut tops- No cleavage or chests showing
- Skirts and shorts should be of modest length with no underwear showing, tops of thighs or bottom of cheeks showing, or slits in shorts showing skin underneath.
- When wearing jeans, underwear may not be showing.
- No clothing promoting drugs, alcohol, gang related or that is interpreted as offensive.
- Hoods **cannot** be worn inside the school at any time as it hides eyes and ears, which affect instructional time. Hats may be worn within the following guidelines:
 - Adults in the building may request a student to remove their hat at any time. Refusal to comply with this request will result in a parent pick-up at the office.
 - A student may permanently lose his/her privilege to wear hats at school.
 - Hats may not be worn to science labs, concerts, rehearsals, assemblies, guest speakers, performance outings, or at the discretion of any staff member.
 - Each teacher reserves the right to remove this privilege with administrative support.

EMERGENCY DRILLS

The safety and preparedness of all students at Meadow Hill Middle School is extremely important. To be sure that everyone knows what to do in case of an emergency we will have Fire, Lock Down, Earthquake and Evacuation Drills throughout the year. You never know when it could be a real emergency and not just a drill.

ENERGY DRINKS

Energy drinks are not allowed at school at any time. These include Monster, Red Bull, Mio with energy, 5 hour energy shots, AMP, Rockstar and all other energy brand drinks. They will be confiscated and poured out. With repeated offenses, the student will receive a lunch restriction, ISS, and/or a parent/guardian meeting. Parent/guardian will be contacted.

FERPA: Family Education Rights and Privacy Act of 1974, Public Law 93-980.

The Board of Trustees of Missoula County Public Schools has established written policies regarding the collection, storage, retrieval, use and transfer of student educational records collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents' and students' rights to privacy.

Student records maintained by the district may include, but are not necessarily limited to identifying data, report cards, transcripts, test scores, attendance data, reports of psychological testing, health data, teacher or counselor observations, and verified reports of serious or recurrent behavior problems.

These records are collected and maintained in the administrative office of each school under the supervision of the building principal. They are available for review by you, and by teachers and

staff working with the student. Information is not released to others unless (1) written consent of the parent permits disclosure, (2) it is directory information, (3) it can be released under limited circumstances permitted by law.

You have the right to inspect and review any and all records related to your child including the listing of persons who have reviewed or have received copies of the information. Parents wishing to review their children's records should contact the school office and arrange an appointment with the principal. School personnel are available when it is not practical for you to inspect and review the records at school. A reasonable fee is charged for copies.

If you believe the information in the record file is inaccurate or misleading you have the right to request a correction be made and to add comments of your own to the record. When an agreement between the parent and principal cannot be reached, you have a right to a hearing. A hearing officer, one who does not have direct interest in the outcome, is assigned by the school to resolve the matter within the guidelines set forth in the district policy.

A copy of the District Student Education Record Confidentiality Policies may be reviewed in the District Special Education Office. Federal law permits a parent to file a complaint with the US Department of Education in Washington, D.C., if you feel the school is violating public school records statutes.

Missoula County Public Schools follows state and federal law concerning directory information. This is considered non-confidential information and may be publicly released without permission of parents. Directory information includes data such as: student's name, address, telephone number, grade and school attended.

If you do not wish any or all of the above information released about your child, you may request nondisclosure by sending a written request to the school office by September 15, 2017.

GUEST TEACHER

Substitutes are considered *Guest Teachers* at Meadow Hill. As a guest in our building, along with guest speakers, family members, district support staff, and community members, the expectation is to be **Respectful, Kind, and Helpful**. Please welcome our Guest Teachers and the importance of their job as they provide instruction and an engaged learning environment while your child's teacher may be absent.

HARASSMENT, INTIMIDATION, HAZING AND BULLYING

The Board will strive to provide a positive and productive learning and working environment (Policy 3005). Bullying, harassment, intimidation, or hazing, by students, staff, or third parties is strictly prohibited and shall not be tolerated.

Harassment, intimidation, or bullying means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop, and that has the effect of:

- Physically harming a student or damaging a student's property;

- Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
- Creating a hostile educational environment; or
- Supporting another who is bullying a student or staff member ('cheerleading', 'taunting', 'egging on', etc.).

Harassment, intimidation and bullying can take many forms - verbal, written, electronic, visual, physical and psychological - and is often, but not always, associated with race, ethnicity, religion, gender, sexual orientation, socioeconomic status, or physical differences.

Hazing includes, but is not limited to, any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any District-sponsored activity or grade-level attainment.

No person, including a district employee or agent, or student, shall harass, haze, bully or intimidate another based on the provisions of applicable local, state and federal laws and regulations that prohibit discrimination. It is the policy of the board to comply with all nondiscrimination laws.

Complaints of harassment/intimidation, hazing and bullying will be handled according to the provisions on sexual harassment, below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, by including appropriate language in school handbooks.

OFFICE TELEPHONE USE

To protect the instructional time for teachers, we try hard not to interrupt classes during the day. However, please be assured that **IN CASE OF EMERGENCIES**, the staff will deliver messages to students. When messages are necessary, messages for students at the end of the day should be reported to the school office by 2:50 p.m. (on early out days by 1:55 p.m.) Parents please do not give your student permission to use their cell phone during the school day as it is against school and district policy. The school does have a phone available in the office for students.

- Use limited to 2 minutes
- Use is for communication to parent or guardian
- Must have a pass from teacher or permission from office to use phone
- Lunchtime use is prohibited or strictly for emergencies only.

SEARCH AND SEIZURE

Students have right of individual privacy and a right to be free from unreasonable searches and seizures under the Constitution of the United States and Montana. Students' rights are not unlimited; however, and must be balanced against school officials' substantial need and responsibility to maintain order and to protect the health, safety and welfare of the school population.

School administration may conduct searches and seize property when they have a reasonable suspicion that a student has engaged or is engaging in a violation of a school rule or a criminal statute. Search and seizures must be reasonable under the circumstances. School officials observe the following guidelines in making searches and seizures.

- School officials may conduct general searches of school property, including personal items located on school property, whenever they have a reasonable suspicion that an object or item violating a school rule or a criminal statute is on the property. They may search without the student being present.
- School officials may seize illegal items such as firearms, weapons, drugs and other objects that pose a threat to the health, safety, welfare or security of the school population.
- School officials may temporarily remove from a student's person, items used to disrupt or interfere with the educational process or with the maintenance of order in the school.
- School officials may search a student if they have a reasonable suspicion that the student has in his/her possession illegal items or items that may interfere with the maintenance of order in the school
- The school owns student lockers and school officials may search them on a periodic basis to protect the health, safety and welfare of the school population.
- School officials may search a motor vehicle parked on school property if they have a reasonable suspicion that an object or item in or on the vehicle jeopardizes the health, safety or welfare of the school population.

STUDENT RECORDS

MCPS, in conjunction with Meadow Hill Middle School, recognizes that the public has a right to complete information. It also recognizes the right of privacy of the students, school officials and employees. Administrative procedure provides a method whereby information will be made available to those having a right and need to such information as long as rights of privacy also are considered. The procedures are consistent with the Family Education Rights and Privacy Act of 1974, Public Law 93-980. Meadow Hill Middle School does not seek prior consent from parents to send school records to another school system in which the student has enrolled, but rather sends records as requested by the receiving institution.

TITLE IX

Missoula County Public Schools does not discriminate on the basis of sex in programs, activities, or employment as required by Section 86.9 of the regulations of Title IX of the Education Amendment of 1972. Inquiries concerning Title IX may be referred to the Title IX coordinator of the Missoula County Public Schools or to the Director of the Office of Civil Rights, Department of Education, Washington, D.C. Title IX complaint forms are available in the office of Meadow Hill Middle School and at the administration building.

The District's Title IX, Section 54 Coordinator is the Director of Human Resources, Administration Building, 215 South 6th Street West, Missoula, MT. The Meadow Hill Middle School building officer is Christina Stevens.

Families in Transition (FIT) Program

The McKinney-Vento Homeless Assistance Act affords eligible students the rights to immediate enrollment, transportation/busing, automatic enrollment in the free/reduced lunch program, automatic enrollment in Title I services (regardless if in a Title I school), all school-based services of which they qualify, participate in all programs and activities offered to students and families and challenge enrollment/school-choice decisions.

Who is Eligible for FIT Services According to the McKinney-Vento Act?

The term “homeless children and youth” refers to individuals who lack a fixed, regular and adequate nighttime residence. Under the law, a child may qualify as homeless if he or she is:

- Living in an emergency shelter, domestic violence shelter, or transitional housing. Examples in Missoula might include: Carole Graham, Mountain Home Montana, YWCA Gateway Program, YWCA Pathways Shelter, Family Promise, Missoula Youth Homes, etc.;
- Living in a motel, hotel, trailer park, or campground due to economic hardship;
- Abandoned in a hospital;
- Awaiting foster care placement;
- Living in a car, park, public place, bus or train station, abandoned building, or other structure not meant for housing;
- Doubled-up with relatives or friends due to a loss of housing, economic hardship, or a similar reason;
- NOT living with a parent or legal guardian; is an unaccompanied youth living in a situation that meets one of the definitions listed above or due to extreme conflict, unsafe or unsupportive living conditions.

How does the McKinney-Vento program work at MCPS?

Missoula County Public Schools employs a Families-in-Transition (FIT) liaison to advocate for families and to assist them in coordinating academic support for their students. The FIT liaison works closely with Family Resource Center or FIT coordinators at each building in the district to assure eligible families receive needed support. The FIT liaison assists families with immediate school enrollment for eligible students (regardless if missing immunization or academic records), arranges for busing or transportation assistance, and refers students for Title I services for those in grades K-8.

Family Resource Center or Families in Transition Coordinator

A Family Resource Center or Families in Transition Coordinator is available in each MCPS building. FRC/FIT coordinators are available to serve families seeking help with life’s transitions, challenges and changes. The coordinators assist with accessing resources and services:

- McKinney-Vento services for families and youths experiencing homelessness (as defined by the McKinney-Vento Homeless Assistance Act);
- Additional academic supports;
- Housing and employment – options and information;
- Clothing, food and toiletries – supplies and resources;
- Information, referrals and paperwork assistance;
- Connections to community supports and programs; and
- Crisis/personal support

To learn more about the services available to families and youths experiencing transitions due to economic hardship, talk to your building FRC/FIT coordinator, secretary, teacher or principal. Meadow Hill’s FIT Coordinator is Laura Reardon. Email: lreardon@mcps.k12.mt.us, or by phone at 728-2400 Ext. 4469

TOBACCO POLICY

The Missoula County Public School District, inclusive of all its building and property, shall be tobacco free 24 hours a day, 365 days per year. This includes all days when school is not in

session and other activities not associated with, or sponsored by, the school. Possession or use of tobacco products (tobacco includes, but is not limited to, cigarettes, e-cigs, cigars, snuff, smoking tobacco, smokeless tobacco, or any other tobacco or nicotine innovation) by employees on district property, in district vehicles and at school-sponsored events (whether on or off district property) is prohibited at all times. Exceptions to this include in a classroom or on other school property as part of a lecture or demonstration or educational forum sanctioned by a school administrator or faculty member concerning the risks associated with use of a tobacco product or involving Native American use of traditional tobacco for ceremonial purposes under the supervision of a faculty member or other responsible adult. The use of tobacco products by all students on school district property is prohibited. This includes non-school hours and all events sponsored by the school or others. Advertising of tobacco products is prohibited in school buildings, on school property, at school functions and in all school publications.

VISITORS

Parents and other adults are always welcome to visit our school. We request that you contact the school office in advance of your visit if you would like to observe a particular activity. Visitors and volunteers are required to sign in at the office upon arrival, present a valid form of identification, and wear an identification badge while in the building.

WEAPONS-FREE SCHOOLS

The presence, possession or use of weapons on school property or school-sponsored events is prohibited, unless authorized in writing by the Superintendent. Weapons include guns, knives, pepper spray, explosives, clubs or any object that may be used as a weapon. Students found to bring, possess or have a weapon on school property or school-sponsored events shall be suspended. The student may be recommended by the Superintendent for expulsion by the Board of Trustees for not less than a year, unless modified by the Board of Trustees.

STUDENT ACTIVITIES & LEADERSHIP

ATHLETIC PROGRAM

Athletic program includes 6th, 7th and 8th grade students. Seventh and eighth grade students may participate in the “sports-in-session” program. Sixth graders are permitted to compete in specific programs. There is an activity fee for all competitive sports. Athletic schedules and information pertaining to athletics will be found on the school website

<http://mcpsmt.schoolwires.net/domain/886>

Sport	Grade	Gender	Season
Soccer	6, 7 & 8	Boys and Girls	Sept. 8 – Oct. 14
Volleyball	7 & 8	Girls	Sept. 8 – Oct. 14
Cross Country	6, 7 & 8	Boys and Girls	Sept. 8 – Oct. 14
Boys' Basketball	7 & 8	Boys	Oct. 21 – Dec. 4
Girls' Basketball	7 & 8	Girls	Jan. 18 – Feb. 26
Wrestling	6, 7 & 8	Boys and Girls	Feb. 15 – Mar. 26
Track & Field	6, 7 & 8	Boys and Girls	Mar. 29 – May 14

ATHLETIC ACADEMIC ELIGIBILITY REQUIREMENTS

- To be eligible to participate in activities, middle school students must demonstrate good citizenship and receive passing grades in their courses. In rare cases, administration, coaches and involved teachers may make decisions on this on a week-to-week basis, with the final decision being that of the administration.
- A student must receive a minimum of 2.00 GPA during the preceding quarter in which the student was in attendance. Failure to do so will render the student ineligible until the posting of the mid-term grades for the quarter.
- Administration will print out an Activity Eligibility Report on Wednesday morning during the first week of the season. This report will show all participants with a failing grade in any classes. If a participant appears in this report, he or she will have one probationary week to pull up the grade(s) from an “F” to passing grade. If the participant’s name appears on the list the following week, in any class, the participant will be ineligible for participation in games; however may be eligible to practice.
- A student athlete who is in a prescribed special education class or 504 programs and is not meeting academic eligibility will have grades reviewed to ensure all accommodations are being implemented. This review will be comprised of an administrator, parent, special education teacher and the teacher from the class the student is failing.

ATHLETIC PARTICIPATION FEES

Fees are essential to help fund the cost of the athletics program; transportation to athletic events, game officials, tournament entry fees and supplementary equipment and supplies. The participation fees will not be refunded due to a student athlete receiving ISS or OSS.

- Student athlete: \$25 per sport with a maximum of \$75 for the school year if playing multiple sports
- Family with multiple athletes: \$125 per family for the school year

ATHLETIC WAIVER

For a student to be allowed to participate and practice with a team, he/she must have a current Participation fee, Concussion form, and Medical Waiver on file in the office prior to the **first practice** of each season. You can acquire these forms from the Middle School website or the in each Middle School office. Middle school students are not required to obtain an athletic physical for participation.

EXTRACURRICULAR ACTIVITIES

Extracurricular opportunities vary from year to year and are offered throughout the school year. Activities may include Student Council, Yearbook, Active 6, GUTS, RESPECT Club, Math Counts, Native American Club (Dreamcatchers), Robotics and Flagship. Students are encouraged to get involved. Students and parents must pay attention to the daily announcements for all activities. A student must be in Good Standing to participate in extracurricular activities.

FIELD TRIPS

- Students must be in Good Standing to attend any field trip.
- In order to attend a field trip, a student must have turned in the field trip consent form on time and signed by a parent/guardian. Failure to get a consent form signed and in on time will remove the student from participation. Field trip consent forms are part of the yearly forms that are sent at the beginning of the year.
- Students out of Good Standing will attend an academic lab during the regularly scheduled instruction time to improve their grades.
- Field trip costs are figured on the number of students, bus costs and participation costs of the trip. If a student is absent on the day of the field trip and has paid all costs, all costs will be returned except the bus cost. Parents must request the refund.
- Appropriate dress for field trips is important. This includes, but is not limited to, coats, jackets, pants, shorts and footwear. Flip flops, sandals, and in some instances tennis shoes, are not appropriate for field trips.

FLAGSHIP

The Flagship Program provides afterschool and summer opportunities for youth in grades K-12 in eight Missoula County Public Schools. Under the umbrella of Western Montana Mental Health Center, Flagship offers youth a school-based program in mentoring and skill building. Our main program focus consists of four core components: academic achievement, health and wellness, art and culture and positive social development. Enrollment in Flagship afterschool programs is open to all students FREE of charge. The program runs after school and fills up on a first come first serve basis.

STUDENT PERFORMANCE

DISTRICT WIDE TESTING

SBAC: Students at the middle school level participate in the statewide test called Smarter Balanced Assessment (SBA). This statewide SBA assessment is completed in the spring, online, and focuses on Math and English Language Arts. The results of this assessment are used by teachers, principals, state and national education researchers to evaluate the growth and progress of students on adopted state standards.

MY VOICE: Students also participate in My Voice survey twice a year; once in the fall and once in the spring. Parents and Guardians are also asked to participate in the My Voice survey as it provides valuable information and feedback regarding the Meadow Hill community, culture, staff interactions, and various topics we use to improve the experiences of all families at Meadow Hill.

STAR 360: This is a district universal screening assessment tool. All students K-9 will be tested three times a year (fall, winter, and spring), to measure student growth and provide academic placement data.

English Language Learner (ELL)/English as a Second Language (ESL): Students identified as speaking another language other than English as their native or first language will be screened to determine as if they qualify as an English language learners (ELL). These students will participate in proficiency screeners and take the WIDA-ACCESS Placement Test of English Language Acquisition upon entering school. The W-APT is a required assessment and measures a student's listening, speaking, reading, and writing skills. Students identified as ELL received support services based on the level of need, which may include tutoring, modified assignments, and other intervention tools in the classroom.

GRADING SYSTEM

Grades at Meadow Hill Middle School are calculated from homework, class participation, quizzes, tests, and special projects. Some teachers have incorporated Standards Based Grading. Teachers will communicate their grading system to students and families at the beginning of the year. If you have questions about your student's grade in a particular class, please contact the teacher directly.

STUDENT RECOGNITION

CELEBRATIONS (Holiday and Spring)

Students will also be recognized twice throughout the year. There will be a holiday celebration in December and a Spring Celebration in June to recognize students for academics and all the activities that they participate in both at Meadow Hill and throughout the community. These celebrations are school-wide and occur in the gym. All students are recognized and the band, choir, and orchestra groups perform for the entire student body and staff. These are wonderful ways in which we recognize and celebrate student success.

HONOR ROLL AWARDS

Students receiving Honor Roll (3.0) and High Honor Roll (4.0) at the end of each quarter will be listed on the bulletin board in the main hallway dedicated for this purpose, and recognized at the holiday celebration in December or the spring celebration in June. Regardless when a student enters Meadow Hill, if they achieve Honor Roll status they will be recognized.

Students with a GPA of 4.0 at the end of the 1st & 2nd quarter and will be recognized with a Principal's Luncheon. Invitations will be sent home. Students with "F", "D", or "Incomplete" grades on their report cards, in any subject, will not be recognized as honor roll students.

ROTARY CLUB STUDENT AWARDS

Missoula Rotary and Meadow Hill recognize students each month (October – April) for being role models. Teachers nominate students for demonstrating our Universal Expectations of ENGAGEMENT, LEADERSHIP, and COMMUNITY. A luncheon is held each month in the recipients' honor to celebrate with their families.

STUDENT SUPPORT SERVICES

BILINGUAL EDUCATION

MCPS students who come from other cultures have access to help in learning English as a second language and to help in learning American customs and culture. These students may have access to tutorial services also. Call 728-2400, Ext. 5050 for more information.

COUNSELORS/SOCIAL WORKER

There are two counselors and a social worker at Meadow Hill.

- Adam Schraeder – Counselor for 6th Grade and 7th grade
 - aschraeder@mcps.k12.mt.us
 - (406) 728-2400 ext 2068
- Beth Ann Chambers – Counselor for 6th Grade and 8th grade
 - bachambers@mcps.k12.mt.us
 - (406) 728-2400 ext 2073
- Tammy Tolleson Knee – Social Worker
 - tstollesonknee@mcps.k12.mt.us
 - (406) 728-2400 ext 2007

You can also contact the building at 542-4045. Our counselors and social worker are excellent resources for parents.

ENGLISH AS A SECOND LANGUAGE (ESL) / ENGLISH LANGUAGE LEARNER (ELL)

ESL services are provided for qualifying students. Services are provided based on results of a language assessment that is administered to all students who have a second language in the home. For additional information, please contact MCPS ESL Coordinator, **Shirley Lindburg**, at salindburg@mcps.k12.mt.us or by phone at 406-728-2400 Ext.1057.

FLAGSHIP

The Flagship Program provides afterschool and summer opportunities for youth in grades K-12 in eight Missoula County Public Schools. Under the umbrella of Western Montana Mental Health Center, Flagship offers youth a school-based program in mentoring and skill building. Our main program focus consists of four core components: academic achievement, health and wellness, art and culture and positive social development. Enrollment in Flagship afterschool programs is open to all students FREE of charge. The program runs after school and fills up on a first come first serve basis.

GIFTED EDUCATION PROGRAM

The Gifted Education Program emphasizes the shared responsibilities of parents, educators and community to meet the needs of students with potential and demonstrated high ability. The model recognizes the strength of the regular classroom as the basis of services and includes curriculum options in the classroom and possible pullout programs to serve the special needs of students. For additional information, please contact your **student's teacher** at Meadow Hill at 406-542-4045 or the MCPS Compass Coordinator, **Shirley Lindburg**, at salindburg@mcps.k12.mt.us or by phone at 406-728-2400 Ext.1057.

LIBRARY MEDIA CENTER

Our library is staffed by a full-time, certified library media specialist. To thrive in the 21st Century, Missoula County Public Schools' students must employ a process of inquiry that can be adapted to any information need. By using information literacy skills in all aspects of learning, our students become empowered and engaged lifelong learners. By learning to access and evaluate information, our students gain an appreciation and respect for diverse ideas and creative expressions. By learning strategies to manage and ethically use information, our students open the door to the world in all of its diversity. MCPS library media specialists, in collaboration with classroom and content area teachers, empower all students to become information literate.

NATIVE AMERICAN EDUCATION

This service for Native American students in MCPS is federally funded and assists students socially and academically progress through home-school counseling and coordination. A Parent Advisory Council meets on a regular basis. Call 728-2400, Ext. 5045 for more information.

- **Dream Catchers** is a weekly opportunity for Meadow Hill Native American students to have lunch, share in conversation, ask questions, complete homework, or do projects with Raymond Kingfisher, Native American Specialist from MCPS. Students meet every Tuesday from 11:40-1:22 during the grade level lunch time.
- Contact Information: **Raymond Kingfisher** 728-2400 ext. 1047 or at rdkingfisher@mcps.k12.mt.us

OCCUPATIONAL THERAPY

An occupational therapist can provide consultation to teachers or therapy to children with identified disabilities to develop or restore motor functions, which may be delayed or impaired. Adaptive equipment may also be developed.

SPECIAL EDUCATION SERVICES

All children in Missoula County Public Schools identified as having disabilities are entitled to a free, appropriate public education provided in the least restrictive environment. This district provides a variety of services, including special academic programs and speech services, and occupational and physical therapy services. Most children receive these services at their neighborhood schools, integrated with their peers. However, through the special education process the least restrictive environment may be outside a student's neighborhood school where services may be provided in a more specialized and concentrated manner. Parents having concerns about their child's eligibility for special education services should contact the classroom teacher, the caseworker or the school principal.

SCHOOL PSYCHOLOGIST

The school psychologist consults with parents, teachers, administrators, counselors, students, and community agencies to collaboratively develop interventions for supporting the individual needs of children with academic and/or behavioral concerns. The school psychologist is also available for educational, social, emotional, and behavioral assessment. School Psychologist: Kelly Jennings, Email: kjennings@mcps.k12.mt.us, phone at 406-728-2400 Ext. 2071

SPEECH, LANGUAGE AND HEARING SERVICES

Meadow Hill Middle School has speech and language pathologists to provide services in speech and language development to those students who are in need. The speech and language pathologists also provide screenings (to identify speech and language problems), consultation, and intervention-based services when needed. Health services provide hearing screenings in order to identify hearing problems. Speech Language Pathologist: Katanya Morse, Email: ksmorse@mcps.k12.mt.us, phone at 406-728-2400 Ext: 2043.

WIN (What I Need)

WIN is an academic enrichment and intervention period focused on English Language Arts, mathematics, social emotional learning and student support.

TECHNOLOGY

ACCEPTABLE USE PROCEDURE for DIGITAL DEVICES and DEVICE LABS

Internet and E-mail Rules: Internet is to be used for scholarly research and as a means of obtaining needed educational information. Students are prohibited from using the Internet for other purposes during the school day. The student takes responsibility for all content found on their school digital device accounts (including Google and other school-related accounts).

Meadow Hill Middle School monitors the Internet usage of all students through specialized software reporting as well as any other means available to teachers and administration. MCPS has a content filtering system at all schools, and students are not allowed to access inappropriate sites.

Students' use of the Internet must be in support of education and research and be consistent with the educational objectives of the Meadow Hill Middle School. Use for commercial activities, product advertisement, or political lobbying is also prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

Students may not use any chat or collaboration program to communicate with others through the digital device network during class, unless a teacher or administrator expressly authorizes them to do so. The use of e-mail during class, without teacher approval, is strictly prohibited. Likewise, the playing of games during class time, without teacher approval, is also strictly prohibited.

No digital device programs, MP3's/iPod's, inappropriate content use, or copyrighted material may be distributed over the network. Students are not able to download any program that has not been approved by staff or building administrator. Any use of peer-to-peer software is strictly prohibited.

Privileges: The use of the Internet and e-mail is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Meadow Hill Middle School reserves the right to review any material on user accounts and to monitor file-server space in order to make determinations on whether specific uses of the network are inappropriate. Students are subject to a random check of the history and activity on their digital device.

Decisions of the Meadow Hill Middle School administration regarding unacceptable digital device use are final. A student's use of the Internet and/or e-mail may be revoked, denied or suspended at the request of faculty and staff of Meadow Hill Middle School.

Network Etiquette: Students of Meadow Hill Middle School are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not get abusive in your message to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not send or display offensive messages or pictures.
- Do not harass, insult or attack others.
- Do not send out bulk e-mail. This includes chain letters, advertisements, or any other message that includes many different recipients without their consent. Students

must receive prior approval before any e-mail is sent to the entire school or an entire class.

- Do not reveal your personal address or phone number or those of other students.
- Do not use the network in such a way that you would disrupt the use of the network by other users. Users shall not play games or use the digital device resources for other non-academic activities. Students may not download large files over the Internet during school hours.
- Do not damage digital devices, digital devices systems or digital device networks or engage in other acts of vandalism. Vandalism is defined as any malicious attempt to harm or destroy the equipment and/or data of another user. This includes, but is not limited to, the uploading or creation of digital device viruses. The use of intentionally harmful programs is prohibited and will result in serious disciplinary consequences by the administration.
- Do not intentionally waste limited resources such as paper and printer cartridges that are provided by Meadow Hill Middle School. Only essential materials should be printed. Limitations may be placed on students' permission to print if they abuse this privilege.
- The volume setting on the digital devices should be muted when using the digital device in a setting that would be distracting to others.

Security: To protect the integrity of a digital device system involving many users, Meadow Hill students are not permitted to:

- Reveal your password to another user.
- Use another user's password to gain access to the network or Internet.
- Trespass into another user's files.
- Use another student's digital device account.
- Do not deface digital devices, digital device equipment, or lab furniture.

Loss of Privileges: Violation of any of the procedures addressed in this document will result in disciplinary action.

- Use of chat rooms, e-mail, games without permission during class
 - **1st offense** – 5 days loss of full digital device privileges
 - **2nd offense** – 10 days loss of full digital device privileges
 - **3rd offense** – 1 month loss of full digital device privileges in non-essential academic settings
- Use of inappropriate language, offensive messages or pictures, harassment, insults, threats, or attacks on others.
 - **1st offense** – 5 days loss of full digital device privileges
 - **2nd offense** – 1 month loss of full digital device privileges in non-essential academic settings
 - **3rd offense** – loss of full digital device privileges for rest of school year in non-essential academic settings. Off-line materials will be provided when possible
- Downloading or distributing of digital device programs & games (executables), MP3's, copyrighted material, peer to peer software or any programs not supported by Meadow Hill Middle School.

- o **1st offense** – 1 month loss of full digital device privileges in non-essential academic settings
- o **2nd offense** – loss of full digital device privileges for rest of school year in non-essential academic settings. Off-line materials will be provided when possible
- Revealing your password to another user; using another user's password to gain access to the network, Internet, or digital device; trespassing onto another user's files; using another student's digital device; defacing digital devices or backpacks with names or graffiti.
 - o **1st offense** – 1 month loss of full digital device privilege in non-essential academic settings
 - o **2nd offense** – loss of full digital device privileges for rest of school year in non-essential academic settings. Off-line materials will be provided when possible
- Intentional damage to digital devices, digital device systems or network, or other acts of vandalism or visiting pornography sites.
 - o **1st offense** – 1 month loss of full digital device privileges in non-essential academic settings
 - o **2nd offense** – loss of full digital device privileges for rest of school year in non-essential academic settings. Off-line materials will be provided when possible

Privacy: The digital devices are the property of Meadow Hill Middle School. All information will be accessible to the support staff/faculty. Additionally, the school retains the right to look at a student's hard drive if there is a reasonable suspicion that the digital device is being used inappropriately or dishonorably.