



Farnsworth Middle School

Student/Parent Handbook

2024-2025

WELCOME TO FARNSWORTH MIDDLE SCHOOL

We hope you have a positive experience while you attend our school. We are here to help you, and we encourage you to read and refer to the information in your handbook. Please remember that you have a responsibility to make wise decisions. The staff, faculty, and administration are here to help you take advantage of all the opportunities available to you at Jefferson 251 Middle Schools.

| Jefferson Joint School District 251 2024-2025 | | | | | | | | | | Adopted February 7, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------------|----------------------|-------------------|----|---|---------------------------|----------------------|-------------------|---------------------------|--------------------------|---------------------|--------------|---------------------------|---------------------------|----|----|--|---------------------------|----|----|--|---------------------------|----|----|--|--|-----|-----|--|---|--|--|--|--|------------------|---|-----------------|---|
| July | | | | | | | | | | January | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | | | | | | 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | | | | | | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | | | | | | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| August | | | | | | | | | | February | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | | | | | | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | | | | | | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | | | | | | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | | | | | | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| September | | | | | | | | | | March | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | | | | | | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | | | | | | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | | | | | | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | | | | | | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| October | | | | | | | | | | April | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | | | | | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | | | | | | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | | | | | | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | | | | | | 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | 31 | | | | | | | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| November | | | | | | | | | | May | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | | | | | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | | | | | | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | | | | | | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | | | | | | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | | | | | | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | |
| December | | | | | | | | | | June | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | M | T | W | T | F | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | | | | | | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | | | | | | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | | | | | | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | | | | | | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Denotes Early Release Denotes No School Denotes Teacher Work Day, No School Denotes Teacher Professional Development Day, No School | | | | | <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">Teacher Days</th> <th colspan="2">Student Days</th> </tr> <tr> <td>1st Trimester</td> <td>63</td> <td>55</td> <td></td> </tr> <tr> <td>2nd Trimester</td> <td>58</td> <td>57</td> <td></td> </tr> <tr> <td>3rd Trimester</td> <td>52</td> <td>57</td> <td></td> </tr> <tr> <td></td> <td>180</td> <td>169</td> <td></td> </tr> </table> | | | | | Teacher Days | | Student Days | | 1 st Trimester | 63 | 55 | | 2 nd Trimester | 58 | 57 | | 3 rd Trimester | 52 | 57 | | | 180 | 169 | | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Teacher Workdays</td> <td>4</td> </tr> <tr> <td>Teacher PD Days</td> <td>5</td> </tr> </table> | | | | | Teacher Workdays | 4 | Teacher PD Days | 5 |
| Teacher Days | | Student Days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 st Trimester | 63 | 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 nd Trimester | 58 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 rd Trimester | 52 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 180 | 169 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Workdays | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher PD Days | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <tr> <td>1st Trimester</td> <td>September 3 – November 21</td> <td>First Day of School:</td> <td>September 3, 2024</td> </tr> <tr> <td>2nd Trimester</td> <td>December 2 – March 6</td> <td>Last Day of School:</td> <td>June 6, 2025</td> </tr> <tr> <td>3rd Trimester</td> <td>March 10 – June 6</td> <td></td> <td></td> </tr> </table> | | | | | 1 st Trimester | September 3 – November 21 | First Day of School: | September 3, 2024 | 2 nd Trimester | December 2 – March 6 | Last Day of School: | June 6, 2025 | 3 rd Trimester | March 10 – June 6 | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 st Trimester | September 3 – November 21 | First Day of School: | September 3, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 nd Trimester | December 2 – March 6 | Last Day of School: | June 6, 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 rd Trimester | March 10 – June 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Farnsworth Middle School Bell Schedules 2024-25

| T-TH Regular Schedule | | | | | | Early Release T-TH | | | | | |
|-----------------------|----------|----------|-----------|----------|----------|--------------------|----------|----------|-----------|----------|----------|
| 1st Lunch | | | 2nd Lunch | | | 1st Lunch | | | 2nd Lunch | | |
| 1st Hour | 8:15 AM | 9:40 AM | 1st Hour | 8:15 AM | 9:40 AM | 1st Hour | 8:15 AM | 9:28 AM | 1st Hour | 8:15 AM | 9:28 AM |
| 2nd Hour | 9:43 AM | 10:58 AM | 2nd Hour | 9:43 AM | 10:58 AM | 2nd Hour | 9:31 AM | 10:34 AM | 2nd Hour | 9:31 AM | 10:34 AM |
| Lunch | 10:58 AM | 11:30 AM | 3rd Hour | 11:01 AM | 12:16 PM | Lunch | 10:34 AM | 11:04 AM | 3rd Hour | 10:37 AM | 11:40 AM |
| 3rd Hour | 11:34 AM | 12:49 PM | Lunch | 12:17 PM | 12:49 PM | 3rd Hour | 11:08 AM | 12:11 PM | Lunch | 11:41 AM | 12:11 PM |
| 4th Hour | 12:52 PM | 2:07 PM | 4th Hour | 12:52 PM | 2:07 PM | 4th Hour | 12:16 PM | 1:19 AM | 4th Hour | 12:16 PM | 1:19 PM |
| 5th Hour | 2:10 PM | 3:25 PM | 5th Hour | 2:10 PM | 3:25 PM | 5th Hour | 1:22 AM | 2:25 PM | 5th Hour | 1:22 PM | 2:25 PM |

| SOAR Monday Schedule | | | | | | Early Release Mon SOAR W/PM Assembly | | | | | |
|----------------------|---------|---------|-----------|---------|---------|--------------------------------------|---------|---------|-----------|---------|---------|
| 1st Lunch | | | 2nd Lunch | | | 1st Lunch | | | 2nd Lunch | | |
| SOAR | 8:15 AM | 8:50 AM | SOAR | 8:15 AM | 8:50 AM | SOAR | 8:15 AM | 8:50 AM | SOAR | 8:15 AM | 8:50 AM |

| | | | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|--------------|----------|----------|--------------|----------|----------|
| 1st Hour | 8:53 AM | 10:03 AM | 1st Hour | 8:53 AM | 10:03 AM | 1st Hour | 8:53 AM | 9:41 AM | 1st Hour | 8:53 AM | 9:41 AM |
| 2nd Hour | 10:06 AM | 11:16 AM | 2nd Hour | 10:06 AM | 11:16 AM | 2nd Hour | 9:44 AM | 10:32 AM | 2nd Hour | 9:44 AM | 10:32 AM |
| Lunch | 11:16 AM | 11:46 AM | 3rd Hour | 11:19 AM | 12:29 PM | Lunch | 10:32 AM | 11:02 AM | 3rd Hour | 10:35 AM | 11:23 AM |
| 3rd Hour | 11:49 AM | 12:59 PM | Lunch | 12:29 PM | 12:59 PM | 3rd Hour | 11:05 AM | 11:53 AM | Lunch | 11:23 AM | 11:53 AM |
| 4th Hour | 1:02 PM | 2:12 PM | 4th Hour | 1:02 PM | 2:12 PM | 4th Hour | 11:56 AM | 12:44 PM | 4th Hour | 11:56 AM | 12:44 PM |
| 5th Hour | 2:15 PM | 3:25 PM | 5th Hour | 2:15 PM | 3:25 PM | 5th Hour | 12:47 PM | 1:35 PM | 5th Hour | 12:47 PM | 1:35 PM |
| | | | | | | Assembl y | 1:38 PM | 2:25 PM | Assemb ly | 1:38 PM | 2:25 PM |

| T-TH PM Assembly Schedule | | | | | |
|---------------------------|----------|----------|---------------|----------|----------|
| 1st Lunch | | | 2nd Lunch | | |
| 1st Hour | 8:15 AM | 9:28 AM | 1st Hour | 8:15 AM | 9:28 AM |
| 2nd Hour | 9:31 AM | 10:34 AM | 2nd Hour | 9:31 AM | 10:34 AM |
| Lunch | 10:34 AM | 11:04 AM | 3rd Hour | 10:37 AM | 11:40 AM |
| 3rd Hour | 11:08 AM | 12:11 PM | Lunch | 11:40 AM | 12:11 PM |
| 4th Hour | 12:16 PM | 1:19 PM | 4th Hour | 12:16 PM | 1:19 PM |
| 5th Hour | 1:22 PM | 2:25 PM | 5th Hour | 1:22 PM | 2:25 PM |
| Assembl ly | 2:25 PM | 3:25 PM | Assembl ly | 2:25 PM | 3:25 PM |

| Mon SOAR W/PM Assembly | | | | | |
|------------------------|----------|----------|---------------|----------|----------|
| 1st Lunch | | | 2nd Lunch | | |
| SOAR | 8:15 AM | 8:50 AM | SOAR | 8:15 AM | 8:50 AM |
| 1st Hour | 8:53 AM | 9:51 AM | 1st Hour | 8:53 AM | 9:51 AM |
| 2nd Hour | 9:54 AM | 10:52 AM | 2nd Hour | 9:54 AM | 10:52 AM |
| Lunch | 10:52 AM | 11:22 AM | 3rd Hour | 10:55 AM | 11:53 AM |
| 3rd Hour | 11:25 AM | 12:23 PM | Lunch | 11:53 AM | 12:23 PM |
| 4th Hour | 12:26 PM | 1:24 PM | 4th Hour | 12:26 PM | 1:24 PM |
| 5th Hour | 1:27 PM | 2:25 PM | 5th Hour | 1:27 PM | 2:25 PM |
| Assembl y | 2:28 PM | 3:25 PM | Assembl ly | 2:28 PM | 3:25 PM |

| T-TH AM Assembly Schedule | | | | | |
|---------------------------|----------|----------|---------------|----------|----------|
| 1st Lunch | | | 2nd Lunch | | |
| 1st Hour | 8:15 AM | 9:28 AM | 1st Hour | 8:15 AM | 9:28 AM |
| Assembl ly | 9:31 AM | 10:34 AM | Assembl ly | 9:31 AM | 10:34 AM |
| 2nd Hour | 10:37 AM | 11:40 AM | 2nd Hour | 10:37 AM | 11:40 AM |
| Lunch | 11:40 AM | 12:10 PM | 3rd Hour | 11:43 AM | 12:46 PM |
| 3rd Hour | 12:13 PM | 1:16 PM | Lunch | 12:46 PM | 1:16 PM |
| 4th Hour | 1:19 PM | 2:22 PM | 4th Hour | 1:19 PM | 2:22 PM |
| 5th Hour | 2:25 PM | 3:25 PM | 5th Hour | 2:25 PM | 3:25 PM |

| Friday RTI | Start | End | Team Times | |
|------------|-------|-------|------------|-------|
| Soar | 8:15 | 8:35 | | |
| Session 1 | 8:38 | 9:23 | | |
| Session 2 | 9:26 | 10:11 | 7th A | 8th A |
| Session 3 | 10:14 | 10:59 | 6th B | 7th B |
| Session 4 | 11:02 | 11:47 | 6th A | |
| Session 5 | 11:50 | 12:35 | 8th B | |
| Soar | 12:38 | 12:45 | | |
| Lunch | 12:45 | 1:05 | | |

Farnsworth Middle School Faculty

| Faculty Member | Department | Room # | Email Address |
|------------------------|----------------------------|-------------------|--|
| Parkes, Barry | Principal | Office | bparkes@sd251.org |
| Kite, Ashlee | Assistant Principal | Office | akite@sd251.org |
| Vail, Jenny | Bookkeeper | Office | jvail@sd251.org |
| Bowman, Heather | Office Staff | Office | hbowman@sd251.org |
| Merriman, Alisha | Office Staff | Office | amerriman@sd251.org |
| Sargent, Stephanie | Counselor | Counseling Office | ssargent@sd251.org |
| Ricks, Trista | Title Coordinator | Counseling Office | tricks@sd251.org |
| Boldt, Heather | Librarian | Library | Hboldt@sd251.org |
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| Calkins, Elicia | English 6th | 311 | ecalkins@sd251.org |
| Mugleston, Jill | English 6th | 313 | jmugleston@sd251.org |
| Poole, Kuniko | English 8th | 216 | kpooles@sd251.org |
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| Hayes, Hanna | Math 6th | 312 | hhayes@sd251.org |
| Kelley, Casey | Math 7th | 205 | ckelley@sd251.org |
| Porter, Jason | Math 8th | 213 | jporter@sd251.org |
| Pack, Jennifer | Math 6th | 314 | Jpack@sd251.org |
| Sewell, Richard | Math 7th | 207 | rsewell@sd251.org |
| Thornton, Dawn | Math 7th | 215 | dthornton@sd251.org |
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| Hatch, Ambrey | Science 6th | 303 | Ahatch@sd251.org |
| Huml, James | Science 6th | 307 | jhuml@sd251.org |
| Lounsbury, Erin | Science 7th | 301 | Elounsbury@sd251.org |
| Davidson, Lacey | Science 7th/8th | 202 | Ldavidson@sd251.org |
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| Neitzel, Alicia | Social Studies 6th | 310 | Aneitzel@sd251.org |
| Self, Matthew | Social Studies 8th | 212 | mself@sd251.org |
| Greenfield, Alex | SPED | 102 | agreenfield@sd251.org |
| Kite, Tyler | SPED | 306 | tkite@sd251.org |
| Dorcheus, Caleb | Immersion | 201 | Cdorcheus@sd251.org |
| Vega-Morales, Itzel | Immersion | 203 | IvegaMorales@sd251.org |
| Lords, Barbara | ELL | Library | balords@sd251.org |
| Taylor, Audrey | ELL | Library | ataylor@sd251.org |
| Christiansen, Chandler | Elective (Industrial Arts) | 114/116 | Cchristiansen@sd251.org |
| Ballestero, Eric | Elective (Art) | 210 | Eballestero@sd251.org |
| Blackson, Billie Jo | Elective (FFA) | 104 | bblackson@sd251.org |
| Blackson, Caleb | Elective (P.E/Health) | Gym | cblackson@sd251.org |
| Crasper, David | Elective (Drama) | 308 | dcrasper@sd251.org |
| Fackrell, Michelle | Elective (Robotics) | 304 | mfackrell@sd251.org |

| | | | |
|--------------------|----------------------------|-----|--|
| Lovejoy, Alandria | Elective (Band) | 115 | alovejoy@sd251.org |
| Nelson, Tina | Elective (Computers) | 305 | tnelson@sd251.org |
| Smith, Josh | Elective (Outdoor Skills) | 309 | jsmith@sd251.org |
| Lund, Krystal | Elective (Orchestra/Choir) | 113 | ktippett@sd251.org |
| Walker, Laura | Elective (Computers) | 208 | lwalker@sd251.org |
| Craythorn, Chelsea | Behavior/Credit Recovery | 112 | Ccraythorn@sd251.org |

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JEFFERSON 251 MIDDLE SCHOOLS

PHILOSOPHY

Every student who enters the school is important. We know that students have different physical and intellectual abilities, levels of maturity, and coping skills. Regardless of these differences, each student should have the opportunity to develop his or her own skills and talents. At Jefferson 251 Middle Schools, we work together to provide a safe learning environment where students can develop the critical thinking skills and knowledge base needed to become productive members of society.

SCHOOL GOALS

1. Meet different academic needs of students.
2. Enhance student learning.
3. Incorporate technology into classrooms.
4. Increase use of student data to enhance student learning.
5. Recognize student achievement.
6. Develop activities for decision-making skills.
7. Increase student awareness and development of career skills and opportunities.
8. Increase communication among school, students, and community.
9. Achieve continuity in the scope and sequence of school curriculum.
10. Enhance social development through cooperative learning, varied curriculum, and extracurricular activities.

STUDENT BEHAVIORAL EXPECTATIONS (PBIS-POSITIVE BEHAVIORAL INTERVENTION SUPPORTS)



Trojan PRIDE Behavior Matrix

| | Classroom | Hallways/Office | Bathroom | Cafeteria | Library | Gym | School Grounds | Buses |
|------------|---|--|---|---|--|--|--|--|
| Positivity | Lead by example Have a good attitude Encourage classmates | Use positive language Greet and welcome others Be Patient | Keep conversations on appropriate topics | Patiently wait your turn Show gratitude | Use multiple sources Don't give up Solve problems | Include others Be a positive role model | Use positive language Greet and welcome others Follow safety rules | Wait in line patiently Greet and welcome others |
| Respect | Listen to others Accept differences Take care of classroom equipment | Respect others space and property Use appropriate volume Walk, don't run Enter and exit in an orderly fashion | Keep it clean Respect supplies and equipment Flush Respect others privacy | Clean up after yourself Use your manners Keep food in the cafeteria or designated areas | Use quiet voices Treat books and equipment appropriately | Practice good sportsmanship Respect equipment Use appropriate language | Clean up after yourself Use appropriate language Respect school property | Follow directions Observe personal space Use appropriate language |
| Integrity | Be honest Don't touch others property without permission Cooperate with groups and get work done | Report bullying Be a good example to others | Use only as needed Return to class in a timely manner Report any inappropriate behavior | Sit in your assigned seat No cutting in line | Use appropriate websites Return books/equipment in good condition | Be honest in your dealings with others | Do the right thing, even if no one is watching Remain in designated locations | Observe personal space Leave your space as good or better than you found it |
| Dedication | Bring required materials Ask questions Seek help Stay on task and on topic Turn work in on time | Be on time Be prepared for each class Use lockers appropriately | Use at appropriate times | Handle food appropriately | Don't give up Search for the answers | Do the best you can Resolve conflict in a positive way | Report any inappropriate behavior | Stay seated while the bus is moving (Wear your masks as directed) |
| Excellence | Challenge yourself Set and meet goals Learn beyond the classroom Strive to be your best | Help others in need Keep hallways and office clean Be observant and kind | Use for intended purposes Report messes and vandalism | Respect supervisors and cooks | Have high expectations Produce high quality work Use the library for it's intended purpose | Try your best and achieve to your highest potential | Respect supervisors and other students Obey emergency procedures | Report any inappropriate behavior Enter and exit in an orderly fashion |

DRESS CODE

The dress code below encourages students to participate in a safe, positive, and non-disruptive environment for all students to learn and come to school properly prepared to be successful. “Disruptive dress” is any article of clothing that interferes with teaching and learning. Administrators may make exceptions to the dress code for special occasions. Parents may be required to bring a change of clothes to students that do not meet the dress code. Students may not be allowed in class or to participate in classroom/school activities until the student is in appropriate dress code. Alternatively, students may change into clothing provided by the school depending on availability.

Disruptive Clothing/Accessories/Hair Styles/Tattoos

Students will be excluded from attending classes, or participating in school-related activities that are held on school property, when, in the opinion of the administrator on duty, any of the following are worn:

- A. Underwear as outerwear
- B. Clothing, jewelry, or body art that advertises alcoholic beverages or illegal drugs
- C. Clothing, jewelry, or body art that displays obscene or immoral pictures, slogans, or statements
- D. Clothing that reveals the midriff
- E. Clothing that reveals underwear
- F. Excessively tight clothing
- G. “No sagging”—sagging is defined as wearing the waistband of slack, pants, shorts or skirts below the natural waistline. A belt is required for over-sized pants.
- H. Clothing, jewelry, or body art that promotes gang activity will not be permitted at any time.
- I. Shoes must be worn in all instances.

Students shall avoid extremes in dress which distract from an atmosphere of learning and/or which tends to disrupt class and/or which reduces attentiveness in class. To assist students, parents, and school personnel the following guidelines apply:

- A. Tank tops, unlined sheer material, and fishnet tops are not allowed.
- B. When hands are placed on head, if the stomach and/or the back show, shirt and/or pants are not appropriate.
- C. When hands are placed on shoulders, if underclothing or bare chest shows, shirt is not appropriate.
- D. When hands are placed on knees, if the back/the derrière or underclothing/or the chest show, clothing is not appropriate.
- E. When hands are placed on toes, if the back/the derrière or underclothing shows, skirts or other clothing is not appropriate. Holes must not be higher than fingertip length. Duct tape will be used to cover the holes in the event students don’t follow the rules. If students refuse to use duct tape or change clothing, the school will furnish an alternative for the student to wear for the day.

Tops

Clothing must not expose underwear. Strapless tops are prohibited. At a minimum, tops must have a sleeve and a hem and be of sufficient length to cover the end of the shoulder and the beginning of the arm, as well as the entire stomach. Clothing that is sheer, is ripped, or is see-through is prohibited unless another layer of clothing that meets the dress code is worn underneath.

Pants/Skirts

Underwear shall not be visible. Pants and shorts shall be worn at the waist. Bathing/swimming wear, sleepwear (**including pajamas**), etc., worn as outerwear is not permitted. Shorts and skirts must be of modest length, which is defined as at least fingertip length which should be a mid-thigh when standing and/or mid-thigh when sitting. Clothing that is sheer, ripped, or see-through is prohibited unless another layer of clothing that meets the dress code is underneath. No holes in pants above the fingertips without another layer of clothing underneath.

Footwear/Accessories

Students shall wear appropriate footwear for protection and hygienic reasons while on school grounds, participating in school activities, or on school transportation. Jewelry/accessories that disrupt the educational environment or pose a safety concern for the student or others are prohibited.

ATTENDANCE POLICY

Students learn best when in class. Situations outside the control of the school, including pandemics, may change the district attendance policy. Students gone for illness will not need to make up time. This is the current attendance policy, subject to change:

ABSENCES

The maximum absences students shall have may not exceed more than seven (7) in a given class in any trimester. Students who exceed the seven (7) day maximum may be subject to loss of credit. Please note that we will no longer accept appeals for lost credit. In order to regain credit, students must make up time, either before or after school within two weeks of the absence. Make-up time must amount to at least 1 hour per missed class. Students may use After School Homework Help with sign-in to make-up time. All other make-up activities require pre-approval of the office staff. All make-up time must be completed by the end of the trimester. Students who have been truant will not be eligible to make up time.

TARDIES

Students are considered tardy if they are not in the appropriate class ready to learn when the bell rings. A student may be tardy five (5) times to an individual class and still earn credit. If a student is tardy the 6th time in a class, the student must start making up tardies in order to earn credit in that class. A student can make up tardies by going to Before/After School Homework Help, Saturday School, or other arrangements made through administration. Students who are more than **15 minutes** late to class will be **marked absent**.

Verified Absences:

Parents must contact the attendance office within three **(3) days to verify absences**. A student's first day back is day 1. After the third day, the absence is considered a sluff/truancy.

Sluffs/Truancy:

A sluff/truancy is defined as a student missing class without verification after three **(3) school days** or when a student is verifiably skipping class. Sluffs are considered truancy. Skipping Tutorial is considered truancy. Students who sluff receive appropriate consequences as defined in the discipline section below, including, but not limited to lunch detention, in-school suspension, out of school suspension, or community service.

Un-Verified Absences:

Students with excessive un-verified absences may be referred for alternative placement, to Health and Welfare or the prosecuting attorney to investigate possible child neglect or habitual truancy under the provisions of Section 33-205 of the Idaho Code.

School Excused Absences:

Excused Absences- Absences that do not count against the seven (7) day limit are classified as "Excused" and include:

1. Medical (MED)
2. Funeral (FNR)
3. Court (CRT)
4. School-Sponsored Activity (ACT) includes administrator approved educational opportunities, such as college visits, being a Congressional Page, and other special events.
5. Suspension (ISS or OSS)

6. Remote Learning (RL)

Harvest Exception (HAR) Students who work in the harvest are allowed ten (10) days of absence. Those absences must be pre-arranged with a harvest form from the office. *Students applying for Harvest Exception must be passing all classes and be on track to graduate on time per district policy.*

Make-up work

Students are allowed to make up work for illness and school excused absences. Students have the number of days missed plus one additional day after they return to turn in work. Students who know they will be absent should request homework in advance of absences from their teachers.

Late work

Students are allowed to turn in late work no longer than two weeks after the due date of the assignment, quiz, or test. Exceptions would be tests at the end of a trimester closing out the class. Arrangements should be made with the teacher for any exceptions at the teacher's discretion.

CLOSED CAMPUS/CHECK-OUT PROCEEDURE

A student may leave campus if:

- signed out and accompanied by his/her parent/guardian; or
- signed out and accompanied by a person listed in the computer as an emergency contact; or
- The student has a court excuse.

Any student not signed up in the office will be considered truant. We reserve the right to ask for identification before signing any student out. Please call 10 minutes ahead of time when picking up students.

CHECK-IN/CHECK-OUT

Students who arrive at school after the starting time will be expected to check in at the office. Failure of the student to do so may result in the student receiving a truancy for the period(s) missed. **1st period tardies are unexcused** except for verified appointments. Documentation from the appointment must be provided.

Once students board a bus to come to school or when students arrive on campus, they are considered "on campus" and may not leave unless they are signed out. When checking out your student, **please call ahead and allow at least 10 minutes** for our office staff to send your student.

SCHOOL DAY

STUDENT SUPERVISION

The regular hours for the school building to be open on a school day will be from **7:45 a.m. to 3:45 p.m.** Students who have reason to be in the building before or after this time must have a faculty member present with them for supervision. Any unsupervised students in the school building during this time will be considered trespassing.

TRUANCIES/SLUFFS

Truancies/sluffs may result from:

1. Not clearing up absences within 3 days
2. Leaving campus without checking out
3. Leaving class without permission

4. Not being in your assigned place

Truant students or those that sluff will meet with the assistant principal with the following consequences:

- **1st Truancy:** Notify parents by phone and/or letter. Student will be assigned detention or community service at least equal to time missed.
- **2nd Truancy:** Notify parents by phone and/or letter. Student will be assigned In School Suspension or Out of School Suspension and informed of the consequences of a 3rd truancy.
- **3rd Truancy:** Notify parents by phone and/or letter. Student will be assigned In School or Out of School Suspension. A meeting will be held with the parent/guardian to inform them and the student that a 4th truancy will result in a referral to the prosecuting attorney for habitual truancy.
- **4th Truancy:** Notify parents by phone and/or letter. Student will be assigned Out of School Suspension. Student will be referred to the prosecuting attorney for habitual truancy.
- **5^h Truancy:** Student will be referred to law enforcement.

INTERVENTION AND ABSENCE MAKE-UP TIME

The following rules will apply:

1. Students who create a problem will be excused from the intervention session with no credit given for time spent.
2. No visiting. Students shall attend with work to complete and study quietly.
3. No cell phones or electronic devices are allowed and must be turned into the room supervisor.
4. No food or drink is allowed except with teacher approval.
5. For interventions during the school lunch period, students will still be given a time/opportunity for lunch.
6. This is not a party.

Any violation of the above expectations may result in a repeat assignment of the owed time.

“NO-SHOWS” TO ASSIGNED INTERVENTION SESSION

“No-Show” results in a meeting with administrator for further consequences to be completed as soon as possible, which could include in-school and out-of-school suspension.

COMMUNITY SERVICE

Community Service may be assigned for some behavioral interventions including service activities such as cleaning the school building and grounds. Community Service is assigned for infractions, including discipline and attendance. When doing Community Service, students are expected to follow rules handed out at time of assigned service from assigned supervisor. Community Service will be held at the middle school the student attends.

1. Students report to the middle school office or assigned supervisor for Community Service when assigned.
2. Follow all rules as stated in this handbook.
3. No cell phones electronic devices are allowed during Community Service.
4. Any student that exhibits disruptive behavior while completing Community Service will be given Out of School Suspension. The school administration will notify parents by phone and/or letter of the student misconduct.

BEHAVIOR AND DISCIPLINE – RESPECT AND PROTECT (District Policy 3330)

715.0 STUDENT DISCIPLINE

715.1 Behavior and discipline

Maintenance of Orderly Conduct

The district, through its agents, officers, and employees, is responsible for maintaining a safe, orderly environment for the process of education. Students should conduct themselves in an orderly manner and comply with reasonable requests of school personnel. School personnel should, in turn, extend to students the same respect and courtesy which they as employees have the right to expect. All school personnel are equally obligated to correct student misconduct in a consistent manner when students are under school jurisdiction.

A student whose misconduct interferes with the rights of other students or adults, or brings discredit upon themselves or the school district, will be disciplined in accordance with school district, local, and state rules and regulations as set forth. The building administrator(s) is/are responsible for the application of consequences for student misconduct.

Student conduct that violates state or federal law will be referred to the appropriate law enforcement agency.

Idaho Code provides for the power and duties of teachers and we, as a district, extend that responsibility to all district employees.

Powers and Duties of Teachers

“In the absence of any statute or rule or regulation of the Board, any teacher employed by the district shall have the right to direct how and when each pupil shall attend to his/her appropriate duties, and the manner in which a pupil shall demean himself/herself while in attendance at the school. It is the duty of a teacher to carry out the rules and regulations of the Board in controlling and maintaining discipline, and a teacher shall have the power to adopt any reasonable rule or regulation to control and maintain discipline in, and otherwise govern the classroom, not inconsistent with any statute or rule or regulation of the board.”

(Idaho Code)

Referral for Discipline

Class 1 offenses should be dealt with at the time and place of occurrence. Referral to a school administrator or his/her designee should occur only if the misconduct persists after appropriate intervention of the teacher or other personnel, including the following:

1. Regular notification, posting or discussion with students of expectations for appropriate behavior.
2. Proper warning of the student about the misconduct.

Class 2 offenses will be dealt with at the time and place of occurrence. Depending upon circumstances, the teacher or other personnel may involve the school administrator for help with disciplinary actions.

Class 3, 4, and 5 offenses will be immediately referred to a school administrator or his/her designee after appropriate action has been taken at the level of occurrence to rectify conditions if such action is necessary.

STOP, WALK, and TALK

Students who think they are being harassed or bullied should follow the school’s STOP, WALK and TALK procedure:

1. Tell the person who is harassing/bullying you to STOP.
2. WALK away from the person who is harassing you.
3. TALK to a teacher, a principal, staff member, or your parents about the problem.

Discipline Levels and Consequences

Incidents of student misconduct are grouped into five categories as set forth below:

| Behaviors | Consequences |
|---|---|
| <p>CLASS 1 (CLASSROOM MANAGED)</p> <p>Disruptive behavior in classrooms, hallways, lunchrooms, playground, bus, field trips</p> <p><u>Examples:</u> *Running in the building *Dress Code violations as contained in district and school policy (including Issues of offensive tattoos, ...) *Public displays of affection</p> <p>*Loitering *Littering *Inappropriate/disruptive volume (yelling, loud voice)</p> | <p>Verbal Warning/Reset Required</p> <p>Optional consequences administered at the discretion of school personnel:</p> <p>Written warning</p> <p>Conference with the student and parent notification</p> <p>Natural consequences - whatever is wrong, fix it (i.e.: littering violations result in student picking up litter; student brings inappropriate object results in confiscation of object)</p> |
| <p>CLASS 2 (CLASSROOM MANAGED)</p> <p>More serious disruptive behaviors</p> <p><u>Examples:</u> *Repeated behaviors (see above-related to disruptive behavior in classrooms, hallways, lunchrooms, playground, bus, field trips) *Profanity/Inappropriate language *Deliberate non-compliance *Disrespect for students and staff *Disrespect for others' property or school property *Cheating *Defiance/Insubordination *Lying/deceit *Ridicule or name calling *Devices/objects not allowed on school Property (includes cell phones and electronic tablets inside the classroom)</p> | <p>Office Referral, incident report, or written statement issued for student required and parent notification is required</p> <p>Administrator or teacher will make a parent contact by phone, conference, Email, or mail</p> <p>Optional consequences administered at the discretion of the teacher and administrator</p> <p>Behavioral education or behavior contracts</p> <p>School counselor or school social worker may confer with the student and parents</p> <p>In-school suspension, detention, after-school detention, or community service.</p> |
| <p>Behaviors</p> <p>CLASS 3 (OFFICE MANAGED)</p> <p>Misconduct that could result in personal injury or property damage</p> <p><u>Examples:</u> *Repeated behaviors (see above-related to more serious disruptive behaviors) *Obscene gestures *Throwing objects</p> | <p>Consequences</p> <p>Administrator will direct the following:</p> <p>School will report the misconduct to the School Resource Officer or law enforcement agency required when the misconduct is a criminal offence</p> <p>Administrator, school counselor, or designee will confer with the student and parents</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> *Pushing/shoving (body contact) *Kicking, hitting, spitting *Stealing under \$25 *Vandalism under \$25 *Verbal threats to harm *Fighting (first incident) *Possessing or using matches/lighters/combustibles *Gang related drawings, writing or clothing *Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing | <p>Repayment/restitution for damage caused.</p> <p>In-school suspension or detention</p> <p>Optional consequences administered at the discretion of the administrator:</p> <ul style="list-style-type: none"> *Out-of-School suspension *Alternative education placements *Behavioral contracts |
| <p>Behaviors</p> | <p>Consequences</p> |
| <p>CLASS 4 (OFFICE/LAW ENFORCEMENT MANAGED)</p> <p>Severe misconduct, illegal activities</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> *Repeated behaviors (see above-related to misconduct that could result in personal injury or property damage) *Tobacco/smoking, chewing, vaping, alcohol (selling, possessing, under the influence) *Inappropriate, unwanted touching (“swirlie,” “de-pantsing,” sexual contact, . . .) Sexual harassment *Pulling the fire alarm inappropriately *Fireworks *Fights resulting in injury *Vandalism (greater than \$25) *Stealing (greater than \$25) *Extortion *Pornographic material including cell phone/ computer accessed pornography. | <p>Administrator will direct the following:</p> <p>Meet with student and parent</p> <p>It is required that the school report the misconduct to the School Resource Officer or law enforcement agency</p> <p>Repayment/restitution for damage caused</p> <p>Suspension with possible expulsion</p> <p>Optional consequences administered at the discretion of the Superintendent and Administrator</p> <p>Alternative education placements</p> <p>Appeal procedures for expulsions are Outlined in Idaho Code. See Drug Free Policy 717.2</p> |
| <p>Behaviors</p> | <p>Consequences</p> |
| <p>CLASS 5 (LAW ENFORCEMENT/OFFICE MANAGED)</p> <p>Illegal/Criminal Behaviors</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> *Repeated behaviors (see above-behaviors related to severe misconduct, illegal activities) *Threats with intent (the means) or written threats *Bomb threats *Drugs or drug paraphernalia (selling, possessing, using) *Weapons at school, look-alike weapons *Rape/attempted rape *Use of the internet for bomb instructions | <p>School will report the misconduct to the School Resource Officer or law enforcement agency</p> <p>All misconduct in class 5 will be reported to the the Superintendent and reviewed by the School Board and may result in expulsion</p> |

Procedures for Formal Disciplinary Action

When formal disciplinary action occurs, a student will be notified of the charges, allowed to respond to the charges, and when possible be informed in writing of formal disciplinary action. School officials will contact the parent or guardian in a timely manner.

Appeal Process

Students are encouraged to go to the faculty or administration to discuss problems or misunderstandings about a discipline issue. To make a formal appeal regarding a discipline issue, the student should follow the procedure listed below:

For a class 1 issue:

1. Write down what happened and the reason for the appeal.
2. Schedule an appointment with the person who assigned the consequence and the building administrator to discuss and review the issue.

For a class 2 issue:

1. Write down what happened and the reason for the appeal.
2. Schedule an appointment with the person who assigned the consequence and the building administrator to discuss and review the issue.

For a class 3 issue:

1. Write down what happened and the reason for the appeal.
2. Schedule an appointment with the building administrator to discuss and review the issue.
3. To carry the appeal to the next higher level, schedule an appointment with the Superintendent. The building administrator will also be invited to attend this meeting.

For a class 4 issue:

1. Write down what happened and the reason for the appeal
2. Schedule an appointment with the building administrator and the Superintendent to discuss and review the issue. If law enforcement was involved at the time of the misconduct, the law enforcement officer will be invited to attend the meeting to report facts of the case.

For a class 5 issue:

1. Appeal procedures for expulsions are outlined in Idaho Code.

Students with Disabilities

A student in special education is subject to the same disciplinary procedures as any student for behavioral consequences and short-term suspensions, approximately 10 days in a school year, unless noted differently in the student's Individualized Education Plan. Students with disabilities are guaranteed a Free Appropriate Public Education (FAPE) by federal laws, such as the Individuals with Disabilities Education Act. For students in special education, disciplinary measures must always take into account the student's right to FAPE. A student in special education may be suspended for extended lengths of time, beyond the 10 school days, or expelled if the misconduct is not related to education as defined in the student's Individualized Education Plan and with access to the general curriculum. The district will follow procedures for students with identified disabilities as defined by federal laws and the *Idaho Implementation Manual for Special Education*. These procedures may involve:

- Assessment of the student's behavior (Functional Behavioral Assessment).
- Design and implementation of a behavior plan that may alter usual consequences for misconduct, as well as, describe procedures to attempt to alleviate the behavior.
- Manifestation determination to determine the relationship between the student's misconduct and the student's disability, when needed.
- Placement in Alternative Educational Settings for violations of the law.
- Removal from school through a court injunction for behavior that is dangerous to the student or others.

When a student in special education breaks the law, the district will report the misconduct to appropriate law enforcement agencies. Subsequent court actions may unilaterally remove the student from placement within the district. When discipline of a student in Special education results in removal from school for 20 or more days, the principal will notify the director of special education.

Uniformity

Each school in Jefferson School District #251 will comply with the provisions of this disciplinary policy, with due consideration to the age, maturity of the student, and circumstances that exist at the level of occurrence. The school principal will keep appropriate records on student misconduct and disciplinary actions taken.

Goals of the Jefferson 251 Middle School Violence Prevention and Intervention Program

1. To ensure the safety and well-being of both students and educators.
2. To reduce the severity and frequency of and eventually eliminate all incidents of violence from the school setting.
3. To create a safe, supportive, nurturing atmosphere highly conducive to learning.

Our goal at Jefferson 251 Middle Schools is to create an atmosphere which will encourage students and faculty to respect and protect each other. The basis for our approach to discipline is a system of consequences when students make poor decisions and recognition when positive decisions are made. Gangs, hate-groups, and organizations or groups which advocate hatred or discrimination on the basis of race, color, religion, gender, ancestry, national origin, or handicap are not tolerated at Jefferson 251 Middle Schools. The activities of such groups and their members are prohibited.

Such prohibited activities include, but are not limited to: the congregation of members, the solicitation or recruitment of members, the possession of group paraphernalia and materials, the intimidation of others, the advocacy of discrimination, and any other behavior, such as wearing of gang colors or insignia, and the use of language, codes, gestures that intimidate, provoke violence or seek to promote the purpose and objectives of such groups. Disciplinary action may include suspension or expulsion.

SEARCHES AND SEIZURE – BOARD POLICY 3370/3370P

Board Policies 3370 and 3370P apply to physical and digital property on school premises.

The following rules shall apply to any searches and the seizure of any property by school personnel:

1. The Superintendent, principal, and the authorized assistants of either shall be authorized to conduct any searches or to seize property on or near school premises, as further provided in this procedure.
2. If the authorized administrator has reasonable suspicion to believe that any locker, car or other container of any kind on school premises contains any item or substance which constitutes an imminent danger to the health and safety of any person or to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
3. The authorized administrator may perform random searches of any locker, car or container of any kind on school premises without notice or consent.
4. If the authorized administrator has any reasonable suspicion to believe that any student has any item or substance in his/her possession, which constitutes an imminent danger to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
5. No student shall hinder, obstruct or prevent any search authorized by this procedure.
6. Whenever circumstances allow, any search or seizure authorized in this procedure shall be conducted in the presence of at least one (1) adult witness, and a written record of the time, date and results shall be made by the administrator. A copy shall be forwarded to the Superintendent as soon as possible.
7. In any instance where an item or substance is found which would appear to be in violation of the law, the circumstance shall be reported promptly to the appropriate law enforcement agency.
8. In any situation where the administrator is in doubt as to the propriety of proceeding with any search or seizure, the administrator is authorized to report to and comply with the directions of any public law enforcement agency.

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing

This occurs whenever anyone inflicts or threatens to inflict physical or emotional injury or discomfort upon another person's body, feelings or possessions. Incidents of violence or harassment, physical and/or sexual harassment or any unwelcome comment, foul language or gesture with regard to another person, their appearance, gender, or race should be reported to the administration and or counselor. We strongly encourage a see something, say something culture on our campus.

Idaho Code Sec. 18-3302D. Carrying concealed firearms on school property.

It shall be unlawful and is a misdemeanor for any person under the age of twenty-one (21) to carry a firearm, dirk knife, bowie knife, dagger, metal knuckles or other deadly or dangerous weapon concealed on or about his person while on the property of a public or private elementary or secondary school or in those portions of any building, stadium or other structure on school grounds which were, at the time of the violation, being used for an activity sponsored by or through such a school in this State or while riding school provided transportation...Persons who are found guilty of violating the provisions of this section may be sentenced to a jail term of not more than one (1) year, or if a minor, not in excess of one hundred-twenty (120) days in a juvenile detention facility, or fined an amount not in excess of one thousand dollars (\$1,000) or both. Additionally, the board of trustees of a school district may expel any person violating the provisions of this section if the violator is a student.

EXPULSION

Refer to Board Policies 3330 and 3340.

COUNSELORS

Students wishing to see a counselor are encouraged to stop by the counselor's office. Students involved in an emergency should seek assistance in the office.

CHANGE OF TEACHER REQUEST

As a school we recognize that at times a teacher change is necessary. If you desire a change, please meet with a counselor. There is a written form that you will need to complete. Approval will be given on a case-by-case basis. Changes made more than 5 days after the beginning of the trimester may require administrative approval.

***Submitting a change of teacher request will likely result in the reassignment of both math, language arts, and possibly other elective class teachers.**

CHANGE OF ELECTIVE CLASS

When placing your students into an elective class, we look at the choices that your student has picked. Students receive their electives according to what they have chosen. Many electives that we offer are filled when school starts, thus making it difficult for schedule changes. Changes of electives must occur within the first three (3) days of each trimester during registration. If a student desires an elective change the following steps will be followed.

1. The student/guardian must fill out a change of elective form (available from counselor) and deliver it to the counselor's office
 2. If the request can be granted, the counselor will call in your student and give him/her a new schedule. Please understand that classes are extremely full, and changes may not be possible.
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PARENT-TEACHER COMMUNICATION

Parents can check the student's progress anytime on PowerSchool, weekly emails from PowerSchool, and report cards. Weekly computer-generated notifications will be sent to parents, based on the information given to the school at registration, whose students currently have an F grade in one or more of their classes. If parents still have questions or feel that there has been a misunderstanding, they may call the school for an appointment with the teacher, counselor, or administrator. Students who wish to talk with a teacher about any problem should request a conference with the teacher at a time convenient to both parties. Please talk to an administrator if you need additional help communicating with a teacher.

REQUESTING HOMEWORK

When a student is absent, they should check Schoology for assignments and notifications or e-mail the teacher.

DELIVERING MESSAGES

Messages will be delivered to students up until 30 minutes before school is dismissed. Messages after that time are not guaranteed to be delivered before the end of school.

EXTRA CURRICULAR ACTIVITIES

Participation in extracurricular activities is a privilege and students who participate in them are held to high academic and behavioral expectations.

- A. Students must meet State and District academic guidelines to remain eligible.
 - B. Students required to serve detention (during school or after school), in school suspension, out of school suspension, or community service will become ineligible to participate in any extracurricular activities at the discretion of the coach and administrator.
-

SPORTSMANSHIP

The ability to win and lose gracefully shows true sportsmanship. We expect students to exhibit the following behaviors:

1. Appreciate the visiting team and treat their fans as guests.
2. Accept the official's decision as final.
3. Support the cheerleaders with enthusiasm. Cheer **for** our team and not **against** the visiting team.
4. Be modest in victory and gracious in defeat.

Participation and involvement in school activities is a privilege. Any student who exhibits poor sportsmanship or behavior at a school function may be required to leave the activity and may be prohibited from further attendance.

STUDENT-OWNED ELECTRONIC COMMUNICATIONS DEVICES

Purpose: The Jefferson School District #251 is committed to creating an educational environment that supports mental health, academic success, and character development. Our goal is to foster a school culture where students are fully present, free from distractions, and deeply engaged in their learning. This policy aligns with our district's mission to provide each student with a high-quality education.

Policy Overview: To maintain a focused and distraction-free learning environment, the use of cell phones and other personal electronic devices is prohibited during school hours for all students. Unless under exceptional circumstances involving immediate physical danger. Usage during instructional hours is prohibited.

Personal Electronic Communication Device: A personal electronic communication device includes but is not limited to cell phones, smart watches, ear buds or other related devices. When used appropriately and in accordance with the electronic use policy laptop computers are permissible when being used for academic purposes.

School Day: The school day is defined as the official start time to the official end time including class periods, passing periods, lunch periods, recess and assemblies.

DURING THE SCHOOL DAY: Students must keep their devices turned off out of sight and not on their person while on school campuses or at school activities for the duration of the school day. Personal Electronic devices may be stored in a backpack, locker, or a designated spot in the classroom. The only exception is that high school students may use their devices during their lunch periods at school.

This policy does not extend to district-issued devices in educational settings. Students may use district-issued devices for education purposes during the school day. Access to the devices is a privilege and not a right. Each student will be required to follow the Acceptable Use of Electronic Networks Policy and the Internet Access Conduct Agreement.

Students must connect to the internet through the district's filtered network, regardless of using personal device or District provided device. Technical assistance or software will not be provided for student-owned devices.

Use of phones in bathrooms, locker rooms, or any private areas is strictly prohibited at any school level. Prior consent is required before taking photographs or videos of individuals, and further authorization is necessary before posting on social media or other online platforms. Any student found using electronic devices to facilitate cheating on assessments, projects, or assignments will face disciplinary action, including confiscation of the device until a parental meeting is conducted.

Students are accountable for the security of their devices on campus. The District disclaims liability for loss, theft, damages, or destruction of student owned devices on school property.

Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices.

Violations of this policy may lead to disciplinary measures, such as forfeiting device privileges on school grounds, detention, suspension, or expulsion and confiscation of the device. The regulations on electronic communication devices contained in this policy do not supersede the rights of special education or Section 504 students or students with an Individualized Education Plan when these plans conflict with the outlined provisions.

LOST/STOLEN ITEMS AND PERSONAL PROPERTY

Students and parents are hereby notified that **Jefferson 251 Middle Schools** and **Jefferson County School District #251** are not responsible for personal property of students. Students are encouraged to take steps to secure their property and to use locks to safeguard their property.

Lost articles turned into the office may be claimed upon proper identification. We suggest that students place their names on items that they bring to the school. Any items in the Lost and Found that have not been claimed by 10 days after the end of each trimester will be donated to charity.

MEDICATIONS

Over-the-counter medications must be signed in at the office by a parent and can be kept in a student's locker for personal use only.

Prescription medications must be signed in at the office by a parent. Storage and dispensation of the medication depend on parent elections and physician guidance.

MOTORIZED VEHICLES

Students are not allowed to use powered vehicles during school hours unless permission is granted from the principal. Students who bring a vehicle to school are not allowed to go to the vehicle during the school day.

LUNCHROOM POLICY

A nutritious lunch is served in the cafeteria each full day. Eating areas will be designated by the school administration based on the needs of the school and specific circumstances.

STUDENT HEALTH AND WELLNESS POLICY

Refer to Board Policy 3520

EMERGENCY DRILLS

Emergency drills are an important safety precaution. It is essential that when the first signal is given, everyone obey orders promptly, clearing the building by the prescribed route. The teacher in each classroom will give his/her students necessary instructions for leaving the building or in the case of lockdowns, preparing the room. Jefferson 251 Middle Schools will practice periodic fire drills, intruder drills and lock down drills throughout the year.

VISITORS

All visitors to the school must check in at the office upon arrival. After checking in, parents/guardians are welcome to visit classes and/or view the building.

HALL PASS

Students in the halls during class time must have a teacher hall pass at all times.

ACCIDENTS

There is a possibility that a student may be injured during the school day. In case of an accident, the following procedures will be followed:

1. All accidents should be reported to the teacher in charge, or to the office.
2. An accident report provided by the principal's office should be filled out on the day of the accident.

***If medical attention is required, parents/guardians will immediately be notified and the correct procedure for the injury will be followed. A 911 emergency telephone call may be made if necessary.**

LIBRARY

The library shall remain a study area, and as such, must be quiet. Students are encouraged to use the library for checking out books, magazines, resource materials, and for study. Material checked out should be returned on time to allow others access to the same material. Fines may be accrued if overdue library materials are late and/or not returned. Damage to library and other school materials may result in fines as well.

LOCKER ASSIGNMENTS

Lockers are provided for all students at registration as a service to help keep books, papers, and coats organized. Clear backpacks will be stored in lockers during the school day.

Jefferson Middle Schools reserves the right to open and inspect any of the school lockers at any time.

BACKPACKS

To maintain a safe learning environment, clear backpacks will be required for student use during school hours. As stated previously, clear backpacks will be stored in lockers provided to each student.

Bags used for school sanctioned activities may be stored in gym locker room.

SKATEBOARDS

Skateboards, scooters, rollerblades, bicycles, or similar objects may be ridden on campus or on the sidewalks surrounding the school campus before or after school hours. Skateboards, scooters, roller shoes, roller blades, hover boards, and bicycles **are not allowed in the school building at any time.**

SELLING/SOLICITATION OF GOODS AND SERVICES

Selling/solicitation of any goods or services on the school campus is prohibited unless approved by the school administration.

STUDENTS WITH DISABILITIES RIGHTS

Students with disabilities and their parents have rights and protections. Questions or requests for assistance or information about services for students with diagnosed or suspected disabilities should be directed to the student's school principal or Julian Duffey, Director of Student Services, at 745-0848, ext. 1112, 3850 E 300 N, Rigby, Idaho 83442.

SECTION 504/TITLE II GRIEVANCE PROCEDURE

Jefferson Joint School District has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (Section 504) or Title II of the Americans with Disabilities Act (Title II). Both Section 504 and Title II prohibit discrimination on the basis of disability. Complaints should be addressed to Julian Duffey, Director of Student Services, at 745-0848, ext. 1112, who has been designated to coordinate Section 504/Title II Compliance efforts.

SPECIAL CONTINGENCIES/LAST DAY OF SCHOOL

Upon occasion, circumstances may warrant adjustment to, or additional attention to enforcement of the policies in this handbook for the best interest of the students. Whenever possible, administrators will notify parents beforehand of these special contingencies.

One such contingency will be the last day of school. On that day, school hours are strictly observed (doors opening at 8:00 am) as well as dress code. Due to the disciplinary challenges of the last day of school, bags are not permitted in the school; however, special consideration will be given to students with health and hygiene needs.

ANNUAL NOTICE OF STUDENT EDUCATION RECORD PRIVACY (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Refer to Board Policy 3570F

QUESTIONS/CONCERNS

If you have any questions or concerns, please contact the school office:

Farnsworth Middle School: 208-745-8347

For information on the district handbook please follow this link:

<https://jeffersonsd251.org/our-district/board-of-trustees/board-policy/>

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212 Improving America’s Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans P.L. 107-110, “No Child Left Behind Act of 2001,” Title I – Improving the Academic Achievement of the Disadvantaged, § 1118 , 20 U.S.C. § 6318 No Child Left Behind

Policy History:

Adopted on: Feb. 10, 2010

Revised on: January 13, 2016

APPENDIX F

Jefferson Joint School District #251
Every Student Can Learn and Succeed
3850 E 300 N
Rigby, ID 83442
(208) 745-6693 / (208) 745-0848 (fax)

Regarding Right to Receive Teacher Information

Dear Parent/Guardian:

Federal law requires that each school district receiving Title I funds notify parents of each student attending any school receiving these funds that information regarding the professional qualifications of their child's classroom teacher(s) may be requested.

As a parent of a student attending a school receiving federal program funds, you have the right to know:

- Is my child's teacher licensed to teach the grades and subject(s) assigned?
- Is my child's teacher teaching with a provisional license, meaning the state has waived requirements for my child's teacher?
- What is the college major of my child's teacher?
- What degree or degrees does my child's teacher hold?

To request the state qualifications for your child's teacher or instructional aide, or if you would like more information about this school, please contact Matt Hancock at 208-745-6693 or mhancock@sd251.org.

APPENDIX G

Title I School Compact

Student Agreement

In order to do my utmost to succeed in school, I agree to:

1. Be on time to school.
2. Have all my supplies ready to use each day.
3. Have my homework finished.
4. Obey all school rules.
5. Show respect for myself, my school, and other people.
6. Accept responsibility for my own behavior.
7. Participate in class activities and learning.

Parent/Guardian Agreement

In order to support my child's success in school, I will help him/her by doing the following:

1. Make every attempt to have my child arrive on time and attend school regularly.
2. Support the school discipline policy.
3. Set aside a time and place for homework and review my child's work with him/her.
4. Communicate with teachers regularly.
5. Send my child to school ready to learn by providing:
 - consistent and age appropriate bedtime
 - nutritious breakfast
 - appropriate clothing for weather conditions
 - necessary school supplies

Teacher Agreement

As a professional educator, I believe all students need an environment that is conducive to learning. In order to provide this environment, I will:

1. Be prepared to teach, listen, and help each child grow to his or her fullest potential.
2. Provide meaningful and appropriate lessons correlated with the Idaho State Standards.
3. Enforce school and classroom rules fairly and consistently.
4. Maintain open lines of communication with students and their parents.
5. Provide frequent reports to parents on students' academic progress and assessment.

Please sign and return the copy of the compact on the next page to your school. Thank you!

Title I School Compact

Student Agreement

In order to do my utmost to succeed in school, I agree to:

1. Be on time to school.
2. Have all my supplies ready to use each day.
3. Have my homework finished.
4. Obey all school rules.
5. Show respect for myself, my school, and other people.
6. Accept responsibility for my own behavior.
7. Participate in class activities and learning.

Student signature

Date

Parent/Guardian Agreement

In order to support my child's success in school, I will help him/her by doing the following:

1. Make every attempt to have my child arrive on time and attend school regularly.
2. Support the school discipline policy.
3. Set aside a time and place for homework and review my child's work with him/her.
4. Communicate with teachers regularly.
5. Send my child to school ready to learn by providing:
 - consistent and age appropriate bedtime
 - nutritious breakfast
 - appropriate clothing for weather conditions
 - necessary school supplies

Parent signature

Date

Teacher Agreement

As a professional educator, I believe all students need an environment that is conducive to learning. In order to provide this environment, I will:

1. Be prepared to teach, listen, and help each child grow to his or her fullest potential.
2. Provide meaningful and appropriate lessons correlated with the Idaho State Standards.
3. Enforce school and classroom rules fairly and consistently.
4. Maintain open lines of communication with students and their parents.
5. Provide frequent reports to parents on students' academic progress and assessment.

Teacher signature

Date