

Rutledge Middle School



TM

“Our Best, Always!”

Respect Achieve Motivate Succeed

2016-2017

Parent and Student Handbook

&

Code of Conduct

Letter from the Principal

August 2016

Dear Parents:

Thank you for choosing Rutledge Middle School for your child! The school's leadership team, managers, faculty, and staff are eager to build on the success and challenges of our opening, and we have been busily preparing for the months ahead. *The 2016-2017 Parent and **Student Handbook and Code of Conduct*** are designed to guide you and your child through this exciting time. We encourage you to read both sections of this booklet thoroughly and discuss them with your child.

The Parent and Student Handbook includes contact information for the school's leadership team, general information about our proven curriculum and instructional design, and specific school policies of Rutledge Middle School. *The Code of Conduct* describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment.

Should you have a question that is not addressed within these pages, please feel free to contact me, the assistant principal, counselor, or your child's teacher.

At Rutledge Middle School, we recognize that educating children requires a team effort, and we look forward to joining you in this vital pursuit. Working together, we can realize our shared vision of excellence in public education.

Thank you for choosing the Midfield City School District and allowing us to educate your most prized possession, your child.

Sincerely,

Marcus Harris,
Principal

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Statement of Diversity

Rutledge Middle School admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

Vision, Mission, and Beliefs

Vision Statement

We here at Rutledge Middle School, will provide resources for students to enhance their skills and abilities to be successful in life. Through the combined efforts of school, staff, parents and community, our students will achieve success through our C.H.A.M.P.S expectations. Our students will reach their highest possible level of academic and social development.

Mission Statement

The mission of Rutledge Middle School is to provide a climate conducive to the educational achievement, emotional development, physical well-being, and social responsibility of all students, regardless of their family background, socioeconomic status, race, or gender.

Belief Statements

1. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
2. Through mutual effort of all faculty, staff, parents, and community, we can assist students in reaching a goal of 100% literacy by providing effective reading intervention techniques/skills when needed.
3. The education process is a partnership among students, staff, parents, and community.
4. All students can learn when provided with appropriate opportunities for learning.
5. Problem solving skills, computer technology skills and other higher-level thinking skills are important to success in life and play a vital role in the education process.

School Overview

We at Rutledge Middle School will provide resources for students to enhance their skills and abilities to be successful in life. Through the combined efforts of school, staff, parents, and community, our students will achieve success through our CHAMP expectations. Our students will reach their highest possible level of academic and social development. The overarching goals of the School are to:

- ❑ Demonstrate the heights of academic achievement that public school students can routinely attain when the advantages of charter school governance are coupled with ambitious new academic standards
- ❑ Offer area families rich new choices in public education

LEADERSHIP

The School's highly skilled and experienced leadership team is eager to serve you and your child through the provision of professional quality education. Your satisfaction is the school's highest priority, so we hope you will contact the school's leaders with any questions or concerns at the following numbers:

- ❑ *Marcus Harris*, Principal
(205) 780-8648
- ❑ *Kecia Mathews*, Assistant Principal
(205)780-8648
- ❑ *Onetha Bethel*, Counselor
(205) 780-8648
- ❑ *Stephanie Matthews*, Special Education Director
(205) 923-2262 ext. 23
- ❑ *Dr. Janet Jenkins*, Federal Programs/Attendance
(205) 923-2262 ext. 27

Other important phone numbers include:

- ❑ Midfield Board of Education: (205)923-2262

MANAGEMENT

Midfield City Schools is an independent school district. The Midfield City School System is a self-managed district that operates under the leadership of Superintendent Demica Sanders and the school board. The school district offers students a rigorous curriculum that meets the Alabama State Department of Education Curriculum requirements. Faculty and staff are trained in "Capturing Kids Hearts, Foundations, CHAMPS, and CoTeaching CoPlanning.

DAILY SCHEDULE

7:45 a.m.	Doors open
7:45-8:15	Homeroom Breakfast in the classroom
8:15 a.m.	Academic School day begins
3:00 p.m.	Dismissal
3:00 p.m.	Buses

Special Schedules

- **Fridays**
- **1st and 3rd Wednesdays**
- **Assemblies**

Curriculum and Instructional Design

At the heart of Rutledge Middle School is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. Rutledge Middle provides a strong academic foundation for students that will prepare them for demanding academic studies of high school, college and career development. We also work within the State Systemic Improvement Plan (SSIP) in conjunction with the State Professional Development Grant.

Academic Enrichment

Academic enrichment and academic practice will be assigned on an individual basis.

PARENTS

- ❑ Create enrichment rules together with your child. Decide when it will be done, where it will be done, and what will happen if it is not completed.
- ❑ Provide a quiet place for your child to do academic practice, such as a desk in his or her room or the kitchen table. Make sure there is sufficient light and that distractions are limited.
- ❑ Show an interest in your child's academic practice and ask him or her about it each night.
- ❑ Give your child a healthy snack before he or she begins academic practice. This should help with concentration.
- ❑ Give your child a short break from his or her work if needed.
- ❑ Encourage your child to work independently. Assist him or her if needed.
- ❑ Give your child positive words of encouragement, such as, "I'm proud of you," or "I knew you could do this all by yourself!"

Field Trips

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all such trips. A permission slip was included in your online registration giving permission for students to participate in a field trip. There may be other field trips, ie., athletic tournaments that may require us to send parents an additional field trip permission slip **Students without signed permission slips will remain at the school in another class.**

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. **Babies and children who are not enrolled in the class may not accompany the chaperones.**

Student Conduct

Rutledge Middle School recognizes that effective instruction requires an orderly environment focused on learning, and that schools have an important role to play in supporting parents' efforts to teach basic values to their children. The School Systems **Code of Student Conduct** which clearly defines expectations for all in the learning community.

An outline of the **Code of Student Conduct** is provided on page 29 of this booklet. Please read the *Code* thoroughly, discuss it with your children and sign and return to your child's homeroom teacher the compact on the last page to indicate that you understand and agree to the school's rules and expectations. Students are also asked to sign the form, which will be co-signed by the principal upon receipt. The *Code* will thus serve as a contract among students, parents, and School staff, involving parents at the most fundamental level in their children's character development. The principal will make appointments to discuss the **Code of Student Conduct** with any parents who do not return signed copies of the form indicating their approval of the *Code*.

In addition to the expectations described in the *Code of Student Conduct*, the following rules apply in every classroom and throughout the school with the following theme:

CHAMPS Expectations:

*C*onversation- level and tone, about, with whom and how long
*H*elp- asking questions, getting answers, how to wait,
*A*ctivity- expected results, what is the task or objective
*M*ovement – reason are you out of seat, do you need permission
*P*articipation- behavior that shows level of participation
*S*uccess- expectations are met and students succeed.

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Passion and Pride

Helping your child meet these expectations will facilitate the creation of a safe and orderly learning environment.

Hallway Expectations

- Walk on the Right Side. (Follow the direction of the ram heads on the floor.)
- Help to maintain efficient movement through the halls. (Avoid congregating in clusters that block traffic.)
- Use quiet conversational voices and avoid any noise louder than a quiet conversational voice. (Level 1)

Restroom Expectations

- Respect both property and fellow students.
- Wash your hands.
- Leave immediately.
- Use quiet conversational voices and avoid any noise louder than a quiet conversational voice. (Level 1)

R.M.S. Locker Schedule

Top Lockers-1st, 3rd, 5th Periods

Bottom Lockers-2nd, 4th, 6th Periods

All students will go to their lockers at the end of their designated periods.

Locker Logic

- Visit your locker only at designated times
- Set your books or book bag down quietly in front of your locker
- Unlock the lock (ask any staff member in the hall for assistance)
- Open the door quietly by lifting the latch with your hand
- Move necessary items into and out of the locker promptly
- ALL bookbags should be placed inside the locker for the entire day
- Lift the handle on the locker door and close quietly
- Leave the locker area promptly and go to your next class

Locker Courtesy

- Respect the locker area of your neighbors: Keep the area around your locker neat. Do not block anyone trying to get to his/her own locker. If someone is blocking access to your locker, say, "Excuse me, I need to get to that locker."
- Organize material in your locker neatly so that you can find items easily
- Keep the locker combination to yourself
- Make sure your locker is always locked
- Use conversational voices when in the locker areas (Level 2)

R.M.S. Tardiness and Passing Period Procedures

- A warning bell signals there is one minute left of the passing period and it is time to be IN class.
- At the second bell, classroom teachers will close their door and begin class.
- If you are late to class, you must go with the staff member who is engaged in the "Positive Sweep."

Sequence of Consequences for Tardiness

- **1st tardy**-Student writes a note that is sent home.
- **2nd tardy**-Student writes a note that is sent home.
- **3rd tardy**- Student writes a note that is sent home; Student is required to meet with assistant principal.
- **4th tardy**- Student writes a note that is sent home; Assistant principal contacts the student's parents directly.
- **5th tardy**- Student writes a note that is sent home; Student is banned from purchasing snacks for a week.
- **6th tardy**- Student writes a note that is sent home; Student is assigned a detention.
- **7th tardy**- Student writes a note that is sent home; Student is assigned two days of detention.

- **8th tardy**- Student writes a note that is sent home; Student is banned from any extracurricular activities (dances, football games, homecoming, etc).
- **9th tardy**- Student writes a note that is sent home; Student is assigned a detention; Student's parents are required to come in for conference.

R.M.S. Expectations

A. Dismissal

Students

- When the bell rings, all students will be dismissed
- Be sure to adhere to all hallway expectations
- All students who are car riders or walkers must immediately exit the building using the side doors
- Walkers need to leave the campus immediately
- Car riders need to immediately sit on their designated bench sides of the building and wait for their rides
- **All** students who ride the bus must report to the gym
- Students must sit in the bleachers in their designated bus section until the bus is called
- Avoid any noise louder than a conversational voice while in the gym (Level 2)

Assemblies

Students

- Line up with young ladies in the front, young men in the rear
- Enter the bleachers going up the steps, filling from the top and flushing.
- During social interactive assemblies or pep rallies, use appropriate levels (1-3)
- Exit from the top down single file line using the steps row by row on Voice Level 0.

B. Cafeteria

Students

- Avoid any noise louder than a quiet conversational voice (Level 1); Communication should be with the person to the left or right of you
- Get all materials that you need before seated; once seat is taken, remain seated
- Lift, look, clean, on table, and underneath table
- Exiting will involve young ladies first then young men

C. Data Duties

Student Data Binders

- Should be stored in homeroom teacher's classroom
- Each binder should include individual student data
- Binder should be divided with the following tabs: ACT Aspire, Global Scholar, Chalkable, Progress Reports, Report Cards
- Progressive Discipline Report should be stored within

Quality Assurance – Handling Complaints

Experience has demonstrated that open communication between parents and the school's staff is the key to maintaining a stable business relationship.

What to do if you have a problem.....

1. Discuss the problem with your child's teacher. Teachers will make themselves available to discuss parental concerns regarding your child.
2. Discuss the problem with the school's principal or assistant principal. Parental concerns or questions that cannot be resolved by the teacher should be redirected to the school's principal. Your principal is fully qualified and possesses the requisite leadership and decision-making skills to solve most problems.

Parent Involvement and Communications

Volunteering

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, crosswalk, and assisting with school events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects. A log of volunteer hours is kept in the school office. A recognition night for volunteers is held at the end of the year.

All volunteers must complete an Application, and each must complete a background check. This must be paid for by the individual requesting to volunteer. Volunteers will receive structured training, and must follow all policies and procedures defined by the school. If activity occurs that is not in keeping with the school policies, the principal reserves the right to relieve the volunteer of his or her responsibilities.

Parent Teacher Organization

Rutledge Middle PTO was founded by a group of parents dedicated to supporting student learning and the overall success of the school. The PTO provides school leaders with ongoing input on the operation of the school and serves as a vital link between the school and you – its customers. All parents are encouraged to join the PTO. For more information, contact the school at .

Parent Conferences

Formal parent/teacher conferences are scheduled three times per year to facilitate open communication between parents and teachers regarding students' progress. Refer to the school calendar for specific dates. Dates are set in the months of October, January, and March.

Rutledge Middle maintains an open door policy, and parents are encouraged to visit their children's classrooms to see them in action. We do ask that parents to sign in in the office upon arriving to the school for a visit to a classroom so as to keep disruptions to a minimum. Informal conferences or conversations are encouraged and may also be scheduled with teachers or school leaders at any time throughout the year.

Parent Newsletters

Parents will receive weekly/monthly E-newsletters from the principal with announcements of upcoming events and school-wide activities. These will always be sent home on the last school day of each month.

Progress Reports and Report Cards

Progress reports will be sent to parents 4 times during the school year to provide specific information about student progress in each subject. At the end of each quarter, parents will receive report cards with cumulative data on their children's performance and progress. Data binders with depict students progress will be available for view upon request.

Textbooks and Supplies

Rutledge Middle furnishes textbooks and instructional materials that remain school property. Parents may be required to reimburse the school for lost or damaged books, before new books are issued. Supplies may be required and teachers will send home a list of such supplies.

Dress Code Guidelines

1. Hats, caps, headbands, sweat bands, bandanas, visors and sunglasses may not be worn inside the school building. If worn to school, they must be removed and placed in the locker or designated area and remain in that area during the school day.
2. Develop and practice good grooming and personal hygiene habits. Hair must be kept clean and well groomed at all times. Hair should also not impair vision or be disruptive to the learning environment.
3. Hoodies are not allowed unless it is a part of a school spirit pack.
4. Appropriate clothing should be worn according to season.
 - Also refer to 2016-2017 Midfield City Schools Code of Student Conduct.

The principal will determine if a student's dress is distracting. Parents of students not in compliance will be contacted by a school official

Attendance

Tardiness

Instruction at Rutledge Middle begins **promptly at 8:00 a.m.**, and it is critical that all students be prepared to begin instruction on time. Students may enter the building beginning at 7:45 a.m. Students must arrive at school before 8:00 a.m. A student who is late misses valuable instructional time, and conveys an unacceptable lack of regard for the school.

A parent/guardian must accompany any student who arrives after 8:00 a.m. to the office before proceeding to the classroom. The student will be considered tardy and the incident will be recorded. If a student is tardy 3 times, the problem will be regarded as chronic, and it will be reported to the school's Truancy Officer. In addition, no child will be dismissed early, unless for special circumstances. Being at school on time in the morning and staying in school until the end of the school day is central to receiving a good education. **If a child is picked up early more than 3 times (without a doctors excuse), this will be regarded as chronic and will be handled in the same manner as chronic tardiness.**

Absences

Parents must send a written excuse to the office when the child returns to school.

The following reasons are sufficient cause for an excused absence: a.) illness (Doctor appointment), b.) death in the family, c.) inclement weather, which would be dangerous to the life or health of the child, d.) legal quarantine, e.) emergency conditions as determined by the principal and f.) prior permission from the principal and consent from the legal guardian.

In the event that extraordinary circumstances require that the student be absent from school, an Authorized Absence Plan may be developed jointly by the teacher, the principal, and the student's parent or legal guardian. The plan will define the length of the absence and the means by which the student will make-up the work he or she will miss. The plan must be approved and signed by the principal and the parent/guardian prior to the student's absence.

If a student returns to school after an absence without a note of explanation from the parent, the teacher will call the parent to remind him or her to send a note the following day. If a note is not received within two school days of the absence, the absence will be regarded as unexcused. If the child receives three unexcused absences, the parent will receive a notice from the school.

In response to continued absenteeism or chronic tardiness, the Parent Liaison will conduct a home visit with a citation. The citation will be explained and, if necessary, issued with a court date and location. The Parent Liaison will represent the school at court, providing the court with the student's attendance record, a copy of the student's progress report and grades, and all documentation related to the child's truancy. Legal sanctions include fines.

Check Out

Only adults who are listed in the school's records as being authorized will be allowed to take students from the school. We prefer students be checked out between the hours of 9:00am-2:00 pm. All check outs after 2:00pm will be handled on a case by case basis.

***The school system has imbedded early dismissal days into the 2016-2017 school calendar every first and third Wednesday for Professional Development.**

Admission, Re-enrollment, Withdrawals and Transfers

Admission

Rutledge Middle is open to all children who live in the Midfield City District. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

Re-Enrollment

To secure your child's place at Rutledge Middle School for the next school year, you must officially re-enroll him or her online via SchooMint. In May, online re-enrollment information will be sent or emailed to parents along with the spring deadline for re-enrollment. Students whose online re-enrollment has not been completed after the deadline will not be allowed to school until online re-enrollment is completed.

Transfers

Transfer requests are to begin at the board of education and must be approved by the superintendent. The school asks that, whenever possible, parents provide at least two weeks' notice if a student must transfer from Rutledge Middle School for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred.

Student Records and Confidentiality

All student information is protected by the Family Educational Rights to Privacy Act for the purpose of protecting student confidentiality.

Every student is required to complete and submit the following as part of the registration process which is done online (all forms are available in the necessary language translation, upon request):

- Application for Enrollment
 - Immunization Form
 - Proof of Residency
 - Two current utility bills (power, gas or water)
 - Parent Request for Transfer of Records
 - Education Testing
 - IEP (If applicable)
 - Transportation Information (If applicable)
 - Free and Reduced Lunch Form
 - Permission to Photograph
 - Volunteer Form and clearance (for parents)
 - Technology Form
 - Health Information
 - Second Party parents must register at the Board of Education first
-
- ❖ Medication Permission Forms, that will permit the school to dispense specified medication to the student, are filled out during the school year on an as needed basis.
 - ❖ For children entering kindergarten, evidence of current immunizations must be provided before students can attend school. All children should be current in their immunization scheduled, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Varicella vaccines. If you have questions, please contact your physician.

It is critical that the school be notified immediately of any changes in a student's name (legal documentation must be provided for name changes), address (proof of address change must be provided), phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Secretary.

Rutledge Middle School is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents and guardians, appropriate members of the school's faculty and staff, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

Rutledge Middle School 1221 8th Street Midfield, AL 35228 205-780-8647

The school may not provide name, phone, or address lists to parents wishing to organize with other parents/guardians of students at Rutledge Middle School. Parents must find alternative ways to acquire such information, such as circulating forms at parent events or meetings of the Parent Teacher Organization.

Rutledge Middle School's academic offerings may generate public interest and some media coverage. If for any reason, you do not wish to have your child photographed, videotaped, or otherwise contacted by the media, immediately inform the school.

Breakfast and Lunch

Rutledge Middle School is committed to offering children a superior education and that commitment extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

Students will practice etiquette and clean-up skills during mealtimes.

Health and Safety

Students' health and safety is the school's foremost concern. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made. Rutledge Middle School is regulated by the State Department of Health Services. All facility inspection reports are available upon request.

Medication

The school nurse and the student's teacher must be informed of any **prescription medication** that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. All medication must be brought to the school and given to the school nurse in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the principal is not present, the school nurse will administer the medication. Appropriate form, Medicine Administration Form, must be submitted by parent before medication may be dispensed.

Non-prescription medications: If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the parent/guardian must fill out a Medicine Administration Form. Parents/guardians must inform the school of any allergies to or restrictions on non-prescription medication that their children might have. Parents/guardians are required to notify the school nurse in writing if your child has a chronic illness that may affect his or her performance at school.

Accidents

The school nurse and or principal or a trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the school's records for your child up-to-date.

Visitor Identification

To help ensure a safe and secure learning environment for your children, all visitors to Rutledge Middle School are welcome during active business hours. All visitors are required to sign-in at the school office and to wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

Fire Drills/Evacuations

The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. Your child's safety is our number one concern.

Student Arrival and Departure

Parents should thoroughly familiarize themselves with the map depicting designated pick-up and drop-off points and visitor parking areas at the school, and carefully follow the school's instructions for operating a motor vehicle in the vicinity of the school and its students.

For transportation policies, please refer to Transportation Parent Letter

NOTE: A legal document is required to support any questions of custody between divorced or separated parents. Unless the principal is informed, either natural parent is considered to have access to or request dismissal of a student.

School Behavior Policy

Safe Bus Riding

Students at Rutledge Middle School are expected to conduct themselves according to the *Code of Student Conduct* and our "*CHAMPS Expectations*" and to practice such virtues as respect, responsibility, and readiness, in all school settings—including on the bus. Following school rules on the bus is essential not only for developing good character, but for ensuring students' safety.

The proper behavior among students while being transported on a bus is fundamental to safety. The lack of appropriate behavior on the bus has an effect on every student's safety. The most dangerous aspect of unruly behavior is the distraction it causes to the bus driver, whose main focus is concentrating on traffic and traffic conditions, not on discipline. Any behavior that causes the driver to shift their attention from traffic to discipline will not be tolerated. Safe student transportation for all students is our goal.

Transportation is a privilege, not a right and any student misconduct that endangers the riders and driver will result in suspension or permanent dismissal from the bus.

Policy:

1. Because misconduct by even one student creates an unsafe condition for all students, the rules will be strictly enforced.
2. Parents/Guardians are primarily responsible for their children's behavior on the bus. Parents must ensure that their children understand and follow bus behavior rules and understand the consequences of failing to follow the rules.
3. The principal will take disciplinary action if rules are not followed. Riding on the bus is a privilege that may be suspended or revoked when a student does not behave in a safe and appropriate manner.
4. Penalties for misconduct on the bus are:
Suspension or dismissal from the bus.

This program is focused on providing safe transportation to and from school every day.

School Bus Rules

- 1. Obey the driver or adult**
- 2. Enter and exit the bus safely**
- 3. Stay seated; no standing**
- 4. Keep your hands, feet and other body parts to yourself**
- 5. Do not throw anything**
- 6. Put nothing out of the window**
- 7. Remain quiet and do not disturb the driver or others**
- 8. No profanity, rudeness, vandalism, fighting, threats**
- 9. Do not eat drink or chew gum**
- 10. Be responsible, be safe**

If a student breaks a rule on the bus, the driver will notify the principal, and swift action will be taken.

Parents with specific complaints about bus service should notify, in writing, the principal.

Solicitation

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the principal is strictly prohibited.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. **The School assumes no responsibility for the loss or theft of such articles.**

Cell Phones and Other Electronic Devices

Midfield City School's Code of Conduct Policy 2.22, use of wireless communication devices such as cellular phones, iPads, iPhones, e-books, or other electronic communication devices are prohibited during school hours and/or while riding on school transportation unless specific authorization has been granted by a school administrator. Devices will **ONLY** be used in class if it is written in the teacher's lesson plan. For any devices confiscated due to the violation of the Code of Conduct Policy 2.22, Rutledge School Administrators hold the right to search the devices. This includes, but not limited to reviewing text messages and videos.

Candy, Gum, and Toys

Students may not bring candy, toys, cell phones or other non-school related items to school unless approved by the principal. The student assumes responsibility for any items brought from home. **Toy weapons are strictly prohibited**, and, headphones, radios, games, virtual pets, etc., are not allowed and will be confiscated and only returned to a parent. Gum is **NEVER** allowed in school. Please help us keep our school beautiful!

Code of Conduct

A BLUEPRINT FOR LIVING AND LEARNING

Introduction

The faculty and staff at Rutledge Middle School are dedicated to providing the School's students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order, and respect.

The school's *Code of Student Conduct* has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The *Code*, which states clearly all school-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a contract among parents, students, and staff. Our school-wide rules and our approach to teaching and re-teaching expected behaviors is based on a comprehensive system of school-wide positive behavior support.

The *Code of Student Conduct* identifies ways in which students will be given the opportunity to study characteristics and qualities of heroes, both past and present, and offers students a framework to reflect and assist them in developing the skills they want to cultivate in themselves. In addition, it describes the ways in which appropriate choices will be encouraged as well as the roles and responsibilities of students, parents, teachers, and faculty.

Embracing the principles outlined herein is a first and vital step toward creating the type of environment in which all children can thrive. It will not only minimize physical harm and disruption among students, it will help establish among all members of the school community the habits that characterize a civil society. This is our *Code*, a blueprint for living and learning.

Roles and Responsibilities

Each member of the Rutledge Middle School community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

CLASSROOM TEACHERS AND INSTRUCTIONAL ASSISTANTS

The classroom teacher at the school is the center of the school's character education and discipline policy. Teachers will continually emphasize to both students and parents the School Wide Expectations. The expectations will be established as rules for each classroom and the school as a whole. Teachers will underscore expectations for student behavior by relating student actions to the expectations language in the *Code Of Student Conduct* Manual and the character virtues learned and reflected upon in their hero study. In this way, teachers will focus on teaching and encouraging appropriate conduct using the CHAMPS model, rather than just trying to "control" behavior.

Three basic principles of classroom management and discipline will be implemented by all teachers.

- At the beginning of the school year, students will be given the information they need to behave responsibly in each type of classroom activity, and their efforts will be reinforced throughout the year.
- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement mild classroom "consequences," corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student will continue to be primarily positive, with a ratio of at least four positive interactions to every one correction.
 - Teachers will communicate with parents and inform them of a student's inappropriate behavior and the consequences of such behavior.

Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

Teachers will work in collaboration with other staff to solve problems that are chronic or severe. Techniques that may be used by teachers in dealing with minor behavior problems as well as procedures for responding to chronic misbehavior are described under "Encouraging Appropriate Conduct."

PRINCIPAL AND ASSISTANT PRINCIPAL

The role of the Principal and Assistant Principal with regard to discipline is to guide staff and students in their efforts to ensure student success—the central mission of Rutledge Middle School.

The Principal and Assistant Principal will have a thorough working knowledge of the *Code of Student Conduct* and when necessary will assist staff in implementing classroom and school-wide management procedures. Working with appropriate staff, the principal will provide training and continued support to teachers as they strive to teach students the value of following the school-wide expectations/rules.

The principal will assist staff in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as any chronic or recurring problems.

In certain cases, appropriate staff will initiate time-out periods, parent conferences, in-school suspensions, out-of-school suspensions, or other severe consequences. The principal may also contact the appropriate law enforcement authorities, depending on the nature of the infraction. If the principal is unavailable to assist with a crisis situation, the school's assistant principal will direct referrals to another assigned staff member.

The principal will lead the school's Leadership Team and will be responsible for ensuring that the team meets on a regular basis. In addition, the principal will assist teachers with the implementation of their classroom management plans, if needed.

SUPPORT STAFF

The **Secretary** for the school serves as the first point of contact for parents, monitors parents' concerns and supports the principal and Leadership Team ensuring compliance with local, state and federal guidelines and procedures.

The school **Counselor** is a vital member of the education team. The **Counselor** helps all students in the area of academic achievement, personal/social development and career development, via direct or indirect services ensuring that students become productive, well-adjusted adults. Counselor's role does not include disciplinary or clerical responsibilities.

The school has full-time **Special Education Teachers** to address the needs of students requiring services. The Special Education Director, Stephanie Matthews, will serve as a resource to the school in assisting with the implementation of Individual Education Plans (IEPs), special education referral processes, and staff development related to students with special needs.

The school may contract with local providers for speech, language, and psychological services, occupational therapy, physical therapy, and other related services as identified by students' IEPs.

LEADERSHIP TEAM

The Leadership Team, led by the principal, will do the following throughout the year:

- Create a school culture that focuses on student and adult learning.
- Set high expectations and standards for the academic and social development of all students and the performance of adults.
- Demand content and instruction that ensures student achievement of academic standards as outlined in the charter agreement.
- Create a school philosophy that values continuous learning for adults tied into student learning and other school goals.
- Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
- Actively engage the community to create shared responsibility for student and school success.

Annually the Leadership Team will:

- Conduct a formal year-end review of the school's positive behavior support structures, as well as discipline policies and procedures. This process will include a review of all suggestions made during the year, a review of all office referrals and all exclusionary timeouts from reinforcement, and a staff review of all common area problems. As part of the year-end review, staff will provide input through surveys, interviews and other forms of information gathering. Structures and policies will be rewritten as necessary, based on staff feedback.
- Review the Peer/Teacher Positive Behavior Intervention Support structures and programming and the school's disciplinary policies with staff at the beginning of each new school year to ensure that students will be taught (or re-taught) the school's rules, and that the school's expectations for conduct and character development are understood in all classrooms and common areas.

PTPBIS TEAM (PEER/TEACHER POSITIVE BEHAVIOR INTERVENTION TEAM)

Even after establishing a positive classroom environment with clear behavioral expectations, a student may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student to be more responsible. The Positive Behavior Intervention Team (PBIS) may be convened to assist in this effort.

The PTPBIS will include the students teachers, the Counselor and other appropriate staff members who work with the students. The PBIS team will help develop creative approaches to discipline problems, targeting the specific needs of individual students. This team follows a "response to intervention" approach, providing additional supports and resources if students do not respond to developed interventions, and fading such interventions back when students experience success.

STUDENTS

Students at the school will take pride in their efforts to follow the school-wide expectations, and cultivating the virtues embodied in the heroes they study, both past and present. In the classroom, students will follow the teacher's classroom rules at all times and especially during instruction; direction will be articulated for each activity.

PARENTS

Parents are encouraged to participate fully in the education of their children. The support and cooperation of parents is the basis of and vital factor in supporting a child to reach his or her full potential. First and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the students and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the children's progress at school and support for their best efforts. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of students' efforts through conferences, monthly progress reports, report cards, phone calls, and notes.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of this school community will enable him or her to succeed in middle and high school. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success throughout life. Consistent failure to comply with the specifics of the school's plan for teaching appropriate behavior will disrupt learning and in some case result in stern disciplinary measures including the student's expulsion.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies will be asked to discuss their concerns first with their child's teacher. Every teacher at the school will be prepared to work with parents and respond to parental concerns appropriately and expeditiously. The school's leadership team will also be available if there are issues that exceed the scope of a parent-teacher conference.

The *Code of Student Conduct* will be sent home with students each fall. Students and parents will be asked to discuss the *Code* together and to sign a form indicating that they understand and agree to the school's rules and expectations. The *Code* will thus serve as a contract among students, parents, and school staff, involving the parent at the most fundamental level in their children's character development. The principal will make appointments to discuss the *Code of Student Conduct* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

Encouraging Appropriate Conduct

At Rutledge Middle School, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

Acknowledging Appropriate Conduct Positive Interactions and Positive Feedback

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits during school hours. Staff at the school will interact with students in a friendly, supportive manner. Staff will attempt to interact with each student four times more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include the "Capturing Kids Hearts Model," greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, "Alicia, you have been very responsible in remembering to bring your homework on the day it is due."

Student Expectations:

Staff members are expected to follow, model, teach and re-teach each of these behavior expectations.

All classrooms must remain safe and orderly, provide students with a supportive learning environment and maintain a high level of academic functioning. Students and staff are expected to follow the school-wide expectations and rules in order to facilitate this belief.

Students will be taught the school-wide expectations and rules. Students will be given opportunities to practice these rules in a variety of settings. All staff should adhere to these expectations and rules in order to provide consistency and structure. The expectations and rules should be reviewed on a daily basis.

PROGRESSIVE DISCIPLINE PLAN:

The primary responsibility for discipline in the classroom rests with the teacher, who shall use reasonable and professional judgment in maintaining order and in administering disciplinary measures. Teachers will inform students of their classroom rules and what procedures will be followed for any violation of these class rules. The classroom teacher will also create a social contract with their students.

Class I Offenses

Examples of Class I offenses the teacher would handle are but are not limited to:

- Academic integrity (cheating)
- Chewing gum
- Drinking/eating
- Excessive talking
- Incidental use of profane language
- Not being in assigned seat
- Not having homework completed
- Not prepared for class
- Passing notes
- Refusing to work
- Academic integrity (plagiarism or habitual cheating)
- Electronic device violations
- Dress code violation
- Minor classroom disruption
- Tardies (1-5)

Class II Offenses

Examples of major offenses that the Principal, Assistant Principal, or designee would handle are but are not limited:

- Bus citations*
- Repeated academic integrity (plagiarism or habitual cheating)
- Destruction of property
- Major classroom disruption
- Driving/parking violations
- Excessive tardies (6+)
- Fighting***
- Physical or sexual harassment**
- Severe profanity
- Stealing:
-

Class III Offenses

- Suspicion of being under the influence of or possession of drugs/alcohol
- Any other offense that is a severe disruption of school or is a safety concern
- Fighting
- Assault
- A direct threats made against a school board employee or student with the ability to carry out the threat

These are only examples and there our other offenses that could fall in each category. Teachers should refer to the Midfield City School Code of Conduct for further clarification. Also remember each offense should match the description set by the 2015-2016 code of conduct before a consequence can be administered.

Classroom Expectations/Consequences

Teachers are in charge of their classrooms and have complete authority over the students enrolled. Students who disrupt classes keep teachers from doing their jobs effectively and, violation of these expectations. Parents/guardians and students will be provided a copy of each teacher's classroom expectations/consequences.

Possible Disciplinary Actions:

Rutledge Middle School has established a discipline plan with a three tiered, five steps (1st 2 tiers) process:

Class 1 Procedures

1. Student/Teacher/Parent Conference, resulting in a plan for student improvement.
2. Office referral-In house disciplinary action (Lunch detention {1-3 days}after school detention 1-4 days)
3. 3rd Offense – Referral to PST (see appendix D1) Counseling Referral Office referral.
4. 4th Offense – Office referral (Administrative conference, Possible In-School Suspension)
5. 5th Offense – Out of School Suspension (1-2 days)

After the 5th Offense all offenses will be treated as Class 2

Class 2 Procedures

- 1st Offense-Parent/Student Teacher Conference
- 2nd Offense - Office Referral (1-5 day ISS, after school detention), Referral to PST if not already done, If Referral to PST has been done a BIP will have to formulated and presented to parent (Student Must Return to School with Parents).
- 3rd Offense- Office Referral (1-2 day suspension) Parents must meet with student services and sign behavioral contract.
- 4th Offense - Office Referral (2-4 day suspension)
- 5th Offense - 5-day suspension with a possible class 3 referral (Class 3 only if student has been through tier 1 and 2).

After the 5th Offense all offenses will be treated as Class 3

Class 3 Procedures

All class 3 offenses will be handled according to the Midfield City School Code of Conduct.

*Special Circumstance or offence might warrant deviation from the progressive discipline plan

**All Fights will result in an automatic 1-5 day suspension

*** All exceptional education students will be handles according to IDEA and or 504 act.

Bullying Procedures

All bullying offenses will be handled according to the Midfield City Schools Bullying Policy (See Appendix D2). All incidents of this nature should be sent directly to the office.

Reinforcement Systems:

This system will be used along with the **Midfield City Schools Code of Student Conduct** to reinforce positive behavior. Whenever a student is caught doing something positive the student will be given a red carnival ticket. This ticket will be entered in a monthly drawing. The winner can receive anything from preferred sitting in lunchroom, participating in celebration party, free after school snacks, or several other small prizes. Students can be entered as many times as they are caught doing well.

School Celebrations/Incentives

Classroom celebrations and competitions may be conducted on a weekly and or monthly basis.

School Colors/Mascot

Our school colors are blue and red and the Ram is our mascot.

School Pledge/Affirmation

I am a Rutledge Ram.
I am respectful, honest and intelligent
I show respect to my parents, my teachers, my peers and myself.
I possess many skills and talents.

I am a Rutledge Ram.
I excel in all my endeavors,
because I am smart and creative, and
I am excited about learning.

I am a Rutledge Ram.
I am a part of the team,
I have an important role to play,
I have value and high self-esteem.

I am a Rutledge Ram.
I deserve the very best,
I will accomplish great things,
I will not accept anything less.

I am a Rutledge Ram.
One of us, represents all of us,
We are a team,
We are all important and
We all have dreams.

I AM A RUTLEDGE RAM

COMPACT

The success of Rutledge Middle's *Code of Student Conduct* depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic achievement and good character, and ensure the success of students at the school and throughout life. On behalf of the administration, management, faculty, and staff of Rutledge Middle, I pledge to fulfill the responsibilities and uphold the expectations outlined in the *Code of Student Conduct*

Rutledge Middle is dedicated to ensuring that communication between the school and parents is continual, on-going, and uniform.

Principal

Your signature in the appropriate space below will indicate your commitment to helping fulfill the school's primary mission—rigorous academic learning.

As the parent of _____ I pledge:

- to maintain high expectations for my child and the school
- to demonstrate consistent interest in my child's progress at school
- to support my child's best efforts
- to model school expectations and encourage their use as described in the *Code of Student Conduct*
- to support and work with school staff to promote my child's learning

I have read the *Code of Student Conduct* and support the rules and expectations outlined herein.

Signed: _____ Date: _____ / _____ / _____

As a student at Rutledge Middle, I pledge:

- to project a positive attitude in all I do
- to be responsible for my achievements and my mistakes

- to make smart choices
- to stay on task at all times
- to respect myself and others in the school community

Signed: _____ Date: _____ / _____ / _____

Rutledge Middle School's

GUIDELINES FOR SUCCESS

• Respect

• Achieve

• Motivate

• Succeed



“Our Best, Always!”