

Middle School Handbook 2016-2017

Welcome to the middle school for the 2016-2017 school year. The purpose of this handbook is to help you familiarize yourself with some of the procedures that are specific to the middle school.

**Student and Parent Information**

**Mission Statement**

The school’s mission statement is to provide the children of the city of St. Louis an individualized education rich in academics and character, so the children we serve today can be the leaders of tomorrow.

At the middle school level, meeting this mission means ensuring that all students who graduate have the academic and social skills necessary to pursue any path they desire for high school and beyond. This requires them to be prepared to compete with students from all backgrounds for future opportunities.

**Daily Schedule** **Bell Times**

8:10-8:25 Breakfast/Homeroom Study Hall 8:25

8:25-8:30-Homebase 8:30 (Tardy) 8:32-9:30- Block 1 8:32

9:32-10:30-Block 2 9:30 1:02

10:32-11:30-Block 3 6th and 7th/Specials 8th 9:32 1:30

11:32-12:30-Block 3 8th/Specials 6th and 7th 10:30 1:32

12:30-1:00-Lunch 1 6th and 7th/Study Hall 8th 10:32 2:30

1:02-1:30-Lunch 2 8th/6th and 7th Study Hall 11:30 2:32

1:32-2:30-Block 4 11:32 3:25

2:32-3:25-Block 5 12:30

3:25-3:45- Dismissal 12:32

3:45-All students remaining to After Care 1:00

3:30-4:15-After school activities & Detention

**Promotion**

Our promotion system is based on credits. Students will receive two grades for each of their core classes each trimester. Their academic grade reflects only their mastery of course material (tests, quizzes, projects, etc.). These grades are each worth one credit for a total of 5 possible credits each trimester and a total of 15 over the school year (language arts, reading workshop, math, science, social studies). Students must earn a passing score (70% or higher) in a class in order to earn the credit for that class.

Students can earn 2.5 credits for passing all of their special classes in a school year. Additionally, with physical education being offered everyday now, and health once a week, the students can earn 3 credits and 1.5 for those classes over the school year. Specials, PE and Health will all be graded on a pass/fail scale.

The second grade a student can earn in their core classes is a participation grade. These grades score students on their effort and participation in the class (homework completion, engagement). If students earn passing grades for participation in all of their classes in a given trimester, they will earn an additional credit for that trimester. 3 total credits are available for participation during the school year. These credits may be used to aid in a students promotion, but will not count against them if they are not earned.

The following rubric will be used to score students on participation in each of their classes:

|  |  |  |
| --- | --- | --- |
|  |  | Points |
| Be prepared with all required class materials | All teachers have posted the materials required for class outside their rooms and will check to see if students have all of these materials each day. Teachers should check to ensure students are prepared with their materials daily. | 1 point per day |
| Be engaged in lessons | Students should be active and engaged participants in their learning and in the classroom lessons. Engagement points will be quantified by student responses on exit slips at the end of class. | 1 point per day possible |
| Complete and bring homework to class |  | 1 point per day when assigned |
| Total |  | Student’s totals for the week will vary based on the number of exit slips and homework assignments that are given each week. |

In total, 22 credits are available to middle school students throughout the school year that will count towards a student’s promotion. In order to secure promotion at the end of the year, students need to earn 19 of the available 22 credits.

**Tracking Student Progress**

Parents and families can track student progress in a number of ways. The school will issue mid-trimester reports at the midpoint of each trimester at which time we will be conducting conferences during trimester 1 and 2. During these conferences, teachers meet with families and students to review grades, discuss student progress, and make recommendations for continued growth. During the 3rd trimester, these conferences will be set up by teachers with the parents/guardians of students who are at risk of not earning the necessary credits for promotion. The teachers will be available for any families who would like to discuss the progress of their students to that point in the 3rd trimester. We also issue final report cards 3 times per year at the end of each trimester, which will be sent home and will be the determining grade for earning credits. Secondly, each family will also receive login information for the Infinite Campus Parent Portal during summer ILP conferences. This will allow parents to set up an account to check their children’s grades on a daily basis. Please note: grades may not change every day. It is a requirement that teachers update grades and post to Infinite Campus at least every two weeks. Additionally, parents and students will be able to utilize the Infinite Campus Parent Portal to see explanations of student assignments. And lastly, every two weeks students will be given their class grades in the form of a grade check sheet, which will be brought home. It is the expectation of the students that they are sharing those grades with their parents. Reminders will be sent home by the school in the weekly newsletter and with an all call on the Monday they are sent home. Students who are at risk of not earning the necessary credits for promotion will be required to return grade checks with a parent’s signature.

**Academics**

Practice (Homework)

The process of learning is a complicated one. Think about everything that you know and can do well. It is very likely that one of the keys to your mastering that particular skill was practice. At PCS, we often ask students to practice skills that they have worked on during a lesson at home that evening. This is important because without enough practice, it is very difficult to master any complicated skill. It is for this reason that we refer to homework as practice. Students will be asked to practice at home in several ways:

Mastery-Assignments that call for students to repeat a skill or concept until they can perform it accurately and consistently

Preparation-Students may be asked to complete homework assignments that will prepare them for upcoming in-class work. Examples include reading, research, and the gathering of materials that will be used in class

Extension-Longer term projects may be assigned to help students practice applying their learning to new situations

Completion of In-Class Activities-Students may be asked to complete activities that they began in class

**You should expect that your child will be assigned practice homework nightly. In general, you can use the following guidelines to determine how much homework your child should have.**

**6th grade-Between 45 and 60 minutes**

**7th grade-60 minutes**

**8th grade-90 minutes**

It is important to note here that students do receive credit towards their participation grades for completing homework. But they do not receive credit towards their academic grade for homework completion. Their academic grade reflects only what students have shown that they know on tests, quizzes, projects and other assessments. That said, if students do not spend enough time practicing, it is unlikely that they will be able to master or show mastery of concepts for their tests and quizzes.

In our experience, failure to complete practice activities is the most common way for students to put themselves at academic risk. It is vital that parents take the initiative to make sure that students are keeping up with their practice activities at home. At a minimum, parents should require their students to write down all practice assignments each day and check to see that these have been completed each evening. Homework will be assigned regularly, so if your child is frequently without homework, we suggest contacting his or her teacher. Teachers will also reach out to parents if their children frequently fail to complete homework.

At Premier Charter School, students will have as much as 30 minutes each day to complete homework and get assistance during study hall. Teachers will be available in their classrooms from 8:10-8:25 each morning and from 3:30-4:00 each afternoon.

**Academic Interventions**

Individualized Class Schedules

For 2016-2017, the middle school is pleased to announce that middle school students will have individualized schedules. This means that instead of traveling to all of their classes with the same group of students, groups will be specific to subjects. For example, your child might attend social studies with one group of students and math with another for example. An immediate benefit is that this approach allows our students to really get to know and work with every other student in the grade rather than just the students in his or her group.

Another advantage of this approach is that it allows us to offer students who need extra help in a particular subject some additional support. While students in all sections will be learning the same content, we have been able to vary the size of sections so that students who might need extra help with a particular subject will be in a smaller section and will be able to receive additional individualized teacher support.

This approach also allows us to offer an accelerated curriculum in some grades and subjects for students who are particularly strong with that content.

Study Hall

Study hall is offered Monday-Thursday from 3:30 until 4:15. Study hall is staffed by a teacher and is an excellent resource for students who need a place to complete homework or other assignments or some additional help with these assignments.

Previewing Classes

As the school year progresses, teachers may invite small groups of students in to attend previewing classes after school from 3:30-4:15. The purpose of previewing classes is to pre-teach a challenging topic to students, so that when they see them in class, they have already had some exposure to the topic and could use the prior knowledge to deepen their understanding of the topic.

**Lockers/Passing Periods**

All middle school students will be issued lockers at the beginning of the 2016-2017 school year. Therefore, we ask that students leave backpacks, personal items and all electronic devices (including cellular telephones) in their lockers. **If students choose to bring personal items to class, they run the risk of having these items confiscated by a teacher until a parent or guardian can come to school to retrieve them**. If a student must be reached for emergency purposes, please call the school’s main number at 645-9600 and someone will locate your child immediately.

Throughout the day, students will have the opportunity to visit their lockers to drop off and pick up items. During these and other transitions, students are expected to maintain no louder than “shoulder partner” volume (a volume at which you can be heard by someone sitting next to you, but not heard by someone sitting at another table.). Students are also expected to maintain organized lockers and can lose locker privileges if they do not do so.

**Students may not go to the nurse, the counselor, the office, or anywhere else in the building during passing period without first asking permission from the teacher whose class that student is scheduled to attend. If a student chooses to do so regardless of the reason, a consequence will be issued. In most cases, this consequence will be a detention.**

In order to ensure that we maximize students’ opportunity to learn, it is necessary that they travel to and from lockers in a quick and efficient manner. Any student who is persistently tardy from class or misuses his or her locker runs the risk of losing locker privileges for up to one full trimester during the school year. **At no time should a student give another student the combination to his or her locker.** The following policy governs all Premier Charter School lockers.

**LOCKERS ARE SCHOOL PROPERTY:**

All lockers assigned to pupils are the property of Premier Charter School. At no time does the school relinquish its exclusive control of its lockers. The Head of School or her designee shall possess all locker combinations and assign them to students at the beginning of each school year. All students are responsible for the cleanliness and upkeep of their lockers. If students damage or deface lockers, they will be responsible for restitution of the locker to its original condition. Failure to provide restitution for damaged or defaced lockers may result in the school’s inability to release student records and transcripts until restitution is made.

**LEGITIMATE USE OF SCHOOL LOCKERS:**

The school assigns lockers to its pupils for the pupils' convenience and temporary use. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Pupils are solely responsible for the contents of their lockers and should not share their lockers with other pupils, nor divulge locker combinations to other pupils, unless authorized by the Head of School or her designee.

**SEARCH OF LOCKER CONTENTS:**

Searches of school lockers and their contents have a positive impact on deterring violations of school rules

and regulations, ensuring proper maintenance of school property, and providing greater safety and security for pupils and personnel. Accordingly, the Head of School or her designee retains the right to search lockers and locker contents at any time, without notice, and without parental/guardianship or pupil consent. In the course of a locker search, the Head of School or her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

**SEIZURE:**

When conducting locker searches, the Head of School or her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items, or seizure of items that schools are required to report to law enforcement agencies under the Missouri Safe Schools Act. Any items seized by the Head of School or her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a student shall be notified by the Head of School or her designee of items removed from the locker.

To unlock a locker, turn the lock to the right three full turns and then turn to the first number in the combination. Then turn to the left one full turn and then turn to the second number in the combination. Then turn right to the final number in the combination.

**Student Conduct and Discipline**

Guidelines and procedures that govern student conduct and discipline are outlined in the Premier Charter School Handbook. Based on the unique needs of educating middle school students, the following additional procedures are also in place in the middle school:

Dress Code

The Middle School Dress Code is as follows:

* Pants/Jumpers- Students may wear long pants, shorts, jumpers, or skirts. Khaki is the only color option for pants, shorts, and skirts. Jumpers may either be khaki or navy blue. Pants must be worn securely around the waist. A belt is required, if the pants or shorts are unable be secured. Shorts, skirts, and jumpers may not be any shorter than 4 inches above the top of the knee.
* Shirts- Collared shirts or navy blue PCS issued t-shirts (ie- Walk for Hope shirts) must be worn at all times at PCS. Shirts may be either long or short sleeved. Sleeveless shirts may not be worn. Shirts must be solid in color (no stripes, logos, checks, or decoration). Color options are as follows:
  + - navy blue collared shirts or a white collared shirt underneath a navy blue sweater.
    - **If an undershirt is worn underneath a collared shirt, it must be solid white in color.**
* Sweaters- Students may wear navy blue sweaters when it is cold. A white or navy blue collared shirt or turtleneck must be worn underneath sweaters. Turtlenecks may not be worn without a sweater. 6th and 7th grade students may not wear ‘hoodies’. They also may not wear sweatshirts with the exception of PCS sweatshirts or PCS Team or Club sweatshirts. 8th grade students may wear “Class of…” shirts or ‘hoodies’.
* Hoodies and Jackets are not approved uniform apparel. Please see above for acceptable cold weather dress.
* Spirit Wear-On Fridays this year, students will be allowed to wear shirts and hoodies that have the PCS logo.
* Shoes- Due to the fact that all students will have physical education class everyday, the student must wear gym shoes that do not leave marks on the gym floor. If they choose to change shoes prior to and after PE class, they must do so within the time allotted before or after class.
* Socks- Students must wear matching socks
* Leggings or tights must be solid in color: navy, tan, white, black or grey.
* Jewelry- No excessive or distracting jewelry or accessories will be allowed.
* Gum- Students may not chew gum at any time while at PCS.

HATS ARE NOT TO BE WORN IN THE SCHOOL BUILDING AT ANY TIME. THIS INCLUDES BEFORE, DURING OR AFTER SCHOOL. COLORED HAIR SPRAY AND FACE PAINT IS NOT ALLOWED. MAKEUP AND NAIL POLISH MUST BE IN GOOD TASTE.

**\*The PCS Administration has final authority in determining if a student’s clothing is within the guidelines of the PCS Dress Code.**

At PCS, we believe that families choose to send their students to our school because of our high academic and personal standards. We believe that our dress code is a large component of our high expectations. As such, enforcing our dress code policy is a high priority. In general, students who violate the PCS dress code will be assigned a lunch detention. School administration reserves the right to issue whatever consequences they deem to be most appropriate:

**\* If at any point a family requires assistance in the acquisition of clothing meeting the PCS Dress Code, they are encouraged to contact their child’s grade level administrator. Clothing will be available through the nurse’s office for emergencies only. Students do not have the option of getting clothing from the health center for dress code purposes.**

Cafeteria-Breakfast and Lunch

Students should eat and talk quietly with their friends. Once seated, they should remain seated until they have finished breakfast or lunch and are ready to leave. Students should make sure that the top of their table and the area underneath their table is clean before they leave.

Students who violate any of the breakfast or lunch cafeteria rules will not be able to eat breakfast or lunch in the cafeteria and will instead be assigned to a designated area to eat.

Student Consequences

As a general rule, PCS subscribes to a “make it right” philosophy for assigning student consequences. Essentially, this means that when a student has caused some kind of harm to another student, teacher, or the school environment, he or she should be required to make amends in some way. An example might be asking a student who litters to sweep the classroom or hallway. Not all situations can be resolved using only this approach, but it will be the “starting point” when developing consequences for students.

This approach might also be used in situations involving a large group of students. For example, if there is a bad day in the cafeteria, students might be asked to eat their lunches during advisory the next day and to review the way that PCS students eat in the cafeteria.

Middle School Lunch & Before/After School Detention

Middle school lunch detention is meant to serve as a consequence to more procedural incidents of student misconduct such as dress code violations, being tardy to class or gum and food outside the cafeteria.

Before/After school detentions are also meant to serve as a consequence, but will focus on more serious infractions in student behavior.

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| **Middle School Detention Form**  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Today your child was assigned detention for the following reason:   * Disruptive behavior during class * Disrespectful behavior toward others * Inappropriate language * Behavior during passing periods (yelling, running, inappropriate physical contact, etc.) * Behavior during lunch/recess (yelling, running, inappropriate physical contact, etc.)   This detention must be served by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Date)  Students may serve detention on **Tuesday or Thursday** either in the morning or afternoon at the following times:   * Morning (7:35-8:20) * Afternoon (3:30-4:15)   **Failure to serve an assigned detention will result in a 1-day out of school suspension**). Thank you for your support on behalf of the PCS middle school team.  Parent/Guardian Contacted:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Time and Date of Contact:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

The office will keep track of detentions being assigned. If your child reaches the point at which he or she is assigned more than 5 detentions, a parent meeting will be required to discuss possible solutions. Parent meetings may also be required for specific acts of misconduct including those involving blatant disrespect towards staff members or acts of verbal or physical aggression.

Student Appeals

Students do not always agree with decisions that are made by staff members. Disagreements are a natural part of life, they happen all the time in the professional world. At PCS, one of our goals is to help students learn how to handle these situations correctly and without resorting to arguing or disrespect, which ends up being counterproductive and hurting the student more in the long run. We have developed an appeal form that students can complete if they disagree with a staff member’s decision and want an opportunity to share their side of the story. If a student completes and turns in an appeal form, he or she will be given an opportunity to talk with a member of administration and the involved staff member (if needed) to discuss the situation. The following outlines the proper procedure for filing an appeal:

* Appeal forms will be available for students in each pod. Students need to wait until passing period to get an appeal form.
* Students may not complete appeal forms during academic classes, but may do so during lunch, study hall, before or after school.
* Once students have completed the form, they may turn them into Mrs. Wright’s mailbox
* Due to the nature of lunch detention infractions, they will not be appealable

Filing an appeal does not always mean that a decision will change, but we do want students to feel like their voices are being heard while at the same time, not engaging in argumentative or disrespectful behavior. Any student who chooses argumentative or disrespectful behavior will be disciplined for this behavior in addition to any discipline that they might receive for the initial infraction. A copy of this appeal form can be found in Appendix A.

Reporting Disruptions or Bullying

As students progress through middle school and into high school and beyond, it becomes increasingly important for them to begin taking ownership of their own learning. One important way students can do this is to expect a learning environment that is free from disruptions and bullying. For 2016-17, students can use an anonymous form to report classroom disruptions or bullying that they witnesses. The disruption/bullying reporting form is available in the same location that appeals forms are located and can be turned in the same way. These forms are anonymous, but middle school administration will investigate every situation of either disruption or bullying that is reported in this way. An example of this reporting form can be found in Appendix B.

Honesty

Honesty is an extremely important part of professional life. If a student is found being dishonest, particularly in a situation involving a disciplinary matter, he or she will be disciplined for the initial infraction as well as the act of dishonesty. In many cases, discipline for dishonesty may be more serious than for the initial infraction.

**Students with Disabilities**

For those students who have a disability certain accommodations to the Middle School Handbook may be appropriate.  Those will be determined on an individual basis at the student’s IEP or 504 meeting.

**Character Education and Social Skills**

The mission of the middle school is to prepare all students for future success after leaving PCS. This means helping them to build both their academic and social skills. To do so, the middle school approaches character education with two primary goals and programs.

Goal: To build a sense of unity and forge connections between all middle school students to combat bullying, fighting, and other forms of physical and verbal aggression.

To achieve our first goal, the middle school utilizes a character education program that we developed in consultation with Challenge Associates called Middle School Challenge Days. In the spring of each year, we gather our sixth graders, their classroom teachers, counselors, principals, and other school staff (11 staff members) in the gym for 6th grade’s first Challenge Day. During this 2 hour session, students are assigned random groups and work through various activities (called challenges) such as sharing things about themselves that their peers are unlikely to know. After these small group activities, the group reconvenes and students are given an opportunity to publically make amends with their peers. Challenge Day ends with some time for students to make private amends. Immediately following Challenge Day, each classroom teacher facilitates a class meeting for reflection and feedback.

When these students return as 7th graders and again as 8th graders, their Challenge Day activities continue. On these days, all students at a particular grade meet in the gym to continue working through small and whole group activities facilitated initially by adults, but later in the year by trained student mentors. Each of these Challenge Days ends with a whole group meeting offering students the opportunity to share and classroom meetings facilitated by trained teachers immediately following Challenge Day. Our primary goals are to build a sense of community in our diverse student body and to help students learn to value and respect one another. We provide specific professional development to our teachers on leading class meetings and to our student facilitators (called the Tight Twenty).

In 2009, PCS was recognized with a National Promising Practices Award from the Character Education Partnership for our Middle School Challenge Days Program.

The middle school will also be holding a 30-minute, mixed age advisory class during our lunch hour 1 day per week beginning 6 weeks into the school year.

In 2011, PCS was recognized with a National Promising Practices Award from the Character Education Partnership for our Middle School Advisory Program.

To further support our character education goals in 2016-17, one day per month will be devoted to multi-age team building exercises. On these days, designated as “family” days, students will be participating in relationship-building activities. “Families” are K-8 groups of students lead by a classroom teacher and a support staff member. The goal is that students remain with the same family throughout their time at PCS.

**Incentive Programs**

One of the goals we have for our students is for them to recognize the impact that behavior (positive and negative) has on opportunities. Students who fulfill their responsibilities demonstrate that they are capable of handling additional freedoms and opportunities.

Participation Grades

At several checkpoints during the year, we will review students’ participation grades in all of their classes. Students who earn passing participation grades for that period of time will earn additional privileges (subject to change and/or be added to).

* Casual-dress Mondays
* The ability to hold a job within the school during the month

The following are examples of jobs available to students:

* Emptying recycling bins during study hall
* Working with younger students-every morning 8:10-8:25 or during their study hall

**Goal Setting**

In addition to academics, there are certain personal skills that students can learn that can help them be successful in school and in life. One of the most important of these is the ability to set and accomplish short, intermediate, and long-term goals. At PCS, we have developed a system to help students learn this important skill. At the beginning of the year, students will develop a long term goal for the school year. After they have developed these goals, they will share them with their homebase class during a class meeting and post them somewhere in the classroom. They will then break this long-term goal down into smaller steps. Each month, students will be asked to develop a monthly goal that, if met, will get them closer to accomplishing their long-term goal. Students will regularly update their classmates on their progress during class meetings throughout the month.

Appendix A

**Middle School Appeal Form**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_

Who was involved in the situation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What happened? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Did you receive a consequence? **Yes No**

If yes, what was the consequence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why do you disagree with this decision? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Appendix B

**Middle School Disruption Reporting Form**

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student(s) involved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Today my learning was disrupted when:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Middle School Bullying Reporting Form**

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student(s) involved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Today I witnessed or was the victim of bullying when:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_