

Dacula Middle School



A community focused on learning and personal achievement for all.

STUDENT IDENTIFICATION

Name: _____
Address: _____
City/Town: _____ Zip Code: _____
Telephone: _____
Grade: _____ Homeroom: _____
Homework Hotline Number: _____



August 11, 2008

Dear Dacula Middle School Students,

Welcome to the greatest middle school in the country! We are proud of our students, teachers and community. We are a Georgia School of Excellence and a 2006 Platinum Award winner because of our hard working students and teachers! I know you will continue to make positive contributions to this school.

Our mission is to provide you the best education possible, which will offer you the support and challenge you need to make your own goals and dreams for the future come true. Your middle school education is critical to your success in high school. Classes you take in high school will establish the foundation for options after high school. You may choose to go to college, to a technical school or directly to the workplace, but whatever you choose, a good education allows you to have many more options available. It is YOUR future, it begins TODAY!

I hope this will be a great year for you at Dacula Middle. Go Falcons!!

Sincerely,

Dr. Kellye Riggins – Principal
Dr. Horace Buckley – Assistant Principal
Mrs. Phyllis Candra – Assistant Principal
Mrs. Charisse Deramus – Assistant Principal
Mr. Barry Kyrklund - Assistant Principal
Mrs. Jennifer Lawrence – Assistant Principal
Mrs. Patti Orsi,-Special Education Administrator

MISSION STATEMENT OF GWINNETT COUNTY PUBLIC SCHOOLS

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.

Dacula Middle School Mission Statement

The mission of Dacula Middle is to be a supportive community of lifelong learners, to respect each individual, and to inspire all to reach their maximum potential.

Staff Values

We will model, teach, and expect behavior which promotes honesty, integrity, responsibility, and respect.
We will provide a safe and secure learning environment.
We will demonstrate a commitment to continuous improvement.
We will engage in professional learning on an ongoing basis.
We will actively seek to understand our diverse community.
We will challenge each student academically to achieve his/her full potential.
We will utilize effective teaching strategies based on best practices to provide students with motivating and challenging instruction.
We will collaborate with our colleagues to enhance teaching and learning.
We will utilize differentiated instruction to address the various learning styles and abilities of students.
We will communicate with parents on a regular basis.

Student Values

We will arrive to class on time.
We will pay attention in class.
We will always be on task.
We will demonstrate good behavior and not interfere with the learning of other students.
We will demonstrate good social skills and give encouragement when needed.
We will communicate with our parents and teachers.
We will be prepared and use good study skills.
We will be respectful of other students' learning styles.
We will respect the diversity at DMS and treat others as equals.

Parent Values

We will model and teach our children to show support and respect for our teachers, administrators, and staff.
We will support our children by instilling good study habits, proper nutrition, and regular sleeping routines.
We will show that we are interested in what our children are doing by making time to be involved with school activities and programs.
We will support our children by making sure they attend school daily.
We will communicate regularly with our children's teachers.
We will support our children by reinforcing homework skills and providing assistance as needed.
We will reinforce the importance of reading at home by reading with our children and discussing the material read.

AGENDA BOOKS

The STUDENT HANDBOOK/AGENDA BOOK is issued to each student at Dacula Middle School. They will assist you in the following three areas:

1. ORGANIZATION:

- Use as a planner and develop a life long skill
- Record daily assignments
- Record test and quiz procedures
- Record long term projects
- Record homework hotline number
- Use as a hall pass and media center card

2. COMMUNICATION BETWEEN SCHOOL AND HOME

- Review agenda daily with parents
- Write notes to teachers
- Read notes from teachers

3. VALUABLE INFORMATION

- Dress Code
- Promotion Criteria
- Media Center Policies
- Grading Scale
- Student Conduct
- Clubs and Sports
- School Calendar
- Make-up Work Policy
- Illness/Medications
- Attendance Information
- Transportation

It is the student's responsibility to have the handbook/agenda book at all times and to enter the information. Parents should review the agenda notebook daily.

One handbook is provided to each student by the school. The replacement of a lost handbook is \$6.00.

DAILY SCHEDULE

8:45	Students dropped off and proceed to cafeteria
9:00	Building open to students
9:20	School begins
4:00	Car riders dismissed
4:00	Walkers dismissed
4:00-4:30	Bus Dismissal

*Any student who arrives after 9:20 will be considered tardy.

TRANSPORTATION HOME

Please make transportation plans before sending your child to school. For your child's safety, the school will not deliver phone messages to a student dealing with transportation. **If transportation plans need to be changed, a parent must bring a note to the school. Changes cannot be made over the phone.**

ARRIVAL AND DISMISSAL

Arrival: Students should not arrive at school before 8:45 A.M. The building will not be open to students until 9:00 A.M. It is a dangerous practice to drop off a student at school early without supervision. If a student arrives between 8:45 A.M. – 9:00 A.M. , they are to report to the cafeteria. **Students are not to be on school grounds unless attending a supervised activity.**

STUDENT CHECK OUT

Parents are urged to make dental, medical, and other appointments for students *before* or *after* school hours. If it becomes necessary for a student to check out during the day, parents must sign student(s) out in the front office. Office personnel will then call student(s) from class. **Students must have parent or guardian permission before early check out will be permitted.** Students will not be allowed to check out, walk home, or leave the school campus with a friend or relative without confirmed parental permission. Picture identification is required to check out a student.

We request that students not be checked out after 3:30 p.m. Dismissal of students will begin at 4:00 p.m. If a student checks out before 12:45 p.m. and does not return, he/she will be marked absent for the day.

MOBILITY IMPAIRED/HANDICAPPED ACCESS

Dacula Middle School wishes to meet the needs of all our students and families. If any member of your family needs assistance or has any questions regarding mobility impaired issues or handicapped access, please contact the school @ 770.963.1110.

USE OF TELEPHONES

The school phones are for business purposes. Phones are available to students only for emergency purposes. Emergencies do not include forgotten homework, projects, lunch money, or participation in after school activities.

Urgent telephone messages from a parent or guardian will be delivered to the student by an office representative after the degree of emergency has been determined. Students will not be called out of class to receive phone calls.

STUDENT CELL PHONES AND PAGER PROCEDURES AT DACULA MIDDLE

Students are allowed to have cell phones at school. **Cell phones/pagers must be turned off while on campus during the school day and secured in a book bag, purse or locker.** This applies to instructional and non-instructional times, such as lunch, class changes, or restroom breaks. Should your child bring one of these items to school, please be aware that there is some risk that it may be lost or misplaced. The school is not responsible for replacing a lost or stolen item. *(Please note that simply turning a phone or pager to silent does not comply with this guideline. The use of incoming or outgoing text messaging or photo imaging will not be allowed; there is great potential for distraction from the learning environment.)*

Students who violate the cell phone policy will receive the following consequences:

- ◆ 1st time – Cell phone will be taken up and held in the grade level office. The parent will be contacted and given the opportunity to pick up the cell phone. The student will be issued a warning that should there be another problem he/she will lose the right to bring a cell phone to school.

- ◆ 2nd time – Cell phone will be taken and the student will no longer be able to bring a cell phone to school. Student will be assigned administrative detention. Parent will be contacted to pick up the phone.
- ◆ 3rd time – Cell phone will be taken and a conference held with parent. Student will receive a consequence as determined by the administrator.

Cell phones/pagers are not to be used on the bus ride to or from school.

Cell phones and pagers can be a convenience or a distraction. Please assist us by following the guidelines set forth and carefully considering your child's need for a cell phone or pager before allowing them to bring one of these items to school.

VISITORS

All visitors are required to report directly to the front office. A visitor's badge will be issued and must be worn while on the school campus. Before leaving campus, please sign out. Parents are invited to visit the school regularly and to be involved in all school activities. **Parents who wish to visit the classroom may request approval 24 hours in advance via the appropriate grade level administrator.**

Cafeteria visitation is permitted with proper registration via the front office staff. Parents are permitted to visit with their child in a designated area of the cafeteria during the child's scheduled lunch period. Parent's must give written approval for any non-staff member other than themselves to visit with their child in the cafeteria prior to any visitation.

ATTENDANCE

Regular school attendance is essential for a quality education. We encourage students to be at school every day. Research indicates students who are present and punctual will earn better grades and be more prepared for success in high school and beyond. Time missed from class results in loss of valuable educational experiences. Make 100% attendance your goal for this year. We want students in school every day.

When students are absent, parents should provide a written explanation for their absence. If students are absent, he/she may not participate in after school activities or evening activities. In order for a child to be marked present, he/she must be in class by 12:45 p.m. A student must be present for at least half of the school day to participate in extracurricular activities. A student's absence will be considered unexcused if a parent's note is not received within 3 days of returning to school.

TARDY POLICY

Students are required to be in homeroom by 9:20 a.m. Students who arrive later are considered tardy. **If a student has four unexcused tardies in one grading period, he/she will be assigned an administrative detention after school.** Excused tardies include: illness, doctor's appointments, or late buses.

LATE ARRIVAL

When students arrive at school after 9:20 A.M., they should report to the front office to sign in and receive a pass to class. Students are required to have a note from a parent indicating the reason for being tardy, or he/she must be accompanied by a parent to the office. The student should always check in with the homeroom teacher in order to be counted present for the day. Students checking in after 12:45 p.m. are considered absent for the entire day. Students who are tardy due to a **late bus** will be signed in by the grade level clerks. These instances will not be recorded against student's attendance.

SCHOOL CLOSING DUE TO WINTER CONDITIONS

Inclement weather conditions may cause the school to be closed. School closings are determined by the Gwinnett County Public Schools Central office staff and not by the DMS staff. Announcements of closings will be broadcast via local news media (television and radio stations). The basic premise to observe is that school is open or will remain open unless specifically announced otherwise.

FLOWERS AND BALLOONS

Flowers and balloons will not be delivered to students nor should students bring them to school. They are a disruption in class, in the hallway, and on the bus. Anything delivered to the school will be kept in the front office. Parents may pick them up at this location.

ACCIDENTS

In the event of a serious accident, parents will be notified immediately. For your security, **it is very important that the front office have updated telephone numbers on file at all times.**

ILLNESS / MEDICATION

The main purpose of the clinic is to aid students who are injured or become ill after arriving at school and to dispense medications, which must be given during school hours. Students who take daily medications are given priority when they come to the clinic in order to keep the time they are out of class to a minimum. Each student must have a signed agenda book or pass before being admitted to the clinic. The student is to sign in when he/she arrives, and the clinic worker should sign a pass with the time he/she leaves to go back to class. A child must be removed from class if he/she is running a fever over 101 or vomiting.

Medications cannot be brought to school by the students. This includes over the counter, as well as, prescription medications. A parent must bring the medication to the office and fill out a County Request for Administration of Medication form and leave the medication in the clinic. Medications cannot be accepted in anything but the original container. Any medication not picked up by the parent will be turned over to the county nurse 10 days after the last day of the year for students.

BUS TRANSPORTATION

Students are expected to ride the assigned bus and to get off at the assigned stop. If a student is going to ride a different bus home, then a note must be given to the grade level clerk on the day of the emergency before 12:00 p.m. Time must be allowed for phone verification by school personnel. **Drivers will not allow students to ride an unassigned bus or to get off at a different stop without written parental and administrative approval.**

Students not abiding by the rules and regulations of the School Bus Transportation Department will be subject to suspension from the bus. Parents will be notified prior to suspension of any student from the school bus.

Each bus driver has complete charge of the students riding the bus. Bus intervention procedures will be followed. Discipline referrals will be given to administrators.

Students annually receive instruction in safe riding procedures. Bus drivers read the Bus Guidelines and Safety Procedures beginning the first day of school. Monthly reviews are issued to enhance the safety of children being transported.

Students will not be permitted to ride in cars with high school students unless the parent or guardian submits a written note to the principal.

CAR RIDERS

We strongly encourage you to have your child ride the bus both to and from school. However, if that is not an option and your child will be a car rider please abide by the following suggestions:

- Please use the student drop off and pick up area located in front of the media center.
- There are directional signs and staff members located in the car rider lane to assist parents and supervise students.
- Do not pick up or drop off students in the bus lane area or in the front of the school.

TRANSPORTATION FOR AFTER SCHOOL ACTIVITIES

Parents must provide transportation for before or after school activities. The school provides no transportation for before or after school club meetings and practices. **Please make arrangements to be picked up on time.** Students should be picked up within 15 minutes of the end of all activities. **Failure to pick up a student on time may result in loss of future after school activity privileges.**

Students who are suspended either out of school or in school may not attend any extra curricular activity on day(s) of suspension.

SALE OF ITEMS AT SCHOOL

Students are not allowed to buy, sell, and/or trade any items that are not authorized by DMS.

PERSONAL PROPERTY RESTRICTIONS AT SCHOOL

Any personal property that will cause disruption in school will not be permitted. Radios, MP3 players, certain watches, headphones, CD players, CD's, electronic games, cameras, video cameras, laser pens, and all other toys or games are not allowed at school. Should these items be brought to school, they will be taken and only returned to the parents. The school will not be responsible for personal property. This includes property brought to school for instructional projects, as well as, all other personal property of students, such as cell phones. This also includes leased or rented musical instruments.

CHEATING POLICY

If a student makes the choice to cheat on an assignment, quiz, or test, or if a student allows others to copy their work, the following actions will be taken:

- 1st Offense: Students involved receive a zero; teacher calls parents
2nd Offense: Students involved receive a zero; teacher calls parents; students are assigned Saturday School

SCOPE OF THE STUDENT CONDUCT BEHAVIOR CODE

Everyone is entitled to a safe, secure, and orderly environment in which to learn and work. The rules and regulations in this Code are designed toward that end and are effective during the following times and places:

- a. On the school grounds at any time;
- b. Off the school grounds at a school bus stop, on a school bus, school activity, function or event;
- c. When either the alleged perpetrator or alleged victim is en route to and/or from school, or to or from a school activity, function or event;

- d. Off the school grounds when the behavior of a student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process;
- e. Off school grounds while the student is participating in or attending school-sponsored or school related activities such as field trips, conference or athletic events;
- g. On the school grounds and when a student leaves without permission (AWOL) of a school official;

STATEMENT OF STUDENT MISCONDUCT

The Student Code of Conduct rules are designed to notify students (grades, K-12) as to the types of behaviors that are unacceptable; nevertheless, every specific variation of the prohibited conduct may not have been included. Consequently, students should expect to be disciplined for misconduct that is obviously inappropriate. A specific rule need not be written for every conceivable variation of behavior that directly affects the orderly mission of the school.

- Rule 1 Disruption and interference with school
- Rule 2 Damage, destruction or misuse of school property or equipment
- Rule 3 Damage, destruction or misuse of private property
- Rule 4 Abuse, threats, intimidation, assault, or battery on a school employee
- Rule 5 Abuse, threats, intimidation, assault, or battery by a student on another student or to any other person not employed by the school
- Rule 6 Weapons, dangerous instruments, and explosive, or implosive devices
- Rule 7 Drugs, alcohol, and tobacco
- Rule 8 Disregard of directions or commands
- Rule 9 Sexual misconduct / indecency
- Rule 10 Unexcused absences
- Rule 11 Other conduct which is subversive to good order
- Rule 12 Repeated violations/misbehavior/chronic disciplinary problem students
- Rule 13 School bus infractions

PLEASE REFER TO THE STUDENT/PARENT DISCIPLINE HANDBOOK, GWINNETT COUNTY PUBLIC SCHOOLS, FOR DETAILED DESCRIPTIONS OF RULES.

All students will receive a county Discipline Handbook. Both parents and students will be expected to review these policies and sign a statement acknowledging that they have done so.

Each team of teachers will communicate the DMS Discipline Plan for Success to parents at the beginning of the school year. **Students are expected to abide by the rules and regulations in this student handbook and in the Gwinnett County School Discipline Behavior Code.**

DMS Discipline Plan for Success

The DMS Discipline Plan for Success reflects an understanding of adolescent human maturation. This five step model provides the backbone for a comprehensive program which promotes the ideal of each student working toward self-management and controlling his or her own actions. At the same time, DMS recognizes that adult intervention is both desirable and necessary. When students make inappropriate choices at DMS the following steps will be followed:

Step 1—Warning and documentation in school-wide database.

Step 2 – **Teacher-led conference with student** (DMS behavior Plan is reviewed with student and consequences for future infractions are explained). Parents will be contacted.

Step 3 – Student will be assigned **1 hour teacher detention**. The student will be referred to the grade level counselor for intervention. Parents will be contacted.

Step 4 - Student will be assigned **1 hour teacher detention**. The student will be referred to the grade level counselor for intervention. A designated teacher from the student's team will arrange a conference to meet with student and parents to discuss behavioral challenges and DMS expectations. They will develop a plan to help student make more responsible choices to avoid further consequences.

Step 5 - **Disciplinary referral to administrator and parent conference.**

Subsequent infractions after step 5 would result in a disciplinary referral to the administrator. Steps in academic and connections classes are combined for each individual student.

Students who have reached step 5 or beyond will not be allowed to attend any extra- curricular activities (social, club, sports) unless the student has had 30 consecutive days of appropriate behavior prior to the day of the event.

Important Information for Students, Parents, and Citizens

DRUGS-WEAPONS-ALCOHOL

Confidential HOT LINE

Help keep your school safe.

If you think that someone is carrying a weapon, drugs, or alcohol on school property, please call:

770-822-6513

You do not have to give your name.



TEXTBOOKS, INSTRUMENTS AND SCHOOL PROPERTY

Textbooks supplied by the State of Georgia will be issued to students. This is a loan for the period that students use the textbook, and all books should be treated as borrowed property. In the event of loss or abuse of textbooks, whether accidental or purposeful, students must pay for the book(s) in accordance with the scale fixed by the Board of Education. A student will be expected to pay for the book before he/she is given a new one.

Band instruments, library books, and other school equipment and/or property should be considered as a loan for the period when students use such equipment or material. In the event of loss or abuse of instruments, equipment or property, restitution will be determined by the amount it costs for replacement or repair. When personally owned or rented instruments or equipment are brought to school, the school cannot assume responsibility for loss or damage. That responsibility remains with the student and parent.

LOCKERS

Lockers are provided for the convenience of students. You should be sure that clothes or other valuables are never left unattended and are locked away securely when not in use.

School lockers are school property. **The administration maintains the right to search lockers and book bags. The teachers will designate specific locker times.** Lockers will be off limits except during the specific time assigned to each grade level. Failure to comply with assigned time will result in loss of locker privileges.

DRESS CODE

Dacula Middle School acknowledges that good grooming and personal attire positively affect student achievement and conduct. Dacula Middle's dress code is designed to reduce the likelihood of distraction or disruption and to maintain an academic focus in the classroom and on campus. Students will be expected to observe modes of dress, styles of hair and personal grooming that support the "First Comes Learning" atmosphere at Dacula Middle School.

If in the judgment of an administrator or a member of the staff, a student is dressed inappropriately, the parent will be called to bring the student appropriate clothing. A record of dress code violations will be kept and consequences assigned for repeat violations of the DMS Dress Code.

1. Shirts/Blouses/Tops/T-shirts – Blouses/shirts should be constructed so the tops of the shoulders are covered (no halter tops, spaghetti straps, tank tops, tube tops, or bare shoulder tops of any type will be allowed). Blouses/shirts that expose any portion of the waist, hips, or midriff are not allowed. All shirts or blouses should either be collared or have a non-revealing (no cleavage) neckline.

Other blouses/shirts that are not appropriate for school include, but are not limited to, low-cut, see through, backless, or tube tops. No holes in pants above the top of the knee. Boys are not to wear sleeveless shirts. Shirts may not be longer than 12 inches above the knee, approximately to the first knuckle of the thumb. If shirts are beyond this length, students will have to tuck the shirt in their pants, shorts, or skirts.

2. Clothing shall fit appropriately. Pants and shorts must be worn fitted at the waist at all times and are not to be so large that the crotch sags revealing underwear or drags on the ground/floor. Belts should be worn with all pants with belt loops. Athletic spandex/stretch pants of any length are not permitted by themselves.

3. Headgear- Headgear is prohibited. This includes, but is not limited to caps, hats, hoods, doo-rags, bandanas, wave caps, sweatbands, headbands, sunglasses, or any other head covering. No combs, rakes, curlers or picks

can be worn in the hair.

4. No student clothing shall display words or symbols that advocate or depict violence, drugs, alcohol, sex, racial slurs, demonic pictures or writing, illegal gang affiliation or other illegal activity expressed or implied. Clothing with student writing on it should not be worn.
5. Shorts, skirts, and dresses should reach below the fingertips when arms are placed to the side of the body with relaxed fingertips. (regardless of items worn under the shorts, skirts, and dresses)
6. Shoes- Health regulations and safety factors require that shoes be worn at all times at school (bedroom shoes, flip-flops, beachwear, heelies or athletic sandals are not permitted.)
7. No pajamas or sleepwear of any kind are allowed to be worn at school.
8. Hair shall be clean and neatly groomed. Hair, which is painted or dyed unnatural colors or hairstyles that have an unnatural appearance, will not be permitted. Any form of hairstyle or makeup (including glitter) which is considered contrary to good hygiene or which is distracting or disruptive to the educational process will not be permitted. As styles change, so may restrictions.
9. No body piercing other than ears will be permitted.
10. Tattoos, stickers or drawings on skin are not allowed.
11. Heavy winter coats are not to be worn during the day. Those are to be left in homeroom. No heavy winter coats are to be worn after Spring Break.
12. Students may not wear trench coats or other long coats that resemble the style of a trench coat to school.
13. Jewelry or accessories that may be used as weapons are not allowed to be worn at school. This includes, but is not limited to, wallet chains, mouth grills, jewelry such as spiked rings, spiked bracelets, two or three finger rings that are joined and bulky chains worn around the neck or waist. Sharp objects that could pose a danger, such as spikes or safety pins, are not allowed on clothing or book bags.
14. The following clothing or symbols have been identified by the Gwinnett County Police Gang Taskforce as being commonly identified with gangs. Administrators will consider overall indicators to assess the appropriateness of the student's attire. We are looking for patterns of behavior and dress and not necessarily individual indicators.

Wearing the following could result in a dress code violation:

- a. Gang related attire includes but is not limited to the following: long bulky chains and necklaces, large oversized pendants, gang-styled belt buckles, bandanas, altering clothing from its original form to change the names and/or intended marking on the clothing, sweatbands and/or headbands, and draping articles of clothing, towels, or other objects out of pants pockets or over the shoulder or neck area, extra-long belts with excess hanging loosely, and suspender(s) worn off the shoulder.
- b. Wearing clothes in an asymmetrical pattern such as rolling up one pant leg, wearing a dominant color every day of the week, jerseys (other than community recreation league jerseys) with the numbers 8, 13, 14, or 88 (or any other numbers that have been deemed as gang related by the Gang Taskforce).

Any article of clothing, including footwear, perceived to be a threat or safety hazard to the student or the school community, will not be allowed.

Dress Code Consequences

1st Offense

Teacher completes violation form and sends student to the grade level office. Parent is called by grade level clerk to bring an appropriate change of clothing.

Student is assigned to ISS until parent arrives.

2nd Offense

Teacher completes violation form and sends student to the grade level office. Parent is called by grade level clerk to bring an appropriate change of clothing. Student is assigned to ISS until parent arrives.

Administrative detention is assigned by grade level assistant principal.

3rd Offense

Teacher completes violation form and sends student to the grade level office. Parent is called by grade level clerk to bring an appropriate change of clothing. Student is assigned to ISS until parent arrives.

Saturday School is assigned by grade level assistant principal.

4th Offense

Teacher completes violation form and sends student to the grade level office. Parent is called by grade level clerk to bring an appropriate change of clothing. Student is assigned to ISS until parent arrives.

Disciplinary referral is completed by teacher and submitted to grade level assistant principal.

LOST AND FOUND

Articles of clothing and other personal items found during the school day should be returned to the grade level clerk. Students may reclaim lost property by identifying it. **Please write your name in the sleeve of all jackets or coats.** This will allow us to return lost items when they are turned in to lost and found. Lost items will be displayed every nine weeks for identification. Articles not claimed after two days will be donated to charity.

GRADING SCALE

Student academic progress shall be graded by means of A, B, C, D, U, defined as follows:

An average of 90 – 100 shall represent an A and shall indicate excellent progress.

An average of 80 – 89 shall represent a B and shall indicate above average progress.

An average of 74 – 79 shall represent a C and shall indicate average progress.

An average of 70 – 73 shall represent a D and shall indicate below average progress.

An average of below 70 shall represent a U and shall indicate unsatisfactory progress.

The teacher of each class is also responsible for evaluating the conduct and effort of each student in the class and assigning a conduct and effort grade to each student. The student's **academic** grade shall not be influenced by the conduct of the student, or by the effort demonstrated in class. Conduct and effort will be reported as follows:

E = Excellent

S = Satisfactory

N = Needs to Improve

U= Unsatisfactory

For thoroughness in evaluation of student progress, the teacher will use various learning activities in determining the grade received, such as daily class participation/homework, special projects, and/or tests. All aspects of the evaluation of student progress will be designed to enhance learning.

When a student misses an assignment due to an absence, a grade of zero will be averaged in place of that grade until the student makes up the work within the prescribed length of time.

REPORT CARDS

Nine-week grade reports will be issued following the end of each nine-week grading period. The student is responsible for making the report available to his or her parents and grade report envelopes are to be signed by the parents or guardian and returned to school within five (5) school days.

MAKE-UP WORK

Students will be given two days for each day missed to make-up work. **It is the student's responsibility to ask the teacher for any missed assignments.** The Homework Hotline is available to verify assignments.

When your child is absent from school, please call the homework hotline to obtain missed assignments. Assignments and books can be picked up from school when arrangements have been made 24 hours in advance with the student's homeroom teacher.

HOMEWORK

The faculty and administration of Dacula Middle School believe that homework is a valuable learning experience. Homework can accomplish any or all of the following:

- a. Reinforce academic skills introduced in the classroom.
- b. Increase learning time (time on task) thereby increasing student achievement.
- c. Communicate the curriculum to parents.
- d. Encourage self-discipline in the student.
- e. Assist the students in becoming more self-directed.
- f. Provide for different rates and styles of learning.

Homework is the student's responsibility. Students need to accept the credit or the consequence of their choice to complete or not complete their homework. **When a student is absent from school, it is his/her responsibility to call the Homework Hotline to get missed assignments.**

Homework will count no more than 10% of their final grade.

PARENT/TEACHER/ADMINISTRATOR CONFERENCES

It is essential for parents, administrators, and teachers to work together cooperatively. Parents may write or email a child's teacher or administrator requesting a conference or may call the school and ask the teacher to call to set-up an appointment. **Parents wishing to visit the classroom may request approval 24 hours in advance via the grade level administrator.**

Early Release Days, two days in the fall and two days in the winter, are provided to conduct parent conferences for the purpose of discussing student progress.

Middle School Promotion Criteria

2008 – 2009

Sixth Grade Students

(For Promotion to 7th Grade)

Must earn passing grade averages **each** semester in no less than 4 out of 5 classes *with connections classes combined into one semester average*. Both Language Arts and Math must have passing averages **each** semester.

First Semester – average of 1st & 2nd nine weeks progress report grades

Second Semester – average of 3rd & 4th nine weeks progress report grades

Students must earn a passing grade average both semesters in order to pass the course for the school year.

Seventh Grade Students

(For Promotion to 8th Grade)

Must achieve a passing score on **each** of the following:

- * CRCT Reading
- * CRCT Language Arts
- * CRCT Math
- * CRCT Science
- * CRCT Social Studies
- * Gateway Math Reasoning Test

Eighth Grade Students

(For Promotion to 9th Grade)

Must earn passing grade averages **each** semester in no less than 4 out of 5 classes *with connections classes combined into one semester average*. Both Language Arts and Math must have passing averages **each** semester.

First Semester – average of 1st & 2nd nine weeks progress report grades

Second Semester – average of 3rd & 4th nine weeks progress report grades

Students must earn a passing grade average both semesters in order to pass the course for the school year.

Must achieve a passing score on **each** of the following:

- * CRCT Reading
- * CRCT Math
- * Georgia 8th Grade Writing Assessment

Special Education and English Language Learner Programs – Grades 6, 7 & 8

- Promotion decisions for students in special education programs are determined by the IEP.
- Special Education students must participate in either GAA or CRCT.

- Promotion decisions for 6th and 7th grade ELL students are guided by the AKS Modification/Intervention Plan.
- 8th grade ELL students must meet state promotion requirements unless exceptions are administered by a SST.
- *If first year in a U.S. school*, ELL students must participate in ACCESS as well as Math and Science CRCT.
- All other ELL students must participate in ACCESS and *all sections of the CRCT*.

Summer School Opportunity

Students may participate in summer school to make-up a semester failure, but not a year long failure in a particular subject. Middle school students who attend summer school may take no more than two subject area classes for promotion.

Students who have not passed 7th or 8th grade CRCT subtests may attend summer school and/or retake the sections of the subtests from the CRCT at the end of summer school.

INTERVENTIONS

If a student is not achieving the academic knowledge and skills (AKS) necessary for success in the next grade, the following interventions could take place:

- a. Academic assistance sessions will be offered
- b. Other specific school-based interventions
- c. Academic Detention
- d. Summer School
- e. Retention
- f. Student help sessions will be offered every Wednesday morning before school (8:30-9:00)
- g. Student Support Team meetings to identify appropriate interventions

COUNSELING

Counseling services are available to all students. Our counseling program, designed to be preventative and developmental, includes classroom guidance activities, small group counseling, individual counseling sessions, and crisis counseling. Counselors help students adjust to the demands and responsibilities of middle school, prepare for high school and the world of work, and learn to resolve conflicts with others. They encourage students to set academic goals, develop good study and work habits, and learn to make responsible decisions. Counselors help parents understand the student's abilities, academic progress, and social, emotional, and educational needs. They also work with parents and students on communicating more effectively. School counselors are not able to work with individual students on a weekly basis but are available to meet with students upon request from the student, parent, teacher, or administrator. **If a parent chooses to exclude their child from any counseling activity, the counselor must have that request in the form of a letter.**

GIFTED EDUCATION

The procedures for identifying and placing students in the gifted program, which is funded by the state, are governed by the rules and regulations approved by the State Department of Education. Referrals to the gifted program may come from teachers, parents, or as the result of system wide testing scores. The school's gifted eligibility team reviews referrals at the beginning, middle, and end of each school year to determine which students will be evaluated. The evaluation includes the student's mental aptitude, achievement, creativity and motivation.

MISSION OF THE DACULA MIDDLE SCHOOL NUTRITION PROGRAM

The mission of the Dacula Middle School Cafeteria is to pursue the education of nutrition and show the significance of how important nutrition is to the children of our community. We will strive to create this awareness using the foods from the base of the Food Guide Pyramid as the foundation of good nutritional meals and promote the value of good eating habits with results of a healthy mind and body.

It is the practice of our nutrition program to offer a well-balanced meal and provide the enjoyment of eating healthy, enriched, and fortified foods. We have a federal lunch program that offers free or reduced price meals for children from families that meet eligibility requirements. Application forms can be obtained from the lunchroom manager.

STATEMENT OF NON-DISCRIMINATION

Dacula Middle School does not discriminate on the basis of race, color, national origin, sex, handicap, or age in educational programs, activities, or employment practices.

If you believe you are being mistreated by school employees on the basis of your race, color, religion, gender, age, national origin or handicap, you have a complaint and a remedy. Please tell any school employee in whom

you have confidence that you have a complaint about the manner in which you are being treated and why. You may also contact the school system's Title IX coordinator for assistance by writing or calling:

Joyce Spraggs
Title IX Coordinator
Gwinnett County Public Schools
437 Old Peachtree Road NW
Suwanee, GA 30024
(678) 301-6062

It is the practice of the Gwinnett County Public School System to provide instructional and related services appropriate to provide a free appropriate public education for individuals with documented disabilities. Individuals may contact their local school for information regarding such services.

THE STEWART B. MCKINNEY/VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH ACT

The Stewart B. McKinney/Vento Education for Homeless Children and Youth Act ensures the educational rights and protections for children and youth experiencing homelessness. It provides legal protections for children and youth in homeless situations to enroll in, attend, and succeed in school and preschool programs. In accordance with this law, Gwinnett County Public Schools affords homeless children and youth equal access to the same free, appropriate public education, including a public preschool education such as Head Start, Even Start, State Pre-K, and Title 1 Preschool Programs as provided to other students. Homeless children and youth will have access to education and other services that he/she needs to have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. Please contact individual schools for further information.

CLUBS AND SPORT

Art Club - The Art Club provides students the opportunity to work in a cooperative atmosphere with others who share an interest in creative activity. The club meets once a week, after school, unless special projects demand additional meetings. The objective of the Art Club is to foster art skills while creating visual interest in the school environment.

Basketball -(Boys and Girls) - The Dacula Middle School basketball teams that compete against other middle schools are made up of only eighth graders. In order to be eligible for tryouts, seventh graders must have a passing average (70 or better) in five of their six subjects over the last semester of their seventh grade year. In order to remain on the team, players must have a passing average in five of their six subjects over the first semester (first two 9-weeks) of their eighth grade year. Each coach has his/her own criteria for selecting a team, but these are a few traits that most coaches look for in a player: good academic achievement, good attitude, coach-able, hard worker, possesses good basketball skills and good social skills.

Breakfast Club – The club is open to all book lovers. We meet approximately twice a month on Monday mornings to share breakfast foods and to discuss a book we have all read. All students are invited!

Cheerleading - Cheerleading tryouts are held in the fall for only eighth grade students. Cheerleaders are expected to be at all practices and games. Cheerleaders are both leaders and representatives of Dacula Middle School and have to conduct themselves as such. Good conduct and grades must be maintained.

Chess Club- The Chess Club meets once per week before school. It provides students an opportunity to learn to play or strengthen their skills and compete in tournaments. All interested students are welcome and may bring their own chess set or play with the sets that are available.

Dance Team - Dance Team tryouts are held in the fall for 8th grade students only. The dance team performs at all home basketball games. Students on dance team are expected to attend all practices and home basketball games. All dance team members must maintain good grades and conduct.

DMS News Team - This club is responsible for producing a morning news program, which is broadcast to the entire school three times a week. The club is open to 6th, 7th, and 8th graders, but club size is limited. A selection process is used.

Environmental Club -Members of the Environmental Club have fun using science and technology to learn about recycling, conservation, and environmental awareness. Activities include recycling projects, fun online environmental discoveries, and other projects. The club meets once a month.

Etiquette Club- The Etiquette Club offers students opportunities to learn how to make a great first impression and confidently deal with situations that require social skills. Some of the topics covered include proper introductions, polite conversation, table manners, restaurant rules, setting the table, thank-you notes, host and guest skills, and much more.

FBLA—The Future Business Leaders of America is an organization that provides opportunities for students to explore careers and community service projects. The purpose of FBLA is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

FCA (IMPACT)- The Fellowship of Christian Athletes is a club that meets twice a month before school to provide students the opportunity to share and fellowship with other students who have similar interests. FCA was originally started for students involved in athletics but has expanded to include all students who wish to attend. The middle school club is an official member of the state and national FCA.

Intramurals - All students are eligible for these after-school organized athletics. Students must have a signed permission slip obtained from a grade level clerk in order to participate. School-wide announcements are made to keep students aware of beginning and ending dates.

Junior Beta Club - The Junior Beta Club honors the outstanding academic achievement, worthy character, and commendable attitude of 8th grade students. Members are given opportunities for promoting leadership, character, and social responsibility through numerous school and community service projects. Membership is through invitation only; letters are sent home in September each year.

Keyboard- Advanced Keyboard is open to sixth, seventh and eighth grade students who already have keyboard experience and would like to share music in a class setting beyond their private learning. Students are encouraged to bring their own music and play duets with others in attendance. We will explore other avenues of using keyboard skills including accompanying the fine arts groups. The class meets on the first Monday of every month before school with a maximum number of 15 students.

Knitting – In this club, students in all grades learn the basics of knitting. They meet 2 mornings a week starting during the second 9 weeks, continuing through Spring Break. The group will start with scarves and then go to hats. Students start with knitting and also learn purling and patterns. The class runs from October to Spring Break.

Math Counts - This is a national coaching and competition program designed to stimulate seventh and eighth grade students' interest and achievement in mathematics. Students are coached on advanced math topics weekly starting in October and compete in February at the county level. Winners progress to state competition

and national level competition in March. Sixth graders are invited to participate in the weekly coaching and can compete at the local levels as an alternate.

Multicultural Club- This club is for sixth, seventh, and eighth-graders who are interested in learning about the diversity of Dacula Middle School as well as the different cultures of our country and world. The club is in charge of decorating for various holidays and informing the student body of important cultural issues throughout the year. Members of the club build friendships through learning and working together.

People 2 People(P2P) Club- This club will be open to all grades. It will give students an opportunity to interact with peers, school staff, parents and community members in a positive way. This club will participate in hands-on experiences aimed at developing positive social interactions. Students will also build problem-solving skills, social skills, leadership programs/activities for female and male students. All individuals interested should contact Mrs. Anderson-Irish & Ms. Elethia Rhoden.

Running Club- The Running Club is designed to provide students with the opportunity to interact with their teachers and peers in a positive and healthful manner. While improving their physical wellbeing, students are able to participate in running games, time trials, and 5K races (both formal and informal) throughout the school year. There is a Gwinnett County physical requirement.

Saddle Club- This club is designed to give students an opportunity to interact with teachers and students who have a common love of horses. We discuss horse care, riding opportunities that are available in Georgia and Gwinnett County. Students learn about different riding styles, showing, competitions, clubs, and activities that involve horsemanship. They also learn about the different variety of breeds of horses and their history.

Sign Language Club- Meeting weekly, this club provides students an opportunity to learn American Sign Language. From the alphabet(finger spelling) to conversational phrases, students study ways to communicate with the hard-of-hearing and deaf individuals. An appreciation of deaf culture is acquired as we learn to communicate using our hands and facial expressions. From the beginner to advanced signer, all are invited!

Student Council - The purpose of Student Council is to provide students with input into their school and to provide a link between the faculty and the student body. Student Council representatives are elected by teams and serve all year. Representatives must be willing to work hard both during school hours and after school hours. They must maintain a 3.0 average or above. Student Council sponsors many school and community activities including Spirit Week, school socials, food drives during the holidays, etc.

Yearbook - This staff is chosen in the spring from qualified 7th grade students. The students must have a teacher's recommendation and complete a yearbook application. The students must be willing to work hard, but the reward is great when you see the final product. The staff members become skilled in photography, page design, and writing captions.

MEDIA CENTER POLICIES AND GUIDELINES FOR USE

Because the media center is an important resource that is used by the entire school, it is necessary that all users are aware of the rules for using the resources in the media center.

***Media center hours: 8:30 A.M. to 4:00 P.M.** Always come to the media center with a clear purpose, such as finding an enjoyable book to read, finding answers to questions, or doing research. Since others are also in the media center with goals to accomplish, it is not the place to visit with friends.

***When using online sources, be sure to abide by the Acceptable Use Policy for GCPS.** This policy states that students are to be responsible users of the internet. Use sites that are appropriate for acquiring school-related information. There is to be no emailing or instant messaging on DMS computers.

- *To prevent computer viruses, students may not save information on floppy disks while using media center computers.
- * If coming to the media center on a pass, please sign in when arriving and sign out when leaving. Students may come to the media center with a signed agenda book up to 2 times per week.
- *If coming to the media center to take an AR test, you must have an "official" AR pass signed by your Language Arts teacher. Please show the pass to media staff who will assign you to your computer testing station.
- * If a book is removed from the shelf and not checked out, please return the book to its proper location.
- * Reference books (encyclopedias and other books located in the reference section) may not be checked out. These books are identified with an R or REF on the spine.
- * All other books may be checked out at the circulation desk. The student must have their agenda book in order to check out a book. Students may check out up to 2 books at a time for up to 2 weeks.
- * Students cannot check out books for other students.
- *There is a copier provided for students to copy reference materials and magazine/newspaper articles. The cost of the photocopier is 10 cents per copy.
- *If a student wishes to print information from the computer databases provided, the cost is 5 cents per page.

WORKS CITED PAGE – MLA STYLE

When doing research, it is necessary acknowledge those that provided information used to prepare a report. This process is known as citation. There are two steps to citing a source: 1) a brief mention in parentheses of your source in the body of your report, and 2) a detailed listing of all sources used at the end of your report, which is called a "Works Cited" page.

Sample Works Cited Page

Ericson, James. Personal Interview. February 20, 2002.

Lord, Walter. Day of Infamy. Toronto: Bantam Books, 1957.

Remembering Pearl Harbor." 2001. National Geographic Society. February 16, 2002.<http://magma.nationalgeographic.com/cgi-bin/pearlharbor/memory_book.cgi>.

Ritter, John. "Dec. 7 and Sept. 11: Generations Apart, Forever Linked." USA Today. December 7, 2001:1A-2A. SIRS Knowledge Source. February 15, 2002. <<http://www.sirs.com>>.

Rules to follow:

- Indent second and following lines of each entry five spaces.
- Double space within entries. (Note: These examples are single-spaced due to space limitations.)
- Alphabetize the entries by the first letter of the entries.

Citing Electronic Sources:

Website

Author last name, first name (if listed). "Title of Item." Date of electronic publication (if listed). Name of institution or person sponsoring the web site. Access date. <Web address>.

Example:

"Giraffes." 2004. African Wildlife Foundation. April 26, 2004.
<<http://www.awf.org/wildlives/118>>.

Databases on Media Resources Page (GCPS)

"Title". Electronic database name. Information supplier. Access date. <Web address>.

Example:

“Boris III, King of Bulgaria.” Current Biography. Wilson Web. August 2, 2006.
<<http://relay.hwwilson.web.com/>>

SIRS or Elibrarg Magazine or Newspaper Articles

Author’s last name, first name. “Title of Article.” Name of Magazine. Date: page numbers. Electronic database name.
Information Supplier. Access date. <Web address>.

Example:

Weintraub, Pamela. “The Coming of the High-tech Harvest.” Audobon. July/August 1992: 92+ SIRS Knowledge Source:
Researcher. SIRS Mandarin. November 12, 2000. <<http://knowledge.sirs.com>>.

Citing Print Resources:

book with one author

Author’s last name, first name. Title of Book. Place of publication: Publisher, date.

example:

Blauer, W. Clarke. Alive and Well Naturally. New York: Bantam Books, 2000.

book with two or more authors

Author 1 last name, first name. Author 2 first and last name and Author 3 first and last
name. Title of Book. Place of publication: Publisher, Date.

Example:

Davis, Peter J., John Lyons and Phillip James. Eat and Stay Fit. Austin, Texas: Running Press, 2001.

Print Encyclopedia

Author’s last name, first name. “Name of Article.” Title of encyclopedia. Date.

Example:

Krehl, Willard A. “Nutrition.” Collier’s Encyclopedia. 1998.

Magazine or Newspaper print article

Author’s last name, first name. “Title of Article.” Name of Magazine. Date of
publication: page numbers.

Example:

Revkin, Andrew. “Great Ethnic Meals.” American Health. March 1986: 37-43.

Media Research Services

<http://www.gwinnett.k12.ga.us/>

Gwinnett County Public Schools home page.

Under Quick Links select "Instructional Resources". These sites are licensed by Gwinnet County Public Schools for student, parent and teacher home access. Sites may be posted to school web pages, but do not publish user names or passwords on the web page, in school newsletters or distribute by email outside the school. Users should contact the media specialist(s) or LSTC for passwords.

Vendor	Database	User Name	Password
Britannica	Encyclopedia Britannica Use GALILEO password and then enter the Britannica username and password	Britannica username: galileo	Britannica password: 4y56g8
CERF	Curriculum and Education Resource Finder	newmedia	gwinnett
Gale Databases	Discovering Collection, History Resource Center, Junior Reference Collection, Opposing Viewpoints, Student Resource Center, Scribner Writers Series, Twayne's Authors Series	Lawr16325	Lawr16325 (don't confuse the L with the 1)
GALILEO	Georgia Library Learning Online, Britannica EBSCO Mas Ultra, Searchasaurus, Kids GALILEO		Password: former Effective 5/15/08 through 8/31/09 Check with Mrs. Greer for current password
Grolier Databases	America the Beautiful, Lands and Peoples, New Book of Knowledge, New Book of Popular Science and Nueva enciclopedia Cumbre en linea	gwinnett	gwinnett
Lit Finder	Poem Finder, Essay Finder, Story Finder	gwinnett	gwin57hg
Proquest	elibrary curriculum	80-937	bigchalk
SIRS	SIRS Researcher, SIRS Government Reporter, SIRS Renaissance, SIRS Discoverer	GA2178H	13509
Wilson	Biographies Plus	CNLADEET	EAGA02209
Reference Suite	World Almanac, World News Digest, Today's Science, Facts on File	gwinnett	facts
World Book	World Book Encyclopedia, Spanish Student Discovery Encyclopedia	gwinnett	success

Office of Media & Information Services
 Department of Information Management
 April 22, 2005

GWINNETT COUNTY PUBLIC SCHOOLS
Acceptable Use of Electronic Media for Students

The Board recognizes that electronic media, including the Internet, provides access to a wide variety of instructional resources in an effort to enhance educational opportunities. Use of electronic resources must be in support of, and consistent with the vision, mission and goals established by the Board and for the purpose of AKS instructional support. All users of the district wide area network and/or other electronic informational services must maintain strict compliance with all applicable ethical and legal rules and regulations regarding access. The purpose of these guidelines is to ensure that all GCPS technology users share the GCPS technology resources in an effective, efficient, ethical and lawful manner. GCPS technology should be used for legitimate educational reasons only, and not for personal use.

Strict compliance with all applicable ethical and legal rules and regulations must be maintained by all users of the wide area network and/or other electronic informational services including electronic mail (e-mail). Users must respect intellectual property rights and understand that school system data accessible over the network, regardless of the computer or device being used, constitutes property. All electronic, telephonic, and communications transmitted by, received from, or stored in these systems are property of the Gwinnett County Public Schools. Users of such systems should have no expectation of privacy. Student e-mail use for legitimate educational purposes will be subject to monitoring and review, including review of text and attachments that are related to that student or students. At NO TIME should a student consider GCPS e-mail private or confidential in any way.

It is important to note that with a global network it is impossible to control or predict all materials a user may accidentally or purposefully discover on an electronic resource. Gwinnett County Public Schools personnel will make every effort to educate and guide all users in the proper use of electronic media, including the Internet. Because access to the Internet provides connections to other computer systems located all over the world, users (and parents of users) must understand that neither the Gwinnett County Public Schools nor any district staff member controls the content of the information available on these other systems. Some of the information available is controversial and sometimes may be offensive. Gwinnett County Public Schools DOES NOT CONDONE the use of such materials. Therefore, it is imperative that the user be held accountable for the appropriate utilization of this technology.

ACCESS IS A PRIVILEGE - NOT A RIGHT! Inappropriate use will result in a cancellation of these privileges as well as possible assignment of disciplinary action consistent with the policies and procedures of Gwinnett County Public Schools. Local schools may establish additional regulatory guidelines for use of electronic resources that include, but are not limited to, guidelines established by this system wide procedure. Building administrators shall establish a process for informing students and staff about the district and local school Acceptable Use Procedures.

The definition of GCPS information and data resources will include any computer, server or network, or access provided or supported by GCPS, including portal-delivered applications and the Internet. Use of computer information and resources includes the use of data/programs stored on GCPS computing systems, data/programs stored and/or delivered through magnetic tape, floppy disk, CD-ROM's, DVD-ROM's computer peripherals, or other storage media, that is owned and maintained by the GCPS. The "user" of the system is the student using GCPS technology. Access is a privilege, not a right, and all students are expected to treat this learning tool with respect. GCPS technology and electronic resources must not be used to:

- Harm other people.
- Interfere with other people's work.
- Use a computer to steal property.
- Gain unauthorized access to other people's files or programs.
- Gain unauthorized access to on-line resources by using someone else's password.
- Make changes to the hardware or software configuration of any machine, including installing or deleting any software.
- Improperly using the network, including introducing software viruses and/or bypassing local school or Office security policies.
- Steal or damage data and/or computers and network equipment.
- Access, upload, download, and distribute pornographic, hate-oriented, profane, obscene, or sexually explicit material.

Failure to follow these guidelines can violate the Official Code of Georgia, O.C.G.A., Codes 16-9-90, 16-9-91, 16-9-93, and 16-9-93.1 as well as Title XVII of United States Public Law 106-554, known as the Children's Internet Protection Act. Such actions can also lead to disciplinary actions, up to and including loss of access to GCPS technology resources and further disciplinary actions as defined by existing GCPS policies.

The agenda book serves an important purpose at DMS; students are responsible for its care as well as having it at school each day. Agenda book pages are not to be cut up, folded or removed. A damaged, lost or stolen agenda book will have to be replaced at the current year's cost.

I have read and reviewed the Dacula Middle School Student
2008-09 agenda book.

Homeroom Teacher _____

Student Signature

Date

Parent/Guardian Signature

Date

First Nine Weeks

Language Arts

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Math

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Science

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Social Studies

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Second Nine Weeks

Language Arts

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Math

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Science

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Social Studies

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Third Nine Weeks

Language Arts

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Math

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Science

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Social Studies

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Fourth Nine Weeks

Language Arts

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Math

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Science

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Social Studies

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

First Nine Weeks

A Connection

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

B Connection

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Second Nine Weeks

A Connection

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

B Connection

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Third Nine Weeks

A Connection

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

B Connection

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

Fourth Nine Weeks

A Connection

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Quiz

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____

B Connection

Tests/projects	% weight
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Grade: _____

Strengths: _____

Weaknesses: _____

What are your academic goals: _____

How will you accomplish these goals: _____
