



MIDDLE SCHOOL 2018-2019 Guidebook

A Supplement To The Museum School Handbook

The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030
p. 404.289.0320

SCHOOL HOURS

Classroom and Connections Teachers.....7:30 am - 3:30 pm
 Support Staffvaried
 Teacher Assistants.....7:30 am - 3:30 pm
 6-8 Students.....7:55 am – 3:20 pm
 Aftercare & Academic Enrichment/Clubs/Activities.....Varied - 3:00 pm - 6:30 pm

SCHEDULE

7:30 am – 7:45 am.....Students Arrive at Fitness Club or Cafeteria
 7:45 – 8:00 amStudents Dismissed to Homeroom
 8:00 am.....School Begins
 10:45 am - 1:50 pm.....Lunch
 3:15 pm- 3:30 pm.....Dismissal

ACADEMIC SCHEDULES

6th Grade	
8:00 – 8:25	Homeroom/Advisory
8:30 – 9:25	1 st – Rotation Connections
9:30 – 10:25	2 nd - Yearlong Connections
10:30 – 11:25	3 rd – Period
11:30 – 12:25	4 th Period
12:30 – 12:50	Recess
12:53 – 1:18	Lunch
1:23 – 2:18	5 th Period
2:21 – 3:16	6 th Period

7th Grade	
8:00 – 8:25	Homeroom/Advisory
8:30 – 9:25	1 st Yearlong Connections
9:30 – 10:25	2 nd Period
10:30 – 11:25	3 rd – Connections Rotations
11:30 – 12:25	4 th Period
12:28 – 12:53	Lunch
12:58– 1:18	Recess
1:23 – 2:18	5 th Period
2:21 – 3:16	6 th Period

8th Grade	
8:00 – 8:25	Homeroom/Advisory
8:30 – 9:25	1 st Yearlong Connections
9:30 – 10:25	2 nd Period
10:30 – 11:25	3 rd – Connections Rotations
11:30 – 12:25	4 th Period
12:28 – 12:53	Lunch
12:58– 1:18	Recess
1:23 – 2:18	5 th Period
2:21 – 3:16	6 th Period

SOCIAL-EMOTIONAL LEARNING

7 MINDSETS

Grades 6 - 8 follow the Core Values of The Museum School, but additionally participate in a program called 7 Mindsets that elaborates on our Core Values and provides the social and emotional framework middle schoolers need to grow as they approach adulthood. These 7 Mindsets are:

- **Everything is Possible – Dream big, embrace creativity, and expect great results**
Everything is Possible provides an understanding that we are all capable of living extraordinary lives. We learn that everything that exists was once an idea until someone believed it was possible and made it a reality. Embracing this principle will allow you to envision a wonderful life, expect greatness, and effectively execute the process of making your dreams come true.
- **Passion First – Pursue your authentic talents and deepest interests**
Passion First teaches that we are each a unique expression of human existence, and that our lives should be focused on finding our unique genius and sharing it with the world to the maximum extent possible. You will learn to make your dreams authentic, and of such critical importance that you'll find the fuel to overcome the obstacles you're certain to face along the way.
- **We Are Connected – Explore the synergies in all relationships and learn to empower one another**
We Are Connected teaches us to understand that everyone who comes into our lives can assist us in living our dreams. By applying this mindset, you will learn to constantly explore synergies with others, embrace diversity, and relish competition that will help you maximize your potential with and through others.
- **100% Accountable – Choose to be responsible for your own happiness and success**
100% Accountable teaches that you are not a victim of your past, your future is not predetermined, and your life is what you choose it to be from this moment forward. With a focus on recognizing fears and excuses, this mindset allows you to break down barriers, free your mind, and focus your energy to take critical steps toward accomplishing your goals.
- **Attitude of Gratitude – Seek positives from every experience and be thankful for all you have**
Attitude of Gratitude teaches that you can choose the positives or the negatives in your life as the foundation on which to build your future. Choose the positives, and you're on your way toward extraordinary success; choose the negatives, and you will likely start (or continue) a downward spiral.
- **Live to Give – Inspire and serve others while maximizing your potential**
Live to Give teaches that abundance in one's life is a cycle. To receive love, respect, and financial security, one must first learn to give those things. This mindset also teaches that the greatest gift you can ever give is to find and leverage your unique

genius to maximize your positive impact on the world, knowing that good things will be returned to you in kind.

- **The Time is Now – Harness the power of this moment, and take purposeful action today**

The Time is Now teaches that all your power exists in the moment. You cannot change the past and the future hasn't happened, so the only thing to do is take purposeful action *now* in order to create the ultimate life of your dreams.

Advisory

The advisory program at The Museum School seeks to connect each 6 - 8 student with a trusted adult staff member and peers within the student's grade level. This adult and the peer group provide support and mentoring centered on the 7 Mindsets. Advisory groups meet weekly from 8:00 – 8:25.

ACADEMICS

ACADEMIC CLASSES

- **English Language Arts:**

- **6th grade:** The goal of sixth grade English Language Arts is to increase communication skills through reading, writing, and speaking. The primary focus of this class is to gain mastery of different writing styles (expository, narrative, argumentative, etc.), understand and demonstrate rules of grammar, and the ability to express oneself orally. We will be reading a variety of fiction and nonfiction including novels, short stories, poetry, essays, and plays. We will use these pieces as mentor texts for our writing assignments.
- **7th grade:** Students will read both literary and informational texts with the goals of (1) exploring a variety of genres, (2) selecting just-right books for independent reading so that they read more overall, (3) identifying and understanding signposts that authors leave in the text -- whether in a whole class or independent text -- to give readers clues to deeper meanings, and (4) explaining their interpretations of texts by referring to author signposts and evidence from the text itself. Throughout the year, they'll also write their own pieces, drawing on literary elements and techniques they've encountered through their reading. They'll be required to read for at least 30 minutes every evening and to complete grammar activities online regularly.
- **8th grade:** We start off the year reviewing and digging deeper into short story elements with a specific focus on science fiction through the use of the extended text *Flowers for Algernon* and many other short stories. We use science fiction to explore our own inner selves, learn life lessons, and attempt to address problems facing our society. We then shift to an investigation into what makes a person a hero with reading and researching heroism and using the extended text *Chasing Lincoln's Killer*. This unit will include a research project and presentation either for National History Day or for Science Fair. In January we move back to fiction and explore the idea of Coming of Age by reading, discussing, and exploring *To Kill a Mockingbird*. Toward the end of the year, time permitting, we will dive into literary plays and work to read, understand and stage them. Students are expected to read and do a book report on one book every month, due the first of the following month. That meaning, the regular

homework for Language Arts is to read and practice the three assigned IXL skills for the week to around an 80% mastery. There may be additional homework at times, such as finishing an essay or project, but for the most part, it is reading (a suggested 20-30 minutes each night) and IXL.

- **Math:**

- **6th grade:** The focus of 6th grade math is unit rate, ratios and multi-step problem solving with decimals and fractions. Students are required to come to 6th grade knowing how to add, subtract, multiply and divide whole numbers, fractions and decimals. There will be weekly quizzes (subject to having a typical week at school). These are 5 question quizzes based on grade level standards. They will be graded upon completion and will come home to be reviewed and signed by the parents each Monday. Homework will be finishing the 20 problems from the Computation Station and the Edmodo (technology) assignment. Homework is whatever students do not finish during their class time. All work is due on Friday. This provides intrinsic motivation to try their best in class each day and focus on their work. Students will know a week in advance when there is a unit test. All quizzes, due dates and test dates will be noted on the 6th grade Google calendar. As you look around the classroom, you will see differentiated stations including:
 - Teacher station- students will receive 60 minutes of small group (6:1) instruction per week, based on their current strengths and weakness, whether it's a review of 5th grade skills or moving to more advanced, 7th grade skills.
 - Computation Station: Students will use leveled computation sheets to practice adding, subtracting, multiplying and dividing whole numbers, decimals and fractions. This station will be pure paper and pencil without the use of calculators.
 - Technology station: Each group will receive differentiated computer activities. They will also share their internet findings and create games for others to play.
 - Choice Board/Project station: Students will choose leveled projects where they will apply what they have learned to various projects. Presentations will take place on Fridays.
- **7th grade** math focuses on four critical areas : (1) developing understanding of and applying proportional relationships ; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume, and (4) drawing inferences about populations based on samples. In addition, routine topics such as estimation, mental computation, and basic computation facts will be addressed on an ongoing basis. Ideas related to the eight standards for mathematical practice will be addressed constantly as well.
- **Accelerated 7th grade** math focuses on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the

concept of a function and using functions to describe quantitative relationships ; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

- **8th grade** math focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
- **Coordinate Algebra** is the first in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications and a bridge to the second course through coordinate geometric topics.

- **Science:**

- **6th grade:** Middle grades science will emphasize scientific inquiry and scientific literacy to understand the world around us. 6th grade earth science focuses on astronomy, the atmosphere and meteorology, oceanography, geology, and natural resources to explain Earth's formation, Earth processes, and Earth changes over time. This course will also explore how human interactions affect and change the Earth.
- **7th grade:** Life Science explores the topics of life from as small as a cell to as large as the biosphere. Students will learn major topics such as Cells, Genetics, Evolution, Classification, and Ecology. Our class consists of a variety of independent and collaborative assignments with hands-on, student-centered, and inquiry-based lessons. The curriculum is based on the Georgia Standards of Excellence.
- **8th grade** science focuses on physical science topics including the properties of matter and its interactions, chemical and physical changes to matter, energy, forces, motion, waves, magnetism, and electricity. A scientific inquiry approach will link learning about the nature of science and the 8th grade content areas with a focus on real world applications.

- **Social Studies:**

- **6th grade:** In 6th grade social studies students will, for the first time in Georgia state standards, dive deep into global content! This course covers the geography, environmental issues, government, economy, culture, and history of regions in Europe, Latin America, Canada, and Australia. Students will employ technology, arts, engineering, entrepreneurial skills, literacy, creativity, and previous social studies skills in this class and will come out with a better understanding of the Western World outside of their own country. Students will explore the role geography plays in a variety of countries, the concrete effects behind abstract ideas like government and economy, and the causes and effects of historical events. This course will also prepare students for the following year's social studies course which mirrors our content, but focuses on the Eastern World.
- **7th grade** is the second year of a two-year World Studies course. Seventh grade students explore Southwest Asia, Southern and Eastern Asia, and Africa. The goal

of this two-year course is to acquaint middle school students with the world in which they live. The geography standards include both physical and human geography. The government/civics standards focus on selected types of government found in the specific areas of Asia and Africa in order to help students begin to understand the variety of governments in the world. The economic standards build on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history standard focuses primarily on significant events in each region from the twentieth and twenty-first centuries. The following enduring understandings and connected themes will guide our discovery throughout the year-long course: conflict and change; culture; gain from trade; governance; human-environmental interaction; location; movement/migration; production, distribution, consumption; time, change, continuity; and scarcity.

- **8th grade:** During our 8th grade Georgia History course we investigate and explore the history of the United States from its original people through to modern day. We will read, write, discuss, and create representations of the storied history of Georgia. Quarter one focuses on Native Americans through the American Revolution and government; quarter two focuses on westward expansion and through Civil War and Reconstruction; quarter three focuses on the New South and Georgia's development due to the World Wars, and quarter four focuses on modern Georgia with emphasis on the Civil Rights Movement, President Jimmy Carter, and the 1996 Olympics. Social Studies is very project based: each unit starts with a reading or notes; then there is some sort of investigation or project where the students use and explore the information; each unit then wraps up with a review and a quiz or a test to review mastery. Homework in Social Studies will usually be to review materials covered and to work on, or complete, unfinished projects/assignments.

CONNECTIONS

Connections are classes that middle grades students take outside of Science, Math, Social Studies, and English Language Arts. All middle grades students will have two connections blocks each day. Connections are similar to “electives.”

Students eligible for the Remediation Education Program based on Milestones scores, MAP scores, or a rubric, may receive REP services during a connections block.

How are year-long and quarter connections (7th and 8th grade only) determined?

Preferences may exceed capacity for specific classes. For this reason we cannot guarantee that every student will receive their highest preference. We will work to accommodate preferences to the best of our ability. Classes – with the exception of Orchestra - are capped at 24. Orchestra is capped at 35.

Seventh and Eighth Grade

For one of their connections blocks, 7th and 8th grade students may choose a year-long course from Orchestra, Chorus, Yearbook, STEM, and Environmental Education. For the second connections block, 7th and 8th grade students will take one quarter of Health (required) and three additional quarter courses. Please note that courses can be taken more than once. Both 7th and 8th grade

students can choose between Spanish, Mathletes, Genius Hour, Robotics, Art, Theatre and REP. 7th and 8th grade students will attend Physical Education once a week in place of a connections course.

Example quarter selections:

- Example 1: Art – Health – STEM - Spanish
- Example 2: Art – Art – Health - Mathletes
- Example 3: Health – STEM – Journalism - Genius Hour

* Note that each set of courses includes Health.

YEAR-LONG

- Chorus & Musical Theatre
- Orchestra
- STEM
- Environmental Education
- Yearbook

QUARTER CONNECTIONS

- Spanish
- Art
- Mathletes
- Genius Hour
- Robotics
- Theatre
- REP
- Health

SIXTH GRADE QUARTER CONNECTIONS

One connections block is a year-long course in which students will have the opportunity to explore a chosen interest in greater depth. There are three year-long courses from which to choose: Orchestra, Chorus, and Journalism. The other connections block will rotate every 9 weeks. During this block, 6th grade students will rotate through Health, Computer Literacy (Technology), Spanish, Art and REP. Students will attend Physical Education once a week in place of their year-long elective.

Each student will take each of the following courses for a 9-week period.

- Art
- Spanish
- Computer Literacy
- REP
- Health

Connections Courses

- **Art:** The connections art class is a continuation of exploratory art from elementary school. Students will continue to explore drawing, painting, sculpture and printmaking. Art lessons are based on the visual arts standards of Georgia and are designed to enhance the student's exposure to techniques and materials. Students will continue to develop problem solving and decision-making skills, craftsmanship and explore their own creativity.

- **Chorus & Musical Theater:** All middle grades students are eligible for the TMS Chorus, regardless of previous choral experience. This group will perform a varied repertoire of music including art musical, foreign language, folk, pop, and musical theater. They will perform between 3-4 concerts during the year, including Autumn Fest, Large Group Performance Evaluation, Musical Theater Workshop at Disney, winter concert and a spring musical. The ensemble will also collaborate with other music groups. Skills and topics include:
 - Sight singing
 - Reading music and Improvisation
 - Theater games
 - History of music & musical theater
 - Vocal Technique
- **7th & 8th Grade Theatre:** Students incorporate sensory and emotional experiences and observational critiques into presentational theatre activities. The students will learn and practice vocal and movement techniques, in order to apply learned ensemble skills through pantomime, improvisation, and acting in school presentations and productions appropriate to grade level. The students will explore beginning technical theatre skills as they design and create simple scenery, costumes, props, lighting, sound, music, and/or makeup for dramatic presentations, using research skills as needed to gather resources. Students will also begin to create original scripts and adapt appropriate literature into scripted material for an end of year presentation.
- **Computer Literacy:** This is a general technology/keyboarding class which focuses on preparing students in becoming proficient at keyboarding and effective users of the various Google Education Suite and/or Microsoft Office applications that will be necessary for composing essays and presentations at the next level. Units of study will include timed words-per-minute drills, research skills, and the use of various online applications.
- **Creative Writing (Journalism):** (6th grade only) Journalism is a multimedia year-long course designed for students interested in newspaper journalism, yearbook planning, and literary magazine development. Students will develop their skills as a writer while learning the fundamentals of news, feature, and editorial writing. Students will create numerous original stories using varied structures and writing techniques. Students will also learn to create computer generated layouts and graphics.
- **Health:** This course is designed to continue to give students the opportunity to gain a substantial knowledge base of healthy living practices. Topics covered during health class will include emotional health, nutrition, and conflict resolution. These health classes are intended to be the starting point for the 7th and 8th grade health courses, which cover more in-depth topics such as drug and alcohol abuse, the reproductive system, and sexual health.
- **Mathletes:** Students in Mathletes will engage in problem solving techniques, using mathematical applications. Students will work on problems to find patterns, discover sequences, and develop their critical thinking skills to create solutions. The Mathletes connections course will also allow students to gain a deeper understanding of mathematical applications in the real world, specifically in business and economics. Students will work on developing business plans, analyzing market trends, and supply & demand curves.
- **Orchestra:** All middle grades students are eligible to take orchestra, regardless of previous experience. Orchestra will have 4-5 performances a year, including trips to Six Flags (Beginning) and Disney World/or big trip (Symphonic) for orchestra competitions. Symphonic Orchestra participates in Large Group Performance Evaluations. Families

are responsible for instrument rentals. Information concerning this process is available on our Facebook page www.facebook.com/tmsorch.

- Skills and main topics for each group will include:
 - Beginning Orchestra – 6th Grade
 - Introduce instrument position, posture, and bow hold
 - Finger patterns for keys of D, G, & C major
 - Reading & notating music
 - Symphonic Orchestra – 7th and 8th Grades
 - Students learn shifting, vibrato, and tune independently
 - Finger patterns and scales for major keys and the minor keys
 - Discuss music in historical context
 - Explore small as well as large ensemble works
- **Spanish:** The Spanish courses are designed to prepare students for Spanish at the High School level. All 8th grade students are eligible to take Spanish 1 regardless of previous experience; however, students will find this course much more accessible if they have taken the 6th and 7th grades Spanish elective. Students begin to communicate in Spanish through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The course will be conducted primarily in Spanish with a goal of helping each student become a competent communicator. They will explore in-depth themes in order to expand their understanding of countries in the Hispanic world. Topics will include: school, shopping, family, clothes, weather, food, and tourist activities. A culminating exam in Spanish I will be given to assist in determining eligibility for high school credit.
- **STEM (Science, Technology, Engineering, & Mathematics):** Students will engage in various hand-on/minds-on activities and problem solving processes while using math and technology to research, track, and analyze data. Students will work collaboratively to solve real-world based inquiry problems. Projects that may be included are exploring Newton's laws of motion with bottle rockets, the Geometry behind kite flying, exploring circuits with Arduinos, continuing coding basics with Khan Academy, Solar cooking competition, civil engineering and designing tsunami barriers, and many more!
- **Yearbook:** (7th grade only) Does your student love to organize family scrapbooks after vacations or use the computer to design collages? Do they like to ask questions or write stories? Do they love capturing candid moments with a camera and writing captions for sharing? Yearbook is the connections course for them. In this year-long connections course, students will work closely with advisor Mrs. Carter to create a yearbook that celebrates, documents, recognizes, and highlights a year's worth of memories.
- **Genius Hour:** What is Genius Hour? Genius Hour is a movement that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school. At the beginning of a Genius Hour project, students will begin brainstorming ideas for a project proposal. While brainstorming, students will be encouraged to focus on something they are passionate about and want to learn more about. They will be challenged to 'make an impact' with what they decide to research. Once the students have an idea of what project they want to pursue, they will begin writing the proposal. In this proposal, students will answer the following questions:
 - What is your topic and project?
 - Who is the audience for this project?
 - Why is this project worthwhile?

- What do you expect to learn from this project?
- What IMPACT will you have to show at the end of the nine weeks

Once the proposal is approved, students will complete their project and present to their intended audience.

COMMUNICATION

Communication in middle school shifts from being a parent-teacher relationship, to placing more responsibility on the student so that the relationship becomes a parent-student-teacher relationship triangle.

Communication between families and staff

- **Newsletter Updates:** There are bi-weekly grade-level newsletters distributed via e-mail. Make sure you are included in the newsletter email group by giving your child's homeroom teacher your best email address, or by e-mailing Mrs. Alexander.
- **Google Classroom:** Each classroom teacher has a school, gmail account that will link them to various Google Classrooms, where assignment information is posted. Students should create and maintain an account that they check **daily** for information from their teachers. TMS email accounts are for school purposes ONLY.
- **Agendas:** In grade 6 – 8, students are responsible for conveying day-to-day communication that they receive in homerooms and classes. At the beginning of the year, students receive a school agenda, and this information should be written in the agenda during class. Students should bring their agenda to school on a daily basis. If agendas are lost, there is a \$10 replacement fee.
- **E-mail:** E-mail is the best way to reach most teachers. Students are encouraged, whenever possible, to connect and communicate with their teachers before a family member steps in. Please allow 48 hours for a teacher to respond.

Conflicts between students and peers or staff

If a disagreement between a student and/or their peer or a student and/or a staff member, the student should first take measures to move away from the conflict and think through their feelings. If the student should need time to think about their feelings and/or would like to discuss the situation, the student should take a conflict reflection form [See Figure A] from one of the files located around the middle school hallway, and drop it off with Mr. Robertson. Within 24 hours, the teacher will arrange a meeting with the students and/or staff members so that the conflict can be discussed and resolved.

MAKE UP POLICY

Students are encouraged to make up work when absent from class. The responsibility for contacting the teacher for make-up work lies with the student. Students should either talk to the teacher during homeroom, during class or e-mail the teacher to set up a time to collect, complete and turn in make-up work.

MEDIA CENTER

- **Mission Statement:** The Media Center's mission is to instill the love of reading into all students. This is done by supporting and collaborating with the teachers and by maintaining a collection of diverse materials on a variety of reading levels.
- **Media Center Visits:** Middle Grades classes come with their Language Arts teachers or during homeroom.
- Students may also come to the media center on an individual basis throughout the day beginning at 7:30am.
- **Circulation:**
 - Middle school students are allowed to check out three books at a time as long as they aren't overdue.
 - Books are checked out for one week, and may be renewed up to two times. After a book has been overdue for four weeks, a letter will be sent home to parents/guardians notifying you of the missing book. If a book is lost or damaged, parents/guardians will be asked to replace or pay for the book.
- **Young Adult Books:** Students in grades four through eight are allowed to check out books from the young adult section. The books on these shelves are written with older students' interests in mind and may contain mature content.
- **Seventh/Eighth Grade Books:** Students in seventh and eighth grade are allowed to check out books from this specific section. Students in sixth grade are allowed to use this section with written permission from parents/guardians.

DAILY PROCEDURES AND EXPECTATIONS

ACADEMIC INTEGRITY

- School authorities recognize academic integrity and honesty as essential elements of a properly functioning school. Accordingly:
 - No students will receive unauthorized assistance in preparation of and/or in the execution of his/her assigned work.
 - No student will give unauthorized assistance to another student. Students cheating or providing assistance on an assignment are subject to disciplinary action. This will depend on the circumstances and the discretion of the teacher.

ACTIVE LISTENING

In order to show appropriate respect for the speaker, and to engage with class material, students are expected to remain in active listening position, or SLANT:

- **S**it Up
- **L**ean forward and listen
- **A**sk and answer pertinent questions
- **N**od your head where appropriate and with sincerity

- **T**rack the speaker with your eyes

ARRIVAL

- **Classroom Arrival:** If students arrive between 7:30 and 7:45, they can go either to fitness club in the gym or to the cafeteria. Students should not visit any classrooms or lockers until after 7:45.
- **Lockers:** After 7:45, students are free to visit their locker **before** coming to homeroom.
- **Dropping Off Supplies:** Students should drop off their instruments or other supplies before going to homeroom.
- **Hall Passes:** After 8:00, students will need an agenda hall pass from their homeroom teacher or advisor to leave homeroom and run any errands.
- **Advisory:** On advisory days, students should report to their homeroom first, then head to their meeting spot for advisory at 8:00 am.

CAFETERIA

- Students will eat lunch in the cafeteria unless they are finishing work for a teacher, or have another pre-arranged reason to eat outside the cafeteria. If the student is not eating in the cafeteria, they will need to have a signed and dated pass ahead of time.
- Students in the cafeteria are expected to:
 - Face the table
 - Keep food on plates or trays
 - Use table manners
 - Use a quiet speaking voice and speak only to the people at their table
 - Ask a cafeteria monitor to get up from the table
- If students are not following Museum School Core Values or the above stated expectations, they will either be given a grade-level consequence, moved to a silent lunch table individually, or the entire grade will be moved to an assigned seating plan and/or asked to eat lunch silently. This will be at the discretion of the lunch monitors.

CALLING HOME

All phone calls home should be placed on the phone in the front office or classroom phone, and **all students need a pass to call home**. Cell phones should not be used during school hours.

DISMISSAL

- Students are dismissed from school at 3:20 p.m. and must leave the building immediately. Students will be dismissed to:
 - Walkers – Lower hallway
 - Car riders – Front doors
 - After Care - Gym
- Some exceptions to this include:
 - Students assigned to detention should report to the classroom where they will serve detention.
 - Approved students assistants who are working for teachers.

- o Approved club or activity meetings that are being held in specific rooms.
 - o All other activities that are cleared in advance.
- Specific routes (to each of the locations listed above) are listed above in order to ensure staff are monitoring student behavior at all times. Students should use these routes exclusively.
- In order to stay after school, students must have a written note from a teacher stating the reason for staying and where they will be.
- For safety reasons, students will not be allowed to re-enter the school once they have left, unless accompanied by an adult.
- Students and family members should not enter classroom after 3:16 unless that teacher is in the classroom.
- No student should loiter on campus. Families should make plans for students to be picked up from one of the three designated spaces.

ELECTRONIC DEVICES

- Cell phones and other electronic devices (iPods, handheld games, etc.) should not be outside a student's locker **at any point** during the school day. (7:30-3:30) They should be turned off and stored in the student's locker. It is recommended that students leave electronic devices at home, as the school cannot be responsible if devices are lost or damaged while at school.
- Devices that are heard or seen during the day will be taken from the student and turned into the office. If a student has an electronic device taken during the school day, an adult family member will have to pick it up from the office.
- Families should not text or call students during the school day.
- If students need a device for a specific class, the teacher will notify students and a note will be posted on the device board during locker breaks. *The device can be taken out for that class only, and should not be present during any other class.*

EXPEDITIONS

Preparation

- During the 2018-2019 school year, students may wear one of two expedition uniforms: (1) the pale blue logo shirt and navy bottoms; or (2) the navy logo shirt and khaki bottoms. Please note that the shirt and bottom combo must match this pattern (i.e. navy shirts and navy bottoms are not acceptable for expeditions).
- Families should also plan to plan to pack a sack lunch for their child on expedition days, unless stated otherwise by staff members. If the student needs a lunch from school and is unable to pack a sack lunch, they should indicate that the day before in their lunch order.

Bus Rides

- Students on a bus are expected to:
 - o Remain seated
 - o Use a quiet speaking voice
 - o Throw all trash away

- o Respect the bus and all property of the bus driver
 - o No electronic devices are allowed on the bus
- If at any time students are not following bus expectations, they will be subject to disciplinary action and/or assigned seating or a silent bus ride. This decision will be made at the discretion of the staff member in charge.

Behavior

Students are expected to follow Museum School Core Values on all expeditions. Students are representing The Museum School and the Museum School community in public and should act with that in mind. The expectations for expeditions are:

- Active listening during any presentation
- Stay with the group while docent is talking, or within the parameters set by the adult in charge
- Walk on paths or within designated spaces
- Keep hands, feet and arms to self
- No purchases will be made on expeditions (no trips to the gift shop)

FORGOTTEN ITEMS

If a student forgets an item at home, they can call home *only* during homeroom. Any items brought to school will result in a tier one warning on the classroom behavior system.

HALL CONDUCT

Expectations

- Students should walk through halls with respect for others and exhibits – quietly and without touching people or things.
- Keep to the right, especially at corners
- Walk at a steady pace, but do not run
- Do not disturb classes already in session
- Keep all exits, entrances and stairs clear

Hallway Routes

Specific routes to all locations (connections, lunch, recess, dismissal) have been designed and shared with students and staff members. These routes are designed to make sure students have supervision at all times. Students should use these routes exclusively.

Hall Misconduct

Hallway misconduct is a misbehavior addressed in the classroom behavior plan. In the event that hallway misbehavior happens outside the middle school hallway, all other staff members in the building have the authority to address students and report misconduct - therefore resulting in a consequence.

LEAVING CLASS

- **10 minute rule:** Students are required to be in class for the first ten minutes and last ten minutes of class. No passes will be written to leave the class during those times.
- **Passes:** To leave class, students will need to have a written pass in their agenda. Without their agenda, students will not be able to leave class. This policy stands for all trips outside the classroom - including, but not limited to: going to the bathroom, getting water, going to the media center, calling home or visiting the counselor.

LOCKERS

- Your locker is the only place you have to keep your personal belongings. Lockers are assigned by homeroom teachers at the beginning of the year. Each student is responsible for bringing their own lock, and providing the combination to their homeroom teacher. Lockers are subject to inspection and search by school officials. Anyone tampering with a locker that does not belong to him/her will be disciplined. You MUST:
 - Keep your combination to yourself.
 - Never share your locker with anyone. We have sufficient lockers for every student.
 - Keep your notebooks and bookbag in your locker during the day when you are not using them.
 - Do not overstuff your locker; it may not open if you do. Keep coats clear of the door when closing it.
 - Keep your locker clean so all items can be placed into and removed from the locker easily.
 - Plan your day. You will not have time to go to your locker after every class. You will have to carry materials for several classes.

MATERIALS

All students are expected to come to class on time, prepared with: sharpened pencils or pens, their agenda, binder, notebook paper and any other materials necessary for class.

TRANSITIONS

- **Locker Breaks:** Students are expected to visit their lockers only during designated locker breaks, not during every transition to class.
- **To Connections**
 - Sixth graders will be walked to class by their teachers until Fall Break, to ensure they are aware of the expectations for behavior in the hallway.
 - Seventh graders will be walked to the end of the bridge and dismissed to connections by their teacher through Fall Break.
 - Eighth graders will walk freely from class to class.
 - There are specific routes to and from connections, in order to make sure that students are taking the most direct route from class to class.

RECESS

In middle school, recess happens every day after lunch, but **recess is earned**. [See Classroom Misbehavior Plan for specifics about how recess is earned.] Students should walk out to recess with their teacher from their next period class. They will stay within the playground, basketball courts and field, unless permission has been granted to go onto the nature trail. 8th grade students are welcome to participate in a social walk around the school, led by an 8th grade teacher.

SCHOOL SPONSORED EVENTS

All school sponsored events (including athletic events) are school sponsored events and thus subject to the same rules that apply during school hours.

SNACKS

- Each grade level has a designated class period during which students may eat their snack during the first ten minutes of class.
- Students will not be able to eat lunch in class; the snack must be limited to one or two items. Families are asked to send an individual snack with their child daily.
- Snacks should be healthy and may include string cheese, yogurt, pretzels, fruits, vegetables, fruit bars, granola bars, crackers, or healthy dry cereal. Chips, cookies, candy or unhealthy snacks will not be permitted. Students will be asked to return these items to their backpack or lunch box.
- Gum is not allowed during school hours.

UNIFORM POLICY

Required School Garments/Learning Expedition Uniform

- Navy blue TMS logo knit shirt (with khaki bottom) OR Light blue TMS logo knit shirt (with navy bottom) -- must be purchased from Lands' End- This uniform will be required on learning expedition days, no exceptions. The navy/light blue logo shirt is the only uniform piece your child is required to purchase from Lands' End. Beginning Fall 2017, navy shirts and khaki bottoms will be the required expedition uniform.

Girls Uniform Options

- Tops:
 - Light blue or white Peter Pan blouse (short sleeve and long sleeve, TMS logo optional)
 - Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional)
- Bottoms:
 - Plaid jumper, skirt or skort (must be purchased from Lands' End)
 - Khaki or navy jumper, skirt, skort, walking shorts or pants (all of the above jumpers, skirts, skorts and shorts must be no shorter than 3" above knee when kneeling) (no knit shirt dresses)
- Outerwear:

- Navy, black or white cardigan, pullover, or sweater vest (TMS logo optional, **no hoodies or sweatshirts**)
- Navy, black, royal blue or light blue full zip fleece jacket (TMS logo optional)
- Socks/Shoes:
 - White or navy crew socks or knee socks (socks must cover ankles no sport socks with logos), white or navy opaque or cable tights, white or navy leggings (full-length or capri)
 - White, black, or gray canvas or leather tennis shoes (accent colors and/or logo must be white, blue, black, or gray – other accent colors are not allowed including, but not limited to orange, pink, green, yellow, red), Keds white/navy saddle sneakers, navy, tan or brown boat shoes and Merrill type mocs, and black, brown or navy Mary Janes (no boots)
 - *Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip-flops, sports sandals, are not permitted.
- Accessories:
 - Belt- navy stretch or black/brown leather or braided
 - Small necklaces, simple ring, wristwatch, and tiny, plain, non- dangling earrings (no larger than ear lobe and for safety reasons, no hoop earrings) are permitted.
 - Hair accessories in TMS plaid or coordinating colors are permitted, including Lilliband headbands.

Boys Uniform Options

- Tops:
 - Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional)
 - Light blue or white button down oxford type shirt (TMS logo optional)
- Bottoms
 - Khaki or navy walking shorts (flat front, pleated and simple well-fitting cargo styles are permitted, no lower than bottom of knee)
 - Khaki or navy pants (flat front, pleated and simple well-fitting cargo styles are permitted)
- Outerwear:
 - Navy or black V-neck cardigan, V-neck pullover, crew neck pullover or sweater vest (TMS logo optional, **no hoodies or sweatshirts**)
 - Navy, black, royal blue or light blue full zip fleece jacket (TMS logo optional)
- Socks/Shoes:
 - White, tan, brown, black or navy crew socks (socks must cover ankles-no logos)
 - Black or brown lace up shoes, tan, brown or navy boat shoes and Merrill type mocs, or white, black, or gray canvas or leather tennis shoes (accent colors and/or logo must be white, blue, black, or gray – other accent colors are not allowed including, but not limited to orange, pink, green, yellow, red)
 - * Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip- flops, sports sandals, Heelys are not permitted.
- Accessories:
 - Belt-Navy stretch or black/brown leather or braided

- TMS plaid tie, wristwatches and simple jewelry within reason are permitted

Middle School Uniform Add-ons (optional) Boys and Girls

- Orange polo shirt (must be purchased from Lands' End)
- White or navy Active polo shirt (must be purchased from Lands' End)

Notes and Reminders:

- TMS plaid uniforms, one required light blue TMS logo shirt, and middle grades optional uniform add-ons must be purchased from Lands' End. All other items may be purchased either at Lands' End or a retailer of your choosing, but must comply with and match the styles and colors put forth in TMS dress code.
- Please label all of your child's belongings, especially coats, sweaters, jackets, and cardigans
- Students can wear outerwear of their choice. However, outerwear must be removed upon entering the classroom. Jackets, sweaters, and cardigans worn during the school day must comply with uniform requirements.
- Families that have conflicts with this dress code based on cultural and/or religious practices should bring their concerns to the Principal immediately.
- Please replace items that are worn.
- Students are not allowed to wear hats or hoods indoors during the school day.

Out of Uniform Days

- When an out of uniform day is announced (i.e. Jeans Day, Spirit Day, etc.) students are expected to be neat and well groomed and dressed appropriately.
- Shorts, skirt and skort lengths are to comply with the length guidelines for the school uniform as stated previously under General Uniform Information. Skirts, skorts, shorts and jumpers are to be worn 3 inches from the top of the knee (when kneeling down) or longer.
- Denim jeans or casual slacks are permitted, but should be sized appropriately and should not be torn or worn out.
- Students are not allowed to wear tank tops, spaghetti strap tops, strapless tops, halter-tops, mesh or see-through tops or short shorts.
- Students' shoes on an out of uniform day must comply with the guidelines stated in the TMS dress code.

Non-Compliance With Uniform Policy

- Students should review and follow the school dress code. If a student is out of dress code during homeroom, the student will be informed and a consequence issued. If the student has an out of dress code item later in the day, the item will be removed and held until the end of the day, after which it will be taken to the lost and found. It is the student's responsibility to return to the class during and claim the item at the end of the day.
- Purses, bookbags and coats should be kept in lockers and will not be allowed in any classroom.

UNFINISHED WORK

If a student has unfinished work to complete from class, the teacher will require either a working lunch (in 6th and 7th grades), or a study hall time (after school) to complete the work. All grade levels will have students work on missing work, whether homework or class work during their recess time.

MISBEHAVIOR PLANS

CLASSROOM MISBEHAVIOR PLAN

Classroom Misbehaviors	
<p><i>These misbehaviors will be handled within the classroom, with the grade level's behavior plan. If a student is repeatedly exhibiting a behavior on this list, consequences will escalate to a higher tier and eventually an office referral if the behavior is not resolved.</i></p> <p><i>In the event that misbehavior happens outside the view of middle school staff, all other staff members in the building have the authority to address students and report misconduct - therefore resulting in a consequence.</i></p> <p><i>One note: It is expected that if a student has detention on a day that is an athletic practice, the student will either a) miss the practice or b) miss a game (at the discretion of the coach).</i></p>	
Misbehavior	
Offensive Language	Tardy to Class
Off-Task Use of Technology	Gambling
Misuse or Damaging Property	Refusal to Identify Self
Stealing things without monetary value	Disrespect
Gum/Candy	Loitering at school after 3:30
No Agenda	Hallway and locker misconduct
Inappropriate Expedition Behavior	Not being prepared for class
Having someone bring you something you forgot from home	Dress Code Violation
Lunchroom	
Inappropriate Lunchroom Behavior <ul style="list-style-type: none"> ● Yelling/talking to other tables ● Not cleaning up mess ● Getting up without permission ● Throwing/playing with food 	<p><i>Note that the cafeteria staff can choose to enforce a silent lunch OR a strike/points lost for behavior.</i></p>

Tier One	
<ul style="list-style-type: none"> Live School OR Strikes are the first thing that will happen. There is no consequence - they act as a warning. 	
Tier Two	
6th and 7th grade	8th grade
<ul style="list-style-type: none"> 5 points lost in a day 	<ul style="list-style-type: none"> 3 strikes in a day
Possible Consequences	Details
<ul style="list-style-type: none"> Not earning recess 	<ul style="list-style-type: none"> Students will have lost the privilege to go outside and play or chat with peers. Students who have lost the privilege will stay along the basketball court wall with a supervising teacher.
<ul style="list-style-type: none"> On-team timeout 	<ul style="list-style-type: none"> Student will be sent to another classroom on the grade level with work. The on-team timeout will last for one class period (or the remainder of the class period). This timeout will provide the student(s) time to reflect on their behavior. After returning, students will conference with the teacher about the incident.
Tier Three	
<ul style="list-style-type: none"> These are the next level consequences as a result of a certain number of points or strikes. 	
6th and 7th grade	8th grade
<ul style="list-style-type: none"> 20 points in a week 	<ul style="list-style-type: none"> 4 strikes in a day or 6 strikes in a week
Possible Consequences	Details
<ul style="list-style-type: none"> After school detention 	<ul style="list-style-type: none"> Detention will be held after school from 3:15 - 4:15. If the student has an athletic practice and/or game that day, the student will miss that practice and/or game. If a student has a club meeting after school that day, they will miss that club meeting. During detention, students will be required to first complete a reflection sheet, and second complete other work for class. The expectation is the the room is completely silent, with no electronic

	<p>devices present.</p> <ul style="list-style-type: none"> • If a student does not bring work to detention, they will be required to return the next day. • If a student does not bring work to do three days in a row, they will be asked to attend Saturday School. • For the first and second detention, families will be notified via e-mail regarding the detention. • For the third detention, families will have a phone or in-person conference with the homeroom teacher. • After the third detention, any subsequent tier three infractions will result in an automatic office referral. • The detention teacher will dismiss all students at 4:15.
<ul style="list-style-type: none"> • Off Team Timeout 	<ul style="list-style-type: none"> • An Off Team Timeout is a reflection and work time for students, away from their peers. • Students will spend the day in the classroom of a grade level not their own. • The expectation is that students will work quietly the entire day, and will not have access to electronic devices, connections or lunch with peers. • If a student has athletic practice and/or a game, the student will miss that athletic practice and/or game. • If a student has a club meeting after school that day, they will miss that club meeting.
<ul style="list-style-type: none"> • 75 points in 9 weeks 	
<ul style="list-style-type: none"> • After school detention 	
<p>What is the threshold for being a “repeated offense” and being an automatic office referral?</p> <ul style="list-style-type: none"> • 3 Detentions (in 9 weeks) 	

MIDDLE GRADES ACCOUNTABILITY PLAN

Automatic Office Referrals

Some behaviors will not be handled in class; they are serious enough to warrant an office referral immediately. The teacher will fill out a Google form with information about the behavior, then send the child to the office. The administrator in charge will check the Google form with information about the referral, then discuss with the child the action and consequence. From there, the administrator will complete the follow up form (still need to flesh this out), contact families and send the child either to their consequence or back to class.

Note: The Museum School is required by state law to report to local law enforcement agents any student whom it reasonably believes has engaged in certain types of behavior including sexual misconduct, possession of weapons and use, possession, distribution of marijuana or other controlled substances. (See OCGA - 20-2-1184)

Misbehavior	Suggested Consequence
Severe Defiance <ul style="list-style-type: none"> ● Refusal to follow directions ● Creating unsafe learning environment for self/peers ● Walking away from adult giving instructions 	<ul style="list-style-type: none"> ● Any
Stealing something with significant monetary value (over \$20)	<ul style="list-style-type: none"> ● ISS ● OSS
Threatening Actions Toward Peers or Staff <ul style="list-style-type: none"> ● Harassment ● Black mail ● Intimidation ● Verbal Threats 	<ul style="list-style-type: none"> ● Any
Sexual Misconduct <ul style="list-style-type: none"> ● Inappropriate touching ● Sexual Innuendo ● Repeated non-consensual touching ● Indecent exposure 	<ul style="list-style-type: none"> ● Immediate family contact ● Report to Dekalb County ● ISS ● OSS
Drug Related Offense <ul style="list-style-type: none"> ● Repeated discussion of illegal substances ● Having drug paraphernalia ● Having any drugs or controlled substances ● Intent to distribute 	<ul style="list-style-type: none"> ● Any
Repeated grade level offenses <ul style="list-style-type: none"> ● Three detentions in a nine-week period 	<ul style="list-style-type: none"> ● Any
Technology <ul style="list-style-type: none"> ● Sexual content ● Cyberbullying ● Sharing inappropriate content ● Hacking ● Use of other people's accounts 	<ul style="list-style-type: none"> ● Any

<p>Inappropriate Physical Contact</p> <ul style="list-style-type: none"> Any form of hitting or hurting someone physically 	<ul style="list-style-type: none"> Any
<p>Vandalism</p> <ul style="list-style-type: none"> Destroying or vandalizing school property 	<ul style="list-style-type: none"> Mandatory repair or replacement OTT or Saturday School
<p>Skipping or leaving class without permission</p> <ul style="list-style-type: none"> Purposefully leaving your expedition group Skipping or not attending after school detention 	<ul style="list-style-type: none"> Any
<p>Weapons</p> <ul style="list-style-type: none"> Gun, pocket knives or any other object that could be used to harm 	<ul style="list-style-type: none"> OSS
<p>Gang-related activity</p>	<ul style="list-style-type: none"> Any
Possible Consequences	Details
<ul style="list-style-type: none"> Off Team Timeout: <ul style="list-style-type: none"> + relevant consequence 	<ul style="list-style-type: none"> An Off Team Timeout is a reflection and work time for students, away from their peers. Students will spend the day in the classroom of a grade level not their own. The expectation is that students will work quietly the entire day, and will not have access to electronic devices, connections or lunch with peers. If a student has athletic practice and/or a game, the student will miss that athletic practice and/or game. If a student has a club meeting after school that day, they will miss that club meeting.
<ul style="list-style-type: none"> Multiple After School Detentions <ul style="list-style-type: none"> + loss of athletic privilege 	<ul style="list-style-type: none"> Detention will be held after school from 3:15 - 4:15. If the student has an athletic practice and/or game that day, the student will miss that practice and/or game. If a student has a club meeting after school that day, they will miss that club meeting. During detention, students will be required to first complete a reflection sheet, and second complete other work for class. The expectation is the the room is completely silent, with no electronic devices present. If a student does not bring work to

	<p>detention, they will be required to return the next day.</p> <ul style="list-style-type: none"> • If a student does not bring work to do three days in a row, they will be asked to attend Saturday School. • For the first and second detention, families will be notified via e-mail regarding the detention. • For the third detention, families will have a phone or in-person conference with the homeroom teacher. • After the third detention, any subsequent tier three infractions will result in an automatic office referral. 12 • The detention teacher will dismiss all students at 4:15.
<ul style="list-style-type: none"> • Saturday School 	<ul style="list-style-type: none"> • Saturday School is meant to be a time to complete work and/or complete community service to give back to the school community in some way. • It will last from 9 am to 12 pm. • The expectation is that students will come dressed in their school uniform, with work to complete, and the same materials as they would for a school day: binder, agenda, paper and sharpened pencils. • There are no electronic devices allowed, and all the same expectations as school • No food will be allowed during Saturday school. • Some of the work done during the day might include community service projects.
<ul style="list-style-type: none"> • Loss of athletic time 	
<ul style="list-style-type: none"> • Loss of expeditions 	
<ul style="list-style-type: none"> • Loss of end of year trip and/or school functions 	
<ul style="list-style-type: none"> • In school suspension 	
<ul style="list-style-type: none"> • Out of school suspension 	

After More Than Three Office Referrals: Discipline Committee

The Discipline Committee is a committee made up of staff from across the school, families and students. It is a way to ensure that if a student is receiving a large number of office referrals, we have a plan in place to help curb that behavior, by using a support network of adults who know the student, the situation, and are able to make a plan for what will happen next.

COUNSELOR REFERRALS

Automatic Counselor Referral

Some behaviors should be automatically referred to the counselor rather than the office.

- Suspected cyber bullying
- Suspected bullying
- Friendship issues/concerns
- Threat of harm to self or others

[FIGURE A] CONFLICT REFLECTION AND RESOLUTION FORM

Conflict Reflection and Resolution Form

The purpose of this form is for students to take time to reflect on a conflict, and request time to resolve the conflict with the help of a chosen adult. The conflict may be with another student/peer or a teacher/adult at TMS. Before filling out this form be sure you have taken the first conflict resolution step of physically removing yourself from the conflict/situation. You may fill this form out in the hallway outside your teacher's door with a teacher's permission. Your conflict will be addressed within 24 hours.

I am having a conflict with _____.
(person's name)

To get help resolving this conflict, I would like to speak to my:

- Teacher (_____)Name here
- Advisor
- Assistant Principal/Administration
- Counselor
- Other: _____

Describe the conflict in 1-2 sentences below. Be sure to include your part in the conflict, as well as the other person's part in the conflict. If you would rather not write a description of the conflict you must verbally explain the conflict to the teacher of the class you are currently in.

Please write your name here:

* Please place this in the box by Mr. Robertson's room.*