

STUDENT HANDBOOK 2017-2018



MILTON MIDDLE SCHOOL

**#1 Panther Trail
Milton, WV 25541**

Telephone: 304-743-7308

Fax: 304-743-7324

<http://mms.cabellschools.com/>

This agenda belongs to:

Name _____

Address _____

City/Town _____

State _____ **Zip Code** _____

Phone _____

Student No. _____ **Homeroom No.** _____

WELCOME

Dear Students and Parents,

Welcome to Milton Middle School. We are excited for a new school year and to welcome our new and returning students to our school. We want to put emphasize that this is our school – the students, parents, staff, and community. The staff and administration are here to provide opportunities and to support you in having a successful middle school experience.

We encourage you to take an active part in our school life. For students this mean investing your time and energy in your studies and taking advantage of extra-curricular opportunities as your talents and interests dictate. We also want to hear your suggestions about how we can improve in meeting your needs.

Parents are encouraged to visit our school or contact us to discuss their child's progress. We suggest that you make an appointment with teachers, teams, administrators, or counselors by contacting them by phone or e-mail. An appointment will help to insure that the staff member(s) with whom you wish to meet will be available at that time. We also offer parent volunteer and participation opportunities through our support organization, the Milton Middle School Boosters.

Please familiarize yourself with the contents of this handbook. While it is not intended that it will cover all situations on a day-to-day basis, it does provide you with an overview of our expectations and policies.

Have a great year of learning and growth!

Deborah Underwood
Principal

MILTON MIDDLE SCHOOL
MISSION STATEMENT

Milton Middle School is a progressive learning environment focusing on students' individual academic, social, and emotional needs essential for college and career readiness.

BELIEF STATEMENT

We strive to be and believe:

1. a safe, nurturing and inviting environment is conducive to learning.
2. to be effective in a global society, everyone must understand and respect individuals and cultures.
3. with high expectations, quality services and support, ALL students will have the opportunity to achieve.
4. through rigorous, relevant instruction and meaningful relationships, teachers will actively engage and motivate students.
5. students share responsibility for their learning.
6. 21st Century technology integration is essential to teaching and learning.
7. learning is enhanced when school, family and community establish relationships, share resources and support mutual goals.
8. open and honest communication builds supportive relationships that strengthen our school system.

GOALS

1. All students will be engaged in relevant curriculum, instruction, and assessment to prepare them to graduate with their assigned class and pursue post-secondary employment or education.
2. In alignment with the 21st Century Goals, Milton Middle will work to maximize student achievement through the use of technology integration across all teams.
3. All students will be engaged in rigorous standards based curriculum and instruction, reaching mastery and above in reading, language arts, mathematics, science, and social studies.
4. School, family, and community will work together to assure all students have the necessary support to maximize school success.

ACCIDENTS

Every accident in the school building, on the school grounds, at practice session, or at any athletic event sponsored by the school must be reported immediately to the person in charge and to the school office. Written reports are completed and kept on file.

ADMITS

No admits will be written for any student absent a full day from school. Admits for students missing a partial day must come from the office. Student arriving after school has started, must report to the office to sign in and receive a class admission. Students should not be admitted without a class admission form from the office.

ARRIVAL

All students who arrive to school before 7:25 a.m. are to report to the gymnasium and have a seat on the bleachers until dismissed by the supervising staff. **DO NOT GATHER AND/OR BLOCK THE DOORS TO THE HALLWAYS.** Students eating breakfast will be dismissed early.

ASSEMBLIES

There are usually several assemblies, which may be related to a course of study. You are expected to be enthusiastic, but under no conditions are you to be rude or unsportsmanlike. These assemblies are for you and should be enjoyed. **No cell phones or smart devices are to be used during assemblies.** Any student removed from an assembly will be banned from future ones; including extra-curricular events such as ball games and dances.

ATHLETICS / EXTRA-CURRICULAR ACTIVITIES

Milton Middle School is a member of the West Virginia Secondary School Activities Commission. The school complies with the standards and policies of that Commission. Under the State Department of Education Regulations, students must maintain a 2.0 or "C" average in order to participate in athletics and certain extra-curricular activities. Furthermore, before a student will be certified as eligible for an athletic activity, the student must have on file in the office a copy of his/her **BIRTH CERTIFICATE, A PHYSICAL EXAMINATION, PROOF OF INSURANCE, CONCUSSION SCREENING FORM AND A CONSENT FORM FOR INCLUSION IN THE RANDOM DRUG SCREENING PROGRAM. NO STUDENT WILL BE CERTIFIED WITHOUT THOSE ITEMS.** A student who is absent from school the day of an activity or event is not eligible to **PARTICIPATE OR ATTEND** unless given special permission to do so by the principal.

A student who misses class for some sort of competition (band, Math Field Day, All-County Choir, etc.) or rehearsals for programs (band, strings, choir, Honor Society, etc) will not be counted absent from school. **IT IS THE STUDENT RESPONSIBILITY TO CHECK WITH THE TEACHERS OF THE CLASSES MISSED FOR HIS/HER ASSIGNMENT!** If a student is not **counted** absent from school, **HE/SHE IS** responsible for turning in any assignments that are due on the day they return to class.

ATHLETIC ACTIVITIES AT MILTON MIDDLE SCHOOL

Fall Sports:

Football
Volleyball
Boys Tennis
Girls Tennis
Cheerleading
Boys Cross Country
Girls Cross Country

Winter Sports:

Boys Basketball
Girls Basketball
Wrestling
Cheerleading

Spring Sports:

Boys Track
Girls Track
Golf

WE DO NOT PERMIT BOOING OR INAPPRORIATE COMMENTS AT ANY OF THE CONTESTS - NO MATTER WHAT THE SITUATION MIGHT BE.

"All athletes, coaches, and spectators will behave with appropriate conduct toward each other and toward the opposing team and their supporters. Those who display inappropriate conduct will be asked to leave the event and possibly banned from future athletic contests."

- Statement by Cabell County Board of Education on all events within Cabell County

ATTENDANCE

The administration and faculty of Milton feel very firmly that attendance in the classroom and learning goes hand in hand. However, if you are absent from school, the following responsibilities are to be noted:

PARENT RESPONSIBILITY: Must call the school between 7:00 a.m. and Noon on the morning the student is absent. The school phone number is 743-7308. **A parent note or physician's documentation** explaining the absence is **REQUIRED** when the student returns to school. The student's **FIRST AND LAST NAME**, date, and cause of absence should be included in the note along with the parent's or guardian's signature.

STUDENT RESPONSIBILITY: **Immediately upon returning to school, ask the teachers for the missed assignment, and complete it in a reasonable time. One day for each day absent.** It will be the student's responsibility to submit a parent's note or physician's documentation to the office upon his or her return to school. **Illness Verified By A Parent Note Shall Not Exceed Five School Days.**

TEACHER RESPONSIBILITY: Give student the assignments to be made up and set a definite deadline for make-up work to be completed.

PLEASE NOTE: Absences are automatically entered as unexcused. When a **WRITTEN** excuse is provided by parent or guardian this will be changed if it is a legally excused absence.

BOOK CARE

Basic textbooks are provided to all students. **BOOKS WHICH ARE DAMAGED OR LOST MUST BE PAID FOR IN THE OFFICE.** The student must accept the responsibility to care for and return the books furnished to them in the issued condition. Damaged or lost textbooks must be repaired or replaced at the expense of the student. Records may be withheld if a student owes for damage to a textbook or damage to the school until these charges are paid.

BUSES

Remember, good citizenship on the bus will make the bus a safer place for everyone. Being transported by a school bus is a privilege, not a right, and is conditional on good behavior. Students must abide by state regulation governing the transporting of pupils. The school has the legal authority to exclude students who conduct themselves in an unsafe or dangerous manner.

Students cannot ride another bus except their regular one with only one exception. **NO STUDENT WILL BE PERMITTED TO RIDE A BUS OTHER THAN THE ONE HE/SHE IS ASSIGNED UNLESS IT IS AN EMERGENCY, AND THEN HE/SHE MUST HAVE A NOTE FROM HIS/HER PARENT THAT IS SUBMITTED TO THE OFFICE IN THE MORNING OF THE PROPOSED CHANGE. THE NOTE MUST CONTAIN THE NAME, ADDRESS AND PHONE NUMBER OF THE HOME THE STUDENT IS GOING. THAT PERSON MUST BE CALLED AND MUST AGREE TO ACCEPT RESPONSIBILITY FOR THE STUDENT BEFORE A BUS BOARDING PASS CAN BE WRITTEN AND SIGNED BY THE PRINCIPAL AND/OR ASSISTANT PRINCIPAL.** Please include a phone number where you can be reached in verifying the note. Remember, no bus note can be approved unless the school can verify the note. If a note is written by a parent stating that they will be

out of town and not home as usual, and they designate where their child will be staying while they're gone – then a note must be brought to the office for approval. The school must verify all notes with the parents. These rules are by the Cabell County Transportation Department and are strictly enforced.

Busses Not Running – Students who normally ride a bus will be counted absent if the bus runs and they do not come to school. If the bus does not make its run, those students who ride it will be exempted from the attendance policy. **It is the responsibility of the parent to send a note to verify bus problems to insure proper documentation.**

School dismissal will be according to Cabell County bus schedule.

CAFETERIA

Our school offers breakfast and lunch to all students and we are a part of the no charge program. We have two serving lines for lunch each day. Students are to wait their turn in a single file as they get their lunch. After they finish eating, students are to empty their trays and dispose of trash. Students are to then return to their same seats until they are dismissed to the track area or gym for activity time.

Parents are permitted to bring their child outside food from home or a restaurant for their child only. Parents may not bring food items to be shared by their child with other students.

Bringing Drinks to School

Due to several factors, including discipline, academic distraction, breakfast in homeroom, and campus cleanliness, Milton Middle School staff and faculty have decided to no longer allow outside open-beverage containers, such as fountain drinks, coffee, or refillable containers like a Yeti cup, to be brought onto the school campus by students. It is acceptable to bring factory-sealed drinks in their backpack or lunch box.

Students who violate this policy will be required to throw away the product, such as the fountain drink, coffee, or hot chocolate or empty the contents of a refillable container like a Yeti cup, upon entering the building. Repeat offenses will be considered as insubordination.

The faculty and staff will allow factory-sealed bottled water to be consumed in their classroom with the teacher's permission. Factory-sealed sugary drinks, such as tea or Gatorade, will not be acceptable as a drink in the classroom.

CHEATING POLICY

We understand the importance of working as a team; however, it is also important to be able to work as an individual. After being given instructions that the assignment is to be done alone, any help other than from the teacher, will be dealt with in the appropriate manner.

- I. Definition of "Cheating"
 - A. Providing or obtaining answers to schoolwork and testing
 - B. Copying another student's answers with or without his or her knowledge
 - C. Using "cheat sheets" (answers written before doing the assigned school work)
 - D. Adding or changing grades to report cards, test or daily work
 - E. Plagiarism (the usage of someone else's published material without proper citation) will not be tolerated.
- II. Procedures Dealing With Cheating
 - A. Conference is to be held with students involved in cheating and the teacher/team
 - B. Failing grade for assignment
 - C. Notification to student's parents/guardian of cheating incident and the grade

CLOSED CAMPUS

Milton Middle School has a “**CLOSED CAMPUS.**” This is for the protection of our students. Students **will not** be allowed to leave the school grounds until the school day is over or until a responsible parent or legal guardian signs them out from the school office. Students are **not** allowed to leave the school grounds and return without permission from the office. Bus students may not leave and return to school while waiting for their buses.

ALL OUTSIDE DOORS ARE LOCKED DURING THE SCHOOL DAY FOR THE PROTECTION OF OUR STUDENTS. ENTRANCE TO SCHOOL IS BY THE DOOR NEXT TO THE MAIN OFFICE

CURRICULUM

REQUIRED SUBJECTS

Career Literacy
Language Arts/English
Math
Social Studies
Science

Related Arts: Art, FLEX Languages, Health,
Computers, and Communications
Physical Education
Music: Band, Choir/Ensemble, Strings, or General Music

ELECTIVE SUBJECTS

Band - All Grades
Choir - All Grades
Math I

Strings - All Grades
Ensemble – 7th/8th grades
World Language (Spanish)

COURSE DESCRIPTIONS:

LANGUAGE ARTS:

English Language Arts – Grade 6

English Language Arts sixth grade students apply a variety of strategies to increase language, writing and comprehension skills within a literacy-rich environment. Those strategies include literal, inferential and critical thinking components couched in student directed, meaningful and engaging learning experiences. Students continue to evaluate connections among the facts, ideas and concepts of literary and informational texts across the curriculum with increasing emphasis on informational texts. Sixth grade students continue to read literary and informational texts of appropriate complexity. Sixth grade students use the writing process and the conventions of language to address specific writing purposes with increased emphasis on informative/explanatory and argumentative writing and speaking for various audiences. They demonstrate competency in mechanics and language usage in order to communicate ideas effectively. Sixth grade 21st Century learners employ listening, speaking and media strategies to gather and process oral information in order to effectively express themselves in a variety of situations.

English Language Arts – Grade 7

English Language Arts seventh grade students continue to build, expand, and refine prior learning through inquiry of authentic and meaningful research projects and investigation in literacy-rich experiences. Students integrate reading comprehension, writing and vocabulary utilizing a wide variety of literary and informational texts of appropriate complexity. Students utilize the writing process and the conventions of language to develop content-rich communication across the curriculum with increasing emphasis on informational text and informative/explanatory and argumentative writing and speaking. Seventh grade

21st Century learners use rigorous listening, speaking and media literacy skills to interact in the classroom, community and world.

English Language Arts – Grade 8

English Language Arts eighth grade students continue to develop as independent motivated readers and communicators who think critically and take responsibility for their learning through engaging and authentic inquiry in literacy-rich experiences. Students integrate and apply vocabulary, writing and comprehension strategies across the curriculum. Eighth grade students use a variety of literary and informational texts, with increasing emphasis on informational text of appropriate complexity to establish the foundations of lifelong reading and learning. Students use the writing process and the conventions of language to develop research-based, focused compositions with increasing emphasis on informative/explanatory and argumentative writing. They independently validate information through assessing, researching and comparing data and properly citing sources to avoid plagiarism. Eighth grade 21st Century learners critique oral and visual information and apply the information to global situations.

MATH:

Mathematics - Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics - Grade 7

In Grade 7, instructional time should focus 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.

Mathematics - Grade 8

In Grade 8, instructional time should focus 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.

Mathematics –8th grade High School Algebra 1

The fundamental purpose of 8th Grade Mathematics I is to formalize and extend the mathematics that students learned through the end of seventh grade. Content in this course is grouped into six critical areas, or units. The units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. 8th Grade Algebra 1 includes an exploration of the role of rigid motions in congruence and similarity. The Pythagorean Theorem is introduced, and students examine volume relationships of cones, cylinders and spheres. 8th Grade Algebra 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

This course differs from Algebra 1 in that it contains content from 8th grade. The additional content when compared to the high school course demands a faster pace for instruction and learning.

SOCIAL STUDIES:

Social Studies – Grade 6

Sixth Grade Social Studies expands the role of citizenship and patriotism. Students learn about the roles and functions governments play on world events and organizations that help resolve conflicts. Students will use both current and historical maps to explain the effects that major events have on political boundaries around the world. Students will learn how the economy is affected by trade and trade organizations, technology, and renewable and nonrenewable resources as well as world conflicts. The causes and responses to world conflicts from World War I to present day will be evaluated.

Social Studies – Grade 7

Seventh Grade Social Studies focuses on the impact of the human/ environment interaction in the ancient civilizations, the rise of the European nations, and the Age of Imperialism. Students will learn about geographic regions through geography skills development. Economic knowledge will build to include the growth of mercantilism and the rise of the middle class. Students will classify and compare various forms of government and the relationship of nationalism and patriotism to those governments.

Social Studies – Grade 8: West Virginia Studies

Eight Grade West Virginia Studies engages students in the comprehensive study of West Virginia, from the Pre-Columbian period to the present day. Special emphasis is placed on the interdependence of geographic, cultural, political, environmental and economic factors affecting the development and future of the state. Students develop empathy for citizens worldwide as they demonstrate connections and loyalty to homeland. Students are actively engaged citizens of their school and community and develop national and global civic perspective and responsibility. Students become economically literate to understand West Virginia's global connectivity in the marketplace both as a producer and a consumer of international goods and services. Students synthesize their information to predict the future development and evolution of their state.

SCIENCE:

Science – Grade 6

The Sixth Grade Science objectives demonstrate, differentiate, and apply concepts of the living and designed worlds. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy in the fields of biology, chemistry, physics, and earth and space sciences, using 21st century skills. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of major science themes of systems, changes and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. Sixth Grade Science reviews changes in the properties of matter, structures, functions and adaptations of organisms, and the structure of the earth's systems. New major concepts introduced at the sixth grade level include motions and forces, ecosystems, diversity of life, energy transformations, plate tectonics, earth's resources and weather.

Science – Grade 7

The Seventh Grade Science objectives evaluate, interpret, and predict conditions and phenomena of the living and designed worlds. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy and use of 21st century skills in the fields of biology, chemistry, physics and earth/environmental science and astronomy. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes and models. Students will engage in active inquiries, investigations and hands-on activities for a

minimum of 50% of the instructional time to develop conceptual understanding and research laboratory skills. Safety instruction is integrated into all activities. Seventh Grade Science reviews motions and forces, ecosystems, diversity of life, energy transformations, plate tectonics, earth's resources and weather. Major concepts expanded at the seventh grade level include elements, mixtures, and compounds, populations/ecosystems, conservation of matter and energy and earth's history.

Science – Grade 8

The Eighth Grade Science objectives analyze, quantify, and explain conditions and phenomena of the living and designed worlds. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy and use of 21st century skills in the fields of biology, chemistry, physics and earth/environmental science and astronomy. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes and models. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities. Eighth Grade Science reviews elements, mixtures, and compounds, populations/ecosystems, conservation of matter and energy and earth's history. Major concepts introduced at the eighth grade level include reproduction, genetics, behavior, chemical reactions and environmental concerns.

CAREER LITERACY:

Career Literacy in the middle school is integrated Language Arts class taught thru the lense of the 16 career clusters. It is required of all students at Milton Middle School unless they are taking Spanish I for high school credit – see explanation below.

SPANISH I for High School Credit

Qualifying students may take Spanish I over a two-year period. In 7th grade and 8th grade, students will take Spanish every day. They will not take a separate Career Literacy class. The Career Literacy curriculum will be addressed during their SPL class period.

Criteria for placement in Spanish I: Above Mastery or Distinguished in Language Arts on the state test. If a student does not meet the state test standard, teacher recommendation may also be considered. However, the teacher must determine if the student's class work is on or above level. Under no circumstance should a student who is reading below grade (Below Mastery or Novice on the state test) be placed in Spanish I.

RELATED ARTS:

All students are required to participate in the Related Arts program. Students are rotated among the programs of study every seven weeks. The program of study consists of the following:

COMMUNICATIONS: Students will develop communication skills through an introductory study of public speaking, theatre, and debate.

FOREIGN LANGUAGE EXPLORATORY: The study of another language, customs, traditions, foods, culture and how that differs from that of the United States and West Virginia.

COMPUTER: Students are taught basic computer knowledge, which includes keyboarding, basic programs and word processing.

ART:

6th Grade: At the sixth grade level, students experiment with a variety of media, techniques, technologies, and processes, using the elements of art and principles of design in self-directed art production. Students' artwork will show evidence of 21st Century skills of critical and innovative thinking, problem-solving, and creative communication of intended meaning. Students clarify reasons for creating works of art, enhance visual literacy skills, and demonstrate a global awareness as they examine cultural, historical, and aesthetic purposes of works of art. Students explore art history through multi-disciplinary connections. Students develop skills of personal responsibility and productivity as they work individually and collaboratively on artistic activities.

7th Grade: Seventh grade students in general art examine and explore a variety of art media, techniques, technologies, and processes in self-directed art production. Students exhibit personal productivity skills as they practice and adapt usage of the elements of art and principles of design through individual and collaborative efforts. Students' artwork shows evidence of 21st Century skills of critical and innovative thinking, problem-solving, and creative and original communication of intended meaning. They explain aesthetic qualities of symbols, ideas, and personal values as experienced in subject matter of artwork. Students demonstrate a global awareness of art history and identify and analyze reasons for creating works of art. They incorporate steps of art criticism and visual literacy skills through art appreciation activities and the creation of oral, written or multimedia presentations.

8th Grade: Eighth grade students demonstrate 21st Century Learning and Thinking Skills as they refine the use of art media, techniques, technology and processes combining the elements of art and principles of design in creating two-dimensional and three-dimensional works of art. Students choose content related to their own lives and learn to work independently and in teams. They analyze works of art and place them in their global historical and cultural context. They apply processes of art criticism and visual literacy while viewing and writing about personal works of art and exhibits. Emphasis is given to West Virginia artists and their contributions to our history and culture. They gain an awareness of careers in visual art and gain an appreciation of art as a source of enjoyment and lifelong learning.

HEALTH:

The Cabell County Board of Education has adopted a curriculum for each grade level (five through eight) that is developmentally appropriate. Your son/daughter will have health education sometime during this school year.

Parents and guardians have the right to examine course curriculum requirements and curricular materials and exempt their child from AIDS and other STD instruction, if they deem it advisable. The parent/guardian must give written notice to the principal exempting their child from AIDS and other STD instruction. Once the parents' request has been received, it is the responsibility of the principal to communicate this information to all appropriate personnel. The classroom teacher and other personnel are responsible for assuring that the parents' request is honored.

6th Grade: The sixth grade health objectives address many important social, emotional and physical changes of young adolescents. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). Students critically examine concepts related to personal health and wellness, injury prevention and tobacco use and recognize the impact of positive health decisions on personal goal attainment. Students improve social skills, discuss the impact of peer pressure and distinguish between positive and negative influences in relationships. Students demonstrate abilities to plan physical activities and nutritional practices to promote good health. They also recognize the relationship of body image and weight maintenance.

7th Grade: Skills practice, improvement and application in stress management, positive communication skills, conflict resolution, decision making and refusal skills provide the potential for guiding seventh graders through one of the most difficult developmental periods and for helping students distinguish between normal transitional behaviors that are developmentally enhancing and those behaviors that can be risky or lead to unforeseen consequences. Drug, alcohol and pregnancy prevention should focus on correcting erroneous perceptions of the prevalence and acceptability of behaviors, establishing safe, health enhancing group norms and establishing or reinforcing perceived personal susceptibility to the consequences of risk-taking behavior. Students demonstrate responsible personal health choices and competence with skills for developing positive relationships. Students investigate the relationship of personal diet and physical activity to good health and disease prevention. Students learn to access and use available information and services to enhance and advocate for health.

8th Grade: The eighth grade health education objectives provide opportunities for students to practice decision making, communication skills and goal setting in role-played or simulated situations that outline the importance of taking responsibility for individual actions. Consequences of poor decisions are examined closely in relationship to a variety of important risks and strategies to enhance personal health and wellness. Students examine violence prevention and develop strategies to promote safety for themselves and others. Discussion of the negative consequences of drug, alcohol, and tobacco use and sexual activity are important components of the eighth grade health education curriculum. Students learn to access, use, critically evaluate and apply health information and services.

PHYSICAL EDUCATION AND MUSIC are offered every other day and on alternate Fridays throughout the school year. A description of these courses follows:

PHYSICAL EDUCATION:

6th Grade: The goal of the physical education program of study at the sixth grade level is to improve the pre-adolescent student's understanding of the connections between physical activity and lifetime wellness. Movement is critical to proper growth and development at this age and physical education will assist students in developing a healthy body, self-image/concept. Social and emotional development is enhanced as students begin to use motor skill in team building situations.

7th Grade: The physical education program of study at the seventh grade level continues to develop specialized skills, offers new opportunities to explore recreational activities and lifetime fitness activities, and builds on lifetime wellness and social skills concepts previously introduced. During this critical time period, changes due to maturation and growth affect the students' skill level as they adjust to physical changes. Social development is an important part of the physical education curriculum.

8th Grade: The eighth grade physical education program of study allows students to further explore individual interests in lifetime physical activities and gain the knowledge and skills for future participation. A strong emphasis on lifetime wellness, physical activity and social skills offers all students important benefits toward the goal of becoming a physically-active adult.

ALL GRADE LEVELS – PHYSICAL EDUCATION: will participate in a state mandated physical fitness test called The West Virginia Fitnessgram. The six tests measure a student's cardio vascular endurance, upper body strength, upper and lower back flexibility, abdominal strength, and body mass index or percent body fat.

MUSIC:**GENERAL MUSIC:**

This course of study is meant to increase awareness of the many elements of music and the appreciation of music in our lives. The class is divided into the study of melody, harmony, rhythm, tone, color, form, instruments, dance forms, composers, classic compositions, and keyboard instruments.

Students at Milton Middle School may elect to take one of the following elective classes in lieu of General Music:

BAND:

Band is offered to any student at Milton Middle. Students are taught the basic skills in playing an instrument. Various types of music are used in the class and in programs so that the student becomes aware of the different kinds of material available; such as, classical, rock, popular, blues, solos, and marches. Opportunities are given for public appearances both at football games and concert programs. Students audition for All County Band, which meets each week with a concert being presented in early spring. At Christmas, a concert is presented for parents and the school. The band participates in the regional competition for junior high/middle school bands in Huntington. The Spring Concert climaxes the seasons for the public and the students.

CHOIR:

Choir is open to all students at Milton Middle School who enjoy singing and learning various styles of music. Participation is required to remain in choir. At least one performance during the school year will be required. A specific choir t-shirt will be needed to wear in the performance.

ENSEMBLE:

“Ensemble” is a performance-oriented group of seventh and eighth grade. To be eligible, students must audition for a limited number of spaces. There is a costume required and after-school rehearsals. In addition to Christmas and spring school performances, “Ensemble” performs for churches, nursing homes, schools and various organizations.

ORCHESTRA:

In this course of study the student learns how to play and perform on one of the many string instruments. Students give performances at Christmas and the spring concert.

DANCES

At various times during the year Milton Middle School will have dances at school. Once students enter the dance they **MAY NOT LEAVE** until their PARENTS pick them up. Anyone who breaks this rule will be barred from the dances for the remainder of the year. **NO OUTSIDE VISITORS** are allowed to attend MMS dances. Any students that are suspended from school are not allowed to attend dances. If **ABSENT** from school on the day of the dance, students cannot attend. Any student owing the school money can be denied the right to attend the dances and/or any extracurricular event. **Students must be picked up in a timely fashion after the dance concludes. If a student is not picked up within 30 minutes of the end of the dance, the student will be ineligible to participate in the next school dance.**

DEPARTURE FROM THE BUILDING

Should you need to leave the building during school hours, present a note from your parents or guardian to the OFFICE BEFORE the start of school. The note should state the reason for leaving, the dismissal time, and the time of return. Any student that leaves school before the end of the school day must be signed out through the office by the parent, legal guardian and/or someone listed as an emergency contact. When

returning to school, the student is to report to the office, sign in, and then report to class immediately. **NO STUDENT IS TO LEAVE THE BUILDING FOR ANY REASON UNLESS EXCUSED BY THE OFFICE.** Leaving school without permission will result in disciplinary action.

DISCIPLINE PLAN

Each student is responsible for his/her behavior. In order for the learning process to function, we must strive to protect the rights of ALL individuals and maintain an atmosphere of order. We also strive to provide a positive school climate and to treat each student as a worthwhile individual with respect and concern. To assist students who are making poor behavior choices, a system of consequences has been designed. The classroom teachers carry out a major portion of Milton's discipline program.

TYPES OF BEHAVIOR INTERVENTIONS:

Non-Punitive

1. Non-verbal feedback
2. Verbal feedback
3. Change of seating
4. After-class discussion with the teacher(s)
5. Conferences with teachers, counselor, and/or an administrator
6. Behavior contracting
7. Referral for testing and evaluation

Punitive

1. Isolation in/out of the classroom
2. Detention hall placement
3. In-class probation
4. Exclusion from school/parental conference required
5. Parental attendance with student to school/class
6. In school suspension (if available)
7. Out-of-school suspension
8. Recommendation to Cabell County Board of Education for expulsion
9. Referral to legal authorities

SERIOUS MISCONDUCT requiring action will result in the student being immediately sent to the office. They include, but are not limited to the following: 1. Threatening or committing acts of physical harm to others. 2. Destroying, vandalizing, defacing of school property or the property of others. 3. Stealing. 4. Defiance or refusing to obey or to comply with school officials. 5. Possessing, distributing or being under the influence of an unauthorized controlled substance or object.

CONSEQUENCES DEFINED:

DETENTION HALL: Involves the loss of "free" time. This will be during the morning, at lunch and/or after school. The Detention Hall is supervised by a teacher and/or administrator. The student is expected to report on time, to do school work, not to talk, and not to bring food or drink to it. In the morning and at noon the students are provided an opportunity to eat their breakfast and lunch. **ANY STUDENT THAT FAILS TO ATTEND A TEACHER'S ASSIGNED DETENTION WILL RESULT IN DETENTION FROM THE OFFICE, USUALLY RESULTING IN A LONGER DETENTION PERIOD.** Failure to attend detention can result in exclusion and/or suspension from school.

ISOLATION: The student is isolated from others within the classroom to prevent disruptions.

PARENTAL ATTENDANCE TO SCHOOL/CLASS: The school can give this option of attending school/class with their child to control his/her behavior. This can be offered in lieu of an Exclusion and/or Out of School Suspension. The parent must follow the guidelines of this intervention. Should the parent leave the school his/her child must accompany that parent.

IN-SCHOOL SUSPENSION: The student will have his/her right to attend class suspended for a period of one to three days. Student assignments will be sent to the office or designated area to be completed during the day. Students will also serve detention with their class during lunch. In School Suspension is an

alternative to Out of School Suspension. Failure to comply with the rules of In School Suspension will result in Out of School Suspension.

OUT-OF-SCHOOL SUSPENSION: The student will have his/her right to attend school suspended for a period of one to ten days. Before being readmitted to school, a parent conference may be required.

EXPULSION: This is referred to the Cabell County Board of Education to have his/her right to attend school suspended for the rest of the semester or year.

Students who exhibit discipline problems throughout the school year may **LOSE THEIR PRIVILEGE TO PARTICIPATE IN FIELD TRIPS, ASSEMBLIES, AND EXTRA CURRICULAR ACTIVITIES, ETC.,** at the discretion of the principal / assistant principals.

CONFIDENTIALITY:

Milton Middle School maintains data relevant to discipline within the state computer system, the AS400. Access to this data is limited to Milton Middle School officials and to select central office administration. **In all cases, the student's right to privacy and confidentiality will be protected.**

DRESS AND APPEARANCE CODE

SHIRTS	PANTS/SHORTS/ SKIRTS	GENERAL
<ol style="list-style-type: none"> 1. Shirts must have sleeves. 2. Muscle shirts, tank tops, side vent shirts, cut-off shirts, crop tops, spaghetti straps, and sleeveless shirts are prohibited. 3. Necklines should be conservative in exposure. No cleavage. 	<ol style="list-style-type: none"> 1. Shorts, skirts, and dresses worn must be modest length. (Not shorter than the mid-thigh and student's fingertips when standing with hands at side.) 2. Pants with holes exposing skin in the area between the waist and where the student's fingertips reach when standing with hands at side are prohibited. No duct tape over holes. 3. Pants, skirts, and dresses that are excessively tight including spandex, leggings, yoga pants, biker shorts, or whatever current term is used for excessively tight pants are prohibited. 4. Spandex, biker shorts, leggings, yoga pants, tights, or whatever current term is used for excessively tight pants that are worn as an undergarment, the outer layer of clothing must be at the end of fingertips length when standing with 	<ol style="list-style-type: none"> 1. Headgear, including but not limited to hats, visors, caps, and sunglasses, may not be worn during the school day. (Exceptions may be made for religious or medical reasons.) 2. Clothing that reveals undergarments or bare midriff is prohibited. 3. Apparel, accessories, buttons, jewelry, or tattoos that depict vulgarity or prohibited substances including, but not limited to, drugs, alcohol, and tobacco are prohibited. 4. Bare feet and sock feet are prohibited. Shoes worn at all times. Flip-flops are permitted, but greatly discouraged due to safety concerns. 5. Pajamas are prohibited. 6. Heavy chains, jewelry that is pointed or sharp, or other items or accessories that are readily adaptable for use as a weapon are prohibited. 7. Clothing that may denote gang membership and/or associated with gang colors are prohibited. 8. Bulky or heavy coats are not to be worn inside the building unless malfunctioning of the heating system would dictate otherwise. The staff and

	<p>hands at the side, all the way around the body. Hoodies are not acceptable outerwear for leggings.</p> <p>5. Pants that hang under the heel of the shoes to the extent that it may constitute a safety hazard, or that are worn below the hipbone (sagging), are prohibited.</p>	<p>administration shall make such determinations. Hoodies and light jackets are acceptable.</p>
--	---	---

If the school identifies items of apparel, accessories, buttons, or jewelry that are not set forth in this dress and appearance code, but that are inappropriate or unsafe, the school may prohibit such items through announcements and publication in the school newsletter. It is impossible to foresee the fads and fashions of the future; therefore, the school reserves the right to prohibit any that may occur.

When violations of this code occur, the student will be instructed to correct the violation.

1st offense – Students will be sent to the office for a warning and conference with the assistant principal. Students must call home and request a change of clothes. A record of offenses will be kept in the office as documentation.

2nd offense – Students will be sent to the assistant principal’s office with a behavior referral. Students must call home and request a change of clothes. Students will receive 3 days of lunch detention

3rd offense – Students will be sent to the assistant principal’s office with a behavior referral. Students will receive 5 days lunch detention or after school detention as determined by the assistant principal.

4th offense – Students will be sent to the assistant principal’s office with a behavior referral and they will be treated as a habitual violator of school policies (insubordination), resulting in 1 day suspension per subsequence offense.

EMERGENCY INFORMATION AND PROFILE SHEET

Milton Middle School is required to maintain emergency information for each student. A form is sent home at the beginning of each school year or completed with each new registration. It is **VERY IMPORTANT** that these forms be **COMPLETED AND SIGNED BY THE PARENT** for the protection of each student. If a student becomes ill during the school day, the school cannot release that student to **ANYONE WHOSE NAME IS NOT LISTED ON THE EMERGENCY FORM**. All special medical conditions should be listed on the Emergency Form.

EMERGENCY PROCEDURES

Emergency situations may demand that school be dismissed early. Parents should inform their son/daughter of what they are to do if this should occur and the parent is not home at that time. Please do not depend on the student calling her/his parent as time may not allow them to call.

Evacuation – Should Milton Middle School need to be evacuated in order to have access to phones, restrooms, cafeteria, computer usage, etc., the school will be evacuated to Cabell Midland High School or Milton Pre-K School.

Lock Down – Should an emergency situation occur at Milton Middle School, the students and staff will be placed in a lock down condition. When the code word is announced, all students will report to the nearest classroom. The classroom doors will be locked, lights will be off, students kept away from doors and windows, and the students will remain quiet.

A.L.I.C.E. procedures - Should an emergency situation occur at Milton Middle School, the students and staff will be given the option to follow the A.L.I.C.E. protocol. **ALERT LOCKDOWN INFORM COUNTER EVACUATE.** The administration or anyone available will call for an A.L.I.C.E protocol to go into effect when an emergency situation occurs, at which time the students and staff will be **alerted** and **lockdown** to **information** being given over the intercom system. The administration will continue to inform the students and staff throughout the procedure. The adults will make the determination to counter with barricade or evacuate the classroom. They will meet at a rallying point, which the Milton Police and the Cabell County Sheriff’s departments are aware of and will assist in security of the school and the rallying point.

Shelter In-Place – Should an emergency occur in the community and an evacuation cannot take place, the school will activate the Shelter In-Place Plan. All students and staff will assemble in the gymnasium area. All doors and windows will be sealed. All outside doors will be locked and signs stating – SHELTER IN PLACE. No one will be admitted nor dismissed until the emergency is over.

FIELD TRIPS

Field Trips are arranged by individual teachers and/or teaching teams and must have an educational value. The rules and regulations of the school apply to students when they are attending field trips.

FIRE DRILLS

The school is required by law to have ten drills conducted sometime during the year. Each teacher will give instructions to the students as to which way to proceed out of the building. During these fire drills you are to move quickly and **with no talking.**

GUESTS AT SCHOOL

You will not be allowed to bring outside guests to school with you. All other visitors must check in at the main office before going through the building. All visitors must obtain a “Visitor’s” badge from the office. Visitors must have photo I.D. to gain admission into the building past the office.

HALLWAY BEHAVIOR

As you move throughout the hallways it is important that you are considerate of the needs of others. Therefore, please follow these basic expectations when you are in the hallways and corridors:

- Maintain a reasonable voice level – a conversational volume level is appropriate.
- Walk on the right side of the hallway so as to allow others who are moving in the opposite direction adequate space.
- Do not walk in groups or huddle in groups as this disrupts the flow of hallway traffic.
- Keep hands and feet to self, off walls and lockers.

HOMEWORK

Homework may be assigned as reinforcement or an extension of classroom activities. Homework assignments are coordinated within the teaching team so as not to overload the student. In many instances classroom assignments that have not been completed, become homework assignments. If students have not completed homework or class assignments, they may be sent to the lunch workroom. **HOMEWORK ASSIGNMENTS SHOULD BE TAKEN SERIOUSLY AND FAILURE TO COMPLETE THEM WILL AFFECT YOUR GRADE.** Homework assignments can be requested after the third day the student has been absent.

LIBRARY

The MMS Media Center is fully automated through the Follett Catalog Plus System with approximately 8,500 books in our computerized card catalog. All students are able to check out two books at a time for a period of two weeks. Overdue books will have a fine of .05 per day, and all students must pay for lost books. The library is open each morning at 7:30 and during the school day. We have computerized magazine retrieval system, tutorial program, and the articles may be printed to take with the student. There are computers for use and the Internet is available with parental permission.

LOCKERS

A locker serves a distinct purpose--to provide security for your possessions. Therefore, keep it locked! Locker usage is limited to designated times. Homeroom teachers assign a locker when one is rented. The locker rental fee is **\$5.00**. **YOU ARE NOT ALLOWED TO SHARE A LOCKER. DO NOT GIVE YOUR COMBINATION TO ANYONE.** A point to remember: **LOCKERS ARE A PRIVILEGE!**

The misuse of lockers by defacing, application of stickers or other acts of vandalism will result in disciplinary action and the loss of the locker privilege. The assistant principals will assign lockers to the teacher, who then assigns them to the students. Lockers cannot be changed without the permission of the principal, assistant principal and/or the Homeroom teacher. Students are not to enter or tamper with the lockers of other students. Students are not allowed to use pencils to hold open locker doors. **PARENTS,** please encourage your child not to share their combinations with others. They do so at the risk of having their possessions stolen.

MEDICATIONS

Cabell County Schools Policy 5330 – Use of Medications

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or if the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription from the child's physician accompanied by the written authorization of the parent. Before any non-prescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the County for the administration of the medication. These documents shall be kept in the office of the school nurse, and made available to the persons designated by this policy as authorized to administer medication or treatment. No student is allowed to provide or sell any type of over-the-counter medication to another student. **Violations of this rule will be considered violations of Policy - Drug Prevention and of the Student Code of Conduct/Discipline Code.**

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. The Superintendent shall determine a location in each building where the medications to be administered under this policy shall be stored, which shall be a locked storage place, unless the medications require refrigeration in which case they shall be stored in a refrigerator not commonly used by students. Parents, or students authorized in writing by physician and parents, may administer medication or treatment.

However, students shall be permitted to carry and use, as necessary, an asthma inhaler or an Epi-pen, provided the student has prior written permission from his/her parent and physician and has submitted Form 5330 F3 or Form 5330.02 F1, Authorization for the Possession and Use of Asthma Inhalers or Authorization for Possession and Use of Epi-pens, to the principal and any school nurse assigned to the building.

A special education employee hired on or after July 1, 1989 may be required to administer medications after receiving required training. Other school employees may elect to administer medications after receiving the required training.

The following staff members are designated as being authorized to administer medication and treatment to students:

- A. principal
- B. teacher
- C. school nurse
- D. building secretary
- E. aide
- F. bus operator

Additionally the Board shall permit the administration by a licensed nurse or other authorized staff member of any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a physician and the nurse/staff member has completed any and all necessary training.

Students who may require administration of an emergency medication may have such medication stored in the administration or nurse's office and administered in accord with this policy.

All dental disease prevention programs, sponsored by the West Virginia Department of health and administered by school employees, parents, volunteers, employees of local health counties, or employees of the West Virginia Department of Health are conducted in accordance with the rules and regulations of the West Virginia Department of Health are exempt from all requirements of this policy.

WV 18-5-22a, WV State Board Policy 2422.7 and 2422.8

PARENT CONFERENCES WITH TEACHERS

Parent may schedule conferences with individual teachers or with their child's team of core teachers. All conferences are scheduled during the teachers' planning period. Parents can call the school office at **304-743-7308** to arrange for the teacher to call and schedule a conference or contact the teacher via email.

P A W S (Pride – Achievement – Work – Success)

The PAWS program has been developed to help the students become responsible students/citizens of our school and community. We hope to develop in our students the qualities expected from humanity: common courtesy, respect for others, self-discipline, responsibility, and accountability. It is the hope that as these qualities become a part of the students' lives, they will be carried into their lives as workers and citizens. Any student attending a PAWS activity is expected to leave the school with the group and return to the school with the group.

Student requirements for eligibility in the PAWS activity per 9 weeks grading term:

1. No behavior referrals
Note: 3 tardies to class equal one behavior referral
2. No more than 5 (Excused or Unexcused) absences
Late Arrivals and Early Departures will be considered when calculating absences.
3. No grade of a “D” or “F” on the previous grading period’s report card.
4. The students GPA must equal 2.5 or greater for the 6 week grading period.
5. An admission fee will be charged for activities
6. All students remaining at school on the day of the trip will be required to complete all class assignments for that day.
7. Students attending the activity will not be responsible for work assigned on the day of the trip.
8. Misbehavior on a PAWS trip may result in ineligibility for any PAWS trip the remainder of the year.

PAYMENT OF CHARGES AND FINES

Lost book charges, library fines, failure to return athletic equipment, cafeteria charges, etc. are the student’s responsibility. Any student who incurs delinquent charges, fines and/or fees can be restricted from attending school-sponsored events. **Any student not taking care of charges can be denied the right to attend extra-curricular events at the school.**

PERSONAL PROPERTY

VALUABLES SHOULD NOT BE LEFT UNATTENDED. VALUABLE ITEMS SHOULD NOT BE BROUGHT TO SCHOOL. **Anything lost or stolen will not be the responsibility of the school.**

Students are advised against bringing costly personal property and large sums of money to school. Articles that have been found are to be deposited in the main office where the owner may claim his/her possessions.

Electronic and Wireless Technology:

Students may use electronic and wireless devices **before they are dismissed to Homeroom (7:28) and after the dismissal bell (3:05)**. They are not to be turned on or used at any other time during the school day and placed in their lockers. 6th grade can retrieve their phones before 7th period, but must be out of sight and turned off. 7th and 8th graders can retrieve their phone during the locker break time in the afternoon, but must be out of sight and turned off. This provision is allowed because we have students who catch a school bus right after school ends. If this policy is violated, it will result in disciplinary action.

1st offense – The phone will be returned, 2 days of lunch detention will be assigned, and the parent or guardian will be contacted. Phone will be sent to Assistant Principal’s office.

2nd offense – The phone will be kept until the end of the day, parent will be contacted, and 5 days of lunch detention will be assigned. Phone will be sent to Assistant Principal’s office.

3rd offense – The phone will be taken until a parent or guardian can pick it up and 2 days after school detention will be assigned. Phone will be sent to Assistant Principal’s office.

- Any such devices lost or stolen will not be the responsibility of the school.
- Exceptions to this policy may be made by a staff member for instructional use of an electronic or wireless device.

- Students are not required to have or use an electronic or wireless device for instructional activities. Alternative methods will be presented for students who do not have such devices or wish to refrain from usage at school.

PROMOTION / RETENTION POLICY

The number of credits required for promotion will be the successful completion of five of seven credits. **A student must successfully complete Language Arts and Math to be promoted to the next grade level.** Each student must complete at least four of their other five credits. Related Arts credits are not counted together, they are standalone credits.

REPORT CARDS, GRADING SYSTEM, & HONOR ROLL CRITERIA

Report Cards will be issued at the end of each 9 week grading term. In addition, progress reports will be sent during each grading term. Parents will also have the opportunity to have access to OnCourse (online school information) for daily checks of student progress. Grades will be updated in OnCourse every day at 2:30.

GRADING SYSTEM:

A -- Excellent 93-100%	C – Average 75-84%	F – Failure 0 - 64%
B -- Above Average 85-92%	D – Below Average 65-74%	

HONOR ROLL: The honor roll is compiled at the end of each grading period. A 3.0 average is necessary to be placed on the honor roll. The values of the grades are as follows: A-4, B-3, C-2, D-1, And F-0. This value system is for a class that meets each day of the week for the semester.

SCHOOL PICTURES

A professional photographer will take school pictures. Students are offered different price packages. This is an option for the student and the parents.

SOLICITATION

Students are not allowed to bring items to school to sell such as: candy, soft drinks, suckers, ball cards, etc. If they do so, the items will be taken and held until a parent can pick them up.

STUDENT ASSISTANCE TEAM

Milton Middle School has a Student Assistance Team (SAT) that meets regularly to discuss and plan interventions for students who are struggling academically or socially. Students who are referred to **SAT** are those who continue to struggle in spite of the best efforts of the classroom staff. The purpose of the **SAT** is to find ways to assist these students to become successful in the regular classroom. If your child is referred to **SAT**, you will be asked to work with us to find ways to help your child succeed in school.

TARDINESS

Students must be on time in order to not disrupt any program or class procedure. Students will be required to make up time due to unnecessary tardiness. In the event of an emergency--such as inclement weather, late buses, accidents, etc., an announcement will be made. Students are expected to be in their classrooms and in their seats when the tardy bell rings. Each teacher will keep a record for each student and report excessive tardiness to an assistant principal. Teachers will issue a behavior report on the 3rd tardy and each subsequent tardy during a nine weeks grading term. Repeat violators will be subject to further discipline. Being late for school in the morning also constitutes being tardy.

TELEPHONE USAGE

The office telephones are business phones and may be used by students only in cases of emergencies; such as, illness, family emergencies, etc. *** **Telephone messages to the students from home should be only for an emergency situation.**

In the event of an emergency or the need to contact your child, please do not text or call your child on his or her personal device. Please contact the school at (304)743-7308.

WITHDRAWAL / TRANSFER

If it becomes necessary for a student to withdraw from Milton Middle School, the parent should notify the school counselor of this fact at least one (1) week before the student's last day of attendance. This is necessary for the preparation of transfer forms for the new school. All textbooks, library books, and school materials must be returned by the last day of the student's attendance. Failure to do so may result in the records being delayed to the other school, and the incurring of replacement costs.