



2026-27 HANDBOOK

Updated: August 2026

WHAT'S INSIDE	• Middle School Operations and Daily Logistics • Academics and Beyond the School Day • Health and Safety • Code of Conduct and Discipline
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OUR MISSION

Our mission is to deliver a holistic educational experience that fosters the academic, social and emotional development of every student, empowering them to thrive and succeed in a rapidly changing world.

OUR VISION

We have an uncompromising commitment to honoring the individual needs of each student, and take responsibility for ensuring their success.

J-D Middle School Beliefs

- Students, family, school and community all share the responsibility for education.
- All people can learn and learning is a life-long process
- Each individual is of inherent worth.
- Continuous evaluation, development and improvement of educational programs benefit all students.
- Trust and fairness should permeate all relationships.
- Diversity and respect for one another must be honored.
- A safe, supportive and educationally challenging environment that respects individual differences is essential for learning.
- Self-confidence, self-respect, and self-discipline are the results of personal growth, development and achievement.
- A wide range of educational experiences expands options for life.

Contents

School Information.....	8
Who to talk to.....	8
Emergency School Closings.....	9
ParentSquare (School-to-Home Communication).....	10
SchoolTool (Grades & Student Records).....	10
Parent & Guardian Access.....	10
Student Access.....	11
Daily Schedules.....	12
2026-2027 Bell Schedule:.....	12
1 Hour Delay Bell Schedule.....	12
2 Hour Delay Bell Schedule.....	12
2026-2027 Calendar of Events.....	13
September.....	13
October.....	13
November.....	13
December.....	14
January.....	14
February.....	15
March.....	15
April.....	15
May.....	16
June.....	16
Attendance and Logistics.....	18
Why Every Minute Matters.....	18
What to Do If Your Child Is Absent.....	18
Understanding Absences: Excused vs. Unexcused.....	18
Tardiness: School and Class Expectations.....	19
Chronic Tardiness & Supportive Interventions.....	21
Accountability: Progressive Responses to Lateness.....	22
Tardy to School (Per Quarter).....	22
Tardy to Class (Per Quarter, Per Class).....	23
Drop-off and Pickup Procedures.....	24
Drop-off and Pickup Procedures.....	24
Entry Procedures.....	25
Dismissal from School.....	25
Locker Guidelines & Security Protocols.....	26
Cafeteria Procedures & Dining Expectations.....	27

Library Media Center Policies.....	29
Lost & Found Regulations.....	29
General Building Use & Operational Expectations.....	29
Grading & Grade Reporting System.....	31
The Grading Scale.....	31
Report Cards & SchoolTool Access.....	32
Homework Expectations & Planner Use.....	33
Student Homework Responsibilities.....	33
The School Planner: Your Primary Organizational Tool.....	33
Special Services & Student Support Systems.....	34
Academic Intervention Services (AIS).....	34
School Counseling Services.....	34
Helio Health Partnership.....	34
Curriculum and Supplies.....	35
Grade 5 Curriculum & Supplies:.....	35
Grade 6 Curriculum & Supplies.....	43
Grade 7 Curriculum & Supplies.....	52
Grade 8: Curriculum & Supplies.....	59
Core Curriculum Topics.....	61
Key Language & Grammar Skills.....	61
Credit & Assessment Requirements.....	62
The Honors Distinction.....	62
Core Curriculum Topics.....	62
Key Language & Grammar Skills.....	63
Credit & Assessment Requirements.....	63
Extracurricular Offerings.....	69
Interscholastic Athletics.....	69
Detailed Sports Offerings By Season.....	70
Participation & Registration Requirements.....	70
Intramural Athletics.....	72
Program Logistics & Schedule.....	72
Registration & Expectations.....	72
Key Contacts.....	72
Student Leadership Activities.....	73
PTG Sponsored Activities.....	74
School Events & Our Commitment to Worldliness.....	75
Overview of School Health Services.....	77
Immunization Requirements.....	77
Physical Examinations and Health Screenings.....	77

Illness Management and Attendance Guidelines.....	78
Medication Administration and Policies.....	79
Management of Accidents and Injuries.....	80
Introduction and Guiding Principles.....	82
Diversity, Equity and Inclusion.....	82
A Culture of Wellness.....	82
Student Rights and Responsibilities.....	83
Student Rights.....	83
Student Responsibilities.....	83
Expectations for the Essential Partners in Education.....	84
Parents and Guardians.....	84
Teachers.....	85
School Counselors.....	85
Student Support Service Staff.....	86
Other Staff.....	86
Administrators.....	87
Superintendent.....	88
Board of Education.....	88
Visitors.....	88
The Dignity for All Students Act.....	88
Attendance.....	90
Dress Code.....	91
Reporting Violations of the Code of Conduct.....	91
Complaint Procedures.....	92
Levels of Behaviors and Responses.....	92
Determining Disciplinary Responses.....	92
Levels of Behaviors and Responses.....	93
Absence.....	95
Academic Dishonesty.....	95
Alcohol, Drugs, Tobacco.....	95
Disruptive and Uncooperative Behaviors.....	96
Damage to Personal or School Property or Theft.....	97
Fires/Explosives/Flammables.....	97
Physical Contact.....	97
Harassment, Bullying, or Mistreatment of Peers.....	98
Sexual Offenses.....	99
Electronic Devices.....	99
Technology Acceptable Use or Personal Privacy Policy Violation.....	99
Driving and Parking Violations.....	99
Weapons and Firearms.....	100
Provisions for Removal of a Student from a Classroom.....	101

Safe School Against Violence in Education.....	101
Gun-Free School Act.....	102
Suspensions.....	102
Other Laws and District Policies.....	103
Discipline of Students with Disabilities.....	103
Corporal Punishment - Use of Physical Force.....	104
Electronic Acceptable Use Policy.....	104
Student Search and Interrogation.....	105
Child Protective Services.....	105
Dissemination and Review.....	106
Definitions.....	106
Appendices.....	108
Examples of Restorative Practices.....	108

Operations and Daily Logistics

School Information

Address: 6280 Randall Road, Jamesville, NY 13078

Phone Number: 315-445-8360 (Connections can be made to all phones in the building through the this number) FAX at 315-445-8421

Website: www.jamesvilledewitt.org/middle

Who to talk to

School Administrators: Andy Eldridge (Principal), Kerri McKee (Assistant Principal) and Mia Woolery (Assistant Principal) at 315-445-8360

School Counselors: Nick Bentley (Grade 5), Emily Townsend (Grade 6), Samantha Purrmann (Grade 7) and Daniel Rechtorovic (Grade 8) at 315-445-8360

Teachers: Every teacher can be reached at 315-445-8360

School Nurses: Sandra Reilly Lalonde and Melissa McCarthy at 315-445-8258, FAX at 315-445-8421

Food Service: Susan Kellogg, Cafeteria Manager at 315-445-8259

Transportation: Jennifer Capria, Transportation Director at 315-445-8388

Athletics: Frederick Wheeler, Athletic Director at 315-445-8345

Pupil Personnel Services (Special Education) Tracey Menapace, PPS Director at 315-445-8380

Emergency School Closings

During the winter months, there is always a possibility that school may be canceled because of poor weather conditions. In the event it is necessary to close school for the day, activate a delayed starting time or early dismissal (as well as information relating to cancellation of after-school activities/late bus runs), due to inclement weather, impassable roads, or other emergency reasons, announcements will be made over local radio and television stations, ParentSquare, or on the District website.

When school is closed, all related activities, including athletic events and student activities, will be cancelled for that day and evening. In rare and extenuating circumstances athletic events and student activities may be held when school is closed if authorized by the Superintendent or their designee. Cancellation of scheduled Board of Education meetings will be announced on the district website.

Communication and Academic Tracking

ParentSquare (School-to-Home Communication)

ParentSquare is our primary tool for school, classroom, and group announcements. It is a simple, secure way for the school community to stay connected.

With ParentSquare, parents and guardians can:

- Receive school and classroom communications via email, text, or app notifications.
- View school and classroom calendars and RSVP for events.
- View and download school photos.

Getting Started:

- **Account Setup:** Every family will receive an invitation email or text to join ParentSquare. Sign up using the Register section, ensuring you use the email or phone number you provided to the school.
- **Access:** You can log in via the ParentSquare website or by downloading the ParentSquare App (available in English and Spanish) on your mobile device.
- **Resources:** Video tours and tutorials on how to log in, navigate features, and set your notification or language preferences (available in English and Spanish) can be found on the district website.

SchoolTool (Grades & Student Records)

SchoolTool is the district's secure student management system. Parents, guardians, and students use this platform to access schedules, interim reports, report cards, and assignment grades.

Need Help? If you do not have a SchoolTool account or need assistance, please contact Jason Douglass at jdouglass@jd.cnyric.org or 315-445-8222. Please provide your name, your student's name, and their school building.

Parent & Guardian Access

1. **Log In:** Go to jd.schooltool.cnyric.org/schooltoolweb/ (*we recommend bookmarking this page*). Log in with your school-registered email and the temporary password provided to you.
2. **Change Your Password:** Click on the Accounts tab. Enter your old password, then your new one. (*Passwords must be at least 6 characters and contain at least one capital letter*).
3. **View Student Info:** Select the Students tab, then click the purple wedge next to your child's name.

4. Check Grades: Click the Grades tab, and select "Marking Period Average" from the "View" dropdown box.
5. Check Assignments: Click the Assignments tab, and select the specific course from the dropdown menu. *Note: Click the “?” icon on any screen for a built-in help guide.*

Student Access

Students use the same SchoolTool website link as parents, logging in with the following credentials:

- Username: Last 2 digits of graduation year + first initial + full last name (*Example: 18jsmith*)
- Password: Last 4 digits of student ID + first and last initials in lowercase (*Example: 1234js — password is case-sensitive*)

Once logged in, students can change their password under the Accounts tab and navigate their grades and assignments using the same steps outlined above.

Daily Schedules

2026-2027 Bell Schedule:

HR	1	2	3	4	5	6	7	8	9	10
7:45-8:02	8:02-8:40	8:43-9:21	9:24-10:02	10:05-10:43	10:46-11:24	11:27-12:05	12:08-12:46	12:49-1:29	1:32-2:10	2:13-2:50

1 Hour Delay Bell Schedule

HR	1	2	3	4	5	6	7	8	9	10
8:45-9:03	9:03-9:35	9:38-10:10	10:13-10:45	10:48-11:20	11:23-11:55	11:58-12:30	12:33-1:05	1:08-1:40	1:43-2:15	2:18-2:50

2 Hour Delay Bell Schedule

HR	1	2	3	4	5	6	7	8	9	10
9:45-10:03	10:03-10:29	10:32-10:58	11:01-11:27	11:30-11:56	11:59-12:25	12:28-12:54	12:57-1:23	1:26-1:52	1:55-2:21	2:24-2:50

2026-2027 Calendar of Events

Please be sure to check our website periodically for calendar updates/changes.

September

New Student Orientation (brand new to the district) 10 AM-12 PM, September 1

Locker Move-In Day 9:00 AM-3:00 PM September 1

Superintendent's Conference Days September 2 and 3

No School - Labor Day September 7

First Day of School - September 8

Curriculum Night for Grades 5 and 6 - 6:00 PM – 7:30 PM September 9

Curriculum Night for Grades 7 and 8 - 6:00 PM – 7:30 PM September 10

Board of Education Meeting - September 14

No School - Yom Kippur September 21

October

Picture Day - October 2

End of the 1st Mid-Marking Period - October 2

Board of Education Meeting - October 5

Mid-Marking Period Grades available on Schooltool at 3 PM

1/2 Day, Grades Pre-K - 12 - October 9

No School – Columbus Day - October 12

Board of Education Meeting - October 26

Activity Afternoon Grades 5th – 8 th 3:00 PM – 4:30 PM October 29

Coach Dodge Day - October 30

November

No School – Superintendent's Conference Day - November 3

Picture Retake Day - November 6

End of the First Marking Pernod - November 6

Spelling (Written) Bee - November 10

First Marking Period Report Cards sent home via ParentSquare - November 10

No School - Veteran's Day - November 11

Student Led Conferences – Grades 7 and 8 - November 12

5th and 6th Grade ONLY - Parent Conferences – HALF DAY November 12

Student Led Conferences – Grades 7 and 8 - November 13

5th and 6th Grade ONLY - Parent Conferences – HALF DAY November 13

Board of Education Meeting - November 16

Spelling Oral Bee - November 17

No School – Thanksgiving Recess - November 25-27

December

Grade 6 Band/Chorus/Orchestra 7:00 PM – High School - December 2

Board of Education Meeting - December 7

Grades 7-8 Band/Chorus/Orchestra 7:00 PM – HS - December 8

Grade 5 Band/Chorus/Orchestra 7:00 PM – High School - December 9

Concert Snow Date - December 10

End of Second Mid-marking Period - December 18

Mid-Marking Period Reports available on Schooltool - December 23

No School - Holiday/New Year's Recess - Dec 24 – Jan 1

January

No School - Holiday/New Year's Recess - January 1

Board of Education Meeting - January 11

8 th Grade Parent Information Night @ HS - January 12

No School - Martin Luther King Day - January 18

End of the Second Marking Period - January 22

Board of Education Meeting - January 25

Second Marking Period Grades sent home via ParentSquare - January 29

Grade 5/6 Musical 7:00 PM - Middle School - January 29

Grade 5/6 Musical 10:00 AM and 2:00 PM - Middle School - January 30

February

Board of Education Meeting - February 8

Jazz Ensemble / Fiddles on Fire 6:00 PM - High School - February 9

No School - Presidents' Day / Winter Recess - February 15-19

End of Mid-Marking Period 3 - February 26

March

Mid-Marking Period Reports available on Schooltool - March 5

Grade 7/8 Musical 7:00 PM - High School - March 5

Grade 7/8 Musical 1:00 PM - High School - March 6

Board of Education Meeting - March 8

No School - Superintendent's Conference Day - March 9

Grade 5/6 Choral Festival 7:00 PM - Middle School - March 10

Band Festival @ HS - March 18

Board of Education Meeting - March 22

Gr. 5-8 Band/Orchestra Festival 7:00 PM - High School - March 24

No School – Good Friday - March 26

April

Marking Period 3 Ends - April 2

Board of Education Meeting - April 5

Gr. 7-12 Choral Festival 7:00 PM – High School - April 8

Marking Period 3 Grades sent home via ParentSquare - April 9

No School - Spring Break April 12 - April 16

Board of Education Meeting - April 19

NYS ELA Assessment Testing - April 27-April 30

May

NYS Mathematics Assessment Testing - May 3-May 7

4th Grade Parent Tour Night – 6:00 PM - May 6

NYS Science Assessment - Grade 5 - May 10

Board of Education Meeting/Budget Hearing - May 10

NYS Science Assessment - Grade 8 - May 11

NYS Science Assessment Make-up window - May 12-May 13

End of Mid-Marking Period 4 - May 14

Board of Education Meeting/Budget Vote - May 18

Mid-Marking Period 4 Grades available on Schooltool - May 21

Jazz in the Plaza - HS - May 27

No School - Memorial Day - May 31

June

Awards Ceremony 7:00 PM - Middle School - June 1

Board of Education Meeting - June 7

Grade 7/8 Chorus and Orchestra 7:00 PM – High School - June 3

Grade 6 Band/Chorus/Orchestra 7:00 PM - High School - June 8

Gr 7/8 Band and Jazz Ensembles 7:00 PM – HS - June 9

Activity Afternoon All Grades 3:00 PM – 4:30 PM - June 10

Grade 5 Band/Chorus/Orchestra 7:00 PM - High School - June 16

Board of Education Meeting - June 21

8th Grade Fun Day June - 22

8th Grade Trip June - 23

Grade 8 Ceremony 6:00 PM—Middle School - June 24

End of Marking Period 4 - June 24

Last Day of School - HALF DAY - June 25

Marking Period 4 Grades sent home via ParentSquare - June 30

Every Day Counts

Jamesville-DeWitt Middle School

Attendance & Punctuality Guide

Why Every Minute Matters

The past few years have shifted a lot of things in education, but one truth remains absolute: **your child's presence at school is irreplaceable**. When students are here from the opening bell to the final dismissal, they aren't just keeping up with academics—they are building friendships, engaging in collaborative discussions, and establishing lifelong habits of reliability.

Our goal is not to punish, but to partner with you to promote responsibility and ensure every student has the opportunity to succeed. We know life happens, but every minute of missed class time is a missed opportunity to learn and grow.

What to Do If Your Child Is Absent

Step 1: Call Us by 8:00 A.M.

If your child will be missing school, please notify Middle School staff at **315-445-8360** first thing in the morning.

Step 2: Send a Note Upon Return

New York State law requires a written excuse signed by a parent/guardian when a student returns. Please ensure the note explicitly includes:

- Date of the return
- Specific date(s) of the absence
- Clear reason for the absence
- Parent/Guardian signature

Note: If your child needs an early release, please send them to school with a note.

Parents/guardians must physically pick up and sign students out in the Main Office.

Understanding Absences: Excused vs. Unexcused

To be considered "present for the day," a student must be in school for **more than half of the school day**. Absences, tardies, and early departures fall into two categories:

- **Excused:** Personal illness, family illness or death, religious observances, or approved school-sponsored trips.

- **Unexcused:** Family vacations, traffic, babysitting, haircuts, oversleeping, or missing the bus.

Tardiness: School and Class Expectations

Tardy to School

The official start of our school day is **8:00 A.M.** Any student arriving after this time is considered tardy to school.

Tardy to Class

Students are expected to be in their seats when the bell rings. Arriving after the bell without a staff pass is considered tardy to class.

Excused Tardies (With Documentation)	Unexcused Tardies
* Medical/Dental appointments	* Oversleeping or missing the bus
* Family emergencies	* Lack of preparation
* Religious observations	* Staying in hallways/bathrooms without a pass
* Weather-related transit issues (determined by J-D)	

Chronic Tardiness & Supportive Interventions

If a student accumulates **10 or more total tardies** (combining school and class lateness) within a single quarter, we look at the bigger picture:

- A collaborative meeting will be scheduled with the student, parent/guardian, and administration.
- The student may be placed on an **Attendance Improvement Plan**.
- Additional support—such as counselor check-ins, academic catch-up time, or external referrals—will be offered.

We recognize that persistent lateness can sometimes stem from personal or family challenges. J-D Middle School is fully committed to working *with* families to identify barriers, offer mentorship, and adjust support plans where needed.

Monitoring & School Privileges

Attendance is reviewed bi-weekly, and parents will receive automated alerts at key benchmarks (the 5th and 10th tardy). Please note that a student's punctuality and attendance history may be taken into consideration when determining eligibility for extracurricular school events, field trips, or leadership opportunities.

Accountability: Progressive Responses to Lateness

When tardiness becomes a habit, it disrupts both your child's learning and the flow of the classroom. We track tardies **per quarter** and use a progressive system to help students get back on track.

Tardy to School (Per Quarter)

Tardy Count	Response & Consequence
<u>1-2</u>	Verbal reminder or warning by the attendance clerk
<u>3</u>	Parent/Guardian contact and student conference with administrator next tardy a lunch detention
<u>4</u>	Lunch detention and official attendance letter sent home
<u>5</u>	Verbal reminder or warning by attendance clerk
<u>6</u>	Parent/Guardian contact and student conference with administrator next tardy will be an after school detention
<u>7</u>	After school detention and official attendance letter sent home
<u>8</u>	Verbal reminder or warning by the attendance clerk
<u>9</u>	Parent/Guardian contact and student conference with administrator next tardy will be a Saturday detention
<u>10</u>	Saturday detention
<u>11 plus</u>	Creation of a behavior plan/in-school support; possible ISS

Tardy to Class (Per Quarter, Per Class)

Tardy Count	Response & Consequence
<u>1-2</u>	Teacher warning or brief student conference
<u>3</u>	Parent/Guardian contact directly from the teacher next tardy a lunch detention will be assigned
<u>4</u>	Administrative referral and lunch detention
<u>5</u>	Teacher warning or brief student conference
<u>6</u>	Teacher will notify administrator. Parent/Guardian contact and student conference with administrator next tardy will be an after school detention
<u>7</u>	After school detention
<u>8+</u>	Creation of a behavior plan/in-school support; Saturday detention

Drop-off and Pickup Procedures

Drop-off and Pickup Procedures		
	Drop-off	Pickup
Before 8 AM	Enter the driveway Drive around to the back of the school. Stay in a line, please come to a stop in the designated area, have your child exit your car. Proceed to exit the driveway to Randall Road	
Between 8 AM and 2:00 PM	Enter the bus loop. Come to a stop just before the crosswalk area, have your child exit your car. Proceed to exit the driveway to Randall Road	Please park your vehicle in the Bus Loop and proceed to the main entrance of the school. You will need to sign your child out in the main office.
Between 2:00 and 2:50 PM		Please pull into the parking lot (there will be buses going into the bus loop). Please walk across the crosswalk area to the main entrance of the school to pick your child up (prior to 2:50 PM).
2:50 PM dismissal		Enter the driveway and drive around to the back of the school. Stay in line, please come to a stop in the designated area. A MS staff member will alert your child to proceed to your vehicle. Please stay in line and be patient as students are walking to vehicles. Proceed to exit the driveway to Randall Road

Entry Procedures

For the safety of the school community, all exterior doors remain locked throughout the school day. All parents, guardians, and non-staff visitors are required to enter through the main doors, report immediately to the Main Office, sign in, and wear an official visitor badge at all times while in the building. Anyone found without a badge will be escorted to the Main Office. Because teachers are fully engaged with instructional duties between 8:00 AM and 3:30 PM, unexpected drop-in meetings cannot be accommodated; parents must contact a school counselor in advance to coordinate a meeting time. Visitors are also requested to protect privacy by not photographing individuals outside of their own family for social media posting.

Parents and other non-staff members are required to report to the Main Office upon entering JDMS. Any person in the building without a visitor's badge will be escorted by a staff member to the Main Office to speak with one of the building's administrators. Please remember that our teachers are involved between 7:45 AM until 3:05 PM. In most cases teachers are unavailable to meet with parents who come to the school unexpectedly between these times. If you need to meet with a teacher please call the Counselor to schedule a time convenient for all. All doors are locked during the school day.

Dismissal from School

From time to time, parents request that we allow their child to self-dismiss from school for such things as dental or doctor appointments. To ensure the safety of your child you must sign him/her out at the main office. Parents can send their child in with a written note to be turned into the clerical center. No middle school student will ever have to leave school early for an interscholastic sports event unless it is set up by the athletic office. If a student athlete arrives to school with a legal excuse before 11:30 A.M. They can participate in a game that day. If a student-athlete arrives to school late due to an illness, they may not participate in sports unless cleared by the nurse.

Building Operations

Locker Guidelines & Security Protocols

All students at Jamesville-DeWitt Middle School are assigned an individual hallway locker and an accompanying combination code . To ensure personal security and the safety of personal belongings, students are strictly prohibited from sharing their combination with anyone else. Backpacks and winter coats are required to be stored inside assigned lockers for the entire duration of the school day and may not be carried to classes. Furthermore, no locker decorations of any kind are permitted on either the inside or the outside of the lockers. Violations regarding unapproved items like backpacks or coats outside of lockers follow a progressive safety procedure: a first offense results in a warning and parent notification; a second offense leads to item confiscation until the end of the day; a third offense requires a parent pickup and lunch detention; and subsequent offenses are treated as insubordination.

From a legal and operational standpoint, all lockers, locks, combinations, and keys remain the exclusive property of the school district. Students may not place personal locks on their hall lockers. Lockers are provided solely for student convenience to store school-related materials, books, coats, and lunches. They must never be used to store any materials that violate the law or the school's Code of Conduct. Because lockers remain school property, they are subject to administrative control and inspection at any time. Students should take extra precautions to ensure their locker is fully latched and the dial is spun to another position after closing so that numbers are reset. The school is not responsible for items missing from lockers, and any discovered losses must be reported immediately to an administrator.

Cafeteria Procedures & Dining Expectations

The Student Dining Room provides an important opportunity for students to socialize in a courteous, orderly, and respectful manner. While in the cafeteria, students are expected to follow basic rules of conduct: practice polite table manners, remain in line while waiting to be served, follow all signals and directions given by supervising staff, and pick up any items dropped on the floor. Before leaving the area, students must return their food trays to the dish room, dispose of all trash properly, and clean their designated table and floor areas. Food and drink must be purchased only during a student's designated lunch period and are intended for individuals rather than groups. All food and beverages must be consumed entirely within the cafeteria and are not permitted in the hallways. Additionally, cell phones are strictly prohibited during lunch periods. To leave the cafeteria for any reason, students must present a pre-signed pass or sign out with a supervisor. Currently, both breakfast and lunch are offered at no cost to all students. For individual a la carte or single-item purchases, the school utilizes MySchoolBucks.com, where each student uses a personal identification number (PIN) to debit their account or pays with cash. Parents can contact Susan Kellogg to request account balances, summaries, or specific purchasing restrictions.

In compliance with strict guidelines from the Onondaga Health Department, celebrations, birthday parties, and the sharing of food are completely forbidden during lunch periods in the cafeteria. Homemade food items may never be distributed in the cafeteria or inside classrooms. Any food provided for approved classroom events must be store-bought, presented in sealed packages, and receive prior approval from the classroom teacher.

The standard daily lunch schedules are organized by grade level as follows:

Grade Level	Scheduled Lunch Period
5th Grade	10:46 – 11:24 AM
6th Grade	11:27 AM – 12:05 PM
7th Grade	12:08 – 12:46 PM
8th Grade	12:49 PM – 1:29 PM

Library Media Center Policies

The library provides books, academic materials, and media resources to support classroom learning, encourage reading, and foster lifelong literacy. Library materials may be checked out for three weeks at a time and may be renewed as long as no other student has placed the item on hold. If the library does not own a requested title, we may be able to borrow it from another school or library through interlibrary loan. Students are responsible for returning library materials on time and in good condition. Students will periodically receive overdue notices as reminders to return late materials. If a library item is lost or damaged, students may be asked to pay a replacement fee. Students are encouraged to visit the library regularly to browse, check out books, conduct research, and receive assistance in finding materials that match their interests and academic needs.

Lost & Found Regulations

A designated Lost and Found cabinet is located in the hallway directly outside of the Student Dining Room. Anyone who finds a misplaced article should immediately bring it to this cabinet. To help prevent permanent loss, families are strongly encouraged to clearly label all personal items, clothing, and folders with the student's name. Students must not leave personal belongings, books, folders, or valuables unattended on hallway shelves or in open common areas for more than a single class period. Unclaimed articles left in the cabinet are periodically donated to charity (quarterly). Please note that the school district bears no financial or administrative responsibility for lost, missing, or stolen personal electronic communication devices on any school property.

General Building Use & Operational Expectations

Facility Usage: All meetings, functions, or community activities held on school property must receive formal prior approval from a building administrator. Civic and community groups requesting facility use can submit their applications online via the district's Facilities Usage webpage.

Early Arrivals: School doors open for students at 7:45 AM. Students are not permitted inside the building prior to this time and must report directly to the Student Dining Room upon entry.

Dropping Off Items: If a parent needs to drop off a forgotten item during the school day, they must leave it on the designated table in the main entryway according to the posted directions.

Staff check this table periodically and will notify the student during non-instructional passing time. It remains the student's personal responsibility to retrieve the item from the entryway.

Staying After School: Students are permitted to remain on school grounds after the 2:50 PM dismissal bell only if they are under the direct supervision of an adult for an authorized activity, such as extra academic help, a school club, intramurals, or a modified sports team. These arrangements must be finalized with the sponsoring teacher in advance. Students are strictly prohibited from staying after school as spectators for sporting events; they must take their regular bus home at dismissal and may only return at 4:30 PM if accompanied or permitted. To ride a 3:30 PM late bus, students must obtain a signed bus pass directly from their supervising teacher or advisor.

Hallway Conduct: To maintain safe traffic flow and an orderly academic environment, students must walk on the right side of the hallway, move quickly to their next destination, keep their hands to themselves, and speak quietly so as not to disrupt active classrooms. Consuming food or beverages in the hallways is prohibited. Students must have their physical school planner or an authorized pass visible at all times when traveling through the halls.

Restrooms: Students share the responsibility of keeping all restrooms clean, sanitary, and pleasant to use. Proper personal hygiene practices are expected from all students at all times.

Academics and Beyond the School Day

Grading & Grade Reporting System

Jamesville-DeWitt Middle School is committed to providing clear, consistent, and transparent communication regarding student academic progress. Our grade reporting system relies on a combination of regular interim reports and report cards issued to families to track ongoing development.

The Grading Scale

Course grades and assessments are evaluated using the following official alpha-numerical scale:

Letter Grade	Numerical Range
A+	96.5 – 100
A	92.5 – 96.4
A-	89.5 – 92.4
B+	86.5 – 89.4
B	82.5 – 86.4
B-	79.5 – 82.4
C+	76.5 – 79.4
C	72.5 – 76.4
C-	69.5 – 72.4
D	64.5 – 69.4
U (Below Passing)	Below 64.5

Report Cards & SchoolTool Access

- **Reporting Intervals:** Formal report cards are made available electronically to families every five weeks via SchoolTool and ParentSquare.
- **The SchoolTool Portal:** Parents, guardians, and students can access live academic tracking by visiting the secure web portal at www.jd.schooltool.cnyric.org.
- **Portal Features:** This platform allows students and families to actively log in to view specific course grades, individual assignment assessments, emergency contact details, and student medical information.

Homework Expectations & Planner Use

Academic success in the middle school years requires a shared responsibility between the student, family, and school community. Developing strong independent study habits is a core focal point of our curriculum.

Student Homework Responsibilities

- **Personal Accountability:** Every student bears the individual responsibility to complete and turn in their own educational assignments on time.
- **Home Preparation:** Families are encouraged to help students establish a designated time and quiet space at home for studying. Students should also maintain a stock of extra school supplies at home specifically dedicated to completing homework tasks.

The School Planner: Your Primary Organizational Tool

The school planner is an essential component of a student's daily academic routine.

- **Distribution:** Every JDMS student is provided with an official school planner free of charge at the start of the academic year.
- **Daily Expectation:** Students are strictly required to keep their planners intact, carry them to every single class, and use them daily to track homework assignments and record school information.
- **Hall Pass Tracking:** The planner contains specialized pass pages. All hall and out-of-class passes must be physically written directly into these pages by an authorizing staff member.
- **Replacements:** If a planner is lost, damaged, or misplaced, a replacement must be purchased through the Main Office for a fee of \$5.00.

Special Services & Student Support Systems

To ensure that each student develops academically, socially, and emotionally, JDMS offers comprehensive, individualized support programs designed to meet diverse student needs.

Academic Intervention Services (AIS)

For students who require additional targeted support to meet state learning standards, Academic Intervention Services (AIS) are integrated into the school day.

- **ELA AIS Support:** Delivered by specialized instructors including Becki Bourcy and Joe Corridori.
- **Math AIS Support:** Delivered by specialized instructor Katelin Donegan.

School Counseling Services

A supportive, safe environment is necessary for effective learning. Our counseling department provides individual and small-group counseling initiatives tailored to the unique developmental milestones of middle school students.

- **Family Collaboration:** Parents and guardians are highly encouraged to stay in close communication with their child's counselor regarding academic progress, social adjustments, or overall emotional well-being.
- **Parent-Teacher Conferences:** Collaborative conferences between parents, teachers, and counselors can be easily coordinated by reaching out directly to your child's grade-level counselor.

Helio Health Partnership

2026-2027: *Jamesville-DeWitt Middle School proudly partners with Helio Health to provide on-site, integrated behavioral health and support services. A Helio Health Professional will be at the middle school every Wednesday and Friday.*

Curriculum and Supplies

Grade 5 Curriculum & Supplies:

Subject	When Does the Class meet	Units / Supplies Needed
English Language Arts	Daily for 1 hour	The ELA curriculum is developed around the HMH (Houghton Mifflin Harcourt) reading program. Launch Overview Module 1; Writing - Opinion paragraph Module 3; Writing - Opinion/persuasive that focuses on natural disasters <i>Front Desk</i> by Kelly Yang - Writing - Focuses on written responses to the novel Module 4; Writing - Writing responses about module readings Module 5; Writing - PSA on recycling Module 6; Writing - Biography writing project <i>Esperanza Rising</i> - Rising to the Challenge with the reading of the novel <i>Esperanza Rising</i> by Pam Munoz Ryan; Writing - Narrative letter to Abuelita (from the novel) Module 10; Writing - Narrative paragraph *Required reading of 20 minutes a night for all of the students (with reading logs and reading responses) Supplies Needed Red folder Pencils Erasers Glue stick Highlighters Colored pencils Scissors

Mathematics	Daily for 1 hour	The Math Curriculum follows the NYS Next Generation Math Learning Standards for 5th Grade. Units Include: Numbers and Operations in Base Ten- • Understanding the place value system. • Performing operations with multi-digit whole numbers and with decimals to hundredths. Operations and Algebraic Thinking- • Write and interpret numerical expressions. • Analyze patterns and relationships. Numbers and Operations with Fractions- • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplications and division to multiply and divide fractions. Measurement and Data- • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and addition. Geometry- • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. Supplies Needed Pencils (lots of them) Eraser Blue Folder
Social Studies	Every other day for 80 minutes	The Social Studies Curriculum stresses geographic, economic, and social/cultural understandings related to the Western Hemisphere.

		Units will encompass Early Civilizations (Inuit, Taino, Plains, Aztec, Inca, Maya), America Before Columbus/Columbian Exchange, Triangular Trade, Middle Passage, and current day US, Canada, Mexico study-government, economy, culture, Some of our guiding inquiry based questions include: • What makes people similar yet unique? • Do interactions between people always lead to positive results? • Does geography determine history? • Does the government impact the lives of all people the same way? • Do all people of the Western Hemisphere share the same needs and wants? • Can different economic systems meet the needs and wants of different people? • How do cultural interactions benefit the lives of people? Supplies Needed Yellow folder Pencils Erasers Highlighters Colored pencils Scissors
Science	Every other day for 80 minutes	How Can We Identify Materials Based on Their Properties? How Can We Predict Change in Ecosystems? How Can We Use the Sky to Navigate? How Can We Protect and Clean Earth's Water? Supplies Needed Pencils

		Colored pencils Green folder
Art	Every other day for 40 minutes	The Art program at the Middle School focuses on building foundational skills encompassing the Elements of Art and Principles of Composition. All 5th graders will explore observational drawing and painting, functional and sculptural ceramics, design, and art history, as well as a number of other materials and art concepts. Supplies Needed Pencil, eraser
Music	Every other day for 40 minutes	1- Music foundational skills: vocabulary, staff notation, pitch matching, steady beat, recorder, percussion, solfeggio, and movement. 2- History of American music including spirituals, blues, jazz, and American composers. 3- Folk songs and canons from around the world. 4- Music writing and performing through rhythmic and melodic dictation, lyric writing, and improvisation. Supplies Needed 2-pocket folder, soprano recorder (if needed see teacher to order), pencil
Physical Education	Every other day for 40 minutes	Team Passing Sports: Basketball, Soccer, Football, Pilo Polo, Team Handball Net Sports: Badminton, Volleyball, Pickleball Aquatics: Water Games, Strokes, Basic Water Safety Fitness Activities Dance Exploration Supplies Needed SNEAKERS!

		Bathing suit and towel for swimming unit
Technology	Every other day for 40 minutes for half of the year	This year focuses on building the core "digital toolkit" students need for future academic success. • Core Skills: Mastery of Google Workspace (Docs, Slides, Drive) and essential typing/computer navigation. • Creative Technology: An introduction to digital media through video editing, teaching students how to sequence information and use software to communicate ideas. • Foundational Knowledge: A broad introduction to what technology is and how it functions as a tool for problem-solving.
Health and Wellness	Every other day for 40 minutes for half of the year	• Health triangle • Types and Styles of Communication • Dialectical thinking • Emotions • Emotional control • Emotional Regulation skill tools • Distress Tolerance • Self-Esteem • Peer Pressure • Body Changes, beginning of puberty Supplies Needed Packets Pencil
Resource Room	Every other day for 40 minutes	-Supplemental, specialized instruction in Reading, Writing or Math based on students' IEP goals and skill deficits -Phonics Lesson Library program is used to teach reading Supplies Needed Pencil

English AIS	Every other day for 40 minutes	
Mathematics AIS	Every other day for 40 minutes	Mathematics Academic Intervention Services (AIS) is additional/alternative instruction and/or student support services which supplement the instruction provided in the general mathematics curriculum to assist students in meeting state learning standards. Supplies Needed Pencil
ENL Support	Daily for 40 minutes	Students are identified for ENL services according to New York State regulations and receive instruction based on their individual English language proficiency levels. ENL services may be delivered through stand-alone ENL classes, integrated co-teaching classes, or a combination of instructional models. The goal of the program is to help multilingual learners develop English proficiency in listening, speaking, reading, and writing while achieving success in all academic subjects. Supplies Needed Pencil
Chorus	Every other day for 40 minutes	- Full-year commitment. - Mandatory performances in December, March, and June. - Extracurricular opportunity to participate in 5/6 Musical 1- Music notation reading 2- Vocal technique 3- Sight reading 4- Balance/blend

		5- Concert preparation Supplies Needed Pencil
Band	Every other day for 40 minutes	The Middle School Band program provides students with the opportunity to develop musical skills, teamwork, discipline, and self-confidence through instrumental music performance. Students learn proper playing techniques, music reading, rehearsal etiquette, and performance skills while exploring a variety of musical styles. Band members participate in regular rehearsals, school concerts, and other performance opportunities throughout the year. Students are expected to attend rehearsals, practice regularly, care for their instruments, and contribute positively to the ensemble. Supplies Needed All Students: • Instrument in good working condition • Music folder/binder • Pencil (bring to every rehearsal) • Method book and band music as assigned • Instrument cleaning and maintenance supplies • Access to a music stand for home practice (recommended) Woodwinds: • Extra reeds (clarinet and saxophone) • Cork grease • Swab/cleaning cloth Brass: • Valve oil (trumpet, baritone, tuba) • Slide grease (trombone) • Cleaning cloth Percussion: • Drumsticks and/or mallets as assigned • Percussion practice pad (recommended) • Stick bag Additional items may be required by the band director based on instrument and performance needs.

Orchestra	Every other day for 40 minutes	The Middle school orchestra programs are elective music classes where students learn to play string instruments and/or continue to play the violin, viola, cello, and double bass. Designed for both beginners and experienced players, these programs build foundational musicianship, teamwork, and ensemble performance skills through regular in-school rehearsals and concerts. Supplies Needed All Students: • Instrument in good working condition • Music binder • Method book and orchestra music
World Language Exploratory - Spanish and French	Every other day for 40 minutes for one quarter	The World Language Spanish Exploratory was designed to allow students to have the opportunity to explore both French and Spanish before students choose their language path. Students are introduced to the alphabet, punctuation, greetings, farewells, colors, food, clothing, sports, animals, numbers and cultural awareness. Supplies Needed pencil
Music Exploratory	Every other day for 40 minutes for half of the year	

Grade 6 Curriculum & Supplies

Subject	When Does the Class meet	Units Supplies Needed
English Language Arts	Daily for 1 hour	The ELA curriculum is developed around the HMH (Houghton Mifflin Harcourt) reading program. Unit One: The Arc of the Story (with the reading of <i>The Watsons Go to Birmingham - 1963</i> by Christopher Paul Curtis); Writing - Narrative story *Unit one also includes a graphic novel literature circles Unit Two: Fears and Phobias (with the reading of <i>Insignificant Events in the Life of a Cactus</i> by Dusti Bowling); Writing - Research Unit Three: Voices of Change Makers (with the reading of <i>Surviving Hitler</i> by Andrea Warren); Writing - Persuasive *Required reading of 25 minutes a night for all of the students (with reading responses) Supplies Needed TEAM 1 - Dietz Folder Highlighter Pencils Colored pencils Glue TEAM 2 - Koster Folder Highlighters Pencils Glue TEAM 3 - Starowicz Binder (1 inch)

		Highlighters Pencils Colored pencils Loose-leaf paper (50) Team 4 - Newman Pencils Colored pencils Highlighters
Mathematics	Daily for 1 hour	DESMOS and Teacher Created materials to teach the NYS NextGeneration Standards Unit 1: Area and Surface Area Unit 2: Introducing Ratios Unit 3: Unit Rates and Percentages Unit 4: Dividing Fractions Unit 5: Decimal Arithmetic Unit 6: Expressions and Equations Unit 7: Positive and Negative Numbers/Algebraic Expression Unit 8: Describing Data & Probability Supplies Needed All Students -Texas Instruments TI-30X IIS Scientific Calculator Color pencils Highlighters 3 Ring Binder Sharpened pencils
Social Studies	Every other day for 80 minutes	NYS Standards focus on Ancient River Valley Civilizations in the Western World

		Unit 1 Geography Unit 2 Early People Unit 3 Ancient Mesopotamia Unit 4 Ancient Egypt Unit 5 Ancient India/China Unit 6 World Religion Unit 7 Ancient Greece Unit 8 Ancient Rome Unit 9 Middle Ages Supplies Needed ● Packet Folder ● Color Pencils ● Index Cards ● Scissors ● Color Markers ● Black Fine Sharpie ● Highlighters ● Sharpened pencils
Science	Every other day for 80 minutes	Lab Safety Unit 1: Energy, Forces, and Motion <u>Essential Question:</u> How can I affect the motion of objects? Unit 2: Space Systems Exploration <u>Essential Question:</u> What can we learn and observe about the universe from our Earthly perspective? Unit 3: Matter and Its Interactions <u>Essential Question:</u> How does matter and its interactions affect everyday life? NYS All Mixed Up Investigation <u>Part I: The Design Challenge</u> Students plan and carry out an experiment to separate a mixture of known substances utilizing their unique physical properties (e.g., magnetism, solubility, boiling points, and particle size).

		<u>Part II: The Application</u> Students apply their knowledge of separation techniques to independently analyze and solve a problem involving mixture separation NYS Cool It Investigation Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. Supplies Needed Durable 2-Pocket Folder
World Language (French or Spanish)	Daily for 40 minutes	Students in sixth grade begin their formal study of French or Spanish and build upon any previous exposure they may have had through the exploratory language program. While some students may have experienced language study every other day for ten weeks, sixth grade marks the beginning of sustained language learning. Students are introduced to foundational vocabulary and basic grammar structures that support communication in everyday situations. Throughout the year, students explore topics such as the alphabet, numbers, colors, animals, food, weather, seasons, clothing, school supplies, family, and basic descriptions. Students learn how to greet others, introduce themselves, express likes and dislikes, and answer simple questions. Emphasis is placed on developing listening, speaking, reading, and writing skills while gaining an appreciation for the cultures of the French and Spanish speaking countries. Students begin to recognize patterns in the language and are introduced to grammar concepts such as noun-adjective agreement, gender, articles, and simple present-tense expressions. Supplies Needed 1”-2” binder Pencils/pens Loose leaf paper Tab divers (Boghosian/Giammichele) One subject Notebook (Rose)

Music	Every other day for 40 minutes for half of the year	1- Music foundational skills: vocabulary, staff notation, pitch matching, steady beat, recorder, percussion, solfeggio, and movement. 2- History of Western European music including the Middle Ages, Renaissance, and Baroque Eras. 3- Folk songs and canons from around the world. Supplies Needed pocket folder, soprano recorder (if needed see teacher to order), pencil, chromebook
Family and Consumer Science	Every other day for 40 minutes for half of the year	1. Cooking- food safety and sanitation, reading a recipe, food preparation, breakfast cookery. 2. Nutrition- 6 basic nutrients, food labels, sugar shocker, food choices-whole vs. processed foods Supplies Needed 1. Food, kitchen, paper products, chromebook 2. Chromebook, poster paper, construction paper, glue, scissors, sugar.
Art	Every other day for 40 minutes for half of the year	The Art program at the Middle School focuses on building foundational skills encompassing the Elements of Art and Principles of Composition. All 6th graders will explore observational drawing and painting, functional and sculptural ceramics, design, and art history, as well as a number of other materials and art concepts. Supplies Needed Pencil, eraser
Health	Every other day for 40 minutes for half of the year	● Personal Health triangle ● Goal Setting; S.M.A.R.T. ● Types and Styles of Communication ● Dialectical thinking ● Emotions ● Emotional control ● Emotional descriptions ● Emotional Regulation skill tools ● Distress Tolerance ● Checking the Facts for Emotional regulation

		● Problem Solving ● Self-Esteem ● Puberty Supplies Needed Packets and pencils
Technology	Every other day for 40 minutes for half of the year	The curriculum shifts toward applied physics, where students begin to see how abstract scientific concepts function in the physical world. ● Forces & Motion: Using hands-on projects like bridge-building and rubber band cars to test structural integrity, friction, tension, and energy transfer. ● Design Process: Introduction to basic design methodology—planning, testing, failing, and iterating on prototypes.
Physical Education	Every other day for 40 minutes	Team Passing Sports: Basketball, Soccer, Football, Pilo Polo, Team Handball Net Sports: Badminton, Volleyball, Pickleball Aquatics: Water Games, Strokes, Basic Water Safety Fitness Activities Dance Exploration Supplies Needed SNEAKERS! Bathing suit and towel for swimming unit
Resource Room	Every other day for 40 minutes	-Supplemental, specialized instruction in Reading, Writing or Math based on students' IEP goals and skill deficits -Phonics Lesson Library program is used to teach reading Supplies Needed Pencil
English AIS	Every other day for 40 minutes	

Mathematics AIS	Every other day for 40 minutes	Mathematics Academic Intervention Services (AIS) is additional/alternative instruction and/or student support services which supplement the instruction provided in the general mathematics curriculum to assist students in meeting state learning standards. Supplies Needed Pencil
ENL Support	Daily for 40 minutes	
Chorus	Every other day for 38 minutes	- Full-year commitment. - Mandatory performances in December, March, and June. - Extracurricular opportunities to participate in All-County Chorus and 5/6 Musical 1- Music notation reading 2- Vocal technique 3- Sight reading 4- Balance/blend 5- Concert preparation Supplies Needed Pencil
Band	Every other day for 40 minutes	The Middle School Band program provides students with the opportunity to develop musical skills, teamwork, discipline, and self-confidence through instrumental music performance. Students learn proper playing techniques, music reading, rehearsal etiquette, and performance skills while exploring a variety of musical styles. Band members participate in regular

		rehearsals, school concerts, and other performance opportunities throughout the year. Students are expected to attend rehearsals, practice regularly, care for their instruments, and contribute positively to the ensemble. Supplies Needed All Students: ● Instrument in good working condition ● Music folder/binder ● Pencil (bring to every rehearsal) ● Method book and band music as assigned ● Instrument cleaning and maintenance supplies ● Access to a music stand for home practice (recommended) Woodwinds: ● Extra reeds (clarinet and saxophone) ● Cork grease ● Swab/cleaning cloth Brass: ● Valve oil (trumpet, baritone, tuba) ● Slide grease (trombone) ● Cleaning cloth Percussion: ● Drumsticks and/or mallets as assigned ● Percussion practice pad (recommended) ● Stick bag Additional items may be required by the band director based on instrument and performance needs.
Orchestra	Every other day for 40 minutes	The Middle school orchestra programs are elective music classes where students learn to play string instruments and/or continue to play the violin, viola, cello, and double bass. Designed for both beginners and experienced players, these programs build foundational musicianship, teamwork, and ensemble performance skills through regular in-school rehearsals and concerts. Supplies Needed All Students: ● Instrument in good working condition

		• Music binder • Method book and orchestra music
Art Exploratory - Art Unboxed	Every other day for 40 minutes for half of the year	Experimentation and exploration of visual art and art history Supplies Needed Pencil and eraser

Grade 7 Curriculum & Supplies

Subject	When Does the Class meet	Units/Supplies Needed
English Language Arts	Every other day for 80 minutes	• Whole class novels: <i>The Outsiders</i>, <i>Rhyme Schemer</i>, <i>Refugee</i> • Poetry • Science Fiction Short Stories • Literature Circles • <i>Black Panther</i> film study • Independent reading throughout the school year • Vocabulary study Supplies Needed • Durable plastic two pocket folder (any color) • Composition notebook • Post-it flags/notes
Mathematics	Every other day for 80 minutes	Units in the Amplify/Desmos curriculum are taught out of order for stronger alignment with our goals and stronger connections between units. • Unit 5 - Operations with positive and negative integers • Unit 1 - Scale Drawings • Unit 2 - Introduction to Proportional Relationships • Unit 4 - Proportional Relationships • Unit 6 - Expressions & Equations • Unit 8 - Probability & Sampling • Unit 3 - Measuring Circles • Unit 7 - Angles, Triangles, & Prisms Supplies Needed: • 3 - ring binder • Loose-leaf paper (about 25 pages) • HW folder • Planner • Pencils (lots to get you through the year) • EXPO markers (black are best) • OPTIONAL - TI-30XS MultiView calculator (graphing calculators are not recommended in seventh grade).

Social Studies	Every other day for 80 minutes	Introduction: What is history? How do historians piece together the past? Historians use the work of archaeologists, anthropologists, geographers, sociologists, economists, and political scientists. How does geography affect the way people live? Unit I Native Americans Unit II Colonial Developments Unit III American Independence Unit IV Historical Developments of the Constitution Unit V Constitution in Practice Unit VI Westward Expansion Unit VII Reform Unit VIII The Civil War Supplies Needed: Notebook, folder, loose leaf paper
Science	Every other day for 80 minutes	Curriculum is developed using the NYS Science Learning Standards. Unit 1- Laboratory Safety Unit 2- Ecosystems Unit 3- Microscopes Unit 4- Structures and Functions of plants Unit 5- Structures and Functions of animals Unit 6- Genetics Unit 7- Reproductive Success Unit 8- Wave energy for sound and light NYS Laboratory Investigation- It's Alive Supplies Needed: Durable plastic two pocket folder -green Composition notebook- atleast 80pgs 4 dry erase markers Sticky notes

World Language (French or Spanish)	Daily for 40 minutes	Seventh grade students continue progressing toward New York State Checkpoint A proficiency at the novice low to novice mid level. Instruction focuses on helping students communicate using familiar words and phrases while expanding their ability to understand and express meaning in a variety of everyday situations. Students continue developing their skills in the three modes of communication: interpretive (reading and listening), interpersonal (speaking and interaction), and presentational (speaking and writing). Students explore Checkpoint A topics including personal information, family and friends, school life, hobbies and leisure activities, food and restaurants, clothing and shopping, weather and seasons, community and places in town, celebrations, and cultural traditions. Grammar instruction supports communication and includes present-tense verbs, question formation, adjective agreement, possessive expressions, and sentence-building skills. Authentic resources and cultural experiences help students gain a deeper understanding of the diverse French and Spanish speaking communities around the world. <i>Students that maintain an average of 97% or higher on common assessments, a strong work ethic, enthusiasm for their language and complete course assignments may be eligible for recommendations into the 8th grade Honors.</i> Supplies Needed: 1”-2” binder Pencils/pens Loose leaf paper Tab divers (Boghosian/Giammichele) One subject Notebook (Rose)
Achievement Motivation	Every other day for 40 minutes	Growth Mindset: Transforming mistakes into learning opportunities. Goal Setting: Mastering goals for school and life. Resilience: Building grit to bounce back from challenges. Self-Regulation: Developing time management and focus strategies. Using a multi-modal approach

Music	Every other day for 38 minutes for half of the year	1- Guitar foundational skills: fretboard, tablature, bass lines, chord charts 2- History of Western European music including the Classical and Romantic Eras Supplies Needed Pocket folder, pencil, chromebook
Family and Consumer Science	Every other day for 40 minutes for half of the year	1. Laundry-clothing care labels, stain removal, laundry steps, folding 2. Personal Financial education-Budgeting, money management, credit/debit management, earning income, risk management, saving/investing 3. Cooking- safety/sanitation,cooking methods, food preparation, real vs. processed foods, global cuisines Supplies Needed 1. Clothes, laundry detergent, laundry machine, chromebook, stain removal supplies 2. Chromebook, pencil, laminated checks, chart paper, markers, flashcards, guest speaker. 3. Food, kitchen, paper products, chromebook
Art	Every other day for 40 minutes for half of the year	The Art program at the Middle School focuses on building foundational skills encompassing the Elements of Art and the Principles of Composition. All 7th graders will explore observational drawing and painting, functional and sculptural ceramics, design, and art history, as well as a number of other materials and art concepts. Supplies Needed Pencil, eraser
Health	Every other day for 40 minutes for half of the year	Areas of health triangle, Effective communication skills, Refusal skills, Indepth look at tobacco, alcohol and illegal drug use in teens, Internet safety, Physical changes during puberty Supplies Needed Pencil/Pen Chromebook

Technology	Every other day for 40 minutes for half of the year	Students move into more complex mechanical and electrical systems, focusing on how components interact to perform work. ● Mechanics: Deep dive into simple machines (levers, pulleys, inclined planes) culminating in the construction of an automaton (a self-operating machine). ● Electronics & Fabrication: Introduction to circuitry and manual dexterity tasks like soldering, which bridges the gap between mechanical design and electronic function. ● Graphic Design: Expanding design skills to include digital aesthetics and visual communication.
Physical Education	Every other day for 40 minutes	Team Passing Sports: Basketball, Soccer, Football, Pilo Polo, Team Handball Net Sports: Badminton, Volleyball, Pickleball Aquatics: Water Games, Strokes, Basic Water Safety Fitness Activities Dance Exploration Supplies Needed SNEAKERS! Bathing suit and towel for swimming unit
Resource Room	Every other day for 40 minutes	-Supplemental, specialized instruction in Reading, Writing or Math based on students' IEP goals and skill deficits -Barton program is used to teach reading Supplies Needed Pencil
English AIS	Every other day for 40 minutes	Focus on improvement of grade level reading and writing skills, with emphasis on vocabulary development, building background knowledge, enhancement of critical thinking skills, and fostering self-confidence.

Mathematics AIS	Every other day for 40 minutes	Mathematics Academic Intervention Services (AIS) is additional/alternative instruction and/or student support services which supplement the instruction provided in the general mathematics curriculum to assist students in meeting state learning standards. Supplies Needed Pencil
ENL Support	Daily for 40 minutes	
Chorus	Every other day for 40 minutes	- Full-year commitment. - Performances at JDHS Auditorium in December, April, and June. - Extracurricular opportunities to participate in All-County Chorus, NYSSMA Solo Festival, 7/8 Musical and Good Time Singers Supplies Needed Pencil
Band	Every other day for 40 minutes	The Middle School Band program provides students with the opportunity to develop musical skills, teamwork, discipline, and self-confidence through instrumental music performance. Students learn proper playing techniques, music reading, rehearsal etiquette, and performance skills while exploring a variety of musical styles. Band members participate in regular rehearsals, school concerts, and other performance opportunities throughout the year. Students are expected to attend rehearsals, practice regularly, care for their instruments, and contribute positively to the ensemble. Supplies Needed All Students: ● Instrument in good working condition ● Music folder/binder ● Pencil (bring to every rehearsal) ● Method book and band music as assigned ● Instrument cleaning and maintenance supplies ● Access to a music stand for home practice (recommended)

		Woodwinds: • Extra reeds (clarinet and saxophone) • Cork grease • Swab/cleaning cloth Brass: • Valve oil (trumpet, baritone, tuba) • Slide grease (trombone) • Cleaning cloth Percussion: • Drumsticks and/or mallets as assigned • Percussion practice pad (recommended) • Stick bag Additional items may be required by the band director based on instrument and performance needs.
Orchestra	Every other day for 40 minutes	The Middle school orchestra programs are elective music classes where students learn to play string instruments and/or continue to play the violin, viola, cello, and double bass. Designed for both beginners and experienced players, these programs build foundational musicianship, teamwork, and ensemble performance skills through regular in-school rehearsals and concerts. Supplies Needed All Students: • Instrument in good working condition • Music binder • Method book and orchestra music
Music Exploratory	Every other day for 40 minutes for half of the year	

Grade 8: Curriculum & Supplies

Subject	When Does the Class meet	Units Supplies Needed
English Language Arts	Every other day for 80 minutes	Our ELA workshop exposes students to multiple genres while allowing choice and independent reading within each category: • Fiction–novels • Short Story • Poetry • Drama • Informational texts • Articles & essays • Biography/Memoir • Argument & persuasion • Multimedia and contemporary texts Students write within multiple genres based on mentor texts, taking pieces through the full writing process to create a final, diverse writing portfolio. Supplies Needed` Notebook of choice (spiral or composition) Pen/pencil
Mathematics	Every other day for 80 minutes	Amplify/DESMOS Curriculum and Teacher Created materials Unit 1- Congruence Unit 2- Similarity Unit 3- Linear Relationships Unit 4- Associations in Data Unit 5- Linear Equations and Systems Unit 6- Functions and Volume Unit 7- Exponents and Scientific Notation Unit 8- Irrational Numbers and the Pythagorean Theorem Unit 9- Solving Linear Systems Algebraically Supplies Needed

		● Folder ● Pencils ● TI 30 XS Multiview Scientific Calculator
Algebra 1	Every other day for 80 minutes	Amplify/DESMOS Curriculum and Teacher Created materials Unit 1- Intro to Functions Unit 2- Linear Functions Unit 3- Solving Linear Equations and Systems Unit 4- Absolute Value and Piece-wise Functions Unit 5- Quadratic Functions Unit 6- Solving Quadratic Equations Unit 7- Polynomial and Radical Functions Unit 8- Exponential Functions Unit 9- Sequences Unit 10- Statistics Supplies Needed ● Folder ● Pencils ● TI 84+ or TI 84+CE Graphing Calculator
Social Studies	Every other day for 80 minutes	Curriculum created using the NYS Social Studies Standards. Unit 1-Reconstruction Unit 2 - Changing Society Unit 3 - Expansion & Imperialism Unit 4: WWI & Roaring Twenties Unit 5: Great Depression Unit 6: WWII Unit 7: Foreign Policy - Cold War Unit 8: Civil Rights Movement Unit 9: Domestic Politics and Reform Supplies Needed Notebook of choice (Composition or spiral) Pens

Science	Every other day for 80 minutes	Curriculum is developed using the NYS Science Learning Standards. Unit 1 - Plate Tectonics and Rock Cycling Unit 2 - Weather and Climate Unit 3 - Natural Selection and Adaptations Laboratory Safety - is included within each unit. NYS Laboratory Investigation- How's the Weather Up There? Supplies Needed Composition notebook Two-pocket folder Pencils and erasers Handheld pencil sharpener Colored pencils Sticky notes Highlighter
World Language (French or Spanish)	Daily for 40 minutes	This course focuses on deepening communication skills and cultural understanding as students work toward New York State Checkpoint A proficiency. Students will build independence and confidence across all four primary language skills: listening, speaking, reading, and writing. Core Curriculum Topics Students will explore familiar themes with increased depth and grammatical complexity, including: ● Personal & Social Life: Family and relationships, daily routines, health, and wellness. ● Leisure & Community: Hobbies and sports, shopping, celebrations, traditions, and places in the community. ● School & Daily Life: School experiences, food, and dining. ● Travel & Environment: Travel, transportation, and weather. Key Language & Grammar Skills ● Mastering noun-adjective agreement and subject pronouns.

		• Understanding verb conjugations (including regular, irregular, and stem-changing verbs). • Utilizing question words and communicating in complete, connected sentences. • Interpreting authentic cultural media, including texts, videos, and songs. Credit & Assessment Requirements • Final Exam: Students will conclude the year with the Checkpoint A Final Exam. • High School Credit: Students will earn 1 high school credit upon passing both the class and the final exam. Supplies Needed 1”-2” binder Pencils/pens Loose leaf paper Tab divers (Boghosian/Giammichele) One subject Notebook (Rose)
Honors World Language (French or Spanish)	Daily for 40 minutes	This accelerated and enriched course is designed for students seeking a more rigorous path toward New York State Checkpoint A proficiency. Conducted primarily in the target language, this course moves at a faster pace, demanding greater academic independence, accuracy, and higher-level communication skills. The Honors Distinction • Target Language Immersion: Instruction and daily activities are delivered mainly in the target language. • National Standardized Testing: All students participate in either the National French Competition or the National Spanish Exam to measure progress against nationwide peers. • Enriched Rigor: Coursework and assessments require higher levels of interpretive proficiency and presentational communication. Core Curriculum Topics

		Students will explore these cultural and practical themes with increased depth and complexity: ● Personal & Social Life: Family and relationships, daily routines, health, and wellness. ● Leisure & Community: Hobbies and sports, shopping, celebrations, traditions, and places in the community. ● School & Daily Life: School experiences, food, and dining. ● Travel & Environment: Travel, transportation, and weather. Key Language & Grammar Skills ● Analyzing authentic multimedia resources (texts, videos, songs) to strengthen interpretive skills. ● Mastering core structures: subject pronouns, question words, and noun-adjective agreement. ● Expanding verb competency, including regular, irregular, stem-changing, and the preterite tense. ● Communicating fluidly using complete sentences and complex, connected ideas. Credit & Assessment Requirements ● Final Exam: Students will conclude the year with the Checkpoint A Final Exam. ● High School Credit: Students will earn 1 high school credit upon passing both the class and the final exam. Supplies Needed 1”-2” binder Pencils/pens Loose leaf paper Tab divers (Boghosian/Giammichele) One subject Notebook (Rose)
Advanced Art (Honors)	Every other day for 40 minutes	Advanced Art is a High School credit-bearing class that focuses on developing the fundamentals of painting, drawing, ceramics, and other art materials with an emphasis on learning and integrating the Elements of art and Principles of Composition. Supplies Needed

		Pencil, eraser
Achievement Motivation	Every other day for 40 minutes	Growth Mindset: Transforming mistakes into learning opportunities. Goal Setting: Mastering goals for school and life. Resilience: Building grit to bounce back from challenges. Self-Regulation: Developing time management and focus strategies. Using a multi-modal approach
Music	Every other day for 40 minutes for half of the year	20th Century classical music and composers, Jazz, 50s Rock and Roll, British Invasion, Protest Music of the 1960s, Rock and Roll Hall of Fame Supplies Needed 2-pocket folder with looseleaf and pencil
Art	Every other day for 40 minutes for half of the year	The Art program at the Middle School focuses on building foundational skills encompassing the Elements of Art and Principles of Composition. All 8th graders will explore observational drawing and painting, functional and sculptural ceramics, design, and art history, as well as a number of other materials and art concepts. Supplies Needed Pencil, eraser
Health	Every other day for 40 minutes for half of the year	Healthy skill development: communication, refusal, advocacy and decision making skills, Review of tobacco, alcohol and illegal drugs, Internet safety, Exploring a variety of diseases topics, Navigating through physical mental and social changes that occur during the puberty years. Supplies Needed Pencil or Pen

		Chromebooks
Technology	Every other day for 40 minutes for half of the year	The final year integrates all previous skills into independent, high-level project work that emphasizes critical thinking. • Materials & Craftsmanship: Extensive work in woodworking, which requires precision and understanding of material properties. • Technical Literacy: Creating and reading technical drawings (blueprints), ensuring students can communicate their designs accurately. • Systems Integration: Advanced work with electricity and complex design challenges that require students to troubleshoot, iterate, and solve multifaceted problems.
Physical Education	Every other day for 40 minutes	Team Passing Sports: Basketball, Soccer, Football, Pilo Polo, Team Handball Net Sports: Badminton, Volleyball, Pickleball Aquatics: Water Games, Strokes, Basic Water Safety Fitness Activities Dance Exploration Supplies Needed SNEAKERS! Bathing suit and towel for swimming unit
Resource Room	Every other day for 40 minutes	-Supplemental, specialized instruction in Reading, Writing or Math based on students' IEP goals and skill deficits -Barton program is used to teach reading Supplies Needed Pencil
English AIS	Every other day for 40 minutes	Focus on improvement of grade level reading and writing skills, with emphasis on vocabulary development, building background knowledge, enhancement of critical thinking skills, and fostering self-confidence.

Mathematics AIS	Every other day for 40 minutes	Mathematics Academic Intervention Services (AIS) is additional/alternative instruction and/or student support services which supplement the instruction provided in the general mathematics curriculum to assist students in meeting state learning standards. Supplies Needed Pencil
ENL Support	Daily for 40 minutes	
Chorus	Every other day for 40 minutes	- Full-year commitment. - Performances at JDHS Auditorium in December, April, and June. - Extracurricular opportunities to participate in All-County Chorus, NYSSMA Solo Festival, 7/8 Musical and Good Time Singers
Band	Every other day for 40 minutes	The Middle School Band program provides students with the opportunity to develop musical skills, teamwork, discipline, and self-confidence through instrumental music performance. Students learn proper playing techniques, music reading, rehearsal etiquette, and performance skills while exploring a variety of musical styles. Band members participate in regular rehearsals, school concerts, and other performance opportunities throughout the year. Students are expected to attend rehearsals, practice regularly, care for their instruments, and contribute positively to the ensemble. Supplies Needed All Students: ● Instrument in good working condition

		• Music folder/binder • Pencil (bring to every rehearsal) • Method book and band music as assigned • Instrument cleaning and maintenance supplies • Access to a music stand for home practice (recommended) Woodwinds: • Extra reeds (clarinet and saxophone) • Cork grease • Swab/cleaning cloth Brass: • Valve oil (trumpet, baritone, tuba) • Slide grease (trombone) • Cleaning cloth Percussion: • Drumsticks and/or mallets as assigned • Percussion practice pad (recommended) • Stick bag Additional items may be required by the band director based on instrument and performance needs.
Orchestra	Every other day for 40 minutes	The Middle school orchestra programs are elective music classes where students learn to play string instruments and/or continue to play the violin, viola, cello, and double bass. Designed for both beginners and experienced players, these programs build foundational musicianship, teamwork, and ensemble performance skills through regular in-school rehearsals and concerts. Supplies Needed All Students: • Instrument in good working condition • Music binder • Method book and orchestra music
Art Exploratory	Every other day for 40 minutes for half of the year	Experimentation and exploration of visual art and art history

Video Production/Yearbook	Every other day for 40 minutes	• Graphic Design & Yearbook: Utilizing software to design spreads from scratch, managing version control, and meeting strict publication deadlines. • Video Production: Mastering the full production cycle: pre-production, professional editing, and multi-camera live streaming. • Photography: Transitioning from simple snapshots to journalistic storytelling and thematic composition.
Music Exploratory:	Every other day for 40 minutes for half of the year	
Music Exploratory: Digital Music Composition	Every other day for 40 minutes for half of the year	A basic introduction to DAWs and other music technology tools used for composition and music production Supplies Needed chromebook

Extracurricular Offerings

Interscholastic Athletics

The Jamesville-DeWitt Central School District believes that athletics play an integral role in a student's overall well-being and is proud to offer a wide variety of competitive opportunities. For middle school students (specifically in grades 7 and 8), interscholastic athletics are offered at the **Modified** level. These programs place a strong emphasis on skill development, sportsmanship, teamwork, and introducing students to the fundamentals of competitive district athletics.

Quick Reference: Modified Sports Seasons

The middle school athletic program is uniquely divided into four distinct sports blocks throughout the academic year to maximize participation opportunities:

Season	Sports Offered	Target Grades
Fall	Football, Boys & Girls Soccer, Cross Country, Girls Swim & Dive, Girls Tennis	Grades 7–8 (<i>Football & Tennis include Grade 9</i>)
Winter 1	Boys Basketball, Girls Volleyball	Grades 7–8
Winter 2	Girls Basketball, Boys Wrestling, Boys Volleyball, Boys Swim & Dive	Grades 7–8
Spring	Baseball, Softball, Boys & Girls Lacrosse, Track & Field, Boys Tennis	Grades 7–8 (<i>Baseball & Tennis include Grade 9</i>)

Detailed Sports Offerings By Season

Fall Season

- **Modified 7-8-9 Football:** A combined program open to students in grades 7, 8, and 9.
- **Boys & Girls Soccer:** Separate 7th and 8th-grade team opportunities.
- **Boys & Girls Cross Country:** A combined running program for 7th and 8th graders.
- **Girls Swim & Dive:** Aquatic training and competition for 7th and 8th-grade girls.
- **Girls Tennis:** A modified program open to grades 7, 8, and 9.

Winter 1 Season

- **Boys Basketball:** 7th and 8th-grade interscholastic competitive basketball teams.
- **Girls Volleyball:** 7th and 8th-grade interscholastic volleyball teams.

Winter 2 Season

- **Girls Basketball:** 7th and 8th-grade interscholastic basketball teams.
- **Boys Volleyball:** 7th and 8th-grade interscholastic volleyball teams.
- **Boys Wrestling:** Individual and team wrestling open to 7th and 8th graders.
- **Boys Swim & Dive:** Aquatic training and competition for 7th and 8th-grade boys.

Spring Season

- **Boys & Girls Lacrosse:** Distinct modified teams for 7th and 8th-grade athletes.
- **Softball:** Modified fastpitch softball for 7th and 8th-grade girls.
- **Baseball:** Features separate modified training groups for 7th/8th grade and a distinct 9th-grade team.
- **Boys & Girls Track and Field:** Comprehensive track and field events for 7th and 8th graders.
- **Boys Tennis:** A modified tennis program open to grades 7, 8, and 9.

Participation & Registration Requirements

To ensure student safety and proper administration, the district requires all student-athletes to complete a multi-step clearance process before stepping onto the field or court:

Schedule Warning: Daily practices and game schedules typically take place in the afternoons following regular school hours. A late bus is provided for students staying after school for extracurriculars.

1. **FamilyID (ArbiterSports) Registration:** Parents or guardians must register their child online via the district's official FamilyID portal. Registration windows typically open exactly one month prior to the official start date of the season.
2. **Physical Examinations:** Student-athletes must have a valid physical examination on file with the school nurse. Physicals must be dated within one year of the specific sports season's start date to meet state safety compliance.

3. **Athletic Calendars:** Up-to-date practice locations, game times, and travel directions are updated dynamically via the **ScheduleGalaxy** platform, which serves as the district's primary sports tracking communication portal.

Intramural Athletics

Jamesville-DeWitt Middle School is pleased to offer an after-school intramural sports program to all middle school students. The primary purpose of this program is to provide every student with the opportunity to participate in recreational activities, stay physically active, and build connections with peers in a fun, safe, and supportive environment.

Unlike interscholastic (modified) sports, intramurals focus strictly on recreation, skill enjoyment, and cooperative play without the commitment of interscholastic league travel, rigid team tryouts, or athletic cuts.

Program Logistics & Schedule

The intramural program spans the majority of the academic year, allowing students to drop in and participate across multiple seasons.

- **Program Term:** Mid-September through early June.
- **Weekly Schedule:** Activities are held on **Mondays, Wednesdays, and Thursdays**.
- **Time:** Sessions begin immediately after the academic day at **2:50 PM**.
- **Location:** The **Main Gymnasium** at Jamesville-DeWitt Middle School.

Transportation Note: Because intramural activities conclude late in the afternoon, participating students are permitted to take the district's scheduled extracurricular late bus home.

Registration & Expectations

To ensure student safety, proper supervision, and accurate health records, parents and students must complete the digital registration process before attending any after-school intramural session.

1. **Annual Permission Slip:** Parents or guardians must register online and complete the **Annual Intramural Permission Slip** through the district's official registration portal (ArbiterSports/FamilyID). Completing this online form prior to the start of the school year ensures students do not experience any delays or missed participation opportunities.
2. **Review Guidelines:** Families are expected to visit the Middle School web page to review the formal **Intramural Guidelines and Expectations**. These guidelines outline the core behavioral benchmarks required to maintain a safe, respectful, and highly cooperative environment.

Key Contacts

For questions regarding daily activities, scheduling changes, or student physical health clearances, please reach out to the program leads:

- **Audra Sixberry**
- *Health, PE, and Director of Intramurals*

-  asixberry@jd.cnyric.org
- **Sandy Reilly LaLonde**
- *JDMS School Nurse*
-  sreillylalonge@jd.cnyric.org

Student Leadership Activities

At Jamesville-DeWitt Middle School, cultivating leadership skills, collaboration, and student voice is an essential component of our community. Students have multiple avenues to champion peer initiatives, drive environmental sustainability, and positively shape their school culture.

- **Student Council (Grades 5–8):** This organization serves as the core student government body at J-DMS. Under the guidance of the J-D MS Faculty, the Student Council gives students an active platform to coordinate school-wide events, promote community spirit, and advocate for peer needs. A select number of students from each grade forms the Student/Principal Alliance Team that meets after school once a month to discuss school improvement.
- **J-D Middle School Times Newspaper (Grades 5–8):** This student-run publication provides a tangible voice for the JDMS community. Budding journalists, writers, and editors meet weekly on Wednesdays from 3:05 PM to 3:40 PM with advisor Mr. Starowicz.
- **Sustainability Club (Grades 6–8):** Students looking to practice environmental stewardship take charge of building-wide recycling programs, organize schoolyard clean-ups, and enjoy field trips to local natural sites like Butternut Creek and SUNY-ESF. The club meets weekly on Wednesdays from 3:05 PM to 3:40 PM with advisors Mrs. Endreny and Ms. Koster.
- **GSA Jr. / Gender & Sexuality Alliance (Grades 6–8):** Formerly known as YANA, this group offers leadership opportunities centered around peer support, conversation, and localized community activism. Its goal is to build a safe, respectful environment where all LGBTQ+ students and allies are treated with dignity. Meetings are held on Thursdays from 3:05 PM to 3:40 PM with advisor Mrs. Spitzer.
- **Yearbook Committee (Grade 8):** Eighth graders can step into project leadership roles by managing photography, layout design, and marketing for the school keepsake. While sessions are built into the school day schedule every other day, additional after-school meetings are held with advisor Mr. Vinette.

PTG Sponsored Activities

The Jamesville-DeWitt Middle School Parent Teacher Group (PTG) plays an invaluable role in enriching our school community. The core mission of the PTG is to keep caregivers well-informed of school happenings while funding wide-reaching student initiatives, guest speakers, educational field trips, and physical school infrastructure upgrades.

Signature PTG Programs & Events

The PTG funds and spearheads several foundational community traditions and recreational options throughout the academic year:

- **Annual Scholastic Book Fair:** A community literacy event hosted every November, including dedicated teacher preview dates and student shopping days.
- **Gertrude Hawk Fundraiser:** The primary fall fundraising event held throughout October to support school-wide initiatives and student activities.
- **PTG After-School Activities (Grades 5–8):** The PTG sponsors unique, small-group extracurricular clubs designed to let students explore specialized interests. These offerings rotate and have historically spanned activities ranging from theater writing workshops to high-intensity interval training (HIIT).
- **Note on Fees:** These specialized PTG-sponsored activities carry a \$30 participation fee to help cover materials and instructional costs.

School Events & Our Commitment to Worldliness

Jamesville-DeWitt Middle School is dedicated to delivering a holistic educational experience that nurtures the academic, social, and emotional growth of every student. We believe that learning extends far beyond the textbook, which is why our school calendar is packed with community events, celebratory milestones, experiential field trips, and enlightening guest speakers designed to prepare our students to thrive in a rapidly changing world.

Key Community & Academic Events

Curriculum Nights

Held near the launch of each academic year, Curriculum Nights offer families a foundational roadmap for the upcoming terms. These evenings provide caregivers the opportunity to walk their student's schedule, meet classroom teachers, understand course expectations, and learn how to partner with the school to support their child's academic and personal growth.

Awards Nights & Ceremonies

Recognizing student achievement, character, and dedication is central to the JDMS culture.

- **End-of-Year Awards Ceremony:** Held annually in late May or early June at 6:00 PM in the Middle School, this signature event honors individual and collective student milestones in academics, citizenship, and leadership. Families are notified via mail if their child will be receiving an award.
- **Music & Fine Arts Showcases:** Annual concerts and performances showcase our Grade 5–8 bands, choruses, and orchestras, often hosted in collaboration with the High School auditorium.

Experiential Learning: Field Trips & Guest Speakers

We actively integrate experiential learning into our curriculum to bridge classroom concepts with the real world, foster community connections, and promote a deep appreciation for diverse cultural experiences.

- **Educational Field Trips:** Throughout the year, students participate in distinct off-campus learning experiences (ranging from elementary transition visits, like the incoming 4th-grade student orientations, to environmental and historical excursions).

- **Expectation Notice:** Field trips are an extension of the regular school day. Students are strictly expected to uphold the J-D Code of Conduct and follow all safety and emergency rules while representing our district off school property.
- **Inspiring Guest Speakers:** JDMS frequently hosts authors, experts, community advocates, and nonprofit leaders to broaden student perspectives. Past initiatives have included collaborative partnerships with local organizations like *InterFaith Works* to lead meaningful student dialogue circles focused on empathy, identity, and reducing social bias.

Our Commitment to Worldliness & Inclusivity

At Jamesville-DeWitt, we explicitly recognize that we are a multi-racial, multi-ethnic school district—mirroring the vibrant, diverse world our students will inherit. We view this diversity not just as a characteristic, but as one of our absolute greatest strengths.

Our overarching commitment to "worldliness" is driven by the following core principles:

- **Culturally Responsive-Sustaining Education (CR-SE):** We continuously review and adapt our curriculum through an equity lens, ensuring that all students see their own histories and cultures reflected accurately in their physical surroundings, texts, and daily lessons.
- **Equity and Belonging:** True equity means giving each individual student exactly what they need to realize their full potential and enjoy seamless access to all J-D opportunities. We strive to maintain a safe, welcoming, and affirming space free from discrimination, bullying, and harassment.
- **The District Equity Council (J-D DEC):** Comprising caregivers, students, teachers, and community members, the council advises the district on eliminating institutional barriers and accelerating progress toward a more universally inclusive school community.

Health and Safety

Overview of School Health Services

The Jamesville-DeWitt Middle School Health Services program supports student academic success by actively promoting health and wellness within the school setting. All school health protocols, requirements, and practices are implemented in strict alignment with guidelines established by the New York State Education Department (NYSED). For inquiries, records submission, or direct communication, the Health Office can be reached via phone at 315-445-8258 or via fax at 315-445-8421.

Immunization Requirements

In accordance with New York State Public Health Law, Section 2164, all school children must be adequately immunized to attend classes. Complete immunization records must be submitted to the Health Office within 14 days of the first day of school for students residing in New York State, or within 30 days of entry for students relocating from outside New York State. Parents and guardians should consult their primary healthcare providers as soon as possible to ensure all mandatory immunizations are fully up-to-date.

Specific immunization milestones required at the middle school level include:

- **Varicella (Chicken Pox):** A second dose of the Varicella vaccine is mandatory for all middle school students, unless the child has a medically documented history of the disease on file.
- **6th Grade Entry Booster (Tdap):** All students entering the 6th grade must receive the Tetanus, Diphtheria, and Pertussis vaccine booster (Tdap) between the ages of 10 and 11 years old.
- **7th Grade Entry (Meningococcal):** All students entering the 7th grade must receive the meningococcal vaccine before they are legally permitted to attend school.

Physical Examinations and Health Screenings

- **Required Physical Examinations:** A comprehensive physical examination is mandatory for all newly entering students, as well as for all middle school students in Grades 5 and 7.
- **Submission Timeline:** This examination must be documented on the official *New York State Required School Health Examination Form* (or an electronic health record equivalent containing identical components and presentation order) and submitted to the health office within 30 days from the first day of school.
- **Validity Period:** School health physicals are valid for exactly one year from the first day of the school year.

- **Provider Choice:** While it is highly encouraged that the physical examination be performed by the child's primary care physician, the school offers health physicals during the school year with written parental permission for families unable to obtain one.
- **Dental Certificates:** A formal dental certificate is requested upon entry for all new students and all students currently in Grades 5 and 7.
- **Weight Status Category (BMI) Survey:** Mandatory physical examinations include the collection of Body Mass Index (BMI) and Weight Status Category information. This data is compiled and submitted as an anonymous survey to the New York State Department of Health upon their official request. No student names or identifying details are ever included in this reporting. Parents who prefer that their child's weight status information be excluded from this survey must notify the school nurse in writing prior to September 30th at the start of each school year.
- **In-School Health Screenings:** If a student's current physical exam form does not include records of standard screenings, the health office will conduct them during the school year. Screenings already recorded by a primary physician will not be repeated. The required in-school screenings include:
 - **Vision Screenings:** Near and distance vision acuity checks are conducted for all new students and all students in Grades 5 and 7. A color perception screening is administered to all newly entering students.
 - **Hearing Screenings:** Official hearing screenings are administered to all newly entering students and all students in Grades 5 and 7.
 - **Scoliosis Screenings:** Spinal curvature (scoliosis) screenings are mandatory for all female students in Grades 5 and 7.
 - **Screening Follow-Up:** If any school-administered screening reveals findings that cause clinical concern or require medical follow-up, a formal notification letter will be sent home to parents/guardians.

Illness Management and Attendance Guidelines

To ensure a healthy, safe, and productive learning environment while minimizing the spread of contagious conditions, families must monitor their children for symptoms of illness.

- **When to Keep Your Child Home:** Students experiencing any of the following symptoms must remain at home:
 - **Fever:** Any body temperature of 100.4°F or higher requires the student to stay home. Students must remain home until they have been completely fever-free for at least 24 hours without the assistance of fever-reducing medications such as Tylenol or Motrin.
 - **Vomiting or Diarrhea:** Any episodes occurring within the previous 24 hours require the student to stay home. Students must stay home until they are entirely symptom-free for at least 24 hours and can tolerate a normal diet.

- **Severe Respiratory Symptoms:** An uncontrolled, hacking, productive cough, or any difficulty breathing requires the student to stay home. Students should remain home until their cough has significantly improved.
- **Communicable Illnesses:** For infections such as strep throat, pink eye, or impetigo, students must remain home until they have been on appropriate prescribed medication for a full 24 hours before returning.
- **Severe Ear Pain:** Active ear pain and/or fluid draining from the ears requires professional evaluation by a physician before returning to school.
- **Generalized Symptoms:** Extreme lethargy, listlessness, or body aches that actively prevent the student from participating in classroom activities require the student to stay home.
- **Return Notes:** Upon a student's return to school after an illness, parents should provide any relevant medical notes from their healthcare provider, if applicable.
- **Visiting the Health Office During School Hours:** If a student begins to feel unwell during a class, they will be given an official pass to visit the Health Office. The school nurses evaluate each student through a clinical assessment by taking vital signs, checking for a fever, and assessing symptoms. They provide necessary first aid or comfort measures such as rest, hydration, ice packs, or minor wound care. They also manage approved medication administration when necessary paperwork is on file.
- **Criteria for Parent Notification and Mandatory Pick-Up:** The primary goal is to keep students in class whenever possible, but a nurse will contact a parent/guardian to pick up their child if the student exhibits certain symptoms. These mandatory pick-up criteria include a fever of 100.4°F or higher, active vomiting or diarrhea, contagious symptoms like an uncontrolled cough or severe sore throat, or persistent pain/injury that prevents class participation. Parents are expected to make arrangements for prompt pick-up. For emergency safety, daytime phone numbers and contact details must be kept strictly up-to-date in SchoolTool and ParentSquare.

Medication Administration and Policies

- **General Medication Requirements:** For the health office to administer any medication—including both prescription and over-the-counter (OTC) products—during school hours or school-sponsored activities, the school must have valid medical order and written permission from *both* a licensed healthcare provider and a parent/guardian on file.
- **Annual Renewal:** Medication orders and permissions must be renewed at the beginning of every single school year.
- **Delivery Rules:** All medications must be delivered directly to the Health Office by an adult parent or guardian in their original labeled prescription containers or over-the-counter packaging.
- **Possession Restrictions:** Students are strictly prohibited from carrying any medications on their person or storing them in lockers, unless a formal exception is authorized.

- **Self-Carry and Self-Administration for Emergency Medications:** An exception to the carry policy is permitted solely for emergency, lifesaving medications, including Rescue Inhalers, EpiPens, and Diabetic Medications. To qualify, a *Self-Carry/Self-Administer/Attestation Form* must be signed by the parent and contain a written attestation from the student's primary care physician confirming that the student has demonstrated that they can carry and use the medication safely and independently. It is strongly recommended that students only carry the exact number of doses required for a single day to minimize the risk of losing medication. Keeping a backup dose in the health office is highly encouraged in case the carried medication becomes inaccessible.
- **Emergency Care Plans (ECPs) and Asthma Action Plans:** Students with diagnosed, life-threatening conditions (such as seizure disorders with emergency medications, severe life-threatening allergies requiring an EpiPen, or severe asthma) must have an Emergency Care Plan (ECP) or Asthma Action Plan reviewed annually by their physician and parent. If the medical provider details explicit medication orders directly on the ECP, a separate medication form is not required.
- **Use of School Stock Medications:**
 - **Stock Over-the-Counter Medications:** The health office may maintain a limited stock of common OTC items (such as Acetaminophen elixir/tablets, Ibuprofen elixir/tablets, Vaseline, and unscented hand/body lotion) for the relief of headaches, pain, skin irritation, or fevers exceeding 101°F. To utilize school-stocked OTC products, parents and healthcare providers must fully complete, sign, and initial the school's *Over-the-Counter Medication Order Form*, explicitly granting additional permission to use school stock.
- **Sunscreen Policy:** In accordance with New York State Education Law, students are permitted to carry and self-apply FDA-approved sunscreen at school or during school-sponsored events, provided they have written parent/guardian consent on file. If a student is unable to self-apply or direct an adult to apply their own sunscreen, a licensed health professional must administer it, which requires a specific provider order and written parent consent.

Management of Accidents and Injuries

- **Immediate First Aid & Reporting:** When an injury occurs on school grounds during school hours, the Health Office prioritizes immediate clinical evaluation, first aid treatment, and continuous monitoring of the student's condition. All injuries are thoroughly documented using the district's standard incident reporting procedures, and copies of these records are permanently retained in the student's health file.
- **Parent Notification Procedures:** For any significant or urgent injury—such as a hard bump to the head, a deep cut, a sprain, or a suspected fracture—the health office will contact parents or guardians immediately by phone. If parents cannot be reached, the designated emergency contacts will be notified. For minor bumps, scrapes, or minor issues, notification

will be sent via an email or a note sent home with the child at the end of the day. If an injury is life-threatening or severe, emergency services (911) will be contacted immediately alongside parents.

- **Medical Follow-Up and Return-to-Activity Restrictions:** If an injury requires professional medical intervention or stitches, parents will be asked to pick up their child to see a physician. If a student returns to school with activity restrictions (such as sitting out of Physical Education or recess) or requires mobility assistance (such as crutches), parents **MUST** provide an official note from a medical provider and notify the health office before the student's return to regular school activities.

Code of Conduct

Introduction and Guiding Principles

The Jamesville-DeWitt Board of Education is committed to providing a safe and orderly learning environment where students and district personnel can participate in quality educational services without disruption or interference. Responsible behavior by students, teachers, other staff, parents, and other visitors is essential to achieving this goal.

The district has a longstanding set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, inclusion, honesty, and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct, identify the possible consequences of unacceptable behavior, and ensure that discipline is administered fairly and in a timely manner.

This code applies to all students, school personnel, guardians, and other visitors when on school property or attending a school-sponsored function. This code is built on the foundation of the following guiding principles that work to establish and maintain a safe, healthy, and supportive school community.

Diversity, Equity and Inclusion

Jamesville-DeWitt School District stands united in support of all students and families. We are committed to providing a safe, caring, inclusive, equitable, and challenging learning environment that is free from discrimination and harassment, and to building a community that recognizes diversity as one of our greatest strengths.

Equity is not giving all students the same experience; it is about giving each student what they need to meet their potential and have full access to the opportunities that make up a Jamesville-DeWitt education. Our commitment to equity will help guide the creation and implementation of policies, practices, and student discipline. This means working with parents, guardians, and caregivers as partners when addressing student behavior issues. Also, it means developing our capacity as culturally responsive practitioners inside and outside of the classroom.

A Culture of Wellness

Jamesville-DeWitt is invested in supporting students to develop self-awareness and self-management skills that are essential to success in school and in life. This support is integrated into our daily interactions with students promoting social-awareness and interpersonal skills that establish and maintain positive relationships. Responses to behavioral issues should help students learn to be good citizens by encouraging them to take responsibility for their actions and words and fostering in them a desire to make good decisions.

Student Rights and Responsibilities

Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition to those rights, all students have the right to:

1. Be treated with courtesy, respect, honesty, and fairness.
2. Learn in a safe, orderly, supportive environment.
3. To be respected as an individual and have access to an adult ally.
4. Receive constructive discipline for the development of good conduct, habits, and character.
5. Develop and express opinions, beliefs, and values, provided such expression is not disruptive, slanderous, or insubordinate.
6. To be afforded equal and appropriate educational opportunities
7. To take part in all school activities on an equal basis regardless of race, color, weight, creed, religion, religious practice, sex, sexual orientation, gender (identity or expression), national origin, ethnic group, political affiliation, age, marital status, or disability.
8. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender (identity or expression), sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.
9. Have school rules and expectations for behavior available for review and explanation.
10. Present their version of the facts and circumstances in any disciplinary matter prior to the imposition of a penalty.

Student Responsibilities

All students have the responsibility to:

1. To attend school daily, regularly and on time, perform assignments, striving to do the highest quality work possible and actively participating in educational activities.
2. Show respect toward staff, other students, visitors, school property, and the personal property of others, treating others in the manner that one would want to be treated.
3. Be familiar with all school rules, regulations, and expectations regulating student's behavior and conduct oneself in accordance with those guidelines.
4. To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others, using appropriate language, and showing common courtesy to others during all school-related activities.
5. Dress appropriately in accordance with the dress code, so as not to endanger physical health and safety, or limit participation in school activities.
6. Comply with reasonable requests made by district staff.
7. Behave as a representative of the district, maintaining high standards of conduct, sportsmanship, and citizenship during all school-related activities.

8. Report information to a school administrator which might impact a safe and orderly school environment.
9. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the [Dignity for All Students Act](#). To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

Expectations for the Essential Partners in Education

Parents and Guardians

All Parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the educational community.
2. Send their children to educational programs ready to participate and learn.
3. Ensure their children attend class regularly and on time. Ensure absences are excused.
4. Ensure their children be dressed and groomed in a manner consistent with the student dress code.
5. Help their children understand that appropriate rules are required to maintain a safe, orderly environment.
6. Know school rules and help their children understand them.
7. Convey to their children a supportive attitude toward education.
8. Help their children deal effectively with peer pressure.
9. Inform school officials of changes in the home situation that may affect student conduct or performance.
10. Provide a place for study and ensure homework assignments are completed.
11. Report information to a school administrator which might impact a safe and orderly school environment.
12. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender (identity or expression), sexual orientation, or disability which will strengthen the child's confidence and promote learning in accordance with the [Dignity for All Students Act](#).

Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender (identity or expression), sexual orientation, or disability, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn. 2. Demonstrate interest in teaching and concern for student achievement. 3. Know school policies and rules, and enforce them in a fair and consistent manner. 4. Communicate the following to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Expectations for students
 - d. Classroom and/or building discipline plan
5. Communicate regularly with students, parents, and other teachers concerning student growth, achievement, and behavior.
6. Report information to a school administrator which might impact a safe and orderly school environment.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or [Dignity Act Coordinator \(DAC\)](#) in a timely manner.
10. Address and support the social, emotional, and mental wellness of all students.

School Counselors

All Counselors are expected to:

1. Assist students in coping with peer pressure and address social, emotional, and mental health needs through individual counseling and support.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Provide information to assist students with career and further education planning.
4. Encourage students to benefit from the curriculum and extracurricular programs.
5. Coordinate Intervention Support Services, as needed, with student, parent, Building Principal, and teachers.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group,

religion, or religious practice, sex, gender (identity or expression), sexual orientation, or disability, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or [Dignity Act Coordinator \(DAC\)](#) in a timely manner.
8. Report information to a school administrator which might impact a safe and orderly school environment.
9. Know school policies and rules and enforce them in a fair and consistent manner.

Student Support Service Staff

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules and enforce them in a fair and consistent manner.
3. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
4. Set a good example for students and colleagues by demonstrating dependability, integrity, and other standards of ethical conduct.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
7. Regularly review with students their educational progress and career plan.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extra-curricular programs.
10. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender (identity or expression), sexual orientation, or disability, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or [Dignity Act Coordinator \(DAC\)](#) in a timely manner.
12. Address and support the social, emotional and mental wellness of all students.

Other Staff

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating

- dependability, integrity, and other standards of ethical conduct.
3. Assist in promoting a safe, orderly, and stimulating school environment.
 4. Maintain confidentiality about all personal information and educational records concerning students and their families.
 5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender (identity or expression), sexual orientation, or disability, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
 6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or [Dignity Act Coordinator \(DAC\)](#) in a timely manner.
 7. Address and support the social, emotional and mental wellness of all students.

Administrators

All administrators are expected to:

1. Promote a safe, orderly, respectful, and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
3. Evaluate on a regular basis the effective safety, behavioral, and school management issues related to all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender (identity or expression), sexual orientation, or disability, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the [Dignity Act Coordinator \(DAC\)](#).
8. Report information to the superintendent which might impact a safe and orderly environment

Superintendent

The Superintendent is expected to:

1. Promote a safe, orderly, respectful, and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and staff needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved fairly and in a timely manner.
6. Review regular reports regarding data and trends related to harassment, bullying, and discrimination.
7. Address all areas of school-related safety concerns.

Board of Education

The Board of Education is expected to:

1. Adopt and review at least once each year the district code of conduct, to evaluate the code's effectiveness and the fairness and consistency of its implementation.
2. Lead by example by conducting board meetings in a professional, respectful, and courteous manner.
3. Make public all policies related to the district code of conduct.

Visitors

Parents and other community members are encouraged to visit the district's schools. Since schools are a place of work and learning, certain limits must be set for such visits. The Building Principal is responsible for all persons in the building and on the grounds during school hours. All visitors are expected to sign in at the main office and abide by the rules for public conduct. Board policy 3210, Visitors to School and its associated administrative regulation provide rules for visitors.

The Dignity for All Students Act

New York State's Dignity for All Students Act (the Dignity Act or DASA) took effect on July 1, 2012. Just as does the district's Code of Conduct, the law seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying (including cyberbullying) on school property, school buses, and/or at school functions, as well as foster civility in public schools. Consistent with the Dignity Act, the District prohibits acts of bullying, discrimination, and harassment against students by students and/or school employees on school property based on a student's actual or perceived race (including traits associated with race such as

hair texture and protected hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex. The Amendments of 2013 afford protections under DASA to include all forms of harassment of any kind.

In 2019, DASA was amended by the Crown Act to add the definition of race that included traits such as hair texture and protective hairstyles such as locs, braids, and twists in order to protect students' access to their public education regardless of how they choose to wear/style their hair. More information on the Crown Act is available from the New York State Department of Education.

Prevention is the cornerstone of the District's effort to address bullying and harassment. To implement this anti-bullying prevention program, the Board will designate, at its annual organization meeting, individuals at each school to act as the Dignity for All Students Act Coordinators (Dignity Act Coordinator). These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other legally protected status.

Jamesville-DeWitt MS Dignity Act Coordinators

Jamesville-DeWitt Middle School: Andy Eldridge, Principal, Kerri McKee, Assistant Principal, Mia Woolery, Assistant Principal, Nicholas Bentley, Counselor

Reporting Violence, Discrimination, Harassment, Hazing, Bullying, and Cyberbullying

The DASA Coordinators are charged with receiving all reports of harassment, bullying, and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying, or discrimination to any teacher, administrator, or school employee. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment, and bullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying, or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witness any possible occurrence, immediately report the same to any staff member or administrator. The staff member or administrator to whom the report is made shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a District employee learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the building principal no later than one school day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the Dignity Act Coordinator no later than two school days after making such an oral report.

After receipt of a complaint, the school principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The principal or the principal's designee shall ensure that such investigation is completed promptly and in accordance with the terms of District policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the District determines that a District official, employee, volunteer, vendor, visitor and/or student has violated the Code of Conduct or determines that a material incident of harassment, bullying and/or retaliatory conduct has occurred, immediate corrective action will be taken as warranted. The District will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed.

In the event that the Dignity Act Coordinator is the alleged offender, the report will be directed to the Assistant Superintendent of Curriculum, Instruction, and Equity. All complaints of alleged harassing, bullying and/or retaliatory conduct shall be:

- Promptly investigated in accordance with the terms of District Policy;
- Forwarded to the school building's Dignity Act Coordinator for monitoring;
- Investigated using the school district's protocol; and
- Treated as confidential and private to the extent possible with legal constraints.

Parents shall be notified of their right to attend any meeting with their child to review a complaint. The school district provides a variety of prevention and intervention programs addressing the safety of students and school personnel.

Attendance

Every student is expected to attend class daily as required by state law. Daily attendance fosters both a continuity of learning and personal responsibility, which are both integral to the educational process. Active student participation is an essential part of the school curriculum. Students are required to attend classes every school day unless excused for a valid reason.

Acceptable reasons for absences and/or tardiness are (per District attendance policy):

1. Personal illness or injury
2. Death or emergency illness in the immediate family
3. Religious observance
4. Required court appearance
5. Medical and dental appointments
6. School-sponsored events
7. College interviews and approved career development and academic

- counseling
8. Late arriving bus
 9. Impassable roads or weather making travel unsafe
 10. School-based music lessons
 11. Any other reason as authorized at the discretion of the building principal 8

Dress Code

Students are to dress in clothes that promote a safe and respectful learning environment. Clothes that create a disruptive environment or cause a health or safety hazard are not appropriate and not acceptable at school. School personnel will enforce this dress code.

A student's dress and appearance shall:

1. Be safe and not disrupt or interfere with the educational process.
2. Recognize that extremely brief or revealing garments are not appropriate.
3. Ensure that undergarments are completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be permitted.
5. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender (including gender identity or expression), sexual orientation, or disability.
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal, violent, or gang activities.
7. Not conceal a student's identity.

Nothing in this Dress Code shall be construed to limit the ability of students to dress and/or groom themselves in a way that allows them to express their gender identity, or to discipline students for doing so. In addition, nothing in this Dress Code will be construed to limit the ability of students to wear certain protective hairstyles (including but not limited to braids, locks and twists) or to wear their hair in a particular texture, or to discipline students for doing so.

Reporting Violations of the Code of Conduct

Any student or visitor who observes a violation of the code of conduct shall report it immediately to a staff member. Any staff member who observes, or is made aware of a violation of the code of conduct shall address the violation directly or report it to an administrator.

The building principal or superintendent of schools will notify the appropriate law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of the school. This notification will be made by telephone as soon as practical, and under normal circumstances, the same day that the building principal or superintendent

became aware of the violation.

Complaint Procedures

Parents and students have the right to file a complaint if they believe that there has been a violation or misapplication of a written provision of school policy or their due process rights have been violated.

A student or parent with a concern about a discipline-related decision or action should first discuss the concern with the person who made the decision. If the student or parent is not satisfied with the handling of the matter, the student or parent should file a verbal or written complaint with the school principal.

If the student or parent is still not satisfied, they may contact the Superintendent. It is important to note that students and parents have the right to file a verbal or written complaint and that neither the Board of Education, nor any member of the administration or faculty, will make reprisals affecting anyone because of the complaint.

Levels of Behaviors and Responses

Determining Disciplinary Responses

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

School personnel must contact parents or caregivers if they assign a consequence or document a behavior violation in the student information system. The contact should be made as soon as possible but prior to the next school day for Level 2 violations and above.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers, counselors, and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's subsequent violations will usually merit a more intense intervention or response than the first violation. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the PPS office. A Committee on Special Education (CSE) meeting may be conducted to address the behavior. If discipline is warranted, it shall be administered consistent with the separate requirements of board policy 7615 for the discipline of students with disabilities. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

Levels of Behaviors and Responses

Level 1 responses aim to teach or correct behavior and promote the development of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Teachers are encouraged to try a variety of teaching and classroom management strategies. The responses are designed to prevent minor behavior issues from becoming major disciplinary incidents. Classroom interventions and responses may include but are not limited to private conversation with student, student break, verbal correction, seating change, alternative activity, time and space for de-escalation, parent or guardian contact, restorative practices.

Level 2 behavior is more serious and often causes disruption to the school environment. These behaviors may include patterns of persistent level 1 behaviors. Interventions involve school staff besides the classroom teacher and aim to correct behavior while minimizing loss of instructional time. Interventions and responses may include but are not limited to a parent conference, additional counseling, conference with administrator, detention, loss of privilege, restitution of property or repair of damage, exclusion from extracurricular activities, meeting with support staff (e.g., counselor, social worker, school psychologist), and restorative practices.

Level 3 violations are more serious in nature and jeopardize order, safety and/or property damage. These behaviors include a pattern of persistent level 2 behaviors. Level 3 interventions may involve restorative practices or short-term removal of a student from the classroom environment depending on the severity of the behavior. The duration of the suspension is to be limited as much as possible, while still addressing the behavior. More intensive responses in Level 3 may include but are not limited to out-of-school suspensions, temporary removal from class, meeting with school district personnel, family home visit. Should an out of school suspension be the result of a Level 3 violation, the suspension shall not exceed a suspension of more than 3 consecutive school days.

Level 4 behaviors threaten the safety and well-being of others. These behaviors include a pattern of persistent level 3 behaviors. Response to Level 4 behaviors may include removing the student from the classroom or school environment because of the seriousness of the behavior. As a follow up to the incident, students and adults should participate in a restorative practice with those involved. Responses to Level 4 include more intensive responses such as a 5-day suspension with formal hearing, referral to appropriate law enforcement agency, counseling or drug treatment program

Level 5 behaviors are the most extreme, often using force, causing harm or injury, involving violence, possession or use of a weapon, causing substantial risk or a pattern of persistent Level 4 behavior. Responses to Level 5 encompass all responses in level 4 including long-term or permanent suspension.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
Absence						
<i>Arriving late to school or class without permission</i>	X	X				
<i>Leaving class without permission</i>	X	X				
<i>Not attending class</i>	X	X				
<i>Leaving school grounds without permission</i>		X	X			
<i>Persistent or excessive unexcused absences from school</i>	X	X				
Academic Dishonesty						
<i>Plagiarism, copying another's work, cheating or altering records</i>	X	X	X			
<i>Use of AI that conflicts with instruction or teacher directions</i>	X	X				
Alcohol, Drugs, Tobacco						
<i>Using or possessing any tobacco product, vaping device, or any other nicotine inhaler</i>		X	X			Referral to nurse and appropriate substance abuse counseling Refer to MoU with Town of DeWitt for SRO involvement
<i>Using or possessing prescription drugs that have not been documented with the nurse</i>		X	X			
<i>Using, possessing, or under the influence of any beverage containing alcohol</i>			X	X		
<i>Using or possessing cannabis and/or illegal drugs</i>				X	X	
<i>Buying, selling, or distributing alcohol, Tobacco or drugs</i>				X	X	

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
Disruptive and Uncooperative Behaviors						
<i>Gambling, wagering, or unapproved solicitation in any form that involves activities with monetary stakes on school grounds or at school-sponsored events</i>	X	X	X			
<i>Behavior that distracts from classroom instruction and the learning of other students, such as throwing objects, talking out of turn, or making excessive, distracting or disruptive movements/noises</i>	X	X				
<i>Conduct of a serious nature that significantly disrupts school or school-sponsored activity</i>			X	X	X	
<i>Lack of compliance with directions or requests of any school staff member</i>	X	X	X			
<i>Persistent behavior violation after several Level I and II responses</i>			X			
<i>Inciting and or encouraging a disruption, fight, or other violation of school rules, including failure to disperse from a disruptive incident</i>		X	X	X		
<i>Trespassing or congregating in unauthorized or unsupervised areas in the building</i>		X	X			
<i>Circumventing school safety protocols, including refusing to cooperate with a search or interrogation</i>		X	X	X		See section on Student Search and Interrogation

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
Swearing, cursing, or making obscene gestures	X	X	X			
Running, making excessive noise, loitering, or persistent hall-walking	X	X				
Failure to comply with the dress code	X	X				
Damage to Personal or School Property or Theft						
Minor damage or theft (less than \$50)	X	X				Restitution can be considered in lieu of suspension
Damage or theft (\$50-\$500)		X	X	X		
Damage or theft (over \$500)			X	X	X	
Fires/Explosives/Flammables						
Possession of a lighter or matches	X	X				
Setting a fire, or attempting to set a fire, activating the school's fire and/or other alarm system, making a false alarm call to 911				X	X	Contact fire department for any and all unwanted fires Refer to MoU with Town of DeWitt for SRO involvement
Possession or use of fireworks, a smoke bomb, flares, or any combustible or explosive substance				X	X	
Physical Contact						
Welcomed or unwelcomed physical aggression or unnecessary physical contact with another student	X	X	X			

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
<i>Excessive physical aggression or contact</i>		X	X	X		DASA investigation may be required
<i>Fighting or physical attack which causes school to initiate emergency procedures</i>			X	X	X	
<i>Use of physical force directly against, or effecting school personnel</i>				X	X	

Harassment, Bullying, or Mistreatment of Peers						
<i>Mistreatment, namecalling, inappropriate comments, or other minor harassment</i>	X	X				Didn't impact victims ability to access opportunities at school
<i>Participation in a bias incident (i.e. hateful imagery, language such as racial or other slurs, or actions) directed at another student(s) or staff member(s)</i>		X	X	X		DASA investigation is required
<i>Conduct (including verbal, physical or written conduct) or electronic communication that is derogatory or threatening</i>		X	X	X		
<i>Persistent and repeated incidents of bullying, taunting, intimidation, or harassment targeted at same person or group.</i>		X	X	X		
<i>Incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted</i>				X	X	

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
Sexual Offenses						
Inappropriate physical displays of affection	X	X				Refer to MoU with Town of DeWitt for SRO involvement
Inappropriate verbal, electronic, or written conduct of a sexual nature		X	X	X		
Sexual harassment (e.g., Inappropriate physical conduct of a sexual nature)				X	X	
Sexual misconduct (e.g., engaging in a sexual activity, etc.)				X	X	
Electronic Devices						
Unsanctioned use of smartphones and other internet-enabled personal devices during the school day	X	X				
Recording or publishing a disruptive incident or fight		X	X			
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person		X	X	X		DASA investigation is required
Technology Acceptable Use or Personal Privacy Policy Violation						
Violation of the district's Technology Acceptable Use Policy or Personal Privacy Policy	X	X	X	X		
Driving and Parking Violations						
Failure to obey all state, district, and campus traffic and parking signs and rules	X	X				

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
Weapons and Firearms						
<i>Possession of a weapon (other than a gun or firearm)</i>			X	X		Refer to MoU with Town of DeWitt for SRO involvement
<i>Possession of any gun of any kind (loaded or unloaded, operable or inoperable including BB guns, toy, pellet guns, air rifles, etc.)</i>			X	X	X	
<i>Possession of a firearm (as defined in 18 USC 921 of the federal code; e.g., handguns, rifles, shotguns, and bombs)</i>					X	Expulsion for no less than one calendar year is mandated by state law for firearms violation

Provisions for Removal of a Student from a Classroom

Safe School Against Violence in Education

Under the SAVE Act, a teacher may remove a student who exhibits violent or disruptive behavior from class when the student's conduct poses a danger or is substantially disruptive or substantially interferes with the teacher's authority over the classroom. Such disruption occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instruction or repeatedly violates the teacher's classroom behavior rules. A classroom teacher may remove such a student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If a teacher determines that a student presents a danger or an ongoing threat of disruption to the academic process, a teacher may remove a student from class immediately. By the end of the school day, the teacher must notify the school principal and explain why the student was removed, and the student will be provided an opportunity to present their version of the events.

Within 24 hours of the removal, the principal or designee must notify the student's parents, in writing, that the student has been removed from class and why. The notice must inform the parent that he or she has the right, upon request, to meet informally with the principal or designee to discuss the reasons for the removal. Where possible, notice should also be provided by telephone if a phone number for notification has been provided by the parent.

If the student denies the charges, the principal or designee shall provide an explanation of the basis for the removal and shall allow the student or parent an opportunity to explain the pupil's version of relevant events. The informal conference shall be held within 48 hours of the student's removal unless a later time is agreed to by the student or parent. The principal may require the teacher who ordered the removal to attend the informal conference if held during normal working hours.

The principal or designee shall not set aside the discipline imposed by the teacher unless a determination is made that the charges are not supported by substantial evidence, or that the removal is a violation of law, or that the student's conduct warrants a suspension which will be imposed. This determination must be made by the close of business on the day succeeding the 48-hour period for the informal conference (or such later informal conference date as may have been agreed to by the student or parent). No student removed from class by a teacher will be permitted to return to that class until this determination is made or the period of removal expires, whichever is less.

Any student displaying disruptive behavior removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log for all cases of removal of students from his/her class. The principal must keep a log of all such removals. Removal of a student with a

disability, under certain circumstances, may constitute a change of placement. Accordingly, no teacher may remove such a student until he/she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation

Gun-Free School Act

Under the federal Gun-Free School Act of 1994, a student found guilty of bringing a firearm onto school property will be subject to at least a one-year suspension from school. The terms "weapon or other hazardous instrument" used above include any firearm, pellet gun, BB gun, starter pistol, whether operable or inoperable, loaded or unloaded, knife, simulated weapon, dangerous chemical, noxious substance, explosive or any other object listed in District Policy 7360 which could be used as a weapon.

Suspensions

Students who are suspended may not attend classes or activities or enter upon any school property for the duration of the suspension. Students serving a suspension may not attend any off-campus activities involving teams or organizations under the auspices of the school district (athletic contests, musical performances and the like) from the time the suspension is assessed until the to the next regularly scheduled school day, including any such activities held on weekend days. Violators will be subject to the penalties associated with trespassing.

When a suspension is assessed at the conclusion of a school week, the suspension period shall commence on the next regularly scheduled school day. Weekend extracurricular activities are subject to the restrictions of the suspension period, but do not count as a part of the total number of days in the suspension. When the suspension is over, a parent is expected to accompany the student to school for re-admission.

In-school suspensions follow the same restrictions on extra-curricular activities.

Students suspended from instruction shall be afforded their due process rights pursuant to sections 3214 and 310 of the Education Law and section 100.2 of the Commissioner's Regulations. Students suspended from instruction for five days or less shall be given notice of the charged misconduct and may request an explanation of the basis for the suspension. The pupil or the pupil's parent may request an informal conference at which the pupil or parent may present the pupil's version of the event and ask questions of complaining witnesses. This notice and the opportunity for an informal conference shall take place prior to the suspension unless the pupil's presence poses a continuing danger or threat of disruption to the academic process.

No student may be suspended for more than five days, however, unless the student and his/her parent have had the opportunity for a fair hearing upon reasonable notice. At that hearing, the student and his/her parent have the right of representation by counsel, with the right to question witnesses against such student, and to present witnesses and other evidence on their behalf.

Students and their parents may have decisions involving suspensions and other disciplinary matters successively considered by the Superintendent of Schools, the Board of Education, and the Commissioner of Education. Appeals from the principal's decision on suspension and other discipline must follow this progression of review, and such appeals cannot be made directly to the Commissioner of Education.

When a student of compulsory education age is suspended, the District must take immediate steps to provide alternate instruction for the student. Students who are suspended from school shall not have their absences during the suspension counted against them in the attendance regulation, unless they have been offered alternate instruction and have failed to attend such instruction.

Other Laws and District Policies

Discipline of PreKindergarten and Kindergarten Students

Aggressive behavior in young children is often a result of a child's unskillful attempt to communicate what they want, need, and/or don't like. When a child engages in a violent act that threatens or harms other children or makes the learning environment feel unsafe, special procedures need to be in place to ensure that any children involved receive immediate attention.

The Jamesville-DeWitt Central School District is committed to limiting expulsion and suspension practices, with the goal of eliminating these practices completely in the early childhood setting.

If a student in grades PreK or Kindergarten engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions and request an out-of-school suspension from the Superintendent or designee.

Any suspension of a student in grades Pre-K or Kindergarten requires an intervention plan developed. Parents or caregivers must be invited to be directly involved in the development of the plan to support their child's success. The plan must include strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities have certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action

no greater or lesser rights than those expressly afforded by applicable federal and state. Board policy 7615, Discipline of Students with Disabilities and its accompanying administrative regulation describe specific rules and regulations.

Corporal Punishment - Use of Physical Force

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with commissioner's regulations. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect property from serious harm.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school functions, powers, and duties, if that student has refused to refrain from further disruptive acts.

Electronic Acceptable Use Policy

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the district's computer system (DCS). This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as prescribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should NOT expect that information stored on the DCS will be private.

Student Search and Interrogation

A student may be searched and prohibited items seized on school grounds or in a school building by an authorized District official only when he or she has reasonable suspicion to believe the student has engaged in or is engaging in activity which is in violation of the law and/or the rules of the school. If reasonable suspicion exists, it is permissible for an authorized school official to search the outer clothing, pockets, or property. The student's parent or guardian will be notified if searched.

School officials have the right to question students regarding any violation of school rules and/or illegal activities. The questioning of students should be done in private outside the presence of other students, by the appropriate school administrator.

School Resources Officers (SROs), acting in their capacity as law enforcement, are held to a different search standard than district staff. Searches by law enforcement must be justified by probable cause, not the district's standard of reasonable suspicion. District staff need to clearly establish who is initiating and conducting a search and that the appropriate standard for the search has been met.

Police authorities may only interview students on school premises without the permission of the parent or guardian in situations where a warrant has been issued for the student's arrest. Police authorities may also question students for general investigations or general questions regarding crimes committed on school property. In other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they must address the matter directly with the student's parent or guardian.

Child Protective Services

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the principal. The principal shall set the time and place of the interview. The principal shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the nurse or other school medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

Dissemination and Review

The Board and District administration will work to ensure that the community is aware of this code of conduct by:

- Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
- Making copies of the Code available to all parents at the beginning of the school year.
- Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
- Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

The district will provide staff development for district employees to ensure the effective implementation of the code of conduct.

The Board of Education will review this code of conduct and revise it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

Definitions

For purposes of this code, the following definitions apply.

"Bias Incident" means conduct motivated by hatred, prejudice or bigotry and directed toward any individual, residence, house of worship, institution or business expressly because of the victim's real or perceived race, nationality, ethnicity, religion, sex, sexual orientation, gender, gender identity or disability. Bias incidents can involve hateful imagery, language or actions.

"Disruptive student" means a student whose age qualifies him/her for attendance in public school, who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Parent" means the biological, adoptive or foster parent, guardian, or person in parental relation to a student.

"School property" means in or within any building, structure, play area, parking lot or land contained within the real property boundary line of a district facility, or in or on a school vehicle or a vehicle privately owned and operated for compensation for transportation to and from school or school-sponsored activities.

"Violence" means the threatened or actual use of physical force or power against another person, one's self, a group, or a community which results or could result in injury, death, or deprivation. (This definition was developed by the Centers for Disease Control in 1998.)

"School function" means any school-sponsored event or activity, on or off school

property. "Violent student" means a student who:

1. Commits an act of violence upon a school employee.
2. Commits an act of violence upon another student or any other person while on school property or at a school function.
3. Possesses a weapon while on school property or at a school function.
4. Displays what appears to be a weapon while on school property or at a school function.
5. Threatens to use a weapon while on school property or at a school function.
6. Knowingly and intentionally damages or destroys the personal property of any person on school property or at a school function.
7. Knowingly and intentionally damages or destroys school property.

"Weapon" means a firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause serious physical injury or death when used as a weapon.

Appendices

Examples of Restorative Practices

Affective Statements refer to the tone in which we speak to students to build relationships and show we care about the student. For example, “I liked the way you worked for the whole class period today,” is more effective than, “good job.”

Classroom Circles can be used as a response to wrongdoing and as a vehicle for discussion when creating respect and classroom norms.

Restorative Conferences are formal responses where a facilitator helps an individual or multiple students solve or respond to a problem. Examples include:

Social Discipline Conference - When a specific incident or behavior has harmed others and prompts immediate attention...

1. What happened? (What was your part in what happened?)
2. What were you thinking and feeling at the time?
3. Who else was affected by this? How?
4. What have been your thoughts/feelings since then? What are you thinking/feeling now?
5. What do you need to make things right?
6. What can I (others) do to support you? What might you do differently when this happens again?

Personal Efficacy Conference - When a student's unproductive or ineffective behaviors, habits, or mindsets raise an adult's concerns...

1. Here's what I've been noticing. What's going on for you?
2. What are you thinking or feeling about this?
3. What are some things you think I might be concerned about? If the student is struggling with this, say:
4. I am concerned about _____ and I am worried about how this is impacting _____.
5. So what might be some things you can stop doing or start doing to get better at _____?
6. How will you know that your plan is working?
7. What might I do to support you?

Defusing Conference - When students are upset and their emotional state is making it hard to focus and learn...

1. I've noticed that you look upset (angry, frustrated, bored, distracted). What's going on for you?
2. What's not working for you right now? Is there anything else bothering you? Is there anything else that can help me understand?
3. How are you feeling right now? How do you want to feel?
4. What might you do to feel better / to be okay right now?

5. Is there something else we might talk about later that would help?

Problem-Solving Conference - When the focus is on helping a student address a specific academic or behavioral problem

1. What do you want?
2. What are you doing to get what you want?
3. Is it working?
4. What kind of plan will help you get _____ .
5. How will you know that your plan is working?
6. What can I do to support you?

Restorative Reflections is an exercise in which students complete a writing assignment and go through the restorative questions and steps as they try to reflect on their actions and make a better plan for the future.

J-D MS Drop-off and Pick up Map

