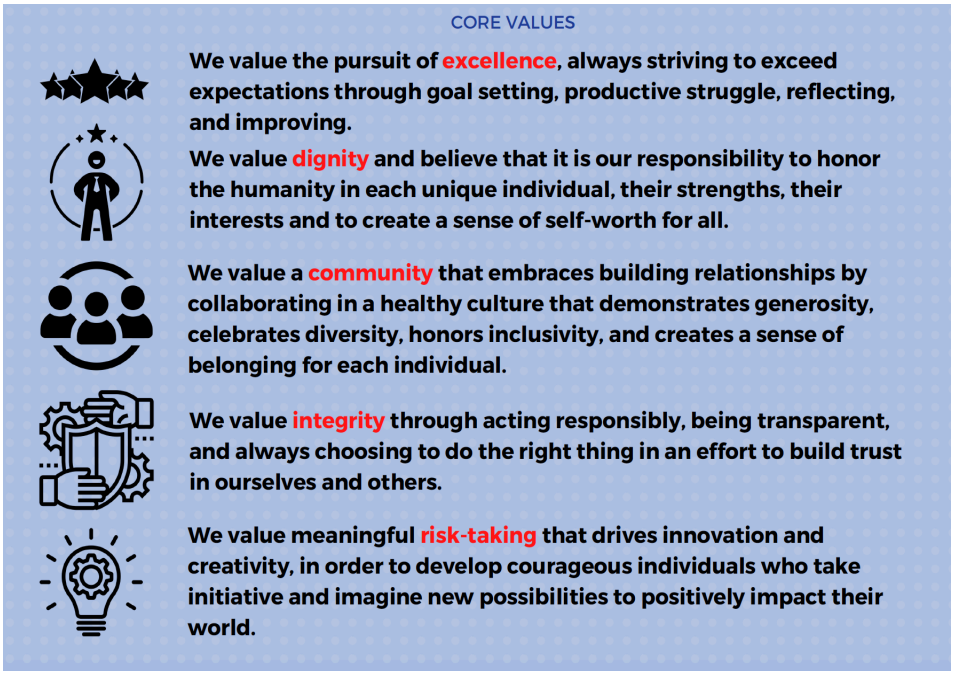
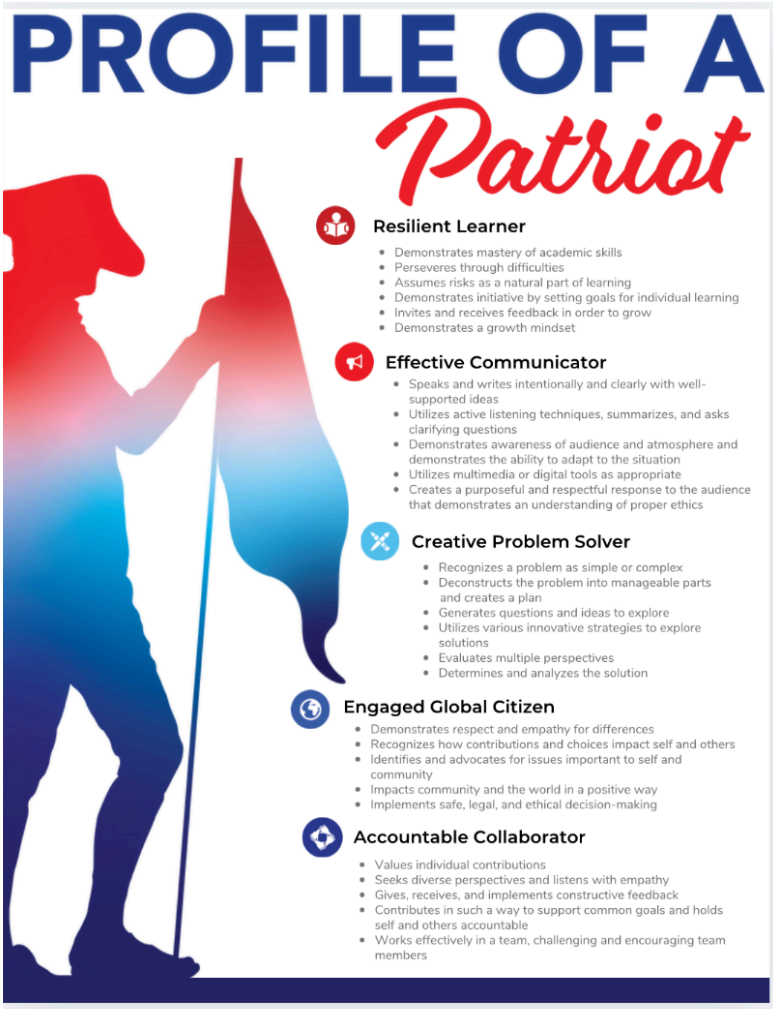
Allen County Schools Vision, Mission, Core Values, and Instructional Model	
Vision	Our **vision** is to graduate engaged, resilient citizens who pursue their passions, maximize their strengths, contribute to their community, and achieve meaningful purpose in life.
Mission	Our **mission** is to nurture, inspire, and empower the next generation to be successful contributors in an ever-changing world and to create a better future for all by providing joyful, authentic, meaningful learning experiences and instilling hope.
Core Values	The core values have been developed to anchor our staff around the core beliefs we (as district employees) must hold true to in order to achieve the vision for our district. 
Instructional Model	The instructional model has been created in response to the Profile of a Patriot. We developed this by asking, "What are the learning experiences our students will need to develop the skills listed in the Profile of a Patriot?" The instructional model defines the types of learning experiences we will work to implement in our district to foster the community's desired student outcomes. **Authentic Learning**: Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences and community partnerships. ● Design real-world learning experiences ● Promote anytime/anywhere learning ● Spark collaboration **Meaningful Assessment**: The purpose of assessment is redefined in terms of assessment as, of, and for learning. ● Assessment OF learning: summative performance tasks ● Assessment FOR learning: formative feedback ● Assessment AS learning: student metacognition and reflection

	Personalized Learning: Learning is co-constructed based on each learner's unique strengths, skills, interests, and needs. Learners have voice, choice, empowerment, and ownership Develop learners' metacognition, self-regulation, and perseverance ● Amplify student's voice ● Customize the learning experience **Mastery-Based**: An evidence-based instruction, assessment, and feedback cycle that drives learning based on progress toward desired competencies. ● Plan with a mastery-based approach ● Nurture iteration and continuous improvement **Student-Centered Learning Environment**: Collaborative and culturally relevant learning communities where every learner feels they belong and can tap into their full academic and social potential contributing to the collective success of their community. ● Nurture a meaningful and engaging learning community ● Cultivate a sense of belonging ● Partner with learners to reach their full potential
Profile of a Patriot	 The Profile of a Patriot is a clear expression of our district's vision, mission, and core values, translating these into measurable outcomes that guide student development and success. Developed through the collaborative efforts of our community, the profile outlines the key skills, knowledge, and attributes our stakeholders have deemed essential for students to develop throughout their educational journey, from preschool to high school graduation. It serves as a roadmap to ensure our students, regardless of their chosen path, are prepared for success in higher education, the workforce, and throughout their lives. The competencies in the Profile of a Patriot are measured by performance outcomes in each grade band. Linked below are resources to support integration and assessment in classrooms. **Resources**: ● Performance Outcomes Grades K-12 ● Breakdown of Profile of a Patriot & Performance Outcomes for Grades 7-8

James E. Bazzell Middle School Strategic Plan

MISSION, VISION, CORE VALUES, and COLLECTIVE COMMITMENTS	
Mission	Our mission is to nurture, inspire, and empower the next generation to be successful contributors in an ever-changing world and to create a better future for all by providing joyful, authentic, meaningful learning experiences and instilling hope.
Vision	At Bazzell Middle School, every student experiences success through social, emotional, and academic growth, while discovering their strengths, finding their passion, and developing a sense of agency that empowers them to be a lifelong learner who also makes a positive contribution to the world around them.
Motto	“Striving for Excellence, Becoming Extraordinary.”

GENERAL INFORMATION	
Master Schedule	The school day consists of eight class periods that include a "What I Need" (WIN) and an 8th period to bookend the instructional day. Class periods are 50 minutes long, except WIN and 8th Period. Content-specific and related arts planning periods are scheduled throughout the day.

1st/WIN	2nd	3rd	4th	5th & Lunch	6th	7th	8th/EXCEL
7:40-8:16	8:20-9:10	9:14-10:04	10:08-10:58	11:02-12:22	12:26-1:16	1:20-2:10	2:15-2:40

Faculty Calendar	The JEBMS Faculty Google Calendar is updated regularly with school events, athletics, PLC meetings, faculty meetings, and more. Links to agendas and presentations are attached for meetings and professional learning days.
JEBMS Hub	The JEBMS Hub (Google Site) is the go-to place for access to quick links (e.g., Infinite Campus, Parent Square, Frontline, etc.) and resources (e.g, emergency plans, library resources, duty schedule, student flags, ACS Instructional Toolbox, etc,) needed for the school day.
Work Day	**Certified**: 7:15 am - 3:15 pm **Classified**: 7:20 am - 3:00 pm (varies depending on schedule) (*please note these times reflect you being in the classroom and ready for students)
Sign-in	All staff should sign-in each day. The sign-in sheet is located on a podium in the commons/lobby area. If you need to leave early, please see Mr. Porter or Dr. Abner; sign-out only when you leave school prior to 3:15 pm.
Dress-Code	**Administrators**: Administrators are expected to dress professionally at all times. It is important to project a professional image to students, parents, faculty, staff, and other school visitors. Men are expected to wear collared shirts, with the expectation of designated casual days. Generally speaking, administrators should not wear jeans, gym warm-up suits, sweatshirts, or t-shirts (unless it is a school spirit day, wearing ACS attire, in which the entire staff is being asked to participate). **Teachers:** Teacher's attire should be considered business casual attire. While it is preferred that staff wear dress slacks or khakis, nice, clean, professional-looking blue jeans will be permitted during normal day-to-day activities. However, when the school and/or district is hosting public events (i.e., parent/teacher conferences, assemblies, concerts, exhibitions), staff will be expected to wear dress slacks or khakis. Male teachers should wear collared shirts or sweaters and female teachers should wear blouses or sweaters. Clothing should be modest, not too tight, and be appropriate for the season. Exceptions may be made to the dress code depending on the classroom setting or conditions (i.e., PE Teachers). **Casual Dress:** School Level administrators may permit their teachers to wear more relaxed clothing on designated dress-down days, which may include a Patriot t-shirt or sweatshirt.

	There will be times that you will be involved in an activity where it would be more appropriate to wear casual clothing (i.e., field days, some field trips, special classroom activities). School principals and/or directors have permission to allow a relaxed dress code as appropriate for the activity.
Sick Day Procedures	**Planned Sick Days**: Complete and turn in a yellow sheet prior to planned sick day absences. Enter these dates in Red Rover. **Unplanned Sick Days**: Enter sick day in Frontline **and** call or text Mr. Porter (270-606-0571) or Dr. Abner (270-590-3820) between 6:00 am - 6:30 am (if possible).
Personal Day Procedures	Personal days must be pre-approved by school administration. To request a personal day, enter the date in Frontline. Mrs. Smalling (receptionist/secretary) has the yellow sheet in the front office. Per district policy, personal days cannot be used the day before or immediately after a break. Also, personal days should be put in at least 5 days prior.
Maintenance	● Maintenance requests must go through the Principal by filling out a work order. ● Food must be stored in an air-tight container. ● Clean shelves and desks monthly.
Technology	**Teacher Laptops**: Laptops are assigned to specific classrooms. If you move classrooms, please leave the laptop in the designated classroom. Also, please refrain from adding stickers to your laptops and save documents to Google Drive instead of the laptop hard drive. **Classroom Phones**: Phones are assigned to each classroom. Please do not move phones to different classrooms. **Chromebooks**: A set of Chromebooks is assigned to each classroom. Teachers are responsible for maintaining the Chromebook cart. If Chromebooks are damaged or need fixed, please complete a work order. **Technology Issues**: If you have any issues with technology, please complete a work order.
Nurse / Clinic	**School Nurse**: Ms. Helois is our school nurse and sees students throughout the school day. If a student needs to see the nurse, **please call prior to sending them**; in some cases, students will be added to a list and she will see them as soon as possible. The school nurse also administers daily medication to some students; check with Ms. Helois if you have questions about a child's medical/medicine needs.
Purchasing	Each classroom teacher has $75 to spend each year on supplies. Please see Mrs. Temple (bookkeeper) to get a P.O. prior to purchasing.
Extracurricular Trips	**Bus Requests:** To complete a bus request, complete this form. Bus requests must be submitted **two weeks** prior to the trip. **Rosters:** All trips require bus rosters. Before you leave for the trip, **you must leave a copy of the roster with Mrs. Smalling** (receptionist/secretary) **and give a copy to the bus driver.** **Permission Forms:** All students must have a completed permission slip for attending each field trip. Faculty/staff must keep POA/Emergency/Physical sheets on all trips and check with Helois West, RN (school nurse) before leaving campus for any medications that may need to be administered to a student while gone.

PROFESSIONAL RESPONSIBILITIES and EXPECTATIONS	
Expectations	**Maintain High Expectations**: At James E. Bazzell Middle school, we hold high expectations for both academics and student behavior for ***every*** student. We also hold high expectations for teaching and learning. These expectations help maintain the culture of our school. Expectations for student behavior, academics, and teaching and learning are outlined in more detail in latter sections. Some general expectations are outlined below. ● Celebrations–Provide consistent celebrations of positive behavior and academic achievement. ● Assessments for Learning–Use formative assessment strategies to ensure students are understanding the content and provide enrichment activities for those who are ready to extend their knowledge. ● Cultivate Student-Centered Classrooms–Develop detailed, thoughtful lessons that promote high levels of student learning and engagement. These classrooms include: ○ Engaging, higher-level questions posed by the teacher and students. ○ Teacher facilitation of work that is meaningful, rigorous, and grounded in real-world applications. ○ Focus on literacy/thinking strategies and less on memory and isolated skills. Use the Workshop Model to increase student engagement and student discourse. **Consistency**: In order to maintain our high expectations for student behavior and academics, consistency among all faculty and staff is important. Please review some important points regarding consistency below: ● Communication–Check the Faculty Calendar everyday for events, communications, and announcements. Regularly communicate with parents/guardians ● PRIDE–Teach and reinforce PRIDE expectations in classrooms, hallways, restrooms, etc. ● Use Minga for hall passes (maximum of 3 per week) ● Discipline–Enforce the non-negotiables and follow the Behavior Matrix ● Grading–Update grades in Infinite Campus often and they should be meaningful; please follow the guidelines outlined in the Grading Policy section.
Supervision	To ensure the safety of students, supervision from faculty and staff is a daily expectation. The **Supervision Location Chart** shows the designated area of supervision for every staff member in the building between each changeover/when students are in the halls. It is the expectation that faculty and staff report to their designated location to supervise students and reinforce hallway and bathroom expectations and procedures. ● **All** staff are expected to be in their designated areas of supervision (per chart) no later than 7:30 AM every morning ready to monitor dismissal of students to 1st period, as well as, in place between EVERY changeover throughout the day, and in position to monitor students upon dismissal at the end of each day. **Tardy Table**: Tardy tables will be supervised by the team on planning between each class period. A schedule can be found here. **Supervision of Band Instruments and Sports Bags** ● Band instruments/sports bags (except football) will now be placed in the **storage area** beside the water machine in the lobby.

	• The door will remain open in the morning for items to be placed in, opened up for 7th and 8th grade band periods, and then opened up at the end of the day for students to get their belongings before going to the bus or car rider line. • Students **WILL NOT** be traveling to the band room nor locker rooms (except football) in the morning or afternoons for any reason and **should not** leave the classroom early for an instrument or to change clothes for their sport. • Please **DO NOT** unlock the hallway doors to the chorus/band room in the morning. These are very problematic areas in the mornings.
Duty	Faculty and staff will have morning and afternoon duty throughout the school year. Most teachers are divided into four teams and will have duty on a weekly rotation schedule. Some individuals have duty daily in the morning and afternoon. Duty teams, a schedule, and locations are linked here and can also found on the JEBMS Hub. **If you are absent, it is your responsibility to find someone to cover your duty assignment.**
Cell Phones	Please limit use of personal cell phones during class time to emergencies only.
Checking Attendance	**WIN period**: Mark student attendance in Infinite Campus within the first few minutes of the class period. **Periods 2nd - 8th**: Check student attendance in Infinite Campus within the first few minutes of each class period. If students are marked absent but not in your room, check with Mrs. McGuire (attendance clerk) or Mrs. Smalling (receptionist/secretary).
Employee Evaluation	**Professional Growth Plan**: The Professional Growth Plan template is located on the JEBMS Evaluation Google Classroom. Certified members are automatically added. **Evaluation Cycle** • **Tenured Teachers**: 1 summative every 5 years, 1 mini every other year • **Non-Tenured Teachers**: 3 minis and 1 full for the first 3 years of employment
Professional Development	All certified staff are required to complete 24 hours of professional development each year. Professional Development days are built into the school calendar each year. If you are absent during a PD day, you are required to make up these hours through district and/or school approved opportunities; please contact Mr. Porter if you need to miss a PD day or need to fulfill required hours. If you are short on hours on the last day of school, your paycheck will be docked for the missing hours.
Communicating with Families	Ongoing, two-way communication with families is an important expectation of our school community. Faculty and staff should regularly communicate with families important information related to learning, celebration of student achievement, behavior concerns, etc. **ParentSquare:** This is the primary means of communication. You may post or direct message parents. We are working on parents giving permission to allow their students to use StudentSquare. This will allow you to communicate directly with students if needed. Here you will find resources and directions for navigating ParentSquare. **Positive Parent Contacts**: Teachers should be contacting parents when good things are happening. It makes it a lot easier to deliver bad news when you have already shared good news. **Student Misbehavior**: Please follow the behavior matrix. Phone calls to parents are required when students misbehave. If you need assistance with these calls, contact Mr. Porter or Dr. Abner.

Team Meetings	Team meetings will occur once per week from 2:50 pm - 3:15 pm. Teams may pick a day that works best for them. Team meeting notes need to be shared weekly with Mr. Porter, Dr. Abner, and Mrs. Mann.
Faculty Meetings	Faculty meetings are scheduled for Wednesday afternoons throughout the school year. Meetings will be held in the JEBMS Library from 2:50 pm - 3:50 pm. You may also find a schedule outlined on the Instructional Calendar. **Athletic Coaches and Club Sponsors are expected to make plans to attend each session**. If there is a conflict, you should contact an administrator prior to the meeting.
Professional Learning Communities	**Professional Learning Communities (PLCs)** will meet **weekly** on **Wednesdays** in **room 104**. Teachers should bring relevant student data from common assessments, HQIR resources, and other necessary instructional materials. **Achievement Teams** will meet on **Mondays** in **room 104** following FastBridge screenings and MVPA Benchmark assessments. Departments will meet to engage in analysis of FastBridge, MVPA, and/or other relevant data.
MTSS	MTSS meetings will be held every six weeks. During MTSS meetings, teams will discuss the progress of students receiving tier 3 reading and math interventions, behavior interventions, as well as tier 2 interventions during WIN period. Gifted student progress will also be discussed during meetings. During regular PLC meetings, ongoing conversations and record keeping for tier 2 interventions should occur as data from common formative assessments, aligned to standards, are routinely analyzed.

TEACHING and LEARNING	
The "BIG" Question	"How do I know?" • What is the **evidence** telling you?
[Pillars for Academic Excellence]	At James E. Bazzell Middle School, the Pillars for Academic Excellence outline the specific expectations for the instructional team (teachers, instructional assistants, coaches, and administrators) to follow in order to cultivate a culture of excellence. These beliefs align with expectations for high-quality instructional practices in Allen County Schools and Kentucky. Pillars include: Instructional Planning, Teacher Clarity, Meaningful Assessment and Feedback, and Growth Mindset.

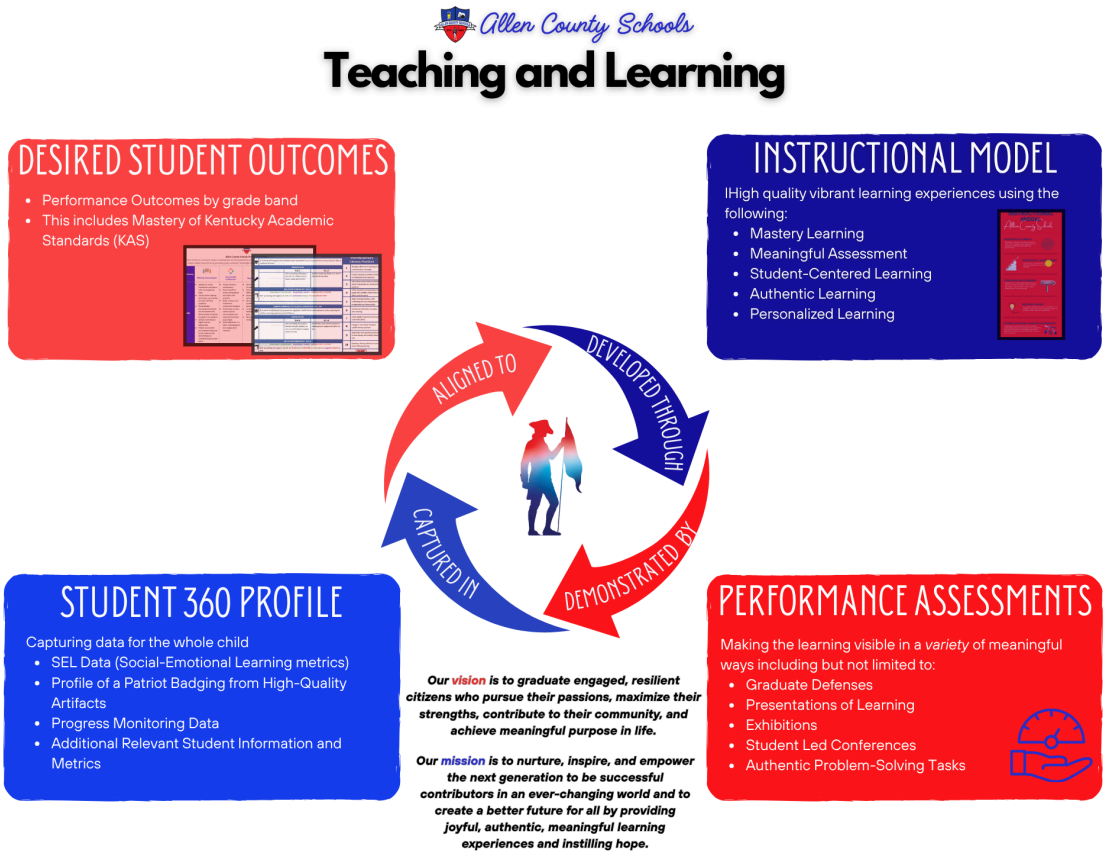
James E. Bazzell Middle School

Our mission is to nurture, inspire, and empower the next generation to be successful contributors in an ever-changing world and to create a better future for all by providing joyful, authentic, meaningful learning experiences and instilling hope.

Pillars for Academic Excellence

Planning	Teacher Clarity	Meaningful Assessment and Feedback	Growth Mindset
Unit plans are to be completed 2 weeks prior to the start of the unit to allow time for feedback and revisions. Please email/share unit plans with Mr. Porter and Mrs. Fisher, and Mrs. Billingsley for ELA. Please follow this Unit Planning Document as guidance for unit plans. Please use this template. Daily lessons should include the following: 1. Standard(s) 2. Learning Intention 3. Success Criteria 4. Task (What students will do) 5. Strategies (What teachers will do) 6. Key Vocabulary 7. Assessments	• Learning Intentions and Success Criteria should be posted as an essential part of each lesson. Learning Intentions should be shared with students and revisited throughout the instruction. For students to become assessment-capable learners who understand where they are in their learning and where they are going, these are critical components that must be in place. • Driving questions that every student should be able to articulate throughout the lessons. ◦ What are we learning; ◦ Why are we learning it; and ◦ How will you know you are successful (know what is needed to be proficient).	• Please follow the JEBMS Grading Protocol • Formative Assessments are not graded but should inform you about the students' understanding and allow you to make moves in your lesson plan if needed. An excellent resource all about formative assessments is located here. • Summative Assessments should be KSA-like. Each should include a variety of questions including Multiple Choice, Short-Answer, and at least one Extended Response. Mastery Connect and Pear Assessment are two platforms that are recommended to create and administer summative assessments. • More information and guidance for Assessment Design are located here. • Feedback should be timely and specific. • Open note/book tests are not allowed.	• Continuous growth and improvements are a priority for all members of the instructional team. • Coaching Cycles will be completed a minimum of 1 time per year for tenure staff and 1 time per semester for non-tenured staff. Coaching cycles experiences and coaching assignments will be on this document. • PDSA- Through the coaching cycle in conjunction with your PGP, team members will complete a PDSA cycle in order to identify one specific area of instructional growth and improve it.

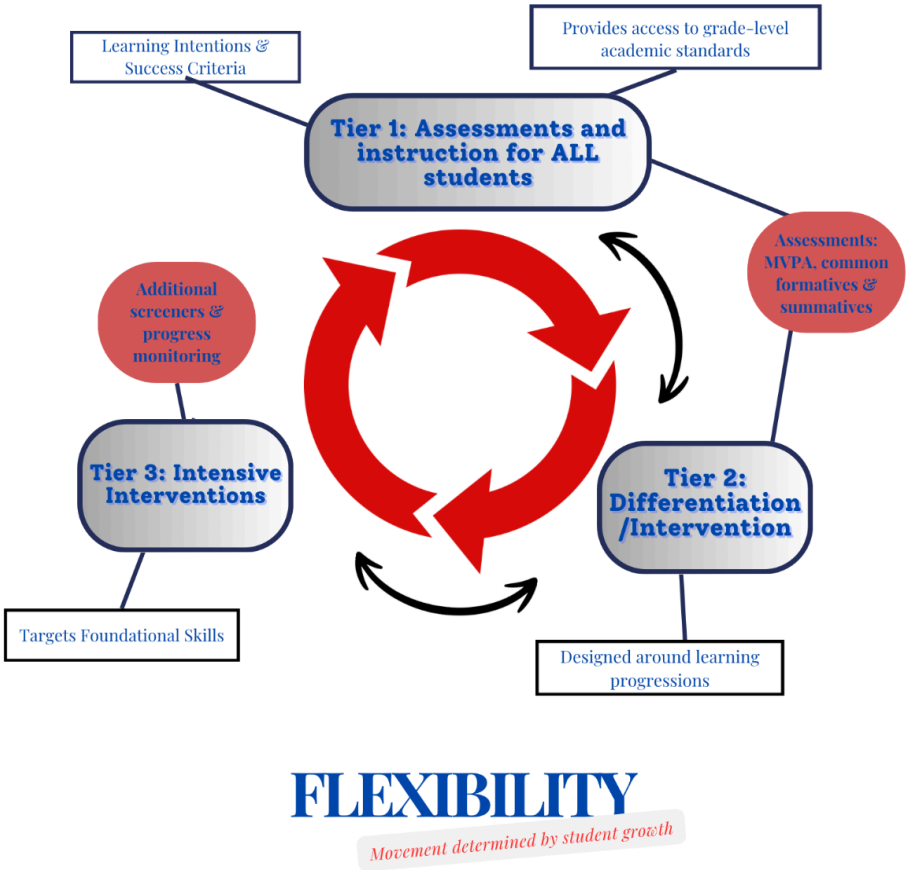
MVPA/KSA Expected Growth: 10% Fastbridge Expected Growth: Reading; 8 points, Math; 3

Coherence Framework	
Professional Learning Communities	Professional Learning Communities (PLCs) are “an organizational structure by design that meets regularly, shares expertise, and works collaboratively to improve teaching skills and academic performance of students” (Greer, S., KDE, 2022). Effective PLCs *systematically* collaborate to improve teaching and learning by analyzing formal student data (formative and summative), evaluating the effectiveness of their instruction, modifying and adjusting instruction, and implementing interventions to support student mastery of grade level academic standards. At James E. Bazzell Middle School, grade-level content partners form a horizontal PLC team and departments form vertical PLC teams. Our PLC work is **focused on learning and continuous improvement**, is **collaborative**, **data driven, action-oriented,** and **results-oriented**. PLC teams should use the **four guiding questions** to drive this work: 1. What do students need to know, understand, and be able to do? 2. How will we know if students have learned it? 3. How will we respond when some students do not learn it? 4. How will we extend learning for students who have demonstrated proficiency? **PLC Meetings**: PLCs will meet weekly on **Wednesday in room 104 (Math, Science, and Related Arts) or room 121 (Social Studies and ELA)**. Content teams will meet during their **planning period**. *These dates are in the Faculty Google Calendar and invitations were sent to each teacher.* **Data Analysis Protocols**: Specific protocols are used by teachers to analyze data from common formative assessment (CFAs), unit assessments, and student writing. Teams should make a copy of the protocol/template and link to their agenda when answering PLC focus questions 2-4. These protocols can be accessed on the JEBMS Hub PLC page or at this link: Reflecting on Teaching & Learning Protocols.

	Meeting Agendas: Teams will co-create their own agendas to be used during PLCs. The purpose will be to plan ahead for the meeting, capture a summary of the work completed or support needed, and identify next steps. These agendas will be a running record for meetings throughout the school year and be accessible through the PLC Page on the JEBMS Hub. For more information or resources regarding PLCs at James E. Bazzell Middle School, check out these resources: ● JEBMS PLC Framework
Unit/Lesson Planning	At James E. Bazzell Middle School, we envision student-centered classrooms where students are engaged in rigorous and meaningful learning experiences. Research indicates collective teacher efficacy, the shared belief among teaching teams that they can positively impact student learning, has a significant impact on learning outcomes. Thus, providing our students with high-quality instruction requires teaching teams to intentionally design and plan instruction. In order to achieve this, using Wiggins and McTighe's Backwards Design approach to planning instruction is essential. This ensures intentional planning begins with the end in mind - grade-level academic standards - and tightly aligns each assessment (as, for, and of learning) and learning experience to guide students towards mastery of standards. Because we are committed to a culture of excellence at James E. Bazzell Middle School, we will use JEBMS Unit and Assessment Design Success Criteria to guide the development of unit frameworks, assessments, and daily learning experiences (lesson plans). **Each content team has access to a shared Google Drive folder (e.g., 7th Grade Language Arts, 8th Grade Social Studies). Unit Plans should be uploaded to this folder as well as District Unit Frameworks and Pacing Guides. Shared folders can be accessed on the PLC page on the JEBMS Hub.** **District Unit Frameworks**: Unit Frameworks will be developed to provide stakeholders with an overview of learning for instructional units for each course. Frameworks include: ● Academic standards ● Learning intentions and Success Criteria ● Pacing ● Academic vocabulary ● List of common assessments ● Intended shifts. These frameworks are uploaded to a District Organizer and accessible on the Allen County Schools website. In most cases, these frameworks are developed based on the first page of Unit Plans created by teams. Instructional Coaches will update the District Frameworks based on the Unit Plans. **Unit Plans:** Unit Plans include pacing, academic standards, learning targets and success criteria, proficiency scales (if applicable), Profile of a Patriot Performance Outcomes, literacy standard connections, links to common assessments or performance tasks, and academic vocabulary. This Unit Plan Template will be used at JEBMS. **Lesson Plans**: Daily lesson plans will be entered in Planbook, a digital planning platform. The **Lesson Layout** titled **26-27| Lesson Plan** aligns to the elements expected in planning lessons in Allen County Schools. **Daily lesson plans** should include: ● Standard ● Learning Intention and Success Criteria ● Academic Vocabulary of focus for this lesson

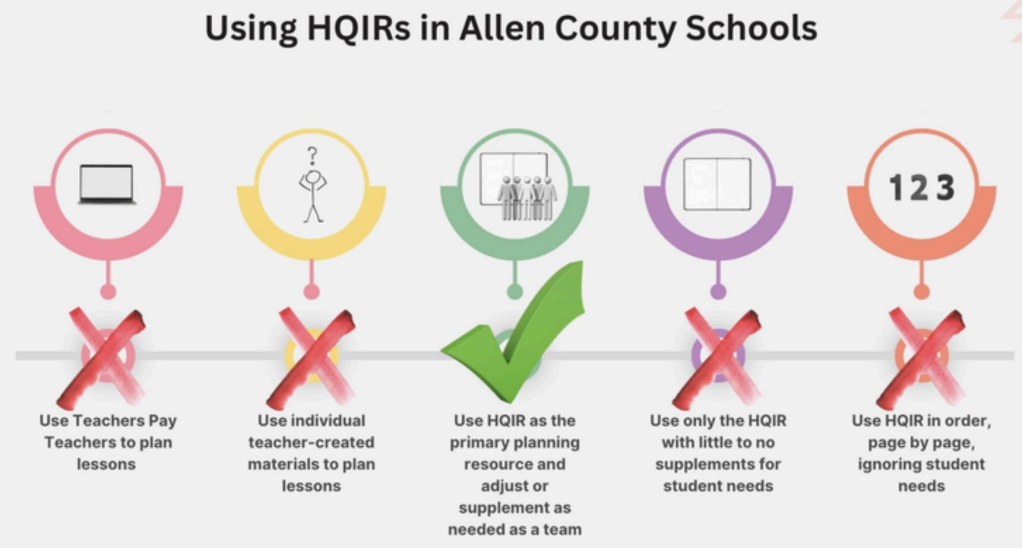
	● Profile of a Patriot Performance Outcomes ● Teaching Strategies (What strategies will the teacher do to facilitate learning?) ● Brief Description of Student Activities ● Formative Assessment(s) ● Plans for Differentiation and/or Accommodations for Students ● Attachment of Unit Plan (overview page) Lesson Plans are **due** on **Wednesday** for the following week. Administrators and coaches will provide feedback to teachers by Friday. **Co-Teaching Instruction**: Teams can add the SDI or Co-teaching model notes to their daily lesson plans in the "Differentiation/Accommodation" sections. Please add a label for Co-Teaching. **Priority and Supporting Standards**: Teams are expected to determine priority and supporting standards for their content area. Identifying priority standards: ● Establishes focus for learning on essential standards ● Ensures all students have access to the most essential knowledge and skills (equity) ● Creates consistency among teachers and helps alignment of curriculum, instruction, and assessment ● Identifies where teams should spend time and energy teaching, assessing, re-teaching, and extending the learning. These priority standards are considered the guaranteed and viable curriculum–what we promise all students will master by the end of the school year. Priority standards are selected based on the R.E.A.L. criteria: ● Readiness–knowledge and skills essential for success in next grade ● Endurance–knowledge and skills valuable beyond single test date (life-long skill) ● Assessed ● Leverage–knowledge and skills valuable across multiple disciplines (cross content areas) **Pacing Guides**: Teams develop and update pacing guides each year. Pacing guides outline the time frame/pacing for each unit while also identifying the priority and supporting standards, enduring skills, and writing opportunities. **Resources**: ● Priority and Supporting Standards Presentation
Classroom Assessments	Meaningful assessments, including assessments for, as, and of learning, are foundational components of effective instructional practice. Below are expectations for the development of classroom assessments and guidelines/resources to aid in their development. **Common Assessments**: Teams are expected to co-create common formative assessments and a summative assessment for each unit. **Assessment Development/Design Expectations & Resources:** All assessments should be aligned to the intent and rigor of academic standards. The following guidelines or resources can be used to develop strong assessments that measure student learning and drive classroom instruction. ● **Distractors**: Carefully crafted distractors for multiple-choice assessment items can aid in the determination of student understanding as well as the identification of misconceptions. Strong distractors can also enhance the validity and reliability of some assessments. ● **Organization**: Clustering assessment items assessments by standards/target supports the analysis of student data to determine areas of strength and areas of improvement. This organization can also support student self-assessment and/or reflection on assessment

	results. ● **Spiraled Content:** To keep a pulse on student mastery of priority standards throughout the year, unit assessments should include questions from previous units (spiraled content). Spiraling content also helps to increase retention. ● **Released Items**: Each year KDE releases a sample of assessment items from the Kentucky Summative Assessment (KSA). These released items also include writing prompts with student work samples; these can be used for team calibration and/or to inform assessment design. ● **Question Stems**: A set of question stems are on the PL page on the JEBMS Hub. These can be used to help author your own assessment items. ● **Item Banks**: In Pear Assessment, teachers have access to a Mastery Item bank in the "Collections" section. In MasteryConnect, teachers have access to a Mastery Item bank and a Supplemental Mastery Item Bank. These item banks provide high-quality assessment items that are vetted. **Formative Assessments**: Formative assessments should drive instruction in all classrooms. ● **Common Formative Assessments (CFAs)**: Teams co-create multiple common formative assessments ● **Data Analysis**: Teams should analyze data from CFAs to determine levels of mastery and misconceptions to differentiate instruction. This data will also be influential in determining tier 2 supports for students in our classrooms. Re-assessing, using a **parallel assessment** (different assessment), is essential to determine student progress after re-teaching or differentiated learning experiences. ● Strong cycles of formative assessment throughout the unit ensure students receive immediate feedback and support to move their learning forward. When done well, this also prevents the need for re-teaching and administering a parallel assessment after the original summative assessment. **Summative Assessments**: ● **Common Summative Assessments**: Teams should co-create common summative assessments for units. Summative assessments should be KSA-like and **include a variety of questions** including *multiple choice, multi-select, technology-enhanced items, short answer, and at least one extended response*. ● **Performance Tasks** or **Projects** can also be used by teams as additional summative assessments for units to demonstrate mastery of learning for academic standards. ● **Re-Assessments/Parallel Assessments**: If students do not demonstrate mastery of learning on assessments, they should have additional opportunities to demonstrate learning. **Re-taking the same assessment or "fixing" original assessment answers is not an appropriate measure**. However, it is appropriate for students to analyze and reflect on their performance/assessment. Additionally, **students should have opportunities to engage in learning to address prior to taking a parallel assessment**. ● **Notecards, study-guides, notes, or other resources should not be used on assessments. Assessments should measure what students have learned, know, or can do**. **Pear Assessment**: Teachers are expected to use Pear Assessment to administer classroom assessments. Not only does this platform provide excellent reports to make the analysis of data quicker and easier for teachers, it also provides a **bank** of **high-quality**, vetted **assessment items** to pull from (e.g., MasteryConnect Item Bank). It is encouraged to ensure the **Test-Nav Interface** is used to administer assessments.
MasteryView	MasteryView Predictive Assessments (MVPA) will be used as a benchmark assessment to measure

Predictive Assessment (MVPA)	student proficiency for grade-level academic standards. **MVPA is administered three times per year** (Fall, Winter, Spring). Benchmark windows have been established and are marked on the school's Google Calendar. More details and schedules will be shared with faculty and staff prior to assessment windows.
FastBridge	FastBridge, a universal screener, is used to measure a student's performance for grade-level expectations (skills). This screener identifies areas of strength and growth in foundation skills in the areas of math and reading. Additionally, a social, emotional, and behavioral screener is administered; teachers complete SAEBRS (first administered after six weeks of classroom instruction) and students will complete the mySAEBRS screener. **FastBridge will be administered three times per year** (Fall, Winter, Spring). Screening windows are scheduled and added to the school's Google Calendar. Reading and Math teachers will select a day to complete the screener during the window and complete make-ups for students who were absent.
MTSS	Mutli-Tiered Systems of Support (MTSS) is a preventative framework organized to provide a continuum of instruction, intervention, and support to meet the academic, behavioral, and social-emotional needs of all students. Three tiers are used to describe the level of intensity of practices across the continuum. Movement between tiers is flexible and fluid, based on student assessment data. Below is a graphic organizer that models the relationship between the three tiers, including assessments, screeners, or other data used at each level for identification and progress monitoring.  The six key tenets of the MTSS Framework (Harlacher, et al., 2014) are:

	1. All students are **capable** of grade-level learning with adequate support. 2. MTSS is rooted in **proactivity** and **prevention**. 3. The system utilizes **evidence-based practices**. 4. Decisions and procedures are driven by the school and student **data**. 5. The degree of support given to students is **based on their needs**. 6. Implementation occurs school-wide and requires stakeholder **collaboration**. MTSS Teams at James E. Bazzell Middle School consists of teachers, instructional coaches, counselors, administrators, school psychologist, behavior interventionists, and IAL Project Director will meet to discuss student data (tier 3 academic and tier 2 and 3 social, emotional, and behavioral data). **Teams will meet every six weeks** to: ● review universal screening and/or progress monitoring data, ● determine if interventions are working and/or if intervention plans need to be modified, ● identify students, who need different levels of support based on data, and ● complete progress reports or other parent notifications to send home to parents/guardians. During PLC meetings, grade-level teams will utilize common formative assessments (CFAs) to determine tier 2 supports needed for students and act accordingly.
WIN	The "What I Need" (WIN) period is designed to provide students with tailored opportunities to address individual learning needs. During this time, Math and Reading teachers provide intensive support (tier 3) to small groups of students. Additionally, our school is prioritizing the development of literacy skills during other WIN classes to help improve reading skills across all disciplines. Some Science, Social Studies, and Related Arts teachers help support students by focusing on specific reading strategies to improve fluency, vocabulary, or comprehension while others provide opportunities for enrichment/extension with an emphasis on strengthening general literacy skills. Overall, our goal is to deliver more intentional, targeted instruction to support students' growth as readers. Students have been strategically grouped based on FastBridge data to address similar learning needs in smaller settings; therefore, teachers will be assigned a reading intervention to deliver. ***All* teachers who will deliver interventions and progress monitoring students will receive training and coaching support.** For more details and resources, view the attached document (Tier 2 Reading WIN Expectations).
8th Period	At JEBMS, we have a dedicated time everyday to ensure that students ● Have completed their work, ● Understand the concepts of the day, ● Set goals academically and personally, and ● Have an adult and network of peers that become their in-school trusted community All helping to ensure students take ownership of their learning. The school-wide schedule for 8th period is as follows: ● **Monday**: Goal setting, planning for the week ● **Tuesday**: SEL Lesson on Navigate 360 (Follow this plan) ● **Wednesday**: Drop everything and Read Day ● **Thursday**: ○ 7th Grade: Break ○ 8th Grade: Track progress and celebrate success (1 person shares their success). ABRE work ● **Friday:**

	○ 7th Grade:Track progress and celebrate success (1 person shares their success). ABRE work ○ 8th Grade: Break
Grading Policy	Meaningful assessments, including assessments for, as, and of learning, are foundational components of effective instructional practice. Many years ago, James E. Bazzell Middle School made the commitment to ensure our **grading practices accurately reflect the growth of our students**. In doing this, we created layers of assessment that measure students' mastery of content, skill development, and behavior. Below is an overview of the grading protocols and expectations. This also helps ensure **consistency in reporting for all stakeholders** (students, parents, and teachers). The JEBMS Grading Protocol provides more specific details and guidelines for grading, organizing and reporting grades in Infinite Campus, and a step-by-step guide for setting up gradebooks, entering grades, marking attendance, and more! **Academic Grades (Term Grade):** Includes *assessments of learning* (summative assessments) and *assessments for learning (formative assessments)*; however, formative assessments are excluded from grade calculation. ● **Summative Assessments (Assessments OF Learning)** These assessments measure an *individual* student's understanding of academic standards. Because the goal is mastery of academic standards, these assessments can allow for reteach opportunities where students interact with content in a new way and take a parallel assessment to demonstrate understanding for each standard or target. **No zeros will be given for summative assessments**. ● **Formative Assessments (Assessments FOR Learning)** These assessments are conducted during the learning process to gather information about student progress and allow teachers to determine specific student needs, plan next steps of instruction, and provide students with feedback to improve their learning and/or work. Strong formative assessment practices, including data/achievement team processes, allow teachers to be responsive to all students' needs - intervening for those far from mastery, close to mastery, and providing enrichment opportunities for those who have demonstrated mastery. These can be recorded in Infinite Campus (**excluded from grade calculation)**, allowing teachers, students, and parents to track a student's progress over time. **Participation/Effort:** ● **Classwork/Homework** This grading category provides accountability for students to be active participants in their education. It allows teachers, students, and parents to monitor the completion of the classwork and/or practice work that enables students to master the content. These include: classwork or activities, homework, drafts or iterations of writing or products, NTI work, interactive notebooks, self-assessments, etc. **Conduct**: This is the traditional grade focused on student behavior in class. Students will have a predetermined amount of points to earn each nine weeks (10 points per class period). Points will be deducted for misbehavior and not meeting expectations. Total grade will be calculated based on the percentage of points earned. Conduct grades should be **updated** in Infinite Campus on a **weekly** basis.
Homework	Homework may be assigned based on the needs of the class. In a world of AI, homework can be completed within seconds, which makes measuring a student's understanding challenging. Therefore, it is important to assign tasks that are meaningful and require students to do the thinking. You are encouraged to assign tasks that require handwriting instead of online work.

HQIR	Teams will use HQIRs as the primary planning resource and adjust or supplement as needed as a team. 
Project Based Learning	Each **student** at JEBMS will complete at least **two** Gold Standard PBL (GSPBL) experiences per school year. **Teachers** are required to do **one** GSPBL. Teachers are encouraged to collaborate with colleagues and ensure students do not become overwhelmed with multiple PBL projects at the same time. The PBL Project Implementation Guidelines help outline the expectations for planning, cycles of feedback, and reflection before, during, and after projects. Please note that project plans should be submitted for feedback ***one month prior to implementation***. All projects should also be linked to the JEBMS Project Tracker Google Sheet in the JEBMS Hub.
Profile of a Patriot Student Outcomes	In order to support students in developing the skills in our district's Profile of a Patriot, Profile of a Patriot Performance Outcomes for the 7-8 grade band are expected to be **integrated** in **daily instruction**. Explicit instruction, practice opportunities, and feedback are essential for developing and strengthening these skills in our students. Students should have multiple opportunities to practice these skills across ***all*** classrooms while in middle school. Students will produce evidence of these outcomes and upload artifacts to their Abre portfolio.
Abre Artifacts	A student's Abre portfolio is a critical component of our district-wide accountability system and promise to our community for the development of the indicators outlined in the Profile of a Patriot. Data dashboards will also communicate student mastery of the performance outcomes similarly to academic assessment data. **A Teacher's Role** **Each teacher will serve as a portfolio advisor for students rostered in 8th period**. Teachers will "claim" these students in Abre as their Wellness advisor at the beginning of each school year. Teachers will also support students in uploading artifacts to Abre during class or 8th period. As a portfolio advisor, you will review and make decisions about the artifacts students submit as evidence of the performance outcomes aligned to the Profile of a Patriot. Your role is to focus on the degree to which the provided reflection communicates a clear connection to the artifact(s), learning, and identified performance outcome. For classroom assignments or projects, students should have already received instructional feedback, and/or, in some cases, although not required, a grade from the classroom teacher. This process honors classroom teachers' expectations and expertise. Thus, analysis of the content presented in the artifact is not the focus of this review and

	feedback. To guide advisors in the review, feedback, and approval of student artifacts uploaded to Abre, we will use the Abre Artifact Review checklist, decision making guidelines, and feedback prompts. Consistent review of artifacts ensures fairness and produces reliable evidence related to school-wide mastery of the Profile of a Patriot performance outcomes. **A Student's Role** At each grade band (K-3, 4-6, 7-8, 9-12), ACS students are expected to show mastery of the Profile of a Patriot Performance Outcomes. Students will use Abre, a digital platform, to create portfolios to showcase meaningful evidence of learning, growth, and achievements over time. Students will select artifacts to show their progress toward academic standards and Profile of a Patriot competencies. For each artifact, students must write a rationale/reflection to explain how it represents the performance outcome it is connected to. These artifacts will be uploaded to the JEBMS Student Success Portfolio. Students will earn badges for mastering outcomes for each competency. At the end of each grade band, students will also create a Proficient Patriot Portfolio to highlight their strongest evidence. In middle school, this includes the Defense of Learning presentation, which earns a final badge. The portfolio serves as a record of learning and a tool for reflection. It also helps students make connections between work, the skills they develop, and goals for continued growth. Portfolios make learning visible and allow students to take ownership and pride in academic and personal growth. To support students in uploading artifacts, use the A Student's Guide for Successful Artifact Entries. This document is also linked on the JEBMS Hub in the Abre and Performance Assessments page.
Defenses of Learning	At James E. Bazzell Middle School, Defenses of Learning are a culminating, reflective experience and celebration of each 8th grade student's growth and learning journey through middle school. This formal presentation requires students to: ● Defend their readiness to advance to high school, ● Highlight learning through acquisition of knowledge, skills, and character development, ● Provide evidence to demonstrate how they embody the competencies of the Profile of a Patriot in their lives. A committee of teachers will guide this work at JEBMS. The committee consists of teachers from both grade levels and related arts. **2026-2027 Defenses of Learning will occur April 19-27.** **Resources**: ● Defenses of Learning Framework and Toolkit ● 2025-2026 Data Summary
Showcase of Learning	Seventh grade students at James E. Bazzell Middle School will engage in a Showcase of Learning. A committee of teachers will guide this work at JEBMS during the 2026-2027 school year led by Mrs. Billingsley. **2026-2027 Student Showcase will occur on March 25, 2027.**
Literacy	Incorporating literacy across all disciplines is a focus for our school. There are a variety of ways to

	embed literacy strategies to support fluency, vocabulary, and reading comprehension. Intentional planning to select high-impact instructional strategies to support and strengthen literacy skills is important. If you have questions about literacy in your classroom, please reach out to Mrs. Billingsley or Ms. Fisher. Writing is also an important part of literacy across all disciplines. Students can write to learn, demonstrate learning, or for publication. The JEBMS Writing Plan outlines the differences between these types of writings and provides suggestions for how to incorporate them in your classroom. Additionally, a school-wide pre-write format is embedded, as well as rubrics to use for feedback and assessment.
Coaching	A growth mindset is an essential component of continuous improvement and life-long learning. We need to believe that we are always growing; intelligence is not fixed and all people can grow. We may have areas of struggle, but we do not fail unless we quit. Mistakes are learning opportunities. This mindset applies to ***everyone*** in the building. In order to continue learning and growing as professionals, ***all*** **teachers will engage in coaching cycles** throughout the school year. These opportunities provide teachers individualized support and feedback in areas of instructional practice they'd like to strengthen. It is important to note that **coaches are not evaluators**.
Walkthroughs	Walkthroughs are a foundational element of continuous improvement. Members of the district and school instructional leadership teams will regularly conduct walkthroughs to observe teaching and learning. You can expect feedback after class visits by coaches and administrators. Additionally, please continue with instruction when visitors pop in your classroom–we're here to see the learning in action!
Google Classroom	Each teacher should regularly utilize Google Classroom in your class. In the event of a non-traditional instruction day (NTI), this is the platform that will be used. It is important for students to have practice navigating, accessing, and completing assignments in Google Classroom.
NTI Expectations	The Non-Traditional Instructional Program (NTI) is a program that encourages the continuation of learning on days when an entire district is closed due to health or safety reasons. At JEBMS, teachers will continue to offer quality instruction during NTI days for each student. In order to ensure successful NTI learning days, we know communication and clarity around expectations for both teachers and students is important. Our JEBMS NTI Guidance Document provides specific details to guide the preparation of students prior to NTI, planning of lessons, and expectations for teachers and students. Additionally, teachers must submit artifacts and lesson plans for each NTI day. Directions for uploading work samples and artifacts will be sent to all staff by Dr. Chastity Shipley, Instructional Supervisor in Allen County Schools.
Career Clusters	
Clubs	**National Beta Club** ● Sponsors: Mrs. Burden and Dr. Abner ● Meetings: Second Thursday of the month until 3:45. Competition practices are as needed. ● Motto: Let us lead by serving others. **James E Bazzell Student Council** ● Sponsor: Mr. Robins ● Meetings: Two Wednesdays per month, during 8th period

	● Rationale: Student Council members will represent their classmates, help plan school events, organize service projects, and work with others to make our school an even better place. **Art Club** ● Sponsor: Ms. Adams ● Meetings: Every second Tuesday of the month in the Art Room, 3:00 pm - 4:30 pm ● Rationale: Art Club's purpose is to create a safe space where students can foster creative expression while building relationships with like minded students. **Anime Club** ● Sponsor: Ms. Adams ● Meetings: Every fourth Tuesday of the month in the Art Room. 3:00 pm - 4:30 pm ● Rationale: Anime Club's purpose is to create a safe space where students share their love for animation from around the world and learn more about the cultural connections in anime. **Science Club** ● Sponsor: Ms. Cary ● Meetings: Every third Tuesday, beginning in September ● Rationale: Science Club fosters a deeper interest in science by engaging students through interactive experiments and collaborative exploration. Students gain an appreciation for science and are exposed to STEM career pathways. **FCA (Fellowship of Christian Athletes)** ● Sponsor: Ms. Minix ● Meetings: Tuesday mornings, 7:15 in the Choir Room ● Rationale: Everyone is welcome to this time of fellowship and encouragement. **S.O.S. (Sources of Strength)** ● Rationale: Evidence-based program focused on mental health promotion and building resilience through eight core protective factors: family support, positive friends, mentors, healthy activities, generosity, spirituality, physical health, and mental health

STUDENT BEHAVIOR EXPECTATIONS and PROCEDURES	
PRIDE Expectations	• Behavior expectations will be intentionally taught in every area of the school (classroom, cafeteria, hallway, bathroom, gym). These procedures will be taught using the acronym PRIDE during the first week of school. This is an example of how it would be taught for the classroom setting.  • Students should engage in activities based on both behavioral and academic expectations and procedures in EVERY class during the first week of school • Utilize examples and non-examples of JEBMS expectations. Many students simply do not have the level of social understanding that they need to understand boundaries in specific settings such as the classroom, bathroom, gym, hallway, etc. • We must intentionally teach students EXACTLY what we expect from them. We cannot assume that students understand anything that we haven't intentionally taught. (i.e., What does respect towards the classroom teacher look like? What does it not look like? What does that respect towards your teacher sound like? What does it not sound like? What do respectful conversations with peers sound like? What do they not sound like?, etc.) • **It is suggested turning some of these example/non-example conversations into flipchart signage and having it very visible in your classroom.** • School-wide non-negotiables should be intentionally taught by all staff members the first week of school as well.

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JEBMS School-Wide Expectations


It is the expectation that school-wide non-negotiables are enforced by every staff member in the building.
The cell phone policy should be adhered to at all times and in all classrooms. We are 1:1 technology and every student has access to a chromebook. Phones SHOULD NOT be utilized for any type of instructional use. Phones are the number one distraction from learning across the nation…do not allow students free access to their phone while in your classroom.
You cannot take a phone from a student for just being able to see it in their pants pocket. However, you can ask them to place it in the pocket or their locker if you see it, as well as, deduction of conduct points.
Clear water bottles are the only type of bottle allowed in classrooms at JEBMS. Any other type of cup should be collected by the teacher and turned into the office. Absolutely no metal cups should be in the classroom.
Minga is our official hall pass system, intentionally designed to improve school safety. A student MAY NOT leave the classroom, for any reason, without going to the chromebook station set up in the room, and filling out the hall pass request that must be approved by the teacher.
CHAMPS procedures will be followed and enforced in all areas of the school. This includes following two shoes in the blue, voice levels, using the PRIDE acronym in your class to establish and intentionally teach routines and procedures, etc.

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<td>Academic Violations</td>
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Updated JEBMS Student Handbook & Discipline Code outlines the academic expectations for students:

Academic Code of Conduct
Students at James E. Bazzell Middle School are expected to uphold a level of dedication and responsibility in relation to academics. Failure to complete assignments is unacceptable behavior. Students exhibiting this behavior will be subject to the following discipline actions:
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	● **1st Offense:** (Three or more incomplete assignments) One day of extended after school detention to complete work. ● **2nd Offense:** (An additional three or more incomplete assignments) Two days of extended after school detention to complete work. ● **3rd Offense:** (An additional three or more incomplete assignments) Students may be placed on the Academic Plan for twenty-one (21) school days and or placed in after school detention for an increased number of days, and or recommended for short term placement in alternative school to successfully complete work. ● **4th Offense:** (An additional three or more incomplete assignments) Students may be placed on the Academic Plan for twenty one (21) school days and or placed in after school detention for an increased number of days, and or recommended for short or long term placement in alternative school to successfully complete work. Students may be retained due to lack of academic performance. **Further problems may increase any of the above consequences and may lead to a student being placed full time in alternative school. Students who fall behind, may be referred to classes for extra assistance during the day. ● There must be frequent contact with parents regarding academic violations and a parent meeting can be scheduled whenever the teacher/team deems it necessary. ● Teachers can assign academic detention for a student any day of the week, as long as supervision with themselves or a certified staff member is pre-arranged and the parent is notified through a phone call.
Discipline Referrals	**Updated JEBMS Student Handbook & Discipline Code** ● Discipline Referrals will be submitted using ABRE to streamline communication between teacher, administration, and parents. Another student's name should never be used in a referral due to confidentiality purposes. A referral should also stick to just the facts of the incident, try to avoid opinions, biases, etc. ● **Major discipline referrals**: Should be centered around school-wide non-negotiables, extreme behaviors, and repetition of behaviors after exhaustion of other resources (conduct points, parent phone call, etc.) ● **Minor** behaviors, earbuds at an inappropriate time, etc. should be managed through the loss of conduct points and individual teacher classroom management procedures. These will not be documented in **Infinite Campus**. (If it becomes a repeated behavior that needs to be addressed by administration, you can share the documentation with Dr. Abner). ○ PBIS Behavior Management Chart ● **Tardy Policy**: If students are in the hallway when the tardy bell rings, they will be required to report to the tardy table, document their tardy, and get an entrance slip into class. First tardy is a warning and the behavior matrix lines out consequences for additional offenses. ● **Fight Policy:** ○ 1st Fight (5 days suspension, 5 days ISS) and immediate implementation of BIP ○ 2nd Fight (10 days suspension, 10 Days ISS, Referral to District Behavior Committee) ○ 3rd Fight (Referred to the BOE for expulsion, out-of-school suspension until board hearing takes place) ○ Fight in the cafeteria- **Instant** loss of cafe privileges for both breakfast and lunch remainder of the year
Behavior Matrix	26-27 Behavior Matrix
Minga (Hall Passes and	● Every classroom needs to have a chromebook station set up for using the MINGA Hall Pass System.

Tardies)	• Students MAY NOT leave class for ANY reason without using MINGA. • DO NOT override a pass for a student when Minga denies them.
Planner	All students will receive a planner on the first day of school. Students should be encouraged to use these on a daily basis to keep track of assignments and important due dates. Students should also have one in their possession any time they use a Minga hallpass and are not in the classroom.
Tardies	At the tardy bell, teachers will close classroom doors to begin instruction. Any student in the hallway after the bell rings must report to the tardy table to receive a slip to give to their teacher.
Break	Once a week per grade: • 7th grade on Thursday • 8th grade on Friday • Break will follow a schedule where every other week **ALL** students on the team will attend in order to try to keep students motivated to stay caught up with their academics. The Patriotic Stop will be open during break and we will sell concessions during break as well.
Lunch Procedures	**26-27 Lunch Schedule** • Teachers **must** walk their class to the cafeteria and pick them up for the first two days of school • Classes will have **assigned tables** in the cafeteria. • Once seated, students **will not** be allowed to get out of their seat without raising their hand to ask permission. • There will be **jobs** assigned to particular students at each table to throw away trash, collect trays, wash the table, etc. Trash cans will be intentionally placed throughout the cafeteria to minimize traveling and traffic. • If a student is involved in a fight or excessive conflict in the cafeteria, that student will lose cafeteria privileges for the remainder of the year, eating in an alternate location for both breakfast and lunch.
Dismissal Procedures	**Breakfast & Morning Dismissal** • Students will be in the cafeteria eating breakfast or in the gym until 7:30 AM. • Students will be asked to fill in the closest tables to the cafeteria entry way upon arrival. • Students will have approximately 15 minutes to eat breakfast and then will be ushered into the gym. • At 7:30 AM students will officially be dismissed to go to their 1st period class. • **All** staff are expected to be in their designated areas of supervision no later than 7:30 AM ready to monitor dismissal of students to 1st period. • Once students walk into their 1st period classroom, they **MAY NOT** re-enter the hallway for any reason, without using a hall pass through MINGA. **Afternoon DISMISSAL** • Students should remain **inside** of the classroom, **sitting** in their desks/seats until dismissal is announced over the intercom. • There should be **no students** lined up in the hall nor any students released early to come to the lobby/bandroom/sports/etc. There are **NO** exceptions to this; it causes multiple safety concerns. • Once the teacher gives permission for students to leave the classroom, they will have **five minutes** to get their backpack/items to go home and get to the bus.
Student Incentives and Rewards	**"The Patriot Stop" (Now located in the concession stand and will be open 8th period ONLY)** • Currency ➡ Bazzell Bucks Balance • Student Buy-In Plan

- If we want our students to be enthusiastic about their student incentive store, we HAVE to:
    - Make it a big deal! Shopping day should be a scheduled day and an EXCITING day!
    - Patriot Store Schedule
    - It will be kept well stocked.
    - We will establish and teach this as part of our procedures so students know when they will get to shop EVERY week.
    - Students will quickly lose interest if the day they are expecting to shop never seems to happen. This is something we have to be consistent with because our students will come to look forward to it each week.
    - Even if you are going to be out on your shopping day, surprise the students and have it on the day before or communicate to students that their appropriate behavior with the sub is contingent on them getting to shop the following day when you return.

Earning Currency

Currency can be both easy and difficult to earn for our students,

- going above and beyond on an assignment or task
- helping others
- demonstrating good citizenship
- random acts of kindness
- Using specific strategies for reading
- growth in RTI/WIN
- exemplifying leadership characteristics
- Displaying Characteristics from the Profile of a Patriot
    - ➔ *Resilient Learner*
    - ➔ *Effective Communicator*
    - ➔ *Creative Problem Solver*
    - ➔ *Engaged Global Citizen*
    - ➔ *Accountable Collaborator*
- The MOST IMPORTANT component of earning a "Bazzell Buck" is that the student is intentionally informed of the exhibited behavior that has earned them the reward.
    - "Wow! 40 points growth on your latest Language Arts MVPA score, that is worthy of a Bazzell Buck!"
    - "I saw you stop and help Suzie clean up when she dropped her pencil pouch, thank you for being kind to your peers, that is worthy of a Bazzell Buck!"
    - "I appreciate you being a leader in your group by assigning each of your peers a role and holding each person accountable during work time, that is worthy of a Bazzell Buck!"

Positive Referrals

Please submit positive referrals in Abre as often as possible. These can be shoutouts for academics, behavior, and accomplishments outside of school as well. **Students earn a reward Friday afternoon when they earn a positive referral throughout the week.** Students will rise to our expectations if we consistently bring attention to the great things we are seeing everyday from them!

MISCELLANEOUS

Policies

Senate Bill 150: Kentucky Senate Bill 150, passed in 2023, bans gender-affirming care for minors, limits instruction on human sexuality and gender identity in public schools, and establishes new parental rights regarding a child's education and health services.

House Bill OR Senate Bill 181: Kentucky Senate Bill 181 mandates that all electronic communication between school staff and students must be conducted through a designated, traceable communication system approved by the school district. This is intended to increase student safety and transparency by preventing the use of personal devices or social media for school-related communication, unless there is specific written parental consent. Parents must also be informed about the approved systems and how to access them to review communications.

Senate Bill 9: Provides 30 days paid maternity leave (must be used first) and disallows conversion of unused maternity leave to sick leave.

Senate Bill 19: Kentucky Senate Bill 19 requires public schools to implement a **mandatory daily moment of silence** at the start of each school day, lasting one to two minutes. During this time, students can voluntarily meditate, pray, or engage in other silent activities. The bill also allows students to be excused for up to one hour per week to attend off-campus moral instruction, with strict requirements for the providers of the instruction.

1st Day of School Schedule

First Day of School

Homeroom	*1st period*	*2nd period*	*3rd period*	*4th period & Lunch*	*5th period*	*6th period*	*7th period*	*8th period*
7:40-9:40	9:45-10:00	10:05-10:20	10:25-10:55	11:00-12:25	12:30-12:45	12:50-1:05	1:10-1:25	1:30-2:25