

August 2017

The New Stephen E. Kramer Middle School

Parent & Student Handbook

Home of the Hornets



August 21, 2017

Dear Kramer Families,

It is our pleasure to welcome you to the upcoming school year at The New Stephen E. Kramer Middle School, where we develop proud, powerful Hornets!

The Kramer staff is committed to providing your child(ren) with an outstanding educational experience. In order to ensure this year is a successful one, a positive relationship between home and school must be established. With your help, we can make sure our students achieve at high levels!

The Parent/Student Handbook has been prepared to serve as a reference for your family. The policies and procedures have been updated as of August 2017. Every effort will be made to keep you up-to-date on new policies, guidelines and procedures from DCPS and Kramer Middle School.

On behalf of the Kramer faculty and staff, we look forward to serving you and your family this year!

Sincerely,

A handwritten signature in black ink that reads "Roman A. Smith". The signature is written in a cursive style with a prominent initial "R".

Roman A. Smith
Principal

Parent & Student Handbook Table of Contents

| | |
|--|-------|
| Introduction to the New Stephen E. Kramer Middle School | 4 |
| School Mission/Vision | 4 |
| Hours of Operation and Staff | 5 |
| Supply List, Building Access, School Uniform & Cell Phone Policies | 6 |
| Grading Policy | 7 |
| School Calendar | 8 |
| Bell & Locker Schedule | 9 |
| Attendance Policy | 10 |
| Routines and Procedures (Norms & Safe Passage Dismissal) | 11 |
| Norms, Afternoon Dismissal & Cell Phone Policy | 11 |
| School Discipline Policy | 11-17 |
| Student Recognition | 17-18 |
| Acknowledgement of Receipt | 19 |

SCHOOL VISION/MISSION

Introduction

Here at The New Stephen E. Kramer Middle School, we have a strategic approach to creating learning environments and school communities that are positive, respectful, productive, and foster positive student behavior and interactions. The approach is to develop healthy relationships among our schools' staff, students, and families in order to promote a positive and thriving school climate that fosters opportunities for academic and social success.

Vision

The whole community will actively embrace that education is the key to everyone's success.

Mission

Each member of the Kramer community, including staff, scholars, parents, neighbors, and community partners, will demonstrate a strong character embodying resilience, perseverance and ethics in the pursuit of excellence.

The community will collectively use quantitative data in 100% of our decision-making process to support the development of our scholars into critical thinkers, effective communicators, entrepreneurs, consumers and positive community members. Our community will promote positive habits that support our scholars in building sound physical, emotional and mental health. All scholars who are promoted from our entrepreneurial and high school preparatory campus will be equipped with the skills necessary to succeed as leaders of socioeconomic and environmental change within OUR community and beyond.

Motto: We Believe! We will achieve, because we are powerful beyond measure!

Creed: We are Hornets, attacking our education collectively and individually through respect, reflection, responsibility, resilience and perseverance. We are powerful beyond measure!

QUICK REFERENCE INFORMATION

School Hours of Operation

The instructional day operates from 8:45 a.m. – 3:15 p.m. daily for students. Students are asked to arrive by 8:30 a.m. each day in order to greet their teacher, get settled in, and be prepared for the day to start on time.

Office Hours of Operation

Our school's main office is open daily from 8:00 a.m. until 4:30 p.m. to serve you. The main office remains open Monday through Friday year-round, with the exception of observed holidays.

Leadership Team

- Roman Smith, Principal
- Jacqueline Walters, Assistant Principal
- Camille Robinson, Resident Principal
- Gregory McCants, Dean of Culture and Climate
- Danita Dorsey, Coordinator – Strategy & Logistics

Staff

Teachers and other staff may be reached by contacting the main office at: 202-939-3150.

Dean McCants is responsible for the resolution of all discipline problems and maintenance of all discipline records. He assures that the discipline policy is administered in a fair & just manner and that an optimum-learning environment is maintained.

Ms. Tysheka Duffy is our **school counselor**. She is responsible for providing a comprehensive school counseling program that is preventive in design and developmental in implementation. She also supports our students in the areas of academic achievement, career & college planning and personal & social development.

Our school **social workers** are: Ms. Caroline Moleri (Moe-Lee-Eree), Mr. Jermaine Wyatt and Ms. Camilla Smith. They are responsible for counseling individual pupils. They will also consult with parents/guardians and help to provide an important liaison between the school and the home. In addition, they provide crisis intervention counseling as needed.

The **attendance counselor** is Mrs. Markeater Holroyd. She is responsible for the development and implementation of a comprehensive attendance guidance and counseling program designed to improve overall school attendance. She will notify the family after the first unexcused absence and consult with parents/guardians.

Supply List (individual teachers may give additional supply list upon arrival)

- Backpack
- 1 3-ring binder (2 inch)
- 1 box of pencils
- 1 box of pens
- 1 pack of notebook paper
- Highlighter

Building Access

Students who arrive between 8:00 a.m. and 9:00 a.m. will use the rear entrance near the parking lot. The parking lot is located on 17th Street, half way down the block. Please use the 2nd door on the right after you enter the parking lot. Students who arrive after 9:00 a.m. are considered to be tardy and must enter through the front door located on Q Street, between 17th Place & 17th Street.

For the safety of our students and staff, all visitors are asked to use the school's main entrance on Q Street, between 17th Place and 17th Street S.E. to enter and exit the building. Please refrain from using the side and rear exits and never let anyone in the side or rear exits from the outside.

School Uniform

To promote a sense of community and school pride, students are expected to dress in uniform daily. This includes half-days, field trip days and other days with special events. The Kramer school uniform consists of:

- Solid logo free white polo shirt (must be tucked in at all times)
- Plain solid navy blue or black trousers/slacks (with a belt and fitted at the waist)
- Plain solid navy blue or black skirts (must go at least to the knee)
- Plain solid navy blue or black cardigan type sweater with no logos.

Additional Uniform Guidelines

Students are expected to wear close-toed shoes at all times for safety on stairs and play equipment. The following is a list of other uniform guidelines:

- Plain black, blue or white headscarf may be worn for religious or medical (need Dr. note) purposes only
- No oversize or form-fitting clothing
- No sagging pants
- No visible undergarments
- No hats, scarfs, bandanas or bonnets can be worn inside of the school building
- Outerwear (coats/jackets) must be placed in the locker before 1st period

Cell Phone Policy

Communication technology, specifically cellular telephones, has become an integral part of the daily lives of students, parents and teachers alike. The Kramer Middle School cell phone policy is designed to protect the educational program of all students but not to limit the home/school

communications. Cellular phones and other communication technology are not allowed in the school building. In most cases, a student may be given permission to use an administrative office telephone to contact a parent/guardian, and in the case of an emergency, a student may be called out of class to receive a telephone call from parents/guardians.

Cell Phone Collection Process

All cellular phones are to be turned off prior to entering the school building. As students enter the building, cellular phones and other electronic devices will be collected by the administrative staff and locked in a secure location. Students will only be able to retrieve their phones at the end of the school day or early dismissal.

Students bringing cellular phones or other electronic devices to school do so at their own risk. Kramer Middle School and its staff will not assume any liability for any lost, stolen or damaged cellular phones and other electronic devices either in school or in their possession.

Grading Policy

Progress Reports and Report Cards

Teachers will provide marks (grades) for each student after the end of each advisory documenting the student's progress toward achieving the content standards on Report Cards. Teachers will also provide comments to specify justification for the grade.

Progress reports are to be issued to all students at the middle of each term. Teachers will provide marks and comments on the progress report to indicate a significant change in progress toward the content standard or to encourage students to continue their satisfactory progress. Teachers will provide comments for all students who receive a C or below. In addition to progress reports, teachers will consistently notify the student and the parents in writing when their child is in danger of failing at any time during the grading period.

Marks (grades) shall be as follows:

- A = 93 to 100
- A- = 90 to 92
- B+ = 87 to 89
- B = 83 to 86
- B- = 80 to 82
- C+ = 77 to 79
- C = 73 to 76
- C- = 70 to 72
- D+ = 67 to 69
- D = 64 to 66
- F = 63 and below

School Calendar

Kramer Middle School follows the traditional DCPS calendar, which is available for download on the DCPS website. City-wide and school-specific events are updated on the main calendar in the main office and our social media accounts. In addition, important information is sent home by paper copy.

Important Dates for SY 2017-2018

| | |
|----------------------------|--|
| August 21, 2017 | First Day of School |
| September 4, 2017 | Labor Day (Holiday: School Closed) |
| September 21, 2017 | Back to School Night – 6:00 p.m. |
| September 22, 2017 | Professional Development for teachers (No school for students) |
| October 9, 2017 | Columbus Day (Holiday: School Closed) |
| October 27, 2017 | Records Day (No school for students) |
| November 3, 2017 | Parent/Teacher Conference Day |
| November 5, 2017 | Daylight Savings Time Ends |
| November 10, 2017 | Veterans Day (Holiday: School Closed) |
| November 23-24, 2017 | Thanksgiving Break (School Closed) |
| December 1, 2017 | Professional Development for teachers (No school for students) |
| December 11, 2017 | My School DC Lottery Application Open for SY 2018-2019 |
| Dec 22, 2017 – Jan 2, 2018 | Winter Break (No school for students) |
| January 3, 2018 | First Day Back from Winter Break |

Bell & Locker Schedule

| Period | | Time |
|---|-------------------|--|
| Locker Time Before School | | 08:40 – 08:45 Place outerwear in locker and get materials for periods 1- 3 |
| Period 1 | | 08:45 – 09:35 |
| Advisory | | 09:38 – 10:03 |
| Period 2 | | 10:05 – 10:55 |
| Period 3 | | 10:58 – 11:48 |
| Locker Time Before Lunch | | 11:48-11:50 Place periods 1-3 materials in locker and get lunch and coat for recess |
| 6 th & 7 th Grades | Lunch Time | 11:51 – 12:09 |
| | Recess | 12:09 – 12:36 |
| 8 th Grade | Recess | 11:51 – 12:09 |
| | Lunch Time | 12:09 – 12:36 |
| Locker Time After Lunch | | 12:36-12:38 Place coat and other lunch items in locker and get materials for periods 4-6 |
| Period 4 | | 12:39 – 01:29 |
| Period 5 | | 01:32 – 02:22 |
| Period 6 | | 02:25 – 03:15 |
| Locker Time At Dismissal | | 03:16 – 03:21 |

Attendance & Tardy Policy

“Attend Today, Achieve Tomorrow”

The Compulsory School Attendance law requires parents to send to school all children between the ages of five (5) and eighteen (18). To set a strong foundation of educational success students must attend school each day and they must be on time. Accurate accounting for all students begins at 8:45 a.m.

Students arriving after 9:00 a.m. will be marked tardy and they must receive a tardy pass issued by the main office. Three (3) tardies equal one (1) absence.

If a student must be tardy or absent, please send a written note to the school explaining the reason for the tardiness or absence. This note will allow us to classify the tardiness or absence as excused and it must be submitted to Mrs. Holroyd (Attendance Counselor) in the main office. Verbal excuses will not be accepted.

Excused Absences include:

Scholar illness (Doctor’s note required)
Death in scholar’s immediate family
Medical appointments (Doctor’s note required)
Temporary school closings due to weather
Visiting a parent/guardian in military
Emergency circumstances approved by DCPS

Unexcused Absences include:

Family Vacation
Babysitting
Shopping
Running Errands
Oversleeping
No clean uniform
Parent/Sibling illness

Early Dismissal Policy

Families are discouraged from picking students up early from school unless it is necessary for a medical appointment. After 2:30 p.m. it becomes disruptive for students, teachers and office staff to dismiss students from class. Please make plans for pick up before 2:30 p.m. if you must pick your child up before 3:15 p.m. Please notify the main office by calling or sending a note so that we can have the student waiting prior to arrival. Parents will still have to enter the building to sign the student out in the main office.

What Happens When A Student Misses Days? (Unexcused Absences)

Day 1 & 2 Mrs. Holroyd contacts parents
Day 3 Mrs. Holroyd will mail a notification letter to parents
Day 5 2nd notification letter mailed to parents; parent must attend Student Support Team (SST) meeting; home visit will be conducted if parent fails to attend
Day 7 Metropolitan Police Department (MPD) warning letter mailed to parent
Day 10 Scholar referred to Child & Family Services Agency (CFSA); parent must attend follow-up SST meeting
Day 15 Scholar referred to Office of Attorney General

ROUTINES AND PROCEDURES

School Norms

- School rules and expectations are taught and modeled for students
- Culture & Climate behavior expectation lesson plans are provided for first 3 days
- School-wide expectations are posted throughout the school.
- Scholars are always in the appropriate uniform
- Appropriate school staff members are visible throughout the school building.
- Scholars and Staff are held accountable for upholding routines and procedures.
- Clear expectations for noise level are consistently enforced.
- Scholars are expected to use the provided student planner (agenda book) as hall passes. Students will be taught how to quietly signal to teachers that they need a hall pass. Students returning from the nurse, counselor, social worker, etc will receive a paper pass to identify the time they have been with the provider.
- Passes are not allowed in the first and last 15 minutes of class.

Safe Passage Dismissal

Members of the Kramer “Safety Squad” are assigned to various post locations during the afternoon dismissal. We ensure that students exit the building and make it to the bus stop or other mode of transportation safely. Students and parents please be reminded that students are subject to disciplinary actions for irresponsible behaviors exhibited during the safe passage process prior to them reaching their homes.

SCHOOL-WIDE DISCIPLINE POLICY

One of the most important goals of the Kramer MS community is to establish a positive and supportive learning environment where our students feel safe, secure, and are afforded maximum opportunities for success. Our school community will establish and maintain the school-wide rules:

1. Hornets always honor the Hands Off Policy (H.O.P.)
2. Hornets always act responsibly
3. Hornets always strive for academic excellence
4. Hornets always show respect
5. Hornets are always in the right place, at the right time, doing the right thing.

Each classroom teacher will teach the behavior expectations for all settings in the school. This starts on the first day of school. Teachers will follow the school-wide progressive discipline matrix when addressing behaviors in each of the critical areas. This will improve consistency across staff in enforcing school rules.

Infractions of Behavioral Expectations

Kramer Middle School will maintain a progressive system for handling infractions of behavioral expectations known as Progressive Discipline. Outlined below is the level system along with the instructions for handling such behaviors:

All level 1 and 2 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. Staff members will refer to the Progressive Discipline model when addressing these behaviors.

All level 3, 4 and 5 behaviors are to be referred to the Dean McCants.

The following behaviors shall be considered Tier III behaviors:

- 1) Inappropriate Use of DCPS Computer or Network (restricted websites, offensive emails);
- 2) Sale or Distribution of any item without authorization;
- 3) Possession or Distribution of obscene or pornographic material on school premises;
- 4) Possession or Use of tobacco;
- 5) Use of alcohol;
- 6) Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia;
- 7) Unauthorized Possession, Use, or Distribution of over-the-counter medication;
- 8) Verbal, written, or physical Threat to person or property (including intimidating postures);
- 9) Obscene, seriously offensive, or abusive language or gestures;
- 10) Causing disruption on school property or at any DCPS-sponsored or supervised activity;
- 11) Gambling;
- 12) Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language;
- 13) Engaging in Sexual Acts on school premises or at school-related functions;
- 14) Leaving school without permission;
- 15) Academic Dishonesty;
- 16) Forgery;
- 17) Lying to or giving misleading information to school staff;
- 18) Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes

- posting material on internet or sending material electronically (via email or cell phone);
- 19) Engaging in behavior that demonstrates Gang/neighborhood crew affiliation (displaying clothing or gestures associated with Gangs);
 - 20) Hazing;
 - 21) Bullying, or using humiliating, or intimidating language or behavior, including Internet Bullying;
 - 22) Possession of tools or instruments which school administrators deem could be used as weapons;
 - 23) Engaging in reckless behavior that may cause harm to self or others;
 - 24) Extortion;
 - 25) Fighting where there is no injury and no weapon;
 - 26) Trespassing;
 - 27) Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others;
 - 28) Documented Pattern of Persistent Tier II Behavior

The following behaviors shall be considered Tier IV behaviors:

- 1) Acts of vandalism, destruction of property, or graffiti (tagging);
- 2) Documented theft of school or personal property without force;
- 3) Interfering with school authorities or participating in a major disruption of the school's operation.
- 4) Tampering with, changing, or altering an official record or document of a school;
- 5) Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business;
- 6) Lewd or indecent public behavior or sexual misconduct;
- 7) Sexual Harassment;
- 8) Retaliation for reporting Harassment and Sexual Harassment;
- 9) Fighting which creates substantial risk of or results in minor injury;
- 10) Inciting others to violence or disruption;
- 11) Activating False Alarm;
- 12) Contaminating food;
- 13) Possession of a weapon or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act;
- 14) Using an article that is not normally considered a weapon to intimidate or

- threaten another individual;
- 15) Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others; and
 - 16) Documented Pattern of Persistent Tier III Behavior

The following behaviors shall be considered Tier V behaviors:

- 1) Acts of Exceptional Misconduct at other schools;
- 2) Vandalism/destruction of property over \$500;
- 3) Selling or Distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia;
- 4) The Possession or Distribution of alcohol;
- 5) The Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48- 1101 et seq. (2001)
- 6) Causing serious disruption or damage to school's computer systems, electronic files, or network;
- 7) Possession of fireworks or explosives;
- 8) Theft or attempted theft using force, coercion, intimidation, or Threat of violence;
- 9) Assault or physical attack on student or staff;
- 10) Fighting which results in a serious physical injury;
- 11) Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury;
- 12) Using an article that is not normally considered a weapon to injure another individual;
- 13) Use, threatened use, or transfer of any weapon;
- 14) Use, Possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.
- 15) Any behavior that violates the Gun-Free Schools Act;
- 16) Deliberate acts that cause severe physical injury to another person (s).
- 17) Assault with a weapon;
- 18) Commission or attempted commission of any act of sexual assault or sexual aggression;
- 19) Arson;
- 20) Biohazard;
- 21) Bomb threat;
- 22) Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any

- lawful mission, process, or function of the D.C. Public Schools;
- 23) Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others; and
 - 24) Documented Pattern of Persistent Tier IV Behavior.

Level 3, 4 and 5 behaviors will be referred to Dean McCants immediately; there are no in-class progressive discipline steps for these behaviors. Consequences for students who engage in level 3, 4 and 5 behaviors will include possible removal from the classroom for a period of time. Removal from the classroom can include assignments for In School Suspension and Out of School Suspension.

In School Suspension (ISS)

A member of the school discipline team will notify the student's teachers of the ISS assignment and deadline for work packet submission, when applicable. Students assigned to ISS will be required to successfully complete a character development workshop or a community-based project related to the irresponsible behavior exhibited by the students and the I-Ready blended learning and/or teacher-assigned work packets. Parents will be contacted by the referring staff member in order to provide a first-hand account of the incident.

Out of School Suspension (OSS)

A member of the PBS Team will notify the student's teachers of the suspension and deadline for work packet submission. After all work packets are collected, the PBS Team member will notify parent of the pick-up date. Students will be scheduled for a return to class workshop on the last day of their suspension. Parents will be contacted by the referring staff member in order to provide a first-hand account of the incident.

All OSS students will participate in a return to class conference with the PBS team member, referring staff member, parent and grade level administrator, when applicable. It is recommended that this conference takes place on the last day of the suspension in order to ensure the student returns to school on the assigned day.

Progressive Discipline

During the first week of school we use pre-correction to minimize problem behaviors. Pre-correction is prompting the desired behavior; one example is to prompt the students about the appropriate behavior that you expect to see and set a high expectation. Please be reminded that problem behaviors that are classified as tier 3 or higher will require the teacher to complete the discipline referral immediately. There are no in-class progressive discipline stages for these behaviors. These behaviors may result in an immediate

in-school or out of school suspension. Tiers 1 and 2 behaviors will be managed by the teacher using the following:

Teacher-Managed (Tiers 1 and 2 behaviors)

Stage 1 Proximity/Gentle Verbal Reprimand – start walking over to that part of the room while continuing to present the lesson and narrate responsible behavior. If the student complies while you are on the way, continue the lesson from where you are, and then move to a different part of the room. If the student does not comply while you are on the way, quietly and respectfully remind the student what they should be doing at the moment (not what they are currently doing). The verbal reprimand should be short, respectful and cause only a very minimal interruption in the lesson. In addition, the reprimand states the expected behavior, rather than accusing the student of misbehavior. For example, if the student is still not complying, you might quietly say to them, “Johnny, the expectation was for you to read the selection using voice level 0, that’s a check for stage 1.” You must then move away from Johnny and continue lesson or narrate other responsible behavior.

Stage 2 Corrective Consequence - if problem behavior continues, attempt to re-direct student with a corrective consequence such as moving the student to another seat or group. Never use a corrective consequence that involves humiliation or ridicule of the student. For example, you may say “Johnny, the expectation was for you to read the selection using voice level 0, that’s a check for stage 2 and I am going to move you to another seat or group.” You must ensure that Johnny is aware of which seat you want him to move to and move away from him & continue lesson or narrate other responsible behavior.

Stage 3 Corrective Consequence II and Family Contact – if problem behavior continues, give another corrective consequence such as, response cost and/or move student to the pre-determined area of your classroom for student reflection and have the student complete a reflection form. One example of response cost is Class DoJo. You may have students earn or start out each day with a predetermined number of points and deduct points whenever you have to speak with them about irresponsible behavior. For example, you may say “Johnny, the expectation was for you to read the selection using voice level 0, that’s a check for stage 3 and you will need to report to the Reflection Corner and complete the reflection form.” You must then move away from Johnny and continue lesson or narrate other responsible behavior.

Stage 4 Administrator referral – if problem behavior continues advise the student that they have reached stage 4 of the progressive discipline system and that you will need to complete a discipline referral. Complete the administrator referral form within two hours or during your next planning period on the same day. Push the black intercom button near the door and ask for someone to come and remove the student from class. For example, you may say “Johnny you have reached stage 4 and still have not complied; therefore I will be completing a discipline referral form”, then push the black intercom button near the door and say: “I have a student who has reached stage 4 in the progressive discipline

system”. When the support arrives, give them a 10 second account of the irresponsible behavior and quickly return to your lesson. Parent contact must be made prior to that student arriving home.

Note: Note: This 4-step in-class behavior management cycle resets daily. Students who earn discipline referrals will not be allowed to participate in recess activities.

Administrator-Managed (Tiers 1 and 2 behaviors)

Stage 1 – The Dean or Administrator will contact parent and conduct an administrative conference with the student.

Stage 2 – The Dean or Administrator will contact parent and assign a community service project.

Stage 3 – The Dean or Administrator will contact parent and request a parent shadow for ½ day. If the parent refuses or misses this assignment, the student will be given a 1 day ISS assignment.

Stage 4 – The Dean or Administrator will contact parent and assign student to In-School Suspension.

Stage 5 – The Dean or Administrator will contact parent and assign an OSS. In lieu of OSS, the parent may participate in a parent shadow activity for two consecutive days. This step includes a grade level intervention plan/re-entry meeting.

Note: This 5-step administrative management cycle resets every 30 days. Stage 1 = 1st referral; Stage 2 = 2nd referral within the same 30-day period; Stage 3 = 3rd referral within the same 30-day period; Stage 4 = 4th referral within the same 30-day period; Stage 5 = 5th referral within the same 30-day period.

STUDENT RECOGNITION

We will also recognize and reward students for engaging in responsible behaviors through our Positive Behavior Supports system (PBS). The goal of our PBS acknowledgment system is to motivate students to achieve their academic potential while also behaving with good character.

At Kramer MS, we are proud to recognize student growth and achievement in all areas. On a daily basis we look to reward our students for their social, emotional and educational gains. We recognize our outstanding students with:

- Contingent, specific and consistent praise from staff
- Positive parent communication regarding student progress
- Recess during lunch period. Recess is earned if students earn 0 discipline referrals during the previous week
- Student of the Week & Student of the Month Awards
 - All teachers will nominate one male and one female student
 - Student names will then be placed in a hat and randomly drawn

- Each grade will have a winner
- All nominees are recognized over the PA system
- Winners will be entered into the end of the advisory raffle drawing
- Perfect Attendance (Advisory) and Progressing Student Awards
 - Recognized over the PA system, given a certificate and their photo will be posted in the hallway
 - Winners will be entered into the end of the advisory raffle drawing
- Sports Banquets for all student-athletes
- Kramer Positive Referrals can be earned for exhibiting behaviors consistent with the Kramer MS Core Values
 - End of Advisory Home Room Competitions – Homeroom from each grade level with the highest number of Kramer Positive Referrals will earn a catered lunch
 - End of Month Grade Level Competitions – Grade Level with the highest number of Kramer Positive Referrals will earn extended recess for one day
 - End of Month Individual Student Recognition – Every student that earns at least 100 in Kramer Positive Referrals will receive a free one-day dress down ticket.
- Student-Athlete of the Week & Student Athlete of the Month Awards
 - Recognized over the PA system, given a certificate and their photo will be posted in the hallway
 - Winners will be entered into the end of the advisory raffle drawing

Kramer Positive Referrals – How Does It Work?

- Students can earn Kramer Positive Referrals for modeling responsible behaviors
- Kramer Positive Referrals can be issued by any Kramer MS staff member
- Grade Level Positive Referrals balances will be displayed on each PBS board
- Postive Referrals can be used as money in the Kramer School Store

How to earn Kramer Positive Referrals*...

| 1 | 20 | 50 |
|--|--|--|
| Being Courteous & Friendly To Others | Facilitating a Restorative Circle Activity | Selected as Student of the Month or Student Athlete of the Month |
| Moving Safely & Purposefully on the Right Side in the Hallways | Being Selected as a Progressive Student | Having 1-2 absences during an advisory |

| | | |
|--|--|--|
| Exhibiting Good Behavior in the Cafeteria and Auditorium | Selected as Student of the Week or Student Athlete of the Week | Having a parent attend a PTA or other school meeting |
| Being On Time & Prepared for Class | Having 0 Absences During a Calendar Month | Making Honor Roll (No Out of School Suspensions) |

* Staff members will award Kramer Positive Referrals generously for targeted behaviors.

ACKNOWLEDGMENT OF RECEIPT OF THE STUDENT HANDBOOK

The New Kramer Middle School Student Handbook describes important information about Kramer Middle School, and I understand that I should consult with the Principal regarding any questions not answered in this document.

I hereby acknowledge receipt of The Kramer Middle School Student Handbook on the date listed below. I understand that I am expected to read the entire plan.

Student Name

Student Signature

Date

Parent Name

Parent Signature

Date