

BETTENDORF



MIDDLE SCHOOL

**Student/Parent Handbook
2018-2019**

Attendance Phone Number: 563-359-3680

Building Phone Number: 563-359-3686

Please leave your
anonymous detailed
message about
any school safety
concerns you
have on the

**Hotline
Answering
System.**



**All calls are
confidential and
taken seriously.**

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MISSION STATEMENT:

Bettendorf Middle School is dedicated to meeting the unique academic and social needs of the young adolescent.

VISION STATEMENT:

Bettendorf Middle School staff work in partnership with the community and the family to develop well-rounded students. We strive to produce students who leave middle school prepared to meet the rigors of the high school curriculum and to become life-long problem solvers and contributing members of the community.

We offer a curriculum that is relevant and challenging. Students and teachers are engaged in active learning, including exploratory activities and real life applications. Multiple learning and teaching approaches respond to student diversity. Through alternative programming and differentiation, Bettendorf Middle staff work to meet the needs of all students: high and low achieving, special education, and at-risk. Technology is used daily as an instructional tool, an educational resource, and a necessary life-long skill. We strive to provide class sizes that promote optimal learning.

We have high expectations for every member of our learning community. Bettendorf Middle School educators' value working with young adolescents and are prepared to do so. Teachers are prepared and certified to teach in their subject areas. Students demonstrate learning in a variety of ways and at a pace that ensures future success.

We provide an on-going effort to create an inviting, supportive, and safe environment for students and staff. Our school climate fosters student health, wellness, and self-esteem. Comprehensive guidance and support services promote relationship building and positive asset development.

ANTI-BULLYING/HARASSMENT

The school district is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment when they occur. Bullying and harassment of students by other students, school officials, faculty, staff, and volunteers who have direct contact with students will not be tolerated in the school district. The school district prohibits harassment, bullying, hazing, or any other victimization based on real or perceived characteristics.

A. Bullying

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression as well as any physical act or gesture or any combination thereof, directed at a victim that:

- Causes physical or emotional harm to the victim or damage to the victim's property;
- Places the victim in reasonable fear of harm to himself or of damage to his property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this policy, bullying shall include cyber-bullying. Cyber-bullying is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include:

- The creation of a web page or blog in which the creator assumes the identity of another person; **or**
- The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bully above.
- Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses to, inclusive, of the definition of bullying.

B. Prohibited Behavior

Bettendorf Middle School will endeavor to maintain a learning environment free of bullying. Bullying behavior by a student is prohibited and will be considered unacceptable behavior within the meaning of the behavior codes as outlined for the school regular school day or any school related functions. A student who commits bullying behavior may be disciplined in accordance with Student Behavior and Discipline Policy found under Rules and Regulations. Depending on the circumstances, bullying behavior may or may not be considered a violation of the Harassment Policy.

Bullying is prohibited:

On school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or of school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school: and

At a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

C. Reporting Requirements

A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, will immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the school principal. Upon receipt of such a report, the school principal or a designee will promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee will:

- Notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator;
- Take appropriate disciplinary action;
- Notify the parents or guardians of a perpetrator; and
- Notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

Please refer to the following Board Policies regarding anti-bullying/harassment, available on the district website at www.bettendorf.k12.ia.us

- #104 Anti-Bullying/Harassment

- #104.E1 Anti-Bullying/Harassment /Complaint Form
- #104.E2 Anti-Bullying/Harassment Witness Disclosure Form
- #104.E3 Anti-Bullying/Harassment Complaint Form
- #104.R1 is listed below:

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

COMPLAINT PROCEDURE

Students who believe that they have been harassed or bullied will notify the building principal. All others will notify the Level I investigator or alternate. The Level I investigator and alternates are listed in student handbooks, published annually in the local newspaper, and posted in all school facilities. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the

principal. The investigator will provide a copy of the findings of the investigation to the principal.

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.

APPROPRIATE ATTIRE FOR SCHOOL

Students are expected to wear clothing that is appropriate to their age level and that does not disrupt the learning environment of the middle school. Student's dress, personal appearance, and conduct that disrupt or tend to distract from the instructional process of Bettendorf Middle School will not be accepted. This can include, but is not limited to short shorts, jackets (such as hooded, zippered sweatshirt jackets, and other clothing worn as outer wear) spaghetti straps, or other shirts, blouses, and/or visible undergarments considered to be too revealing and/or inappropriate for the school setting. Also considered inappropriate to be worn at school is excessively torn apparel, chains, and clothing or articles bearing gang symbols. Clothing advertising illegal or controlled substances or otherwise offensive graphics and language are also considered unacceptable for school. Students will be asked to change or cover any material that falls within these categories. If a student fails to comply with a request to change an inappropriate article of clothing, he/she will be sent home. Interpretation of dress code standards is not limited to examples previously listed. The principal or designee will make the final determination of the appropriateness of the student's appearance. This policy applies to the school day or any school sponsored activity.

ATTENDANCE

Students of compulsory attendance age shall attend school a minimum of 175 days. Students are expected to be in school unless they are excused by school personnel following a call from their

parent(s) or guardian. Please refer to the following Board Policies regarding compulsory attendance, available on the district website at www.bettendorf.k12.ia.us

- #501.3 Compulsory Attendance
- #501.3R1 Compulsory Attendance Regulation
- #501.10 Truancy - Unexcused Absence
- #501.10R1 Truancy - Unexcused Absence Regulation
- #501.10R2 Excessive Absence
- #501.10R3 Excessive Absence Regulation

Absences:

The parent or guardian must call the office at **(563) 359-3680** on the day of an absence to report the reason for that absence. If the office is not notified within 24 hours of the absence, that absence will be considered unexcused. Students may be requested to provide written verification from a doctor or dentist indicating the reason for an extended absence. **Physicians may fax notes directly to the attendance secretary at (563) 359-3855.**

Students who are aware of an upcoming absence (i.e., appointments, vacation, surgery, etc.) should bring a note from a parent or guardian to the attendance secretary for an advance personal excuse slip. (*If a student does not have a note, a parent must come in and sign the student out.*) This slip is to be signed by the student's teachers and returned to the attendance officer before leaving. It is the student's responsibility to make arrangements for missed assignments.

Note: Students not attending scheduled field trips are expected to attend school as usual. An unexcused absence will be assigned for absences not previously excused by school personnel. A student can be excused from 10 days of school with valid parental/guardian concerns. A letter stating the COMPULSORY ATTENDANCE REGULATIONS will be mailed to the home after the 10th absence. Any absence thereafter will require written verification from accredited professional or administrative approval for other compelling situations noted in Board policy 501.3R1. (*Note: any prior documented medical excuses or known compelling reasons do not accumulate and result in receiving the letter explaining COMPULSORY ATTENDANCE REGULATIONS*). After 15 days of accumulated absences, a letter of EXCESSIVE ABSENCE REGULATION will be sent to the parents/guardians and a conference must be scheduled with and administrator to sign an Attendance Contract. The contract is merely a safeguard to ensure that parents/guardians understand the Iowa Compulsory Education Laws and to offer options of support. Failure to sign this contract does not protect parents/guardians from being cited for truancy if absences continue.

Make-up work/ missed assignments:

It is the student's responsibility to make arrangements for missed assignments. Make-up work may be obtained at the close of school after the third day of illness. The school is to be notified at the end of the second day of illness in order to collect work from teachers. In the event of an extended illness of ten (10) consecutive days, a doctor's excuse may be required and arrangements made for tutoring or telephone communication with various classrooms.

Tardiness:

Students are expected to be in their assigned classroom on time. Late individuals will be subject to the school's rules and regulations and procedures established in Board Policy 501.3-R1.

Truancy:

Truancy is the failure to attend school for the minimum number of days established in the school policy by the Board. Truancy or unexcused absence is the act of being absent without a reasonable excuse as determined by the building administrator/designee.

Students will be considered truant when:

1. Absent without confirmation of a parent/guardian prior to or within 24 hours of the absence and the approval of school personnel.
2. Leaving school without parental and school knowledge and leaving without signing out in the main office.

***A PARENT/GUARDIAN NOT COMPLYING WITH THE COMPULSORY ATTENDANCE LAW MAY BE REFERRED TO THE SCOTT COUNTY ATTORNEY.**

BACKPACKS

Backpacks, book bags, purses, tote bags or any device used by students to transport materials are not to be carried by students in the building during the school day. Students are to place these items in their lockers until the student leaves the building for the day. Students are encouraged to carry their classroom tools such as pencils, protractors, etc. in small pencil cases. Failure to comply with this building policy will result in the 1-2-3 steps that are referred to in the discipline policy and confiscation of the book bag.

BUILDING CODE

Asbestos Notification

The Environmental Protection Agency (EPA) in 1987 enacted the *Asbestos Containing Materials in Schools Rule*, often referred to as the *AHERA Rule*. This rule requires that all of the nation's nonprofit elementary and secondary schools, both public and private, inspect their school buildings for asbestos-containing building materials, develop a plan to manage the asbestos for each school building, notify parents and staff regarding management plan availability and provide asbestos training to appropriate staff.

The original Asbestos Management Plan for Bettendorf Community School District was completed in 1988. That plan included a set of plans and procedures designed to minimize the disturbance of any assumed asbestos-containing materials, as well as periodic surveillance of these materials. A re-inspection by a certified asbestos inspector is required every three years and was most recently completed in August 2017, by Terracon Consultants, Inc.

All of our District Buildings meet or exceed standards for asbestos management and are considered safe. The District is actively pursuing the removal of asbestos-containing materials through the use of funding from (LEVY, TIF, or some other funding/budget taxes).

A copy of the asbestos management plan is available for review by appointment in each building's office and at the Operations Center Office during regular business hours. All inquiries regarding the plan should be directed to:

Korey Caves
Safety and Compliance Coordinator
kcaves@bettendorf.k12.ia.us
(563) 332.8600 ext. 6506
(563) 221.3412

CELL PHONES AND/OR COMMUNICATION DEVICES

Bettendorf Middle School is not responsible for lost or stolen cell phones or other communication devices. No device is permitted which allows students to send or receive personal messages that would contribute to cheating, accessing the Internet, or taking pictures, during the school day. Students found in violation of this policy may be subject to discipline and, in cases where a law may have been violated, law enforcement may be contacted. Students need to remember that whatever they put on a personal electronic device could end up anywhere, so they need to ensure the devices are used appropriately.

If a student brings a cell phone or electronic device to school he/she will be responsible for following these guidelines: devices should be turned off and left in their locker at all times during school hours. Phones should not be out of the locker for any personal reasons. If an adult in the building sees the device out during the school day, they will confiscate it and send it to the front office. At the end of the day and the following consequences will take place:

1 st Time	Parent notification to pick up device
2 nd Time	Parent notification to pick up device and one day of in-school suspension
3 rd Time	Parent notification to pick up device and one day of in-school suspension. Student will also need to turn in cell phone and/or electronic device to administrator <u>at the beginning of the day</u> . Student will only be allowed to have it back at the end of the school day.

MUSIC AND E-READERS DEVICES

Students will be allowed to bring music devices and E – Reader devices to school. B.M.S is not responsible for any lost or stolen items. Music devices and E – Readers must be approved by a teacher or administrator before use in the classroom, hallway or cafeteria. Inappropriate use of a device or a prohibited item will cause the item to be taken away from the student and returned at a later date determined by the administrator. Students refusing to relinquish a music device and/or E-Reader to a staff member will face additional consequences, including suspension from school.

CRIMINAL GANGS

Please refer to Board Policy #503.6, Criminal Gangs within the School Setting, available on the district website at www.bettendorf.k12.ia.us

DISCIPLINE

The school's rules and regulations are printed in this student/parent handbook, which is presented to each student at the beginning of the school year. They are reviewed with students during the first week of school. These rules and regulations are similar to those at Bettendorf High School. Each teacher also has his or her own established classroom rules of expected behavior and the consequences that follow should the rules be broken.

Overall, students are expected to behave in a kind, positive way, and to respect the rights of others. They are expected to read and follow the rules. A student will be held accountable for his or her actions, and established consequences may be implemented should the rules be broken.

Bettendorf Middle School and the Bettendorf Community School District have a strong working relationship with the Bettendorf Police Department and Juvenile Court Services. Middle School has a police liaison officer and a juvenile court liaison officer on staff to assist the administration, staff and students with any number of situations that arise. There will be numerous opportunities for your child to speak with the police officer and juvenile court officer. Please realize that we consider both individuals staff members first and officers second. A conversation between your child and the police officer and/or juvenile court officer does not normally result in traditional law enforcement action. Should law enforcement action be taken, the parent/guardian will be notified. We welcome the police officer's and juvenile court officer's expertise in intervention, education, investigation and all the positive relationships that are fostered through their contact with students.

The Bettendorf Board of Education has approved the policies. Members support the policies and expect staff members to enforce the rules established within the system. (A copy of the rules and regulations plan is found under Rules and Regulations)

In accordance with Bettendorf School Board Policy 503.1R2, policy titled "Student Behavior and Discipline - Suspension," the following due process procedure will be followed. The minimal due process procedures include the right of students to:

- Be given oral and/or written notice of the charges
- Be given the opportunity to admit or deny such charges
- Be given an explanation of the evidence against the student if he/she denies the charges
- Be given an opportunity to explain the situation

Parents and students should be aware that under certain circumstances school officials are obliged to inform law enforcement authorities of certain types of student misbehavior. In addition, legal action may be instituted against the student.

Corporal punishment may not be used to discipline students. However, under certain conditions, reasonable physical force not designated or intended to cause pain may be used upon a student with or without advance notice when the use of such force is deemed essential. Please refer to

Board Policy #503.5, Corporal Punishment, available on the district website at www.bettendorf.k12.ia.us

DISTRIBUTION OF MATERIALS

Please refer to the following Board Policies, available on the district website at www.bettendorf.k12.ia.us

903.5	Distribution of Materials
903.5R1	Distribution of Materials Regulation
903.5R2	Virtual Backpack Guidelines
903.5E1	Virtual Backpack Request Form
508.4R1	Student Distribution of Non-Curricular Materials Regulation
508.4	Student Distribution of Non-Curricular Materials
508-4E1	Application to Distribute Non-Curricular Materials in School

EDUCATIONAL EQUITY POLICY

Every student of the Bettendorf Community School district will have equal educational opportunities regardless of race, color, creed, sex, sexual orientation, gender identity, national origin, religion, marital status, or disability.

Further, no student shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted by the District.

It is the policy of the Bettendorf Community School District not to discriminate on the basis of race, color, gender, creed, marital status, sexual orientation, gender identity, national origin, religion, disability in its educational programs, activities, or employment practices as required by Chapter 1, Title VI and VII of the 1864 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and as awareness of the rights, duties, and responsibilities of each individual member of a pluralistic society.

Inquiries regarding compliance with Title IX, Title VI, or Section 504 may be directed to Lana LaSalle, District Equity Coordinator, Thomas Jefferson Elementary School, 610 Holmes Street, Bettendorf, Iowa; or the Director of Iowa Civil Rights Commission, Des Moines, Iowa; or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

FEES

Each student attending Middle School will be charged \$75 per year registration fee. This fee is used to offset the cost of new textbooks and consumable supplies used by students.

Optional fees include the following:

- Yearbook - \$15
- HS Activity Ticket - \$40
- Parent Link Donation - \$10
- 1st Planner is free for 6th graders.
- 1st & 2nd Bus Pass is free. Anything after is \$5

HEALTH INFORMATION

Please notify the school attendance office **(563) 359-3680** each day your child is absent.

Students will be sent home if one or more of the following are present:

1. Temperature greater than 100.0
2. Vomiting or diarrhea
3. Student has a communicable disease that poses a health threat to other students. (A communicable disease is an infectious or contagious disease that can be spread from person to person).

If your child is ill prior to school, please keep him or her at home. If he or she does come to school not feeling well we will keep the student at school, unless one of the aforementioned conditions is present. If you would like to be notified on those days your child comes to school not feeling well, please send a note or call the nurse's office at 359-3686 ext 5007.

MEDICATION ADMINISTRATION

Please refer to the following Board Policies, available on the district website at www.bettendorf.k12.ia.us

- #507.2 Administration of Medication to Students
- #507.2R1 Administration of Medication to Students Regulation
- #507.2E1 Administration of Medication to Students (Parent letter)
- #507.2E2 Parent Authorization & Permission for Administration of Prescriptions and Over the Counter/Nonprescription Medication
- #507.2E3 Authorization-Asthma or Airway Constriction Medication Self-Administration Consent Form – Inhalers and Epi-Pens

Physical Education Excuses

Students will be excused from P.E class for valid medical conditions under the following situation:

- Parent note will excuse student for one (1) day.
- Physician's note is required for all circumstances requiring more than a one (1) day excuse.
- Written documentation for P.E. excuses will be maintained in the student's health folder

Sleep, Nutrition and Exercise

The importance of sleep, nutrition and exercise cannot be stressed enough and has a big impact on your student's ability to learn. Adequate sleep (8-10 hours nightly) and a healthy breakfast (especially one with a protein source) is crucial for attention, focus, information retention and mood / behavior control. When students do not eat breakfast or lunch they are sluggish and have decreased concentration levels. Either inadequate sleep or poor nutrition can lead to headaches and other physical complaints during the school day.

Regular exercise both in school and out of school is important for good health, prevention of overweight and obese conditions and the adverse medical conditions associated with obesity. Please encourage and support your child's attendance in Physical Education class that will help meet their fitness needs.

INCLEMENT WEATHER GUIDELINES

If school is cancelled or delayed, the decision will be made prior to 6:00 a.m. The district will make early dismissal decisions by 10:00 a.m.

Parents and staff will be notified about cancellations, delays and early releases through a School Messenger telephone call. Notification will also be posted on the District website and with local media (radio and television stations). Additional information about closings, delays and early releases will be posted on the District website at www.bettendorf.k12.ia.us.

Parents who believe the weather conditions are not safe for their children have the option of keeping their child at home. If you do decide to keep your child/children at home, contact the school to report a "parent excused" absence. The school will take precautions to protect the safety of each child. When a storm strikes during dismissal time, all students will stay in the building until the storm abates.

Please make sure you provide your school office with up-to-date information so we can reach you when necessary.

INFORMATION FOR PARENTS AND STUDENTS REGARDING HOMELESSNESS

If you or your family lives in any of the following situations:

- In a shelter, motel, vehicle, or campground;
- On the street;
- In an abandoned building, trailer, or other inadequate accommodations; or,
- Doubled up with friends or relatives because you cannot find or afford housing, then, you and your children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act. Contact your school principal, guidance counselor, or the district's liaison for homeless education for more information.
- Contact the school district's local liaison for homeless education at (563) 359-9375 or the Superintendent's Administrative Assistant at (563) 359-3681 (see more information

below). These individuals can help you enroll your child in a new school or arrange for your child to continue in his or her former school. Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.

- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
- Ask the local liaison for homeless education, school counselor, shelter provider, or social worker for assistance with clothing and supplies if needed.

Local Contact: At-Risk Coordinator or Superintendent's Administrative Assistant

Phone: (563) 359-9375 or (563) 359-3681

E-mail: tchelf@bettendorf.k12.ia.us smuckenfuss@bettendorf.k12.ia.us

State Coordinator: Carolyn Cobb, Consultant
Title I/Homeless Education and SIG Consultant
Iowa Department of Education

Grimes State Office Building Phone: (515) 402-2736

E-mail: Carolyn.cobb@iowa.gov

If you need further assistance, call the National Center for Homeless Education at the toll-free Helpline number: 1-800-308-2145.

Please also refer to Board Policy #501.16, Homeless Children and Youth, available on the district website at www.bettendorf.k12.ia.us

- 501.16 Homeless Children and Youth
- 501.16R1 Homeless Children and Youth Regulation
- 501.16E1 Homeless Dispute Resolution

INTERNET ACCESS - APPROPRIATE USE

BMS will ensure all students equal access to technology to improve individualized learning opportunities. Each student will be required to complete a STUDENT USER AGREEMENT and adhere to Bettendorf Community Schools Acceptable Use Policy to maintain possession of the device they are assigned.

Please refer to the following Board Policies, available on the district website at www.bettendorf.k12.ia.us

- 605.6 Internet – Appropriate Use
- 605.6R1 Student Internet/Network Appropriate Use Regulation
- 605.6R2 Student Social Media Regulation
- 605.6R3 Webpage Policy
- 605.6E1 Internet Access Denial Form
- 605.6E2 Student Internet/Network Acceptable Use Agreement
- 605.6E3 Network/Internet Appropriate Use Violation Notice

Any student that consistently fails to adhere to Bettendorf Community Schools Acceptable Use Policy may lose their “one-on-one” privileges.

NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Bettendorf Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except students), religion, national origin, creed, sex, marital status, sexual orientation, gender identity or disability in admission or access to, or treatment in, its programs and activities. The school district does not discriminate on the basis of race, color, age (except students), religion, national origin, creed, sex, sexual orientation, gender identity or disability in admission or access to, or treatment in, its hiring and employment practices.

Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 is directed to contact: Lana LaSalle, Affirmative Action Coordinator, Thomas Jefferson Elementary School, 610 Holmes Street, Bettendorf, IA 52722, 563-359-8261, who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and *Iowa Code* § 280.3.

Please refer to the Board Policies regarding nondiscrimination available on the district website at www.bettendorf.k12.ia.us

- 102 Equal Educational Opportunity
- 102.E1 Notice of Non-Discrimination
- 102.E2 Continous Notice of Nondiscrimination
- 102.E3 Section 504 Student and Parental Rights
- 102.E4 Complaint Form (*Discrimination, Anti-Bullying, and Anti-Harassment*)
- 102.R1 Grievance Procedure is listed below:

GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or
Personnel Contact Person
(Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, creed, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, creed, religion, age, sexual orientation, gender identity or disability are

encouraged to first discuss it with the personnel contact person. This paragraph is for employees and “marital status” isn’t a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, national origin, creed, religion, marital status, sexual orientation, gender identity or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receiving the complaint. The Compliance Officer is: Lana LaSalle, Affirmative Action Coordinator, Thomas Jefferson Elementary School, 610 Holmes Street, Bettendorf, IA 52722, (563) 359-8261. Office hours are 7:45 a.m. to 3:30 p.m., Monday through Friday.

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

OPEN ENROLLMENT BETWEEN SCHOOL DISTRICTS

The Bettendorf School District receives many requests for information about regulations governing open enrollment between school districts. The Superintendent of Schools is the District's contact person for questions about open enrollment regulations. If you have questions about open enrollment procedures, call the Superintendent's Assistant at 359-3681.

PARENT LINK

Mission: Parents and school staff who are committed to working together to provide the best in education through enhanced communication and increased volunteer activity at Bettendorf Middle School.

Objectives: Provide a means for parents to share their special talents and interested with Bettendorf Middle School by offering a variety of volunteer opportunities. Improve communication between home and school by publishing newsletters and by providing information on available resources, programs, and policies at Bettendorf Middle School. Provide special activities for students by offering co-sponsored events between school and parents. Increase parent interaction with teachers by identifying and communicating the volunteer opportunities at Bettendorf Middle School.

Parent Link is NOT a vehicle to solicit or handle individual complaints or student discipline, but rather a means to provide information on how to access Bettendorf Middle School resources, policies, and programs.

Parent Link helps coordinate volunteers to assist in such activities as: bake sales, poster making, phone calling, help with ceremonies and awards chaperoning, sharing of a special talent(s) or business skill(s). In addition, volunteers contact parents to monitor halls, tutor, re-shelve library books, assist with vision and hearing screening, etc.

Parents do need to play a part in their child's education. Find out what is going on at school! Better yet, experience it! Get involved! Volunteer an hour once a year or once a week. Sign up when you register your student for school or call the office for further details. Together we can make a difference.

PARENT PORTAL

Parents can now update their household, family member, and non-household contact information through their Infinite Campus Parent Portal account. IC Parent Portal is the system that allows parents to securely access information about their student such as grades, attendance, assignments, and lunch accounts, and update contact information via the Internet. It is critical to the health and safety of your student that you keep your contact information up-to-date **because this is how emergency information is sent out. The District has an online registration through IC Parent Portal and you will need a parent portal account to access**

registration material. IC mobile portal apps are even available for Apple and Android devices. If you do not have computer access, please contact your student's building for assistance.

If you **have not** yet obtained access to IC Parent Portal, please contact your building secretary to receive necessary information to obtain an account. During summer break, parents at all elementary schools, except Armstrong, should contact the Administration Center. If you have established a parent account but cannot remember your login information, contact Cindy Kothenbeutel at (563) 359-3681, ext. 3030.

Annual Notice to Parents About Chapter 103

Recent amendments to the Department's administrative rules on corporal punishment, physical restraint, and physical confinement and detention require annual notice to parents of the terms of those administrative rules, as well as any other policies or procedures on corporal punishment, restraint, or physical confinement and detention adopted by an AEA, a public school district, or an accredited nonpublic school. The following text is considered by the Department to contain the information required to be provided to parents in an annual notice.

Notice: Corporal Punishment, Restraint, and Physical Confinement and Detention

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property. State law also places limits school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent. If you have any questions about this state law, please contact your school. The complete text of the law and additional information is available on the Iowa Department of Education's web site: www.iowa.gov/educate.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close-family relations
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of:*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
 - *Inspect, upon request and before administration or use:*
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Bettendorf Community School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Bettendorf Community School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Bettendorf Community School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Bettendorf Community School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.

- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

RELEASE OF STUDENT INFORMATION

Student directory information available for use by the district includes the student's name, address, telephone number, date and place of birth, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and other likeness, and other similar information.

In regards to publicity, websites and district social media sites, the district may publish student information such as student name, grade, age, school, awards, degree, weight and height (as appropriate for athletic publicity), as well as artwork, writing, photos, and video.

PARENTS WHO DO NOT WANT DIRECTORY INFORMATION RELEASED ABOUT THEIR CHILD . . .

Are required to fill out the [refusal slip available](#) and return to their student's school no later than two weeks following the start of the school year.

Related Board Policies

- Student Records Access - [506.1](#)
- Student Directory Information - [506.2](#)
- Use of Directory Information Regulation - [506.2R1](#)
- Parental Authorization for Releasing Student Directory Information - [506.2E1](#)

REPORTS OF ABUSE OF STUDENTS BY EMPLOYEES

State guidelines establishing uniform procedures for the reporting, investigation, and disposition of allegations of abuse of students directly resulting from the actions of school employees require publication of the names and telephone numbers of the designated investigator and alternates for the Bettendorf School District.

The designated investigator and alternates are:

BSCD Investigator – Kay Ingham, Director of Curriculum/Special (563) 359-3681

LEVEL I:

BHS Joy Kelly, Principal

(563) 332-7001

BMS	Lisa Reid, Principal	(563) 359-3686
BHS	Kevin Skillet, Associate Principal	(563) 332-7001
BHS	Roxanne Schmertmann, Nurse	(563) 332-7001
Herbert Hoover Elementary	Karen Allison, Principal	(563) 332-8636
Mark Twain Elementary	Caroline Olson, Principal	(563) 359-8263
Thomas Jefferson	Lana LaSalle	(563) 359-8261

LEVEL II:

Investigator James M. Sweeney (323-5922)

RULES AND REGULATIONS

It is Bettendorf Middle School's goal to provide an education in the best possible environment. This section of the handbook, supported by the District Discipline Policy, explains both the behavior expected of students on campus, school busses, and at all school activities, and the consequences that will result if any student chooses to break these rules.

BE RESPECTFUL, BE RESPONSIBLE, BE READY

School-wide expectations of being respectful, responsible and ready will be used in all settings throughout the building. This is THE BULLDOG WAY and students will have a common expectation of these three elements.

Final interpretation of these rules, regulations, and school behavior expectations will be made by the building administration. Any or all of the consequences listed below may be applied following a rule violation.

Step 1

First Violation

- a. Notification of parents and/or
- b. Rule clarification to parents and student and/or
- c. Warning to student and/or detention

Step 2

Second Violation

- a. Notification of parents and/or
- b. Detention, in-school or home suspension and/or
- c. Police may be notified

Step 3

Third Violation

- a. Notification of parents and/or
- b. Suspension and/or

- c. Recommendation for expulsion to be forwarded to the superintendent of schools (not to exceed a maximum of one full year) and/or
- d. Police will be notified

Category 1: Steps 1-2-3

- 1. Unexcused absence
- 2. Cheating
- 3. Conduct unbecoming a student: spitting, swearing, gambling, public display of affection etc.
- 4. Wearing and/or displaying multiple gang identifiers
- 5. Participating in criminal gang activities
- 6. Inappropriate behavior in halls, gym, outside, bus, cafeteria, etc.
- 7. Violation of dress codes
- 8. Send-outs from class
- 9. Possession of devices that disrupt an orderly school environment (i.e cell phones, I-Pods, MP3 players, PSP's, etc.) See page 4 on Cell Phones and Other Electronic Devices

Category 2: Steps 2-3

- 1. Use or possession of alcohol
- 2. Use or possession of drug related paraphernalia, drugs and/or items represented to be drugs; or non-prescription (over-the-counter) medications or products;
- 3. Smoking on school property; this includes vaping.
- 4. Possession and/or use of tobacco related products
- 5. Possession and/or use of matches, lighters, or any other incendiary device
- 6. Defiance of faculty authority
- 7. Assault of fellow student
- 8. Fighting
- 9. Stealing
- 10. Unauthorized use of safety equipment (setting off fire alarm, improper use of fire extinguisher, etc.)
- 11. Vandalism or pranks
- 12. Skipping detentions

Category 3: Step 3

- 1. Sale, purchase, distribution, encouragement to and/or taking delivery of alcohol or items represented to be alcohol.
- 2. Sale, purchase, distribution, encouragement to and/or the taking delivery of drugs or items represented to be drugs; or non-prescription (over-the-counter) medications or products.
- 3. Verbal threats and/or physical assault of a faculty member.
- 4. Weapons; possession and/or use of (including knives of any type, dangerous objects, mace, look-a- likes, etc.) According to federal law, a student caught in the possession or use of a firearm while on school property must be expelled for a period of no less than one full year. Law enforcement agencies will be notified.
- 5. Chronic Misbehavior: repeated violations of inappropriate behavior accumulated during a school year that would fall under categories 1, 2 and/or 3, in particular 3 incidents of

physical aggression. These repeated violations are a disruption to the educational environment for students and will lead to a disciplinary hearing and may result in expulsion from school for any part or the remainder of the school year.

Detentions may be assigned before or after school, during noon recess, or on days when school is not in session (including summer). Suspensions may be assigned as in-school, out-of-school, and/or on days school is not in session (including summer). Administration may elect to offer parent-shadowing opportunities in lieu of detentions or suspensions.

SAFETY

Unsafe Items

Matches, lighters, guns (including water guns, and toy pistols), knives, and hard balls of any kind are forbidden at school. These items will be taken from the pupil and the parent will be contacted. At that time, disciplinary action will be discussed, including possible suspension or expulsion. Please refer to Board Policy #502.6, Dangerous Weapons, available on the district website at www.bettendorf.k12.ia.us

Door-to-Door Solicitation

Students should not go door-to-door when participating in such events as Jump Rope for Heart, school fundraisers, etc. Students should only ask people they know.

PARENTS AND SCHOOL SAFETY

The safety and security of Bettendorf Community School District students and staff is of utmost importance. The district has a comprehensive crisis plan developed in cooperation with Bettendorf police and local emergency management agencies. The plan is reviewed and updated on an annual basis.

Our schools also have well-established security measures for the safety of students and staff including: visitor check-in procedures, locked doors after the start of the school day, surveillance cameras, and police liaison officer support.

How can parents help with school safety?

- Parents should keep their contact information up-to-date in Infinite Campus, our student information system
- Encourage and support school safety, violence prevention and emergency preparedness programs within the schools
- If requested, provide volunteer services for school emergency preparedness
- Provide the school with requested information concerning emergency situations
- Practice emergency preparedness in the home to reinforce school training and ensure family safety

IN AN EMERGENCY

How can parents and guardians be assured they receive information in an emergency?

Parents should keep their contact information up-to-date in Infinite Campus, our student information system. In the case of an emergency, a phone message, email and text message will be sent to parents and guardians. If the school has a non-emergency situation that we believe parents should be informed about, the school will send parents an email notification.

How and when will I be notified if there is an emergency at my child’s school?

The means and immediacy of communication will depend on the type of the event and on the potential or actual impact to the safety of the students. While it’s difficult to describe all possible scenarios, the following can be used a guide to gauge the district’s level of notification and systems used to communicate with families.

Impact Level	Notification Response
<p>A Low Impact Incident Poses no or minimal risk to the safety of the school. There are no disruptions to regular school activities, and the incident is an isolated one.</p> <p>Example: Temporary power/services disruption</p>	<ul style="list-style-type: none"> • Email
<p>A Moderate Impact Incident Poses a moderate risk to the school. Results in some disruption to school activities such as a change of schedule or cancellation of some activities.</p>	<ul style="list-style-type: none"> • Email • Text message • Posted message on school website
<p>A High Impact Incident The incident poses a significant risk to the safety of the students, which results in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities and impacts many students.</p>	<ul style="list-style-type: none"> • Phone message • Text message • Email • Posted message on school & district website • Press release

Should I report to the scene of the incident/emergency?

In the case of a high-impact emergency situation in a school or at a school- sponsored activity DO NOT respond to the school. Keep roads/lots clear for EMS responders.

Parents are encouraged to remain close to their sources of communication, phone or email, to ensure they are receiving accurate and timely updates on the emergency from district staff.

Once the emergency is declared "over," will parents be able to report to their child's school?

When BCSD communicates to parents that the school emergency has ended, direction will be provided on how parents will reunite with their child. Parents will be directed to a specific location that could be located off campus. It is important that parents follow these directions for the safety of all students, staff and parents.

Remember, a student can only be released to an adult that is documented as an emergency contact. If you are a non-custodial parent, you must be listed in the student information system with a relationship to the student that has mailing rights and show proper identification.

If the school building is evacuated, how will I be able to locate my child?

If an evacuation occurs during the school day, there is a possibility that the students will return to school and normal bus service will resume. The district will notify parents if an alternate reunification site will be used.

Please monitor your phone or email closely to ensure you receive updates on the emergency from district staff. Your child may text or email you about the evacuation before the district is able to notify you. Be aware that student texts and social media can cause confusion and further disrupt safety protocols.

Remember, a student can only be released to an adult who is documented as an emergency contact. If you are a non-custodial parent, you must be listed with your child's emergency contact information as a guardian and show proper identification

SCHOOL THREAT RESPONSE

Any student with inappropriate and/or threatening written or printed material, or who verbally and/or physically threatens another student or staff member, may be required to undergo an assessment with a mental health professional. During the assessment, the student may be excluded from school. Refusal to participate in the assessment may result in exclusion from school.

SCHOOL VIOLENCE AND FIGHTING POLICY

Disputes between members of the school community should be resolved through proper channels. Students are expected to resolve their differences without physical violence. If students require assistance in resolving issues or sense a threat from another person they should contact a guidance counselor, administrator, or any adult in the building. Students are not to respond to aggression with aggression.

SCOOTERS and SKATEBOARDS

The use of scooters and skateboards are strictly prohibited on school property. Failure to comply will result in confiscation of the above items.

SEARCH AND SEIZURE REGULATION

Please refer to the following Board Policies, available on the district website at www.bettendorf.k12.ia.us

- #502.8 Search and Seizure
- #502.8R1 Search and Seizure Regulation
- #502.8E1 Search and Seizure Checklist

SPECIAL INSTRUCTIONAL SERVICES AND ALTERNATE OPTIONS IN EDUCATION PROGRAMS

The Bettendorf Community School District provides instructional program opportunities and alternate options in education for students who may need additional help to succeed academically. These programs enhance the educational opportunities for those students who qualify. The following list is not all-inclusive, since self-assessment continues at each building, creating new program opportunities that address the needs of our specific population of children. Parents interested in these program opportunities should contact the principal at their student's school. If you believe your child may have a disability that requires special education or accommodation, you may request an evaluation of your child. Students, parents, employees and others doing business with or performing services for the Bettendorf Community School District are hereby notified that this school district does not discriminate on the basis of race, color, national origin, sex, marital status or disability in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), S504 or Iowa Code S280.3 is directed to contact: the Director of

Student Services, (563) 359-3681, who has been designated by the school district to coordinate the district's efforts to comply with the regulations implementing these laws.

- 504 Plans
- Open enrollment
- Home schooling support
- Gifted education
- Special education
- Summer school
- Home-bound tutoring
- Reading Recovery
- Comprehensive guidance program
- School Wide Instructional Model to differentiate learning
- Small group support groups with School counselor
- Personal Safety Program
- Peer Mentoring Program
- Alternative Assessment to measure achievement (portfolios, etc.)
- Class meetings for building the "Classroom Community"
- Year Round Education at Armstrong

Provision of Special Education - Parents who suspect their child has a disability requiring accommodation or special education are urged to contact their child's school or the Mississippi Bend Area Education Agency (1-800-947-2329) for additional information and a copy of the booklet entitled *Parental Rights in Special Education: Processes to Help Resolve Differences Between Parties*. The Mississippi Bend Area Education Agency provides for a process to aid parties in resolving differences:

Resolution Facilitator Process. This involves using a Resolution Facilitator (impartial person) who is trained in mediation. The process may be requested to address issues between educators (district or AEA) and parents of general education, Section 504, or special education students. It can also be used between other parties involved with the district. The Resolution Facilitator will assist in resolving differences by talking them out. The process helps make clear what the problems really are and helps everyone involved work toward an agreement that is acceptable to all. The Resolution Facilitator may be someone from within the AEA who is considered impartial to the conflict or may be selected from outside the AEA. Additional information can be requested by contacting the director of special education at the Mississippi Bend Area Education Agency by calling 1-800-947-2329, ext. 6201.

The Iowa Department of Education provides a process for issues involving special education:

Preappeal Conference. Instead of a due process hearing or formal mediation, this mediation option is designed to be a less stressful, less formal process. It is voluntary for all parties and involves the use of a trained, impartial mediator who contracts with, and is assigned by, the state Department of Education. The process helps make clear what the problems are and helps everyone involved work toward an agreement that is acceptable to all. For more information, contact Sharon Hawthorne at 1-515-281-3946. A copy of

the model form is available in the Procedural Safeguards Manual for Parents or view the manual on the DE website: <http://www.educateiowa.gov/pk-12/special-education/iowa-guidance-quality-individualized-education-programs-ieps/prior-written#Parent'sRights>

STUDENT RECORD INFORMATION (FERPA)

Please refer to Board Policy #506.1E9, Annual Notice (Model Notification of Student Rights under Family Educational Rights and Privacy Act), available on the district website at www.bettendorf.k12.ia.us.

STUDENTS' RIGHTS AND RESPONSIBILITIES

In school, there are numerous opportunities for disagreement between people to arise. When such occasions occur there must be someone who has the responsibility for settling the disagreement in order to avoid complete disorder in the school. Such a structure is necessary to facilitate the teaching-learning process. The power and the responsibility for the settlement of disagreements have been given to the Bettendorf Board of Education, and through them to the principals and teachers. In order that this power be exercised fairly and that the students know their responsibilities, it is necessary that each student's rights be stated:

- All students have the right to be free from harassment and physical torment, to be in class, pass through the halls, and be on school grounds.
- All students have the right to dress as their parents see fit and so long as the school judges it sanitary, decent, safe and not disruptive to the learning process.
- All students and staff members have the right to be treated with respect and in turn treat others respectfully.
- All students have the right to participate in curricular and co-curricular activities so long as they have met the requirements of the State of Iowa, the Bettendorf Community School District and Bettendorf Middle School.
- All students have a right to a fair hearing on disciplinary matters with the understanding that the final decisions must be made by the school.
- All students have the right to bring their concerns about school matters to the attention of the staff and administration of the building.
- Along with these personal rights go the obligation and responsibility to respect these as the rights of students. Any students violating rights of others will be held responsible and appropriately disciplined, (including forfeiture of their rights) in accordance with the Bettendorf Board of Education policy.

ACADEMIC AND COURSE INFORMATION

GRADING GUIDELINES

Bettendorf Middle School teachers expect students to work to their fullest potential. Using established guidelines, house teachers gauge a student's academic progress and the effort expended on individual studies throughout the year. This progress is recorded quarterly in the form of a report card, which is mailed home or sent home with the students. In addition, the Parent Portal in Infinite Campus provides 24-hour access to student grades and assignments.

Teachers create a portfolio of student work that may include standardized test scores, written assignments, artwork, etc. It will be shared with parents during student-led parent-teacher conference time to provide an alternative method of assessment.

The house teachers use several factors to determine academic grades. These may include such factors as test scores, oral participation, completion and quality of assignments, higher-level thinking, and participation according to individual ability. The academic grade is based on the standard scale of 100 percent, 90 percent, 80 percent, 70 percent, 60 percent, etc., where appropriate.

ALLIED ARTS

The Allied Arts department offers an opportunity to all Middle School students to explore the areas of speech/career education, painting/drawing, ceramics/sculpture, world languages and practical living skills. Each sixth, seventh and eighth grade student will spend a nine-week period in each of these areas.

Career education concepts and activities are integrated into the regular curriculum at all three grade levels.

CAREER BASICS (Sixth Grade)

Teamwork and communication skills are emphasized as students learn economic basics. Students also go through the job seeking process by creating a resume, filling out an application and going on an interview. The culminating activity is a trip to Junior Achievement Exchange City where students work together to open and run a business.

PERSONAL FINANCE (Eighth Grade)

Students are exposed to the basics of financing. From what happens to the money that you earn, to making more money with your earnings. After choosing a random life situation, students create a budget and quickly realize that money does not grow on trees.

TWO DIMENSIONAL ART

All grades will focus on the elements and principles of art and design. Students in sixth grade explore a variety of media, seventh grade begins to concentrate on depth and skill

building techniques, and eight grade students continue refining skills and concentrate on quality.

ROBOTICS (Sixth and Eighth Grades)

Students in this class will work collaboratively with their peers to program small robots to perform increasingly difficult tasks. This class is highly differentiated based on the learning needs and experiences of each student. This class requires students to be critical and creative thinkers.

PRACTICAL LIVING SKILLS

Practical Living Skills exploratory classes address four major developmental tasks that are keys for quality living: being a consumer, developing self, becoming employable, and being a contributing family member. Classroom activities involve communication skills, interpersonal relations, child growth and development, consumer education, personal economics, and food and nutrition. Students will be given a variety of opportunities to develop and utilize time management, problem solving, and cooperative learning skills.

STEM (Eighth Grade)

Students elective will have the chance to explore the different aspects of STEM education and STEM careers. All classes will emphasize 21st century skills, STEM discipline integration and innovative thinking to expand students understanding. In this course students will not only be introduced to a wide variety of authentic STEM applications in the world, but also strengthen their understanding and performance in their core classes.

DIGITAL LITERACY I AND II (Sixth & Seventh Grades)

Technology is changing the way we think about and do our work, I has changed our relationships with information and provided us with access to resources and tools that were unimaginable just a few years ago. It is essential that students have a deep understanding that digital literacy is not only important in school, but is a basic life and employment skill.

Digital Literacy I and II are year-long courses that prepare students for this quickly changing world of technology and what it means to be a learner in the 21st century. These courses teach and assess digital concepts and skills so that students can apply these tools in a collaborative project-based learning environment to create meaningful and relevant products to highlight and share their learning. Concepts and skills covered and assessed in these courses include:

- Creative thinking in the design and development of innovative technology products and problem solving for a variety of audiences.
- Collaborating and communicating with peers, experts, and others using interactive technology.

- Utilizing digital tools to gather, organize, evaluate, and ethically use information.
- Employing critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources.
- Understanding the legal and ethical issues of technology as related to individuals, cultures, and societies.
- Utilizing technology efficiently and in a manner that does not harm them or others.
- Demonstrating awareness of legal and ethical responsibilities when using copyrighted material.
- Selecting and implementing technology applications to conduct research, solve problems and produce finished products.

WORLD LANGUAGE

The Middle School foreign language program introduces and promotes an interest in learning among students of all intellectual capabilities. It provides a solid foundation for further language study in the areas of French, German, and Spanish.

SEVENTH GRADE PROGRAM

Students are given one quarter each of Spanish, German and French. Emphasis is on the spoken language and cultural aspects of the target language. The goal is to give the student enough background into the language in order to make an informed choice regarding further language study. (NOTE: Writing and grammar are not stressed at this level.)

EIGHTH GRADE PROGRAM

Students may complete a yearlong Level 1 course in beginning French, German, or Spanish. The successful completion of Level 1 with a grade of A, B, or C will allow students to progress to Level 2 at Bettendorf High School. Level 1 courses stress a four-skill approach: speaking, listening, reading and writing fundamentals of the selected language.

GIFTED AND TALENTED SERVICES

In alignment with the Bettendorf Community School District's Policy on Educational Philosophy, All students should be provided with a wide variety of learning experiences, a range of teaching styles, and instructional strategies to maximize learning.

Students may be provided with differentiation of instruction provided by the classroom teacher. Students that demonstrate a need for extensions of the regular curriculum will be provided extended learning experiences by the teacher librarian, classroom teacher, community member and/or ELP teacher. Students that demonstrate high ability, high creativity and high task commitment will be provided learning experiences by the Extended Learning Program (ELP) teacher that has been assigned to their building

Classroom Differentiation and Extensions

Learners may be provided an opportunity to show mastery of the material in a shorter time span and subsequently engage in challenging activities within the classroom that are subject-related. In addition, in selected classes extensions will be provided for high ability students or students with a teacher recommendation based on academic proof. These services are for a small group of students working on a focused activity for a specific period of time. Extensions provide an opportunity to extend the curriculum. Another level of extensions involves opportunities through various clubs, competitions and classes.

Extended Learning Program Services (ELP)

This level of service is designed for students whose needs are specific and beyond grade level to merit advanced challenges. This level of services follows district recommended practices and programming based on NAGC Gifted Programming Standards. Curriculum modifications, which will demands, appropriated levels of intellectual rigor and additional effort on the part of the student, takes place in the school day. Students with qualifying Iowa Assessment test scores and/or CogAT scores, as well as those **nominated** by classroom teachers are eligible for consideration to be screened for ELP participation. This course is designed for the top 3-5% of the students at each grade level.

EXTENDED LEARNING PROGRAM (ELP)

Bettendorf Community School District recognizes that students demonstrating the potential for exceptional academic behavior require appropriate instruction and educational service, commensurate with their abilities and needs beyond those provided by the regular school program.

Beliefs and Commitments to Action

We believe gifted learners...

1. need daily challenge in their specific areas of talent.

As a result of this belief, we commit to...

- a. using a variety of ongoing assessments in order to identify a gifted learner's cognitive level for academic placement.
- b. providing students with cooperative challenges to be completed with their peers.
- c. consistently give students progressively more difficult curriculum that has been articulated across grade and building levels and has been consciously delivered.
- d. design programming to provide students with innovative, flexible and authentic learning experiences.

We believe gifted learners...

2. should be provided opportunities to be unique and work independently in their areas of passion and talent on a regular basis.

As a result of this belief, we commit to...

- a. providing adequate support to help students to build the skills of independent learning.
- b. developing students' critical, creative, and metacognitive skills.
- c. providing ways for students to demonstrate mastery prior to instruction, allowing time for individualized learning in areas of passion/talent
- d. creating curricular opportunities that are responsive to the passions and interests of each ELP learner

We believe gifted learners...

3. should be provided various forms of subject-based and grade-based acceleration as their educational needs require.

As a result of this belief, we commit to...

- a. developing and implementing processes and procedures to make sound, consistently implemented, student-focused acceleration decisions (see *A Nation Empowered* types of acceleration)
- b. providing a broad range of acceleration options to address the gifted students' needs in terms of pacing and complexity of advanced concepts

We believe gifted learners...

4. need opportunities to socialize and to learn with like-ability peers

As a result of this belief, we commit to...

- a. providing grouping arrangements in the general education setting that meet students' social and academic needs
- b. offering specially designed instructional settings (e.g., pull-in classes and cluster grouping) to maximize opportunities for ELP students to work and learn together, exposing students to differentiated learning tasks and expectations

We believe gifted learners...

5. need instructional delivery that is differentiated in pace, amount of review and practice, and organization of content presentation in specific curricular areas.

As a result of this belief, we commit to...

- a. providing content and teaching strategies that reflect the accelerative pace, intellectual processes and creative abilities that characterize gifted and talented students. (Ch. 59.5(2) Iowa Code)
- b. recognizing that gifted students need work that is qualitatively different from, not in addition to, the general classroom expectation

(Based on “Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research on Educational Practice,” by Karen Rogers, 2007.)

The goals of the Bettendorf Extended Learning Program are:

- To integrate gifted education into the total school program through service options which are flexible, dynamic, and inclusive.
- To provide social and emotional support for students to address their affective needs.
- To provide options which support individual growth at varying levels of abilities, needs and interests.
- To utilize an identification procedure using multiple criteria to appraise student need of differentiated services.
- To provide an on-going staff development program for teachers to serve the needs of advanced learners.
- To actively use community resources to enrich and extend the learning opportunities for advanced learners inside and outside of school.

GUIDANCE AND COUNSELING PROGRAM

Guidance Program Goals

Relate to THREE Developmental Areas

1. Academic Achievement and Educational Planning
 2. Career Exploration and Planning
 3. Personal and Social Development
- Delivered to all students
 - Developmental by design
 - Proactive as well as responsive
 - Supportive of counselor specialization
 - Focused on student results
 - Integrated into the school’s total educational program
 - Systematic, involving district and community resources
 - Supported by the District’s Learning Goals and Objectives

The guidance curriculum is delivered to all students through large group presentations, classroom discussions, small group guidance activities and interdisciplinary teaching. School counselors organize and implement the guidance program with the support and assistance of teachers, administrators, students, parents, community members, and local agencies. Response services attend to the special needs of students through individual, crisis, and small group counseling, as well as through house/team consultation. The overall counseling program is accessed through Middle School house/team meetings, counselor specialization offerings, student request or designated grade level assignments.

HEALTH CLASS

The sixth grade health program is a year-long course, offered every other day, designed to offer students the information, skills and motivation necessary for the development of physical, mental, emotional and societal health skills. It is an activity-based course in which students explore a wide range of health information and are encouraged to develop long-lasting healthy attitudes and practices.

The class is divided into six units and includes the following content areas: personal health-nutrition; family life and human sexuality; community and environmental management; disease prevention and control; mental and emotional health; substance use, non-use and abuse; human growth and development; consumer health; first aid and safety; and personal safety.

The human growth and development unit has been approved by the Board of Education. Parents may view the approved curriculum at the Bettendorf Public Library and Middle School by contacting the principal or health teacher. Individual questions and/or child's attendance during this unit should be discussed with the teacher, counselor or building principal. In addition, a letter will be sent home to the parent/ guardian prior to presentation of this material.

LANGUAGE ARTS

Middle School's language arts program is delivered in a two period block (84 minutes per day) and provides instruction in language study, writing, mechanics, literature, oral skills and study skills. This core program of skills is reinforced by the literature and writing strands. The writing program is keyed to the literature sequence and involves the student in a variety of composition experiences that both teach and reinforce the language skills and concepts. The core program includes the communication skills of reading, writing, speaking, listening, viewing and thinking. It includes the following:

LANGUAGE STUDY

Throughout the year students study the parts of speech, sentence structure, paragraphs, essay, dialects, etymology, mass media, and dictionary skills.

WRITING

Students learn the proper techniques for composing a paragraph, essay, research paper or creative writing assignment using the 6 + 1 traits of writing. Students also use writing to learn and to express their ideas clearly for a variety of audiences.

CONVENTIONS

Students focus on proper capitalization, punctuation, organization (paragraphing) clarity, word processing, usage and spelling written and verbal formats.

LITERATURE

Students are exposed to a variety of literature including: poetry, short story, novel, mythology, folklore, fable, news (video, paper), magazine and biography.

ORAL SKILLS

Students learn the proper techniques for oral communication skills through such techniques as acting, listening, discussion skills, presentation and group work.

STUDY SKILLS

Students are instructed how to develop good study skills through the use of outlining, summarizing, note-taking, mapping, webbing, analysis, synthesis, evaluation, brainstorming, collaborative learning groups and studying techniques.

MATHEMATICS

The Middle School math teachers believe in the philosophy that students learn through a variety of methods. The staff utilizes a variety of teaching methods, including teacher lecture, audio-visual materials, individual student/teacher interaction, student/student interaction, teacher prepared materials, commercial materials, hands-on experiences, and cooperative learning lessons to develop the student's basic hands-on experiences, and cooperative learning lessons to develop the student's basic mathematical skills. Teachers encourage students to develop solid problem-solving strategies, active listening skills, good study habits, and a sense of curiosity and responsibility.

MEDIA CENTER

The Middle School media center is a welcoming place for students and teachers. Students are encouraged to think and learn independently by using our wide variety of resources for research and classroom projects. The library's instructional materials support all areas of the school's curriculum, and teachers will often encourage students to utilize the library as an extension of their classroom learning.

The library is also the center of a strong reading school, and we have many excellent books for pleasure reading. Because free, voluntary reading has consistently been found to increase students' reading ability, we encourage wide student reading from our fiction and non-fiction collections. Extracurricular reading activities sponsored through the Middle School Library include such opportunities as quarterly grade-level book clubs and a semester-long Battle of the Books program for grades 6 through 8.

Current technology is an important part of the library program. Our automated Destiny catalog is available on the Internet. We also have access to the Iowa AEA Online resources which include such electronic databases such as Atomic Learning, Encyclopedia Britannica, iClipart, learn 360, Soundzabound, Gale, SIRS, and Teen Health and Wellness.

Students learn that the information skills acquired at Middle School's media center allow them to use other libraries comfortably as they continue their education. To learn more about the Middle School library media center, visit <https://bettmslibrary.weebly.com/>

MUSIC – INSTRUMENTAL

Students at BMS have the opportunity to participate in Band and Orchestra programs. Both are regular classes that meet every other day. Weekly small group lessons are included in instruction and are scheduled throughout the school day. Band and Orchestra students have fun making music together and performing concerts in Bettendorf and at events throughout the Quad Cities.

Band and Orchestra requires a commitment of time and effort because our goal is to have fun and be good at what we do! Participation in Middle School prepares a student to continue at the High School level.

Students must provide their own padlock for instrument storage. A maintenance fee will be charged for the use of school-owned instruments (including percussion).

MUSIC - VOCAL

The choral music department at Middle School provides a basic music education program for all students in grades six through eight. Music is a requirement for all three grade levels. Students may choose to participate in general music, chorus, band or orchestra. These classes meet every other day.

In general music, students learn to read music by playing the guitar, bells and keyboard. Instruments are provided for the students, and instruction is individualized to better meet student needs. In addition, students participate in guided music appreciation, composition and computer usage. General music students do not participate in concerts.

Students interested in singing may enroll in a performance-oriented chorus class. This class offers students the opportunity to develop their music reading and vocal production skills. Students enrolled in chorus are required to attend all concerts. Please consult your school calendar for these dates.

Any student who wishes to change from Chorus to General Music, or vice versa, during the course of the year may do so with parent notification and permission of the instructor depending on class size. The notification of a change must occur by the last week of the quarter and will take place the first week of the following quarter. At the beginning of the school year students have the first five school days to allow for schedule changes.

PHYSICAL EDUCATION

Middle School physical education instructors teach classes that include sports, games and rhythmic activities that build coordination and motor skills. Personal fitness, sportsmanship, teamwork, and enjoyment of an active life style are emphasized.

Outstanding facilities include a large gymnasium, 1 horizontal climbing wall, tennis courts, multi-purpose room, fitness room and large playing fields.

INSTRUCTIONAL

Under the supervision of trained instructors, students participate in activities such as tennis, volleyball, basketball, archery, floor hockey, rhythms, pickle ball, soccer, wrestling, badminton, team handball, fitness testing, ultimate Frisbee, softball, cardio fitness, weight lifting and games. Students will use heart rate monitors so they learn to exercise at the appropriate intensity level.

SCIENCE

Middle School science students are provided with a variety of experiences designed to provide scientific and social enlightenment, enrichment, and enthusiasm. Emphasis is placed upon making a claim, gathering evidence, and using the evidence to either support or negate the claim. Students will also develop thinking skills as students enhance their knowledge of the physical and biological world through the use of hands-on activities, technology (including computers used for activities, research, and project development and presentation), and multiple reference books.

The sixth grade science program emphasizes exploring our dynamic earth, including studying atmospheric activity and movements on and within the Earth's crust. Students will also review science process skills, and study the relationships between living things and their environment. Seventh grade develops the functional aspects of biological systems with emphasis upon biological interactions and real-life applications. Eighth grade students will focus on physics with an emphasis on motion, forces, and energy. They will also study chemistry topics, which involve chemical interactions. All grades utilize the scientific method of problem solving within their daily activities.

SOCIAL STUDIES

Engaging students in the pursuit of active and informed citizenship requires a broad range of understanding and skills. Our Social Studies department strives to design and implement timely yet historically relevant instructional units. Each grade level explores a rich and rigorous curriculum that has been specifically created to boost each student's level of civic competence.

Sixth grade students will focus on geography, history, and culture in global regions. Students will analyze regional, physical and cultural characteristics of places to examine how these factors influenced the people who lived there and how the people and their way of life has changed over time.

Seventh grade students will explore global perspectives on contemporary issues and worldwide interdependence. Students will begin to cultivate diplomacy, effective citizenship, and global competitiveness. Students will examine challenges like human rights, globalization, and other political, economic, social, and ecological conflicts facing our world community.

Eighth grade students focus on the history of the United States including the founding of America and the establishment of democratic principles. Students will analyze the power and civic responsibilities of citizens and examine origins, functions, and structures of U.S. government.

SPECIAL EDUCATION PROGRAM

Continuum of Services

1. General education with consultation. The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.

2. General education with consultation/accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The service provider is responsible for monitoring the student's progress on IEP goals.

3. General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

4. General education with direct special education support outside the general education classroom. The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Provision of Special Education:

Parents who suspect their child has a disability requiring accommodation or special education are urged to contact their child's school or the Mississippi Bend Area Education Agency (1-800-947-2329) for additional information and a copy of the booklet entitled Parental Rights in Special Education.

All students placed in special education programs must meet state requirements.

EXTRA CURRICULAR ACTIVITIES

ATHLETICS

The Middle School athletic program provides instruction for students participating in a variety of sports. It emphasizes good sportsmanship, courage, determination and initiative. Furthermore, the program allows each boy or girl an opportunity to compete against schools throughout the area. Physicals and a Brain Injury Policy (Iowa Code Section 280.13C) are required for interscholastic competition in seventh and eighth grade. Sixth grade intramural competition does not require a physical.

Students participating in athletic/extra-curricular events are expected to adhere to the rules set forth by the state and local school officials. Students must be in attendance during the school day to participate in extra-curricular activities outside the school day. Exceptions are at the discretion of school administration.

Any student declared ineligible under the prior school district's Good Conduct Rule, and without having completed the full period of ineligibility at that school transfers to Bettendorf Middle School, will not be eligible for interscholastic competition at Bettendorf Middle School, until the full period of ineligibility has been completed. Once that time period of ineligibility has been completed, the student is then immediately eligible for interscholastic competition at Bettendorf Middle School as far as any Good Conduct Rule is concerned.

All student athletes interested in partaking in Bettendorf Middle School sports programs for the 2014-2015 calendar school year must have a physical form, an insurance claim form and a concussion form on file prior to participating in a sport. It is our hope that all students will take part in a wide variety of interscholastic sports presented here at Middle School.

Beginning dates for seventh and eighth grades are the same for each sport. Students who are interested in participating in a sport need report to practice on the established season beginning date. Should there be an extenuating circumstance prohibiting a student athlete from practicing on the assigned season beginning date, that student athlete must contact a coach for that sport within the first two days of the season. At such time, the student athlete should express a desire to take part in the sport, and give a brief explanation as to why practice time will be missed. Coaches' discretion will be used in all other situations concerning late participation in a given sport season.

SIXTH GRADE: A fall, early winter and later winter intramural program for all sixth grade boys and girls is offered, including flag football, basketball, wrestling, soccer and volleyball.

SEVENTH GRADE: Tackle football is offered in seventh grade. Four teams are fielded with each squad having a qualified coach. A round-robin schedule is played among these four teams first and then two inter-scholastic games. In addition, inter-scholastic competition is offered in basketball, cross-country, swimming, track, volleyball and wrestling.

EIGHTH GRADE: Interscholastic competition is provided in basketball, cross-country, football, swimming, track, volleyball and wrestling.

ART CLUB

ART CLUB is open to all grades and activities vary from term to term. Students can expect to experience and create with different artistic media and techniques that are not usually covered in the 2D and 3D art classes.

DRAMA CLUB/TECHIES

The Middle School Drama Group was founded in the 1991-92 school year. Membership is open to students in all grades. Student members are involved with all aspects of a theatrical performance, including set design, props, lighting, programs and publicity. However, cast parts for a performance are by audition only. Play rehearsals are held after school, with performances in the evening. This group is funded through grants from the Bettendorf Schools Foundation and Iowa Arts Council.

TECHIES is closely aligned to the Drama Club. *TECHIES* are the technical crew that takes care of props, sets, backdrops, lights, publicity, programs, and set changes.

MUSIC

Middle School offers a number of extra-curricular instrumental and vocal performance groups:

HONOR CHOIR

Honor choir is open to any sixth grade choral student who is enrolled in chorus. The group rehearses before school (at 7:30 a.m.) on Wednesday and Fridays. There is an Honor Choir in both seventh and eighth grade. Auditions are held in the spring of the previous year. Groups meet before school on Tuesday and Thursday.

JAZZ BAND

Jazz Band is a performance group comprised of seventh and eighth grade band and orchestra members interested in learning basic jazz, rock and pop style elements, along with improvisation. Students must possess sufficient skills to effectively participate.

Jazz Band typically begins in September and runs through the end of April.

Instrumentation will be determined at the director's discretion. The group rehearses Monday and Friday mornings before school. Appearances at selected Middle School functions and concerts with the HS Jazz Bands fill out the performance schedule.

NEWSPAPER

The *Paw Print Press* is the school newspaper. It is published online, on average, quarterly throughout the school year. The newspaper staff is open to any seventh or eighth grade student interested in the journalism field. This is a yearlong commitment.

The staff meets daily during Teacher/Advisor time and, on occasion, before and after school. Members are expected to write a minimum of one article per issue or an average of one article per month. Articles submitted for publication must meet guidelines established under Board Policy 503.4 Freedom of Expression. Sign up information is published in the school announcements in the spring.

SCIENCE CLUB

The Science Club, under the direction of the science instructors, offers students an opportunity to have fun doing personalized science activities. These activities include rocketry, chemical reactions, physics, Olympiads, dissection and other scientific challenges. The club meets approximately once a week throughout the school year. There is a one time \$1.00 charge for this club with the exception of Rocketry and dissection, which carry a minimal additional charge.

STUDENT COUNCIL

Student Council represents the student body at Middle School. This is a service-oriented group. Members serve on a variety of permanent and temporary committees. Students sponsor, organize, and work on many activities including our annual Middle School Food Drive, an all-sixth grade skating party and two seventh and 8th grade dances. In addition to these committees and events, members also volunteer to work at pre-registration and registration activities, and open house.

Four students from each house, sixth through eighth grades, are elected during the first three weeks of the current school year to serve on the council as a class representative. In addition, four officers are elected from the seventh grade class in the spring. The four elected officials take office the first day of their eighth grade school year.

YEARBOOK CLUB

Bettendorf Middle School has been given the opportunity to have a large input in the creation of our school yearbook. The yearbook is produced digitally with software on the Internet. The yearbook club is open to 7th and 8th grade students who are interested in developing a yearbook based on activities and events throughout the school year. The yearbook club members meet after school on Thursdays (3:00 to 4:00) from early October through March.

ADDITIONAL CLUBS

Additional student clubs are offered each year based on student interest and staff availability. The most updated lists of clubs can be found on our school web site.

Bettendorf Middle School
Regular Bell Schedule
6th Grade

Period 1	7:55 – 9:20
Period 2A	9:24 – 10:05
Period 2B	10:08 – 10:49
6 th Grade Lunch	10:53 – 11:23
Period 3	11:27 – 12:52
Period 4	12:56 – 2:21
BULLDOG BLOCK	2:25 – 2:56

Bettendorf Middle School
Regular Bell Schedule
7th Grade

Period 1	7:55 – 9:20
Period 2	9:24 – 10:49
Period 3	10:53 – 12:18
7 th Grade Lunch	12: 22 – 12:52
Period 4A	12:56 – 1:37
Period 4B	1:40 – 2:21
BULLDOG BLOCK	2:25 – 2:56

Bettendorf Middle School
Regular Bell Schedule
8th Grade

Period 1A	7:55 – 8:36
Period 1B	8:39 – 9:20
Period 2	9:24 – 10:49
Period 3	10:53 – 11:27
8 th Grade Lunch	11:33 – 12:03
Period 3	12:07 – 12:52
Period 4	12:56 – 2:21
BULLDOG BLOCK	2:25 – 2:56

Wednesday Early Out
Bettendorf Middle School
Bell Schedule 2018-2019

Period 1 **7:55 9:15**

Period 1A 7:55 - 8:33

Period 1B 8:36 - 9:14

Period 2 **9:19 - 10:39**

Period 2A 9:19 – 9:57

Period 2B 10:01 - 10:39

6th Grade Lunch ***10:39 - 11:09***

Period 3 (6th Grade) **11:13 -12:33**

Period 3 (7th Grade) **10:43 -12:03**

Period 3 (8th Grade) **10:43 - 11:21**

8th grade Lunch ***11:21 - 11:51***

Period 3 (8th Grade) **11:55 - 12:33**

7th Grade Lunch ***12:03 - 12:33***

Period 4 **12:37 - 1:56**

Period 4A 12:37 - 1:15

Period 4B 1:19 - 1:56

2 Hour Early Out
Bettendorf Middle School

Period 1		7:55-8:57
Period 1A	7:55 - 8:24	
Period 1B	8:28 - 8:57	
Period 2		9:01 - 10:03
Period 2A	9:01 - 9:30	
Period 2B	9:34-10:03	
Period 3A (6th Grade)		10:07-10:36
6th Grade Lunch	10:36-11:06	
Period 3 (7th and 8th Grade)		10:06 - 11:09
-		
Period 3B (6th Grade)		11:10-11:39
8th Grade Lunch	11:09 - 11:39	
Period 4A (7th Grade)		11:13 - 11:42
7th Grade Lunch		
Period 4B (7th Grade)		12:16-12:45
Period 4 (6th and 8th Grade)		11:43-12:45