



Course Registration Guide

2021-2022

Black Hawk Middle School
1540 Deerwood Drive

Eagan MN 55122

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Middle School Grading Scale

Grade 6

Sample Schedule

Period	Time	Day 1 Green	Day 2 White
PT	8:20 - 8:48	PANTHER TIME	PANTHER TIME
1	8:51 - 9:47	ENG/LANG	ENG/LANG
2	9:50 - 10:46	SCIENCE	SCIENCE
Lunch	10:48 - 11:13	6TH LUNCH	6TH LUNCH
3	11:16 - 12:12	MATH	MATH
4	12:15 - 1:11	MN STUDIES	MN STUDIES
5	1:14 - 2:10	PHY ED	READING
6	2:13 - 3:10	ART/TECH/FACS	MUSIC

Required Course Descriptions

English 6

Welcome to 6th grade Language Arts! We believe that each person has a story worth sharing. We honor the individual stories of each learner, their cultural identities, and the strengths they bring to our community. As your teachers, our hope is that our classes continue to foster your joy of literacy. We believe that literacy is thinking, and we look forward to supporting your growth as lifelong learners and critical thinkers.

Our five units of study in 6th grade Language Arts are grounded in the Minnesota K-12 Academic Standards in English Language Arts. These standards focus on literature, informational text, writing, speaking, viewing, listening, media literacy and language. Throughout each unit of study, you will have the opportunity to read and write in a variety of forms and genres. We will also explore how texts can provide mirrors and windows in our lives as readers and writers. Our class assignments are grounded in inquiry learning opportunities that offer you choice and encouragement to share your voice and perspective.

Math

On-level math class that focuses on MN 6th Grade Math Standards. Topics Include: Introduction to Algebra, Integers, Linear Equations, Fractions, Decimals and Percents, Proportional Reasoning, Data Analysis, Probability, Geometry and Measurement.

Science

6th grade curriculum will focus on physical science with an emphasis on Science, Technology, Engineering and Mathematics (STEM). Throughout the year students will be exploring the nature of science and the scientific process, the engineering process, forces and motion, the forms of energy and how they transform, and the states of matter and their transformations. Students will engage in the curriculum through multiple mediums with key focuses on hands on activities and engineering challenges.

MN Studies

6th Grade Minnesota Studies students will study the history of Minnesota from prehistoric times to today. We will cover topics such as modern Minnesota geography and government, the Dakota and Ojibwe nations, how Minnesota became a state, wars in which Minnesotans fought, Minnesota industries, immigration, social movements of the past and today, and modern Minnesota.

Reading

Our five units of study in 6th grade Language Arts are grounded in the Minnesota K-12 Academic Standards in English Language Arts. These standards focus on literature, informational text, writing, speaking, viewing, listening, media literacy and language. Throughout each unit of study, you will have the opportunity to read and write in a variety of forms and genres. We will also explore how texts can provide mirrors and windows in our lives as readers and writers.

Physical Education

The major emphasis of physical education is to help students grasp an understanding of physical fitness and promote an active lifestyle. A variety of skills, individual and team activities/sports including swimming are taught in this course. The 6th Grade Health unit is Growing Fit. Topics include; The Five Components of Physical Fitness along with an orientation about using the Fitness room.

Elective Course Descriptions

Art

Art focuses on exploring a variety of art making methods. Students will analyze shape and form through hand-building pottery techniques, expand upon knowledge of color theory through creating watercolor and tempera paintings, and utilize observation and critical thinking skills to create realistic and creative drawings.

Tech Ed

The sixth grade Tech Ed/STEM class is an exploratory STEM class in nature, designed to engage students and expose them to a variety of areas in technology. The class emphasis is on design, engineering, problem solving and building. The units and student learning activities engage the students to apply the engineering design process to design, build, and test some type of item or vehicle. Typical units experienced in the class include:

- Designing, building and testing a small paddle boat
- Electricity and electrical circuits
- Creative design using Tinkercad 3d design software
- Basic machine and building processes to make a physical item of value such as a shelf or solitary bee/pollinator hotel
- Areospace exploration and rocketry

FACS

This is an exploratory class that covers various areas of Family and Consumer Sciences. Students will explore the use of a sewing machine by creating their own drawstring backpack project. Then, we will work through a cooking unit, which will focus on grains and eggs. Lastly, I will implement a self-exploration unit that will place an emphasis on future planning.

Band

The sixth-grade band program builds off of the fifth-grade program as well as students new to band. It will continue to introduce concepts used throughout the middle school band curriculum. The two main components are small group lessons and large group rehearsals. Large group band rehearsals are conducted every other day. Each student receives a 20 minute, small-group lesson every eight school days. Expanded performance opportunities are available through small ensembles, jazz ensembles and other special groups. All students perform in at least two concerts during the school year.

Choir

Students enrolled in Choir 6 will have the opportunity to sing a variety of music, from classical to current day, popular music. Students will sing in a large group setting and will learn how to read music and sing in 2 to 3 parts. Also, students have the opportunity to be in a smaller ensemble that meets during the day. Lastly, we will have at least two performance opportunities.

Grade 7

Sample Schedule

Period	Time	Day 1 Green	Day 2 White
PT	8:20 - 8:48	PANTHER TIME	PANTHER TIME
1	8:51 - 9:47	ENG/LANG	ENG/LANG
2	9:50 - 10:46	SCIENCE	SCIENCE
3	10:49 - 11:45	MATH	MATH
Lunch	11:47 - 12:12	7TH LUNCH	7TH LUNCH
4	12:15 - 1:11	AM STUDIES	AMN STUDIES
5	1:14 - 2:10	PHY ED	READING
6	2:13 - 3:10	ELECTIVE #1	ELECTIVE #2

Required Course Descriptions

English

Welcome to 7th Grade English! We believe that each individual's story is an important part of our community, and we'll explore how texts can provide mirrors, windows, and sliding glass doors in our lives as readers and writers. We believe that literacy is thinking, and we look forward to supporting your growth as lifelong learners and critical thinkers.

Our five units of study in 7th grade English are grounded in the Minnesota K-12 Academic Standards in English Language Arts. These standards focus on literature, informational text, writing, speaking, viewing, listening, media literacy and language. Throughout each unit of study, you will have the opportunity to read and write in a variety of forms and genres. Poetry and word study will be embedded throughout the year. Our class assignments are grounded in inquiry learning opportunities that offer you choice and encouragement to share your voice and perspective.

Math

Pre-Algebra: 7th grade standards. On-Level 7th grade math class.

This course is offered to high achieving 6th graders as a starting point for the accelerated level math track.

Topics include: Introduction to Algebra, Integers, Rational Numbers, Square Roots and Real Numbers, Proportional Reasoning, Percents, Writing and Solving Equations and Inequalities, Measurements of 2D and 3D figures, Data Analysis and Probability.

Prerequisites - Math 6 or teacher recommendation based on 5th grade MAP, MCA test scores.

Algebra 1: 8th Grade Standards: On-Level 8th grade math class. This course focuses on Linear Functions of Algebra.

Topics Include: Writing and Solving Equations and Inequalities ,Graphing Linear Functions, Slope and Rate of Change, Writing Equations for Linear Functions and Systems of Linear Equations

Prerequisites - PreAlgebra.

Accelerated Algebra 1: Grade Advanced 6th graders and 7th Graders looking for a more rigorous math class. This course focuses on Linear Functions of Algebra.

Topics Include: Writing and Solving Equations and Inequalities ,Graphing Linear Functions, Slope and Rate of Change, Writing Equations for Linear Functions and Systems of Linear Equations and Inequalities.

Prerequisites - Math 6 and Teacher recommendation based on MAP and MCA test scores.

Intermediate Algebra: This course continues the focus of Algebra with Nonlinear Equations.

Topics Include: Polynomials, Quadratic Equations, Exponential Functions, Radical Functions, Rational Functions, Statistics and Probability.

Prerequisites - Successful completion of Algebra (recommended grade of a B- or better).

Science

7th Grade Science curriculum is a Life Science focus. Topics include Cells, Genetics, Evolution of living things, Microbiology and Disease, Human Body Systems, and Ecology. Our middle school science philosophy emphasizes developing scientific thinking and writing, while exploring scientific content and lab activities.

American Studies

7th Grade American studies follows the state mandated standards that focus on American History from 1800 to the present. In addition to covering historical topics, the course focuses on the student skills of critical thinking, economics, geography, civics and citizenship and the foundations governments. Topics covered during the year include: Community and the New Republic, The Nation Expands and Changes, Civil War and Reconstruction, The Age of Industry, A New Role in the World, The Great Depression and WWII and Moving Toward the Future. Students will participate in interactive discussions and debates, primary source analysis, research projects as well as create connections to current events.

Communications

Communications 7 aligns with the MN State Language Arts standards covering Speaking, Listening, and Exchanging Ideas. The course includes intrapersonal, small group, and large group communication development. Assessment will be on classwork, discussions, projects, and presentations.

Physical Education

The major emphasis of physical education is to help students grasp an understanding of physical fitness and promote an active lifestyle. A variety of skills, individual and team activities/sports are taught in this course. The 7th Grade Health unit is – Human Growth and Anatomy, topics covered include physical, mental and emotional changes during puberty/adolescence, anatomy of the reproduction systems, physiology of reproduction, conception and pregnancy.

Electives/Every Other Day Classes

Band

Full Year Elective

The two main components of the 7TH grade band program are small group lessons and large group band rehearsals. Large group band rehearsals are conducted every other day. Each student receives one 20-minute, small-group lesson every eight school days. Students are exposed to composing software and other forms of electronic media to enhance their learning. Expanded performance opportunities are available through small ensembles, such as jazz, flute, clarinet, brass and percussion ensembles. All students participate in at least two concerts during the school year.

Choir

Full Year Elective

Students enrolled in Choir 7 will have the opportunity to sing a variety of music, from classical to current day popular music. Students will learn how to read music and sing in at least 3 parts. They will learn how to use their instrument and be able to write their own mini composition by the end of the school year. Lastly, students will have at least two performance opportunities.

Spanish

Full Year Elective

Middle school Spanish covers the high school curriculum over a two-year period. In the first year, students will learn how to describe emotions, activities, personality traits, weather, and basic foods. Students are expected to complete homework and prepare for quizzes. Students should have strong reading and study skills to ensure success in this class.

Art

Art focuses on exploring a variety of art making methods. Students will analyze shape and form through hand-building pottery techniques, expand upon knowledge of color theory through creating watercolor and tempera paintings, and utilize observation and critical thinking skills to create realistic and creative drawings.

TECH - Engineering Design

Explore the principles of engineering while completing engineering design challenges, and building models and items. Students will use a variety of tools and machines to create prototypes and products, which typically include games, treasure chests, or other items. Students will use 3d modeling and graphics software as well as laser engraving equipment in manufacturing these items.

TECH - Robotics

Discover how robots and other forms of automation are used in industry and throughout our world in many various applications. Learn about mechanical systems by building different mechanisms using gears, wheels, and other structural parts. Design, build, and program real-world objects such as traffic lights, rotating bridges, toll booths, robotic arms, and robotic vehicles.

FACS

This is an exploratory class that covers various areas of Family and Consumer Sciences. Students will explore the use of a sewing machine by creating their own drawstring backpack project. Then, we will work through a cooking unit, which will focus on grains and eggs. Lastly, I will implement a self-exploration unit that will place an emphasis on future planning.

Grade 8

Sample Schedule

Period	Time	Day 1 Green	Day 2 White
PT	8:20 - 8:48	PANTHER TIME	PANTHER TIME
1	8:51 - 9:47	ENG/LANG	ENG/LANG
2	9:50 - 10:46	SCIENCE	SCIENCE
3	10:49 - 11:15	MATH	MATH
Lunch	11:17 - 11:42	8TH LUNCH	8TH LUNCH
3	11:45 - 12:12	MATH	MATH
4	12:15 - 1:11	GLOBAL STUDIES	GLOBAL STUDIES
5	1:14 - 2:10	PHY ED	READING
6	2:13 - 3:10	ELECTIVE #1	ELECTIVE #2

Required Course Descriptions

Algebra 1: 8th Grade Standards: On-Level 8th grade math class. This course focuses on Linear Functions of Algebra.

Topics Include: Writing and Solving Equations and Inequalities ,Graphing Linear Functions, Slope and Rate of Change, Writing Equations for Linear Functions and Systems of Linear Equations

Prerequisites - PreAlgebra.

Accelerated Intermediate Algebra

Prerequisite - Successful completion of an A in Pre-Algebra

A fast paced Algebra and Intermediate Algebra course. This course is a rigorous math class for on level students looking to take Honors and AP courses in high school. The Accelerated Intermediate Algebra course is designed to familiarize learners with fundamental mathematical concepts such as inequalities, polynomials, linear and quadratic equations, and exponential functions.

Honors Geometry

Prerequisite - Successful completion of Intermediate Algebra (recommended grade of a B- or better).

High school level math class. Students will earn a total of 3.0 high school math credits and the grade will be part of their high school transcript. The Honors Geometry course is a comprehensive look at the study of geometric concepts including the Euclidean Geometry, proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations using both linear and non-linear Algebra.

English

Eighth grade English is a year long course teaching reading, writing and vocabulary development using a variety of engaging instructional activities. On a daily basis students will engage in formal and informal writing, classroom discussions, tests and projects to demonstrate their understanding of Minnesota State Language Arts Standards.

Science

The study of Earth Science involves three main scientific fields: meteorology, astronomy, and geology. These fields will be examined through lab experiences including weather observations, analyzing ocean current data and identifying minerals and rocks. An introduction to chemistry is also part of eighth grade science. Students will continue to use skill such as measurement, graph making and analysis, and using data as evidence to form conclusions.

Global Studies

Global Studies is a social studies course that uses geography as the lead discipline along with world history and cultural study as enhancing components. Students will study regions of the world by using inquiry and critical thinking skills in order to expand their world view and move towards becoming a global citizen. Reading, writing, map work, research projects, and discussion are all skills that will be introduced and/or enhanced throughout the school year. The main focus of Global Studies is to prepare students to think deeply about their world and their place in it.

Communications

Eighth grade Communications is a year-long course that students have every other day that focuses on the power of communicating, which means becoming a good speaker and listener. Some areas this course focuses on are advertising/marketing, argumentation, debate, discussion, journalism, media literacy, and persuasion. Communicating appropriately is a life skill that is learned and practiced over time in a variety of settings and contexts.

Physical Education

The emphasis of physical education is to help students grasp an understanding of physical fitness and promote an active lifestyle. Students will participate in a variety of individual and team activities to help increase their physical, social and emotional skills. The 8th Grade

Health unit focuses on addiction (tobacco, alcohol, drugs and technology). Prevention and healthy lifestyle.

Electives/ Every Other Day Courses

Band

Full Year Elective

The two main components of the 8TH grade band program are small group lessons and large group band rehearsals. Large group band rehearsals are conducted every other day. Each student receives one 20-minute, small-group lesson every eight school days. Students will have the opportunity to use technology in full band and lessons by utilizing the Smart Music accompaniment software. Students will also be exposed to composing software and other forms of electronic media to enhance their learning. Expanded performance opportunities are available through small ensembles, such as jazz, flute, clarinet, brass and percussion ensembles. All students participate in at least two concerts during the school year.

Choir

Full Year Elective

Students enrolled in Choir 8 will have the opportunity to sing a variety of music, from classical to current day popular music. Students will continue learning how to read music scores and will perform songs in 3 or 4 parts. Selected 8th grade choir students will be selected to participate in the ISD 196 8th grade Choir Fest, which is held each February. Students will also have the opportunity to sing in a small ensemble during Flex time. Lastly, each choir student will get to perform their choir pieces at two scheduled concerts during the school year.

Spanish

Full Year Elective (must have successfully completed Spanish A in 7th grade or get instructor's approval)

Did you know that over 35 million people in the US speak Spanish? Studying Spanish can help you communicate with people living right here in Minnesota. This class builds upon the skills acquired in 7th grade. Activities designed to engage and challenge students will lead to better speaking, listening, reading and writing skills. We will continue our exploration of the Spanish-speaking world. This course is recommended for students who maintained a C average or above in Spanish 7. Successful completion of Spanish 8 will allow students to register for second year Spanish at the high school.

Art

Art focuses on refining the skills learned in 6th and 7th grade art. Students will create sophisticated art forms and experiment with charcoal, print making, sculpture, pottery, and paint. Students will also have the opportunity to further explore an art making method or idea of their choice through a final project.

Tech - Engineering Design

Students will complete engineering design challenges and apply the design method in the design and construction of a large tabletop pinball game with working flippers and other components. They will use a variety of tools, machines, and technology equipment to design, construct, and decorate their custom pinball game. Students will learn how to create electrical circuits and use electrical principles and practices to hook up lights, motors, and buzzers on their pinball game if they choose.

Tech - Robotics

Discover how robots and other forms of automation are used in industry and throughout our world in many various applications. Learn about mechanical systems by building different mechanisms using gears, wheels, and other structural parts. Design, build, and program real-world objects such as traffic lights, rotating bridges, toll booths, robotic arms, and robotic vehicles.

FACS

Design is a key aspect of this class. Students will be able to create their dream home using 2D and 3D models. There will also be a Cupcake War competition. Students will create cupcakes and a display for them based on a particular theme, which will be selected by the class. The focus for the foods portion of this class will be on fruits and vegetables. Finally, we will focus on finance and the impact it has on their future. Students will learn the basics of banking, credit cards, and future financial planning.

Middle School Grading Scale

Fall, 2021: District 196 Middle Schools

This revised grading scale has been set up as the default scale in Schoology and Campus for District 196 middle school teachers.

Class Percent (%)	Numeric Range (%)	Schoology View	Letter Grade	GPA Value
93 - 100	93 - 100	A	A	4.0
90 - 92	90 - 92.9	A-	A-	3.667
87 - 89	87 - 89.9	B+	B+	3.333
83 - 86	83 - 86.9	B	B	3.0
80 - 82	80 - 82.9	B-	B-	2.667
77 - 79	77 - 79.9	C+	C+	2.333
73 - 76	73 - 76.9	C	C	2.0
70 - 72	70 - 72.9	C-	C-	1.667
60 - 69	60 - 69.9	P	P	1.0 (Passing Grade)
Below 60	0 - 59.9	NG	NG	0.0 (No Grade)

Note: Schoology and Campus letter grades are aligned

Note: Students will receive grades for 1st, 2nd, and 3rd trimesters. There will not be "full year" grades. A full year course will receive three, separate trimester grades. One trimester courses will receive a single trimester grade.

This grading scale does not "round up" using decimal places. For example, to earn an "A" a student must attain a percentage that is fully at 93% or above: i.e. 92.5 thru 92.9 are not rounded up to 93.

Individual grading items receive scores. Students with any percentage below 70% as an overall grade for any class will see an "P" grade in Schoology to indicate "passing" the class.

A class percentage below 60% indicates there is/was insufficient data to determine if the student understood and/or mastered enough work to pass the course.

Student grading item scores, points, and overall class percentages should be seen and monitored day-to-day in Schoology. Campus is only used for generating report cards after the end of each trimester.



Student Handbook

2021-2022

Black Hawk Middle School
1540 Deerwood Drive
Eagan MN 55122

Welcome to Black Hawk Middle School

The informational handbook is for the student and parent to become more familiar with the school and our procedures.

Our goal at Black Hawk Middle School is designed to promote the intellectual and emotional growth of young adolescents. Each student is encouraged to take advantage of the wide variety of curricular and co-curricular opportunities available. The staff is committed to helping every student develop their talents and explore new areas of interest.

We will be communicating with parents throughout the year and invite parent involvement. Please let us know if you have questions or input. You can reach the main office at 651-683-8521

Black Hawk Staff and Administration

7:20 Teacher day begins. Students must make arrangements and provide a written pass to meet and work with teachers in their area during this time. Students are not allowed to be dropped off before 7:30 a.m. Students may enter the classroom area at 8:00 a.m. Bus students should come directly into the building upon arrival to school. No students are to leave the school grounds once they have arrived.

8:18 Warning bell rings. Students should proceed to their homeroom immediately.

8:20 Panther Time (homeroom) begins. Students must report on time and remain there for the entire time period. Attendance is taken and daily announcements are read during this time.

8:20 to 3:10 Regular school day

3:10 School is dismissed. After-school activities begin. All students not under direct supervision of a teacher, coach, or other staff member are to be out of the building and on their way home. Students are not permitted to be in or around Deerwood Elementary School. Activity buses are to be used only by those students under the supervision of a staff member.

4:45 After-school activities end

Parents are responsible for picking up students by 5 p.m.

Educational Equity

Black Hawk Middle School stands together and is committed to a safe space and educational equity for all students.

The Black Hawk Way

We will treat everyone with respect.

We will not bully others.

We will include students who feel left out.

If we see bullying we will do something and tell an adult.

We will not hurt others.

School Security and Safety

To insure the safety of students, staff and visitors, Black Hawk has implemented the following security and safety measures:

- All employees wear identification badges;
- Black Hawk has a building wide supervision plan in place;
- All doors will remain locked during the school day, except the main entrance near the office.
- All visitors must sign in at the main office and display a visitor's tag while in the building;
- All visitors must check in at the main office;
- Parents who wish to bring lunch and eat with their son/daughter or visit a classroom must have approval from the administration one day in advance. **As a result of food allergies and/or security reasons, we would prefer that the parents eat lunch with their children in the office conference room;**
- Visitors will not audiotape, videotape or take photographs during their visit without prior permission.
- All students and staff are trained in emergency procedures that include lockdown, evacuation and fire drills.
- Video cameras are placed in the school and buses as a safety measure and to aid in the investigation of misbehaviors.
- Black Hawk works closely with the local police and fire departments to form an effective response team in the event of an emergency. Black Hawk has a school resource officer in partnership with the Eagan Police Department.

Academic Program at BHMS

The daily schedule for every student at Black Hawk consists of six periods.

GRADE 6

1. English
2. American Studies 6
3. Mathematics
4. Science
5. Reading
6. Art/Industrial Technology/Family and Consumer Science
7. Phy Ed/Health (meets every other day)
8. Choir, Band

GRADE 7

1. English
2. American Studies 7
3. Mathematics
4. Science
5. Communications (meets every other day)
6. Electives Art/Industrial Technology/Family and Consumer Science
7. Phy Ed/Health (meets every other day)
8. Electives: Choir, Band, Spanish

GRADE 8

1. English
2. Global Studies 8
3. Mathematics
4. Science
5. Communications (meets every other day)
6. Electives Art/Industrial Technology/Family and Consumer Science
7. Phy Ed/Health (meets every other day)
8. Electives: Choir, Band, Spanish (meet every other day)

MID-TERM PROGRESS REPORTS

Progress reports will not be sent home with students. Parents can access student progress online with Campus Parent Portal and Schoology

REPORT CARDS

Report cards are now viewed online within Campus Parent Portal. They can be accessed one week after the end of the trimester.

Trimester 1: November 26th

Trimester 2: March 5th

Trimester 3: June 10th

If you have not viewed your child's report card or do not have access to Campus Parent Portal, please call (651) 683-8521. Student led conferences will be held as noted in the schedule of events on the calendar. Panther Time teachers schedule and facilitate these conferences

REGISTRATION - SCHEDULE CHANGE

All student programming is done in accordance with individual registrations completed in the spring and in the fall pre-school registration. In some cases, changes are necessary. In most cases, however, students are placed in the courses as best as possible.

Drop/Add Process

We will consider parent requests in a case by case manner during the first 2 weeks of the trimester. We may grant the request if there is a section that has available seats and is not full. We would be up front with the parent about the potential need to change more than the elective if the smaller classes are meeting sometime differently during the day. It may drastically change the student schedule. Content classes may have to be moved to make the elective change.

If a change request is made by the parent, we would ask the parent to talk with the teacher first to explain the situation and give the teacher an opportunity to address concerns. We typically would not consider a request to change teachers.

Deep into the trimester we would ask that the student finish the year in the elective class they have chosen, due to the staffing of sections based on what elective students choose.

ATTENDANCE

EXCUSED ABSENCES

Minnesota law requires school attendance until age 18. Excused absences are illness, serious illness or death in the family, home emergencies, and other types if excused in advance.

1. A parent or guardian should call the attendance secretary at Black Hawk Middle at (651) 683-6969 ext. 85500, to report an absence for that day.
2. When the student returns, please send a note to give to the attendance secretary in the office prior to the start of school. The student will then be given a "Permit or Admit to Class."

UNEXCUSED ABSENCES

An absence is classified as unexcused when the reason for the absence is unacceptable to school authorities. These absences may be incurred with or without the knowledge of the parent or guardian and may carry disciplinary action. Examples of unexcused absences are oversleeping, missing the bus, traffic and skipping.

ADVANCED EXCUSE ABSENCE

Arrangements are to be made in advance for family vacations of one day or several weeks. Students should see the attendance secretary. Parents and students can access the teacher website for make-up work. At a minimum, students are allowed two cycle days to complete and turn in class related make up assignments.

TARDINESS

Students arriving at school after 8:00 a.m. should check in at the main office before going to homebase or class. Students not in class by the 8:00 am bell will be marked tardy. Excessive tardiness will result in disciplinary consequences such as detention or a truancy referral to Dakota County Truancy System.

UNEXCUSED TARDINESS

An unexcused tardy is when a student is tardy to school for reasons not acceptable to school authorities. The following are examples of unexcused tardiness: oversleeping, missing the bus, traffic and being late to homebase.

TRUANCY

Cases of suspected truancy (skipping all or part of the school day) are handled by the administration and school counselors. Parents will be notified as soon as possible if their child is truant. Cases of habitual or extended periods of truancy will involve the Dakota County Truancy System.

WITHDRAWING FROM SCHOOL

Report to the office one-week prior to moving to obtain a withdrawal card. Students should see that all school materials are returned and all personal items are removed from assigned lockers.

LEAVING SCHOOL DURING THE DAY

Permission to leave school during the day must be obtained from the attendance secretary. A written note or phone call from a parent or guardian stating the reasons for leaving is necessary. All students must sign out at the attendance secretary's desk. Parents or

authorized persons are asked to come to the office to sign students out before picking them up.

IMPROVING STUDENT ATTENDANCE

The Student Assistance Team and Administration of BHMS will work with parents in trying to improve the attendance patterns of students who have excessive absences. Sometimes a student's absentee pattern is an indication of other problems, either at home or at school. These problems are sometimes difficult to sort out and we may need assistance to deal with these situations. Other times, a student may have genuine physical concerns, and occasionally a student may have a combination of the two problems. Many times, students are unaware of their excessive absence patterns. The counselors and administration will work with individual students and parents if attendance problems develop.

GENERAL INFORMATION

AFTER HOURS

Students are to leave the building immediately unless under the direct supervision of an instructor. Students are not to walk through Deerwood Elementary School on their way to or from school. Students may be requested to stay after school for make-up work and extra help. Parents will be notified if a student is to remain after school. Parents are responsible for picking up students.

SPECTATOR POLICY

Sixth grade students may not attend after school sports events without their parents present. Seventh and eighth grade students must demonstrate proper behavior at an after school event or will be asked to leave. The school reserves the right to trespass a student who is not following appropriate behavior.

BOOKS AND WORKBOOKS

The district furnishes required textbooks and student ipads. Students are responsible for their books/ipads and will be asked to pay for lost or damaged items.

BUILDINGS AND GROUNDS

This school belongs to Black Hawk students and the school community. The appearance of the school is a responsibility shared by all. Please do your part to maintain the appearance of the building and grounds. We ask that you use the sidewalks going to and from school and respect the private property of the residents on the way to and from school.

CHANGE OF ADDRESS

If you change your address, email and/or telephone number during the school year, please report these changes to the building secretary or attendance secretary.

DATA PRIVACY

Certain student information has been classified as directory, or public information. If you do not want this info disclosed, please contact the main office.

DAILY BULLETINS

A daily bulletin of events and announcements is prepared in the office and read each morning during homeroom.

DEVELOPMENTAL PSYCHOLOGY

Our sixth grade students work weekly during our morning panther time with seniors from Eagan and Eastview in a district mentoring program that focuses on positive decision making and positive leadership. The district program is supervised by Black Hawk teachers as well as high school teachers from Eagan and Eastview.

LOCK DOWN, FIRE DRILLS AND SEVERE WEATHER DRILLS

Emergency drills are held throughout the year. Instructors will explain the evacuation plan or shelter plan in each class. During fire drills, move quietly and orderly out of the building. Your instructors will accompany your exit from the building. They will instruct you to move away from the building to a safe area. During severe weather drills or lock down, move quietly and orderly to the designated shelter area. Your instructors will show you how to sit to help avoid serious injury. If you are outside, your instructor will select a shelter area. Emergency exit and shelter maps are posted in all classrooms.

CAMPUS PARENT PORTAL - ONLINE PARENT ACCESS TO STUDENT GRADES

Black Hawk Middle School has always strived to improve communication between the school and parents while enhancing our partnership with parents. With available technology, Campus Parent Portal will be used for the school year. This web-based system will allow parents to go online and access information about their child's academic performance. Parents must complete the parent acceptable use policy and activate their account. Parent access will begin in late September and continue for the remainder of the school year.

GRADES

Grading is done on a letter basis: A, B, C, D, P (Pass) and NG (No Grade). Each subject area has grading criteria. Grades will be as objective as possible, however, factors as ability, sincerity, and participation in class are considered. Teachers will make a reasonable attempt to contact and inform parents of low performance, however, daily parental supervision of homework assignments and class progress is encouraged. Parents are encouraged to use Campus Parent Portal to check grades and access report cards. Midterm Reports and report cards are no longer sent to parents.

HEALTH SERVICES

The nurse's office is located in the main office area. Office hours are 7:00 a.m. to 3:30 p.m. Our nurse helps students who have become ill or injured or have other medical problems.

Students must obtain a pass from their classroom teacher before reporting to the nurse's office. This applies to all students except for an emergency. The school nurse will assess the student and call home if necessary. We discourage students from contacting parents directly and prefer students to visit the nurse first before using cell phones to contact parents/guardians. Please make sure you update your emergency contact information each school year.

All medications brought to school must be administered by the school nurse. No medications should be kept in the student's possession. A note from a parent/guardian must accompany all medications giving the nurse permission to administer medications. A doctor's note is required for all medications prescribed longer than 2 weeks.

Guidelines on keeping your ill child home, immunization requirements, health screenings, forms for medications and procedures and health plans can be found on our District website (www.district196.org). Click "Student Services", then "Health Services".

HOME-BOUND INSTRUCTION

If it should become necessary for a student to be absent from school for an extended period because of a serious illness or accident, arrangements can be made to provide instruction at home. It is the responsibility of the parent to call the school and ask that such provision be made. Fifteen consecutive days of absence is a requirement for this service. Instruction may begin before the fifteen days if there is reason to believe the absence will extend this long.

MEDIA CENTER

Anyone desiring to use the facilities has the opportunity to do so. It is a place to study and to seek out information. Materials are never to be taken from the Media Center without first checking them out. Encyclopedias and other reference books may be checked out on an overnight basis.

The library is an extended classroom with the same expectation of respect and behavior. Books are checked out for two weeks. Reference books are checked out overnight. Overdue notices are distributed regularly. No check-outs with an overdue. Student ID cards are kept in school to facilitate checkout. Replacement cards made for \$5.00. Bills are sent to parents if overdue for four weeks. Refunds are made if returned in good condition. Books must be checked out before leaving the library. Students may not use their card to check out for other students.

LOST AND FOUND

All items will be stored near the main office. Please check with the office for lost items. At the end of each trimester, unclaimed clothing items will be donated.

LOCKERS

Lockers remain the property of the school and are subject to search any time by school authorities. Locker searches may be conducted during the course of an investigation into

possible school rule violations. Students may or may not be notified prior to the search. Students should not share lockers or the locker combination.

To prevent students from breaking into lockers it is essential that students do not share lockers or the combination with others. Please be sure the door is closed and the dial turned each time after the locker is used. Lockers are assigned for storage of school books, note books, physical education clothing, backpacks, and coats only. Never leave money, electronic devices, or any valuable item in a locker.

No one should be in the locker area without a pass after class begins. All students should help keep locker areas neat and clean. All discarded materials should be deposited in proper receptacles.

NO SELLING OF CANDY OR COLLECTIBLES

There is to be no sale of candy, fundraiser items, or collectibles other than those approved by the Black Hawk School administration.

LUNCH PROGRAM

Black Hawk Kitchen (651) 683-6812

Secondary School Lunch Prices:

Student Full Price Lunch..... \$2.55
Student Full Price Breakfast..... 1.60

A wide variety of foods are available daily in the school cafeteria. The school lunch program provides nutritious, low-cost meal selections. Parents must sign an agreement for their son/daughter not to purchase ala Carte items.

Independent School District 196 uses a computerized system for the payment of school meals. Every student is assigned an identification card. This card must be used to receive the student rate for school meals. Students may deposit pre-payments into their lunch account or pay cash in the lunch line daily. Parents or guardians may authorize students to use the lunch account to purchase ala Carte items.

CAFETERIA CONDUCT

A few hints to make meal time more enjoyable for you and your classmates:

- Use good eating manners. Keep your area clean.
- Talk quietly with classmates. Don't shout.
- Clear the table and properly dispose of materials in the provided containers.
- Running, shoving, or crowding is prohibited.
- Different menus are served in different lines. Signs will notify which line is for which menu.
- Students who abuse lunchroom rules and regulations will be assigned to eat in an area supervised by a member of the staff.

- Please seat yourselves in areas directed to you by staff members. Once seated, remain at the seat until you finish your lunch. Cafeteria supervisors will dismiss tables at the end of the lunch period.

PHYSICAL EDUCATION

Students are asked to change for PE. The student must present a physician certificate in order to be excused from physical education for any extended period of time. If a student is to be excused from a physical education class for a day, the student must bring a note from a parent and have it signed by the nurse.

The physical education area (pool, gymnasium, and locker rooms) is an area where we can have great fun and physical activity while learning basic performance and life skills. It is, however, also a potentially dangerous area when incorrectly or unsupervised.

Because of potential problems in these areas, we have found that by following a few simple rules these areas can be safe and exciting learning stations:

- Students are not to enter the physical education locker room area prior to school starting.
- Students are to be in the locker room only during their own physical education period or after school if they are in an athletic activity.
- Students are not to be in the gym or in the pool area without teacher supervision (this includes before and after school).
- Running on the pool deck, shower area, and locker room is prohibited.

A swimsuit is necessary even when your child is not swimming because the pool is a popular and necessary rainy day alternative lesson plan. The Physical Education teachers will communicate when students need to bring a swimsuit or additional outdoor clothing.

PLEDGE OF ALLEGIANCE

Each morning students have the opportunity to publicly recite the Pledge of Allegiance. Anyone not wishing to participate may respectfully abstain from participating.

HIV/AIDS

District 196 teaches students human sexuality curriculum in health classes in seventh and eighth grade and HIV/AIDS prevention curriculum in health classes in eighth grade. If you would like specific information about what is taught in these areas to middle school students, please contact the school principal. Parents who are uncomfortable with the curriculum after talking with the principal may withhold their children from the class sessions in which these curricula are taught. Alternate lessons will be provided for students who are withheld from class at their parent's request.

SCHOOL CLOSING IN INCLEMENT WEATHER

Please check the District website.

STUDENT ACCIDENT INSURANCE

The school district does not have insurance covering students. Parent's insurance programs are responsible for coverage.

Co-Curricular Activities

Activities Director - Mr. Smith

ACTIVITY BUSES

Students MUST arrange transportation for participation in after school activities.

ATHLETICS/FINE ARTS

All 7th and 8th grade boys and girls are invited to take part in cocurricular activities. Physical examinations are required for athletic programs, permission slips signed by parents or guardians and all fees paid before a student is allowed to participate.

The regulations of the Minnesota State High School League will be followed. These rules promote sportsmanship and prohibit the use of drugs, alcohol, and tobacco. Students must be in attendance on the day of an activity to be eligible to participate in that activity.

ATHLETIC PARTICIPATION FEE

The district requires a \$110 per sport student participation fee. All fees are paid online with the District Payment Plus system. Physicals must be on file with the school prior to completing the Payments Plus system. This fee will be non-refundable. The participation fee is required before participation in the first practice. There is a cap of \$385/year/student.

FINE ARTS PARTICIPATION FEE

The district requires a \$44 per student participation fee. This fee will be assessed for Drama, Speech, Math Counts, Chess League and Math League. Students will not pay the drama fee until after auditions and performance rolls have been cast. All other fine arts activities and clubs will not be assessed a participation fee.

INSURANCE

Students wishing to participate in athletics should be covered by insurance provided by the parent(s). The school district does not have insurance for participants in the school athletic programs, any school activities, or for accidents that occur at school.

Fall

Boys Soccer Team

Girls Soccer Team

Girls Tennis Team
Volleyball Team
Cross Country Team
Drama Production

Winter

Gymnastics Team
7-12 Program Contact EVHS or EHS (register and pay at middle school)
Nordic Skiing
7-12 Program Contact EVHS or EHS (register and pay at middle school)
Downhill Ski Club
Declam
Wrestling
Boys Basketball Team
Girls Basketball Team
Boys Swimming Team
Girls Swimming Team

Spring

Boys Tennis Team
Boys Track Team
Girls Track Team
Drama Production
Knowledge Master

Some of the activities are offered only if enough students are interested. 6th graders are eligible to participate in tennis, cross country and wrestling – however, they can participate in Speech, Drama, cross country, wrestling, boy/girl tennis and all club activities.

SPECTATOR POLICY

Students are welcome and encouraged to attend school activities as spectators and Panther fans of school athletic games and fine arts productions such band concerts, choir concerts and plays.

School rules apply for student spectators during activities. Student spectators are asked to represent Black Hawk in a positive manner. Students attending activities must remain in the spectator area of the activity and not be in other areas of the building.

Sixth grade students must be accompanied by a parent when attending after school activities as fans and are not to remain after school to wait for an activity to begin. Seventh and eighth grade student spectators staying after school to watch an activity starting at or before 4:00 p.m. must remain in the lower entrance area near the locker rooms until 15 minutes prior to the start of the activity. All student spectators must leave school at dismissal time if attending any activities after 4:00 p.m.

Thank you to all Panther fans for supporting BHMS activities!

Student Responsibility and Support

Students are responsible for their own actions. All discipline will be handled on an individual basis according to District 196 Policy. The main goal in our school is education and safety. Black Hawk follows the district guidelines in responses to behavior and incorporates restorative practices into our approach to students. We welcome a partnership with parents.

Students: The best way to avoid such disciplinary consequences is to display a pleasant attitude, be kind and respect others and your school, do a good day's work and above all, be strong to be "your own person". You know what's right and wrong..make decisions that will help you to become a better school citizen and person. Make decisions you can be proud of at the close of each day.

GENERAL CONDUCT RULES

- Any photograph or movie of students or staff taken during the instructional day without consent of the principal will result in disciplinary action.
- Students are expected to treat all students and staff with respect.
- Students should have a pass to be outside of class during class time
- Appropriate hallway behavior is expected
- Gum chewing is not allowed.
- No open containers are allowed in lockers or locker bays except for water

SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Sexual harassment is a form of sex discrimination that violates the United States Civil Rights Act and the Minnesota Human Rights Act. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose. It is the policy of Independent School District 196 to maintain a learning and working environment free from sexual harassment and sexual violence.

It shall be a violation of this policy for any District 196 employee or student to harass an employee, student, visitor, or other person through conduct or communication of a sexual nature.

It shall be a violation of this policy for any District 196 employee or student to be sexually violent to an employee, visitor, or other person. Put-downs and name calling relating to a sexual nature (swearing, slang terms, etc.) are unacceptable and will not be tolerated. When reported, incidents will be investigated and parents will be contacted. If actions continue, suspension could result.

DISCRIMINATION

Incidences reported relating to discrimination on the basis of race, color, national origin, creed, religion, sex, age, or disability will be investigated in compliance with District 196 Student Rights and Responsibilities Policy and Regulations.

NONDISCRIMINATION

District 196 does not discriminate in employment or in any of its programs and activities, including vocational opportunities, on the basis of sex, race, religion, color, creed, national origin, marital status, familial status,* disability, status with regard to public assistance, sexual orientation, membership or activity in a local human rights commission,* age or genetic information.* District 196 provides equal access to designated youth groups.

The Director of Human Resources, Tom Pederstuen, (651-423-7859) tom.pederstuen@district196.org) has been designated to respond to employment-related inquiries regarding the non-discrimination policies including Title IX. The Director of Elementary Education, Sally Soliday (651-423-7782 - sally.soliday@district196.org) and the Director of Secondary Education, Michale Bolsoni (651-423-7712 - michael.bolsoni@district196.org) have been designated to respond to student-related inquiries regarding the non-discrimination policies including Title IX. The Director of Special Education, Janet Fimmen (651-423-7620 janet.fimmen@district196.org) has been designated to respond to inquiries concerning the rights of a student with a disability. The mailing address for all directors is 3455 153rd Street W, Rosemount, MN 55068.

*Asterisked categories are limited to employment-related discrimination and harassment.

DISCIPLINE POLICIES

The Student Rights and Responsibilities handbook which students will receive during the first week of school in September includes a complete set of District #196 policies and regulations

WEAPONS

Firearms are not allowed in school, whether loaded or unloaded. Any device or instrument designed as a weapon and capable of producing severe bodily harm is not allowed in school. Knives and look-alike guns are also considered to be weapons and will be dealt with accordingly. The result will be confiscation of the weapon, student conference, notification of parent or guardian, suspension, and possible expulsion from school. Also, police will be notified of this infraction.

BULLYING

Black Hawk Middle School follows the district guidelines/discipline policy in regard to bullying, harassment or hazing. As stated in the student rights and responsibilities handbook, we are committed to maintaining an environment free of bullying and intimidation. Intimidation or bullying includes an intentional gesture or a written, verbal or

physical act or threat that a reasonable person under the circumstances knows or should know has the effect of the following:

- Harming a student
- Damaging a student's property
- Placing a student in reasonable fear of harm
- Placing a student in reasonable fear of damage to his or her property
- Presenting a sufficiently severe, persistent or pervasive threat or action and creating an intimidating, threatening or abusive educational environment for a student

SKATEBOARDS/IN-LINE SKATES/SHOES WITH WHEELS

Skateboards and in-line skates are not to be used on school property at any time. Students may not use shoes with wheels white at school.

PROFANITY

The use of profanity is not an acceptable social behavior. Students should have consideration for their peers and adults and refrain from using offensive language.

STUDENT DRESS

STUDENT DRESS EXPECTATIONS

In order to maintain a safe and distraction-free atmosphere conducive to learning, the administration and staff of Black Hawk Middle School believe it is important to enforce basic standards for dress and hygiene. We expect students to dress and maintain hygiene in a manner that promotes a safe learning environment with minimal distractions where students can express themselves in a manner that promotes a scholarly environment. As such we ask students to follow these guidelines:

- Clothing on top should cover the midriff and chest (torso - waist line to clavicle)
- Clothing on the bottom should cover the entire backside
- Clothing should cover undergarments
- Undergarments that are worn as outer garments are prohibited
- Any clothing that contains profanity, or conveys words/pictures that are: demeaning, abusive, sexually explicit or suggestive, discriminatory or which promote or advertise drug, alcohol or tobacco use/products are prohibited
- Jewelry that presents a safety hazard to self or others
- Jackets and coats should be stored in student lockers
- Students are required to wear shoes at all times, no socks or bare feet
- Teachers may ask students to remove hats and hoods in the classroom should they be a hindrance to engagement in the learning environment

When a student's dress or hygiene is of concern, the teacher will speak to the student 1:1 privately, or refer the student to a counselor, nurse, or administrator. Parents/Guardians will be informed of the concern and asked to partner with BHMS staff to support the student.

CHEMICAL USE

Any student bringing drugs, chemicals, cigarettes, alcohol, or tobacco to school will have it taken away, parents notified and disciplinary action taken. Any student under the influence of chemicals will be suspended.

SUSPENSION FROM SCHOOL

A student involved with possession or use of tobacco products, chemicals, drugs, alcohol, insubordination, profanity or behavior detrimental to other students will not be allowed to attend classes. Students involved will do their assigned work in a study room or be suspended out of school. The period of time will depend on the seriousness of the problem, per the Students Rights and Responsibilities district handbook. In all cases parents will be notified of the action taken.

STUDENT COOPERATION ON BUSES

For safety reasons each student shall:

- Obey bus drivers promptly, as they are in full charge of buses and pupils while in transit.
- Be on time at the designated bus stops. Buses cannot wait.
- Stay off the roadway at all times while waiting for buses.
- Cross in front of a bus when crossing the highway, not in back of a bus.
- Board the bus in an orderly manner. Pushing and crowding will not be tolerated.
- Wait until the bus has come to a stop before attempting to enter or leave the bus.
- Keep hands and head inside the bus at all times.
- Do not move around or change seats on buses.
- Refrain from yelling or loud talking while on the bus.
- Please do not tease other students; pull hair, fight, or use foul language.
- Throwing articles of any kind in a bus is dangerous and will not be tolerated.
- Damage to a bus should be reported to the driver at once. Any student disfiguring or mutilating a bus will be required to pay for the damage and may be denied use of buses.

Each student should help to keep buses clean and orderly, Learn to be self-reliant.

Students must be alert for their own safety and that of fellow passengers.

The District Bus Conduct Specialist will inform parents if their student abuses the privilege of riding our school buses. If the student's behavior does not improve substantially, he/she faces the possibility of being suspended from riding the bus.

Students are not allowed to have pop or food on the buses.

Boomboxes on school buses have been ruled "inappropriate equipment". Thus, they will not be allowed on school buses. Walkmans must be used exclusively by the owner, i.e, sharing of headphones, tapes, players, etc. will not be allowed.

BUSES TO OUT OF TOWN ACTIVITIES

Students riding on a school bus to an out-of-town activity must also return on the school bus, unless an individual's parents sign a release of liability form stating that they will be

responsible for the student on the return trip. The form may be obtained from the activity supervisor.

ELECTRONIC DEVICE POLICY

PERSONAL ELECTRONIC DEVICES - CELL PHONES, HEADPHONES (wireless airpods/earbuds), GAMING DEVICES

Personal electronic devices are NOT needed in the school setting. Our main focus at school is supporting students' developmentally appropriate use of the iPad as their primary learning tool. Each student is issued an iPad (school owned device) to enhance their learning in the classroom. As a result, students DO NOT need a cell phone from the time they arrive to school through the end of the school day 8:20 - 3:10.

Parents/guardians are ESSENTIAL in supporting students' developmentally appropriate use of cell phones. For some, this includes monitoring DAILY student activity on the phone including social media accounts. Unfortunately, the use of cell phones/social media in the school setting proves to be a distraction that interrupts learning, creates conflict, and feelings of isolation, anxiety, and even depression as evidenced by current and ongoing research.

Students should choose one of the following options:

- Leave their cell phone at home
- Turn their cell phone off upon entering the school and store safely in their backpack or lock in their locker until the end of the day

If you need to reach your child during the school day, please DO NOT call or text them on their personal cell phone during school hours. Instead, please call the main office 651-683-8521. This way, we can ensure your student's learning and the classroom environment is not disrupted and our community can focus on making connections with one another and learning together without the distraction of personal devices. This is a consistent approach throughout all six District 196 Middle Schools where no school will allow cell phone use in classrooms.

WHY are we not allowing cell phones in classrooms?

Cell phones have proven to be a distraction in the learning environment. We strive to ensure students are "present" and focused not only on the learning in classrooms, but also on the interactions and connections with others that make the classroom such a rich learning environment.

HOW do students manage phones?

Students should keep cell phones at home, in their backpack or locked in their lockers. The phone should be turned off completely while the student is in class.

Parents, if you must reach your student while they are in class, please call the main office at 651-683-8521. We will make sure your student receives your message immediately. For

non-emergency messages, please know your child may check messages at his/her locker between classes.

WHEN a phone is used, what happens?

BHMS is not responsible for lost or stolen cell phones. Teachers will be explicit about teaching the why of prohibited use of cell phones in the classroom environment. With these district expectations, if a student has their phone out, if it rings or disrupts class, there will be a 3-step response. Again, this is to ensure that learning is the main focus on campus. Non-Permitted Use Of Cell Phones on Campus:

If a student uses a cell phone in class the teacher will:

- Speak to the student 1:1 about cell phone expectations
- Alert parents by phone or email regarding cell phone distraction in the classroom

If a student uses a cell phone a second time, administration will be called to support the student, retrieve the phone, and call parent/guardian
Parent/guardian will partner with administration to create a plan for the student
Major infractions of inappropriate use of any technology (cell phone/iPad/computers) will have a timely response that follows the Rights and Responsibilities handbook and will involve school administration.

With the District 196 1:1 electronic device initiative, all students, grades 6-8, will receive an iPad electronic tablet. The goals of the initiative include:
Increasing student engagement lessons:
Providing all students with access to internet resources leading to maximize student engagement; increasing accessibility to apps that are needed for learning and decreasing unneeded ones such as those that are considered as social media; and
Educating students about digital citizenship and appropriate use of technology.

Students must abide by the district's iPad student Use agreement and acceptable Use of Information Technology policies when using a school iPad, computer or electronic device. This includes using BHMS wi-fi only for educational purposes. Failure to abide by these policies may result in limited or suspended use of the district device. A student who loses iPad privileges is responsible for classroom material presented and assignment completion. District 196 and BHMS receive the right to review private and district-issued devices if there is a reasonable suspicion that district or school policies have been violated.

With students having district-issued iPads, it is necessary for them to bring personal electronic devices, particularly cell phones, to school. If one is brought to school, it should be kept in the student's locker during class time.

Students should assume a device should be put away during most of the day and out of most areas of school. All classrooms(including gymnasium and swimming pool), restrooms, locker-rooms and offices are considered "no-phone zones." If a student is found to have a phone in one of these areas, a staff member may confiscate it and have it held in the office

until the end of the school day at which time the student or a parent/guardian will be asked to retrieve it.

Cell phones and other personal devices are brought to school at the students' and parents' own risk. BHMS does not assume any responsibility in the event a personal device is lost, misplaced, stolen or damaged or if any data on a personal device is damaged or lost.

Students will:

- Use all device(s) in accordance to district, school and classroom policies and expectations
- Use wi-fi and district-issued iPad for educational purposes
- Use district-issued iPad in classrooms but not in restrooms, locker-rooms and other restricted areas
- Keep cell phones (and personally owned devices) out of and not use them in classrooms, locker-rooms, restrooms, offices and other restricted areas
- Use cell phones (and personally owned devices) only during lunch passing time without causing tardiness to class or before/after school or as permitted by staff
- Keep headphones in locker and not use them at any time during school
- Be responsible for secure storage of cell phone, headphones and other devices brought to school for secure storage of cell phones, headphones and other devices brought to school

Teachers will:

- Establish digital and electronic device expectations for their classrooms
- Confiscate devices if not being used in adherence to classroom, school and district policies and expectations including improper use in restricted areas, as a camera or for viewing restricted material

Parents are asked to:

- Communicate, if needed, with students during lunch or before/after school
- Support BHMS by limiting communication to as needed and not as a convenience
- Realize BHMS has limited ability to receive and relay messages to students

STUDENT SERVICES

A variety of support services are offered to students and their families at Black Hawk Middle School. These services include individual and group counseling, academic assistance, and testing administration and interpretation, as well as any other form of assistance that will help make a student's experiences at the middle school successful. The student services staff is made up of three counselors, one psychologist, the school nurse, the administration, police resource office, individual teachers, and the special education team. Contact the main office to make an appointment.

Early adolescent years can be a confusing time not only for the child, but also for the parents. We would encourage you to call one of the members of the support staff if you have any type of questions regarding your son or daughter's development during the middle school years.

The following are some of the services provide for the students at Black Hawk Middle School:

INDIVIDUAL COUNSELING APPOINTMENTS

Counselors meet with members of the blackHawk Community on a daily basis. Appointments are made by students, parents, or teachers and will be honored as soon as possible. Phone calls/emails are the best way to contact the staff. The counselors will return calls/emails as soon as possible. Please let the office staff know if there is an emergency situation that needs to be dealt with immediately.

SUPPORT GROUPS

Support Groups are offered throughout the school year at BHMS. A variety of groups are offered as needs arise. These groups may include family change, grief, anger management, friendship, study skills, and life skills. For more information on a specific group, please contact the counselors.

NEW STUDENT GROUP

New student group will be available to students new to Black Hawk. The purpose of the group is to help students meet new friends, to listen to other new students share their experiences, and to discuss their concerns.

ENHANCED LEARNING PROGRAM

ISD 196 has implemented the Schoolwide Enrichment Model (SEM) within all schools. SEM is a systematic set of strategies for increasing student effort, enjoyment, and performance. In the regular curriculum, teachers adjust levels of required learning so that all students are challenged. Identified students are clustered into regular language arts and/or science classes for flexible grouping based on interest or need. Differentiated curriculum within the regular classroom may include tiered assignments, compacting curriculum, interdisciplinary/thematic study, or high order questioning. Enrichment clusters are groups of students who share common interests and who work with one another to pursue these interests. Examples include the following: Junior Great Books, Young Author Conference, or Science Olympiad. Finally, highly specialized services are available to those whose needs cannot be met through differentiation of the regular curriculum or participation in enrichment clusters.

CHILD STUDY PROCESS

School District 196 has implemented Public Law 94-142, The Education of All Handicapped Act, and Chapter 211 of Minnesota Statutes with the adoption of the process we refer to as

Child Study. This is a clearly defined process that the school must pursue for a child to be designated for learning disabled special education, speech-language therapy, physical or occupational therapy, or psychological services in our special services program. For more information regarding this special area, contact the counselor's office.

PRESIDENT'S EDUCATION AWARDS PROGRAM

This program consists of:

The President's Award for Educational Excellence

Students who receive this award must fulfill the criteria established by the awards program. Recipients must earn outstanding grades. 6th, 7th, and 8th grade students who qualify for the President's Education Awards participate in a ceremony and breakfast during late spring.

SCHOOL RESOURCE OFFICER

In cooperation with the Eagan Police Department, a school resource officer is provided to Black Hawk Middle School. The school resource officer assists the school in dealing with legal issues involving students. The office is available to meet with students and families on a wide variety of issues. The officer can assist with specific violations of the law, student drug use, curfew violations and other legal concerns. The officer can be reached by calling the school at (651) 683-8521.

PANTHER TIME/ADVISOR-ADVISEE PROGRAM

This program is a special type of support service that is given to all students at Black Hawk Middle School. The functions of the Panther Time advisor during these three years are the following:

- Offering extra assistance to the students.
- Helping the student develop and reach academic and social goals.
- Provide activities that ensure and promote positive interpersonal relationship skills between students and adults.
- Giving each student an opportunity to have a personal, long-term relationship with a teacher.
- Training students in the student-led conference model.

Homebase/Panther Time takes place several times per week. Students and their advisor participate in planned activities to help meet the goals of the program. It is our desire through our advisor/advisee program to foster a sense of community and address some of the individual needs of each student in a more personal way.

Helping Your Child Succeed in School

ACADEMIC

Academic achievement is a priority for all of us. At the middle school, we try to create an environment for our students that bridges the gap from the academic expectations of elementary school to the academic expectations of the high school. At the same time, we try to balance this with the physical and social growth taking place during adolescent time periods.

A question that we find often asked by parents is: How much homework should my son or daughter have?

Although there is not one correct answer to this question, we feel that a good guideline to work with would be one hour of homework per night. This would be average and may vary from a ½ hour to 2 hours on a given night. This also assumes that your son or daughter is in school and is using the available study time given by teachers.

Study habits do not come naturally, but are learned. In order to help create positive study habits which can help maximize your son/daughter's learning potential, we would suggest that you help them set aside an hour for study each night. A quiet environment is best for study. There may be nights when they may not have an hour of homework. We would suggest that the time be filled with some good recreational reading. The consistency of the time is important to help develop good, disciplined study habits.

BEHAVIOR CHANGES

During adolescence there may be changes in a young person's behavior, both positive and negative. Most of these can be accounted for and hopefully can be discussed within the family. However, there may be times when you notice some major behavior changes (major change in time spent with hobbies or interests; change of friend groups; change in dress, sleep, and personal habits; change attitude toward school work, etc.) which you find hard to understand and are concerned about.

Some suggestions:

- Talk to them concerning your observations. Be tactful, but honest.
- Talk to teachers or counselors concerning academic progress.
- If a relationship exists, talk to a close friend of your child.

If we can be of assistance to you or your family in any way, please call us at (651) 683-8521.

DECISION MAKING

Students have to make many choices. They will be making choices about companions, activities and courses. As a parent you can, and hopefully have, instilled guidelines, but you cannot always be present at the time decisions are made. Your son or daughter wants to

make decisions that are best for themselves. The problem develops when the guidelines they have developed for their decisions are based on priorities and values that seem to be in conflict. A psychologist has commented that "The child who suspects that his/her parents do not have their own values and priorities established will be at a disadvantage establishing his/her own." "Do as I say, not as I do." is a major conflict for the child.

Be open and honest with your son/daughter regarding choices that they make. Reinforce and commend positive, wise, or hard choices. Be fair with poor choices. Make sure you get the complete story and are fair with your consequence. Sometimes the results of the choice may be the consequence enough.

Allow your son/daughter to make appropriate choices in the home and social environment. They learn best through experience. Their ability to make appropriate choices and responsible decisions should warrant additional trust in your relationship.

You as a parent will find it necessary to set limits for appropriate situations. The clearer the guidelines and the more consistent the enforcement, the easier the decision becomes for your son/daughter.

POSITIVE SELF CONCEPT

The concept of self-esteem is now regarded as important for children as the basic R's in education. As parents it is our responsibility to help our children develop positive self-esteem. Effective parents and teachers can help a child develop positive self-esteem by finding ways to make them feel like they are important and their views and ideas are worth considering.

Encourage them to try new interests and challenges. Be supportive regardless of the outcome.

Avoid discussing your child in an unfavorable light with others, especially in their presence. Provide an atmosphere of love and concern at home.

Be a good listener to your child. Let them know you are concerned about their views and feelings.

Find out the academic potential of your child and keep that in perspective when discussing academic accomplishments, successes, and failures

Don't compare a child with other brothers and sisters. Each child is an original, not a carbon copy.

Help identify a special area your child can excel in. Help him/her to build confidence in themselves through commending their achievements.

HOME/SCHOOL PARTNERSHIP

There are many social changes and peer comparisons that are a part of the adolescent years. Many new opportunities and situations are present which have both positive and negative aspects.

40 Assets to Develop Healthy, Caring Responsible Youth

EXTERNAL ASSETS & INTERNAL ASSETS

...Offer Support!

Family Support - Family life provides high levels of love and support.

Positive Family Communication - Young person and parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).

Other Adult Relationships - Youth receives support from three or more non-parent adults.

Caring Neighborhood - Young person experiences caring neighbors.

Caring School Climate - School provides a caring, encouraging environment.

Parent Involvement in Schooling - Parent(s) are actively involved in helping youth succeed in school.

...Offer EMPOWERMENT!

Community Values Youth - Young person perceives that adults in the community value youth.

Youth as Resources - Young people are given useful roles in the community.

Service to Others - Young person serves in the community one hour or more per week.

Safety - Young person feels safe thome, at school, and in the neighborhood.

...Offer BOUNDARIES and EXPECTATIONS!

Family Boundaries - Family has clear rules and consequences and monitors the young person's whereabouts.

School Boundaries - School provides clear rules and consequences.

Neighborhood Boundaries - Neighbors take responsibility for monitoring young people's behavior.

Adult Role Models - Parent(s) and other adults model positive, responsible behavior.

Positive Peer Influence - Young person's best friends model responsible behavior.

High Expectations - Parent(s) and teachers encourage the young person to do well.

...Offer CONSTRUCTIVE USE OF TIME!

Creative Activities - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

Youth Programs - Young person spends three or more hours per week in sports, club, or organizations at school and/or in the community.

Religious Community - Young person spends one or more hours per week inactivities in a religious institution.

...Offer COMMITMENT TO LEARNING!

Time at Home - Young person is out with friends "with nothing special to do"two or fewer nights per week.

Achievement Motivation - Young person is motivated to do well in school.

School engagement - Young person is actively engaged in learning.

Homework - Young person reports doing at least one hour of homework every school day.

Bonding to School - Young person cares about her or his school.

Reading for Pleasure- Young person reads for pleasure three or more hours per week.

...Offer POSITIVE VALUES!

Caring - Young person places high value on helping other people.

Equality and Social Justice - Young person places high value on promoting equality and reducing hunger and poverty.

Integrity - Young person acts on convictions and stands up for her or his beliefs.

Honesty - Young person "tells the truth even when it is not easy."

Responsibility - Young person accepts and takes personal responsibility.

Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs.

...OFFER COMPETENCIES!

Planning and Decision Making - Youth know how to plan ahead and make choices.

Interpersonal Competence - Young person has empathy, sensitivity, and friendship skills.

Cultural Competence - Young person has knowledge of and comfort with people different cultural, racial, and/or ethnic backgrounds.

Resistance Skills - Young person can resist negative peer pressure and dangerous situations.

Peaceful Conflict Resolution - Young person seeks to resolve conflict nonviolently.

...Offer POSITIVE IDENTITY!

Personal Power - Young person feels he or she has control over "things that happen to me."

Self Esteem - Young person reports having high self-esteem.

Sense of Purpose - Young person reports that "my life has a purpose."

Positive View of Personal Future - Young person is optimistic about her or his personal future.