WELCOME TO MYRTLE BEACH MIDDLE SCHOOL!

Character - Community - Scholarship

February 13, 2025



Meet our team! Administrative team -Dr. Janice Christy, Principal. Mrs. Cassie Bonnell, 8th Grade Administrator. Mr. Kevin Kirksey, 7th Grade Administrator. Mr. Mason Lewis, 6th Grade Administrator.



Hallie Caroway, Grade 6 Counselor

Gina Mahoney, Grade 7 Counselor

Dr. Larry Obeda, Grade 8 Counselor

Catherine Curtiss, Lead Counselor

Grade-Level School Counseling Team



RBHS -

Rehabilitative Behavioral Health Services

Sherena Deigan RBHS Counselor Sean Pierce Lead RBHS Counselor

Angela Williams RBHS Counselor

Additional Seahawk Support Counselors



WHAT MAKES MBMS SPECIAL?

TEAMS

In middle school, we have *teams*. Your team of teachers teaches all four of your *core* classes-Language Arts, Math, Social Studies, Science.

Teams are clustered together in the same part of the building so that you do not have to travel far for each class.

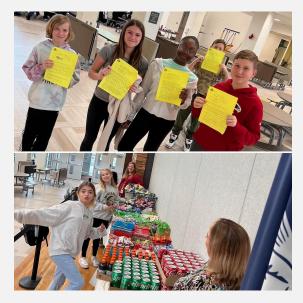
Honors/Accelerated placement will be completed using rubrics from the district. These rubrics use MAP / iReady and SC Ready Test scores as the basis for placement. Classes may change as updated data is released.



Daily Bell Schedule	Gold 6	Green 6			
8:20 - 8:27	Announcements	Announcements			
8:30 - 9:20 Period 1	Academic 1 <mark>RR</mark>	Academic 1 <mark>RR</mark>			
9:20 - 10:15 Period 2	Academic 2	Academic 2			
10:15 - 11:15 Period 3	Lunch / Recess Academic 3	Academic 3 Lunch / Recess			
11:15 - 12:10 Period 4	Academic 3				
12:10 - 1:20 Period 5	Academic 4 <mark>RR</mark>	Academic 4 <mark>RR</mark>			
1:20 - 2:15 Period 6	Extended Core ESOL to ESOL <mark>RR</mark>	Electives			
2:15 - 3:10 Period 7	Electives	Extended Core ESOL to ESOL <mark>RR</mark>			

POSITIVE BEHAVIOR

Hawk cards = Hawks Nest





Candy Bar after Testing for those who meet typical growth goals and stretch growth goals We celebrate positive behavior in many different ways at MBMS!



Behavior Supports

- Behavior/Academic \bullet Contracts
- Weekly Guidance Check-In
- **Guidance Groups**
- **RBHS**
- **Bully Reporting** Form
- See Something, Say Something App

1 = Needs Improvement 2 = Good 3 = Excellent	Go	lden F	tule	(To	spectf teach peer	ners	(Co wo	ponsi mple rk as igned	ted	to pre	ady (C class parec day)		Teacher Initials/ T	otal
Mrs. Scratcher	1	2	3	1	2	3	1	2	3	1	2	3		
Mr. Floyd	1	2	3	1	2	3	1	2	3	1	2	3		
Mr. Bailey	1	2	3	1	2	3	1	2	3	1	2	3		
Mr. Riether	1	2	3	1	2	3	1	2	3	1	2	3	P	
Extended Time	1	2	3	1	2	3	1	2	3	1	2	3		
Elective A	1	2	3	1	2	3	1	2	3	1	2	3		
Elective B	1	2	3	1	2	3	1	2	3	1	2	3		

Current Total:

Goal:

Weekly check in

DATE

RACTIONI

O	MOST REWARDING INTERACT HAD THIS WEEK
0	
NEXT WEEK I WANT TO	
	WHAT WAS THE BEST THING ABOUT THE WEEK?
THINGS I ACCOMPLISHED THIS WEEK	

Electives

*All students must take Physical Education

- Art
- World Language
- Music
- STEM Design and Model (6)
- ProTeam (7 & 8)
- Introduction to Careers (6)
- Band
- Orchestra
- Chorus
- Bible
- AVID









POLICIES AND PROCEDURES

- Electronic devices such as cell phones and iPods should be off and stored in bookbags once arriving on campus. Devices should not be displayed or used until students exit the building after the dismissal bell.
- Bullying & Harassment are NOT tolerated. Students are encouraged to report incidents of bullying or harassment and these cases are dealt with immediately. We work hard to ensure MBMS is a safe and positive environment for learning.
- The **dress code** is enforced each day school is in session. Students are required to follow MBMS dress code policies





MBMS Middle School Traits

Early Adolescence

One Body: Two People

- INTELLECTUAL
 DEVELOPMENT
- MORAL DEVELOPMENT
- PHYSICAL DEVELOPMENT
- SOCIAL DEVELOPMENT
- EMOTIONAL DEVELOPMENT

The word ac origin and d *adolescere* adulthood".

The word adolescence is Latin in origin and derived from the verb *adolescere* - it means "to grow into adulthood".

It is a process - not an event.

KEY CHARACTERISTICS of THINKING

- Transitioning from concrete to abstract;
- Curious, but a short attention span;
- Prefer active over passive;
- Strong need for approval when learning;
- Easily discouraged if something is difficult;
- Always watching adults and it is normal to challenge the authority of adults;
- Curious about the world and themselves;
- Developing a capacity to understand higher levels of humor sarcasm is difficult for most.

KEY CHARACTERISTICS of MORAL DEVELOPMENT

- Generally idealistic wants to make the world better;
- Transitioning from "me" centered to considering the rights and feelings of others;
- Developing their own set of values and morals sometimes different from parents;
- Rely on significant adults for advice in tough situations;
- Quick to see the flaws of others but not themselves;
- Impatient with the pace of change and underestimate the difficulties in creating change;
- Increasingly aware of and concerned about the inconsistencies between values of adults and conditions of society.

KEY CHARACTERISTICS OF PHYSICAL DEVELOPMENT

- Rapid and irregular physical growth;
- Bodily changes that lead to awkward movement;
- May be at a disadvantage because of different growth periods;
- Experience restlessness and fatigue due to hormonal changes;
- Require daily physical activity;
- Prefer junk food but require nutrition;
- Often lack physical fitness;
- Vulnerable to poor health habits or risky experimentation with substances

KEY CHARACTERISTICS OF EMOTIONAL DEVELOPMENT

- Experience mood swings;
- Increasingly concerned about peer acceptance;
- Tend to be self-conscious, lack self-esteem, and are highly sensitive to personal criticism;
- Exhibit concern about growth and maturity as profound changes occur;
- Believe that personal problems, feelings, and experiences are unique to them;
- Psychologically vulnerable as they encounter so many differences between themselves and others.

KEY CHARACTERISTICS OF SOCIAL DEVELOPMENT

- STRONG need to belong to a group;
- Need for peer approval increases while need for adult approval decreases;
- Search for self and model themselves after respected adults parents) or older, esteemed students;
- May exhibit immature behavior social skills lag behind physical development;
- Experiment with new slang or behaviors as they search for a place in the group;
- Dependent on parental beliefs and values but seek to make their own decisions;
- Intimidated and frightened by first middle school experience because of the size of the building and number of people;
- Desire recognition for effort and achievement; like fads especially if adults don't;
- Often overreact to ridicule, embarrassment, and rejection;
- Are socially vulnerable as the media may compromise their ideals and values.

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To be an ADOLESCENT IS TO BE AT LEAST TWO PEOPLE AT ONCE.

The Dependent:

- Mom, I need a ride to my friend's house right now.
- Mom, where are my clean socks?
- Mom, I need some money.

And the Independent:

• Go where she wants, sleeps when she wants, sees who she wants, reads what she wants, eats when she pleases, talks when she chooses...

Who is this creature? What are adults to do?

Adult Interaction STYLES:

Consider your desired outcome...

Permissive "Whatever you want" • Low expectations • Few rules • Indulgent • Accepting • Lenient • Avoids confrontation • Warm	HIGH Authoritative "Let's discuss this." • High expectations • Clear standards • Assertive • Democratic • Flexible • Responsive • Warm
 DEMANDINGNESS No expectations Few rules Absent Passive Neglectful Uninterested Competing priorities Unintvolved "I don't care." 	DEMANDINGNESS 9 High expectations • Clear rules • Forceful • Autocratic • Rigid • Punishment • Limited warmth Muthoritarian "Because I said so!" www.MomMakesJoy.com

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Authoritative

Parenting Style

Warm and Responsive

Clear Rules

High Expectation

Supportive

Value Independence

Higher Academic Performance More Self-Esteem Better Social Skills Less Mental Illness

Associated Outcome

Lower Delinquency

Authoritarian

Parenting Style

Associated Outcome

Unresponsive

Strict Rules

High Expectation

Expect Blind Obdience

Lower Academic Performance

Less Self-Esteem

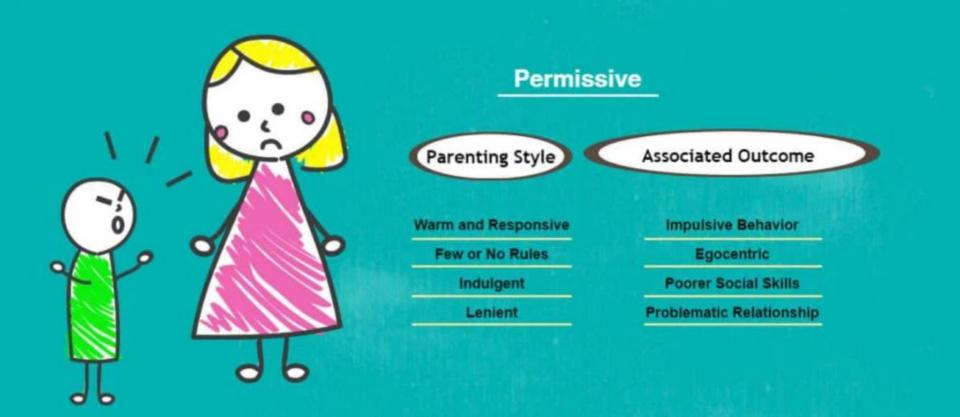
Poorer Social Skills

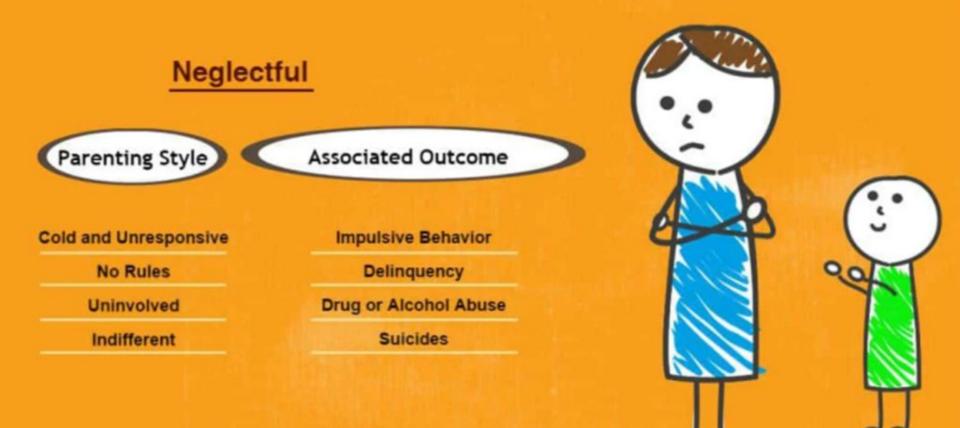
Mental Illness

Drug / Alcohol Abuse

Delinquency







One Size Fits All?

For over 25 years, authoritative parenting has been consistently linked to the most positive outcomes in many studies.

Aren't all kids different?

Yes, different kids need different parenting practices, not a different parenting **style**.

It's a spectrum. You can be more warm or less warm, but still warm. You can be more demanding or less demanding but still demanding.

Being warm and having high standard is authoritative. It is the best parenting style recommended by psychologists.



Specific Tips to Help Develop Safe Spaces for Middle School People

DISCUSS GOOD FRIEND CHOICES

Help kids figure out which friends instill a sense of belonging, which friends make them stronger, and which ones make them feel uncomfortable.

It can be helpful to ask children these questions: Do you have fun and laugh with this person? Can you be yourself? Is there trust and empathy? Does this friend get along with his/her family?

Common interests are a bonus.

MANAGE A STUDENT TEACHER MISMATCH

Unless there is abuse or discrimination, focus on the fact that students can learn from teachers they don't like and that teachers can teach students they don't like.

Adult to student: acknowledge it's a chance to practice working with someone they find difficult. Remind them that if they can manage the situation, they won't feel powerless or helpless the next time. Focus on concrete barriers to success in the class, not the interpersonal conflict. Is it miscommunication? Study skills?

HELP YOUR MIDDLE SCHOOL PERSON NEGOTIATE CONFLICT

When a conflict is experienced, ask questions and discuss with young people what they could have done differently or what others could have done differently.

Most all people have experienced a group project where the workload was not balanced but everyone earned the same grade - what lessons can be learned from such experiences? Talking through these experiences influence children the next time a conflict arises.

HELP MIDDLE LEVEL PEOPLE GET ORGANIZED

Help students create for themselves systems of management for homework, schedules, events, and due dates.

The motivation for this comes from the ownership. Ask them: need a planner? Does a checklist work for you?

Managing such things in middle school leads to the skills needed to manage high school, college, career and life.

HELP MIDDLE LEVEL PEOPLE TAKE RESPONSIBILITY FOR MONITORING AND PRODUCING GRADES

If teachers/parents care more than they do about their grades, why should they worry? Let them monitor their own grades, and if they don't do well, don't step in to advocate for assignment extensions or grade changes. Let them carry the burden and experience the connection between preparation, organization and grades. Conversely, if they are perfectionists, they will learn they can survive and manage the disappointment of a low grade. Student need to learn this prior to producing a GPA.

HELP MIDDLE SCHOOL PEOPLE SELF-ADVOCATE

Students in middle school should master reaching out to teachers for clarification or information. This may be via email, phone, or face to face. Bonding with teachers often leads to bonding with the learning. Encourage students to keep the lines of communication open with teachers and teachers, respond promptly to students when they do reach out.

HELP MIDDLE LEVEL PEOPLE BY RESPONDING APPROPRIATELY

Students in middle school must learn to respect their bodies, and to make safe and healthy decisions. It is equally important to talk about how to avoid putting others at risk.

Have open conversations and discuss plans for different scenarios they may encounter. Try not to be overly reactive if they ask shocking or distressing questions. Keep the lines of communication open and seek support when needed.



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CREDITS

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https://www.washingtonpost.com/lifestyle/on-parenting/?utmterm=.496 c99966566

https://www.parentingforbrain.com/4-baumrind-parenting-styles/