



BLUFFTON MIDDLE SCHOOL

2025-2026

Home of the Mustangs

30 New Mustang Drive
Bluffton, South Carolina 29910
blms.beaufortschools.net

Main Office Phone 843-707-0700
Attendance Office Phone 843-707-0496
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Office Hours: 8:15am – 4:45p.m.
First class begins at 8:45 a.m. Last class ends at 3:45 p.m.

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BLMS Vision

We envision the BLMS community working together to challenge every student to perform at an internationally competitive level in a learning environment that is safe, nurturing, and engaging.

BLMS Mission

Bluffton Middle School seeks to promote a tradition of academic excellence through exploration and discovery, tech awareness, and rigorous student-centered learning. Teachers, as facilitators, inspire intellectual curiosity in an environment where students develop the ability to think, be responsible, respectful, and honest to achieve their role as effective citizens in our global society.

Mustang Schedules

6th grade	
8:45 - 9:05	Advisory
9:09 – 9:59	Academic Arts
10:03-10:53	Academic Arts
10:57-11:55	Period 3
11:59-12:57	Period 4
1:01 - 1:21	Lunch
1:21-1:41	Flex
1:45 - 2:43	Period 6
2:47 - 3:45	Period 7

7th grade	
8:45 - 9:05	Advisory
9:09 - 10:07	Period 1
10:11 - 11:09	Period 2
11:13 - 12:11	Period 3
12:15 - 12:35	Lunch
12:35 - 12:55	Flex
12:59 - 1:57	Period 5
2:01 - 2:51	Academic Arts
2:55 - 3:45	Academic Arts

8th grade	
8:45 - 9:05	Advisory
9:09 – 10:07	Period 1
10:11-11:09	Period 2
11:13-12:03	Academic Arts
12:07-12:57	Academic Arts
1:01 - 1:21	Flex
1:21 - 1:41	Lunch
1:45 - 2:43	Period 6
2:47 - 3:45	Period 7

School of Choice: Learning through Leadership

Leadership Curriculum:

Successful leaders have common qualities: communication, goal-setting, collaboration, problem-solving, and positive energy. Through Advisory every morning, BLMS will facilitate experiences during which students will be able to work with others, serve the good of the whole, and facilitate experiences that will enrich the lives of each student in the group.

Leadership Opportunities:

Exposure to new and meaningful experiences are important in cultivating empathetic and thoughtful citizens. BLMS will provide a variety of experiences in which students will be able to find their individual strengths, encounter new situations, work collaboratively, and create products or serve others in order to enhance the learning environment within the school, as well as the community as a whole.

Student Goal Setting:

In order to grow and achieve as an individual, you must have goals, a plan of action, and the guidance and support from others. Students at BLMS will review their individual data, work habits, and specific goals with teachers, counselors, mentors, coaches, and administration to ensure growth at each grade level. We believe all students have individual strengths and areas of need that can be enhanced to impact overall growth and development. Students will be a part of the process in determining goals and action points for achieving those goals.

Student- led Conferences:

Self-advocacy is essential to growth and development. You must know your honest current context, be able to determine needs, and acquire the resources needed for success. In knowing individual goals and working towards those goals, students will also be able to lead parent/teacher conferences to show growth over time.

Personal Mission Statement:

Student SMART Goal

INITIAL GOAL	Write the goal you have in mind.
S	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
SPECIFIC	
M	How can you measure progress and know if you have successfully met the goal?
MEASURABLE	
A	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal?
ACHIEVABLE	
R	Why set this goal now? Is it aligned with overall objectives?
RELEVANT	
T	What's the deadline and is it realistic?
TIME-BOUND	
SMART GOAL	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed
SMART GOAL	



Goals Reflection

Academic Goal 1:

Evaluation of Goal:

Academic Goal 2:

Evaluation of Goal:

Personal Goal 3:

Evaluation of Goal:

Did I accomplish my goals?

Why did I or Why did I not accomplish my goals?

What did I learn from my goals, my action plans and my conferences?



2025-2026 Academic School Calendar - 90/90 Split All Beaufort County Schools



JULY 2025						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2025						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2025						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2025						
Su	M	T	W	Th	F	Sa
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19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025						
Su	M	T	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2025						
Su	M	T	W	Th	F	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026						
Su	M	T	W	Th	F	Sa
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4	5	6	7	8	9	10
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25	26	27	28	29	30	31

FEBRUARY 2026						
Su	M	T	W	Th	F	Sa
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MARCH 2026						
Su	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
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29	30	31				

APRIL 2026						
Su	M	T	W	Th	F	Sa
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26	27	28	29	30		

MAY 2026						
Su	M	T	W	Th	F	Sa
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31						

JUNE 2026						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Modified Year-Round Calendar

Semesters/Quarters
 1st semester August 6-December 19
 1st quarter August 6-October 8
 2nd semester January 7-May 29
 2nd quarter October 13-December 19
 3rd quarter January 7-March 17
 4th quarter March 18-May 29

Accountability Days
 October 8 - 45th day
 March 17 - 135th day

Holidays/Vacation

July 4 Independence Day
 September 1 Labor Day
 October 9-10 No School
 November 4 Election Day
 November 11 Veterans Day
 November 26-28 Thanksgiving Break
 December 22-January 6 Winter Break
 January 19 Martin Luther King Jr. Day
 February 16 Presidents' Day
 February 17-18 No School
 April 3 - Good Friday
 April 11-17 Spring Break
 May 15 Memorial Day
 June 19 Juneteenth

Weather make-up days (if needed)
 (No No school 6)

December 22
 January 5
 March 23

Early Dismissal for Students

October 8
 February 12
 March 20

Professional Development
 (No school for students)

July 30 - August 5
 January 6
 February 13
 June 1 - 3

	Full day for students
	No school for students
	First day back for students
	Early dismissal for students
	Weather make-up day
	In-service day for staff

Graduation for High Schools

May 17, 7pm - Bluffton High
 May 18, 7pm - Battery Creek
 May 19, 7pm - Hilton Head Island High
 June 1, 7pm - Whale Branch Early College
 June 2, 7pm - May River High
 June 3, 7pm - Beaufort High
 June 3, 10am - Make-up
 *Summer Graduation - August at BCHS

Progress Reports
 Quarter 1 September 5
 Quarter 2 November 14
 Quarter 3 February 12
 Quarter 4 April 24

Report Card Distribution
 Quarter 1 October 17
 Quarter 2 January 9
 Quarter 3 March 27
 Quarter 4 June 5

All students receive a Bluffton Middle School (BLMS) Agenda/Student Handbook and Beaufort County School District (BCSD) Handbook Student Code of Conduct. Taken together, the Handbooks provide “living” documents that guide the day-to-day campus life of Bluffton Middle School. You may access the updated Code of Conduct on the BCSD webpage: <http://www.beaufortschools.net>.

Our Student Agenda Handbook and District Handbook are reviewed with students, and students are expected to know the contents and expectations. It is not possible to include every rule, activity, and procedure within the Agenda Book. Students and parents may receive additional information as the year progresses. However, the Handbooks are provided to aid in the understanding of expectations for the goal of ensuring a safe, enjoyable, and engaging school experience

A. Safe School

BLMS strives to provide all students with a safe school environment. A safe school places a priority on fostering meaningful student-to-student and student-to-adult relationships, and on recognizing and celebrating each individual’s abilities and differences. **A safe school culture can only be achieved by educating students on the value of equity and diversity and the detrimental effects of any form of discrimination, be it racial, gender, nationality, religion, physical characteristics, differences in abilities or talents, socioeconomic status, culture or language.** BLMS is committed to being a school void of discrimination. Because adolescents learn to behave appropriately by watching the positive behavior of adults, the objectives of a safe school include adults as well as students. The emphasis rests with teachers and parents engaging in the following activities:

Teacher and Parent Expectations

- Model, support and reinforce positive social behaviors at home, in school and in the community.
- Integrate values into the curriculum and co-curricular activities.
- Empower children to take responsibility for controlling their own behavior.
- Give children the opportunity to resolve problems caused by their own behavior.
- Encourage students, through example, to lead a balanced life, show leadership qualities, be self-motivated and always service-oriented.
- View incidents of misbehavior as opportunities to teach social skills.
- Respond to instances of misconduct immediately and in a way that maintains the rights and dignity of all concerned; take adequate measures according to the nature of the situation.

ATTENDANCE

Absences

Research indicates that regular school attendance contributes significantly to student success.

For all planned absences a written note of explanation is required **in advance** in order to determine the nature of the absence, notify teachers, and provide time to plan for missing work.

For scheduled doctor’s appointments during the school day, a doctor’s note is required to excuse the absence. For unscheduled absences (sickness, emergency) the student is to present a written note of explanation from parents. If a student misses more than 3 days due to an illness, a doctor’s note is required to the office upon returning to school.

Attendance is taken by teachers using PowerSchool every period. Each unverified/unexcused absence will generate an automated courtesy attendance call for each period/day a student is absent. Parents do not need to call the school if their student is going to be absent. An E-mail can be sent to our attendance clerk (debra.cepollina@beaufort.k12.sc.us) or a note may be sent in with the student to the front office upon his/her return. Doctors’ notes, in cases where there might be one, can be attached to the E-mail as well. **It is important to keep the school schedule and/or calendar in mind when making travel arrangements or appointments.**

As a guideline, students should complete work missed **within one day after returning to school for each day of absence (i.e. for an excused absence of two days, students will have 2 days’ grace. The 3rd day teachers will ask for the work to be made up.)**

Unexcused Absences

Students who are unlawfully absent shall receive no credit grade for any assignment, project, test or quiz and shall be subject to disciplinary action. An unlawful absence is defined as a student’s willful absence without the knowledge of the parent/guardian **or** an absence from school without good cause with the knowledge of the parent/guardian.

Tardiness

BCSD defines tardiness as, “a student not being in the classroom when the classes are scheduled to begin.” Teachers will make every effort to communicate with students and parents if late arrivals hinder student performance or a teacher’s ability to conduct class. The following consequences will be administered for students who accumulate multiple tardies:

- 3 tardies – warning
- 5 tardies – referral – Lunch detention
- 10 tardies – referral – Lunch/Flex detention
- 15 tardies – referral – ISS (In School Suspension)

Early Dismissals

Students may be permitted to leave early for emergency situations only. The administration reserves the right to determine if the dismissals will be excused or unexcused. Early dismissals will not be permitted for reasons other than emergencies and may be counted as unexcused absences. **It is important to keep the school schedule and/or calendar in mind when making travel arrangements or appointments.** Students must be signed out in the office by an adult listed on the students’ files with a photo ID before leaving the building. **Students will not be dismissed after 3:15 due to dismissal traffic.**

Homebound Instruction

Parents/Guardians who anticipate a student’s absence of more than five consecutive days due to an extended health problem should apply immediately for homebound instruction by calling the school social worker. A student on homebound instruction is not counted absent.

Withdrawal/Transcripts

Contact your grade level counselor to process a withdrawal and request for school records. A parent must accompany students in order to withdraw from school. Please notify the office at least two weeks in advance of the intended withdrawal date (except for unforeseen circumstances) so that final grades can be entered, and school records updated. Students must pay all charges and fines and return all school property as part of the withdrawal process.

Personal Possessions

Parents and students who bring personal possessions to school do so at their own risk. **Bluffton Middle School is not responsible for the replacement of personal property stored at school that is lost or stolen.** This includes clothing, electronic devices, musical instruments, and other potentially high-value items.

III. ACADEMICS

GRADING PRINCIPLES

BLMS strives to maintain grading practices that are common for the same course or grade level subject. Students will be provided with common classroom experiences and course expectations by their grade level teachers. Teachers will administer graded assessments in each weighted category (minimum of 1 grade weekly per formative assessment and 1 grade every two weeks per summative assessment). Gradebooks should be organized by standard based categories to coincide with curriculum maps. Grades will be entered weekly to provide consistent feedback to students and parents on assessments to ensure continuous communication on student progress. Students will be given the opportunity to retake assessments in order to demonstrate content proficiency. Through Professional Learning Communities (PLCs) grade level teachers will collaborate to design appropriate grading instruments to evaluate student work. Teachers will use assessment grades as tools to support student learning with appropriate feedback, re-teaching, and opportunities to improve performance.

GRADING

Numerical grades are mandated in SC Middle Schools and the minimum passing grade is 60%.

- Grading System
- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 0 – 59%

To receive one Carnegie unit of credit in a high school credit class, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. Students who have excessive absences are to meet with the course teacher, counselor, and administrator any options that may be possible to satisfy the 120-hour requirement.

Core Subjects (Math, ELA, Science, and Social Studies)

Summative	60%	The goal for summative assessment is to evaluate student learning at the end of an instructional unit. Tests, projects, presentations, performance tasks, DBQs, essays, science projects, and lab reports.
Formative	40%	The goal of formative assessments is to monitor student learning and provide ongoing feedback. Adjustments to instructional strategies and activities may be implemented to further comprehension. Journals, notebooks, warm-ups, classwork, quizzes, closure activities, homework, and classwork.

Academic Arts Team

Visual Arts		
Summative	60%	Projects
Formative	40%	Classwork, quizzes, skills building, warm-ups
Physical Education		
Summative	60%	Skills assessment
Formative	40%	Skills Practice & Building, quizzes, warm-ups, closure activities
Music		
Summative	60%	Playing and written tests
Formative	40%	Performances, daily technique assessment, practice charts
PLTW		
Summative	60%	Projects, tests
Formative	40%	Classwork, skill building activities, quizzes, homework
Exploratory Spanish		
Summative	60%	Tests, quizzes, projects
Formative	40%	Classwork, Rosetta Stone, homework

GRADE CALCULATION

A student’s quarter grades will be determined using the 60% summative/40% formative grade weights outlined above.

A student’s final grade will be calculated as follows:

For non EOC courses, each quarter will be worth 50% of the semester to be calculated as follows:

$$(Q1+Q2)/2=S1 \qquad (Q3+Q4)/2=S2$$

The semester averages will be averaged to establish the final grade as follows: $(S1+S2)/2=F1$

For EOC courses, each semester will be worth 40% and the EOC is worth 20% to be calculated as follows:

$$(S1 \times .4) + (S2 \times .4) + (EOC \text{ score} \times .2) = F1$$

For semester-based courses the final grade will be calculated as follows: $(Q1+Q2)/2= F1$

GRADE CHANGES

To process grade changes, teachers must see the Data Specialist for the grade change form, complete it and submit the grade change form to the principal for approval. Grades cannot be changed without following district established procedures which include explicit consent of the teacher. The district follows the statewide guidelines for grading/assessment.

GRADE FLOOR

Student grades are recorded as earned. BLMS does not include a grade floor in the grading policy. Students who are scoring below 70 consistently on assignments, tests, and quizzes will be referred for possible support or intervention through the MTSS process.

GRADING PERIODS

All student grades are posted in PowerSchool. In addition, official reporting periods are determined for each school year and listed on the school calendar. Students or parents/guardians can access student grades via PowerSchool portal at any time, 24 hours a day, 7 days a week. Visit our webpage, then Parents, then Parent Portal for more information.

HOMEWORK (BCSD IS-46)

Homework is viewed as an extension of classroom activity. Homework will be in harmony with the child's needs and abilities and will not be given for disciplinary reasons. Teachers should recognize that home and outside activities have educational value and therefore should not overburden students with homework. Assignments must be carefully planned, appropriate to the student's grade level and be well understood by the student before he/she leaves school. Allowances should be made for individual differences in interests and abilities. Although all homework assignments need not be formally graded, teachers are expected to evaluate the student's homework performance to assess the student's needs and/or level of mastery.

HONOR ROLL

Honor Roll certificates are awarded based on the cumulative quarter average as follows:

All A's = Principal's Honor Roll
All A's and B's = Honor Roll

Honor Roll determination at the end of the year occurs one week before the scheduled distribution of awards.

IN-HOUSE STUDENT TRANSFERS GRADES

Students who transfer from other schools (from within or outside of the district) will have their grades recorded and reported on the current school's student report card. However, a comment must be recorded on the report card that indicates that the grades from a previous school have been included.

LATE WORK

For excused (Lawful) absences, students will be granted the opportunity to make-up any missed assignments and /or work due to the absence(s). This will include quizzes, test, writing assignments etc. The period for making up the work will be a minimum of one (1) class day for each class day missed to a maximum of one week. For example, if a student misses two days of school (Monday and Tuesday) and returns on Wednesday, then Thursday and Friday will be granted as make-up days for missing Monday and Tuesday (one day for each day missed). In this example, all missed assignments or work (test, quiz etc.) would not be due until Monday. Students who have unexcused absences may be given the opportunity to make up work at the discretion of the principal and teacher during make-up sessions, however, the unexcused absence remains in the student's record. Late and missing assignments will be recorded with a score of '0' and marked with a missing or late flag in the grade book with a note indicating the timeline for submission.

PROGRESS REPORTS

Progress reports are sent home to parents/guardians of all students at the midpoint of each quarter. The purpose of these reports is to communicate student progress in all classes. Distribution dates are indicated on the calendar in the months of September, November, February and April.

REPORT CARDS

Report cards are sent home at the end of each quarter. Distribution dates are indicated on the calendar in the months of October, January, March and May.

REPORTING GRADES

It is the school's responsibility to report grades to parents. PowerSchool encourages ongoing communication, which allows parents to participate in the education of their children and increases mutual understanding between home and school. Purposes of reporting grades to parents include:

1. Communicating student mastery of course content.
2. Relating student's academic strength and weaknesses.
3. Encouraging positive relationships between the home and school.
4. Improve student learning.
5. Notifying parents when a student's grade has fallen below a 70/C.

It is the parents' responsibility to log onto PowerSchool weekly to check their child's grades and attendance. Live up-to-date information is available to parents so that they can be active in their child's education.

Information about the dates for progress reports, report cards, and parent conferences are noted on the district website, as well as the BLMS website and newsletters to the parents.

RETESTING

Students needing to achieve content mastery (summative assessments below 70/C) may retest following a student-teacher conference and reteach of identified skill weaknesses.

V. STUDENT EXPECTATIONS

We must continually reinforce academic excellence and character so that our students may become successful citizens. The disciplinary policies of BLMS are based on the belief that the development and behavior of the students are a joint effort and responsibility of both the home and school.

PBIS (Positive Behavioral Interventions & Supports)

At BLMS, effective classroom management and preventive school-wide discipline are essential for supporting teaching and learning. PBIS is an approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions. The approach enhances academic and social behavior for all students. PBIS emphasizes effective classroom management. Students who have upheld the BLMS principles will participate in PBIS celebrations at the completion of each quarter.

Referral Process

Behavior problems in the classroom will be handled first through the PBIS model. If behavior problems continue, a referral will be written and processed. An immediate referral will be written in case of serious offenses as outlined in the BCSD Code of Conduct. The following types of consequences may be assigned depending on the circumstances and seriousness of the behaviors:

- **Detention** (assignment to a designated area for a preset amount of time during the day, at the end of the day. The school is not responsible for transportation).
- **Work Assignment** (supervised activity related to upkeep of school).
- **Parent contact/conference** (communication with the home with the goal of support and improved behavior).
- **Exclusion from school events, trips, and excursions.**
- **Behavior Contract** (see below)
- **Suspension/Expulsion** (see District Handbook and below).

Behavior Contract

Students who have shown an inability to respond to the school's disciplinary process may be placed on a behavior contract. Being placed on a behavior contract may lead to serious discipline actions including a possible district hearing with a recommendation for expulsion if a student continues to demonstrate poor behavior.

Suspension and Expulsion

The administration may suspend a student for the commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or the violation of district or State Board of Education policies, rules, or regulations. The administration may also suspend a student when the presence of the student is detrimental to the best interest and harmful to others.

Definition of Bullying

Please refer to the BCSD website for definitions and information on reporting bullying. Any type of verbal or physical abuse against another student, which is *repeated* and purposeful can be classified as bullying. The underlying purpose of this type of behavior is usually to humiliate or hurt someone else. Any and all incidences of bullying should be reported immediately. See Something, Say Something is an app on all students' ClassLink page that may be used to report bullying situations. <http://www.saysomethingbcsd.com/>

BLMS strives to create a safe school that is based on mutual respect and tolerance for individual differences. In accordance with this goal, bullying is considered a very serious offense at our school. The staff and administration will address incidents regarding bullying and disciplinary action will be applied accordingly.

The consequences for bullying include but are not limited to:

- Warning/Apology/Detention
- Suspension/Expulsion
- Report to law enforcement

The consequence will be based on the nature and frequency of the behavior and on the student's disciplinary record.

Academic Integrity

Academic integrity can be defined as a commitment, even in the face of adversity, to five fundamental values: honesty, truthfulness, fairness, respect and responsibility (Center of Academic Integrity, 1999). Students must avoid all forms of academic dishonesty including cheating, copying, giving answers, plagiarism (taking credit for the work of others), false authorship, misuse of technology and theft or pre-examination of assessments.

Please see the Academic Honesty page in this handbook for the statement of understanding.

Smoking

BLMS is a smoke free environment. Students are not permitted to smoke on school grounds or at school sponsored functions. Adults who work or visit the campus are expected to refrain from smoking while on school grounds.

Bus Conduct

Students transported by bus to and from school, and on field trips and sports events, are expected to behave on the bus in the same manner as in the classroom. If a student is reported for misconduct on school buses, the referral will be processed according to the BCSD Code of Conduct. Students can lose bus privileges if they are found in violation of the "3 strikes rule." Students are only allowed to ride the bus that takes them to and from their personal homes.

Electronic Devices

All personal electronic devices should be turned off and stored in book bags. Teachers should not see personal devices between 8:15-3:45. During school hours, if a student is observed using personal devices without permission, the following will occur:

- 1st Offense - Warning and teacher confiscates until the end of the class.
- 2nd Offense – Confiscation until the end of the day and lunch detention
- 3rd offense – Device is confiscated until parent can pick it up from the school.

Technology

Technology is an integral component of today's education. Users are responsible to follow these guidelines and the Acceptable Use Policy (AUP) as posted on the District's website and the guidelines and policies of the BCSD 1:1 Device Program. A user's access to technological tools may be revoked or suspended for violating any of the policies contained in this document including, but not limited to:

Privacy - Users may not allow others to know their passwords or use their accounts or accessing others' accounts.

Security, Overloading, Hacking - Attempting to subvert network security, to impair function of the network, or to bypass a restriction set by Information Technology personnel is prohibited.

Inappropriate Content - Any activity such as hazing, harassment or posting of inappropriate material (such as pornography, graphic images, obscenities, and racial slurs) is prohibited.

Damage - Users are reminded to be conscious of responsible use with regards to any activity which may cause damage to the equipment. This includes but is not limited to spillage and dropping of equipment.

No Expectation of Privacy - Network users should recognize that the School has the right to access any information stored on or transmitted over the network. Student work and/or photos may occasionally be published on the school website.

Internet Access - The School utilizes systems that make it possible to identify and block access to Internet sites that are not for educational purposes. Although there are safeguards in place, BLMS cannot assume responsibility for limiting any User's access to such material. If a User accidentally accesses inappropriate material, he/she should immediately notify a teacher or staff member.

Books

Students may be issued a textbook or workbook by the school. Students are responsible for the cost of lost or damaged books.

Field Trips/Activities

Field trips and school activities are an integral part of a child's education. Parents will be informed about individual trips and details as they are planned. Transportation is arranged by the classroom teacher(s). All students, except those under in-school or out-of-school suspensions during the time of the field trip/activity, are eligible to participate. The teacher and/or administration may deny students with serious/continuous discipline problems these privileges upon review. Examples of school activities include but are not limited to dances, pep rallies, and assemblies.

Emergency Closings/Making Up Closing Days

School will be closed **at the discretion of BCSD administration** for extreme weather conditions or other unforeseen circumstances. School days lost due to emergency closings may be made up following guidelines established by BCSD.

VII. AWARDS

Mustang of the Month

Each month students are nominated by their teachers as Mustangs of the Month (MOM) for the grade level team based upon overall school performance and character traits. Mustangs of the Month are recognized at Roundup at the end of each month.

Honor Roll

Honor Roll certificates are awarded based on the cumulative quarter average as follows:

All A's = Principal's Honor Roll

All A's and B's = Honor Roll

Honor Roll determination at the end of the year occurs 1 week before the scheduled distribution of awards.

VIII. STUDENT SUPPORT

School Counselors

The School Counselors work with students, teachers, and parents to promote mental health, optimum academic achievement, and healthy social-emotional adjustments. The Counselors are available for conferences on an individual or group basis.

Social Worker

The Social Worker works with students, teachers, and parents to promote mental health, optimum academic achievement, and healthy social-emotional adjustments. The Social Worker serves as a liaison between the school and the professionals in the community who work with BLMS students.

BLMS Media Center

In addition to being open during regular school hours, the Media Center will be open for student use after school until 4:15 p.m. weekdays during the school year **except on days before holidays and vacation periods**. Student overdue book lists are sent to teachers.

Health Services

The school clinic is open during the school day for student use and is staffed by a qualified health professional. Any student who becomes sick or injured during the school day should be sent to the clinic by a teacher with a clinic pass.

Students who arrive to the clinic without a clinic pass will not be administered treatment, except in cases of emergency. Students too ill to attend classes will be sent home after parent notification by the clinic.

Students are expected to be free of fever and/or communicable diseases for 24 hours without medicine in order to attend school. Parents/guardians are required to pick up their children as soon as possible if the child develops a fever at school or exhibits other symptoms of illness, injury, or conditions of a communicable disease (e.g. head lice, vomiting, etc.). A physician's statement may be required before the student is allowed to return to school.

If a student is injured or becomes seriously ill at school and the parent/guardian cannot be reached by telephone, the student will be transported by emergency medical services to an emergency room. The parents/guardians will be held responsible for all expenses incurred as a result of emergency medical services.

All medication for students must be kept in the school's clinic. Short-term prescription medication will be administered with the instructions of the prescription container and must be accompanied by a written request from the parent/guardian. Long-term medications must have written authorization from both the attending physician and parent/guardian.

School Lunch Program

BLMS offers a hot lunch program. Information regarding the program is available on the BCSD website.

- Students are eligible to receive daily one NO COST BREAKFAST and one NO COST LUNCH at school during the school year.
- Students who wish to purchase an extra item (a la carte) must have money in their account or have cash or check to pay for them.
- Students/Parents who accrue an outstanding meal balance will be contacted and informed of the bill amount.

Participation/Eligibility: Sports

BLMS offers a full middle school athletic program which includes football, volleyball, basketball, softball, baseball, soccer, wrestling, cheerleading, and track & field. High School JV and Varsity opportunities are available to students for swimming, golf, tennis, and cross-country. Students must be in good standing academically and behaviorally. To be eligible to participate for the duration of the sport season, BCSD requires athletes to maintain a 2.0 GPA in order to participate in any team sport.

Extracurricular Activities and Clubs

At BLMS we encourage students to participate in extracurricular activities and clubs. However, students must demonstrate "full participation" in curricular activities before participating in extracurricular activities.

BLMS Uniform Policy and Expectations

Bluffton Middle School students will be required to wear a school approved uniform at all times when school is in session. The Beaufort County School

District dress code establishes standards for student attire during the school day. Spirit wear may be worn and can be purchased through the school store.

Uniform Standards

BOTTOMS – Black or khaki colored (see descriptions below)

TOPS – White, gray, black, pink, or maroon (see descriptions below) or BLMS spirit wear.

Tops:

- Long or short sleeve plain collared polo or oxford style shirts. No stripes, lace, or ruffles on collar or sleeves.
- Spirit wear clearly representing Bluffton Middle School.
- Colors may be solid white, solid gray, solid black, solid maroon, or solid pink. They may have the Bluffton Middle School logo or a non-school logo no larger than the size of a credit card.
- Long or short sleeved under shirts in solid white, black, gray or maroon may be worn under the polo shirt.
- Shirts may not exceed one size larger or smaller than necessary (to be determined by school administration).
- Solid black, solid gray, solid maroon, and solid white sweaters or sweatshirts (with or without hoods) may be worn over the school uniform. Hoods are not to be worn in the building.
- Sweaters and sweatshirts cannot be shorter than the natural waistline or longer than the hipline and must be worn right side out.
- Bluffton High or May River High shirts, sweatshirts or athletic uniforms cannot be worn except on designated game days or by athletes on game days.

Bottoms:

- Bottoms may be shorts, pants, skirts, skorts, capris, or jumpers. They should be no shorter than 3 inches above the top of the knees when standing. Must be hemmed and worn between the natural waist and hipline. Bottoms should not have rips or holes.
- Bottoms must be plain black or khaki with no graphics, patterns, embroidery, or ruffles.
- Bottoms may not exceed one size larger or smaller than necessary (to be determined by school administration).
- Knit bottoms, sweatpants, overalls, leggings, or jogging pants are not permitted.
- No cargo pockets or cell phone pockets.

Accessories:

- Leggings and tights must be solid or opaque school colors and can only be worn under an appropriate uniform bottom.
- Skirts, skorts and shorts still must be appropriate length even when wearing leggings or tights
- Coats, jackets, and other outerwear may be worn to and from school, but will not be permitted to be worn inside the school building. Students must remove outerwear when entering the building. Outerwear includes coats, jackets, vests, and ponchos/shawls.
- Appropriate footwear must be worn at all times. Shoes must be properly laced. Heels must be less than 2" in height.
- No open toed shoes permitted. All shoes must be closed toed. No Crocs, slippers or flip flops.
- Jewelry and accessories (scarves, bows, etc.) must be of a size and style as to not distract from the educational environment. Large pendant, necklaces, spikes, chains, and other potentially dangerous items are not allowed.
- Gang related or other potentially intimidating clothing, accessories, or symbols will not be permitted.
- Head coverings of any kind will not be worn, carried or displayed. This includes, but is not limited to: hats, caps, gloves, bandanas, curlers, masks, visors, kerchiefs, athletic sweatbands, earmuffs, sunglasses and hoods.

- Personal adornments including hair color and styles or piercings must not be so extreme as to distract from the educational environment (principal discretion).
- No over-sized belts or belt buckles; belts must be worn if bottoms have belt loops.

School administration will make the final decision on the appropriateness of items. If students are found to be out of dress code, they will be sent to In-School Suspension until a parent/guardian can bring a school uniform.

This policy may be amended at the discretion of the administration.

ACADEMIC HONESTY

You need to be aware of the importance of academic honesty in all of your classes. The following information is intended to help you understand what academic dishonesty is, and the consequences of academic dishonesty. After you have finished **reading** this information, and you feel sure that you understand it thoroughly, please sign *The Statement of Understanding* at the end of this document.

Your signature will indicate that you understand what academic dishonesty is, and that you are prepared to bear the consequences of academic dishonesty if you practice it in any class.

PART I

What are the most common forms of academic dishonesty?

A. PLAGIARISM

- a) Plagiarism is when an individual uses another person’s ideas, expressions or writing as if they were his/her own.
- b) **Copying verbatim** – This is the most common form and happens when an individual copies words, expressions or ideas directly from another source (such as a book or article, the internet, or another person) *without giving proper credit to the author.*
- c) **Paraphrasing** – This is when an individual borrows written ideas from a source and rewrites them in his/her own words, *without giving proper credit to the author.*
- d) **Use of an idea** – This is when an individual adapts an idea from another source *without giving proper credit to the author or creators.* This could happen, for example, when you are asked to write an original piece, such as a short story, and you borrow an idea from a movie, TV program, article or classmate *without acknowledging the original source.*

NOTE: You *can* use other people’s ideas. Just give credit where it is due by acknowledging your source.

B. CHEATING ON TESTS AND QUIZZES

- 1) bringing answers into the test room
- 2) copying from another student
- 3) sharing answers with another student
- 4) using unauthorized notes or technology
- 5) theft or pre-examination of a test

C. ASKING/TELLING OTHER STUDENTS WHAT IS ON A TEST OR QUIZ

D. COPYING/SHARING HOMEWORK

E. TAKING CREDIT FOR WORK THAT YOU DIDN’T DO

(e.g. not acknowledging the assistance of a parent, friend, or tutor)

PART II

What happens when a student is involved in academic dishonesty?

The teachers and administrators of BLMS expect all students to do their own work and not submit as their own, ideas that are copied or borrowed from another source. This expectation refers to ALL assignments (homework, in-class assignments, essays, tests, lab reports, projects, presentations, etc.). All cases of academic dishonesty will be reported (to your team leader, assistant principal, and/or principal) and properly documented in each student’s file. Please see Academic Integrity under Section IV, Student Expectations.

Definite Consequences:

- 1) student loses credit for the assignment or test
- 2) student is counseled by the teacher and student redoes the assignment
- 3) parents are informed of the incident

Possible Consequences:

- 1) Detention (1st offense)
- 2) In-school suspension (1st or subsequent offenses)
- 3) Referral process (2nd or subsequent offenses)

STUDENT NAME: _____

Statement of Understanding

STUDENT: I understand what academic dishonesty is, and how to avoid it. I am prepared to bear the consequences of academic dishonesty if I practice it in any of my classes. My signature is evidence of my understanding.

Student Signature _____ Date _____

PARENT/Guardian: I have discussed academic honesty with my child and will support him/her in avoiding academic dishonesty.

Signature _____ Date: _____

BLMS SCIENCE SAFETY CONTRACT

THE PURPOSE OF THIS CONTRACT IS TO MAKE THE STUDENT AND PARENT(S) AWARE OF THE STUDENT'S RESPONSIBILITY FOR LABORATORY SAFETY.

The following is a list of detailed rules/guidelines used to establish proper laboratory behavior and safety procedures. This list covers most situations; however, additional verbal instructions may be required for certain laboratory experiments. Depending on the type of violation, the consequences for failure to follow set rules/guidelines or verbal instructions could include any of the following:

- a) removal from the lab setting for the day, or permanently,
- b) parental conference before the student is readmitted to the laboratory,
- c) reimbursement for school and/or personal property damage,
- d) referral to office.

GENERAL LABORATORY SAFETY RULES/GUIDELINES

- 1) Wear proper **EYE PROTECTION AT ALL TIMES** during laboratory activity. Consult with your instructor about the use of contact lenses.
- 2) **Secure all loose** clothing to prevent accidental exposure to flame or chemicals. Confine or securely tie back hair that reaches to shoulders. **Remember, hair is very flammable! Footwear that completely covers the foot is highly recommended.**
- 3) **NO FOOD OR DRINK** is allowed in the laboratory. **NEVER** taste, smell or touch anything in the laboratory unless specifically instructed to do so by your teacher. **NEVER** attempt to eat or drink from any laboratory equipment!
- 4) **AVOID** inhaling chemical fumes and consider **ALL** chemicals dangerous even if they are known to be a common substance. **ALWAYS** add acid to water; **NEVER** add water to acid!!
- 5) Unless you are specifically instructed, do **NOT** return chemicals to their original containers. **NO** chemicals or supplies are ever to be taken from the laboratory. **NEVER** point the open end of a test tube being heated at you or others.
- 6) Do **NOT** use the sink to discard matches, filter paper, or insoluble solids. Use the waste containers provided.
- 7) **Notify the teacher IMMEDIATELY** in case of accident, no matter how trivial it may appear. This includes spills at your laboratory station, on your body, clothing, or books.
- 8) **KNOW** the locations of fire extinguisher, eyewash, body shower, chemical spill kit, and first aid kit.
- 9) **NEVER** engage in horseplay or practical jokes--they cause accidents! Do only the experiments assigned and in the manner prescribed.
- 10) **UNAUTHORIZED EXPERIMENTS ARE PROHIBITED!!**

STUDENT DECLARATION OF RESPONSIBILITY

I WILL:

- 1) Follow **ALL** oral and written instructions given by the teacher.
- 2) **PROTECT** eyes, face, hands, and body when involved in experiments.
- 3) Carry out **GOOD** housekeeping practices, take care of all equipment, and replace equipment I break.
- 4) **KNOW** where to get help and the location of all safety equipment.
- 5) Conduct myself in a **RESPONSIBLE** manner at **ALL** times.

I, _____ (PRINT STUDENT NAME) have **read, understand, and agree** to follow the safety regulations/guidelines of this safety contract. I will follow all additional oral and/or written instructions provided by the teacher and/or the school administration. I understand and accept the consequences for failing to follow the laboratory directions. I understand that parent/guardian and student signatures are required before I am permitted to participate in the laboratory setting. **At home**, we have read, understand and accept this contract by signing and dating the contract in the space below.

**THINKING SAFETY MEANS YOU WILL BEHAVE SAFELY!
THINKING SAFETY PREVENTS ACCIDENTS!
THINK SAFETY FIRST!
SAFETY!**


STUDENT SIGNATURE: _____

LIST SCIENCE PERIOD/TEACHER: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

Bluffton Middle School Values

	B	L	M	S
	Balance	Leadership	Motivated	Service-oriented
HALLWAY	<ul style="list-style-type: none"> • I follow directions and conduct myself in a manner that is respectful. • I use time wisely to take care of personal needs. • I walk to the right in the hall. 	<ul style="list-style-type: none"> • I take the lead when the need arises. • I conduct myself so that I am a role model for others. • I line up quietly outside my class until the teacher is ready. • I use appropriate school language. 	<ul style="list-style-type: none"> • I move with purpose in the hallways to get to class on time. • I help others when the need arises. • I do not stop and block the hallway. 	<ul style="list-style-type: none"> • I think of others in my decision-making. • I contribute as necessary for the better of all. • I open doors for others and allow others their personal space. • I take care of my school environment. • I help others when needed.
CLASSROOM	<ul style="list-style-type: none"> • I listen to other viewpoints and use my voice to share my own ideas. • I manage my time so that I am successful in class. • I am open-minded when encountering new opportunities. • I cooperate with adult direction. 	<ul style="list-style-type: none"> • I use my voice to effectively share concerns, questions, and opinions, • I act as a role model during class. • I check my work for accuracy and completion before I submit. 	<ul style="list-style-type: none"> • I pay attention to my teacher so that I can be successful. • Use kind words and actions • Keep hands, feet, and objects to yourself. • I reflect on my current situations. • I set goals and create a plan of action to reach goals. • I use my time wisely. • I come to class prepared with my materials and a learning ready attitude. 	<ul style="list-style-type: none"> • I help others when the need arises. • I leave my areas clean and organized.
RESTROOM	<ul style="list-style-type: none"> • I manage my time wisely. • I am mindful of the privacy of others. 	<ul style="list-style-type: none"> • I put trash in the proper location. 	<ul style="list-style-type: none"> • I manage my time wisely. 	<ul style="list-style-type: none"> • I report any issues (Maintenance or Behavior) to an adult immediately.
CAFETERIA	<ul style="list-style-type: none"> • I cooperate with adult directions. • I eat a healthy, balanced meal. 	<ul style="list-style-type: none"> • I use appropriate school language. • I report any issues I see to an adult. 	<ul style="list-style-type: none"> • I walk to get what I need and wait patiently. 	<ul style="list-style-type: none"> • I leave my area clean and throw away all trash.
ASSEMBLY	<ul style="list-style-type: none"> • I keep an open mind when being presented new ideas and perspectives. • I listen quietly. 	<ul style="list-style-type: none"> • I act as a role model during assemblies. 	<ul style="list-style-type: none"> • I listen respectfully. 	<ul style="list-style-type: none"> • I help dispose of trash and put up any chairs that are not needed after the assembly.
LIBRARY	<ul style="list-style-type: none"> • I am quiet when entering the area. • I am respectful to others. • I can search Destiny and demonstrate proper checkout procedures. 	<ul style="list-style-type: none"> • I show courtesy to the Media Specialists. • I assist my peers when they need help. 	<ul style="list-style-type: none"> • I obtain materials needed for class in a timely manner. 	<ul style="list-style-type: none"> • I keep my area neat and clean and push in my chair before leaving. • I return books on time and in good condition. • I put books back in the proper location.

BUS	<ul style="list-style-type: none"> • I exercise self-control by keeping my hands and feet to myself . 	<ul style="list-style-type: none"> • I am respectful to others around me. • I am not a bystander when I see others being treated unfairly. 	<ul style="list-style-type: none"> • I get on and off the bus quickly. 	<ul style="list-style-type: none"> • I refrain from eating or drinking. • I pick up trash and dispose of it properly.
FLEX/ FIELDS	<ul style="list-style-type: none"> • I exercise self-control. 	<ul style="list-style-type: none"> • I act as a leader in sports, games, and social interactions. • I include all of my peers in activities. 	<ul style="list-style-type: none"> • I return to the building when asked by adults. 	<ul style="list-style-type: none"> • I pick up trash and dispose of it properly. • I help to keep the fields looking presentable. • I report any maintenance issues to an adult.

Notes