



# CBMS Parent Night

## GO BEARS

Believe Education Assures Reaching Success

## Central Baldwin Middle School

### Mission

Our mission at CBMS is to ensure that all students learn at or above grade level.

### Vision

At CBMS, we aspire to create positive relationships and set high expectations for all students to maximize educational opportunities to ensure they each achieve their full potential.



## CBMS

### Collective Commitments

Build Relationships Grounded in Respect

Maintain Consistency, Accountability, and High Standards

Promote Positivity and Solution-Focused Mindsets

Be Present, Prepared, and Open to Growth

Celebrate Success and Collaborate as a Team



## CBMS

### School Values

We believe all students can achieve grade-level excellence through high expectations and targeted support.

We believe open communication and accountability are essential for fostering trust and growth within our school community.

We believe in preparing students for lifelong success by equipping them with the knowledge, skills, and character they need for the future.

We believe collaboration with families, the community, and colleagues strengthens student outcomes and creates a supportive learning environment.



# Topics Covered

Parent Square

Accessing PowerSchool

Google Classroom

Savvas

IXL Diagnostic

Attendance Incentive

Simple Discipline

Non-Privileged List

Taylor's Law

Counseling Services

# How ParentSquare Works



1. Teachers & staff share school-related news on **ParentSquare**.

2. Parents receive, respond & sign up, and get automated reminders!



3. Everyone has easy access to all interactions in one place.

## Download the ParentSquare App

The ParentSquare app is available in both iOS or Android stores. Downloading the mobile app is the easiest way to receive all Posts, Events, Sign Up Requests, Photos and Files.

- iOS App - [Apple Store](#)
- Android App - [Google Play Store](#)



# How to Make Sure You Stay Connected



Activate your account & login.



Make sure the school has your correct email AND mobile phone number.



Set your notification preferences in ParentSquare.



ParentSquare™



**PowerSchool**

Powering Brighter Futures



# PowerSchool:

- **What is it?**
- **What are the Benefits for the Parents?**
- **How do I get Access?**

## What are the Benefits for the Parents

- Instant Grades Update
- Detailed Grade Review  
(Missing, Late, Incomplete, Exempt, Absent, and etc.)
- Teachers comments
- Teachers Contact info  
(Email)
- Lunch/Fee Transaction
- Parents Contact Info  
(New Telephone Number or Email)





# How do I gain access to Powerschool as a Parent?

- Parents should have received:
- **ACCESS ID** and **ACCESS PASSWORD** (Last year)
  
- **If not?**
- Your school's PowerSchool administrator may create your account or may have you create your own account using the appropriate access credentials.

*If you need help, reach out to our registrar, Missy Abernathy, at [mabernathy@bcbe.org](mailto:mabernathy@bcbe.org)*



## DOWNLOAD THE POWERSCHOOL MOBILE APP

The PowerSchool Mobile App gives parents and students instant access to information they need to stay up-to-date on student grades, performance, and attendance.

- Receive real-time push notifications with updates about grades, scores, attendance, assignments, teacher comments, daily bulletins, schedules, and fee transactions.
- Access all your children in one portal.
- View grades, assignments, attendance, GPA, and more.
- View announcements from schools.
- Designed for iPhones/iOS, tablets, and Google/Android devices.

Download the app from the Apple App Store or Google Play for Android devices.



# Student Access to PowerSchool

- Students have access to PowerSchool on their Chromebook
- **Bear Tracker:** Students will be tracking their grades weekly on Google Classroom documenting their Class Average, Days Absent, and Missing Assignments.



Week of \_\_\_\_\_

| Subject        | Current Numerical Grade in the Class | Days Absent- identify the dates you were absent by date (if any)<br><br>*Excuses due within 3 days of returning from an absence* | Missing Assignments- <i>List all your missing assignments for each class!</i> |
|----------------|--------------------------------------|--|---|
| Math           |                                      |  |   |
| English        |                                      |  |   |
| Social Studies |                                      |  |   |
| Science        |                                      |  |   |
| PE             |                                      |  |   |
| Elective       |                                      |  |   |

# What is Google Classroom?

Think of Google Classroom (GC) as your child's digital link to learning.

Teachers use GC to share assignments, homework, newsletters, and much more with students AND parents!



Download on the  
App Store



GET IT ON  
Google Play

Homeroom, Champion...

808



P1 Accelerated Mathe...

2

Due tomorrow

Wednesday, August 20th



P2 Mathematics, Cham...

10

Due tomorrow

Wednesday, August 20th



AOT, Champion.25-26

808



P3 Mathematics, Cham...

11

Due tomorrow

Wednesday, August 20th



P4 Mathematics, Cham...

2

Due tomorrow

Wednesday, August 20th





Stream

Classwork

People

Grades

Analytics New

## Q1: Week 2



Wednesday, August 20th

Due Tomorrow



Tuesday, August 19th

Posted 8:02 AM



Monday, August 18th - IXL Flex Benchmark

Posted Aug 17



## Q1: Week 1



Friday, Aug. 15th, 2025: Intro to Function...

Edited Aug 13



Thursday, Aug. 14th, 2025: Intro to Funct...

Edited Aug 13



Wednesday, Aug. 13th, 2025: Intro to Fun...

Due Aug 15



Tuesday, Aug. 12th, 2025: Cup Stacking ...

Edited Aug 11





Instructions

Student work



## Wednesday, August 20th



Jeremy Champion · 4:14 PM

100 points

Due Tomorrow

**Bell Ringer:** Complete Bell Ringer problems #'s 1-4 at this link:<https://app.edulastic.com/assignments/embed/68a2b55332a03d1c3bd64f8e>**Student Notes and Activity:**

\*Function Carnival Notes and Discussion

\*Begin Functions Lesson 2 attached

**Classwork:**

\*Complete Desmos activity


**Weekly IXL Assignment:** [IXL Algebra M7, M9](#) complete to an 80. (Due Friday @ 3pm)**U2 L2 Notes and Activities.p...**  
PDF**Function Carnival, Part 2**<https://student.amplify.com/greetin>

## Class comments



Add class comment...



The logo consists of a solid blue square with the word "SAVVAS" written in white, bold, uppercase letters in the center. The blue square is enclosed within a larger white square that has a dashed black border.

**SAVVAS**

# enVision Mathematics Alabama 2022 Grade 8

eText Tools



- Topic 1: Real Numbers >
- Topic 2: Analyze and Solve Linear Equations >
- Topics 1-2: Cumulative/Benchmark Assessment
- Topic 3: Use Functions to Model Relationships >
- Topic 4: Investigate Bivariate Data >
- Topics 1-4: Cumulative/Benchmark Assessment
- Topic 5: Analyze and Solve Systems of Linear Equations >
- Topic 6: Congruence and Similarity >
- Topics 1-6: Cumulative/Benchmark Assessment

Search resources

### Browse by Category

|            |                   |                 |               |
|------------|-------------------|-----------------|---------------|
| Activities | Assessment        | Books / Readers | Games         |
| Practice   | Program Resources | Teacher Support | Video / Audio |

### Featured Resources

|                |                    |          |
|----------------|--------------------|----------|
| <br>3-Act Math | <br>Pick a Project | <br>STEM |
|----------------|--------------------|----------|

## enVision Mathematics Alabama 2022 Grade 8

eText Tools



Topic 1 STEM Project &gt;

Topic 1: Pick a Project &gt;

Topic 1: Today's Challenge

**1-1: Rational Numbers as Decimals**

1-2: Understand Irrational Numbers

1-3: Compare and Order Real Numbers

1-4: Evaluate Square Roots and Cube Roots

1-5: Solve Equations Using Square Roots and Cube Roots

**1-1: Ex 1: Write Repeating Decimals as Fractions & Try It!**

This animated component is the first part of the Visual Learning Bridge from the student edition. Some use interactivity to illustrate math ideas. It is designed for...



Assign

**1-1: Ex 2: Write Repeating Decimals with Nonrepeating Digits as Fractions & Try It!**

This component continues the Visual Learning Bridge from the student edition. Some use interactivity or animation to illustrate math ideas. It is designed for whole...



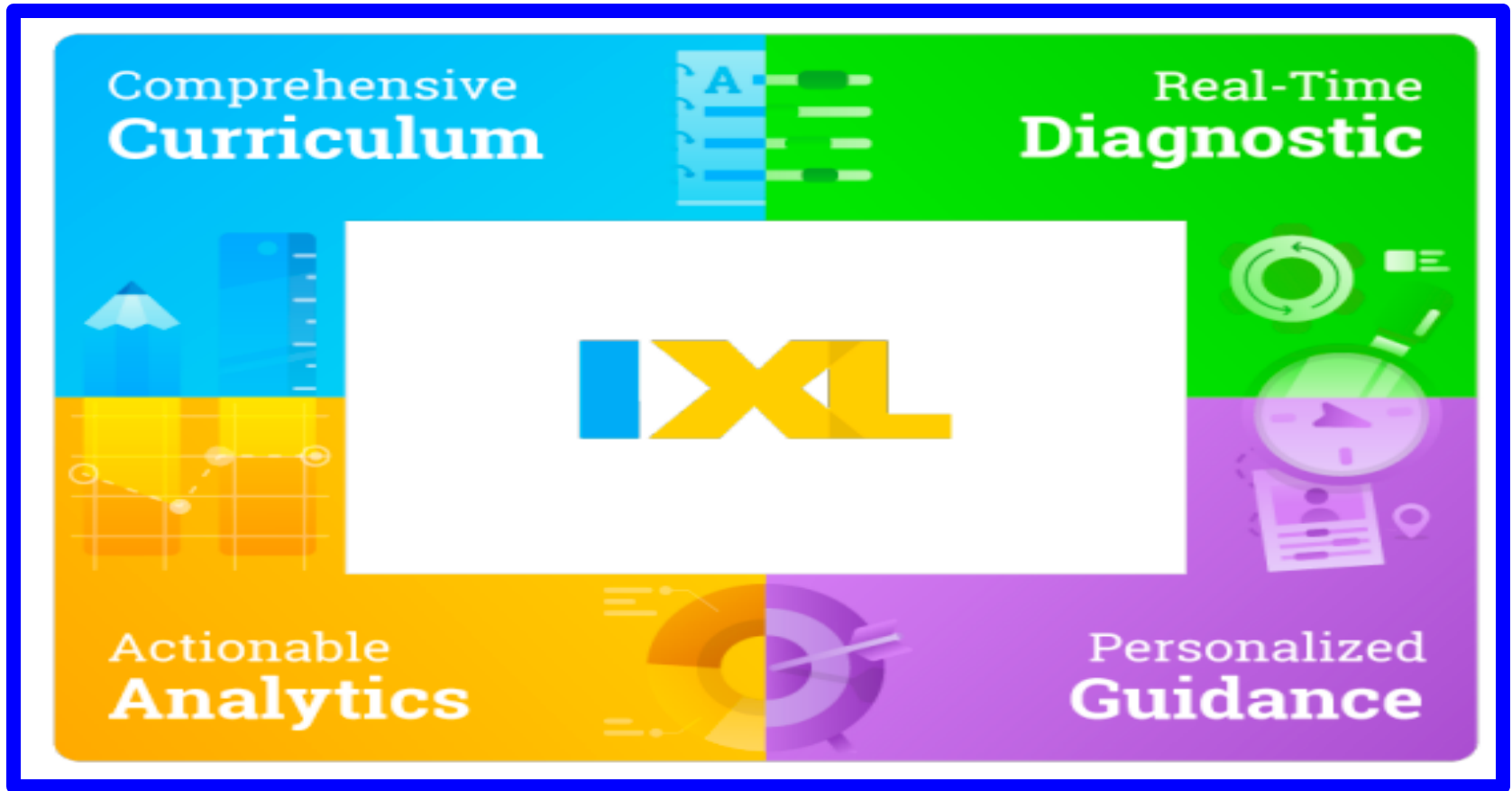
Assign





# What is IXL?





**IXL is a personalized learning platform, built on four components that work together to provide an engaging, empowering, and effective personalized learning experience to all students:**

# IXL FLEX BENCHMARK ASSESSMENTS

- Administered 3 times a year
  - Fall
  - Winter
  - Spring
- Provides a snapshot of student knowledge at specific times
- Individualized IXL Skill Plan for growth



My IXL

Learning

Assessment

Analytics



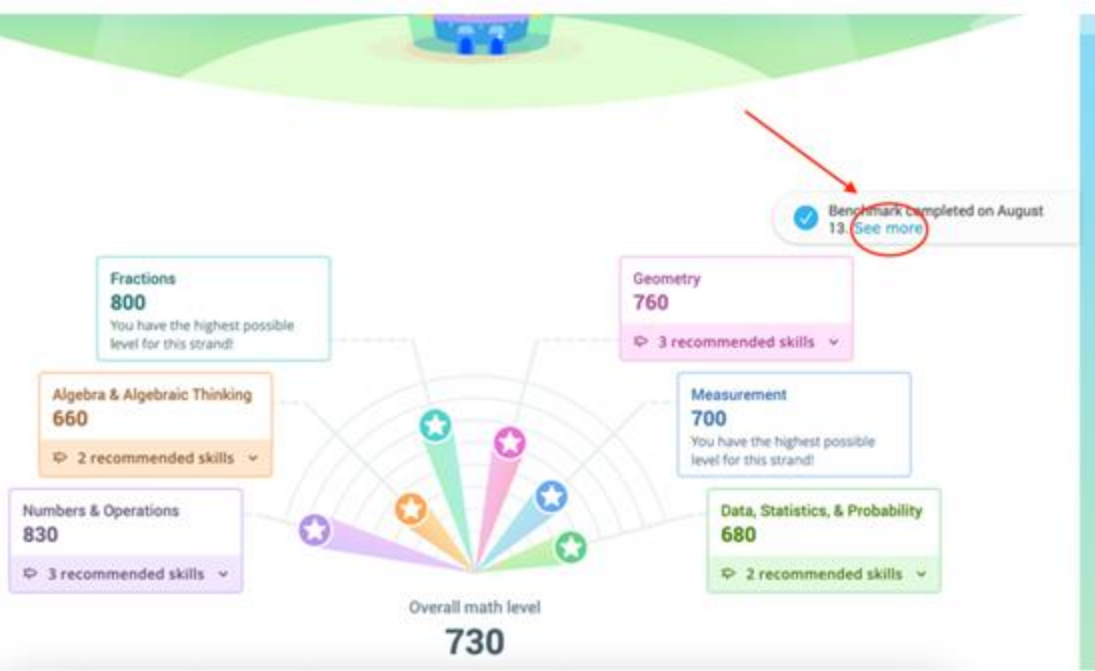
At a glance

Engagement tools

Quizzes

Badges

Resources



# Math Skill Plan Example:

## Overall math level



Math strand levels and recommendations \_\_\_\_\_

## Numbers & Operations



📌 2 recommended skills

- Put decimal numbers in order (Fifth grade) >> YJX
- Integer multiplication and division rules (Eighth grade) >> XLP

## Algebra & Algebraic Thinking



📌 3 recommended skills

- Graph inequalities on number lines (Sixth grade) >> CXX
- Solve equations with whole numbers (Fifth grade) >> SNW
- Solve one-step multiplication and division equations with decimals and fractions (Sixth grade) >> T53

## INSTRUCTIONAL TOOL

- IXL Analytics provides real-time insight into student progress and helps teachers make better instructional decisions in the classroom.

## The IXL SmartScore



# Summary/Cheat Sheet

- Students enter IXL through their BCBE Student Portal
- Many teachers assign IXL as a homework assignment (10%) but class time is also devoted to IXL
- Mastery of a skill is 80% as a SmartScore
- Videos students can watch to support their learning on specific questions



- Assess students' mastery of Alabama Course of Study Standards
- Completely Online
- Spring 2024- All students grades 2-8 take ACAP in ELA, Math, and \*Science

## Attendance - Chronic Absenteeism

The State of Alabama defines chronic absenteeism as 18 or more absences that a student accumulates during the school year. It doesn't matter if a student has a doctor's excuse or a parent note, more than 18 absences counts against us as a school.

2023-24 Chronic Absenteeism -26%

2024-25 Chronic Absenteeism -16%

Please ensure your children are present when possible.

# ATTENDANCE INCENTIVE



- Come to SCHOOL - EVERY DAY
- Attendance is the key to SUCCESS.
- Each month the homeroom that has the best attendance for that month will receive a special treat!
- A homeroom will be selected from each grade level.

# Simple Discipline

## New platform for Discipline

- Communicates with PowerSchool in real time
- Positive Referrals, Minor Referrals, and Notes can be created by teachers or administrations to keep a better "complete view" of each student.
- Major Referrals can be entered by teachers and administration and the disciplinary actions are sent to PowerSchool and it updates attendance in real time.
- Parent communication for Positive Referrals, Minor Referrals, and Major Referrals is generated to parents and students to the email address that is provided in PowerSchool.

# Non-Privilege List



STUDENTS WILL NOT BE ABLE TO  
ATTEND CBMS ACTIVITIES SUCH  
AS: DANCES, PEP RALLIES,  
ASSEMBLIES, OR ANY EXTRA FUN  
EVENTS  
IF THEY HAVE ANY OF THE  
FOLLOWING:

**1 DAY ISS, 1 DAY OSS**

\*This list starts over each quarter\*

# Taylor's Law

## **A SIGNIFICANT CHANGE TO OBTAINING A DRIVER'S PERMIT AND LICENSE IS NOW IN EFFECT - DISCIPLINARY POINT SYSTEM**

Age of student eligibility. (a) Notwithstanding any other provision of law, each student over the age of 12 years who is enrolled in a public or private secondary school shall be subject to a disciplinary point system for an infraction committed on school property to determine the age at which the student shall be allowed to apply for a learner's permit, motor driven cycle operator's license, driver's license, or any license required by the State of Alabama for the operation of a motor vehicle or vessel. The disciplinary points imposed for a disciplinary action shall be as follows:

- (1) One day in-school suspension = 1 point.**
- (2) One day out-of-school suspension = 2 points.**
- (3) Alternative school placement = 6 points.**
- (4) Expulsion = 20 points**

# Taylor's Law

b)(1) **The points shall accumulate on a early basis, beginning with the school year including summer school in which the student turns 13,** and accumulate each year until the student is eligible to apply for a driver's license under the imposed point system.

(2) Notwithstanding subdivision (1), the age at which a student may apply for a license or permit shall not be extended by Act 2009-713 beyond one year from the date the student initially applies for a learner's permit, motor driven cycle operator's license, driver's license, or any license required by the State of Alabama for the operation of a motor vehicle or vessel.

**EACH ACCUMULATED POINT SHALL ADD ONE ADDITIONAL WEEK TO THE AGE AT WHICH THE STUDENT IS ELIGIBLE TO BE ISSUED A LEARNER'S PERMIT. MOTOR DRIVEN CYCLE OPERATOR'S LICENSE, OR DRIVER'S LICENSE.**

# COUNSELING

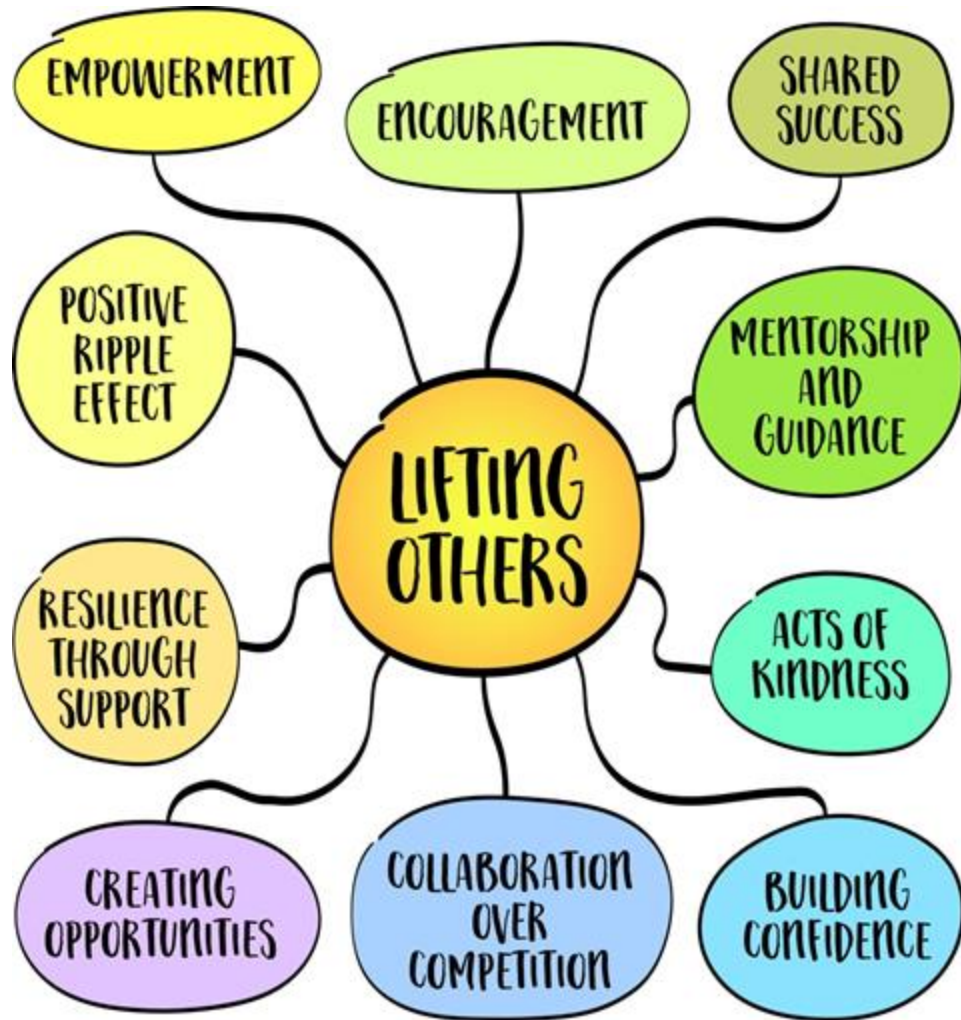


Mrs. Perry and Ms. Mallett, School Counselors  
Ms. Ausborn, Social Worker



## Services:

Academic Conversations  
RTI Monitoring  
Student Initiated  
Conversations  
Small Group-Attendance  
Meetings  
Whole Group State  
Mandated Lessons using  
PATH Curriculum



**PATH** Prevention &  
Awareness for Total Health  
County Approved  
Curriculum  
4-Year Plans for 8th GR  
**Legislative Acts**  
Jamari Terrell Williams-  
Anti-Bully  
Jason Flatt-Suicide  
Awareness & Prevent  
Erin's Law-Child Abuse  
Price Hornsby Act-Anti-  
Drug



# 7<sup>th</sup> Grade Standards



## Standards Crosswalk 7th Grade

| Alabama Health Standards Alignment  |  |  |  |
|-------------------------------------|--|--|--|
| LESSON #                            | LESSON NAME                                      | ANCHOR STANDARDS   | CONTENT STANDARDS  |
| <b>BULLYING UNIT</b>                |  |  |  |
| Lesson 1                            | Understanding Bullying                           | Decision-Making, Self-Management   | 751, 772   |
| Lesson 2                            | Your Digital Footprint                           | Health Promotion, Decision-Making, Self-Management   | 712, 714, 751, 771, 772  |
| Lesson 3                            | Witness  | Access to Information/Products/Services, Interpersonal Communication, Decision-Making, Self-Management, Advocacy   | 732, 742, 751, 771, 772, 781   |
| <b>ABUSE UNIT</b>                   |  |  |  |
| Lesson 1                            | Understanding Abuse                              | Access to Information/Products/Services, Decision-Making   | 711, 751   |
| Lesson 2                            | Abuse: Recognizing It and Knowing What To Do     | Interpersonal Communication, Decision-Making, Self-Management  | 741, 742, 743, 751, 752, 772   |
| Lesson 3                            | Healthy Relationships                            | Analyzing Influences, Access to Information/Products/Services, Interpersonal Communication, Decision-Making  | 721, 732, 742, 743, 751, 752   |
| <b>SUBSTANCE USE UNIT</b>           |  |  |  |
| Lesson 1                            | Refusal Skills                                   | Health Promotion, Analyzing Influences, Access to Information/Products/Services, Interpersonal Communication, Decision-Making, Goal-Setting, Self-Management | 712, 714, 715, 721, 725, 732, 742, 751, 752, 761, 771, 772           |
| Lesson 2                            | Say No to Drugs and Alcohol & Yes to Your Dreams | Health Promotion, Analyzing Influences, Access to Information/Products/Services, Decision-Making, Self-Management  | 711, 712, 713, 714, 715, 721, 723, 725, 731, 732, 751, 752, 771, 772 |
| Lesson 3                            | Dependency & Getting Help                        | Health Promotion, Analyzing Influences, Access to Information/Products/Services, Interpersonal Communication, Decision-Making, Goal-Setting, Self-Management | 712, 713, 754, 725, 732, 742, 751, 752, 761, 771, 772                |
| <b>SELF-HARM &amp; SUICIDE UNIT</b> |  |  |  |
| Lesson 1                            | Health Includes Mental Health                    | Self-Management  | 772  |
| Lesson 2                            | Self-Care, Not Self-Harm                         | Health Promotion, Access to Information/Products/Services, Decision-Making, Self-Management  | 711, 712, 713, 714, 732, 751, 752, 771, 772                          |
| Lesson 3                            | Suicide: The Irreversible Act                    | Health Promotion, Analyzing Influences, Access to Information/Products/Services, Interpersonal Communication, Decision-Making, Self-Management, Advocacy     | 711, 752, 725, 731, 732, 741, 751, 752, 771, 772, 781                |



# 8<sup>th</sup> Grade Standards



## Standards Crosswalk 8th Grade

| Alabama Health Standards Alignment  |  |  |  |
|-------------------------------------|--|--|--|
| LESSON #                            | LESSON NAME                              | ANCHOR STANDARDS   | CONTENT STANDARDS  |
| <b>BULLYING UNIT</b>                |  |  |  |
| Lesson 1                            | Recognizing Bullying                     | Access To Information/Products/Services, Interpersonal Communication   | 8.3.2, 8.4.1, 8.4.2, 8.4.3   |
| Lesson 2                            | Cyberbullying: The New Bathroom Wall     | Analyzing Influences, Access To Information/Products/Services, Interpersonal Communication   | 8.3.3, 8.3.2, 8.4.1, 8.4.2, 8.4.3  |
| Lesson 3                            | Training Your Brain to Be Compassionate  | Health Promotion, Analyzing Influences, Access To Information, Interpersonal Communication   | 8.1.1, 8.1.2, 8.2.4, 8.3.2, 8.4.1, 8.4.3   |
| <b>ABUSE UNIT</b>                   |  |  |  |
| Lesson 1                            | Types of Abuse                           | Health Promotion, Access To Information/Products/Services, Interpersonal Communication   | 8.1.1, 8.1.2, 8.3.2, 8.4.3   |
| Lesson 2                            | Abuse: Signs and Safety                  | Health Promotion, Analyzing Influences, Access To Information/Products/Services, Interpersonal Communication, Decision-Making                            | 8.1.1, 8.1.2, 8.2.5, 8.3.2, 8.4.3, 8.5.1, 8.5.2                                    |
| Lesson 3                            | Creating Healthy Relationships           | Health Promotion, Interpersonal Communication, Self-Management   | 8.1.2, 8.4.1, 8.4.3, 8.7.2   |
| <b>SUBSTANCE USE UNIT</b>           |  |  |  |
| Lesson 1                            | Peer Pressure                            | Health Promotion, Analyzing Influences, Access To Information/Products/Services, Interpersonal Communication, Decision-Making, Self-Management           | 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.3.2, 8.4.1, 8.4.3, 8.5.1, 8.5.2, 8.7.2 |
| Lesson 2                            | The Dangers of Drugs, Alcohol & Vaping   | Health Promotion, Analyzing Influences, Access To Information/Products/Services, Decision-Making   | 8.1.2, 8.1.3, 8.2.1, 8.2.4, 8.2.5, 8.3.2, 8.5.1, 8.5.2                             |
| Lesson 3                            | Addiction                                | Health Promotion, Analyzing Influences, Access To Information/Products/Services, Decision-Making, Self-Management, Advocacy                              | 8.1.2, 8.2.5, 8.3.2, 8.5.1, 8.5.2, 8.7.2, 8.8.1                                    |
| <b>SELF-HARM &amp; SUICIDE UNIT</b> |  |  |  |
| Lesson 1                            | Mental Health: How We Think, Feel, & Act | Health Promotion, Access To Information/Products/Services, Decision-Making, Self-Management, Advocacy  | 8.1.1, 8.1.2, 8.1.3, 8.3.2, 8.5.1, 8.5.2, 8.7.2, 8.8.1                             |
| Lesson 2                            | There is A Better Way!                   | Health Promotion, Access To Information/Products/Services, Interpersonal Communication, Decision-Making, Self-Management, Advocacy                       | 8.1.1, 8.1.2, 8.1.3, 8.3.2, 8.4.3, 8.5.1, 8.5.2, 8.7.1, 8.7.2, 8.8.1               |
| Lesson 3                            | Suicide: The Permanent Decision          | Health Promotion, Analyzing Influences, Access To Information/Products/Services, Interpersonal Communication, Decision-Making, Self-Management, Advocacy | 8.1.1, 8.1.2, 8.2.4, 8.2.5, 8.3.2, 8.4.1, 8.4.3, 8.5.2, 8.7.1, 8.7.2, 8.8.1        |

## **PATH UNIT 1**

### **Abuse**

#### **Awareness and Prevention**

In accordance of, Erin's Law (HB197) passed by the Alabama Legislature on June 11, 2015, the Alabama Governor's Erin's Law Task Force has established state guidelines for a child sexual abuse prevention instructional program for students in Grades kindergarten through 12 consistent with techniques to teach children to recognize child sexual abuse, equip them with skills to reduce their vulnerability, and encourage them to report the abuse. All public-school systems are required to establish developmentally appropriate instruction. The Alabama Governor's Task Force on Prevention of Sexual Abuse of Children has established recommended guidelines that have been approved by State Board of Education.



## PATH UNIT 2

### Bullying

### Awareness and Prevention

#### Jamari Terrell Williams Act

Ala. Code § 16-28B-2 ("It is the intent of the Legislature to provide for the adoption of policies in public school systems to prevent the bullying of students. It is the further intent of the Legislature that this chapter apply only to student against student bullying, intimidation, violence, and threats of violence in the public schools of Alabama, and between students while not on school property, in grades prekindergarten through 12, and that the State Department of Education develop, and each local board of education adopt procedural policies to manage and possibly prevent") these acts against any student by another student or students based on the characteristics of a student. Additionally, it is the intent of the Legislature that the filing of a complaint of bullying be in writing and submitted by the affected student, or the parent or guardian of the affected student, and not by an education employee on behalf of an affected student or his or her parent or guardian.

Ala. Code § 16-28B-2 (1975)

Amended by Act 2018-472, § 1, eff. 6/1/2018. Act 2009-571, p. 1674, § 2.

Ala. Code § 16-28B-2



## PATH UNIT 3

### Self-Harm and Suicide

### Awareness and Prevention

#### Jason Flatt Act

Amend Section 16-26B-8, Code of Alabama 1975.

The Department of Education shall adopt rules to require that all certificated public-school personnel receive annual training in suicide awareness and prevention.

The Department of Education will develop a list of approved training materials to fulfill the requirements of the act which may include training materials currently being used by a local school system if such training materials satisfy the criteria established by the department.

This training may be provided within the framework of existing in-service training programs or as a part of required professional development offered by the local school system. Approved materials may include programs that can be completed through self-review of suitable suicide prevention materials.

Each local school system shall adopt a policy on student suicide prevention. The policies shall be developed in consultation with school and community stakeholders, school employed mental health professionals, and suicide prevention experts, and, at a minimum, shall address procedures relating to suicide prevention, intervention, and postvention.

This act shall become effective on the first day of the third month following its passage and approval by the Governor, or its otherwise becoming law.

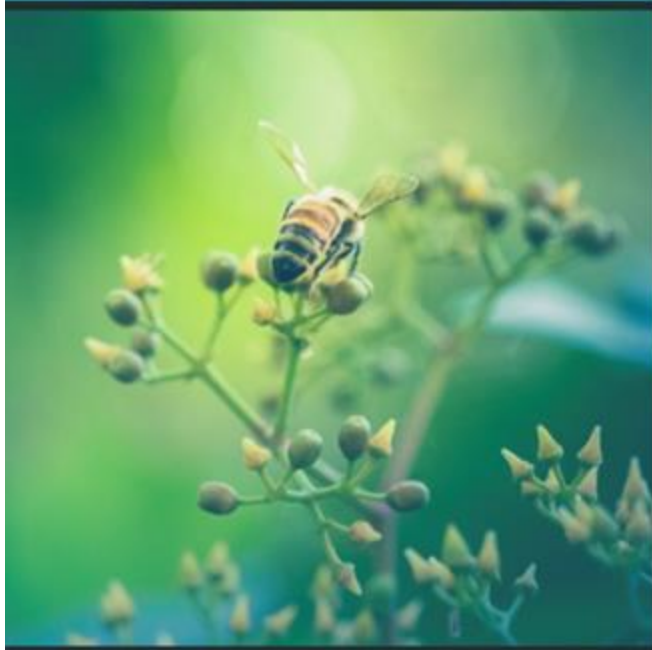


## PATH UNIT 4

### Substance Abuse

#### Awareness and Prevention

Relating to public K-12 education; to amend Section 16-40A-3, Code of Alabama 1975, to require research-based instruction on fentanyl prevention and drug poisoning awareness in grades six through 12. BE IT ENACTED BY THE LEGISLATURE OF ALABAMA: Section 1. This act shall be known and may be cited as the Price Hornsby Act. Section 2. Section 16-40A-3 of the Code of Alabama 1975, is amended to read as follows: "§16-40A-3 (a) Any program or curriculum in the public schools of Alabama of this state that includes drug education or instructs on the use of drugs or alcohol shall, as a minimum, shall include all of the following: (1) Age-appropriate, developmentally-based drug and alcohol education and prevention programs that address the legal, social, and health consequences of drug and alcohol use and that provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol for students in all grades of the public schools from early childhood level through grade 12. (2) Information conveying to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful and is punishable by fines and imprisonment. (3) Standards of conduct that are applicable to students and employees in all public schools and that clearly prohibit, at a minimum, clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on school premises, or as part of any activities of the school. (4) Research-based instruction related to fentanyl prevention and drug poisoning awareness



# CURRICULUM PREVIEW

Go to the BCBE Website and  
look under "Curriculum".



# 8th Grade Four-Year Plans

**Informative State Mandated  
Student Activity**

Students use the Kuder  
Navigator System accessed  
through the student portal  
to create a 4-year academic  
plan for high school

**Purpose is to educate  
students of graduation  
requirements and to plan for  
after graduation**



Please make every effort to partner with us this year  
so that each student experiences success!

# Feedback Form

