ALICE DRIVE MIDDLE SCHOOL
STUDENT HANDBOOK
2026-2027

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It is our pleasure to welcome you to Alice Drive Middle School for the 2026-2027 school year. We look forward to working with you to make this the best school year for you and your family. This handbook is intended to be used as a guide to help you become acquainted with our school. Please read the information carefully. Please contact us with any questions.

SUMTER SCHOOL DISTRICT

MODIFIED YEAR ROUND 2026-2027 CALENDAR

July '26

S	M	T	W	T	F	S
			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	

1 First Day 233- & 240-Day Staff
8 First Day 215- & 220-Day Staff
15 First Day 205- & 210-Day Staff
22 First Day 195- & 200-Day Staff
27 First Day 185- & 190-Day Staff
27 School Professional Day
28 District Professional Day & Back to School Rally
29 District Professional Day
30 Teacher Workday
31 Teacher Workday

August '26

S	M	T	W	T	F	S
						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					

3 Teacher Workday
4 First Day of School
28 ½ Day - School Professional Learning Day

September '26

S	M	T	W	T	F	S
		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			

4 Interims Issued
7 Labor Day Holiday
18 Parent-Teacher Conference ½ Day

October '26

S	M	T	W	T	F	S
				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

6 End of 1st Quarter
7 First Day of 2nd Quarter
9 ½ Day - District Collaborative Planning Day
12 Fall Break *(Inclement Weather Day)*

November '26

S	M	T	W	T	F	S
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					

3 Election Day
11 Veterans Day
12 Interims Issued
23-27 Thanksgiving Break

December '26

S	M	T	W	T	F	S
		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		

17 High School Exams ½ Day for All Students
18 High School Exams ½ Day for All Students
18 Last Day of 2nd Quarter
21-31 Winter Holiday

January '27

S	M	T	W	T	F	S
					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						

1 Winter Holiday
4 Teacher Workday *(Inclement Weather Day)*
5 School Resumes
5 First Day of 3rd Quarter
15 ½ Day - District Collaborative Planning
18 Dr. Martin Luther King, Jr. Holiday
21 Report Cards Issued

February '27

S	M	T	W	T	F	S
	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						

5 Interims Issued
15 Teacher Workday

March '27

S	M	T	W	T	F	S
	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			

10 Last Day of 3rd Quarter
11 First Day of 4th Quarter
12 Parent-Teacher Conference ½ Day
25 Report Cards Issued
26-31 Spring Holiday
26 *(Inclement Weather Day)*

April '27

S	M	T	W	T	F	S
				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	

1-2 Spring Holiday
21 Interims Issued
23 Teacher Workday

May '27

S	M	T	W	T	F	S
						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					

20 High School Exams ½ Day for All Students
21 High School Exams ½ Day for All Students
21 Last Day of School
21 Report Cards Issued
21 Last Day 185 Day Staff
24 Teacher Work Day
24 Last Day 190 Day Staff
26 Last Day 195 Day Staff
31 Memorial Day

June '27

S	M	T	W	T	F	S
		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			

3 Last Day 200- & 205-Day Staff
10 Last Day 210- & 215-Day Staff
17 Last Day 220 Day Staff
30 Last Day 233- & 240-Day Staff

First Day of School / First Day of 3rd Quarter | ½ Days for all Students | Holidays - No School | Teacher Work Day | Fall Break

Welcome Back, Hawk Families!

As we begin a new school year, we are excited to welcome our students and families back to school during a truly historic time. This year, our nation celebrates **America's 250th birthday**, and our school proudly marks its **70th birthday**. These milestones remind us of the power of community, perseverance, and the lasting impact of those who invest in future generations.

For 70 years, our school has been a place where students learn, grow, and discover their potential. That legacy has been built through the partnership of dedicated educators, supportive families, and hardworking students. As we celebrate our past, we also look ahead to the future and the opportunities that await every child who enters our doors this year.

Our theme for the year, **"Hawk Strong: Legacy of Learning and Leading,"** reflects our commitment to building on the strong foundation established by those who came before us. We want every student to understand that they are part of something bigger than themselves—a legacy of excellence that continues to grow with each new generation of Hawks.
These values guide our work each day and help us create a STEM-rich learning environment where every student can thrive academically, socially, and emotionally.

As parents and guardians, your support and partnership are essential to our success. Together, we can inspire our students to achieve their goals, develop strong character, and become the leaders of tomorrow. We are grateful for the trust you place in us and look forward to working alongside you throughout the year.

As we celebrate **250 years of our nation's history** and **70 years of our school's tradition of excellence**, let us embrace the future with pride, purpose, and determination.

Together, we are **Hawk Strong**—continuing a proud **Legacy of Learning and Leading**.



Hawks RISE,

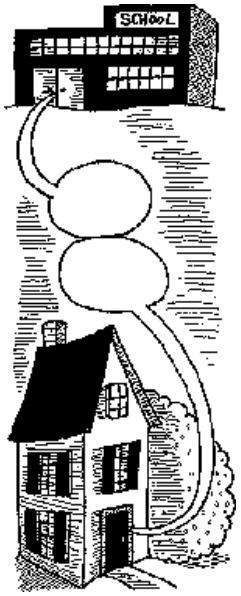
J. Pressley
Jeannie M. Pressley, Ed.S
Principal

The **MISSION** of Alice Drive Middle School is to create a culture of collaboration, global connections, and STEM-related partnerships to prepare students to be high school, college, and career ready.

The **VISION** of Alice Drive Middle School is to engage all students in a student-centered, rigorous, relevant, integrated, and vertical 6th – 8th grade STEM-based education.

CORE VALUES: If we fully coordinate and align our school's policies, practices, and partners to increase student interest, participation, and achievement in STEM, expand student access to effective STEM instruction, reduce our gap in STEM access, and build community awareness and support for STEM, **then** we will increase the quality of STEM mindedness and overall student achievement level

ATTENDANCE



Perfect Attendance Policy: Students must be marked in every class, every day in order to qualify for the perfect attendance recognition. However, Center for Personal Responsibility (CPR) or in-school suspension days do not count against the student's attendance record and will not disqualify the student for the perfect attendance award.

A student who is not in school misses valuable instructional time. You should understand that excessive absences could result in failure; students are allowed 10 unexcused absences per year.

NOTE: EXCUSABLE ABSENCES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

- Personal Illness
- Illness or death in the immediate family
- Certain appointments, which could not possibly be arranged except during school hours
- Trips, school-to-work experiences, etc. deemed by the principal or her designee to be of equal educational value, as a school day.
- Court Orders
- Religious Holidays
- Any other absences will be reviewed by the principal to determine if it can be excused.

NOTE: PARENT EXCUSES MUST CONTAIN THE FOLLOWING:

- Date of absence(s).
- Phone numbers where parent/guardian may be reached for verification.
- Reason for absence.
- Parent/guardian signature.
- Student's full given name (please, no nicknames)
- Any written excuse from a doctor: must be submitted within 3 days of the absence, or it may not be considered valid. Only dates stated on this excuse are excused.

❖ **IF A STUDENT ARRIVES AT SCHOOL AFTER 7:59 AM, A PARENT OR GUARDIAN MUST COME TO THE FRONT OFFICE TO SIGN THE STUDENT IN. PLEASE DO NOT DROP STUDENT(S) OFF WITHOUT COMPLETING THE SIGN-IN PROCESS.**

Tardy Students

❖ Teachers will allow students in class and mark them tardy in PowerSchool. On the 4th unexcused tardy, a disciplinary referral will be given.

STUDENT ATTENDANCE FOR HIGH SCHOOL COURSES

Students who take English I-Honors, Geometry and Algebra I must adhere to the high school attendance rules. No more than 10 unexcused absences in a one-credit course and no more than 5 unexcused absences in a one half-credit course. Extenuating circumstances are considered, as well as appeals to the Superintendent. An excuse must be submitted for **EVERY ABSENCE FROM THESE CLASSES**. If a student leaves school prior to these classes or signs in after these classes, an excuse must be brought for the absence.

ATTENDANCE IMPROVEMENT PLAN

After three (3) consecutive unexcused absences or a total of five unexcused absences, the principal or her designee will identify the reasons for the child's continued absence and develop a plan in conjunction with the student and parent or guardian to improve future attendance.

The Plan for improving the student's attendance will include, but not be limited to:

1. Reason for unexcused absences.
2. Methods to resolve the cause of unexcused absences.
3. Actions to be taken in the event unexcused absences continue, including appropriate legal action and possible retention.
4. Signature of the parent or guardian or evidence that an attempt has been made to involve the parent or guardian.

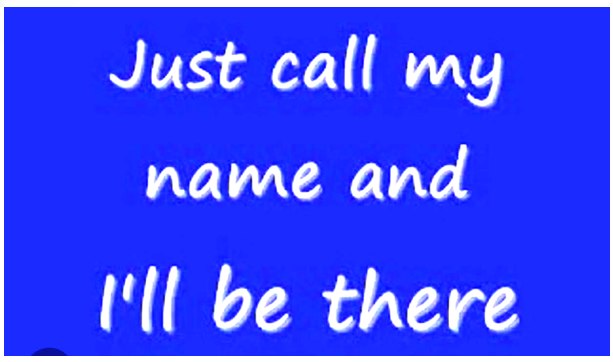
All absences, whether lawful or unlawful, will be approved or not by the principal. The decision rendered by the principal may be appealed to the district attendance review committee.

Upon accumulation of more than ten unexcused absences, excluding absences due to out-of-school suspensions, any student, regardless of grade level, if within the provision of the South Carolina Compulsory Attendance Law, may be referred to a truancy prevention program or to the Family Court pursuant to applicable state statutes.

RETENTION FROM EXCESSIVE ABSENTEEISM

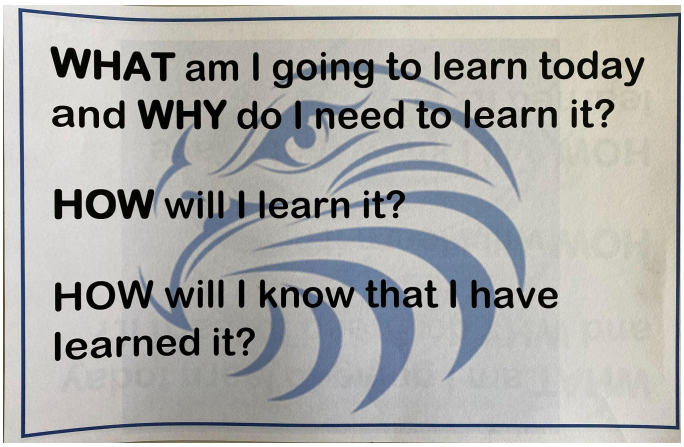
Students who accumulate an excessive number of unexcused absences may be retained. The district attendance review committee will decide whether to retain students for excessive absenteeism based on the recommendation of the student's principal, and only after a careful review of the circumstances of each individual case.





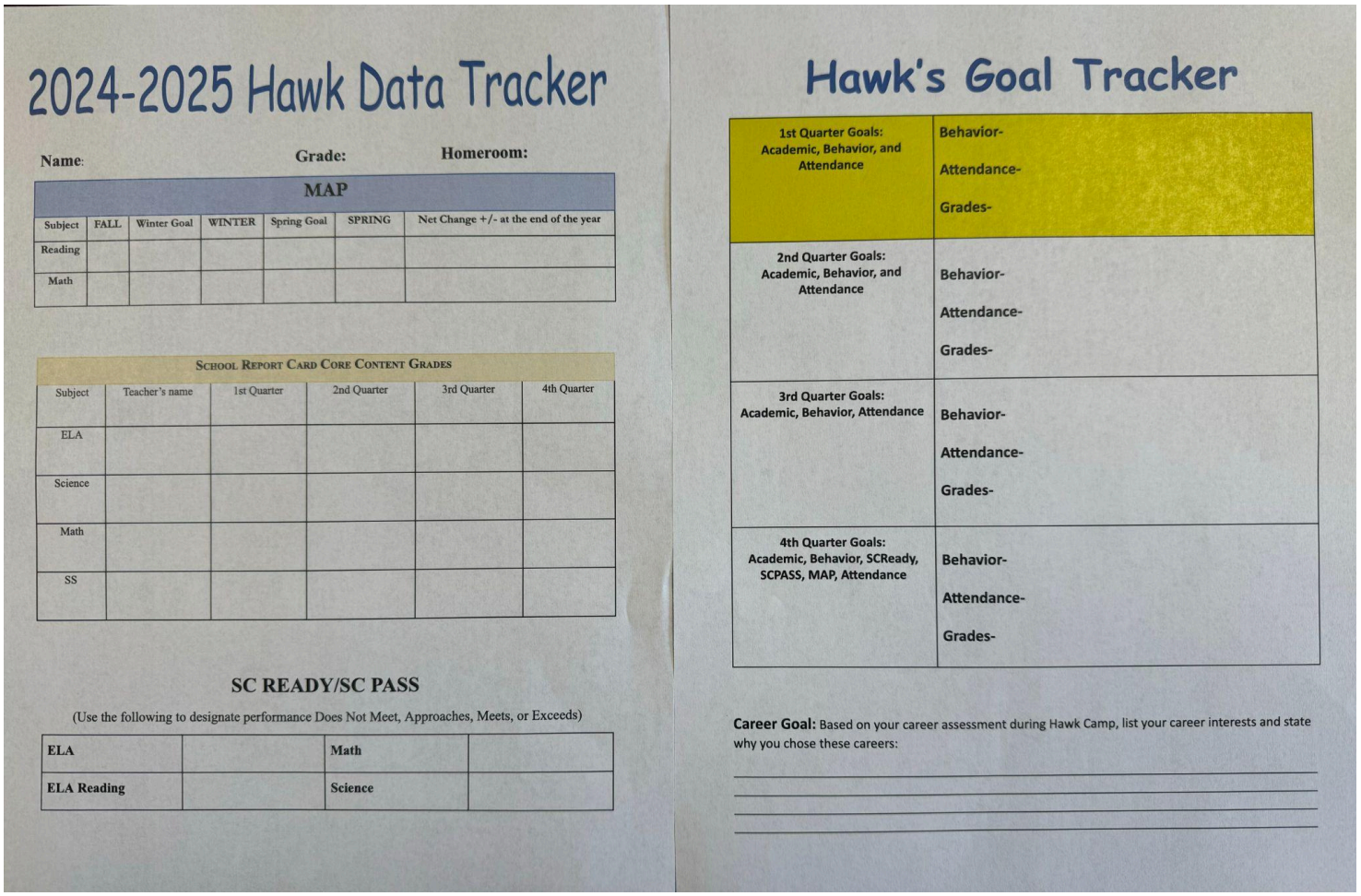
ACADEMICS

At Alice Drive Middle, we want students to be actively involved and take ownership in their education. Posted in every classroom are four focus questions that should guide daily instruction. Students should be able to answer these questions for each class. A student survey will be available each quarter for student input.



HAWK DATA TRACKER

Students will set smart goals, document their results, and analyze their data each quarter.



2024-2025 Hawk Data Tracker

Name: Grade: Homeroom:

MAP						
Subject	FALL	Winter Goal	WINTER	Spring Goal	SPRING	Net Change +/- at the end of the year
Reading						
Math						

School Report Card Core Content Grades					
Subject	Teacher's name	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
ELA					
Science					
Math					
SS					

SC READY/SC PASS

(Use the following to designate performance Does Not Meet, Approaches, Meets, or Exceeds)

ELA		**Math**	
ELA Reading		**Science**	

Hawk's Goal Tracker

1st Quarter Goals: Academic, Behavior, and Attendance	Behavior- Attendance- Grades-
2nd Quarter Goals: Academic, Behavior, and Attendance	Behavior- Attendance- Grades-
3rd Quarter Goals: Academic, Behavior, Attendance	Behavior- Attendance- Grades-
4th Quarter Goals: Academic, Behavior, SCReady, SCPASS, MAP, Attendance	Behavior- Attendance- Grades-

Career Goal: Based on your career assessment during Hawk Camp, list your career interests and state why you chose these careers:

Curriculum / Grades

Click here to see the
State Curriculum Standards

Teachers will update a minimum of two (2) grades per week and a minimum of four (4) major grades per quarter in PowerTeacherPro Gradebook. In addition, the Measures of Academic Progress (MAP) results will be reported to parents in grades 6-8.

Weight of Grades:

Major – 60% (Summative)	Minor – 40% (Formative)
Major assessment may include: ● tests, ● essays, ● lab reports, ● presentations, ● projects, ● portfolios, and ● formal performances.	Minor assessment may include: ● quizzes, ● classwork, ● homework, ● interactive notebooks/journals, ● exit slips/quick writes

Reteach/Retake Opportunity

Students who score below 80 on a major assessment are allowed to redo/retake up to four (4) per semester/per class. The student must participate in intervention aimed at improving mastery of targeted standards/indicators. Interventions are data-informed, targeted instruction that supports the core instruction. Interventions can be delivered in small group or one-on-one settings inside of the general education classroom or outside the general education classroom. Based on an individual student's data, the teacher will determine the appropriate intervention used to assist the student in mastering the standards/indicators, which will determine if a student should retake the entire assessment or an alternative assessment on the same grade level standards/indicators. The student will receive the higher of the two scores (original assessment grade vs. re-assessment grade), not to exceed a grade of 80. Major writing assignments/projects/portfolios submitted late are not eligible for redo/retake. Students requesting to redo/retake a major assessment must complete the Redo/Retake Plan of Study form.

Student Procedures

The student must:
1. Complete the Redo/Retake Plan of Study Form;
2. Sign and get a parent/guardian's signature; and
3. Submit the Plan of Study to the teacher within three (3) instructional days of receiving the assessment score below 80.

Teacher Procedures

The teacher must:
1. Review the Plan of Study and indicate the tutoring/intervention support required and the rescheduled assessment date/time;
2. Schedule a redo/retake opportunity within seven (7) instructional days of receiving the student's Plan of Study. The redo/retake opportunity can be scheduled before school, during school, or after school;
3. Sign the Plan of Study and submit a copy to the student/parent;
4. Provide intervention/tutoring as determined in the Plan of Study; and
5. Keep a copy of each Plan of Study in his/her records.



In order to provide the total assessment "picture" of a student's academic progress a student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests within five (5) instructional days following any absence.
Makeup Work Guidelines:

- Makeup work is available to all students absent from instruction.
- When students are absent, a zero will be recorded by the teacher until the student completes his/her makeup assignments.
- The zero is averaged by PowerSchool until the teacher updates the electronic gradebook after the student submits makeup assignments.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.

Extenuating circumstances are at the discretion of the school.

Late Writing Assignments/Projects/Portfolios

Notice of all major writing assignments/projects/portfolios will be given in advance of the due date. Students who submit a major writing assignment/project/portfolio late will receive a deduction of up to 20 percent of the grade. A zero will be recorded until the assignment is submitted. Late major assignments will not be accepted after five (5) instructional days.

- Up to 24 hours late - 10% deduction
- One (1) to five (5) days late - 20% deduction
- Major writing assignments/projects/portfolios submitted after the end of the quarter will receive a zero.
- Major writing assignments/projects/portfolios submitted late are not eligible for redo/retake.

Refusal to Work Guidance

Students choose not to participate in class for many reasons. Recognizing and addressing these behaviors early can lead to positive outcomes. The guidance provided is meant to support teachers in addressing the common refusal behaviors including but not limited to sleeping, apathy, and inattention. Teachers must assess the situation to account for extenuating circumstances, emergencies, and students who become ill during class as legitimate reasons that students do not complete assigned work. In these cases, this guidance does not apply. Teachers must use their best judgment in implementing interventions and consequences for refusal behaviors.

Interventions and Consequences

Address the student's behavior privately in order to assess the situation. If reported illness, injury, or hygiene is the cause, follow school protocols for referral to the nurse/restroom. If no suspected medical/hygiene issues arise during the assessment, follow the following procedures:

First Offense
1. Inform the student of the consequences of their behavior.
2. Require the student to sign the Refusal To Do Assigned Work Form
3. Assign a zero, if the assignment is graded.
4. Call the student's parent/guardian.

Second Offense
1. Inform the student of the consequences of their behavior.
2. Require the student to sign the Refusal To Do Assigned Work Form.
3. Assign a zero, if the assignment is graded.
4. Refer the student to their assigned school counselor for behavioral interventions.
5. Email/call the student's parent/guardian to provide notice of the repeated behavior.

Subsequent Offenses
1. Inform the student of the consequences of their behavior.
2. Require the student to sign the Refusal To Do Assigned Work Form
3. Assign a zero, if the assignment is graded.
4. Inform assigned school counselor/school MTSS coordinator of continued refusal behavior.
5. Contact the assigned administrator to notify him/her of the situation and previous interventions implemented.
6. Email/call the student's parent/guardian to provide notice of the repeated behavior.
7. Request a parent/guardian conference. Include the student and all intervention team members in the conference.

Academic Honesty and Plagiarism

Academic honesty protocols are implemented to ensure that students submit credible work that demonstrates their mastery of the content. Students must complete their own work, which will be evaluated for originality. Using advanced or generative AI tools for any course assignment (i.e., essay, quiz, test) without the authorization of the instructor constitutes plagiarism, falsification, or cheating. Not properly acknowledging the use of AI tools also constitutes plagiarism. Students should avoid academic dishonesty and misconduct in all its forms, including artificial intelligence, plagiarism, fabrication or falsification, cheating, and other academic misconduct.
Plagiarism parent letters.

Plagiarism Process

First Offense
1. Inform the student of the violation of the honor code.
2. Assign a zero in the gradebook with the comment of "Plagiarism."
3. Assign the student the Academic Honesty Tutorial from Nearpod in your Schoology classroom. If you don't have access to Nearpod, free alternatives are available below:
    - TUTORIAL LINK (nearpod lesson)
    - PDF Copy of Tutorial (no account needed)
    - PBS Plagiarism Video LINK (alternative to nearpod)
    - PBS Teacher Guide LINK
    - TED-Ed Plagiarism Video LINK (link to lesson materials in video description)
4. Call the parent/guardian and mail/email the Plagiarism Letter #1.

5. Allow five (5) instructional days for the student to complete the Academic Honesty Tutorial and resubmit the assignment for full credit.

Second Offense
If the student plagiarizes the assignment again on the second attempt...
1. Call/email the parent/guardian and mail/email Plagiarism Letter #2.
2. Assign a zero in the gradebook with the comment of "Plagiarism 2nd Violation."

Additional Circumstances
If the student does not complete the tutorial and/or does not resubmit the assignment...
● Call/email the parent/guardian and mail/email Plagiarism Letter #2.
● Assign a zero in the gradebook with the comment of "Plagiarism-did not complete process."

Content Recovery Program

In accordance with the South Carolina Uniform Grading Policy, Content Recovery provides eligible students with opportunities to demonstrate mastery of course standards and recover grades **within the current grading period.** Content Recovery is intended to support student learning by allowing students to relearn and demonstrate proficiency on identified standards. **It is not intended to replace regular participation in classroom instruction or timely completion of assignments.**

Eligibility
To be eligible to participate in a district-approved Content Recovery Program, a student must:
● Complete required assignments for the applicable unit, grading period, or designated portion of the course;
● Submit assignments in accordance with district expectations for timely completion of student work;
● Participate in teacher-directed intervention, reteaching, and reassessment activities designed to address identified learning gaps; and
● Demonstrate a good-faith effort to complete the original learning activities and assessments.

Students are not eligible for Content Recovery if:
● Required assignments have not been completed.
● The grade resulted from academic dishonesty, including plagiarism or cheating, until the matter has been resolved in accordance with the district's Code of Conduct.
● The student has excessive absences that prevent completion of the required instructional activities or does not meet the district attendance expectations.

Content Recovery Procedures

Content Recovery is available for students whose grading period average falls below 70. Students scoring between 60-69 can request to participate in Content Recovery. Students whose average falls below 60 will be automatically assigned Content Recovery by the teacher. Recovery opportunities must focus on the specific standards or learning targets that have not been mastered rather than requiring students to repeat previously mastered content.

Prior to reassessment, students must participate in teacher-directed reteaching or intervention activities (i.e., APEX Tutorials). These activities may include targeted instruction, additional practice, tutoring, small-group instruction, conferences, or other learning experiences designed to improve student understanding.
All Content Recovery opportunities must be completed within the timeline established by the teacher and before the close of the current grading period, unless otherwise approved by the principal due to extenuating circumstances.

Grade Recovery

Successful completion of Content Recovery may result in an adjusted grading period average. The maximum recovered grade for a grading period through Content Recovery shall be 80. While the Content Recovery program provides students an opportunity to demonstrate mastery of course standards/indicators, it does not eliminate the expectation that students complete coursework, participate in classroom instruction, or meet all other course requirements.

Teacher Responsibilities

Teachers are responsible for:

- Identifying students who qualify for Content Recovery.
- Providing timely feedback and targeted reteaching aligned to the standards requiring remediation.
- Offering appropriate reassessment opportunities that measure student mastery of the identified standards.
- Maintaining documentation of intervention activities, reassessment results, and any resulting grade adjustments.
- Content Recovery grades will replace the original grade in the PowerTeacherPro gradebook.
- Communicating Content Recovery opportunities, expectations, deadlines, and outcomes to students and parents/guardians in a timely manner.

Student Responsibilities

Students participating in Content Recovery are expected to:

- Attend required intervention or reteaching sessions.
- Complete assigned learning activities and reassessments by the established deadlines.
- Demonstrate academic integrity throughout the Content Recovery process.
- Take an active role in improving their understanding of the identified standards.

Content Recovery is intended to promote student learning and mastery of essential standards while maintaining high academic expectations and equitable grading practices across the district.

Please click here for the district grading policy



Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program. In order to ensure that homework practices are efficient and effective, consideration for the amount of time per night an average student should expect to spend on homework for all subjects combined, based on the research, should include the following:

- Homework for all subjects combined should not exceed **8 hours per week** in sixth through eighth grades and 10 hours per week in ninth through twelfth grades.
- Homework should never be a disciplinary measure but should be used to enrich and strengthen classroom experiences.
- Homework may be recorded as a Minor/Formative grade.
- Exceptions may apply for special projects and advanced academics. If a student chooses to participate in AP, Pre-AP, or Dual Credit classes, additional homework time may be required.

Homework should be assigned as reinforcement to classroom instruction by providing time for practice and application of knowledge. Additionally, because homework can be used as a tool to aid in the development of positive behavioral traits such as self-discipline and intellectual independence, homework should be an expectation on all grade levels.

Homework assignments should be meaningful, relevant to the current lesson, carefully planned, and differentiated. Differentiated homework can provide a great opportunity for students to master missing skills, extend content, challenge advanced learners, and link applications of content to student interests.
Students should be assigned homework on a regular basis to reflect the following purposes:

- reinforce and supplement classroom learning experiences
- encourage accountability and responsibility
- foster student initiative and independence
- enable the successful completion of more curricular material
- reinforce home-school interaction
- extend the learning environment into the reality of the outside world
- should not be assigned for disciplinary reasons

Graded assignments should be returned to the student in a timely manner.

GRADING SCALE

A – 90 - 100% = Excellent
B – 80 - 89% = Above Average
C – 70 - 79% = Average
D – 60 - 69% = Below Average
F – 59% and Below = Failure

PARENT-TEACHER CONFERENCES

Student learning improves when the home and school communicates effectively and consistently on a broad range of issues. **We encourage you to log-in to the Parent Portal on a consistent basis to stay abreast of your student's progress**. You will receive a reminder call and/or a written copy of your student's two week progress report and four week interim report. Maintain an open line of communication with your student's teachers throughout the school year. If you wish to meet with a teacher or grade level team, please call the teacher or the school counseling department to set up a meeting at a convenient time for all parties involved. A mandatory conference will be set up for any student with a failing grade.





SCHOOL COUNSELING DEPARTMENT

School counseling services play an integral part of our educational process. The program is designed to enhance personal, social, vocational, and academic growth. Our primary goal is to help students learn more effectively and efficiently. The following are some of the programs offered by the guidance department. These programs can help make school life more satisfying and rewarding.



1. Individual Counseling - Individual counseling may be utilized by students who have personal concerns or need educational and/or career guidance.
2. Group Counseling or Guidance - Group counseling may be utilized by students who have personal concerns or need educational and/or career guidance.
3. Classroom Guidance - Counselors will visit classrooms at various times throughout the year.



Protect The Nest

SAFETY

SCHOOL RESOURCE OFFICER

The safety of our students and staff is always of the utmost importance. We have a full time police officer (Officer Hulon) on our campus daily, as well as cameras throughout the inside/outside of the building to assist with monitoring all areas.

SCHOOL SAFETY PLAN

Every staff member has been issued an emergency management plan that is in each classroom for easy access. Each teacher is issued a "classroom emergency binder" that includes student emergency contact information and other safety related items (red/green/blue/yellow notification cards, etc) at the beginning of the school year. At a minimum, district policy requires a monthly fire drill, one tornado preparedness drill, one earthquake preparedness drill, and a bus evacuation & lockdown drill conducted once a semester.

IDENTIFICATION CARDS (IDs)

One of the ways we keep our campus safe is by requiring students to wear their identification cards (ID's) at all times while on campus. This helps us in multiple ways. First and foremost, it helps staff to identify any potential intruders. Furthermore, in the event of a real emergency, staff members need to be able to quickly identify all students to ensure they are safe and accounted for. ID's are essential in this matter, since it is not possible for every staff member to know every student's face and name.

Students will not face disciplinary action for accidentally forgetting or misplacing their ID for a day. However, we do want everyone to realize their purpose and importance. Therefore, we have set up a list of expectations to help students remember to wear their ID's.

Expectations:

1. IDs must be worn around your neck and visible outside of all clothing at all times
2. Expect to be stopped by administrators anytime you do not have an ID visible
3. Must have ID visible to use vending machines or the school store
4. Must have ID visible to participate in any other pop up incentives (we have lots of fun activities planned throughout the year)
5. Must have ID visible to run errands for a teacher (for example, taking papers to the office)
6. If a student without an ID must use the restroom or go to the health room during class time, they must mark themselves as *no ID* on the classroom sign out sheet (they should not be going anywhere else)
7. Students who consistently do not have their ID visible can expect additional consequences

EMERGENCY INFORMATION SHEET

A personal emergency information sheet will go home with each student at the beginning of the school year. Please update and return as soon as possible for the safety of your child. This information will be used to update your child's computer record. It is essential that you maintain up-to-date information, that is, current address, current telephone numbers (home and work). Special medical problems should be noted (example: diabetes, insect stings, seizures, etc.). You must list all persons that you give the authority to make decisions concerning your child if you cannot be reached. These persons should be listed in the alternate person section with their telephone numbers. Only individuals listed as emergency contacts will be allowed to sign students out. It is very important that any changes in your contact information be shared with the school immediately.

HEALTH ROOM PROCEDURES & MEDICATION

A health room is available in the front office for students who are ill or who need minor medical attention. A pass from a teacher is necessary to come to the health room. We share a registered nurse with another middle school who is on campus periodically throughout the week. The student may call a parent and return to class where applicable. When the parent arrives, the student will be called to the office.

If it is necessary for a student to take any form of medication at school, a Request to Dispense Medicine form must be signed by a physician and presented to the office. All medication will be kept in the health room and must be turned in as soon as the student arrives at school. The proper forms will be given to the student at that time and must be returned to school the next day. If those forms are not returned the next day, medication will no longer be administered at school.

No medication shall be given to a student by anyone other than the nurse or office personnel. Medicines will be given at school only when the parents cannot, according to the doctor, give the medication during the hours the child is at home. If your son or daughter must take medication at school, please remember these four (4) things the school must have:

1. Written permission from your doctor stating the child's name, name of the drug, the required dosage, and time to be given. Forms for this purpose are available in the office.
2. These may be either delivered or faxed to the school office upon completion by your doctor.
3. Written request from the parent/legal guardian that the office staff gives the medication to the student
4. Medication must be in a prescription bottle showing the dosage to be given.

IMMUNIZATIONS

All students are required to have a copy of a South Carolina Certificate of Immunization on file with the school nurse. Recent changes to the state school immunization law now require all 7th grade students to have the TDAP immunization. Students in 7th grade cannot attend school until they have the TDAP immunization and a record has been provided to the school nurse.

STUDENT CODE OF CONDUCT

It is the opinion of the board that acceptable student behavior, including the following criteria, is to be expected from all students:

- respect to peers, faculty, and staff exhibited through actions and speech
- pride in personal and school property exhibited by taking care of the physical building and respecting the property rights of others
- desire and effort toward educational achievement are to be priorities as exhibited by following teacher/staff direction; reporting to class promptly and consistently; and being prepared to work without interfering with instruction
- obedience to all laws, discipline code, rules, and community norms

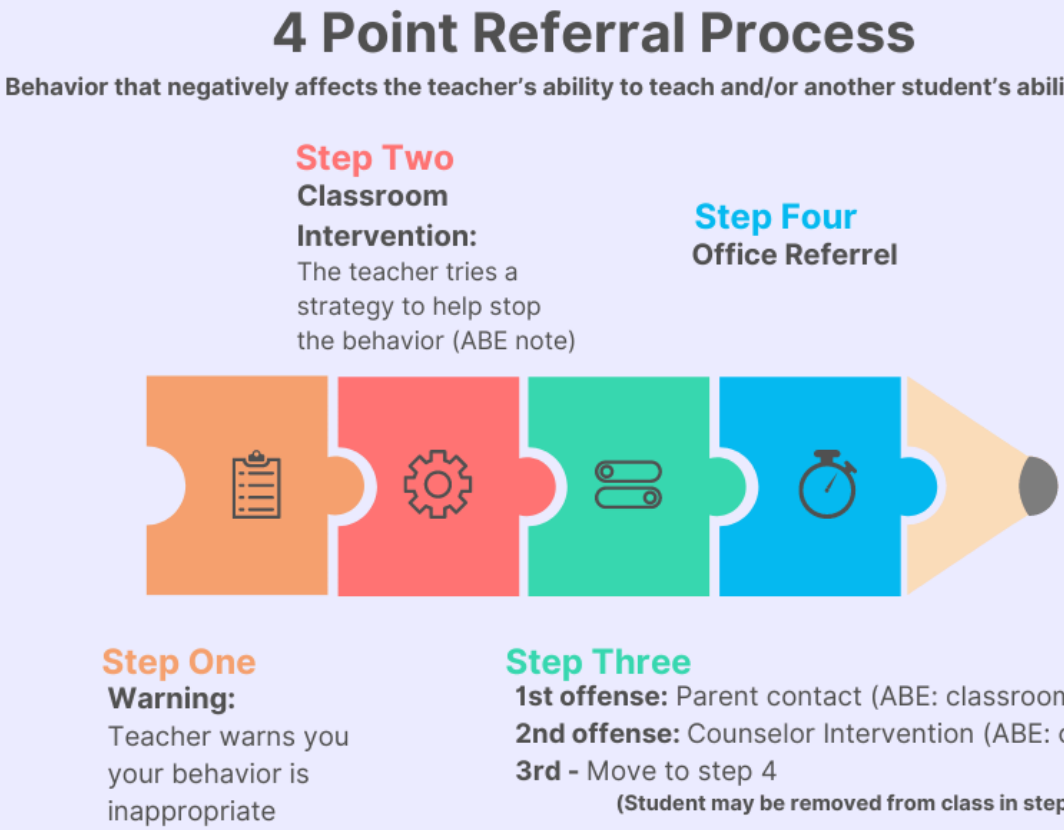
The board believes that all students should receive fair and consistent discipline when school rules are violated. Therefore, this definitive code on student discipline was developed with the assistance of parents/legal guardians, students, teachers, and administrators from Sumter School District.

This code will be in effect at bus stops, en route to and from school or school activities, on school buses or in any other school vehicles, on school grounds, at school and all school-sponsored activities, both on and off campus, and any time or any place where the conduct has a direct and immediate effect on maintaining order and discipline in the district's schools, buildings, or grounds.

Copies of this code will be transmitted at the beginning of the school year to the parents/legal guardians of each student attending schools in the district. School staff, students, and bus drivers will be trained in this discipline system each year.

Students in grades kindergarten through 12 will participate in code of conduct instructional sessions. Teachers and students will document that instruction has occurred. After instruction has been completed, principals will sign and submit an attestation form to the discipline office.

Referral Process



Teachers deserve time to teach. Students deserve time to learn. This process will ensure they have the ability to make that happen. It gives the student two chances to personally correct the behavior. This process also allows the parent as well as the counselor to assist the student in correcting the behavior. Please note that the third offense and any offenses following will result in an office referral. The code of conduct will be followed.

Cell Phone Expectations

Electronic Communication Devices (ECDs) are defined as any telecommunications device (including, but not limited to, wearable technology, such as smartwatches that have the capability to interact with wireless technology; cell phones; laptops; tablets; mp3 players; and other current and future similarly utilized devices) that emits an audible signal; vibrates; displays a message; records; live streams; or otherwise summons or delivers a communication to the possessor.

The school/district is not responsible for the loss, theft, or destruction of electronic communication devices brought onto school or district property or in a student's possession while he/she is attending district or school-sponsored activities or events.



Students are responsible for conducting themselves in a manner that respects the rights of others. Misuse of any electronic communication device, whether district or student-owned, that interferes with a positive, orderly classroom environment or does not respect the rights of others is expressly forbidden.

Electronic devices may not be used in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others as determined by the building principal. If the building principal believes a student's possession or use of an electronic communication device may involve a violation of the law, the principal may also refer the matter to law enforcement.

Policy Implementation and Enforcement

A. During the school day, students are prohibited from accessing their personal electronic devices, unless authorized for classroom use. Students may not wear or access device accessories during the school day. Students must store their devices and device accessories in backpacks during the school day. The District/school may forbid student possession of devices and device accessories on school property.
B. If explicitly required by a student's IEP, Medical Plan, or 504 plan, the student shall be allowed to access their personal electronic device for medically or educationally necessary purposes described and required for administration of the IEP, Medical Plan or 504 plan.
C. A student who is a member of a volunteer firefighting organization or emergency organization may be authorized to carry a device with written permission from the District Superintendent, his/her designee, or verification from their commanding officer.
D. If a student violates the preceding rules during the school day, the student will be subject to progressive consequences in the student code of conduct and disciplinary enforcement procedures; therefore, administrative actions will adhere to the code of conduct for Phone Violation or Unauthorized Device.

NOTE: If a student's behavior and actions result in a "refusal to surrender unauthorized items" to any school administrator or staff person, a Category II consequence will apply and be handled accordingly. The consequence will be an out-of-school suspension.

PHONE MESSAGES & USE OF SCHOOL TELEPHONE

Messages will be delivered to students immediatly in cases of emergencies only.



Students in middle school are beginning to take on more responsibility and should remember to bring all necessary items to school. Messages and appropriate items will be delivered between classes.

DRESS CODE

Students will dress and groom in a clean and neat manner which does not distract or interfere with the operation of the school. Student attire should not be immodest or revealing and should comply with requirements for health and safety. Clothing that will cause or is likely to cause disruption of the learning process of others may not be worn.

Guidelines:

- Jeans or pants with holes may be worn only when the holes are not deemed indecent
    - no holes above the knee (unless tights or leggings are worn are worn under them)
- Shorts, skirts, skorts, etc., must be an appropriate length
    - Generally, below the student's fingertips when the student's arms are extended at his/her sides both standing and seated
- Leggings may be worn only if they are not transparent and with a lengthy shirt
    - Tights may only be worn under an appropriate length dress and/or top
- No sagging allowed
- No hats, bandannas, scarves, gloves, shower caps, hair combs, picks, curlers, hairnets, sweatbands, hoods, or any other unauthorized head covering inside the building
- No sunglasses or goggles inside building
- No gang-related colors, jewelry, or insignia
- No fishnet shirts or blouses, halters, cut or torn clothing, spaghetti straps, tube tops, t- strap tops, tops which show the abdomen, midriff, or inner arm pit areas
- No see-through garments or underwear worn as outer clothing
- No footies, pajamas, house shoes, or bedroom slippers (students must wear appropriate footwear at all times; shoes must be worn for safety and health reasons)
- No clothing or accessories with profanity or distasteful depictions; advertising for drugs, alcohol, or tobacco companies; or political statements advocating violation of law
- All clothing must be sized appropriately
- Any other attire deemed by the administration to be unsuitable or disruptive to the educational or cultural climate of the school could be considered a violation

Any student found to be in violation of the dress code will be required to report to the office to contact someone to bring an appropriate change of clothes and/or to receive administrative disciplinary action.

Staff members have the authority to confiscate inappropriate items such as hats or sunglasses worn in the building. These items will be held by the school until a parent picks them up.

MEDIA CENTER GUIDELINES

The media center will open at 7:30 am and close at 3:30 pm each day. The media specialist and/or aide will be available to provide assistance. Students may use the media center before school with a media pass. Students may use the media center during their lunch period, but must obtain a pass from the teacher assigning the work or an administrator in the cafeteria.. All students must have an Acceptable Use Policy agreement on file before being allowed to use the computers. Students are expected to follow all school-wide expectations while using the media center. Teachers will be provided a Google Form to add student's names that have chrome book issues. Ms. Green/Ms. Lloyd will contact the student.

- Sumter School District's One-to-Global initiative provides a technology device for each student in grades kindergarten through twelfth grade.
- Students who are having issues with technology will be provided with avenues to contact the school media specialist for technical support. This will include issues with internet, applications, software, and technology tools.
- If you are in need of additional technology support, click here to complete an IT Support Request. A systems technician will reach out immediately from 8 AM to 4 PM Monday through Friday.

CHROMEBOOK USE, CARE, AND STORAGE ROUTINES

- Always use two hands to carry a Chromebook.
- Never pile things on top of a Chromebook.
- Never place a Chromebook on the floor.
- Never leave the Chromebook unattended for any reason.

USE HABITS

- Center the Chromebook on the desk.
- Use two hands to open the lid.
- Close the lid of the Chromebook before standing up from your seat.
- Follow all directions given by the teacher.

GENERAL CHROMEBOOK CARE

- Vents should remain uncovered.
- Clean the screen with a soft, dry microfiber cloth.
- Clean other parts of a Chromebook (including keyboard) using computer disinfectant wipes only.
- Never clean a Chromebook with water.

TROUBLESHOOTING PROCEDURE

- Restart the Chromebook as the first step when a problem occurs.
- Students may ask a classmate for help if the situation is appropriate.
- Students may ask a teacher for help if he/she is available.
- Students should not spend too much time troubleshooting to avoid missing class time.

GUIDELINES AND REMINDERS

All SSD students are issued an email account to facilitate classroom instruction and to allow students to safely and effectively communicate and collaborate with teachers and classmates. Access to email provides an authentic purpose for writing, increases understanding, and enhances learning.

- The email should be used for educational purposes only.
- Student email messages may be monitored by teachers/staff at any time to ensure appropriate use.
- All email messages are property of the District.
- Email accounts should only be used by the authorized owner of the account.
- A student should never share his/her password with anyone and must be careful to protect it.
- Any student who suspects that someone may be using their password should report it immediately.

Sumter School District Chromebook Repair/Replacement Cost

Dell Chromebook 3100 (2nd Generation)
• Chromebook Total Replacement $ 240.00
• Lost Charger Replacement $ 40.00
• Screen Replacement $ 185.00
• Missing Key(s) $ 5.00
• Missing Barcode Label $ 5.00

Dell Chromebook 11 (1st Generation)
• Chromebook Total Replacement $ 180.00
• Lost Charger Replacement $ 40.00
• Screen Replacement $ 145.00
• Missing Key(s) $ 5.00
• Missing Barcode Label $ 5.00



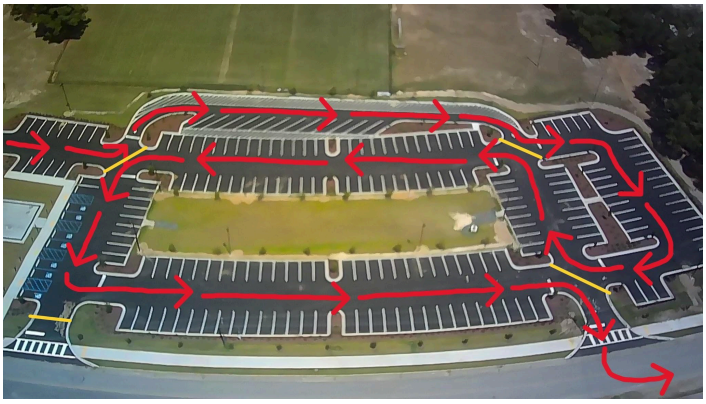
HP Chromebook
• Chromebook Total Replacement $ 120.00
• Charger Replacement $ 40.00
• Screen Replacement $ 85.00
• Missing Key(s) $ 5.00
• Missing Barcode Label $ 5.00

- Screen Replacement: Chromebooks under warranty are allowed one (1) screen repair per 12 months excluding intentional or malicious damage. Non-warranty screen repairs are based on the pricing above.
- Stolen Chromebook: A valid police report must be presented for the replacement fee to be waived for a stolen Chromebook.
- Damage from Natural Causes (flood, fire, etc.): Documentation must accompany an individual request for replacement due to damage from natural causes.
- There is no military buyout based on the current distribution policy.

Day at a Glance

STUDENT ARRIVAL

No students are to arrive on campus prior to 7:15 a.m. as no supervision is available until then. For the safety of the students, all cars dropping off students should enter by gate #1 at the rear of the building, off University Drive, and exit out of gate #2. Students should not be dropped off or picked up on Miller Road before or after school. Students riding bikes should go directly to the bicycle area located in front of the gymnasium. All bikes should be walked to the designated area to park and lock. Students who walk to school should enter through the door in front of the gymnasium. Students wishing to eat breakfast should report directly to the café. When finished, students in 6th & 7th grade report to the gymnasium until dismissed while 8th grade students remain in the café.





CAFETERIA: BREAKFAST

All schools in Sumter School District offer well- balanced, nutritious breakfasts and lunches according to United States Department of Agriculture (USDA) guidelines. Breakfast and lunch meals in all schools will be free of charge this year. Breakfast will be served from 7:20 to 7:50 each morning.

If you want breakfast, you must go through the line immediately upon entering the building, sit at the breakfast table (near the windows/exit) No food at any other tables.

Must have a pass to go down the hallway (to band/strings, take a test, etc.)

After breakfast 8th graders remain in the cafeteria at their assigned table with 1st block class.

6th and 7th graders report to the gym and sit with your 1st block class.

MORNING DISMISSAL:

Students wait for classes to be released by the teacher on duty. Form a single file line and maintain that single file line down the hallway with your team. Right side, Right direction, Right mindset!

Walk directly to your first block class.

HALLWAYS

Students are asked to go directly to class. In order for the hallway transition to be safe and run smoothly, students follow the three **"Rights" - Right Side**: walk on the right side of the hallway. **Right Direction**: take the shortest route directly to your next class. **Right Mindset**: walk, use inside voice, and keep your hands to yourself.

Leaving Class During Class Time

- Ask your teacher for permission using their classroom procedure
- Must have hallway pass entered in SmartPass (Student Video Introduction to SmartPass)
- Wear your school ID
- Leave quietly
- Go directly where you are supposed to go
- Come directly back and re-enter quietly
- Sign in on SmartPass
- Go to your seat quietly
- Report any issues to your teacher

Lunch Procedures

Vending Machines or School Store:

- Must have your ID properly displayed around your neck
- Have your money ready
- Vending machines are only accessible after school

Eating:

- Students who need a school lunch go directly to the line on their side of the cafeteria
    - Only move lines if instructed by a staff member
    - Keep your place in line
    - Keep your hands to yourself in line
    - Keep the volume down inside the serving area
- Students who packed a lunch go directly to their assigned table and seat
- No outside food allowed: Students may not have lunch delivered to them at school by their parents or a food delivery service.

Restroom Usage:

- We encourage students to use the restroom during lunch time
- Exit using only the doors near the gym
- Use only the restrooms by the gym
- Follow all instructions by staff members on duty
- Do not get up to use the restroom after the first table has been dismissed

Dismissal:

- Clean up all your trash
- Wait for your table to be called
- Walk around the table by the windows
- Wait for your teacher by the exit door

EARLY DISMISSAL

Students should bring a note to the attendance office upon their arrival at school for early dismissal. The parents or guardian must sign the student out. Only individuals listed on the emergency cards are allowed to sign students out. Students are responsible for all work missed. The individual signing the student out must provide ID. In an effort to minimize disruptions at the close of the school day, please do not pick up students from class after 2:30pm.



End of the Day Dismissal Procedures

Alice Drive will be using **Pick Up Patrol** for dismissal. Students will remain in the 6th block. Remain quiet so you can hear all announcements. Watch the promethean board to see when you are called for dismissal. Car riders will go directly to the back of the school to the car rider area as they are called. Bus riders will go directly to the multipurpose room as their bus # is called. All walkers exit out the front corner doors near the crossing guard closest to your home.Walkers will immediately leave campus. No student can be picked up in the front of the school. Remain in your classroom until your group is dismissed. If you need to get an instrument, you can get it when your group is dismissed. Follow all instructions from your teacher.

