

CHILTON MIDDLE SCHOOL

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Chilton Middle School Mission

The mission of Chilton Middle School is to inspire, enable, and empower all students to meet high academic and social standards that will prepare them for high school and beyond.

Chilton Middle School Vision

With a strong collaborative partnership between parents and school, Chilton staff will:

- Develop strong relationships with students by knowing their passions, strengths, and challenges.
- Teach students to solve complex and meaningful problems.
- Develop 21st century skills.
- Incorporate leadership habits to build student independence and positive peer relationships.
- Foster an environment in which students and staff are safe, responsible and respectful.



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Core Values

Respect

We believe respectful behavior means showing courtesy, admiration or thoughtfulness to someone or to something. When we practice treating others with respect, we will receive respect in return. Respect means understanding and behaving as if we are all unique, capable and valuable.

Responsibility

We believe responsible individuals are dependable and reliable and manage time and resources to bring about the maximum benefit so we can do our best work. Responsible individuals take ownership for their words and actions. As responsible citizens, we work in collaboration with and for others and know that many situations require a cooperative effort to reach a common goal.

Perseverance

We see challenges as stepping-stones not roadblocks. We respond to challenging learning with persistence and enthusiasm, knowing that when we struggle through something, we end up growing. Approaching work with this mindset encourages our school community to focus on continuous improvement regardless of where we begin.

Gratitude

We believe that true success lies in having appreciation for all things: the things we have, the people who impact our lives, and the experiences we have and create. When we express gratitude for even the smallest of details, we enhance our own lives and inspire others to enrich theirs as well.

Kindness

We believe that demonstrating generosity and friendliness is not merely a state of mind or an attitude; it is an intentional activity that requires directed effort and is a learned skill.

Considerate

We believe that being considerate involves thinking and looking out for others' rights and feelings. Our actions and words are done or said with the intention of building others up and adding value to their lives. It is the idea of looking out for the greater good.



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Integrity

We believe an individual's words, actions and attitudes are equally as important as their academic performance. It is the quality of being honest and fair under all circumstances and situations.

Inquisitive

We believe that individuals have a desire to know and learn more. As we examine new ideas from multiple perspectives and generate innovative and solutions to problems, we embrace curiosity, imagination, and exploration.

Reflective

We believe that individuals contemplate deeply and carefully about their actions, attitudes and words for the purpose of setting goals for personal growth and improvement.

COLLEGE READINESS STATEMENT

Middle school is far away from college, time-wise, but the college-going process begins before students step foot onto a high school campus, much before they ever start thinking about college applications.

We know a college-bound culture in middle school is important in helping students achieve their postsecondary educational goals.

In order to help guide our students into the right academic direction and to help them get ready for college, students at Chilton Middle School will be exposed to high academic learning opportunities, leadership skill training, and a school college cultural environment that motivates students to think of their futures in their post high school lives and careers



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Bell Schedules

Monday (Early Release) Schedule							
LUNCH A	1st (44)	2nd (39)	3rd (39)	Lunch A (33)	4th B (39)	5th (39)	6th (39)
	9:05 - 9:49	9:52 - 10:31	10:34 - 11:13	11:13-11:46	11:49 - 12:28	12:32-1:11	1:14-1:53
LUNCH B	1st (44)	2nd (39)	3rd (39)	4th A (39)	Lunch B (33)	5th (39)	6th (39)
	9:05 - 9:49	9:52 - 10:31	10:34 - 11:13	11:16-11:55	11:55-12:28	12:32 - 1:11	1:14 - 1:53

PAW (Tues-Fri) Schedule								
LUNCH A	1st (49)	2nd (47)	3rd (47)	Lunch A (33)	4th B (47)	5th (47)	6th (47)	PAW (33)
	9:05 - 9:54	9:57 - 10:44	10:47 - 11:34	11:34 - 12:07	12:11 - 12:58	1:01 - 1:48	1:51 - 2:38	2:41 - 3:14
LUNCH B	1st (49)	2nd (47)	3rd (47)	4th A (47)	Lunch B (33)	5th (47)	6th (47)	PAW (33)
	9:05 - 9:54	9:57 - 10:44	10:47 - 11:34	11:34 - 12:24	12:24 - 12:58	1:01 - 1:48	1:51 - 2:38	2:41 - 3:14

NO PAW (Tues-Fri) Schedule							
LUNCH A	1st (55)	2nd (53)	3rd (53)	Lunch A (33)	4th B (53)	5th (53)	6th (53)
	9:05 - 10:00	10:03 - 10:56	10:59 - 11:52	11:52 - 12:25	12:29 - 1:22	1:25 - 2:18	2:21 - 3:14
LUNCH B	1st (55)	2nd (53)	3rd (53)	4th A (53)	Lunch B (33)	5th (53)	6th (53)
	9:05 - 10:00	10:03 - 10:56	10:59 - 11:52	11:55-12:48	12:48 - 1:22	1:25 - 2:18	2:21 - 3:14



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Assembly Bell Schedule

PM Assembly Schedule								
LUNCH A	1st (44)	2nd (44)	3rd (44)	Lunch A (33)	4th B (44)	5th (44)	6th (44)	Assembly
	9:05 - 9:49	9:52 - 10:36	10:39 - 11:23	11:23 - 11:56	12:00 - 12:44	12:47 - 1:31	1:34 - 2:18	2:21 - 3:14
LUNCH B	1st (44)	2nd (44)	3rd (44)	4th A (44)	Lunch B (33)	5th (44)	6th (44)	Assembly
	9:05 - 9:49	9:52 - 10:36	10:39 - 11:23	11:27 - 12:11	12:11 - 12:44	12:47 - 1:31	1:34 - 2:18	2:21 - 3:14

AM Assembly Schedule									
LUNCH A	1st (5)	Assembly	1st (39)	2nd (44)	Lunch A (33)	3rd B (44)	4th (44)	5th (44)	6th (44)
	9:05 - 9:10	9:13 - 10:03	10:06 - 10:45	10:48 - 11:32	11:32 - 12:05	12:09 - 12:53	12:56 - 1:40	1:43 - 2:27	2:30 - 3:14
LUNCH B	1st (5)	Assembly	1st (39)	2nd (44)	3rd A (44)	Lunch B (44)	4th (44)	5th (44)	6th (44)
	9:05 - 9:10	9:13 - 10:03	10:06 - 10:45	10:48 - 11:32	11:35 - 12:19	12:19 - 12:53	12:56 - 1:40	1:43 - 2:27	2:30 - 3:14

GENERAL INFORMATION

SCHOOL HOURS

Monday: 9:05 AM – 1:53 PM

Tuesday through Friday: 9:05 AM – 3:14 PM

Chilton Middle School **provides supervision fifteen minutes before and after school.**

School begins at **9:05 AM** each day.

Students are NOT to be on campus before 8:45 AM **(there is NO SUPERVISION prior to 8:45).**

Students are to go directly home at dismissal time, which is 1:53 PM on Monday and 3:14 PM Tuesday through Friday. Students must be picked up no later than 15 minutes after the dismissal of school **(there is NO SUPERVISION after 3:30).**



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Students involved in extracurricular activities such as athletics, clubs, or academic support may remain on campus under the supervision of a staff member.

DAILY BULLETIN

The student bulletin is read to all students during first period. Parents can also find the bulletin on our website.

ATTENDANCE POLICIES

ABSENCES

Absence Hotline: (916) 771 - 1870: Students are expected to attend school every day. Excused absences are as follows: (1) personal illness or injury; (2) medical or dental appointment; (3) immediate family member funeral.

All absences (full or partial days) must be reported to the office the morning of the absence. A written note must be provided to the school office upon the student's return if office contact has not been made. Parents should contact the attendance secretary at 771-1870 for extended absences.

****Failure to verify absences may result in a recorded day of truancy.****

ACTIVITIES:

Students who are absent from school (more than three periods) are not allowed to attend student functions that day, e.g., dances, sporting events, drama or music performances, clubs or any other school related activity.

TARDY POLICY:

Attendance is taken during each class period. It is a school expectation that when the bell rings, students are in their seat ready to learn.

Multiple unexcused tardies to school or to any class period may result in disciplinary action.

A student who has a medical/dental appointment before school starts and arrives late to school must bring a note from the medical or dental office.



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LEAVING SCHOOL EARLY

PARENTS

Please send a note from the parent stating the reason for leaving, date, and time. When it is time for the student to be checked out, please come to the office to sign the daily arriving / release log. **Students may only leave school early with a person listed on their emergency card.**

If a student must leave **during lunch**, please allow for extra time for the student to be located. If a student must leave around lunchtime, we recommend checking your child out 5 minutes **before or after** the lunch period. With close to 1000 students, it is very difficult to find specific students during lunch.

STUDENTS

Bring the note to the office before school to receive an early dismissal pass. Students will give this pass to their teacher so they may leave class at the appropriate time.

PERMISSION TO LEAVE CLASS

If a student needs to leave class at any time other than regular passing time, permission must be received from the teacher. Students must have a pass to come to the office during the school day.

ATTENDANCE LETTERS

Students with **THREE or more unexcused absences** are considered truant. Education Code Section 48260 requires that a pupil who is absent from school more than three (3) days without a valid excuse or who is tardy in excess of more than three (3) days in a school year is truant and shall be reported.

In each instance cited above, parents will receive a letter from school outlining State mandated attendance requirements. A combination of excessive excused and unexcused tardies/absences may also result in letters being sent home.



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MAKE UP WORK

- Students are expected to make up ALL work missed while absent from school.
- Students/parents are responsible for checking student planner, class website, school online gradebook for missing assignments and due dates.
- Parents can communicate with teachers via email/voicemail for questions or concerns regarding make up assessments (tests)/assignments.
- For **EVERY ONE DAY** of excused absence, students get **ONE DAY** to make up assessments (tests)/assignments.
- Students that have multiple unexcused absences are responsible for coordinating with the teacher for missed instruction. Teacher time for re-teaching is limited to openness of teacher schedule.
- Students that do not turn in assignments, or miss assessments (tests)/assignments may be required to attend **AFTER SCHOOL STUDY HALL** from 3:20 – 4:20 assigned by their teacher and/or administration.

INDEPENDENT STUDY

When parents know their student will be away from school for at least **5 consecutive days**, the school may assign work through an Independent Study Program if the student meets the requirements. If the work is completed and the Independent Study Contract is fulfilled, students receive credit for being in school. Below is a list of expectations for the Independent Study Program:

- Parents must inform the office at least one week in advance to have their student participate.
- A student may not be on contract for more than 15 school days
- Students will receive school work to be completed on the day prior to the student leaving, not before.
- The Independent Study Contract must be completed and work returned to the attendance clerk in the office (NOT THE TEACHER) the day of the student's return for the contract to be fulfilled.
- There will be NO Independent Study Contract approvals during the months of April and May due to State Testing schedules.

Due to high academic demands and the importance of classroom instruction and collaboration, it is not advised that students participate in extended vacations that would cause them to miss school.



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General Policies

BACKPACKS

Backpacks, book bags, purses, and contents (including cell phones and electronic devices) are the responsibility of the student. The school accepts no responsibility for lost items, articles, or books. Keep your backpack with you at all times!

PERSONAL PROPERTY

Students should not bring items of value to school without the express consent of both parent and teacher. The school is not responsible for damaged, lost or stolen items.

Students bear the sole responsibility for personal items brought to school.

LOST AND FOUND

Clothing and other personal articles found during the school year are turned in to either the office or the lost and found box in the Multipurpose Room. On a monthly basis, items not claimed are donated to a charitable organization. Labeling of possessions such as coats, shoes, physical education clothes, etc. is recommended. Students are responsible for claiming lost items.

BICYCLES, SKATEBOARDS, ROLLERBLADES & SCOOTERS

Bicycles are to be parked and locked in the bike rack. Per RMC 11.18.040 all bicycles, skateboards, rollerblades, scooters and other vehicles may not be ridden on school grounds. Students are to WALK all bikes, scooters, and skateboards while on campus.

CLOSED CAMPUS

Chilton Middle School is a closed campus. All gates will be closed at 9:05am and opened at 3:14 pm. All students/parents must enter through the front door of the administration building. **Students leaving campus without permission after arriving to the school campus will be subject to disciplinary action.** Parents and visitors must sign in at the front office and wear a visitor's badge (Penal Code 627.6). Parents and/or past students wishing to visit classrooms/teachers must pre-arrange the visit with the teacher/principal.



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CELL PHONES AND ELECTRONIC DEVICES

We recognize that cell phones and electronics have become a common tool for communication. However, they can also become a major distraction to the learning environment and are vulnerable to theft.

Students are allowed to carry cell phones and electronics to school. However, devices (and headphones) must be silenced and stored in the students' backpack **prior to entering the classroom.**

Devices are to be in silent mode and in the students' backpack during class hours, including time out of the classroom on a hall pass, and during ALL school and State tests.

Students will not be allowed to use devices during class time, **except for educational purposes with teacher permission**, however students are subject to the rules and guidelines of electronics use within each classroom setting. Students are allowed to use cell phones and electronics during lunch time.

The school accepts no responsibility for lost or stolen cell phones or electronics.

Any violation of the cell phone/electronic device policy could result in:

- A classroom or office referral for technology violation
- Confiscation of cell phone or electronic device until end of day and/or parent retrieves item from school office.

Administration reserves the right to decide the appropriateness of cell phone and electronics use on campus and to change the cell phone/electronics policy and privileges on a case by case basis due to any misuse of devices.

CRISIS RESPONSE PLAN

Students are to follow the Crisis Response Plan posted in each classroom and must remain with their adult supervisor unless otherwise instructed. Safety drills are practiced on a regular basis. It is important that all students follow the correct procedures during drills.



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DELIVERIES AND MESSAGES TO STUDENTS

Items delivered or left in the office by parents (excluding lunches) will not be delivered to students. Students will not be notified of items in the office and it is the responsibility of the student to come to the office during lunch or passing period to pick up items. We will only deliver emergency messages to students.

FOOD DROP OFF

Parents are NOT PERMITTED to bring in or drop off outside restaurant food or fast food to our cafeteria for student lunches. Food must be left in the front office and students can retrieve the items during lunch, they will not be notified. **This is not recommended to be a daily occurrence.** Students may not order food to be delivered to the school site by a food delivery service at any time.

BIRTHDAYS

Regarding student birthdays – Please no balloons, cupcakes, or other items that can be a distraction to the learning process. Parents who wish to visit campus to eat lunch with their child on birthdays are allowed and need to sign in to the office upon arrival.

BOOKS & SUPPLIES

It is each student's responsibility to keep the textbooks and/or library books in good condition and not to lose them. **If your child has lost or damaged a school or library book, lost or damaged a school lock, or caused vandalism to school property, parents/guardians are held responsible for the restitution of the lost or damaged items.**

FINES

Students who owe money to the school for lost or damaged textbooks and/or library books, will have their report cards held until the fines are cleared.



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CARE OF PROPERTY

Any student who willfully destroys or damages any school property shall be responsible for paying the fair value of such property and such student will receive additional disciplinary consequences.

NON-SCHOOL FUNDRAISERS

Students MAY NOT sell any items on campus related to fundraisers that are not officially school-sponsored activities.

STUDENT IDENTIFICATION CARD

Student I.D. cards are required at all times while on campus. The cost to replace a lost I.D. card (or bus pass) is \$5.00.



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DRESS CODE

We at Chilton believe that appropriate dress and grooming contribute to a productive learning environment. The purpose of the Dress Code is to prevent disruption of the learning environment and minimize the distraction of other students. It is also intended to protect the health and welfare of the student.

The major responsibility for dress and grooming is placed upon the student and the student's parents.

- Students are expected to wear clean, neat, and well-maintained clothing.
- Clothing must cover ALL undergarments (bras / bra straps, boxer shorts, etc.).
- Tank tops are permitted, HOWEVER, straps must be 2 inches in width. Shirts that show the midriff, cleavage, or undergarments are NOT PERMITTED.
- Shorts and skirts deemed inappropriate by teacher/administration are not allowed.
- Sagging pants or ripped pants that show undergarments may not be worn.
- Pajamas / Sleepwear may not be worn.
- Shoes must be worn on school grounds at all times. (sandals/flip-flops ok).
- The wearing of caps/hats indoors is at the discretion of the adult supervisor.
- Clothing that has reference to sex, drugs, tobacco, alcohol, violence or gang activity are NOT PERMITTED.
- No bandanas may be worn or displayed at any time.
- Sweatshirt/jacket hoods may not be worn in the classroom.
- Clothing and accessories which are unsafe / dangerous may be confiscated.
- Sunglasses are not permitted in buildings unless there is a medical need.
- Coaches and teachers may impose more stringent dress requirements based on special needs for certain sports or classes.
- Dress and grooming regulations may be developed for extracurricular or other special school activities.

If a student's attire or appearance causes disruption to the learning environment or violates the dress code, they will be asked to change. Repeated offenses will result in disciplinary action.

Certain exceptions to the dress code may be accepted during official school spirit/dress up days. These exceptions are at the discretion of the classroom teacher and/or site administration.

Administration reserves the right to decide the appropriateness of the student's attire and to review and change the dress code to ensure a positive learning environment.



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GANG AFFILIATIONS AND ACTIVITY

The governing School Board shall maintain campuses, which are safe for students and staff in accordance with the mandates of the Constitution of the State of California. The Board finds gangs and other groups that promote criminal activity or intimidate students and staff pose a threat to school safety and disrupt the educational process.

The District, with the assistance of local law enforcement agencies, will monitor the behavior, apparel, accessories, and other attributes that may be indicators of gang involvement or emulation, in order to insure a safe and secure campus for students and staff.

The Board prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or other attribute; denotes membership in gangs which advocate drug use, violence, or disruptive behavior which includes flashing gang signs, gang drawings, etc. Students who violate this Board policy will be subjected to appropriate disciplinary action, up to and including expulsion.

GANG AFFILIATIONS AND ACTIVITY SPECIFIC DRESS CODE

- No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities.
- Excessive color identifiers worn in (in combination with other gang attire) are prohibited.
- No gang-related hats, baseball-type caps or other gang-related headgear may be worn on campus or at school activities.
- Bandannas, red or blue belts, red or blue shoelaces, that commonly signify gang identity by style or color are prohibited.
- No student may wear articles of clothing jewelry, paraphernalia or accessories which pose a threat to the physical and/or emotional well-being and safety of the student or others on campus or at school activities.
- Gang or tagger-crew writing on shoes, clothes or body, backpacks or accessories are not permitted.



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GUM

Gum chewing is **NOT ALLOWED** on our campus. Please do not bring gum to school. Students who continue to bring and chew gum on campus will result in a disciplinary action resulting in an office referral and consequence for each offense.

MEDICATION

District Policy 6052(e) requires that Parent and Physician Request forms must be submitted in order that school personnel may administer medication during school hours. A student may not carry any medication on his/her person or have it in his/her P.E. locker. The labeled medication will be kept in the Nurse's office. Medications, both prescription and over-the-counter, can only be given if there are written instructions from a health care provider and written permission from the parent/guardian.

PROHIBITED AND/OR INAPPROPRIATE ITEMS

The following items are prohibited at school: Laser pointers, permanent markers, gum, water guns, weapons, firearms, smoke or stink bombs, matches, lighters, knives, fireworks, and other items that disrupt the learning environment or are unsafe at school.

It is not possible to list every item that is inappropriate; therefore, common sense should be used.

Any type of toys or collectables that students bring on campus that become a distraction to the learning process may become a prohibited item on campus.

Administration reserves the right to decide appropriateness of all items.



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ACADEMICS

Chilton Middle School is committed to providing a high quality academic program that meets the needs of all students. Our academic program consists of a six period day. Every student will be enrolled in the following classes: Language Arts, Mathematics, Science, History, Physical Education, and an elective.

Suggestions for Student Success (for Parents & Students)

A few helpful hints:

- Keep an open line of communication with your child's teachers (writing notes in the planner, e-mails, school and teacher websites, etc.).
- Have your parents join the Chilton PTC (Parent Teacher Club)
- Attend Back to School Night and other school-sponsored events.
- Encourage your student to get involved in the wide array of extra and co-curricular activities offered at Chilton.
- Talk to your child about his/her studies and extracurricular activities.
- Provide a quiet place without distractions for your son/daughter to complete his/her homework and studies.
- Review this handbook with your child.
- Read all communications that are sent home.
- Use the online grade program to check grades, attendance and any assignment information. Please contact the office for questions on how to use this system.
- Help your son/daughter organize his or her binder and backpack weekly.
- Contact teachers with academic and behavior concerns as soon as possible.
- Check the DAILY BULLETIN on the Chilton Website daily to stay informed of current events.



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STANDARDS-BASED GRADING

RCS D MIDDLE SCHOOL GRADING BELIEFS AND PRACTICES



RCS D ASSESSMENT AND GRADING BELIEFS

- Students should be involved in the assessment and grading process
- Students should know the clear learning targets before they are taught and assessed
- Students should have the opportunity to be taught and assessed to the mastery level
- Assessment and grading practices should reflect a rigorous learning environment that is supportive of ungraded practice, mistakes, learning, and ongoing feedback in a continuous cycle

FOUR CLEAR LEARNING LEVELS

In the RCS D grading system, each learning level has a clear definition and clear performance criteria. The four levels are **Beginning, Approaching, Proficient, and Mastery**. The four levels allow teachers to provide clarity about a learning target, and the criteria to reach each level. Students can then both self-assess and get specific teacher feedback on areas of strength or areas for growth to improve learning. The goal is for all students to reach **Standard Met** (Proficient or Mastery).

[Four Learning Levels-Descriptions](#)



YEAR-LONG STANDARDS

Standards are year-long learning expectations. Trimesters 1 and 2 should be viewed as progress regarding student achievement on what they have been taught at that point in the year. Trimester 3 should be viewed as the final report regarding evidence of student learning on year-long academic standards proficiency. The goal is for all students to meet the standard by the end of the year. If a standard or domain is not assessed in a trimester, you will see *NA* for *Not Assessed*.

LEARNING BEHAVIORS

We believe learning behaviors are important and should be reported separately. Students are graded on three behaviors: *Engagement, Utilizes Feedback and Resources*, and *Work Completion*. Students receive scores of Rarely (R), Sometimes (S), or Consistently (C). This is reported halfway through and at the end of each trimester.

[Learning Behavior Rubric](#)

FORMATIVE/SUMMATIVE

Formative assessments are used to understand where a student is in the learning progression and the next steps to improve learning. Summative scores are used to determine whether students have learned what they were expected to learn. Think of *formative* as practice, and *summative* as performance.

[Formative or Summative Definitions and Criteria](#)

NO OVERALL SUBJECT GRADE

We believe grades should provide clear feedback about student strengths and areas for growth. Therefore, there is no overall subject grade. Students will get communication, feedback, and grades on specific standards or criteria.

[Domains for Each Subject](#)

DEFAULT CALCULATION

Grades should reflect consistent academic achievement on year-long standards proficiency. Teachers determine a final grade based on consistency and recency of student evidence. The default calculation in the online gradebook is *mode*, which calculates the score a student achieved *most* consistently in the trimester.

INSUFFICIENT EVIDENCE

A teacher will enter a score of *IE* for *Insufficient Evidence* when they do not have evidence of student learning. The grade will be adjusted when evidence of student learning is available.

MORE INFORMATION

Helpful links:

[RCS D Assessment, Feedback, and Grading Site](#)

[Video Explaining the RCS D Grading Policies](#)

[Research that Supports RCS D Beliefs and Practices](#)



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RCSD MIDDLE SCHOOL GRADING BELIEFS AND PRACTICES



DESCRIPTIONS FOR THE LEARNING LEVELS

Beginning	Approaching	Proficient	Mastery
The student may demonstrate a few elements of the standard.	The student can demonstrate some elements of the standard.	The student can demonstrate that the standard is met to a sufficient level of consistency, depth, or precision.	The student can demonstrate that the standard is met to a greater level of consistency, depth, precision, or originality.
The student may need <i>extensive</i> prompting, scaffolding, or support.	The student may need prompting, scaffolding, or support.		
Errors and/or mistakes <i>do</i> impede demonstration of meeting the standard.	Errors and/or mistakes <i>may</i> impede demonstration of meeting the standard.	Errors and/or mistakes <i>do not</i> impede demonstration of meeting the standard.	Errors and/or mistakes <i>do not</i> impede demonstration of meeting the standard.
Standard Not Met		Standard Met	

LEARNING BEHAVIORS RUBRIC

Learning Behaviors	Rarely (R)	Sometimes (S)	Consistently (C)
ENGAGEMENT	Student rarely engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).	Student sometimes engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).	Student consistently engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).
UTILIZES FEEDBACK AND RESOURCES	Student rarely uses feedback or seeks out resources to improve their learning.	Student sometimes uses feedback or seeks out resources to improve their learning.	Student consistently uses feedback and seeks out resources to improve their learning.
WORK COMPLETION	Student rarely completes quality work in a timely manner.	Student sometimes completes quality work in a timely manner.	Student consistently completes quality work in a timely manner.

EXTRACURRICULAR ACTIVITY ELIGIBILITY POLICY

Students participating in school-sponsored extracurricular activities shall demonstrate positive learning behaviors. Students are expected to not have a total of six or more “Rarely” scores (Buljan, Chilton, Cooley), or seven or more for IB Schools (Eich).

Students are expected to meet school-wide behavior expectations as outlined in the school handbook. The athletic director, club advisor, or principal designee shall validate if the student is meeting school-wide behavior and learning behavior expectations.

If students do not meet the above criteria for participation in any extracurricular activities, the student has the right to appeal the decision to the site administration.



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REPORT CARDS

Report cards will be issued to the student the week following the end of each trimester. Student grades can be checked any time online.

TEXTBOOKS

Textbooks are issued at the beginning of the trimester.

- Write your name and date in ink inside front cover of book.
- Show librarian any major damage before it is checked out to you.
- Do not loan your textbooks to other students.
- Cover all textbooks.

All lost or damaged textbooks must be paid for by the student. All textbooks and library books must be cleared before attendance at extracurricular events.

HOMEWORK POLICY

Homework is important to student learning at Chilton Middle School. The purpose of this homework plan is to guide teachers, parents and students in ensuring that homework is meaningful and supports the learning experience for all students.

DEFINITION

Homework is any activity or assignment that cannot be completed in class by most students or assigned to be performed outside the classroom. Examples include practicing skills learned in class, reading, studying, projects, or completion of assignments.

GUIDELINES FOR HOMEWORK

- Activities or assignments that students can complete independently. Carefully constructed as to be completed within a reasonable time allotment, with minimal adult help.
- Connected to grade level or subject matter curriculum.
- Connected to class instruction.
- Engaging, purposeful and relevant.
- Consideration shall be given to quality over quantity.



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TEACHER GUIDELINES

- Review, discuss and return, if collected, homework in a timely manner.
- Whenever possible, communicate and coordinate assignments.
- Teach techniques that can help students allocate their time wisely, meet deadlines, and develop personal study habits. Use of the planner is one method.
- Identify the access that students will have to materials for projects and other homework assignments – taking into account affordability, resource materials from the library media center, and technology resources.
- Communicate with parents to inform them about homework expectations, policies, and procedures.
- Communicate the extent to which homework influences the student's grade..
- Communicate ways in which parents can best assist their children in doing homework independently.
- Communicate with parents at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework.

PARENT GUIDELINES

- Provide a quiet space and basic materials for homework completion.
- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Monitor time management and productivity.
- Review school provided materials (student planner, class handouts, and/or online resources).
- Communicate with teachers at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework. If necessary, parents shall attempt to reach accommodation with their child's teachers regarding homework.
- Contact the counselor, assistant principal and then the principal if a solution cannot be reached with a teacher regarding homework.

STUDENT GUIDELINES

- Complete homework as assigned.
- Record homework in your planner when assigned in class by the teacher.
- Seek clarification from teachers when unclear about homework.
- Use class time provided for completing classwork and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.



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ACADEMIC HONESTY POLICY

Academic honesty is a set of values and skills that promote integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling, and taught skills. This policy is developed in accordance with Chilton's high expectations and philosophy of being safe, responsible, and respectful.

Academically Honest Students DO:

- His/her own work
- Acknowledge receiving help from parents, other students, and friends
- Cite information from books, magazines, journals, the Internet, and other sources
- Cite reference materials in a bibliography and follow standard citation format
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism*
- Know what constitutes cheating and abide by the rules
- Notify school officials of any incidents of cheating
- Follow all exam/assessment rules
- Use technology appropriately per teacher/school/district policy

Academically Honest Students DO NOT:

- Use notes or other tools during a test or on assignments without authorization
- Copy from another student (assessments/tests, homework, projects, etc.)
- Turn in work as his/her own that has been copied, partially or fully, from another source, another student, or substantial work done by parent/sibling
- Do work for another student
- Give another student his/her own work to copy and/or to use for assistance
- Communicate with other students during an test/assessment
- Use language translators on his/her assignments without authorization
- Misquote and/or misrepresent the words of others
- **Plagiarize/Plagiarism – to use without proper citation or to pass off as one's own ideas, or writings**



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Consequences determined by teachers and/or administration:

Consequences may include but are not limited to

- Parental notification /conference
- Re-do assignment
- Alternative assignment
- Office referral or other consequence
- Be excluded or removed from leadership roles and/or enrollment in privileged classes/sports/clubs/etc.



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ATHLETICS & EXTRACURRICULAR ACTIVITIES

In order to tryout or participate for athletics and cheerleading, students must **follow all rules set forth in the Athletic Handbook.**

Students must be in attendance at school on the day of an activity in order to attend or participate (3 or more periods). Please reference the Chilton Athletic Handbook for more information.

Students participating in school-sponsored extracurricular activities shall demonstrate positive learning behaviors. **Students are expected to not have a total of six or more “Rarely” scores.**

Students are expected to meet school-wide behavior expectations as outlined in the school handbook. The athletic director, club advisor, or principal designee shall validate if the student is meeting school-wide behavior and learning behavior expectations. If students do not meet the above criteria for participation in any extracurricular activities, the student has the right to appeal the decision to the site administration.

SPORTS OFFERED

6th, 7th or 8th graders may participate in the sports listed below (6th graders may only participate in Track and Field, Cross Country, and Cheerleading).

Note: Any student/athlete cannot play, practice and/or attend a practice for another team (AAU, church, club, etc.) while attending practice for their school in the same sport at the same time, including cheerleading (CIF Rule 600, Article 6, page 33.)

Fall Sports:	Winter Sports:	Spring Sports:	Aug - Dec Sports:
Flag Football	Boys Basketball	Track and Field	Cheerleading
Girls Volleyball	Girls Basketball	Boys Volleyball	
Cross Country			

We are asking for a **\$60.00 donation** per athlete per sport to help offset costs (Note: the donation is not required for participation in a sport).

Students involved in sports are not excused from detention or teacher/class obligations because of a practice or an athletic event.



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PHYSICAL EDUCATION PROGRAM

The California Education Code states that all students shall participate in Physical Education unless possessing a certified medical excuse from their physician.

Students must dress for P.E. class. Our P.E. uniform is a solid color gray shirt and solid color navy shorts. Girls' and boys' P.E. clothes may be purchased through the physical education department. All P.E. clothing needs to be marked with the student's name. Loaner P.E. clothes are available to students on an as-needed basis.

Prices of Chilton P.E. Clothes

- Shirts \$12.00
- Shorts \$ 14.00
- P.E. lock replacement cost: \$7.00

Please make checks payable to Chilton Middle School

ASSEMBLIES, DANCES, AND CLUB ACTIVITIES

To be eligible to attend school assemblies, dances, athletic events, or to participate in extracurricular club activities, a student must be in positive school standing. Students must:

- Attend school on the day of the activity.
- Not be suspended (including at school suspension).
- Have all outstanding books, locks, and other obligations cleared.
- Be in good standing with school wide PBIS program.

*****ALL SCHOOL RULES APPLY TO ALL EXTRACURRICULAR ACTIVITIES*****

PARENT TEACHER CLUB

Chilton Middle School appreciates our active Parent Teacher Club and its generous support of our staff and students. We need you! Please watch for opportunities to help our school in this important way!



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SCHOOL COUNSELING PROGRAM

School counselor(s) at Chilton develop and deliver comprehensive school counseling programs supporting and promoting student achievement and standardizing the measurement of program effectiveness.

These programs include a systematic and planned program delivery involving all students and enhancing the learning process. School Counselors focus toward improving student achievement and supporting student development through 3 domains: academic, career and social-emotional. All students have access to the school counselor.

Students, parents, teachers, and staff can submit referrals for additional and specific counseling services.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Chilton Middle School has adopted Positive Behavioral Interventions and Supports (PBIS), a school wide proactive positive approach to behavior. All students are explicitly taught school wide expectations. All staff, students, and parents work together to ensure that the students are safe, responsible, and respectful at all times. The matrix below is posted in all classrooms and common areas throughout the campus to ensure students are always aware of their expected behavior in each area of the school.



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Schoolwide Expectation Grid

School Expectations			
Common Area	Be Safe	Be Responsible	Be Respectful
MultiPurpose Room	<ul style="list-style-type: none"> → Walk at all times → Sit while eating 	<ul style="list-style-type: none"> → Wait in line patiently → Eat at tables/ designated areas → Clean up after yourself 	<ul style="list-style-type: none"> → Use appropriate language → Use kind words and actions → Use garbage cans and recycling bins
Restrooms	<ul style="list-style-type: none"> → Keep water in sink → Wash hands → Put towels in garbage 	<ul style="list-style-type: none"> → Flush toilets → Wash hands → Put towels in garbage → Inform adults of vandalism 	<ul style="list-style-type: none"> → Use appropriate language → Use kind words and actions → Give people privacy → Respect property – yours and others
Library	<ul style="list-style-type: none"> → Keep hands and feet to self → Use chairs and tables appropriately 	<ul style="list-style-type: none"> → Return books to proper places → Push chair in → Take care of library property → Stay on task 	<ul style="list-style-type: none"> → Use kind words and actions → Use inside voices → Handle books with care → Follow Library Rules
Computer Lab	<ul style="list-style-type: none"> → Keep hands and feet to self → Use chairs and tables appropriately 	<ul style="list-style-type: none"> → Use Internet appropriately → Be responsible for computers and lab -- Use computers appropriately 	<ul style="list-style-type: none"> → Use appropriate language → Use kind words and actions → Use inside voices
Office	<ul style="list-style-type: none"> → Keep hands and feet to self → Use chairs and desks appropriately 	<ul style="list-style-type: none"> → Written pass obtained and visible → State your purpose politely → Use student door (by attendance) at all times 	<ul style="list-style-type: none"> → Use appropriate language → Use kind words and actions → Use an inside voice → Wait patiently and quietly



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School Expectations			
Common Area	Be Safe	Be Responsible	Be Respectful
Parking Lot	<ul style="list-style-type: none"> → Walk at all times → Walk bikes, scooters, skateboards → Watch for cars → Use sidewalks at all times 	<ul style="list-style-type: none"> → Be aware of cars and traffic → Wear your helmet 	<ul style="list-style-type: none"> → Use appropriate language → Use kind words and actions →
Assemblies & Events	<ul style="list-style-type: none"> → Keep hands and feet to self → Stay seated → Wait for dismissal instructions 	<ul style="list-style-type: none"> → Focus on presentation → Sit quietly during presentation → Stay with your class → 	<ul style="list-style-type: none"> → Use appropriate language → Listen respectfully → Applaud at appropriate times → Use kind words and actions
Bike Racks	<ul style="list-style-type: none"> → Walk bikes and scooters 	<ul style="list-style-type: none"> → Lock your bike 	<ul style="list-style-type: none"> → Use appropriate language → Use kind words and actions → Respect others property
Blacktop	<ul style="list-style-type: none"> → Walk at all times → Keep hands and feet to self → Play games appropriately 	<ul style="list-style-type: none"> → Keep garbage picked up 	<ul style="list-style-type: none"> → Use appropriate language → Use kind words and actions →
Quad/Wings	<ul style="list-style-type: none"> → Walk at all times → Keep hands and feet to self 	<ul style="list-style-type: none"> → Have office/ bathroom pass visible during class hours → Use garbage cans after eating 	<ul style="list-style-type: none"> → Use appropriate language → Use kinds words and actions



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PBIS BEHAVIOR SUPPORT AND CONSEQUENCES

To support our PBIS (Positive Behavioral Interventions and Supports) Program, it is sometimes necessary to further support students who do not demonstrate safe, responsible, and respectful behavior with consequences.

These school consequences may include, and are not limited to, School Detention, Alternative Learning Class (in school suspension), and Suspension.

Parents may also be asked to accompany students to school when further support is needed. PBIS includes monitoring student behavior through data, and this data will be used to determine positive school standing.

Administration reserves the right to decide the appropriateness of student consequences and to review and change the discipline policy procedures at any time to ensure a positive learning experience for all students.

DISCIPLINE REFERRALS

Chilton's PBIS behavior program tracks student behavior using a referral system that allows the administration team to survey individual and group behavior data to administer appropriate consequences and steps to improve student behavior and safety on campus:

Classroom Referrals

Chilton staff will administer classroom referrals for offences that happen both in and out of the classroom. These referrals serve as warnings for students to change whatever behaviors or choices they make that are not following the PBIS behavior guidelines before their behaviors or choices escalate into a more severe discipline problem.

Office Referrals

Chilton staff will administer office referrals for offences that happen both in and out of the classroom. These referrals are handled by school administration and warrant serious consequences and actions when a student displays behaviors or makes choices that seriously put others, themselves, or the learning process at risk.



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DETENTION

Teachers and/or administrators may require students to remain after school to finish work or for disciplinary purposes. Title V, Education Code, states that students may be detained in school for disciplinary or other reasons for not more than one hour after the close of the maximum school day. We will attempt to give the student 24 hours notice unless prior arrangements have been made with the parent. **It is the student's responsibility to notify the parent.** A student may reschedule detention with parent verification by note or phone call prior to assigned detention date.

Detention is held at lunch and/or only after school. There are no other times available for supervising detention. Late arrivals will be considered "no shows" and will result in another detention as well as additional consequences.

UNLAWFUL HARASSMENT OF STUDENTS

The governing Chilton Middle School maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, mental, or physical disability, or any other basis protected by federal, state, or local law, ordinance, or regulation. **ALL SUCH HARASSMENT IS UNLAWFUL.**

Sexual harassment is a form of sexual discrimination under Title IX of the Education Amendment of 1972 and is prohibited by both federal and state law. Irrespective of law, Chilton Middle School believes that all such harassment is offensive. Violation of this policy by another student may result in discipline, which may include suspension or expulsion, depending on the nature and seriousness of the violation.

Unlawful harassment of students includes but is not limited to:

- Verbal conduct such as derogatory comments, slurs, or unwanted sexual advances, invitations or comments.
- Visual conduct such as derogatory poster, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movements or interfering with academic performance or progress directed at a student because of sex or race or any other protected basis.
- Retaliation for having reported or threatened to report harassment.



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Other types of conduct which are prohibited in the District and which they constitute unlawful harassment include:

- Unwelcome repeated acts of leering, sexual flirtations or propositions
- Unwelcome sexual slurs, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual joke, stories, drawings, pictures, or gestures
- Spreading sexual rumors
- Touching a person's body or clothes in a sexual way
- Purposely limiting a student's access to educational tools based on student's rejection of or protest against prohibited conduct of a sexual nature

RCSD SUSPENSION AND EXPULSION GUIDELINES

The following are causes for suspension and/or expulsion as defined by Education Code:

48900:

- A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- A. (2) Willfully used force or violence upon the person of another, except in self-defense.
- B. Possessed, sold, otherwise furnished any firearm, knife, explosive, or other dangerous object unless the pupil has obtained written permission to possess the item from a certificated school employee.
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- E. Committed or attempted to commit robbery or extortion.
- F. Caused or attempted to cause damage to school property or private property.
- G. Stole or attempted to steal school property or private property.
- H. Possessed or used tobacco.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- L. Knowingly received stolen school property or private property.
- M. Possession of imitation firearm.
- N. Committed or attempted to commit sexual assault or sexual battery.
- O. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding or retaliated a complaining witness.
- P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Q. Engaged in, or attempted to engage in, hazing.
- R. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- T. Aiding or abetting the infliction or attempted infliction of physical injury on another person.



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48900.2

Sexual Harassment – In grades 4-12, any inappropriate conduct of a sexual nature that negatively impacts another person or creates an intimidating, hostile, or offensive educational environment

48900.3

Hate violence – In grades 4-12, any student who has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence.

48900.4

In grades 4-12, any student who intentionally engages in harassment, threats or intimidation directed against a pupil or groups of pupils.

48900.7

Terroristic threats against school officials, school property or both.

48915 (a)

Mandatory Recommendation for Expulsion: (1) causing serious physical injury; (2) possession of a knife; (3) possession of controlled substance; (4) robbery or extortion; (5) assault or battery upon school employee.

48915 (c)

Mandatory Expulsion Requirement: (1) possession, selling, furnishing firearm; (2) brandishing a knife; (3) selling a controlled substance; (4) committing or attempting to commit sexual assault or battery; (5) possession of explosive.

In addition to the above offenses, Chilton Middle School also recognizes the following as suspendable offenses:

- Pulling fire alarm
- Attempting to set – or – setting a fire
- Calling 911 in a non-emergency situation
- Assault or battery toward school personnel (e.g., threatening, attempting to or striking, hitting, pushing a staff member)



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PBIS BEHAVIOR SUPPORT AND POSITIVE BEHAVIOR ACKNOWLEDGMENT

To support our PBIS (Positive Behavioral Interventions and Supports) Program, we reward students who demonstrate safe, responsible, and respectful behavior with positive encouragement and motivational rewards. These may include “Bobcat Bucks” to be used in drawings for prizes, certificates for excellent behavior and academics, as well as special activities for students who show exemplary traits of a successful middle school student.

By following Chilton’s PBIS Behavior Model and working hard to incorporate important habits that help build strong character, students at Chilton Middle School will learn to strive and excel at all of their goals and aspirations and be motivated middle school students that achieve and succeed during this very important stage of their educational careers.

Remember:

Be Safe - Be Responsible - Be Respectful





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School Map

