

Truman Middle School

12225 Eddie and Park Road

St. Louis, MO 63127

**Student and Parent
Handbook
2017~2018**

Lindbergh Schools

A National School District of Character

Harry S. Truman Middle School



Dear Truman families:

On behalf of the faculty and staff at Truman Middle School, I want to welcome you to the 2017-2018 school year! We are confident that we can provide you with the support and guidance necessary to ensure a successful middle school experience. To help you make informed decisions, review this handbook and refer to it throughout the year when questions arise. In addition, we encourage you to consider the following as you prepare for the school year:

1. Get to know your school. Become familiar with the location of your classrooms, cafeteria, gym, library, guidance office, lockers, nurse's office, restrooms, and principal's office.
2. Become familiar with your schedule, the school's academic programs, and school policies/procedures.
3. Become acquainted with your teachers, counselor, principals, resource officer, and any other adult that may support you throughout your time with us.
4. Identify at least one club or activity in which to become involved. This will help you feel connected within the Truman family. (Parents and students alike!)
5. Ask questions, seek advice, and utilize the expertise of middle school staff to meet your academic, social, emotional, and behavioral needs.

We are looking forward to getting to know and serve each one of you personally. Thank you in advance for your commitment to getting the most out of your educational experiences at Truman. Best wishes on an outstanding school year!

Sincerely,

A handwritten signature in black ink that reads "Mike Straatmann". The signature is written in a cursive style with a large initial "M".

Mike Straatmann, Ed.D
Principal

Questions??? Just Ask!

We are committed to doing whatever it takes to meet the educational needs of every child. Please feel free to contact us with questions.

Truman Middle School Phone: (314)729-2470 Fax: (314)729-2472

Principal: Dr. Mike Straatmann
Assistant Principal: Mrs. Jenna Wright
SSD Area Coordinator: Mrs. Stephanie Ringhofer

Counselors: Ms. Carolyn Hubert—6th Grade/8th Grade A-K
Mrs. Carrie Pulliam—7th Grade/8th Grade L-Z
Mrs. Michelle Studer—Crisis Counselor

Admin. Assistant: Mrs. Carey Hunter
Secretaries: Mrs. Jodi Avery
Mrs. Nancy O'Day—Attendance
Mrs. Sandy Borrowman—Guidance
Mrs. Diana Levasseur—Receptionist

Nurse: Mrs. Julie Hoevelmann
Resource Officer: Officer Jeff Kriska

If you have a question about:

Absences or Attendance
After School Activities
Bus Concerns

Cafeteria Concerns
Classroom Concerns
Discipline Concerns
Fundraising or Finance
Health Concerns
Library
Progress Reports or Report Cards
Requesting Homework
Student Problems at School
Student Schedules

Speak with:

Mrs. O'Day
Mrs. Avery
Mrs. Jodi Avery
First Student (314-638-4500)
Chartwell's
Appropriate Teacher
Principals
Mrs. Hunter
Mrs. Hoevelmann
Mrs. Vallis
Mrs. Borrowman
Mrs. Borrowman
Counselors
Counselors

Visit us on the web at www.lindberghschools.ws

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ADMINISTRATIVE TEAM

Principal—Dr. Mike Straatmann (729-2400 x 7400)
Assistant Principal—Mrs. Jenna Wright (729-2400 x 7410)
Truman Main Office—729-2470
Truman Attendance Line—729-2475
First Student -314-638-4500
Chartwells Food Service @ Truman—729-2400 x 7560

MISSION

To develop competent and caring graduates through exceptional programs, services and personnel.

VISION

- To establish a positive school environment that is conducive to learning;
- To provide an atmosphere which enables middle level students to be safe, secure, motivated, and allowed to achieve to their fullest potential, and
- To promote an atmosphere of respect for self and others by establishing a caring, responsible, and cooperative attitude among students and staff

STRATEGIC PLAN GOALS AND OBJECTIVES

This plan is used as a guiding document for development of programs and staff development.

- Goal 1: Use multi-disciplinary skills in authentic learning experiences
 - Objective 1: Utilize instructional strategies to differentiate learning opportunities
 - Objective 2: Increase cross-curricular applications
 - Objective 3: Encourage student-driven learning
 - Objective 4: Increase global and multi-media resources
- Goal 2: Build an atmosphere of respect and responsibility demonstrated through consistent behavior expectations and increased student leadership
 - Objective 1: Provide varied opportunities for student leadership and student voice
 - Objective 2: Increase instruction of academic planning skills and strategies
 - Objective 3: Create and maintain an exclusion free community
 - Objective 4: Communicate and practice safety expectations and procedures
- Goal 3: Ensure facilities are age-appropriate and support instruction
 - Objective 1: Increase school beautification initiatives
 - Objective 2: Work with Truman Parent Group (TPG) and Central Office to provide facility upgrades as needed



Truman Middle School Daily Schedule 2017-2018

Daily Schedule

6 th Grade	
Period	Time
FT	7:40-8:03
1	8:07-8:56
2	9:00-9:49
3	9:53-10:42
Lunch	10:42-11:07
4	11:11-12:00
5	12:04-12:53
6	12:57-1:46
7	1:50-2:40

7 th Grade	
Period	Time
FT	7:40-8:03
1	8:07-8:56
2	9:00-9:49
3	9:53-10:42
4	10:46-11:35
Lunch	11:35-12:00
5	12:04-12:53
6	12:57-1:46
7	1:50-2:40

8 th Grade	
Period	Time
FT	7:40-8:03
1	8:07-8:56
2	9:00-9:49
3	9:53-10:42
4	10:46-11:35
5	11:39-12:28
Lunch	12:28-12:53
6	12:57-1:46
7	1:50-2:40

Half Day

6 th Grade	
Period	Time
1	7:40-8:09
2	8:13-8:37
3	8:41-9:05
4	9:09-9:33
5	9:37-10:01
6	10:05-10:29
7	10:33-11:05

7 th Grade	
Period	Time
1	7:40-8:09
2	8:13-8:37
3	8:41-9:05
4	9:09-9:33
5	9:37-10:01
6	10:05-10:29
7	10:33-11:05

8 th Grade	
Period	Time
1	7:40-8:09
2	8:13-8:37
3	8:41-9:05
4	9:09-9:33
5	9:37-10:01
6	10:05-10:29
7	10:33-11:05

Early Release

6 th Grade	
Period	Time
1	7:40-8:19
2	8:23-8:57
3	9:01-9:35
BRUNCH	9:35-10:00
4	10:04-10:38
5	10:42-11:16
6	11:20-11:54
7	11:58-12:35

7 th Grade	
Period	Time
1	7:40-8:19
2	8:23-8:57
3	9:01-9:35
4	9:39-10:13
BRUNCH	10:13-10:38
5	10:42-11:16
6	11:20-11:54
7	11:58-12:35

8 th Grade	
Period	Time
1	7:40-8:19
2	8:23-8:57
3	9:01-9:35
4	9:39-10:13
5	10:17-10:51
BRUNCH	10:51-11:16
6	11:20-11:54
7	11:58-12:35

Updated 7/11/2017

COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS

Sixth Grade English Language Arts

The objective of this course is to review and learn skills necessary for effective communication. This course focuses on enhancing writing composition, grammar skills, spelling, and vocabulary. Sixth grade students participate in a library orientation program, which emphasizes attention to high interest literature.

Seventh Grade English Language Arts

This course integrates reading, writing, listening, speaking, and technology skills (Word, Publisher, and PowerPoint). Students read, analyze, and respond to a variety of texts, including The Outsiders and other novels, short stories, and informational pieces. Students use the writing process for expository pieces and friendly and business letters, covering mechanics through editing. Students study spelling and vocabulary, especially through context. Students focus on research utilizing the Big 6 method. Students will develop and demonstrate critical thinking skills through various performance-based activities.

Seventh Grade Challenge English Language Arts

This course integrates reading, writing, listening, speaking, and technology skills (Word, Publisher, and PowerPoint). Students read, analyze, and respond to a variety of texts, including The Outsiders, Animal Farm, other novels, short stories, and nonfiction pieces. Focus is placed on students using higher level thinking skills when analyzing literature. Students will use the writing process to write a variety of pieces such as expository, memoirs, letters, literature analysis, etc. Students will develop and demonstrate critical thinking skills through various performance-based activities.

Eighth Grade English Language Arts

This course is a continuation of the Seventh Grade English curriculum. Special attention focuses on enhancing writing and speaking skills in a variety of situations. Utilizing reading, writing, listening, speaking, and critical thinking skills students will explore the novels The Christmas Carol, Night, and several other texts. Writing techniques will be examined with the use of extensive paragraphs, essays, web based research and creative writing.

Eighth Grade Challenge English Language Arts

In this course, students will be prepared for the rigors of the Lindbergh High School honors program through the use of high school level texts and in-depth writing assignments. Students will explore high-level novels, short stories, poems, dramas, and non-fiction texts. They will be asked to demonstrate critical thinking skills in self-led class discussions and multiple writing responses. This course is designed to move at a rapid pace, and students will be expected to maintain, at minimum, a B average.

MATHEMATICS

Math 6

Math 6 is designed as a review of computational skills involving whole numbers, decimals, and fractions followed by acquisition of new material. Building on their prior knowledge, students will study graphs, measurement, ratios, percentages, geometry, positive and negative integers, and statistics.

Math 7

The objective of this course is to reinforce and extend basic computational skills and concepts learned in prior years. Other areas to be explored include measurement (metric and standard), geometry, positive and negative integers, and problem solving

In addition to seventh grade students, sixth grade students who demonstrated exceptional abilities in mathematics during elementary school may be enrolled in this class. Placement into this section is based on screening assessments, MAP scores, and teacher recommendations. Students enrolled in advanced math must be willing to devote extra time and effort required by the level of difficulty and the amount of homework inherent to the program. All students in advanced math must exhibit proficiency (B- average, test mastery, and/or daily homework completion) in the course in order to be recommended for Pre-Algebra the following year.

Pre-Algebra

The objective of this class is to prepare students for Algebra at the high school level. Emphasis is placed on algebraic thinking, logistics, and sequential problem solving. In addition to eighth grade students, students who demonstrated exceptional abilities in mathematics during previous years may be enrolled in this class. Placement into this section is based on screening assessments, MAP scores, and teacher recommendations. Students must be willing to devote extra time and effort required by the level of difficulty and the amount of homework inherent to the program. All students in advanced math must exhibit proficiency (B- average, test mastery, and/or daily homework completion) in the course in order to be recommended for Algebra the following year.

Algebra

This course is offered to students who meet the following requirements: good study habits, high math grades in previous math classes (i.e. Pre-Algebra), a recommendation from the previous year's mathematics teacher, and a qualifying score on the algebra aptitude test. The course covers concepts of modern algebra with an emphasis on problem solving. Students must be willing to devote extra time and effort required by the level of difficulty and the amount of homework inherent to the program. All students in advanced math must exhibit proficiency (B- average, test mastery, and/or daily homework completion) in the course in order to be recommended for Honors Geometry the following year thus enabling them to select higher level math courses in the International Baccalaureate Program. Students enrolled in Algebra may be eligible to receive high school credit. Eligibility for high school credit is dependent upon meeting the criteria and signing the contract confirming acknowledgement of the policy. *If a student remains in Algebra past first quarter, the grade earned (A, B, C, D, or F) will be on their high school transcript.* Additionally, students earning an F will not be allowed to move on to

Geometry at the high school.

SCIENCE

Sixth Grade Science

The sixth grade science curriculum will reinforce basic science concepts introduced in the elementary grades, introduce higher level science concepts and vocabulary, and provide for a transition from elementary to middle school science utilizing Science Notebooking. Sixth grade science students study all aspects of Life Science including cells, heredity, human body systems, kingdoms, populations and ecosystems, and the diversity of life while reinforcing the basics of experimental design.

Seventh Grade Science

The seventh grade science curriculum will cover all Physical Science concepts including matter, physical and chemical properties and reactions, an introduction to the periodic table and elements, and forms of energy. Students will observe energy transfer between objects and between different parts of the biosphere. It is here that our students really learn to expand their skills in compare/contrast, inference, inquiry, investigation, and identification. Students gain essential cognitive skills that allow them to relate science knowledge with real world observations.

Seventh Grade Challenge Science

The seventh grade challenge science curriculum will cover all Physical Science concepts including matter, physical and chemical properties and reactions, an introduction to the periodic table and elements, and forms of energy. Students will observe energy transfer between objects and between different parts of the biosphere. Through these units, students will practice inquiry skills as they develop labs to answer testable questions. STEM (Science/Technology/Engineering/Math) objectives are integrated within all units of seventh grade science challenge curriculum. This interdisciplinary approach allows students to problem-solve in authentic learning situations.

Eighth Grade Science

Earth science will focus on planet Earth and its place in the universe. We will concentrate on the following big ideas: the structure of the Earth system, Earth's history, Earth in the solar system, and the nature/role of technology in science. Furthermore, we will learn about the following branches of Earth science: geology, oceanography, meteorology, astronomy, and environmental science. Science is a hands-on discipline that requires students to observe, classify, infer, predict, and communicate. Course activities and assignments will accentuate the above-mentioned processes and require students to understand big ideas while relating them to real-world applications.

Eighth Grade Challenge Science

8th Grades Challenge Earth Science will focus on planet Earth and its place in the universe. We will concentrate on the following big ideas: the structure of the Earth system, Earth's history, Earth in the solar system, and the nature/role of technology in science. Furthermore, we will learn about the following branches of Earth science: geology, oceanography, meteorology, astronomy, and environmental science. Science is a hands-on discipline that requires students to observe, classify, infer, predict, and communicate. Course activities and assignments will accentuate the above-mentioned

processes and require students to understand big ideas while relating them to real-world applications. The major difference between the standard science class and the challenge class will be in the range and depth of the material covered.

Students will explore their interests in science through an ongoing scientific investigation, which focuses on the experimental design process, research, writing in science, and presenting and defending their research. In addition, many class topics will be investigated at a deeper level and, therefore, assessments will require a higher depth of knowledge level. Lastly, current topics will be explored, when applicable.

SOCIAL STUDIES

Sixth Grade U.S. History Part 1

Students will cover main topics in 18th and 19th century American History, including the American Revolution, the Foundation of the United States, the Civil War and the Industrial Revolution. These topics will be taught using a variety of educational methods including the use of primary and secondary sources as well as through Document-Based Questions.

Seventh Grade U.S. History Part 2

Students will cover main topics in 20th century American History, including the World Wars, the Cold War, the Civil Rights movement, and America's current role in world events. The topics will be investigated by engaging students in an array of historical investigation skills, such as use of primary sources, reading, writing, and problem solving skills. Classes will work on developing knowledge of current events to prepare them for active citizenship.

Seventh Grade Challenge Social Studies

Students in challenge social studies classes will be covering the same major areas of study as the regular classes. However, the process of covering the content will involve more strategic and extended thinking skills. Students will be using more primary source documents, which will require more reading and writing, as they develop the skills to be prepared for 8th grade challenge classes, honors social studies at LHS, and eventually AP/IB courses. The following expectations are highly important for success; timely completion of work, constructive group work, proficient computer skills, and independent work habits. ***Semester Research Projects*** will help students prepare for a History Day Project that is required in 8th grade challenge classes. *All challenge social studies students will be expected to complete one project with most of the work being done outside of class.*

Eighth Grade World History

In 8th grade, students will focus on the history and culture of four major regions of the world: the Middle East, Africa, Europe, and Asia. The course will cover the geography, history (ancient through medieval), government, economics, religion and culture of these regions. Students will also explore current national and international events and issues.

Eighth Grade Challenge Social Studies

The difference between the eighth grade challenge and standard social class focuses on three things:

reading, writing and sharing. Students in the challenge social studies class should be highly motivated and enjoy reading and writing. They will be reading more primary source materials to understand history, government and economics. Using primary sources, textbooks and class discussions, students will be expected to analyze and synthesize information in the form of essays, research assignments and assessments. All students enrolled in eighth grade challenge social studies will be required to complete a research project as part of the National History Day program. Students will begin the research project during first semester and projects will be displayed in January. Most of the work for this will be done outside of class time. Students enrolling in challenge social studies should have a real enthusiasm for the subject and enjoy reading, writing and discussing the topics covered.

MODERN LANGUAGE

Sixth Grade Modern Language Survey

This course is an introduction to three languages: French, German, and Spanish. Students will spend six weeks, every other day, in each language, which will serve as a basis for selecting one language for study in the seventh and eighth grades. Students will learn vocabulary and culture in each of the three languages.

Seventh Grade Modern Language (Level 1 A for LHS credit at the end of eighth grade)

In seventh grade students will have the opportunity to study one of the three survey languages that they explored in the sixth grade. It will be offered as an every other day course for the entire year. The language concentrates on oral and written communication, through the use of dialogues and practical drills. In addition, students will learn and apply basic grammar through writing practice (i.e. complete sentences, paragraphs, dialogues & essays).

Eighth Grade Modern Language (Level 1 B for one LHS credit)

This course is a continuation of the language initiated in the seventh grade. Students will continue to develop language comprehension and to practice the language both orally and in writing. They will expand their conversational ability. More complex grammatical structures will be presented. Students completing all of the course requirements in both seventh and eighth grade modern language will receive one LHS credit.

PRACTICAL ARTS

Family and Consumer Sciences (FACS)

Family and Consumer Sciences (FACS) is a semester long exploratory course that meets on alternating days. FACS exposes students to a variety of real world concepts and life skills they will use throughout their lives. The comprehensive curriculum will introduce students to sewing, fabric care, culinary skills, food preparation, and nutrition. Students will create and construct a sewing project using a sewing machine and hand stitching. Students will develop culinary skills while preparing a variety of different recipes.

Technology Education

Introduction to Technology - 6th grade students take this semester long STEM based class which an activity-oriented course designed to develop students' problem solving and technological skills. Measuring is an important part of this class as students work through the various units. Students will gain an understanding of mechanical drafting as they complete several on board drawings using basic drafting tools. Students will work individually and in groups as they learn about and apply the design process to solve problems. The importance of safety will be taught as students learn to use technology with basic tools and materials to complete a small project in the prototyping lab. (A small lab fee is required)

Design and Modeling - 7th grade students take this semester long course, where they begin to recognize the value of an engineering notebook to document and capture their ideas. They will the design process to solve problems and understand the influence that creative and innovative design has on their lives. Students use industry standard 3D modeling software to create a virtual image of their design and produce a portfolio to showcase their solutions. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions. (A small lab fee is required)

Engineering and Robotics - 8th grade students take this semester long course and trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robotics platform to design, build, and program a solution to solve an existing problem. They will acquire knowledge and skills in problem solving, teamwork collaboration and innovation. (A small lab fee is required)

Keyboarding

This course is designed to increase student keyboarding skills through practice and reinforcement of correct techniques. Students will use word processing software to create, format, and edit personal and business documents.

Digital Literacy

The focus of this course is to create 21st century learners with the skills required to successfully navigate the digital world. Through an inquiry process students learn to determine the information necessary to complete a required task. There is also an emphasis on ethical, legal and safe use of information and technology. Students will be exposed to a variety of technological equipment and software.

FINE ARTS

Speech and Drama

This course is designed to give self-confidence in speaking skills before an audience. Speeches will be assigned and presented to the class. Students will also be introduced to drama activities that will acquaint them with drama as an art form. Students will gain knowledge of stage terminology, characterization, rehearsal procedures and play production. Through pantomime, short plays, improvisations and other types of performances, they will learn to stretch their imagination, work with other students in role playing situations and develop an appreciation for drama as an art form.

Art

This course covers work in the following areas: drawing, painting, ceramics, printmaking, sculpture, lettering and crafts. The following elements of art are included: line, shape, form, balance, texture, pattern, variety, contrast and composition. Students will become familiar with works of art, both past and present. Students will realize their abilities in working with various art media and elements.

General Music

General music is divided into two sections: 1) the study of American popular music from the 1940s to the present. Students will listen/sing songs categorized into decades. 2) how to play the piano. Differentiated instruction is incorporated to teach the Alfred's Premier Piano Course series. The class is designed into stations (piano grading, theory, flashcard and practice) that allow children to develop a firm foundation of the written notation in regards to the language of music and incorporate this knowledge into mastering the art of playing the piano. The classroom is designed for every child ranging from beginner (no knowledge of piano) to advanced (many years of private piano instruction).

Choir

Choir is open to any student who wishes to explore the art of group singing. Students develop strong foundations in vocal technique and music reading in the choral setting. Students strengthen their vocal skills through daily warm-ups and music reading practice, as well as the study of upper-level and advanced literature for concert performances and participation in large ensemble music festivals. Performances occur in the winter and spring. Students in this year-long, daily elective course have the opportunity to participate in regional honor choirs and solo and ensemble events.

Band

Students who have chosen Band will begin their instrumental instruction in sixth grade. Classes are divided into small groups to develop individual performance skills and an understanding of music. Several concepts are presented with the emphasis being on personal skills development. This course meets daily throughout the school year. At higher levels, the full band concept is stressed. Although individual skills are constantly being developed, more band music is performed. Public performance is increased at each level, including music ranging from popular to classical.

Orchestra

Students who have chosen to enroll in Orchestra must have 1-2 years of experience on the violin, viola, cello or bass. *Students may also seek permission from the Orchestra Teacher to enroll.* The Middle School String Program will continue to develop, advance and nurture the technical, social and cooperative skills needed to be a successful musician. Annually, students will compose/perform their own music, begin basic music theory, prepare/perform a solo/small ensemble, and rehearse string orchestra literature ranging from pop to classical to folk for a minimum of five concerts for the school community per year. MS Orchestra meets daily and is designed to train students to achieve the level expected of a competent HS Orchestra member.

PHYSICAL EDUCATION

Fitness/Health

Activities are offered in sixth, seventh and eighth grades and designed for all skill levels. All activities are not offered each year. They include, but are not limited to: volleyball, basketball, soccer, softball, football, rhythms, fitness training and testing. Students receive a letter grade each quarter evaluating their preparation for class, participation and behavior. They also are graded on their citizenship and effort. Students will be notified in writing of all regulations and procedures at the beginning of each school year. Health and Safety is based on the premise that developing healthy habits and utilizing factual information best contributes to the overall wellness of the child. The curriculum is comprised of Missouri state content strands of health. The course of study includes: Nutrition, Body Systems, Substance Abuse, Disease Prevention and Control, Safety, Environmental and Community Health, Mental/Emotional/Social Health, Consumer Health, Family Life Education (growth and development) and Personal Health, Environmental and Community Health.

FLYER TIME

Flyer Time classes are designed to engage students in a structured time where relationships, character, and literacy are prioritized. These groups meet daily for 23 minutes. Teachers and pilots (student leaders) teach lessons and participate in activities that promote positive qualities in students. These Flyer Time classes serve as small families within our school community.

ACADEMIC SUPPORT PROGRAMS

Response to Intervention (RTI)

As Truman continues to grow as a Professional Learning Community (PLC), teachers strive to maintain the primary focus on what students are learning. Thus, teachers will focus on these four questions:

- What is it we want all students to learn?
- How will we know when each student has acquired the intended knowledge or skill?
- How will we respond when students don't get it? (interventions, etc...)
- How will we respond when students do get it? (extension, enrichment, etc...)

For Truman students who are not “getting it,” many interventions exist and are implemented by Truman staff continually, as needed, or until desired outcomes are achieved. Some of the interventions include student conferences, parent contacts, counselor meetings with the student, after school A+ tutoring, Power Lunch, Homework Recovery, Reading Strategies, Math Lab, Academic or Learning Lab, Writing Lab, additional school instruction (ASI), and attendance makeup. Administrators, counselors, and teachers alike may refer to Response to Intervention (RTI) to determine if appropriate strategies help a student find success in learning at any time throughout the school year.

Reading Strategies

The objective of these courses is to provide supplemental small group reading instruction to students who are unable to read grade level text proficiently. Instruction primarily targets comprehension, vocabulary and fluency development. Explicit, direct instruction that focuses on various reading strategies is integrated to help students become more successful at constructing meaning and self-monitoring their understanding of fictional and informational text, along with guided practice in applying post-reading skills. Student progress are continually monitored using a variety of assessments that identify each student's strengths and weaknesses so that appropriate differentiated instruction can be tailored to meet the needs of individual students. As this support is a scheduled part of the school day, Reading Strategies will appear on your child's schedule in lieu of modern language or exploratory classes.

Writing Lab

Writing Lab is designed to provide additional instruction in the composition, organization, and mechanics of writing for narrative, informational, and argumentative writing. This course supports the assigned writing students have in their core classes and meets on alternating days throughout the year.

Academic Lab

Academic Lab consists of a 50-minute class period on alternating days that provides students an opportunity to receive support to improve their academic success. The academic lab teacher will have a caseload of students to monitor in order for them to develop specific skills connected with their individual learning styles. Students will specifically work on a personal plan for success including organization skills, study skills, goal-setting, and frequent monitoring of academic progress in their academic classes.

Learning Lab

Learning Lab is a study hall setting for students who don't require case management by the Academic Monitor but benefit from structured time for organization and work completion. Students assigned to learning lab will use time to follow through on core academic work in this alternating.

Math Lab

Math Lab is an exciting program offered at Truman to supplement primary math instruction. It is an extra period of math that provides instruction in essential prerequisite skills and provides a foundation for success in the traditional math curriculum.

Power Lunch

Students who have a pattern of not completing their work will be assigned to Power Lunch for a duration of time in order to build a habit of responsibility. The Academic Monitor will work with these students in a working lunch model to support increased completion of assignments.

Homework Recovery

All teams participate in an intervention program entitled Homework Recovery. This program gives students an additional opportunity to achieve higher academic levels. If students do not turn in their work, they will be given a Homework Recovery form from their teacher stating the missing assignments and the date the student is to attend the Homework Recovery session after school. Each team will establish criteria for missing homework that will be posted on their team's webpage.

Summer School

Summer school is required for outgoing 8th graders who do not earn 5 credits.

Challenge Program

Challenge classes are offered to seventh and eighth grade students in the areas of English, science, and social studies. Students are recommended for these classes based upon previous achievement, motivation, and interest. All challenge courses engage students in exploring greater depths of knowledge in the applicable content area.

Lindbergh Eager Achievers Program (LEAP)

Gifted students in grades 6-8 are scheduled for small group instruction in the gifted classroom for enrichment, extensions, and affective learning. Gifted educators integrate LEAP curriculum to encourage critical thinking and problem solving. Small group investigations and multidisciplinary units, including math and science competitions, encourage personal decision-making, creativity, critical thinking, problem solving, and research skills.

GUIDANCE AND COUNSELING SERVICES

Guidance services such as assistance with educational planning, interpretation of test scores, career information, study help, and help with home and/or social concerns are available to all students. Special needs can be met through student groups facilitated by the counselors. Students wishing any guidance services should contact the guidance office. Truman's guidance counselors are

Ms. Hubert—6th Grade/8th Grade A-K

Mrs. Pulliam—7th Grade/8th Grade L-Z

Crisis Intervention - Crisis Counselor, Mrs. Studer

Supports are education, prevention and intervention in dysfunctional behavior, students may work individually or in small groups for chemical dependency, family problems, eating disorders, depression, suicide. Referral may occur as follows:

- Self Referral
- Parent Referral
- Staff Referral

To make an appointment with your Guidance Counselor, students should:

1. Ask their teacher for a pass to the Guidance Office.
2. Present their pass to the Guidance Secretary.
3. Sign up for an appointment and return to class.
4. Wait to be contacted by their counselor.

(All emergencies will be handled immediately)

Parents are encouraged to contact their child's school counselor with any concerns, ideas, and/or requests for assistance. With regular home and school communication, parents and counselors can effectively address the emotional and academic needs of the students.

Transfer or withdrawal from school should be handled in the following manner:

1. Notify the guidance secretary immediately to obtain appropriate forms.
2. Submit an authorization withdrawal or transfer note from parent or guardian.
3. Request teachers and the librarian to complete the forms, return all school books and property, and make sure all fees are paid.

Return completed forms to the Guidance Office for final clearance.

GRADE REPORTING

FIRST QUARTER

September 15

First Quarter Progress Reports

September 19

Progress reports sent electronically

October 13

End of First Quarter

October 17

Report cards sent electronically

October 17 and 19

Student-Led Conferences

THIRD QUARTER

February 9

Third Quarter Progress Reports

February 13

Progress reports sent electronically

March 9

End of Third Quarter

March 13

Report cards sent electronically

SECOND QUARTER

November 17

Second Quarter Progress Reports

November 21

Progress reports sent electronically

December 21

End of Second Quarter

January 4

Report cards sent electronically

FOURTH QUARTER

April 20

Fourth Quarter Progress Reports

April 24

Progress reports sent electronically

May 24

End of Fourth Quarter

May 29

Report cards sent electronically

Scholastic grade: An evaluation of the student's achievement and progress in a subject.

A= Distinctly Superior

I= Incomplete

B= Above Average

PS= Credit

C= Average

F= Failure

D= Below Average

Grade Scale:	A	93-100	B-	80-82	D+	67-69
	A-	90-92	C+	77-79	D	63-66
	B+	87-89	C	73-76	D-	60-62
	B	83-86	C-	70-72	F	59 or below

(Note: LHS Credit classes will be graded only as A, B, C, D, or F; no plus or minus grades will be assigned)

Effort grade: Below is a scale of how students will be evaluated based on their effort. While there is multiple criteria to gauge effort, students earn one score encompassing all of these expectations.

Citizenship grade: The below scoring guide identifies student’s citizenship expectations. Like effort scores, students will earn one score to represent all of the expected skills.

	Skills	Exceeds Expectations 4	Meets Expectations 3	Needs Improvement 2	Unacceptable 1
E F F O R T	Organizational Skills	Consistently collects and organizes information and uses time effectively.	Usually collects and organizes information and uses time effectively.	Frequently needs assistance in organizing information and using time effectively.	Rarely organizes information disorganized and frequently wastes time.
	Participation	Consistently participates well in class/group activities.	Usually participates well in class/group activities.	Sometimes participates well in class/group activities.	Rarely participates in class/group activities.
	Assignments	Consistently brings materials and completes classwork and homework.	Usually brings materials and completes classwork and homework..	Frequently needs to be reminded to complete classwork and/or homework..	Rarely bring materials and completes classwork and homework.
C I T I Z E N S H I P	Respect	Consistently respects the rights of peers and adults.	Usually respects the rights of peers and adults.	Frequently needs teacher guidance to show respect toward peers and adults.	Rarely demonstrates respectful behaviors toward peers and adults.
	Teamwork	Consistently collaborates well in class/group activities.	Usually collaborates well in class/group activities.	Sometimes collaborates well in class/group activities.	Rarely collaborates in class/group activities.
	Communication	Consistently avoids conflict with others and resolves conflict in a constructive manner.	Usually avoids conflict with others and resolves conflict appropriately.	Sometimes causes conflict with others and frequently needs reminders on how to resolve conflict.	Often causes conflict with others and rarely resolves conflict appropriately.

SCHOOL RESOURCE OFFICER

Truman Middle School participates in the School Resource Officer program. The Resource Officer acts as a positive role model for students and the community and performs administrative duties while still providing educational resources.

The School Resource Officer assists students as they arrive and depart school, converses with students during passing periods and lunchtime, participates in faculty meetings and school functions, provides information concerning safety and security matters, makes daily contact with counselors regarding domestic and school issues, works with the attendance secretary calling absent students, and transports absent/truant students to school and errant students home, if necessary.

The SRO also advises district administrators, counselors, and other staff members on matters involving student or staff safety. He provides faculty training on skills related to violence prevention and maintaining a safe environment. The SRO also meets with parents and students to assess problems and make referrals to community agencies.

CHARACTER EDUCATION

At the core of character education programming at Truman are the core values established by the Truman community of students, staff, and parents. Throughout the school, those values of family, respect, responsibility, honesty, and education are reinforced through Truman's touchstone statement, *"As a Truman family, we value respect, responsibility, and honesty in our education."*

Truman's five core values reinforce the mission of both the school district and the school as well as state-level character programs. Lindbergh's mission to develop competent and caring graduates through exceptional programs, services and personnel is further identified within the vision of Truman Middle School:

- To establish a positive school environment that is conducive to learning;
- To provide an atmosphere which enables middle level students to be safe, secure, motivated, and allowed to achieve to their fullest potential, and
- To promote an atmosphere of respect for self and others by establishing a caring, responsible, and cooperative attitude among students and staff

Character Education Mission

Lindbergh Schools is committed to fostering students of character who are respectful, responsible, confident in achieving goals, service-oriented, and act with integrity.

Our Beliefs on Character Education

Social, emotional, and character development are fundamental to a student's education and require the commitment of the entire community.

Character Education

The Lindbergh Schools community of students, staff, parents, residents and businesses strives to develop strong character in our youth, fostering competent and caring graduates.

- Respect—Demonstrating consideration, appreciation, tolerance, and good manners toward self, others, authority, and property
- Responsibility—Being accountable for your own actions
- Friendship—Developing relationships with others based on acceptance, compassion, sharing and trust
- Caring—Demonstrating kindness, courtesy, and empathy toward others
- Integrity—Doing the right thing even when no one is looking
- Courage—Holding to your beliefs and opinions even when it is difficult
- Patience—Waiting calmly in spite of difficulty or opposition
- Service—Expending time and effort to help others
- Self-Control—Restraining your impulses and behavior in all situations
- Goal-Setting—Planning and persevering to achieve something you want

- Honesty—Speaking and acting with truthfulness in all situations
- Cooperation—Working and socializing together respectfully

LIBRARY CHECKOUT POLICY

The library is open 7:15 AM through 2:45 PM on Mondays and Fridays and from 7:40 AM to 2:45 PM on Tuesdays, Wednesdays and Thursdays. Students often visit the library with their English class to choose books for free reading. Classes also schedule library time for students to do research for projects or assignments. Students are invited to visit the library independently. When students are not with their class, they must obtain a pass from their teacher to visit the library. Students should show the pass to the library staff upon entering the library and have the pass signed when returning to class.

All students must show consideration and respect for others when using the library. There are times when two or three groups of students use the library at the same time, so courtesy is a necessity. Individual students who disregard the rules of courtesy will be asked to return to class.

Circulation- Books, magazines, playaways, audio books and E-Readers are checked out for 14 days. Reference books may be checked out overnight. Items may be renewed if there are no requests for them. Students may have three items checked out at a time, plus a literature book for English class. They are allowed to check out additional books if needed for a school project. Overdue lists are distributed monthly through the team teachers.

Fines- Students are strongly encouraged to return library materials on time. Fines are designed to motivate students to return materials so that items are available for others. Students are given a seven day grace period before fines begin to accrue (except on reference books).

Books, Magazines, Playaways, and Audiobooks	\$.10 per day after the grace period
Reference Books	\$.25 per day- no grace period
E-Readers	\$1.00 per day
Maximum overdue fine per item is	\$3.00

Students will be charged for lost items at the price paid for the item. Fines exceeding \$1.00 will be reported on the school records and will result in report cards being held. Extremely overdue books (more than three months) will also be reported on the school records as if lost. Students will receive report cards when fines are paid. If lost items are found, a refund will be given. Unpaid fines carryover from year to year. Eighth grade students must clear all fines in order to participate in Eighth Grade Recognition Activities.

Our Truman library is a tremendous resource for the students and staff. Students are encouraged to visit often! Check out our web site: from the Lindbergh homepage click on Web Resources, then Libraries or use the following: <http://trumanmiddleschoollibrary.weebly.com/index.html> .

STUDENT BEHAVIOR

In order to maintain an atmosphere best suited to the learning process and the well-being of all students, the following guidelines have been developed. Staff members will be on duty and will strive to be consistent, proactive, visible, diligent, and address situations immediately. Beyond the specific statements in the guidelines, it is expected that the students have an attitude of cooperation and respect toward all faculty, staff, and other students.

We expect students will:

- Remain in the building upon arrival to school. The outer perimeters of the building and parking areas are off limits during school hours. Late arrivals must sign in at the office before going to class.
- Follow stated school and classroom rules completely and consistently.
- Follow adult instructions immediately and consistently, both in and out of the classroom.
- Speak or move around in class only when asked to or allowed to by the teacher.
- Refrain from making unkind remarks about others' appearance, talents, clothing, or intelligence.
- Value student differences and treat others with respect.
- Use appropriate language at ALL times, whether speaking to adults or students.
- Show respect for property including classroom supplies, another student's belongings, and the school facility.
- Refrain from public displays of affection in the building at all times.
- Pass from class to class in a quiet, orderly manner without slamming lockers, without running, without pushing or inappropriate touching, and without loud conversations.
- Arrive each morning and at each class prepared with necessary materials and homework.
- Students need to be groomed and dressed appropriately for school and school-related activities. Brief or form-fitting clothing which allows undue exposure of the body is not permitted (e.g., backless and tube tops, spaghetti straps, uncovered tights, and see-through clothing). Safe, appropriate footwear must be worn at all times. Bare feet are not permitted. Clothing which displays insignia or slogans that are offensive, profane, sexually suggestive, or promote illegal substances, (including tobacco and alcohol) are not permitted. Head coverings (e.g., hats, hoods, scarves, or stocking caps) and sunglasses are not to be worn inside buildings unless they are a part of a school sponsored activity or religious headgear. Gang-related attire is not permitted. Articles of clothing are to be worn appropriately. All clothing which is disruptive or distracting to the learning process is prohibited. As determined by an administrator, when a student's appearance or mode of dress may disrupt the educational process or constitute a threat to health or safety, the student shall be required to make appropriate modifications.
- Leave all toys or anything that is deemed distracting to the learning environment at home (e.g. blankets). Students should not purchase, sell, or trade any items or substances at school. Such items/substances will be confiscated and held for parent pick up. Disciplinary consequences

may also be appropriate in these circumstances.

- Weapons and weapon facsimiles are forbidden at school.
- Smoking/Vaping is not permitted in school, on school grounds, or on the bus; therefore, all matches, lighters, and other paraphernalia should not be in a student's possession.
- Refrain from use of taking any device that is capable of taking pictures or video into the restrooms or locker rooms. It is strictly forbidden. This includes using the device to take pictures or video during class time, unless it is for educational purposes and with the permission of the teacher.
- Extend common courtesy to ALL, using "please," "thank you," and "excuse me" as a part of daily vocabulary.
- Report honestly and immediately all incidents of bullying to any faculty member. Students are also encouraged to document the concern through a written statement as necessary. Do not participate in bullying behavior, either actively or passively.
- Students are expected to conduct themselves in an orderly manner and refrain from running, pushing, punching, -play fighting, being loud, and /or creating disturbances. Any disagreement which may result in a fight is to brought immediately to the attention of the nearest teacher.
- Leave public areas as or better than you found them- disposing of and not generating trash in the cafeteria, restrooms, classrooms, hallways, and commons areas. All food shall be left in the cafeteria.
- Use technology for educational purpose and with the permission of the teacher.

Students are expected to conduct themselves according to the Lindbergh Schools Rights and Responsibilities Handbook. Teams and teachers have discretion to develop consequences for student behavior that align with those rights and responsibilities. All expectations and consequences will be strictly enforced.

STUDENT DRESS

The mode of dress for students is primarily the responsibility of the students and the parents. Believing that social values be taught, modeled, and practiced at school, we assume part of the responsibility to encourage desirable standards of dress and grooming. The guidelines for appropriate dress are as follows:

- Students must maintain an appearance that is not disruptive or distracting to the educational process.
- All clothing shall be in good taste, clean, appropriate for a school setting, and free of any obscene or suggestive writing or pictures.
- Clothing which advertises alcohol, tobacco or chemical products is not appropriate at school. Students wearing these articles will be directed to arrange for other attire.
- Shorts with at least a two inch inseam may be worn when they are in good taste. In addition, halter tops and tank tops with spaghetti straps (smaller than one inch) are not appropriate for school. Students will be directed to arrange for other attire when apparel is not appropriate for school.
- Brief or form-fitting clothing which allows undue exposure of the body is not permitted (i.e. backless and tube tops, spaghetti straps, and see-through clothing).
- Footwear is to be worn at all times for the sake of safety and sanitation.
- Undergarments should not be exposed by loose or inappropriate attire.
- Students will not be allowed to wear hats or attire such as bandannas or scarves of any kind in the building unless they are a part of a school sponsored activity or religious headgear. Costumes may not be worn unless prior approval has been given.
- Class activities may require the student to adjust hair or clothing during the class period in the interest of maintaining safety standards.

Students should respond appropriately to any reasonable teacher or administrator request involving the dress code. When, in the judgment of the principal or designee, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications. If a staff member sends a student to the office due to inappropriate dress, that staff member should simultaneously inform the office so student remains accountable of the request.

STUDENT GUIDELINES & INFORMATION

Academic Effort

Students are expected to put forth appropriate academic effort. If appropriate academic effort is not evident, administrative intervention will be put in place.

8th grade--All 8th graders must earn 5.0 credits or more in order to attend the recognition ceremony and celebration in May. Furthermore, students who are not eligible for recognition will have to attend Success 101--a summer school course offered by LHS.

Agenda Books

Each student is provided an agenda book for organizational planning purposes. Most classes require that students utilize the assignment calendars to keep track of daily homework, long-term assignments, and upcoming tests. It is strongly suggested that parents review their child's agenda book/organizational system routinely.

Book Bags

Students should place all book bags/backpacks in their lockers at the beginning of the school day prior to flyertime class. Only approved string back packs may be taken to the classrooms so as to not clutter the learning environment. Due to safety issues, some classes may not allow the use of string bags. (Note: Lunch bags are allowed in classes immediately prior to and following each student's established lunch schedule).

Announcements

The bulletin is read during first period of the school day on Mondays, Wednesdays and Fridays. The bulletin notifies students of upcoming events, activities, and other items of importance. It may also be located on the television in the front lobby, on the school website daily, and will be posted in the cafeteria during lunches.

Electronic Devices

Students must have electronic devices turned to silent mode and put away during school hours (7:32am-2:40pm) unless being used for instructional purposes under direct supervision. Any device that is capable of taking pictures or video is strictly forbidden in the restrooms or locker rooms. Use of cell phones, iPods, non-academic electronic devices or other similar items is not allowed without permission of the teacher or supervising adult. Students may use electronic devices with headphones/ear buds while traveling on the bus, but for safety reasons, they may not use them in the hallways of the school building.

IMPORTANT: Students are responsible for the security of their devices at all times. In order to eliminate liability on behalf of staff members, students using technology inappropriately will be sent to the office with their device. Staff members will then simultaneously inform the office of this action so the student remains accountable of the request and the device can be properly secured.

If students are not using their devices appropriately, the following interventions will be in place:

- **1st offense- phone confiscated for the day and returned to student at the end of the day**
- **2nd offense- phone confiscated for the day and returned to student with parent contact**
- **3rd offense- phone confiscated for the day and may require parent pick up**
- **4th offense- phone is kept in office during school hours or it is left at home**

Field Trips

Students will be provided opportunities to participate in field trips throughout the year. It is the student's responsibility to return the written permission slip and fees by the designated date. Verbal permission is not permitted. Failure to return the necessary paperwork and fees will result in the student's not participating in the activity. Teachers may designate criteria for eligibility for students to participate in field trips. These criteria may include but are not limited to attendance, academic performance, and behavior. Students are responsible for all work missed due to field trip participation.

Attendance at school on the day of a field trip is expected even if a student chooses not to participate or is not allowed to participate in a field trip. Meaningful activities will be provided.

Homework

Homework provides practice opportunities as students master or acquire new skills. Such learning beyond classroom instruction time promotes achievement for all students. Some assignments are long-range in nature and require planned study time for completion. Students are strongly encouraged to develop good study habits. Homework policies developed within each content area and within grade level teams reinforce the learning of all students and deter failing grades. Students may be assigned to Power Lunch/Homework Recovery time after school to complete missing assignments and receive additional support from a teacher.

Lockers

At the beginning of the school year, each student will be assigned 2 lockers and combinations (a team locker from team teachers and PE locker from PE teachers). The following suggestions will help students prevent locker problems:

- Memorize your combination. Keep a record of your combination at home.
- Do not tell anyone your combination.
- Do not allow others to use your locker.
- Do not change lockers. Requests for locker changes are to be routed through your team teachers.
- Do not store money or valuables in your locker.

- Keep medication in the nurse's office.
- Do not plan to stop at your locker between every class. Teams may post locker use schedules.
- Be a good housekeeper of your locker and report any concerns with the locker to the office.
- Do not draw, write, or adhere stickers inside or outside of lockers.

It is extremely important that students secure valuable, personal belongings at all times. Clothing, books, or notebooks should not be left in the hallways or on the campus. Large amounts of money should never be brought to school. When necessary, bring only the amount necessary for school activities or lunch; checks are recommended when possible. If circumstances require a student to bring valuables or money, take it to the office for safekeeping. Always make sure that your locker is securely locked.

Lost and Found

The Lost and Found is located in the cafeteria. Lost books will be returned to the teacher who issued the book. Students should write their names in their textbooks, binders, coats, and all other belongings. Items found by a student that do not belong to the student should be taken to the office or to a teacher.

Academic Effort

- Students are expected to put forth appropriate academic effort. If appropriate academic effort is not evident, administrative intervention will be put in place.

Safety Drills

Students are required to become thoroughly acquainted with the procedures for all emergency drills for their own safety. They are to follow the directions of the teacher or supervising adult and adhere to behavioral expectations established in preparing for all emergency drills.

Textbooks

Textbooks are furnished to students; however, payment must be made for lost or damaged books. Students should put their name in all texts in ink. Fines will be assessed for lost or damaged books. Grade cards will be held until all fines are paid. Eighth grade students will not be allowed to participate in Eighth Grade Recognition Activities until all fines are paid in full.

Water Bottles

Clear water containers are allowed in the classroom but only clear fluids and receptacles with secure closures are acceptable. (Note: No beverages are allowed in the gymnasiums at any time.)

STUDENT RECOGNITION PROGRAMS

POSITIVE OFFICE REFERRAL

Students may be recognized for Respect, Responsibility, Honesty, Family, or Education. These referrals may be completed by any TMS staff and submitted to principals for student recognition.

HONOR ROLL (3.0 Average)

Students earning honor roll for first semester will receive a letter of commendation from the principal and a bumper sticker for their proud parents to display.

PERFECT ATTENDANCE

Students who are present every day for the entire school year will be awarded a Perfect Attendance Certificate at the end of the year. Perfect attendance is defined as being present every day, having not arrived late, left early or missed any part of the day for appointments.

FLYER FITNESS AWARD

The flyer fitness award has 3 levels.

- Healthy level is based on the national standards for fitness gram.
- Green level is based on the President's Council on physical fitness national standards (50th percentile).
- Gold level is based on the President's Council on physical fitness presidential standards (90th percentile).

Students are tested for cardio endurance, muscular endurance, muscular strength, flexibility, and agility. Students must score in all components to receive award.

PRESIDENTIAL AWARD FOR EDUCATIONAL EXCELLENCE

This award is sponsored by the Department of Education and recognizes outstanding academic achievement. To receive the special certificate an 8th grade student must have an "A-" average or at least a 3.5 GPA during the three middle school years and score at or above the 85th percentile on a recent standardized test.

PRESIDENTIAL PHYSICAL FITNESS AWARD

Students who attain national standards of physical fitness in the PE class will receive the President's Physical Fitness Award from their PE Teacher and be recognized at the annual awards ceremony.

PRESIDENTIAL STUDENT SERVICE AWARD

This award is presented to students for community service involvement throughout the school year. Students who volunteer for at least fifty or more hours of service are presented with a bronze pin and certificate. Those who volunteer for seventy-five or more hours are presented with a silver pin and

certificate. Those who volunteer for 100 or more hours are presented with a gold pin and certificate.

Eighth grade students who achieve all three Presidential awards receive special recognition for their accomplishments. Plan now to meet the requirements for the prestigious Triple Crown Award.

CLUBS AND ACTIVITIES

There are many opportunities for Truman students to become involved in their school community. All activities listed below are subject to change based on student interest and sponsor availability. Announcements are provided indicating upcoming meetings, events, and activities. Because studies show that students feel more “ownership” in their school when they participate in extracurricular activities, we strongly encourage participation in one or more after school activities. **IMPORTANT:** Students must have permission from a teacher/sponsor to remain at school after 2:40 PM.

A \$10.00 activity fee is assessed for all students participating in any club or activity funded by the school district. The fee must be paid in full at the start of the first meeting or practice.

Builders’ Club-A community service club open to all students (National Affiliation with Kiwanis International).

Cheerleading/Dance Team- Team building through training and performance of cheer/dance routines at sporting events. These activities are available to all students through try-outs in the Spring.

District Musical- A musical event is performed yearly. All interested students can participate in many functions both on and off the stage.

Drumline-An activity for seventh and eighth grade percussion students who wish to learn the fundamentals of drumline technique and prepare drumline music for performances.

Environmental Club- Will help students learn about and raise school and community awareness of environmental issues. Activities include demonstrations by environmental specialist, recycling initiatives, nature clean up hikes, tree planting, grounds keeping and much, much more.

Fiddlers-Orchestra students who desire to be involved in additional performances and community events are invited to join this club.

First Lego League-The Truman Robotics Club is for 6th, 7th, and 8th grade students who are interested in learning about robots, computer programming, researching, and engineering. Students will compete in First Lego League where they will create a Lego robot, design a solution to a real life problems and learn to work together as a team. Students should be creative thinkers who are willing to constructively contribute to a team effort!

Interact-Middle School Interact is a partner club with Lindbergh High School Interact and the

Crestwood/Sunset Hills Rotary Group in promoting service in our own and world communities.

Jazz Band-Band students who desire to pursue additional involvement in jazz music and related performances are invited to participate.

Orchestra Assistants-A small group of orchestra students (accepted by application) will be invited to assist with fourth and fifth grade honors orchestra.

School Play-Each spring Truman students perform a play in the Little Theater. Besides providing an opportunity for young actresses and actors, there are many opportunities to be involved behind the scenes work. Auditions, practice, and the performances take place after school. Open to all grades.

Show Choir-This select performing group is designed for students who love to sing and dance and is open to all students through try-outs.

Sports (Inter-district)-TMS students participate with several area school districts in offering a variety of sport opportunities including cross country (fall), basketball (winter), and track and field (spring).

Sports (Intramurals)-Intramural activities are available to all TMS students. Activities include bowling, golf, kickball, volleyball, and softball.

STEM Squad- This national educational initiative was developed to increase the focus on these content areas, and increase U.S. competitiveness globally. Throughout the year, squad members compete in STEM (Science/Technology/Engineering/Math) challenges.

Student Council-A school government group that addresses student issues is open to seventh and eighth grade students based on elections held annually.

Talent Show-Truman hosts a talent show each fall in the Little Theater. Auditions, practices, and performances are after school.

TREND-An anti-drug and positive choices club that is open to all interested students.

Yearbook-All seventh and eighth grade students are encouraged to assist in organizing and publishing the school's annual yearbook.

ATTENDANCE PROCEDURES

In compliance with Missouri State law, each student enrolled at Truman Middle School is expected to attend classes on a regular basis. Daily attendance is one of the keys to a student's educational success. Every subject taught in the school system requires a student's active and continuous involvement in order to develop the skills and knowledge of each subject. Most classroom experiences cannot be duplicated on an individual basis. An absent student loses the experience of rich activities, discussion, and participation. The Lindbergh Board of Education has approved the requirement that all Truman students must have an attendance rate of (95%), no more than nine absences for the duration of the school year, in order to be promoted to the next grade. Students who fall below the required attendance rate of ninety-five percent (95%) will be retained. The promotion requirement for attendance includes all unexcused absences.

The following guidelines are to be followed by students and parents:

1. Be in attendance no less than ninety-five (95%) of the school year.
2. Parents call the Attendance Hotline (729-2475) if a student is absent for any reason.
3. We will attempt to contact parents if we do not hear from them.
4. If no contact has been made, the student must bring a note upon returning to school.
5. When arriving late to school, the student must report to the office and request an admit slip.

A note or phone call from the parent is required for verified absence, but this doesn't ensure an excused absence.

Excused Absences- Excused student absences shall be limited to professional and medical appointments with documentation (from provider only), bereavement, and school-sponsored activities. In addition, the building principal or assistant principal may excuse certain pre-arranged absences provided parents have made prior arrangements. Teachers will notify parents and the office when excused absences are affecting a student's grades. In the case of excessive absences, additional interventions will be implemented.

Unexcused Absences- Undocumented illnesses are classified as unexcused unless appeal is granted. A missed class or school day that doesn't meet the excused absence criteria may be considered truancy. It is the student's responsibility to report to class on time. Unexcused tardies will be determined using the same rules that apply to unexcused absences. Students must always go to class and get their teacher's permission to leave.

Students returning to school after an unverified absence (no contact with parents) may be subject to discipline for truancy if there is no written note from a parent/guardian. A phone call or note is expected in order to verify the absence. Continued unexcused absences will result in referral to the proper agency. If attendance does not improve, parents and school officials will meet to discuss further consequences and ways to improve attendance.

Attendance Appeal- An attendance appeal process is in place if the family believes they have extenuating circumstances which warrant absences be excused. These circumstances might include hospitalization, death in the family, etc. Appeals may be done at any time during the school year; families need not wait until attendance falls ninety-five (95%). All attendance appeals must be submitted in writing and include documentation/verification of the extenuating circumstances, such as a doctor's statement, record of hospitalization, etc. The attendance committee will review the appeal and respond to the family in writing. An appeal form can be picked up from the office at any time.

Attendance Make-Up- Additionally, students who have fallen below the ninety-five (95%) attendance rate for unexcused absences will have the opportunity to make up time missed through the after school make-up sessions. The sessions will be held on Tuesdays and Thursdays from 2:45 PM-4:00 PM. Activity buses are provided for students needing transportation home. During the after-school make up session, students are required to complete homework, read, or complete a quiet activity. After school tutoring is acceptable and will count toward make up time.

Each student who falls below ninety-five percent (95%) attendance will receive a letter indicating that they have exceeded the number of unexcused absences allowed and are subject to retention. Upon receipt of this notification, we recommend that you contact your grade level principal to arrange for attendance make up time after school.

Make-Up Work- If a student is to be absent for more than three (3) days, his/her parents may arrange to pick up class work by calling the Guidance Office. The student can also check the team's website. This work is due upon the student's return to school.

Early Check Out- To be dismissed early from school for a medical or professional appointment or any other legal reason, the student will bring a note from home signed by his/her parent stating the time and reason for the early dismissal. This note must be presented to the office prior to the dismissal. In case of illness or injury which necessitates that a student be sent home before the end of the school day, the school nurse or office will contact the parent to arrange to have the student picked up. In case of an emergency at home, the student's absence will be verified if the parent calls the school. In all cases, the student must sign out in the office before leaving the school.

Hall Pass Procedure- There are very few reasons for a student to be out of class. Students must attend to their personal needs between classes, before or after school, or at lunch. Students may not be out of class without permission from their teacher. If a teacher gives permission for a student to leave class, a written hall pass will be issued.

Closed Campus/ Boundaries- Students are expected to remain on the school site from the time they arrive until dismissal time, unless parental and administrative permission has been obtained. If students stay for an after school activity, they must stay until the activity bus leaves or until picked up by an authorized person. *Students are not to stay after school past 2:45 pm except in supervised activities with a staff member.* The closed campus policy also means that other students may not come on campus. Lunch time boundaries have been established preventing students from leaving campus during their

lunch period.

Visitors- Students are not permitted to bring visitors to school. Parents please check in at the main office when entering the building.

School Closings Due to Inclement Weather- Announcement may be found at www.lindbergh.k12.mo.us;

Radio Stations including KMOX-1120 AM, KWRE-730 AM, KIX - 106 FM, WIL/WRTH - 1430 AM and 92.3 FM; and Television Stations including KTVI Channel 2, KMOV Channel 4, and KSDK Channel 5.

Additionally, you are encouraged to opt-in for school messenger messages from the principal regarding any school closings or activity cancellations.

STUDENT CAFETERIA PROCEDURES

In order to insure that each student has a healthy, clean, and inviting place to eat lunch, these procedures are to be followed:

ENTRY

1. All students are expected to be on time.
2. All students are expected to walk directly to the appropriate area to get their lunch and then be seated.
3. All students are expected to be respectful and courteous to peers, volunteers, supervisors, and cafeteria staff.

DINING

1. All students are expected to remain seated throughout their meal and reasonably consume all food products/beverages purchased, during the time allotted.
2. All students are expected to get permission from a cafeteria supervisor before going to the restroom or library.
3. All students are expected to behave appropriately by using proper cafeteria manners.
4. Eighth grade students are allowed to have their electronic devices out but only WHILE IN THE CAFE. Sixth and Seventh grade students are not allowed to use in the cafeteria unless given permission.
5. When allowed to go outside, all students must exhibit responsible, cooperative behavior and remain within the appropriate designated areas.

DISMISSAL

1. All students are expected to leave the cafeteria clean and free of trash. Students will not be allowed to remove any food products or beverages from the cafeteria unless contained in a lunch bag and placed back in their locker upon return to class.

OUTSIDE FOOD/DRINKS

The safety and wellness of our staff and students are priorities in Lindbergh Schools. We also strongly believe in providing opportunities to celebrate special occasions, honor students and build community. That is why we are taking steps to balance these celebrations with our obligation to protect children from food allergens and uphold the district's commitment to health and wellness.

Lindbergh does not permit students and families to bring outside food to school for personal celebrations. This applies to birthdays and other special occasions when food items are brought to school to share with classmates and staff.

* Parents are allowed to bring an outside lunch for their individual child during lunch.

FOOD SERVICES

Chartwells, our food service company, has a prepaid lunch account system where students have their own account and is issued a personal pin number for this account at the beginning of the school year. Students who wish to purchase breakfast or lunch will periodically need to put money into their accounts. The cost of a breakfast is \$1.35 and a Type "A" meal is \$3.15. Students who want an upgraded meal (comprised of the à la carte entrée) should expect to pay \$3.40. Students who qualify for free or reduced meals but would like to purchase à la carte items must also put money into their accounts. The process for putting money is as follows.

Payments to student lunch accounts must be made in meal payment envelopes and deposited in drop boxes that are located in the cafeteria. Deposits to student accounts need to be in the drop boxes before 9:00 AM. Students may become indebted to food service up to \$15.75 before losing choice options. Once a student has a balance of \$15.75 (the equivalent of 5 lunches), they will be offered a Type A lunch only until their balance is brought back to positive standing. Meal payment envelopes are available in the Main Office or at any cashier stand in the cafeteria. Meal payment envelopes need to be filled out completely in order to assure that the account is properly credited. If paying by check, please make the check payable to Chartwell's. **We encourage parents to pay by check*** and in larger increments to decrease the frequency of payments. The amount paid may be in a lump sum, such as \$25.00 and does not need to equal specific numbers of meals and/or drinks. Any money left in the account at the end of the school year will be transferred to the next school year. Students leaving the district will receive a refund of all monies in their lunch account.

**We do not encourage students to ever bring/have a large sum of money to/at school under any circumstances. Failure to comply may result in disciplinary action.*

Please remember, any money in the student's account will be there any time it is needed no matter how often or infrequently a food or beverage is purchased. This makes for a nice backup system when families intermittently purchase school food. Letters will be sent home upon request to inform you of your child's current account balance. Through SIS, each student's account can be tracked throughout the school year to view each purchase as well as each deposit made. For verification purposes, the food service office also keeps copies of every check and the envelopes the checks were received in for a month.

Student conduct in the cafeteria, as in all school areas, is expected to reflect the rules of good taste and a respect for the welfare, rights, and safety of others. Some types of behavior are out of order and unacceptable such as running, boisterousness, and horseplay. Students are expected to comply with reasonable requests made by any staff member in all non-instructional areas. This includes cooperation with cafeteria workers, custodians, and support staff as well as with teachers and administrators. These adults have the necessary authority to fulfill their assigned responsibilities.

- Students are to report to the lunchroom on time and immediately move to the end of a serving line or be seated at their respective tables with their lunch from home. Repeated tardies to

lunch may result in detention being assigned. Students can use lockers on the way to or from lunch to pick up books for afternoon classes but should still report to the cafeteria on time.

- Students should remain seated at their respective tables during the lunch period time allotted except to deposit litter in the trash or recycle containers.
- Students who wish to use the drinking fountain, restroom, or phone should see a lunchroom supervisor for permission.

STUDENT DIRECTORY INFORMATION

Lindbergh Schools, in compliance with the Family Educational Rights and Privacy Act of 1974, has designated the following as categories of “Directory Information” which may be released without written consent of the parent, legal guardian, or student age 18 or over.

- Student’s name, address, telephone number
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- The most recent as well as previous educational agencies or institutions attended
- Honors and special recognition
- Photographs

Parents or students have the right to refuse to permit the designation of any or all of the categories of personally identifiable information listed above to be released as directory information. Parents or students (age 18 or over) who do not want directory information released must notify Community Relations, 4900 South Lindbergh Boulevard, St. Louis, MO 63126.

Lindbergh Schools generally releases only names, addresses, and telephone numbers except for other information published in school yearbooks, directories, newspapers, etc.

MEDICATION PROCEDURES

The school nurse's office is located adjacent to the front office. The nurse is knowledgeable about teenage health problems and is ready to consult with students or parents and to provide information and referrals.

A student who needs to see the nurse must ask his/her teacher for a pass to report to the nurse's office. The nurse may return the student to class, or if the student must be sent home, the parent or guardian will be contacted to inform them that the student is too ill to remain in school.

At no time should a student who feels ill leave school without permission from the nurse.

RULES FOR GIVING MEDICATION AT SCHOOL

The giving of medication to children during school hours shall be discouraged and restricted to necessary medication that cannot be given on an alternative schedule. When medicine is to be administered by the school, the medicine must be accompanied by a label affixed by a pharmacy or physician showing

- Name of child
- Name of medicine
- Dosage and schedule of administration
- Date of purchase
- Physician's name

The medication must be brought to school by a parent, guardian, or authorized responsible person, not the child. At that time they will sign the permission card Form #37 and fill in the necessary information.

Under no circumstances will over the counter drugs be given, unless it is ordered by the physician and directions are followed as written above. All nurses (including school nurses) are prohibited by law from administering medication that is not ordered by a licensed care provider. There are several reasons for discouraging the dispensing of drugs by school personnel. Even so called "simple" drugs may cause reactions in some children. The use of ibuprofen may mask pain or other symptoms and lead to a delay in diagnosis and correction of the underlying health problem. In addition the availability of these drugs may encourage its overuse, which can result in liver damage or gastrointestinal complications. Please call the school nurse at 729-2471 if you have any questions.

Health Screenings

Hearing and vision screenings are performed on all 7th grade students, and 6th & 8th grade students new to the district.

Scoliosis screenings are performed on all 8th grade boys and 6th & 8th grade girls. The procedure for screening is a simple one in which the screener observes the child's back in the standing and in the forward bending position. Notifications of scoliosis screening dates are published in advance in the school bulletin. Parents/guardians may opt out of any screening by sending a written request to the school nurse.

TRANSPORTATION SERVICES

First Student, Inc., a part of Cincinnati-based FirstGroup America, is the largest provider of student transportation services in North America. First Student was the first school bus operator to install front safety crossing gates, electronic child reminder systems, and computerized global positioning systems as standard equipment on its buses. In addition, all First Student drivers must pass a comprehensive background check, substance screen and full DOT physical exam, as well as complete more than 50 hours of classroom and behind-the-wheel training before they can drive a First Student bus.

For information on Lindbergh Schools bus routes, or if you have questions for First Student, call 314-638-4500. Listed below please find important safety tips for all bus riders.

Parent permission through a bus note/email is required in order for your child to ride the bus not designated to them with another student. This note must be turned into the office BEFORE lunch to be signed and approved by the office. Note approval depends on bus space/availability. Students then pick up the approved note from the office before leaving school. The note is given to the bus driver to ride the different bus.

School Bus Safety! <http://www.aboutschool.com/busstop.htm>

To be safe when students travel to and from school, they should follow these simple safety rules:

AT THE BUS STOP:

- Always walk to the bus stop. Never run.
- Walk on the sidewalk. If there is no sidewalk, walk on the left facing traffic.
- Always go to the bus stop about five minutes before the bus is scheduled to arrive.
- While at the bus stop, wait in a safe place away from the road. Do not run and play while waiting.
- Never speak to strangers at the bus stop and never get into the car with a stranger. Always go straight home and tell you parents if a stranger tries to talk to you or pick you up.
- Wait for the bus to arrive, watch for red flashing lights and the stop sign to be extended, and cross only when all traffic has stopped. Look left, right, and left again before crossing.

ON THE BUS:

- Go directly to a seat. Remain seated and facing forward for the entire ride.
- Talk quietly (so the driver will not be distracted).
- If you need to talk to the bus driver, wait for the bus to stop, raise your hand, and call the driver's name.
- Never throw things on the bus or out the windows.
- Never play with the emergency exits.
- Keep the aisles clear at all times.
- If there is an emergency, listen to the driver and follow instructions.

EXIT THE BUS:

- When getting off the bus make sure you walk (not run) three more steps away from the door. This is the best place to be around a bus. Stay away from the bus wheels and watch out for

moving cars!

- Once you get off the bus, go straight home so an adult will know where you are.
- Only get on and off the bus at your designated stop. If you need to get off the bus somewhere else, you will need a note from your parents.
- If you leave something on the bus, never return to the bus to get it. The driver may not see you come back, and he/she may begin moving the bus.
- Also, if you drop something near the bus, tell the bus driver before you attempt to pick it up, so they will know where you are.