

Johnson Wabash
Sixth Grade Center
Parent Handbook
2022-2023

Junior
COMETS



Johnson Wabash Sixth Grade Center

Principal: Ms. Tangie Francwar

Assistant Principal: Mrs. Kelly Stemmermann

685 January Avenue

Ferguson, MO 63135

(314) 524-0280

FFSD Vision: All learners graduate believing that anything is possible and prepared to realize those possibilities.

FFSD Mission: We provide high-quality instruction to every student in every neighborhood while prioritizing equity and compassionate relationships.

6th Grade Center Purpose: We will equip our students with the skills of teamwork, advocacy, and perseverance to successfully navigate the social, emotional, and academic challenges of a rigorous secondary school experience.

The Sixth Grade Center Parent Handbook includes important school policies and procedures. It is imperative for all parents and students to become familiar with the information in the handbook. This handbook is designed to be a reference to questions concerning the operations of the school. If you have questions that are not answered within the confines of this resource, please contact the principal or assistant principal for any assistance.

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Attendance

Regular attendance at school is critical to academic success. Being present each day and being on time is essential. Parents can help foster good attendance by monitoring their child's attendance and talking with their child about the importance of school.

Student Absences If your child is absent from school, call the school at 524-0280, stating the reason for and the date of the absence. For excused absences, the student will be allowed to make up work without a penalty.

In order for the school district to maintain accreditation, the state of Missouri expects students to maintain a minimum 90% attendance rate. The Department of Elementary and Secondary Education does not recognize excused absences when calculating the attendance rate for accreditation purposes, so all absences (excused or unexcused) count against a student's attendance rate.

Parents will receive an automated attendance call for any unexcused absence. Students who accumulate six (6) days of unexcused absences, a conference with parents may be scheduled with the school representative, parent or guardian and student in order to correct the problems causing the student's excessive absences and to establish conditions under which the student may remain in school and be successful. School personnel are required by law to make court referrals for excessive absenteeism. Parents will be reported to the Family Court of St. Louis County for educational neglect or truancy after ten (10) days of unexcused absences.

NOTE: School District Policy #3070-VI - States: "Students who are scheduled to participate in any outside school program or activity are required to attend school as usual on the day the activity takes place, unless the administration issues prior approval. Students under suspension will not be allowed to participate in school sponsored activities or ceremonies."

**Johnson-Wabash 6th Grade Center
Bell and Transition Schedule 2022-2023**

Regular Day

Arrival and Breakfast	7:10-7:20
1st Block	7:25-8:30
2nd Block	8:33-9:29
3rd Block	9:32-10:27
4th Block	10:30-11:25
Lunch 1 (Brown, McPherson, Hicks, Williams, Johnson,, Perez, Reeves, and Conboy)	11:28-11:58
Lunch 2 (Hauf, Holway, Mitchell, Venneman, Green, Mallicoat, Fields, Hilgendorf, and Moulder)	12:05-12:35
6th Block	12:38-1:32
7th Block	1:35-2:30
Dismissal - bus riders first, followed by car riders and walkers/bikers	2:30
After School Activities	2:45-3:45

Johnson Wabash 6th Grade Center Bell and Transition Schedule

Half Day Schedule

Arrival and Breakfast	7:10-7:20
1st Block	7:25-7:55
2nd Block	7:58-8:38
3rd Block	8:41-9:11
4th Block	9:14-9:44
5th Block	9:47-10:17
6th Block	10:20-11:00
Dismissal/Supervision	10:56-11:00

 **Copy of JW 22-23 Finals Schedule**

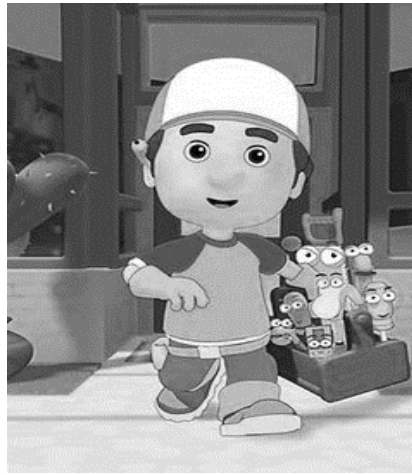
Behavior Management

Classroom Management Strategies

FFSD Sixth Grade Center Behavior Management Strategies

What Strategies are in your Tool Box?

Teach and model expectations
Practice expectations
Use proximity
Student behavior reflection
Refocus area in the classroom
Parent intervention
Conference with student
Preferential seating
Cueing techniques
Redirection to expected behavior
Parent Conference



Student planner
Weekly progress report
Conflict mediation
Counselor contact
Individual/class incentive plans
Confiscation of item
Review of Behavior Expectations
Loss of privileges
Behavior contract/goals
Academic contract/goals
PBIS Rewards/PBIS incentives

It is the expectation that every staff member build positive relationships with students. Teachers should use their toolbox of strategies to build those relationships and positively direct their classroom management.

Important things to remember...

- ★ **Use Pre-corrects...**they are effective in preventing problem behaviors from occurring.
- ★ **Recognize positive behavior with positive narration...**from all students, but especially recognize improvements made by students that have been redirected.
- ★ **Use your 'team'...** as a resource to problem solve continued misbehaviors for individual or groups of students (parents, teachers, administrator, counselor, students are all a part of that team).
- ★ **The discipline process is a teaching process...**what we do for the student is more important than what we do to the student.

Revised SEC-2021-2022

[W FFSD Student Expectation Code - BJ 6_15_2021 \(1\).docx](#)

Dress Code Violations: See Student Code of Conduct. Follow the same procedure as for behavioral management.

BOOKS

Books & materials are issued to each student & are the property of the Ferguson-Florissant School District. Students are responsible for taking care of all books & materials issued to them. If books or materials are lost or damaged, parents must pay for replacement or repair of these materials. At the end of the year all books and materials are collected and fines are assessed for lost or damaged materials.

BUS BEHAVIOR

Appropriate behavior on the school bus is the responsibility of each student. Violations of the rules will result in consequences ranging from student conference to loss of bus privileges up to and including the penalties for Type I and Type II Behaviors. The general rules listed below are for the safety and protection of all students.

- Bus riders are required to ride the bus home unless the office receives a parent note and it is signed by an administrator.
- Students must have permission of transportation and/or an administrator to ride a different bus.
- Be courteous, use no profane language.
- Do not eat or drink on the bus.
- Cooperate with the driver (follow directions).
- Do not be destructive or throw objects on/off the bus.
- Stay in your seat and keep head, hands, feet, and all other body parts inside the bus.
- Bus drivers are authorized to assign seats & check ID badges.

CELL PHONE PROCEDURE

Middle school students may possess cell phones. However, the use of these are restricted from the time the student enters the building at the beginning of the school day until the student exits the building after school has been dismissed for the day. These items must be kept off and out of sight. The school will not be responsible for the loss or theft of these items and may not investigate loss of such items. Due to the capability of modern cellular phones to record images, the Ferguson-Florissant School District has established a policy of no cell phone use, at any time, in bathrooms, locker rooms and any other area used for dressing or changing. Preserving the privacy of all students is important to the district. Students who use devices that are prohibited, disruptive or used inappropriately will be subject to disciplinary action. Unauthorized use of cell phones may result in parent pick-up and possible disciplinary action for violation of FFSD electronic device policy. If a student needs to make a call home during the school day, they should request a pass to use the office phone.

INSTRUCTION

Advisory: Most teachers in the building will have an advisory group. Each day Advisory teachers should facilitate lessons on topics focused on social emotional skills, team building, character development, goal setting, and promotion of individual student growth. The advisory teacher will **implement the 7 Mindsets curriculum which focuses on meeting the social and emotional needs of our students.**

Additionally, each advisory teacher will oversee the development and maintenance of every student's AVID binder and planner demonstrating evidence of students' organizational skills and academic readiness.

Assessments: Each objective and plan related to it should reflect an assessment. Teachers are to use a variety of assessments when evaluating student work to include: formative assessments to determine students' progress toward meeting learning objectives; student created projects or performances with scoring guides; peer assessments; and summative assessments to measure students' mastery of learning objectives at the end of units of instruction.

Grades and Grading: The District grading scale is listed in the District Policy #2036: Like courses across the district will have the same percentages for grade weight categories. Department Chairs and curriculum coordinators will collaborate to determine the percentages within the ranges below.

Assignments: 30%

Summative Assessments: 50%

Semester Final Exam: 20%

NOTE: Per POLICY 2036, all secondary grades are running totals for the semester.

Grade reports are due on the date and time determined by the district calendar. Students' grades during a long-term suspension should be frozen at the last day of attendance. Students who transfer into the school should have transferred grades considered in the final markings. School staff should provide academic work for students on short term suspensions. * **Schools (Registrars) are responsible for emailing progress reports and report cards at the building level according to the district's schedule.**

Curriculum: *Board policy requires that teachers teach board approved curriculum.* There should be evidence in every classroom of a safe and engaging learning environment, well-planned and implemented lesson delivery, and optimal time on task. Lessons should be standards-based as aligned to the district pacing guide and curriculum resources, and instructional strategies should include various best practices (Marzano, Kagan),

Curriculum Resources

[Secondary Humanities Curriculum and Resources](#)

[Math Curriculum and Resources](#)

[Science Curriculum and Resources](#)

CLASSROOM ENVIRONMENT

Teachers will create a classroom environment that is inviting, positive, and academically safe for all students. A teacher will focus daily on the physical component and the social/emotional component of the learning environment because both are essential when it comes to increasing student achievement and boosting student morale.

The expectations of the classroom environment are listed in each of the sections below.

<p>Physical Environment...</p> <ul style="list-style-type: none"> ● Positive and inviting ● Collaborative and interactive ● Tables or desks arranged in groups ● A variety of learning spaces ● Clean and organized ● Anchor charts displayed ● Student work on display that relates to the content 	<p>Social/Emotional Environment...</p> <ul style="list-style-type: none"> ● Clear expectations established and taught ● 4:1 positives ● Respects and maintains students' dignity ● Predictable class routines and procedures ● Instruction differentiated to meet students' needs ● Active supervision of all students ● Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide expectations ● Evidence of positive relationships with students and safe academic environment ● Encourages a growth mindset
<p>Our Classroom Environment Is Not...</p> <ul style="list-style-type: none"> ● Physical Environment <ul style="list-style-type: none"> ● Is not desks in a row ● Is not unorganized ● Social/Emotional Environment <ul style="list-style-type: none"> ● Is not a fixed mindset ● Is not negative or sarcastic ● Is not yelling at or redirecting students from across the room ● Is not inconsistent 	

SPECIAL EDUCATION

Individualized Education Programs: An Individualized Education Program (IEP) is a legal document developed to ensure equitable access to education for students with disabilities. Both district policy and the law require that IEPs are to be implemented by all teachers. Teachers employed by Special School District serve as case managers for students who have IEPs and are responsible for ensuring that necessary supports are being provided by all teachers. Any concerns with compliance should be reported to the building principal and SSD area coordinator.

Special Education Requests: Parents or guardians have the right to request special education testing for their child. If a parent/guardian makes a request for services or testing, report to the counselor and assistant principal immediately. By law, the process of pre-determination must take place within ten days. The counselor will follow up with the parent to guide them through the formal process.

SCHOOL INFORMATION

After School Activities: After school activities will take place for students on *Mondays and/or Wednesdays from 2:30-4:00pm (dismissal to buses)*. Staff members who stay after school with students are responsible for the students until they leave campus. Parents must pick their child up if arrangements have not been made for them to ride a bus home. **The main office closes at 4:00 p.m., so students will not be able to depend on office phones after school hours.**

Emergency Procedures: All teachers should orient their students to the different emergencies, the hazards that surround each, and the safety precautions that are necessary. Calmness and compliance are necessary for safe execution of emergency procedures. All teachers should practice preventive measures in each classroom and should acquaint themselves with emergency procedures and equipment. Teachers should remain with students during the duration of the emergency drill or procedure. Emergency drills will be held on a regular basis.

Hall Passes: Hall passes are required and necessary for both safety and liability. A hall pass should be issued every time a student leaves a classroom during instructional time, including when a student is called to the office, when a restroom is located nearby, during after school activities, etc. No more than one student should be excused from the classroom at a time. Hall passes should not be given to students during prime time (*the first and last 10 minutes of class*) unless there is an emergency.

ID Badges: Students will receive an ID badge on the first day of school. It is the expectation that students wear their ID badge everyday as it will be needed throughout the school day. Students may need an ID badge to receive lunch.

Internet and computer use: Internet access is available for all staff and students through district network computers designated for their use. The Internet is an instructional/learning resource in the school district and, as such, it is available for student use in all classes as determined by the teacher. The Internet offers many informational resources that are helpful for student projects, research, and other class assignments. Parents, students, and district staff need to recognize that there are also sites on the Internet, which are inappropriate for students due to student maturity, and/or site content. Such sites must be avoided by all using the district network and quickly exited if they are encountered. The final responsibility to avoid inappropriate websites rests with the Internet user.

All students in Ferguson-Florissant schools will have Internet access when such access is determined appropriate by their teachers; unless parents or guardians inform the principal in writing that they do not want the student to have Internet access. **Any student who does not adhere to the Internet guidelines will lose Internet access privileges through the school district's network.**

Interventions: It is expected that teams maintain documentation for students throughout the year and will be reviewed quarterly. This documentation becomes essential when considering retention of students at the end of the year. Consistent, documented communication with parents, counselors, and administrators throughout the school year is expected with students who struggle academically or behaviorally.

Library Media Center: All middle schools have an excellent library media center for student and teacher use. The media center is open before and after school each day. All books must be checked out properly. To maintain library privileges, students should return all books in a timely manner and pay fines for overdue or lost materials. Students needing to utilize the library or technology in the library should be sent with a pass. The library functions on a flexible schedule to accommodate student needs throughout the day.

Lunch: Students may eat the lunch in the cafeteria or bring a packed lunch from home. Outside food from restaurants will not be accepted (for example, Door Dash or parents bringing food from restaurants). If there is an emergency situation, parents can notify the office staff and we will accommodate if possible. In addition, birthday treats are not allowed into the classrooms. Our district participates in the healthy snack initiative and we receive federal funding to ensure our students are eating healthy daily.

Student AVID Binders/Planners: Each 6th grade student will work with his/her advisory teacher throughout the year to develop organizational strategies to maintain an AVID binder of materials from all content areas. All teachers will use AVID based prompting to promote students to use AVID resources in each class on a daily basis. Advisory teachers will conduct an AVID Binder check for monitoring purposes on a monthly basis.

TOP Programming

Wyman's Teen Outreach Program® (TOP) : One day of the week, 100 students will engage in TOP programming through his/her PE class. TOP promotes the positive development of adolescents through curriculum-guided, interactive group discussions; positive adult guidance and support; and community service learning. TOP curriculum is focused on key topics related to adolescent health and development, including building social, emotional, and life skills; developing a positive sense of self; and connecting with others. Students will participate in at least one service learning field trip within the year.

The video link below demonstrates how to use the Parent/Student portal. The parent portal is within Tyler and will allow parents to access student information such as grades and assignments.

[Student 360 - Parent-Student Portal Video](#)

JOHNSON WABASH SCHOOL MAP

