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This handbook has been prepared for the students and parents/guardians of Hazelwood Central Middle School. It presents information that will help answer questions about the school.

Please read the information carefully and keep this booklet for future reference. The practices and procedures outlined are presented in the best interests of all members of Hazelwood Central Middle School. These pages are devoted to the structures and rules that govern Hazelwood Central Middle School.

We encourage parents and guardians to visit the school. We are proud of what happens at Hazelwood Central Middle School and we welcome any opportunity to share information about the education of your child. The staff at Hazelwood Central Middle School is always available to help you.

Education is a cooperative effort between parents/guardians, teachers, and administrators. By working together, we can provide the best educational experience possible for you and your child. If you have questions regarding the school, please feel free to contact us.

**Hazelwood School District Mission Statement**

In a culture of **high expectations** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

**Hazelwood Central Middle School Mission Statement**

We are a caring community of educators that challenge and motivate students to grow and achieve.

**Hazelwood Central Middle School Motto**

We Challenge, Motivate, and Support Our Students

**Hazelwood Central Middle School Pledge**

At Hazelwood Central Middle, we pledge to come to school everyday and do our best in every class.
### Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Chambers</td>
<td>Principal (8th Grade)</td>
<td><a href="mailto:jchamber@hazelwoodschools.org">jchamber@hazelwoodschools.org</a></td>
<td>314-953-7401</td>
</tr>
<tr>
<td>Victoria Carlson</td>
<td>Assistant Principal (6th Grade)</td>
<td><a href="mailto:vcarlson@hazelwoodschools.org">vcarlson@hazelwoodschools.org</a></td>
<td>314-953-7464</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal (7th Grade)</td>
<td></td>
<td>314-953-7434</td>
</tr>
</tbody>
</table>

### Office Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Rhyen Williams</td>
<td>Building Secretary</td>
<td><a href="mailto:rwilliams7@hazelwoodschools.org">rwilliams7@hazelwoodschools.org</a></td>
<td>314-953-7402</td>
</tr>
<tr>
<td>Tiarra Payne</td>
<td>Secretary - 6th grade</td>
<td><a href="mailto:tpayne@hazelwoodschools.org">tpayne@hazelwoodschools.org</a></td>
<td>314-953-7462</td>
</tr>
<tr>
<td></td>
<td>Secretary - 7th grade</td>
<td></td>
<td>314-953-7432</td>
</tr>
<tr>
<td></td>
<td>Registrar</td>
<td></td>
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### Office Hours

7:30 a.m. to 4:00 p.m.

### Guidance Staff

<table>
<thead>
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<th>Name</th>
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<tr>
<td>Cassandra Parker</td>
<td>6th Grade Counselor</td>
<td><a href="mailto:cparker@hazelwoodschools.org">cparker@hazelwoodschools.org</a></td>
<td>314-953-7465</td>
</tr>
<tr>
<td>Nicole Findley</td>
<td>7th Grade Counselor</td>
<td><a href="mailto:nfindley@hazelwoodschools.org">nfindley@hazelwoodschools.org</a></td>
<td>314-953-7435</td>
</tr>
<tr>
<td>Stacy Lyles</td>
<td>8th Grade Counselor</td>
<td><a href="mailto:sdavis@hazelwoodschools.org">sdavis@hazelwoodschools.org</a></td>
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## Program of Studies

<table>
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<td>- Algebra 1</td>
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<td>Detectives</td>
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### Elective Wheel

Middle School students are offered two elective courses per trimester on an A-day/B-day schedule. Middle school students have two options for their elective pathway.

#### Option 1: Exploratory Wheel

The exploratory wheel is an opportunity for students to experience a wide-range of learning opportunities. Each class is one trimester. Classes included in the exploratory wheel include, but are not limited to, the following:

- Art
- Exploring Music
- Spanish
Introduction to Computers
Family and Consumer Science
Project Lead the Way

Option 2: Music Wheel

The music wheel is an opportunity for students to participate in a yearlong course focused on Choir, Band, or Orchestra. The music wheel is designed to develop individual skills as well as prepare students for advanced level music courses in high school. Choir, Band, and Orchestra members perform at school concerts, assemblies, community events, and music festivals throughout the year.

Regardless of the elective pathway selection, all middle school students are required to take two trimesters of Physical Education and Health each year.

COURSE DESCRIPTIONS

*English Language Arts (ELA)*

**ELA 6**
The 6th grade English Language Arts course is designed to transition 6th graders into middle school by increasing their communication skills through the exploration of themes - Changes within Ourselves, Changes within Society, and Changes throughout History. Through reading, writing, speaking, and the study of the English Language, students will build vocabulary via intentional practice and closely analyze a variety of texts in multiple formats. Teacher modeling of reading comprehension strategies will help students become stronger readers and better understand reading strategies that will assist them in processing more challenging texts. Through collaboration with teachers and peers, students will develop clear communication skills in writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. A print/electronic portfolio which contains work samples and reflections of their growth as learners will follow them to the next grade level. English Language Arts 6 is a required course for sixth-grade students.

**ELA 7**
The 7th grade English Language Arts course is designed to promote essential literacy, discourse, and thinking skills required for students to acquire new information independently as lifelong learners. Students will read and respond widely and deeply to gain a deeper understanding of the human experience through the use of three themes - Friendship, Courage, and Perception. Students will have multiple opportunities to expand their academic vocabulary and closely analyze literary texts, informational texts, and multimedia text presented in a variety of formats. Using reading strategies and critical thinking, students will analyze a variety of texts, speeches, media, and writing to build critical thinking skills. Students will work collaboratively with their teachers, peers, and the educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas through written and verbal articulation. Students will maintain a print/electronic portfolio which contains work samples and reflections of their growth as learners and will follow them to the next grade level. English Language Arts 7 is a required course for seventh-grade students.
ELA 8
The 8th grade English Language Arts will help students grow in the areas of reading, writing, listening, and speaking. The course will continuously build on students' vocabulary, reading comprehension, critical thinking, and writing skills through explicit vocabulary instruction and modeled reading comprehension strategies. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literary texts, informational texts, and multimedia texts presented in various formats. Critical thinking skills are further developed through rigorous texts and writing activities. Themes of individuality, civilization, and humanity will be the focus. The ability to independently pursue and acquire information will be taught through text, speech, media, and writing analysis. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. Students will maintain a print/electronic portfolio which contains work samples and reflections of their growth as learners and will follow them to the next grade level. English Language Arts 8 is a required course for eighth-grade students.

Spanish

Middle School Spanish 6
Middle School Spanish 6 is an immersive course where students explore the world of Spanish-speaking people by studying and comparing cultures and communities. Students are introduced to the culture and learn basic language patterns and conversational phrases. Additionally, students learn to make relevant connections to their own culture by examining their personal likes, family, holidays, and activities.

Middle School Spanish 7
Middle School Spanish 7 immerses students in the Spanish-speaking world through the study of Spanish-speaking people. Students will compare and contrast cultures and learn basic language patterns and conversational phrases that will allow them to use descriptive language to describe family and friends, likes and dislikes, and order food in a restaurant.

Middle School Spanish 8
Middle School Spanish 8 teaches students about Spanish-speaking people and their culture through immersive activities. Students will explore the Spanish-speaking world by studying and comparing cultures and communities. Students learn basic language patterns, conversational phrases, make relevant connections to their own culture, and virtually travel to Spanish-speaking countries.

Mathematics

Math 6
In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers,
which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math 7
In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Math 8
In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Accelerated Math 7
This course differs from the non-accelerated 7th Grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th Grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. The critical areas are as follows: Critical Area 1: Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Critical Area 2: Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Critical Area 3: Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. And Critical Area 4: Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects.

Algebra 1
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Students who successfully complete Algebra 1 will receive high school credit for the course upon scoring proficient or advanced on the MAP End of Course exam for Algebra 1 in their 9th grade year).

Social Studies

Social Studies 6th Grade
This is an introductory world history course. This course integrates history, geography, economics, government, and the study of diverse cultures while investigating Mesopotamia, Ancient Egypt, Ancient
India, Ancient China, and Early Latin America. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations and cooperative learning.

**Social Studies 7th Grade**
This is an introductory world history course. This course integrates history, geography, economics, government, and the study of diverse cultures while investigating Ancient Greece, Ancient Rome, Middle Ages, and African Trading Kingdoms. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations, and cooperative learning.

**Social Studies 8th Grade**
This course explores American History from the age of exploration through Reconstruction. This course integrates geography, economics, government, and the study of diverse cultures while investigating American History. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations, and cooperative learning.

**Science**
Science combines essential topics from Life, Physical and Earth Science to provide students with a comprehensive survey of the nature of science, its practices, its limitations, and its capabilities. Students will explore topics from varying perspectives, from a macroscopic view of organisms and their place in the universe to a microscopic analysis of the factors that affect organisms and their environments, and vice versa. Topics studied include populations and ecosystems, energy needs of organisms, heredity and natural selection, properties of matter, weather and climate, Earth’s geologic past, the Universe, and more.

**Integrated Science 6**
In integrated science 6, students explore the impact of disruptions on ecosystems, characteristics of living things, and physical properties of matter. Students relate the crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

**Integrated Science 7**
Integrated Science 7 focuses largely on physical science as students study force, motion, energy, and electricity. Students also engage in lessons to understand aspects of weather and climate, and they learn about factors that influence the inheritance of traits in organisms. Students relate the crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

**Integrated Science 8**
Integrated Science 8 prepares students for success on the Missouri Assessment Program (MAP) with a focus on the universe, fossils and plate tectonics, and chemical properties of matter. In each unit, students review concepts in Earth, Physical, and Life Science that were covered in grades 6 and 7. Students relate the crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

**Electives**
Introduction to Computers (trimester)
The Introduction to Computers course will provide foundation skills to enable students to efficiently, effectively, and responsibly utilize technology in their educational careers and outside of school. The technology curriculum emphasizes skills to collaborate, problem-solve, and communicate in an ever-changing global world.

Automation and Robotics (7th grade Gateway) (trimester)
Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Medical Detectives (8th grade Gateway) (trimester)
Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Family And Consumer Science (FACS) (trimester)
Students work in pairs on randomly assigned computer-based modules for two weeks. The hands-on modules include: Baking & Measurement, Basic Sewing, Careers, Early Childhood, Entrepreneurship: Child Care, Families, Fashion and Textiles, Food Science, Interior Design, Life Skills, Cooking, and Nutrition, Personal Finance, and Snack Nutrition. Each module workstation is set up for a specific topic and includes a computer and the related resources, equipment, and supplies for students to complete the learning activities and assessments.

6th Grade Orchestra (full year)
The training provided in Fifth Grade Orchestra continues in this course. Students receive instruction in music reading skills, production of a good tone, bowing, and left-hand techniques. Attendance at scheduled performances is mandatory and part of the required classwork. This course meets every other day for one middle school class period. It is a full year course. Students must provide their own violin.

7th Grade Orchestra (full year)
This is a performance-oriented course. Students continue to receive instruction in production of a good tone, music reading skills, bowing, and left-hand techniques. The fundamentals of performance within an orchestral ensemble will be developed. Students are prepared for the demands of the more advanced orchestral literature performed in the 7th Grade Orchestra. Orchestral literature in a variety of different styles will be rehearsed and performed. Attendance at scheduled performances is mandatory and part of the required classwork. Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-Suburban Honors Orchestra, Solo and Ensemble Festival, and the Community Music School Youth Orchestra Program. Students must provide their own violin. Students should have taken 5th Grade Strings, 6th Grade Orchestra or should show evidence of equivalent training satisfactory to the instructor to enroll in this class.
8th Grade Orchestra (full year)
This is a performance-oriented course. Training is provided in technical skills, music reading, and in the performance of a broad range of musical styles. More advanced orchestral literature is performed. Students are prepared for the demands of the literature that will be performed in the high school orchestra. Attendance at scheduled performances is mandatory and part of the required classwork. Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-Suburban Honors Orchestra, All-District Honor Orchestra, Solo and Ensemble Festival, and the Community Music School Youth Orchestra. Students must provide their own violin. Students should have taken 7th grade orchestra or should show evidence of equivalent training satisfactory to the instructor to enroll in this class.

6th Grade Band (full year)
This course is designed for students interested in beginning level instruction on flute, clarinet, oboe, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba, and percussion instruments (orchestra bells, xylophone, snare drum, bass drum, and other percussion accessory instruments). Students will receive instruction on tone production, music reading skills, basic music theory, and instrument care. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. The student is expected to provide his/her own instrument, book, and supplies.

7th Grade Band (full year)
Seventh Grade Band is designed for the Seventh Grade student who wishes to continue instruction on his/her instrument. Seventh Grade builds on fundamentals taught in beginning woodwinds, brass, and percussion classes. An increased emphasis will be placed on ensemble performance skills. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. The student is expected to provide his/her own instrument, book, and supplies. Students should have participated in a successful beginning band experience and/or obtain permission of the Band Instructor to enroll in this class.

8th Grade Band (full year)
This class is designed for the Eighth Grade student who wishes to continue instruction on his/her instrument. Eighth Grade Band builds on fundamentals taught in Seventh Grade. Eighth Grade Band is not an isolated class, but rather the commencement of a program, which continues through Grade 12. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. The student is expected to provide his/her own instrument, book, and supplies. Students should have participated in a successful Seventh Grade experience and/or obtain recommendation of the Band Instructor to enroll in this course.

Choir 6 (full year)
Students will study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.

Choir 7 (full year)
Students will continue to study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.
Choir 8 (full year)
Students will continue to study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.

Exploring Music 6 (trimester)
Students will apply their knowledge of the elements of music in an instrumental setting. They will build on their knowledge by applying and developing their basic music skills as well as be able to identify standard music symbols, pitches, and rhythms. They will perform music of diverse cultures, different genres, and distinctive styles.

Exploring Music 7 (trimester)
Students will apply their knowledge of the elements of music in an instrumental setting. They will build on their knowledge by applying and developing their basic music skills as well as be able to identify standard music symbols, pitches, and rhythms. They will perform on piano and guitar the music of diverse cultures, different genres, and distinctive styles.

Exploring Music 8 (trimester)
Students will apply their knowledge of the elements of music in an instrumental setting. They will build on their knowledge by applying and developing their basic music skills as well as be able to identify standard music symbols, pitches, and rhythms. They will perform music of diverse cultures, different genres, and distinctive styles.

6th Grade Visual Art (trimester)
Students will continue to develop their knowledge of art through the implementation of the principles and elements of art. They will apply a variety of techniques and skills using various materials to create original 2 and 3-dimensional artworks.

7th Grade Visual Art (trimester)
Students will continue to develop their knowledge of art through the implementation of the principles and elements of art. They will apply a variety of techniques and skills using various materials to create original 2 and 3-dimensional artworks.

8th Grade Visual Art (trimester)
Students will continue to develop their knowledge of art through the implementation of the principles and elements of art. They will apply a variety of techniques and skills using various materials to create original 2 and 3-dimensional artworks.

6th Grade Physical Education and Health (two trimesters) – Required Course
This course will introduce basic training methods, safety precautions, proper nutrition, and cardiovascular development. The proper execution and form of basic exercises will be stressed. The President’s Challenge Test will be administered.

7th Grade Physical Education and Health (two trimesters) – Required Course
This course will continue to introduce basic training methods, safety precautions, proper nutrition, and cardiovascular development. The proper execution and form of basic exercises will be stressed. The President’s Challenge Test will be administered.
8th Grade Physical Education and Health (two trimesters) – Required Course
This course will include the formation of a basic program composed of flexibility, strength, and cardiovascular development. Proper methods, theories, safety precautions, and correlating physical benefits will be stressed. The President’s Challenge Test will be administered.

Missouri Connections

In middle school, counselors and teachers will begin to increase exposure to postsecondary options and planning. Missouri Connections is a comprehensive, online, career development and planning program that is provided free of charge to all Missouri citizens. Funded by the Missouri Department of Elementary and Secondary Education (DESE), this program supports the career development efforts of schools, community organizations, and adult job seeker programs. Missouri Connections helps individuals learn about their talents, skills, and interests and makes the connection between planning for continued education and the work world.

• Hazelwood Central Middle School students will complete the Missouri Connections program by their 8th grade year.

Individual Career and Academic Plan (ICAP)

Based on information obtained from the Missouri Connections program, the counselor will work with 8th grade students to begin an Individual Career and Academic Plan (ICAP). The ICAP is a roadmap that includes the development of a flexible career focus and an education plan that is clearly defined, rigorous, and relevant to ensure a successful and efficient transition to postsecondary education and/or the world of work. The process starts in eighth grade and continues through senior year of high school.

An ICAP is developed cooperatively with the student and the student’s counselor, teachers, and family members. The plan is reviewed at least annually and revised as needed.

Community Service Hours

When students get involved in community service, they not only help others — they expand their worldview, develop empathy and leadership skills, and realize how their actions can have a positive impact. They also return to the classroom realizing how what they’re learning applies to the real world, which reinvigorates their passion for learning. As part of the Redefining Ready Initiative, middle school students in Hazelwood School District are required to complete a minimum of 10 hours of community service by the end of their 8th grade year.
### Daily Schedule

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<thead>
<tr>
<th>Grade</th>
<th>1st Block (8:00-8:45)</th>
<th>2nd Block (8:50-10:10)</th>
<th>3rd Block (10:15-12:10)</th>
<th>4th Block (12:15-1:35)</th>
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<tbody>
<tr>
<td>8th</td>
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<td>Core</td>
<td>Elective</td>
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### Sample 7th Grade Schedule

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<tbody>
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<td>Physical Education</td>
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<td>B Day</td>
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<td>Teacher D</td>
<td>#---</td>
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<td>MTWHF</td>
<td>English Language Arts</td>
<td>Teacher E</td>
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<tr>
<td>5</td>
<td>A Day</td>
<td>Science</td>
<td>Teacher F</td>
<td>#---</td>
</tr>
<tr>
<td>5</td>
<td>B Day</td>
<td>Social Studies</td>
<td>Teacher G</td>
<td>#---</td>
</tr>
</tbody>
</table>
## Trimester Schedule

<table>
<thead>
<tr>
<th>Trimester</th>
<th>First Day of Trimester</th>
<th>Last Day of Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester 1</td>
<td>August 23, 2021</td>
<td>November 12, 2021</td>
</tr>
<tr>
<td>Trimester 2</td>
<td>November 15, 2021</td>
<td>February 24, 2022</td>
</tr>
<tr>
<td>Trimester 3</td>
<td>February 28, 2022</td>
<td>June 17, 2022*</td>
</tr>
</tbody>
</table>

* Last possible day of school with maximum snow days used

## Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>79 - 70</td>
</tr>
<tr>
<td>D</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59 - Below</td>
</tr>
</tbody>
</table>
Grading Procedures

Student grades are a combination of Formative and Summative assessments.

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong> Teachers use these “assessments for learning” to inform and guide their instruction and to help individual students better understand his/her areas of proficiency or deficiency.</td>
<td><strong>Purpose:</strong> Teachers use these “assessments of learning” to judge the effectiveness of their teaching practices and to improve instruction for students. The assessments help students gain a deeper understanding of what they have learned and how well they have learned it.</td>
</tr>
<tr>
<td><strong>Impact on Student:</strong> 30% of Trimester Grade</td>
<td><strong>Impact on Student:</strong> 70% of Trimester Grade</td>
</tr>
<tr>
<td><strong>Examples of Formative Assessments:</strong></td>
<td><strong>Examples of Summative Assessments:</strong></td>
</tr>
<tr>
<td>● Bell work/Do now</td>
<td>● Quizzes</td>
</tr>
<tr>
<td>● Class Work</td>
<td>● Projects</td>
</tr>
<tr>
<td>● Warm-ups (Completion / Participation)</td>
<td>● Presentations</td>
</tr>
<tr>
<td>● Class Discussions</td>
<td>● Labs</td>
</tr>
<tr>
<td>● Homework</td>
<td>● Essays</td>
</tr>
<tr>
<td>● Rough Drafts</td>
<td>● Speeches</td>
</tr>
<tr>
<td>● Socratic Seminar Performances (Music, Art / Acting) Bonus/Extra Credit Group Work</td>
<td>● Chapter Tests</td>
</tr>
<tr>
<td></td>
<td>● Benchmark Assessments</td>
</tr>
</tbody>
</table>

Assessment Retake Procedures:

All students will be given an opportunity for **one attempt per assessment** to retake an assessment to improve their percentage. This does not apply to benchmarks, mid-trimester, finals, and tests that are graded outside the district.

- Any student requesting to retake an assessment must arrange with the teacher and attend help session(s) before, during, or after school. (This will ensure that the necessary support is provided prior to retaking the assessment).
- All assessment retakes must be completed prior to the next assessment. An Individual Educational Plan (IEP) or a 504 plan may supersede this guideline.
- The student’s final grade on that assessment will be the higher of the two grades.
The Purpose of Homework:

- **Practice** – to help students master specific skills which have been presented in class; students’ speed and accuracy increase with practice.

- **Preparation** – to help students gain the maximum benefits from future lessons’ and/or to set learning goals.

- **Extension** – to provide students with opportunities to transfer specific skills or concepts to new situations through research, comparing items, constructing support for an argument and representing knowledge in a graphic organizers.

- **Creativity/Application** – to require students to integrate many skills and concepts in order to produce original responses.

- The average (nightly total) suggested time length for specific grades levels are:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Suggested Time Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>60 minutes</td>
</tr>
<tr>
<td>7th</td>
<td>70 minutes</td>
</tr>
<tr>
<td>8th</td>
<td>80 minutes</td>
</tr>
</tbody>
</table>

Late Homework Guidelines:

Students who have missed work due to an “excused” absence will be given the same number of days to return completed work as days they were absent. For example, if a student is absent 5 school days, then he/she will have 5 school days to get the assignments turned in. Additional time may be granted at the teacher’s discretion. **It is the student’s responsibility to get the missing homework from the teacher.**

When Students Need Help:

Every middle school student needs help sometimes. When you need help, it is very important that you advocate for yourself and ask for it. You can do this in person with teachers, counselors, or administrators. You can also send your teachers emails. The faculty and staff in our school will always work together to provide you with the assistance you need. We will make every effort to ensure that you know where to go to for help when you need it. While you are encouraged to start with your grade-level counselor, every adult in the building is available to help you. When you need help, be sure to ask.
**Redefining Ready:**

With the Redefining Ready initiative, the Hazelwood School District has committed to ensuring every student leaves the district career-ready, college-ready, and life ready through the development of rigorous and innovative academic programs, personalized and career-specific learning experiences, and social and emotional services at every grade level. Redefining Ready centers around the belief that students are more than a score on a test, students learn in a variety of ways, and students should be able to demonstrate readiness in a variety of ways.

After extensive research and collaboration by a committee of 30 teachers, counselors, parents, and administrators during the 2017-2018 school year, the district developed specific indicators to gauge the college, career, and life readiness of students. Parents can go to the District Website for more information.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Academic Standards OR Standardized Testing Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Ready</strong></td>
<td>By the end of 8th grade:</td>
</tr>
<tr>
<td></td>
<td>- Score at least 1025 on SRI; and</td>
</tr>
<tr>
<td></td>
<td>- Earn A, B, or C in 8th Grade Math or Algebra 1</td>
</tr>
<tr>
<td>By the end of 8th grade:</td>
<td>- Proficient or Advanced on</td>
</tr>
<tr>
<td></td>
<td>MAP Math Grade Level Assessment; and</td>
</tr>
<tr>
<td></td>
<td>Proficient on MAP ELA Grade Level Assessment</td>
</tr>
<tr>
<td><strong>Career Ready</strong></td>
<td>By the end of 8th grade:</td>
</tr>
<tr>
<td></td>
<td>- 90% Attendance</td>
</tr>
<tr>
<td></td>
<td>- 10-15 hours of community service or participation in extra-curricular clubs/sport</td>
</tr>
<tr>
<td></td>
<td>- Complete the Missouri Connection Inventory</td>
</tr>
<tr>
<td><strong>Life Ready</strong></td>
<td>By the end of 8th grade:</td>
</tr>
<tr>
<td></td>
<td>- Consistently apply a system of study skills and test-taking strategies to promote academic success</td>
</tr>
<tr>
<td></td>
<td>- Consistently apply a self-management system to promote academic success</td>
</tr>
<tr>
<td></td>
<td>- Identify the information and skills necessary to transition to high school</td>
</tr>
<tr>
<td></td>
<td>- Design a four to six-year educational plan</td>
</tr>
<tr>
<td></td>
<td>- Develop an educational and career plan based on current interests, strengths, and limitations</td>
</tr>
<tr>
<td></td>
<td>- Identify the training and education required for occupations in career paths of interest</td>
</tr>
<tr>
<td></td>
<td>- Utilize a portfolio of middle school academic and work experience</td>
</tr>
</tbody>
</table>
Chromebooks:

Hazelwood School District offers the opportunity for each student to utilize a Chromebook for the 2021-2022 school year. HSD’s 1:1 laptop program continues to develop as a unique and innovative instructional program for student learning. The idea is that the laptops support student learning and inquiry, while at the same time, enhancing our curriculum and student engagement in the classroom. For this program to succeed it requires a partnership with parents and students alike.

The computer is always the property of the school district. Students are the caretakers of the laptop, not the owners. Students should use digital devices, networks, and software in school for educational purposes and activities. Also, students should show respect for the device, themselves, and all students when using technology including social media. If students abuse the privilege, use and care of the laptop, they will forfeit their rights to using one or be placed on restrictions. Students may be subject to a disciplinary referral if found in violation of school computer usage.

Taking Care of Your Chromebook: Students are responsible for the general care of the Chromebook issued by the school. Chromebooks that are broken or fail to work properly must be taken to the designated school location.

General Precautions:

- Food and/or drink are not recommended near your Chromebook.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook case.
- Students should never carry their Chromebook while the screen is open.
- Chromebooks should be shut down when not in use to conserve battery life.
- Chromebooks should never be shoved into a locker or wedged into a book bag as this may break the screen.
- Chromebooks should not be exposed to extreme temperatures or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the Chromebook.
- Always allow your Chromebook to reach room temperature prior to turning it on.
- The protective shell of the Chromebook will only provide basic protection from everyday use. It is not designed to prevent damage from dropping it or abusive handling of it.
- Students must carry the Chromebook in the Hazelwood School District provided protective case.
- The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
- Do not lean on top of the Chromebook.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook.
• Chromebooks must remain free of any decorative writing, artwork, stickers, paint, tape, or labels that are not furnished by or the property of Hazelwood School District.

*Spot checks for compliance will be done by administration or Hazelwood School District technicians at any time.*

**Chromebook Repair and Replacement Costs:** Students are responsible for the care of their Chromebooks and all related accessories. Parents agree to pay the following costs for the repair or replacement of the device. The incidents are within one school year.
- First Incident: $25.00
- Second Incident: $50.00
- Third Incident: $100.00
- Fourth Incident: Current Chromebook replacement cost

**Internet Access and Use Guidelines**

Internet access is available for all staff and students through district network computers and Chromebooks. The Internet is an instructional/learning resource in the school district and, as such, it is available for student’s use in all classes as determined by the teacher. *All students in Hazelwood schools will have Internet access when such access is determined appropriate by their teacher; unless parents or guardians inform the principal in writing that they do not want the student to have Internet access.*

Students using the District’s internet access will abide by the following regulations:

• Follow all the Hazelwood School District rules and classroom instructions regarding the use of the HSDNet.

• Seek the permission of a teacher or staff member before accessing HSDNet programs.

• Access only appropriate material that is relevant to the assignment.

• Consult the teacher for guidelines regarding telecommunicating and downloading.

• Use only appropriate school language when telecommunicating.

• Follow all teacher and staff instructions regarding the access/use of files (yours and others.)

• Electronic mail is not guaranteed to be private. Messages dealing with inappropriate or illegal activities shall be reported to appropriate authorities.

• Protect the integrity of the system and the files it contains from damage as the result of vandalism or viruses. This would include the protection of programs and files belonging to an individual, Hazelwood School District, MORENet or NSFNET.
Student Identification Card (ID)

All students must wear their school-issued ID during school hours. Student IDs must be worn on the school-issued lanyard around the neck during school hours. The IDs must be worn in the front and must be visible at all times. Students will not deface their IDs (write on ID, put stickers on ID, etc.). Students must present their ID to any adult when requested.

The student must replace lost or defaced ID’s and lanyards for additional costs. Failure to pay fines could impact participation in school-related activities

- **Replacement Cost:** $5.00

Cell Phone Policy

Cell phones and other electronic devices misuse is defined as the use of any item that can be used to communicate, play music and/or record information in either written, pictorial or video form. Recording video of discipline infraction will cause discipline for the person recording and confiscation of device for possible deletion of video. **Cell phones and other electronic devices are brought at your own risk.**

1. If a student brings a cell phone or electronic device to school, it is to be silenced and placed out of sight from the beginning to the end of the instructional day.
2. Repeated Cell Phone/Electronic Device Policy violations will result in an administrator confiscating the student’s device and parent contacted to pick-up the phone at a specific time.

Parent Portal

The Tyler SIS Parent Portal is a web-based, password-protected website, that not only displays homework and grade information, you can also see immunization information, attendance and discipline for your student.

By using the portal, students and parents/guardians can:

- View each child's grades, attendance, transportation, discipline, and academic history.
- Student information is displayed in several easy-to-understand views.
- Monitor students' individual, cumulative and class standing grades, which are available as soon as they are posted.
- Keep track of their student's assignment descriptions and attached documents any time over the Web.
- View district and school announcements and system-generated alerts for key events.
- Easily communicate with school staff via a built-in e-mail system.
- Customize their viewing screen, including background color and language preference.

Parent Portal navigation instructions can be found in the back of this booklet.
**Parent Visits:** Parents are encouraged to visit the school; however, visits to individual classrooms must be arranged in advance by contacting the teacher to schedule a visit. FOR THE SAFETY OF OUR STUDENTS, ALL VISITORS MUST REGISTER IN THE SCHOOL OFFICE UPON THEIR ARRIVAL. Please check out at the office after your visit. Due to COVID restrictions, parents are not allowed in the building. If this restriction changes, the building principal will let parents know.

**My School Bucks:**

My School Bucks is an online payment service that provides a quick and easy way to add money to your child’s meal account using a credit/debit card or electronic check. Parents or Guardians can also view recent purchases, check balances, and set-up low balance alerts for FREE!

MySchoolBucks provides:
- **Convenience** - Available 24/7 on the web or with the Mobile App for your iPhone, Android or Windows phone!
- **Efficiency** - Make payments for all your students, even if they attend different schools within the district. Eliminate the need for your students to take money to school.
- **Control** - Set low balance alerts, view account activity, recurring/automatic payments & more!
- **Flexibility** - Make payments using credit/debit cards and electronic checks.

Go to [www.MySchoolBucks.com](http://www.MySchoolBucks.com) to enroll and register for a free account.
**Clubs, Sports, and After School Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys and Girls Basketball</td>
<td>October 2021</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>October 2021</td>
</tr>
<tr>
<td>Boys and Girls Volleyball</td>
<td>February 2022</td>
</tr>
<tr>
<td>Boys and Girls Track</td>
<td>April 2022</td>
</tr>
<tr>
<td>Student Council</td>
<td>September 2021</td>
</tr>
<tr>
<td>Homework Club (Tutoring)</td>
<td>September 2021</td>
</tr>
<tr>
<td>Yearbook Club</td>
<td>September 2021</td>
</tr>
<tr>
<td>Spanish Club</td>
<td>September 2021</td>
</tr>
</tbody>
</table>

**Uniforms:**

**Tops: Shirts, Sweatshirts, Sweaters**
- Any solid color.
- White shirts must have a collar.
- Shirts may have short or long sleeves.
- School logos and small logos are allowed.
- Shirts worn underneath the uniform top can be long or short-sleeved.
- All sweaters, sweatshirts, and light jackets must be solid in color.

**Bottoms: pants, slacks, skirts, shorts, capris, gauchos and cargo pants**
- Solid color: tan khaki, navy blue, or black.
- Black or tan jeans are permitted.
- Leggings may ONLY be worn under uniform bottoms. They must be solid in color. Allowed colors are white, navy blue, or black.

**Items that are not acceptable**
- No slippers/house-shoes, “flip-flop” style shoes, slides, shoes that leave heels uncovered, or open-toed shoes — feet must be completely covered at all times. Normal district rules on socks, shoes and jewelry apply.
- See the HSD Student Parent Handbook and Behavior Guide.
- Sweatpants, running pants, biker/yoga shorts, yoga pants, sweat shorts, or leggings as pants.
- Sleeveless tops.
- Spandex bottoms.
- Exposed undergarments due to bottoms not being worn properly (sagging).
- No headgear may be worn in the building (hoods, hats, caps, wave caps/doo-rags, bonnets, bandannas, etc.)
Student 360 – Parent Portal

Navigation

Enhance your connection between your children and their education.

To begin using the Parent Portal, simply follow these steps:

1. Fill out the Parent Portal Registration form and return it to the school. bit.ly/HazelwoodParentPortal

2. Your password will be emailed to the address you provided on the registration form. In this email, you will be given your own unique username and password. At this time you will be able to view schedules, attendance, discipline, course schedule, and course requests. To access the portal:


4. Click Students/Parents on the navigation bar.

5. Click Parent Portal.


7. Click on the "Parents" tab. Enter your unique username and password, and then click "Logon".

You must be on the Parents tab in order for your login to work.
Once you have successfully logged on, use the "student button" from the menu bar at the top to select the child that you would like to view. Then you can click on any of the blocks to review information for that area (for example: grades or course schedules).

NOTE:

- If your email address changes, be sure to contact the school and let them know so your contact info can be updated.

- As part of the security procedures, the ONLY way to receive your password is by email. The school office cannot give it to you because they do not have access to your password.

If you forget your password, click the link for Forgot your parent password? Enter your email address, and your password will be emailed to you.

The parent portal can be used with the recent versions of modern browsers

PC with IE 9-11, Firefox, Chrome, or Edge with Windows 10. On Windows XP, use Firefox or Chrome.

Mac with Safari, Firefox, or Chrome Android tablets with Chrome

iOS with Safari
For PC and Mac, the screen resolution must be set to at least 800x600.

Once inside the Portal, you will have access to several different areas of information for each child you have enrolled in the district. Each of these areas is explained below. *(Some areas and options may not be available for the Hazelwood School district.)*

If you have more than one child enrolled, select which child’s information you wish to view by selecting from the Student button at the top of the page.

Normally you will want to view information for the current school year, but if you have a need to view information from a previous school year, use the Year button on the right side of the top menu.
If preferred, the Portal can be displayed in Spanish. Use the Select Language option under the User button to select Español. This will translate the fixed text in tabs, buttons, and column headings. Note: Data entered by teachers and administrators will not be translated.
If you wish to email one of your student’s teachers or building staff member, click on the Email button from the main section of the home page.

This will bring up the email screen and the select recipients pop-up box (below). You can simply check the box under the TO column for the recipients of your choice. You may also choose to CC a staff member or another member of your household (if their email is on file in our system). Click OK when finished choosing recipients, then simply type your message in the email screen.
Home Tab

Course Schedule

By selecting the “course schedule” button, a screen displaying your student’s schedule will appear. You can choose to see their schedule for today, this semester, or for the entire year by using the drop-down View menu.

Parents can view the attendance, assignments, and grades by clicking the + button next to a course.

Calendar

The Calendar displays the student’s course schedule along with assignments, absences, and discipline records. Clicking any of the cells will take you to the appropriate screen to see more detail on that item.

Announcements

Any current announcements from the district are displayed on this page. Use the calendar to change the date and view previous announcements.

Homework

By selecting the Assignments button, parents can view all homework and assignments for all classes. Simply select the course and term from the drop down menus.
Grades

Student grades display on the Grades screen. This screen combines gradebook grades with posted end-of-term grades to give a complete overview of the student's grades.

The Grades screen has two views: Traditional, where regular letter grades display, and Standard-Based, which shows student marks for curriculum standards. Click the title of each to switch between them.

Update Household Data

Rather than call or physically go to the school to update information about your household, you can submit updated information via the Update Household Data screen. These submissions still have to be approved by the district, so they may not take effect immediately.

To update information about your household, click the Edit link for the desired form:

- **Household Parents** – parents who live in the household and their relationships to each student.
- **Household Addresses** – the address information for the students' household parents.
- **Student Information** – the students’ names, birthdates, ethnicity and race information, and other student-specific data

- **Nonresident Parents** – parents who are associated with one or more students in the household and live elsewhere. Edit address and contact data and choose which student(s) with whom a non-resident parent is associated.

- **Emergency Contacts** – set and add emergency contacts for each student. Edit contact data including phone number, calling order (priority), and relationship.

As you work, the data that you changed will be highlighted in orange. Click the Save button on the Tool Bar to save your changes. To revert the changes that you’ve made on a form, click the Start Over button. Click the Return to List button to go back to the list of editable forms.

**Logging Out**

When you are finished viewing the parent portal, log out by going to your user button in the upper right corner and choosing Logout.
5th Grade Transition Dates

Central Middle Visitation to Feeder Schools:
  Keeven:   February 15, 2022
  Townsend: February 15, 2022
  Jamestown: February 16, 2022
  Jury:      February 16, 2022

Open House for 5th grade parents/students
  May 18, 2022

5th Grade Visitation to Central Middle:
  Keeven:   March 14, 2022
  Townsend: March 15, 2022
  Jamestown: March 16, 2022
  Jury:      March 17, 2022