



Welcome to Haller Middle School

Principal Brooke Howell
Assistant Principal Joseph Green

Haller Middle School Hours

- 8am-2:30pm Monday - Thursday
 - ◆ Doors open at 7:30am. Please do not drop off before then as there is no supervision.
- 8am-1:30pm Early Release Fridays

Key Dates (more to come!)

- August 22nd 6th Grade Fly In 3-6 PM HMS Gym (pictures, purchasing)
- August 29th 6th-8th Grade Open House (pick up schedules, pictures)
- Sept 4 First Day of School for All Students
- Dec 23-Jan 3 Winter Break
- April 7-11 Spring Break



Haller Middle School Bell Schedules

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Haller Middle School
600 E. First Street
Arlington, WA 98223
360-618-6400

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brooke.howell@asd16.org

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joseph.green@asd16.org

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Chromebook insurance is recommended if you are borrowing a 1:1 device for the year.

Please always be aware of student use of the ChromeBooks at home. Misuse of ChromeBooks could result losing access to the 1:1.



Haller MS 24-25 School Supply List

(official list posted on website in June)

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Headphones (corded)
Pencils (Extra lead if mechanical) -Please replenish frequently
1 hand-held pencil sharpener
Pencil Top Erasers
Pink Eraser
Pencil Pouch
Highlighters (3 colors)
College Ruled Paper (2 packs)
Colored Pencils
Gluesticks (To be left in math class)
Scotch Tape

ELA

1.5 inch white binder (to be left in ELA class) not two inch!
blue or black ball point pen (not flair pens)
1.5 X 2 inch Sticky notes (Post it Notes)
6 binder dividers

Math

Composition Notebook
2 Pocket Folder with Prongs
Glue sticks (to be left in math class)

Social Studies

Composition Notebook (college ruled)
Folder or 1" Binder

PE

Gray Top
Black or Navy Bottoms with no pockets/zippers
Good Athletic Shoes/Gym Shoes

Science

Composition Notebook - College Ruled 100 Page
Multi-color Pen w/ Red, Blue, Black, Green Ink
Red Pocket Folder (1)

Optional

*Kleenex (Please donate if able)
Expo pens for student whiteboards (math)
Band-aids for PE (please donate if able)

Each Day, Your Students will need:

Backpack ~ 1 to 1 ChromeBook Charged ~ Textbooks ~ Basic Supplies (pencils, paper, pens, highlighters) ~ Dress for the weather

Safe Schools Tip Line 1-844-241-1346



Log In ➔



Welcome to the Arlington Public Schools
Online Tip Reporting System

Welcome to our Vector Alert Tip Reporting System. This system allows you to quickly, easily, and anonymously report safety concerns to school officials 24/7/365. Help us create a safer learning environment - to submit a tip, please choose a button to the right.



 Enter access code to view previously submitted tip

YOUR ORGANIZATION'S CODE: 1348

SUBMIT A TIP



VECTOR ALERT MOBILE APP

You can now report tips via the Vector Alert Mobile App. Click here for more information.



TEXT



WEB



EMAIL



PHONE

If this is an emergency, please call **911**

Haller Middle School Communication

We have created a place to share information. We will always share information across multiple means to include emails, our district webpage, school messenger, and our Facebook page. We do also send phone calls on occasion.

Haller Happenings

May 2024

Haller Middle School

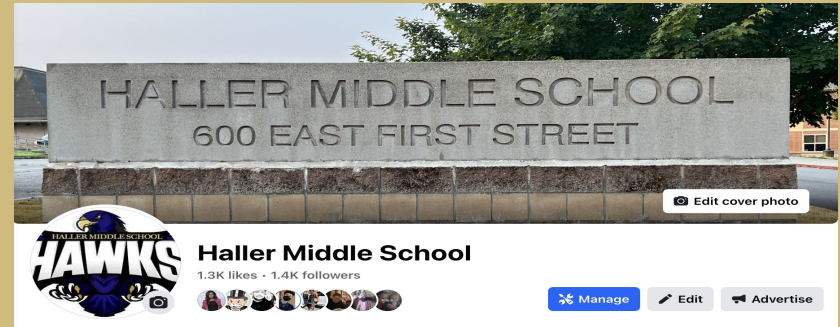
Student School Hours

8:00 AM-2:30 PM

Student entrance opens at 7:30.

Please do not drop off before as there is no supervision before 7:30 AM.

If you have a question we encourage you to email teachers directly. School counselors and administrators are always available to help by phone and email as well.



Drop off and Release

Students will be excused in a staggered fashion to exit out to the front of the school to the standard bus loop. Buses will use the standard bus loop. Parent pickups will form a line through the front parking lot.





Bus Routes



Please help your student know what bus route they ride home. We have two waves of buses that leave from Haller. With almost 600 students dismissing from 7th period, we do need students to know their bus routes. Please have them know the route number, not the bus number.

1st wave Leaves at 2:30

34-stops at AHS
40-stops at AHS
26-stops at AHS
7 stops at AHS
5 stops at AHS
24 stops at AHS

2nd Wave Leaves at 2:45

13
16
41
44
47

SPORTS

CLASSES



CLUBS

ELECTIVES

Sports



- Wrestling is the only sport available for 6th graders (boys and girls)
- Cost for participation? \$15 ASB and \$50 per sport participation fee (up to three sports)
Fee waiver available if on free/reduced lunch
- Need to have a sports physical on file, good for 2 calendar years
- Academic eligibility to participate (no failing grades)

In 7th/8th grade, more sports will be available to all students!

- Cross Country (Fall)
- Basketball (boys/girls) (Winter I and II)
- Volleyball (girls) (Winter II)
- Track and Field (Spring)



Electives

Music



Computers

Yearbook



Art

Choir

Leadership

Shop

Band

Tech Ed

Pre Engineering



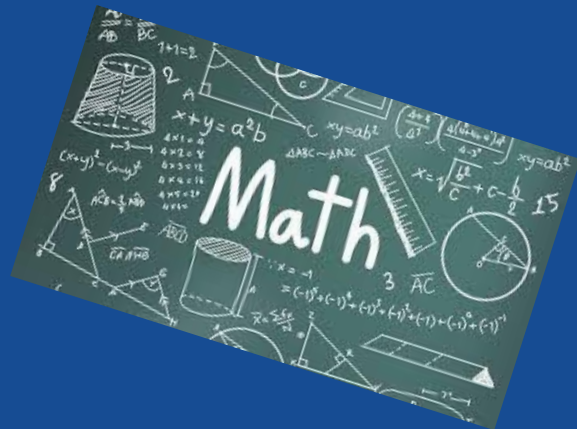


LEGO ROBOTICS
CLUB



Clubs





Classes

SOARing into 6th Grade

Tips for parents about social/emotional/behavioral expectations.

- Character Strong
- Problem Solving/Conflict Resolution
- Bullying
- Discipline Philosophy & Procedures
- Cell Phones
- Social Media
- Prohibited Items
- Passing Periods
- Dress Code



	CLASSROOM	OUTSIDE & BUSES	HALLWAY	BATHROOM	CAFETERIA	GYM	LIBRARY
S STRIVE FOR EXCELLENCE	Listen attentively. Actively participate. Follow class rules.	No horseplay or physical touch. Remain on sidewalk during loading and unloading times.	Walk at all times. Get to class quickly and safely.	Take care of your business, wash your hands and return to class. Report problems or vandalism to an adult.	Remain seated until instructed to get up. Clean up after yourself.	Walk as you enter & exit. No food, gum, or drinks in gym. Clean up after yourself.	Use all computer equipment correctly. Walk at all times.
O ORGANIZED AND PREPARED	Be in your seat before the bell rings. Bring all needed supplies to class. Keep work area neat and clean.	Enter and exit the building in a safe manner.	Have a valid hall pass except during passing time.	Sign in & out of your classroom. Throw your trash away in the appropriate receptacle.	Make sure you have all need before sitting down. No food outside.	Keep backpacks and binders outside of the gym. Bring all required uniform or material with you.	Bring required material and return materials when finished.
A ACCEPTING OF SELF AND OTHERS	Be kind and cooperate with others.	Use kind words towards yourself and others.	Maintain personal space. Be courteous and polite during transition.	Respect the privacy of others and maintain appropriate personal space.	Use appropriate language. Be kind & civil.	Share equipment. Patiently wait your turn to get equipment.	Be aware of others' need for academic work time. Keep hands to yourself within your workstation.
R RESPECTFUL AND RESPONSIBLE	Always follow directions. Dress appropriately. Work quietly without disturbing others.	Keep your body and belongings to yourself.	Don't touch work displayed in the hall. Use respectful language.	Use a quiet voice. Use water, toilet, and supplies wisely.	Be courteous and wait your time in the lunch line. Use proper table manners.	Do not touch equipment until given permission. Give full attention to speaker(s).	Use appropriate voice level. Raise your hand when you need assistance.

Proactive Approach- Focus on School Culture

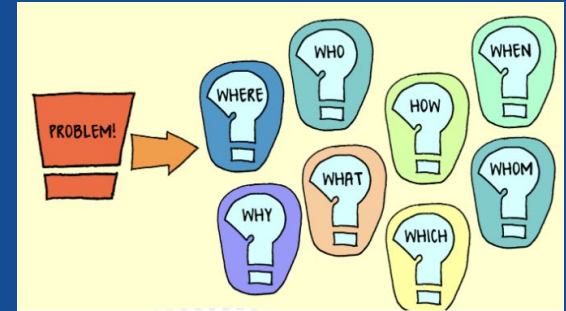
Character Strong

Establish a strong foundation of social & emotional skills among students by teaching healthy habit development, social awareness strategies, empathy building techniques, and more. Character Strong currently is on Fridays after 2nd period. Each week the focus is on a different topic.



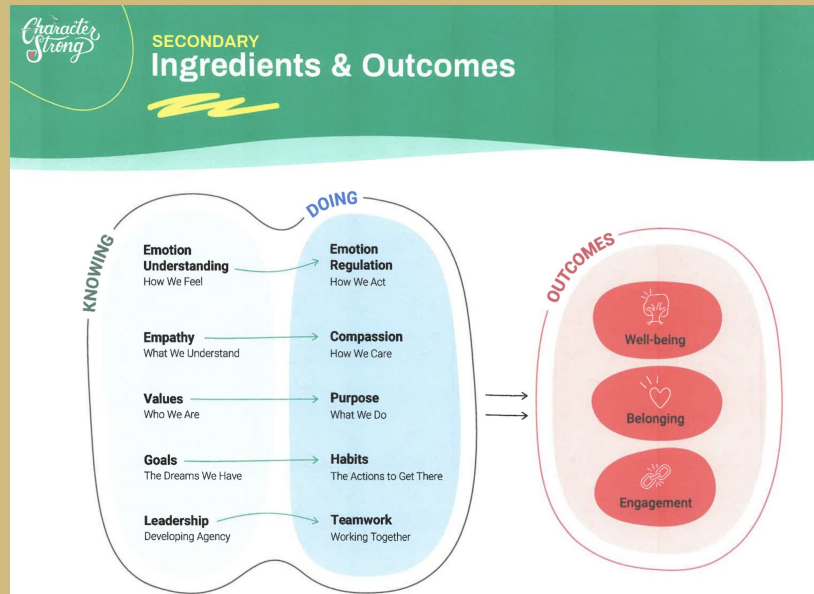
Problem Solving and Conflict Resolution

Our counselors and administration take a problem solving and educational approach to discipline focusing on learning and repairing with appropriate behavior and relationships. All reported issues are processed with student statements, check-ins, parent communication, and collaborative problem solving when appropriate. The goal is always to address a situation and why it happened and support strategies so it doesn't continue.



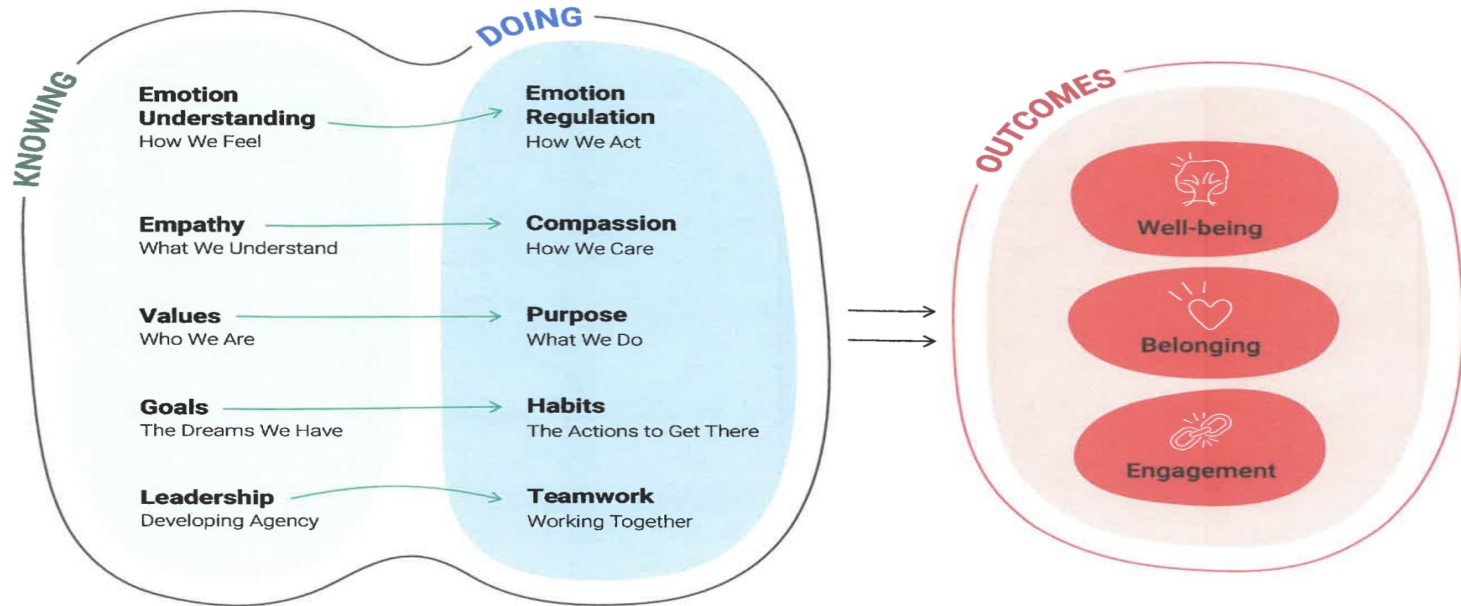
Character Strong

Haller Middle School Friday Character Strong Lessons			
https://curriculum.characterstrong.com/			
Fridays	6th	7th	8th
9/8	Spirit Assembly	Spirit Assembly	Spirit Assembly
9/15	1: Welcome	1: Welcome	1: Welcome
9/22	2: Building Connections	2: Building Connections	2: Building Connections
9/29	3: Building Community	3: Building Community	3: Building Community
10/6	4: Middle School Mythbusting (Worries & Wonders)	4: Developing Community Agreements	4: Developing Community Agreements
10/13	5: Understanding the CharacterDare Pocus	5: The CharacterDare	5: The CharacterDare
10/20	7: Middle School Mythbusting (Expert Explorers)	6: What Do We Value, pt 1	6: Envisioning Your Future (Dreams Ahead)
10/27	8: Meeting New People	7: What Do We Value, pt 2	7: Connecting Values & Your Future (Values and Dreams)
11/3	9: Get to Know Your School	8: What Do We Value, pt 3	8: Values & Your Future in High School (The Story of Values)
11/17	10: Values Exploration	9: Understanding Emotions	9: Connecting Your Future & This Year (Planning Ahead)
12/1	12: Practicing Values (What's Important to Us?)	10: Exploring Emotions	10: Developing Values as Guides
12/8	13: Building Listening Skills	11: Expanding Emotion Vocabulary	11: Creating Goals
12/15	14: Listening Practice	12: Practicing Emotion Regulation	12: Making Positive Habits
1/12	15: Understanding Others' Perspective	13: Identifying Emotions	13: Happiness Mythbusting
1/19	16: Practice Perspective Taking	14: Understanding Stress	14: Happiness Self-Acceptance
1/26	No Character Strong	15: Stress Coping Strategies	15: Understanding How Emotions Work, pt 1
2/2	Expectations Review	16: Understanding Community Connections	16: Understanding How Emotions Work, pt 2
2/9	17: Understanding Emotions	No Character Strong	No Character Strong
2/16	18: Regulating Emotions (Naming Emotions)	Expectations Review	Expectations Review
2/23	19: Strengthening Friendships	17: Building Social Awareness	17: Dealing with Emotions
3/1	20: Applying Listening Skills	18: Understanding Effective Empathy (Choosing to Care)	18: Practicing Self-Regulation
3/8	21: Listening with Empathy	19: Acting With Empathy	19: Building and Emotions Toolbox
3/15	22: Exercising Perspective-Taking	20: Practicing Effective Empathy	20: Connecting Emotion Regulation and Values
3/22	23: Connecting Through Perspective-Taking	21: Understanding Mental Health & Well-Being	21: Practicing Emotion Regulation
3/29	24: Connecting Motivation and Emotions	22: Exercising Well-Being	22: Regulating Emotions in Academics (Overcoming Obstacles)
4/12	25: Regulating Emotions (Calming Our Emotions)	23: Well-Being in Practice	23: Using Values to Increase Belonging (Our Influences)
4/19	26: Making New Friends	24: Developing Well-Being Habits	24: Understanding the Value of Teamwork
4/26	27: Becoming a Better Friend	25: Communicating with Assertiveness	25: Practicing Effective Teamwork for Impact
5/3	28: Resolving Conflict with Friends	26: Practicing Assertiveness	26: Regulating Emotions on a Team (The Team in Teamwork)
5/10	29: Helping Others Resolve Conflict (Saying I'm Sorry)	27: Learning to Compromise	27: Developing Strategies for Teamwork Challenges
5/17	30: Final Reflections	28: Handling Conflict	28: Listening and Empathy on a Team (Team Listening)
5/24		29: Reflecting on Conflict	29: Exercising Listening on a Team (Team Creativity)
6/7	Mars Day?	30: Final Reflections	30: Final Reflections
6/14	TBD	TBD	TBD





SECONDARY Ingredients & Outcomes



Conflict	Rude	Mean	Bullying
Isolated and unusual	Occasional and Pattern-less	Once or Twice	Chronic and repeated
Spontaneous in the heat of the moment	May be spontaneous and unintentional	Intentional	Planned, deliberate, on purpose
All Parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or selfishness	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All Parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted	The bully blames the target
An effort is made by all parties to solve the problem	Behavior should be briefly monitored	Moderate risk of developing into bullying behavior	The target wants bully's behavior to stop, the bully does not
Can be resolved through mediation	Social skills building could be of benefit	Needs to be addressed/should not be ignored	CANNOT be resolved through mediation

Bullying vs. Social Conflict

Many of our students are navigating and learning social skills and norms that vary from social group to social group. We have a large amount of normal social conflict at school we support students navigating. We also have a wide range of maturity levels at the middle school level to take into consideration.

We encourage students to talk to a trusting adult at school or at home to navigate challenging social situations and get help when needed.

Conflict

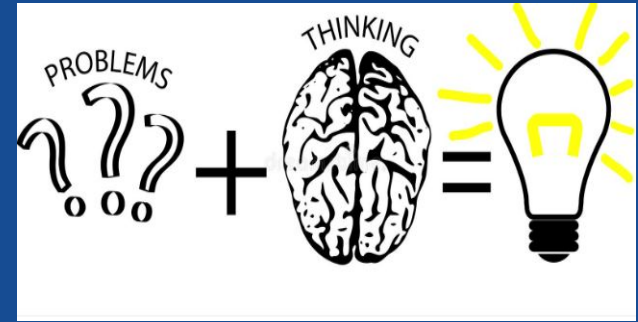
Equal power
One time / occasionally
Accidental / Not planned
No serious, lasting harm
Equal emotional reaction
Not seeking power
Often: remorse
May try to solve problem

Bullying

Imbalance of power
Repeated over time
Intentional
Physical/emotional harm
Unequal emotional reaction
Seeking control/possession
No remorse-blames target
<u>No effort to solve problem</u>

Discipline Philosophy and Processes

Every student has the right to come to school, learn, and feel safe. We are balancing learning, social skill development, and safety to support all students.



When an issue is reported:

- Staff will take statements and **investigate** issue (teachers, counselors, administrators).
- **Problem Solve** the issue and provide support and offer resources. **Collaborate** with families.
- **Repair/Consequences**- can include but not limited to: parent contact, behavior plan, lunch detention, community service, apology, no contact contract, time in student support room, in school suspension, or out of school suspension.



Top Challenging Issues at the Middle Level

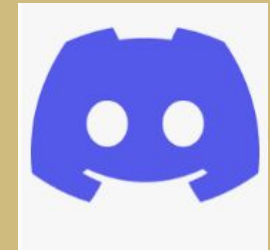
Cell Phones, Social Media, and Social Conflict

Most of our social conflicts happen on social media outside of school. These are the most challenging because school does not support, have control, or access to students social media accounts on their personal cell phones. These devices are owned by families.

WSJ Link

SMARTPHONE ALTERNATIVES

CELL PHONE CARRIERS
PARENTAL CONTROLS



Top Challenging Issues at the Middle Level

Vaping

Vaping- The number of students trying vaping and bringing devices to campus has increased over the past few years.

Warning to parents: Talk frequently about vaping with your child.



A Few Other Important Notes:

- **Passing Periods**
 - Students have four minutes between classes. The goal is for students to transition from one class to the other and to be to class on time.
- **Bathrooms - Pass system.**
- **Prohibited Items**
 - Weapons of any kind, Energy Drinks, Anything for Sale, Vapes
- **Dress Code APS Policy**
 - <https://go.boarddocs.com/WA/apswa/Board.nsf/Public#>



Students May Not Wear Clothing With:

- Violent language or images
- Images or language that encourages the use of alcohol, tobacco, vaping, or the use of any other drugs.
- Images or language that depicts illegal activity or that creates a hostile environment
- Hate speech, gang/hate group affiliation, profanity, or pornography
- Bathing suit tops, tube tops, or sports bras (unless worn underneath another approved article of clothing)
- Visible underwear or boxers
- Masks* and headwear that conceal the face (except for religious, medical, and/or health related purposes)
- Dangerous or sharp objects that could be used as a weapon, spikes, etc.

*Unless directed by state, county, or district officials

Contacts/Questions?



Brooke Howell ~ Principal
brooke.howell@asd16.org



Tammy Chrisman ~ Fiscal Sec.
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Jessica Preder - Ath. Sec.
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Glue sticks (to be left in math class)

Social Studies

Composition Notebook (college ruled)
Folder or 1" Binder

PE

Gray Top
Black or Navy Bottoms with no pockets/zippers
Good Athletic Shoes/Gym Shoes

Science

Composition Notebook - College Ruled 100 Page
Multi-color Pen w/ Red, Blue, Black, Green Ink
Red Pocket Folder (1)

Optional

*Kleenex (Please donate if able)
Expo pens for student whiteboards (math)
Band-aids for PE (please donate if able)

Each Day, Your Students will need:

Backpack ~ 1 to 1 ChromeBook Charged ~ Textbooks ~ Basic Supplies (pencils, paper, pens, highlighters) ~ Dress for the weather

Safe Schools Tip Line 1-844-241-1346



Log In ➔



Welcome to the Arlington Public Schools
Online Tip Reporting System

Welcome to our Vector Alert Tip Reporting System. This system allows you to quickly, easily, and anonymously report safety concerns to school officials 24/7/365. Help us create a safer learning environment - to submit a tip, please choose a button to the right.



 Enter access code to view previously submitted tip

YOUR ORGANIZATION'S CODE: 1348

SUBMIT A TIP



VECTOR ALERT MOBILE APP

You can now report tips via the Vector Alert Mobile App. Click here for more information.



TEXT



WEB



EMAIL



PHONE

If this is an emergency, please call **911**

Haller Middle School Communication

We have created a place to share information. We will always share information across multiple means to include emails, our district webpage, school messenger, and our Facebook page. We do also send phone calls on occasion.

Haller Happenings

May 2024

Haller Middle School

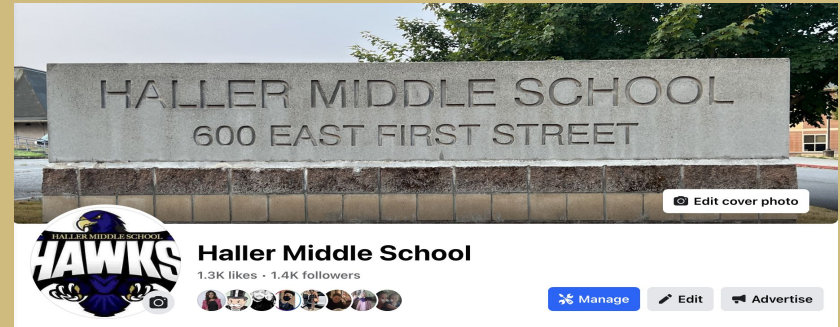
Student School Hours

8:00 AM-2:30 PM

Student entrance opens at 7:30.

Please do not drop off before as there is no supervision before 7:30 AM.

If you have a question we encourage you to email teachers directly. School counselors and administrators are always available to help by phone and email as well.



Drop off and Release

Students will be excused in a staggered fashion to exit out to the front of the school to the standard bus loop. Buses will use the standard bus loop. Parent pickups will form a line through the front parking lot.





Bus Routes



Please help your student know what bus route they ride home. We have two waves of buses that leave from Post. With over 650 students, dismissing from a 7th period, we do need students to know their bus routes. Please have them know the route number, not the bus number.

1st wave Leaves at 2:30

34-stops at AHS
40-stops at AHS
26-stops at AHS
7 stops at AHS
5 stops at AHS
24 stops at AHS

2nd Wave Leaves at 2:45

13
16
41
44
47

SPORTS

CLASSES



CLUBS

ELECTIVES

Sports



- Wrestling is the only sport available for 6th graders (boys and girls)
- Cost for participation? \$15 ASB and \$50 per sport participation fee (up to three sports)
Fee waiver available if on free/reduced lunch
- Need to have a sports physical on file, good for 2 calendar years
- Academic eligibility to participate (no failing grades)

In 7th/8th grade, more sports will be available to all students!

- Cross Country (Fall)
- Basketball (boys/girls) (Winter I and II)
- Volleyball (girls) (Winter II)
- Track and Field (Spring)



Electives

Music

Art

Band

Computers

Choir

Tech Ed

Yearbook

Leadership

Pre Engineering



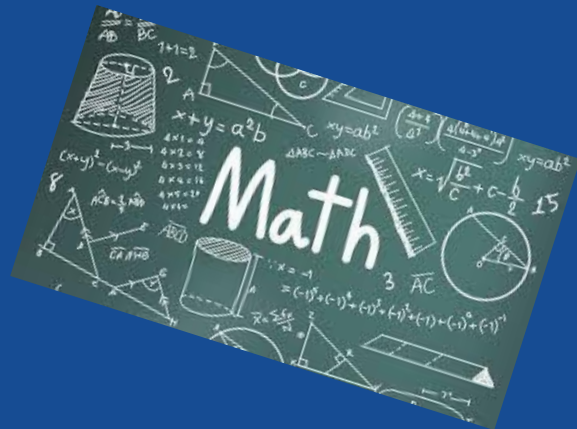


LEGO ROBOTICS
CLUB



Clubs





Classes

SOARing into 6th Grade

Tips for students and parents about social/emotional/behavioral expectations.

- Character Strong
- Problem Solving/Conflict Resolution
- Bullying
- Discipline Philosophy & Procedures
- Cell Phones
- Social Media
- Prohibited Items
- Passing Periods
- Dress Code



	CLASSROOM	OUTSIDE & BUSES	HALLWAY	BATHROOM	CAFETERIA	GYM	LIBRARY
S STRIVE FOR EXCELLENCE	Listen attentively. Actively participate. Follow class rules.	No horseplay or physical touch. Remain on sidewalk during loading and unloading times.	Walk at all times. Get to class quickly and safely.	Take care of your business, wash your hands and return to class. Report problems or vandalism to an adult.	Remain seated until instructed to get up. Clean up after yourself. Stay in permitted areas.	Walk as you enter & exit. No food, gum, or drinks in gym. Clean up after yourself.	Use all computer equipment correctly. Walk at all times.
O ORGANIZED AND PREPARED	Be in your seat before the bell rings. Bring all needed supplies to class. Keep work area neat and clean.	Enter and exit the building in a safe manner.	Have a valid hall pass except during passing time.	Sign in & out of your classroom. Throw your trash away in the appropriate receptacle.	Make sure you have all need before sitting down. No food outside.	Keep backpacks and binders outside of the gym. Bring all required uniform or material with you.	Bring required material and return materials when finished.
A ACCEPTING OF SELF AND OTHERS	Be kind and cooperate with others.	Use kind words towards yourself and others.	Maintain personal space. Be courteous and polite during transition.	Respect the privacy of others and maintain appropriate personal space.	Use appropriate language. Be kind & civil.	Share equipment. Patiently wait your turn to get equipment.	Be aware of others' need for academic work time. Keep hands to yourself within your workstation.
R RESPECTFUL AND RESPONSIBLE	Always follow directions. Dress appropriately. Work quietly without disturbing others.	Keep your body and belongings to yourself.	Don't touch work displayed in the hall. Use respectful language.	Use a quiet voice. Use water, toilet, and supplies wisely.	Be courteous and wait your time in the lunch line. Use proper table manners.	Do not touch equipment until given permission. Give full attention to speaker(s).	Use appropriate voice level. Raise your hand when you need assistance.

Proactive Approach- Focus on School Culture

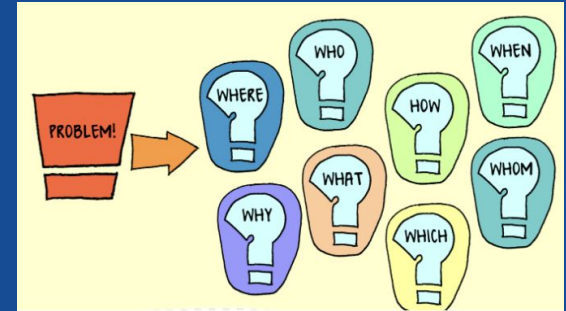
Character Strong

Establish a strong foundation of social & emotional skills among students by teaching healthy habit development, social awareness strategies, empathy building techniques, and more. Character Strong currently is on Fridays after 2nd period. Each week the focus is on a different topic.



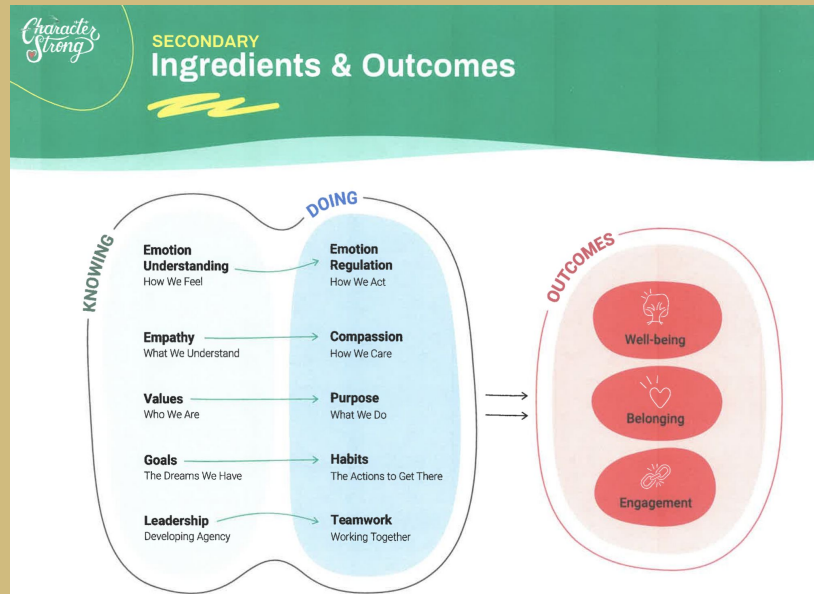
Problem Solving and Conflict Resolution

Our counselors and administration take a problem solving and educational approach to discipline focusing on learning and repairing with appropriate behavior and relationships. All reported issues are processed with student statements, check-ins, parent communication, and collaborative problem solving when appropriate. The goal is always to address a situation and why it happened and support strategies so it doesn't continue.



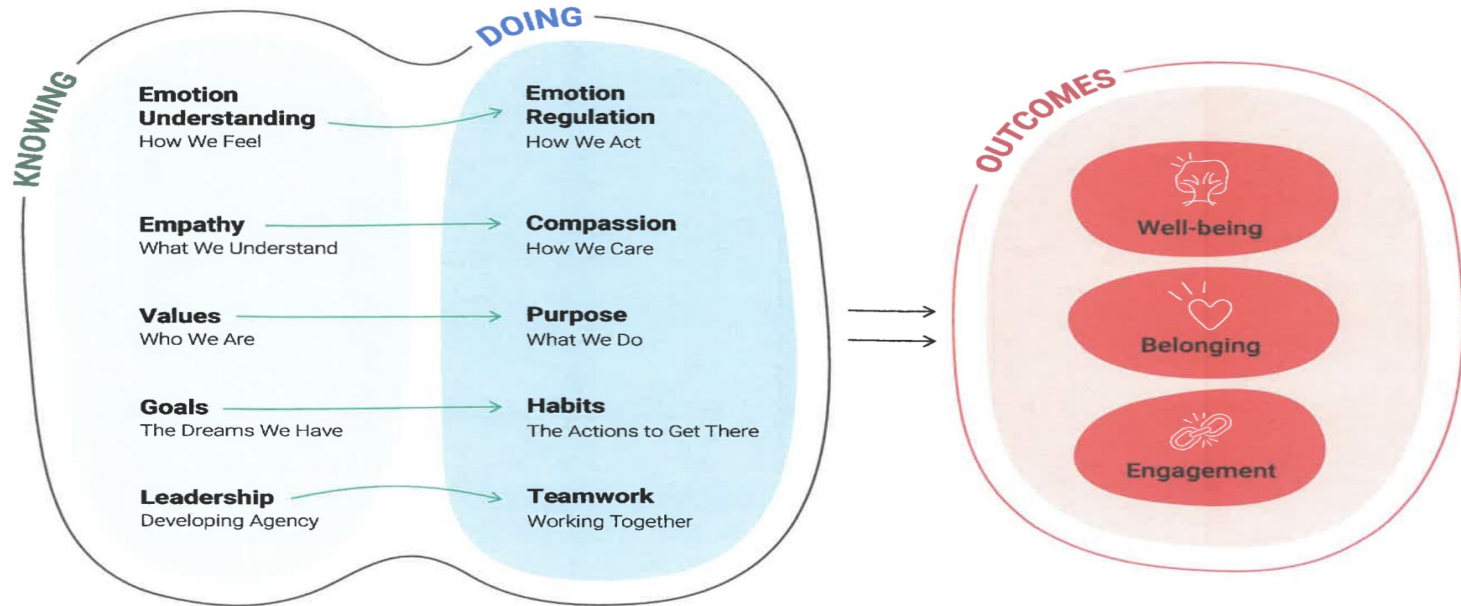
Character Strong

Haller Middle School Friday Character Strong Lessons			
https://curriculum.characterstrong.com/			
Fridays	6th	7th	8th
9/8	Spirit Assembly	Spirit Assembly	Spirit Assembly
9/15	1: Welcome	1: Welcome	1: Welcome
9/22	2: Building Connections	2: Building Connections	2: Building Connections
9/29	3: Building Community	3: Building Community	3: Building Community
10/6	4: Middle School Mythbusting (Worries & Wonders)	4: Developing Community Agreements	4: Developing Community Agreements
10/13	5: Understanding the CharacterDare Pocus	5: The CharacterDare	5: The CharacterDare
10/20	7: Middle School Mythbusting (Expert Explorers)	6: What Do We Value, pt 1	6: Envisioning Your Future (Dreams Ahead)
10/27	8: Meeting New People	7: What Do We Value, pt 2	7: Connecting Values & Your Future (Values and Dreams)
11/3	9: Get to Know Your School	8: What Do We Value, pt 3	8: Values & Your Future in High School (The Story of Values)
11/17	10: Values Exploration	9: Understanding Emotions	9: Connecting Your Future & This Year (Planning Ahead)
12/1	12: Practicing Values (What's Important to Us?)	10: Exploring Emotions	10: Developing Values as Guides
12/8	13: Building Listening Skills	11: Expanding Emotion Vocabulary	11: Creating Goals
12/15	14: Listening Practice	12: Practicing Emotion Regulation	12: Making Positive Habits
1/12	15: Understanding Others' Perspective	13: Identifying Emotions	13: Happiness Mythbusting
1/19	16: Practice Perspective Taking	14: Understanding Stress	14: Happiness Self-Acceptance
1/26	No Character Strong	15: Stress Coping Strategies	15: Understanding How Emotions Work, pt 1
2/2	Expectations Review	16: Understanding Community Connections	16: Understanding How Emotions Work, pt 2
2/9	17: Understanding Emotions	No Character Strong	No Character Strong
2/16	18: Regulating Emotions (Naming Emotions)	Expectations Review	Expectations Review
2/23	19: Strengthening Friendships	17: Building Social Awareness	17: Dealing with Emotions
3/1	20: Applying Listening Skills	18: Understanding Effective Empathy (Choosing to Care)	18: Practicing Self-Regulation
3/8	21: Listening with Empathy	19: Acting With Empathy	19: Building and Emotions Toolbox
3/15	22: Exercising Perspective-Taking	20: Practicing Effective Empathy	20: Connecting Emotion Regulation and Values
3/22	23: Connecting Through Perspective-Taking	21: Understanding Mental Health & Well-Being	21: Practicing Emotion Regulation
3/29	24: Connecting Motivation and Emotions	22: Exercising Well-Being	22: Regulating Emotions in Academics (Overcoming Obstacles)
4/12	25: Regulating Emotions (Calming Our Emotions)	23: Well-Being in Practice	23: Using Values to Increase Belonging (Our Influences)
4/19	26: Making New Friends	24: Developing Well-Being Habits	24: Understanding the Value of Teamwork
4/26	27: Becoming a Better Friend	25: Communicating with Assertiveness	25: Practicing Effective Teamwork for Impact
5/3	28: Resolving Conflict with Friends	26: Practicing Assertiveness	26: Regulating Emotions on a Team (The Team in Teamwork)
5/10	29: Helping Others Resolve Conflict (Saying I'm Sorry)	27: Learning to Compromise	27: Developing Strategies for Teamwork Challenges
5/17	30: Final Reflections	28: Handling Conflict	28: Listening and Empathy on a Team (Team Listening)
5/24		29: Reflecting on Conflict	29: Exercising Listening on a Team (Team Creativity)
6/7	Mars Day?	30: Final Reflections	30: Final Reflections
6/14	TBD	TBD	TBD





SECONDARY Ingredients & Outcomes



Conflict	Rude	Mean	Bullying
Isolated and unusual	Occasional and Pattern-less	Once or Twice	Chronic and repeated
Spontaneous in the heat of the moment	May be spontaneous and unintentional	Intentional	Planned, deliberate, on purpose
All Parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or selfishness	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All Parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted	The bully blames the target
An effort is made by all parties to solve the problem	Behavior should be briefly monitored	Moderate risk of developing into bullying behavior	The target wants bully's behavior to stop, the bully does not
Can be resolved through mediation	Social skills building could be of benefit	Needs to be addressed/should not be ignored	CANNOT be resolved through mediation

Conflict

Equal power
One time / occasionally
Accidental / Not planned
No serious, lasting harm
Equal emotional reaction
Not seeking power
Often: remorse
May try to solve problem

Bullying

Imbalance of power
Repeated over time
Intentional
Physical/emotional harm
Unequal emotional reaction
Seeking control/possession
No remorse-blames target
<u>No effort to solve problem</u>

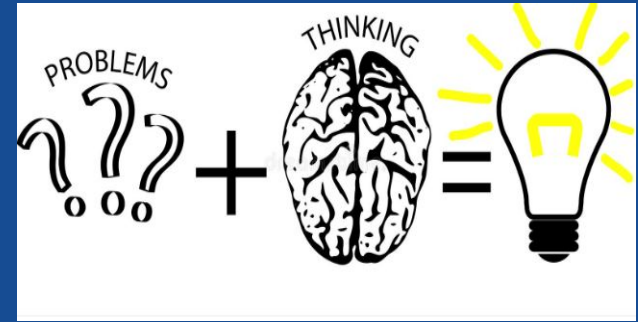
Bullying vs. Social Conflict

Many of our students are navigating and learning social skills and norms that vary from social group to social group. We have a large amount of normal social conflict at school we support students navigating. We also have a wide range of maturity levels at the middle school level to take into consideration.

We encourage students to talk to a trusting adult at school or at home to navigate challenging social situations and get help when needed.

Discipline Philosophy and Processes

Every student has the right to come to school, learn, and feel safe. We are balancing learning, social skill development, and safety to support all students.



When an issue is reported:

- Staff will take statements and **investigate** issue (teachers, counselors, administrators).
- **Problem Solve** the issue and provide support and offer resources. **Collaborate** with families.
- **Repair/Consequences**- can include but not limited to: parent contact, behavior plan, lunch detention, community service, apology, no contact contract, time in student support room, in school suspension, or out of school suspension.



Top Challenging Issues at the Middle Level

Cell Phones, Social Media, and Social Conflict

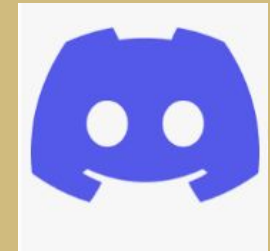
Most of our social conflicts happen on social media outside of school. These are the most challenging because school does not support, have control, or access to students social media accounts on their personal cell phones. These devices are owned by families.

WSJ Link

SMARTPHONE ALTERNATIVES

LINK

CELL PHONE CARRIERS
PARENTAL CONTROLS



Top Challenging Issues at the Middle Level

Vaping

Vaping- The number of students trying vaping and bringing devices to campus has increased over the past few years.

Warning to parents: Talk frequently about vaping with your child.



A Few Other Important Notes:

- **Passing Periods**
 - Students have four minutes between classes. The goal is for students to transition from one class to the other and to be to class on time.
- **Bathrooms - Pass system.**
- **Prohibited Items**
 - Weapons of any kind, Energy Drinks, Anything for Sale, Vapes
- **Dress Code APS Policy**
 - <https://go.boarddocs.com/WA/apswa/Board.nsf/Public#>



Students May Not Wear Clothing With:

- Violent language or images
- Images or language that encourages the use of alcohol, tobacco, vaping, or the use of any other drugs.
- Images or language that depicts illegal activity or that creates a hostile environment
- Hate speech, gang/hate group affiliation, profanity, or pornography
- Bathing suit tops, tube tops, or sports bras (unless worn underneath another approved article of clothing)
- Visible underwear or boxers
- Masks* and headwear that conceal the face (except for religious, medical, and/or health related purposes)
- Dangerous or sharp objects that could be used as a weapon, spikes, etc.

*Unless directed by state, county, or district officials

**PARENTS
WE
WANT
YOU!!!**



The Impact of Parental Involvement: Statistics on Academic Success

The Impact of Parental Involvement: Statistics on Academic Success

Students with supportive parents are 81% more likely to graduate from high school

Students who lack academic support and supervision are 34% more likely to drop out of school

Students with involved parents have a 98% average school attendance rate, which contributes significantly to academic achievement

95% of students with actively involved parents have better mental and physical well-being, providing them with a good foundation to excel academically

Contacts/Questions?



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Vicki Otto - Registrar
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