

Hosford Middle School
Student & Family Handbook
2017 - 2018



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Transitioning to Middle School

The jump from elementary to middle school is a big one. You are at a very important stage in your development as a person. You are experimenting to find out who you are, and where you fit in. At the same time, you are going through important hormonal and physical changes that affect judgment and decision-making. Research tells us that young people's brains are not finished developing until they are into their mid-20s; as pre-teens, students' frontal lobes are not yet fully developed, and this means that in-the-moment judgments are not always as sharp as those of adults. This is why we believe in the importance of routine teaching around expected safe, responsible, and respectful behaviors. Automating these habits is important, so that you can rely on these ingrained habits in the moment. We want our community to be warm, welcoming, and inclusive for every student and family, and we expect every student, family, and staff member to contribute to building this kind of school community. We believe that clear, frequent, friendly, and mutual communication between school and families is important in order to best support our students. We encourage students to talk to adults in the building when they have a question or concern, and families to reach out to us for any reason. If you are having trouble getting in touch with a teacher, counselors/administration can help. We are here to support.

Safe School Statement

All students have the right to feel safe and included at Hosford Middle School so that they can thrive academically and socially. Bullying, harassment, and discrimination are not tolerated. This includes bullying, harassment, and discrimination on the basis of race, gender, religion, disability, national origin, sexual orientation, and gender identity. This includes in-person behavior as well as online and social media activity. Students should immediately report any instance of bullying, harassment, or discrimination to an adult (if you see something, say something).

What is the difference between bullying and normal conflict?

Bullying = repeated, intentional, targeted, power difference, serious

Normal conflict = one time, unintentional, random, no power difference, minor

Hosford Vision

To provide a learning environment of strong academics and respect by fostering opportunities for student creativity, service, and exploration in a community of life-long learners. We draw from a menu of tools and strategies designed to meet the needs of all of our students because we know that all students learn differently and need to be engaged in their studies.

Hosford Mission

- **Friendship:** *We build and maintain relationships with each other and our community.*
- **Learning:** *We learn about ourselves, others, and the world.*
- **Commitment:** *We try, persevere, and follow through on rigorous academic and personal goals.*

School and Family Communication Tools

Hosford uses multiple ways to stay connected to our families and community. Below is a list of some tools available for families and community members to get information about what's going on at Hosford.

- **School Messenger:** This tool used to send email and text messages when there is an urgent notice from Hosford Middle School. Families are immediately signed up for this service when their student enrolls.
- **Hotsheet:** contains key information, announcements, updates, and resources from Hosford administration, as well as information from parent groups and organizations. Everyone with an email address on file is automatically signed up for this bulletin, which arrives weekly. Please note, this is sent directly from the school to you. You are not making your email available to anyone else, and no other parents can communicate with you, as a result of your subscription to the Hotsheet. Hosford uses the mail service "MailChimp" which formats the information to be read easily on a computer or a smart phone. Families are automatically signed up for this communication.
- **Listserv:** This serves as an important place for Hosford parents to share their ideas and/or concerns with each other. It is a Yahoo group that is managed by PTSA volunteers, but anyone can post a comment to the group at any time. The listserv helps parents connect and build community at Hosford. You can sign yourself up for the listserv at any time, by sending an email to hosford-subscribe@yahoogroups.com. Once you do so, you will receive an email from the listserv to which you need to "reply to" back, and then you should be all set to receive postings and make your own contributions. Feel free to contact our PTSA co-presidents with any questions about this listserv.

- **School Website:** This is where you can access information about the school; meet our staff (along with posted course syllabi), get an updated school calendar, explore what our professional learning communities are working on, fill out an anti-bullying online form, and register for the HEAT (after school program). We invite you to explore it at <http://www.pps.k12.or.us/schools/hosford/>
- **Site Council:** A key component of the Oregon Educational Act for the 21st Century is a school's Site Council. It is composed of teachers, community members, parents, classified employees and administrators. The main focus of Site Council is staff development, curriculum, school wide improvement efforts and the coordination of grants and professional development funds awarded to the school.

Site Council Membership 2017-2018

Kristyn Westphal, Principal
 Larissa Treat, PTSA Co-President
 David Kertzner, PTSA Co-President
 Jen Sorenson, Parent
 Sarah Gregg, Parent
 Audrey Lingley, Parent
 Mark Wadnizak, Teacher/Parent
 Colleen Birkey, Teacher
 Kate Fleming, Classified Staff Member

- **School Climate Team:** The school climate team is composed of people who are committed to consistently teaching, acknowledging, and reinforcing our schoolwide values and expectations. The team has representation from our teaching, counseling, student management, classified, and family stakeholders. This team uses data to develop staff development, student recognition systems, and lesson plans for teaching and reinforcing expectations. This team meets for extended planning sessions three times a year, and throughout the year during staff meetings designated for classroom teachers to collaborate on instruction.

School Climate Team Membership 2017-2018

Amy Slaughter, Assistant Principal
 Kim Anderson, School Climate Specialist
 Sahjo Brown, School Counselor
 Steve Crawford, Teacher
 David Nally, Teacher
 Patty Trump, Teacher
 Margie Suydam, Classified Staff Member, Parent

School Attendance

One of the most important things a student can do to achieve academic success is also one of the most basic: going to school every day. In fact, research has shown that a student's attendance record may be the biggest factor influencing their academic success. By attending class regularly, a student is more likely to keep up with the daily lesson and assignments, and not fall behind. Families, please help us ensure that your student has the best opportunity for success by making sure that they are in school every day.

Reporting Absences

- **The attendance line is 503-916-5640, choose #2 for “report absence”**
- If students are absent from school for any reason, a phone call to the main office by 9:00 AM from a parent/guardian is required to inform the school that the student will not be present.
- When calling in to report an absence, the parent/guardian must state the student's name, date(s) and the specific reason for the absence.
- If a note is written to excuse an absence, the note must be signed by a parent or guardian and include the date(s) and specific reason for the absence.
- Upon return to school, the student must report to the attendance secretary in the main office. If a parent/guardian did not call to report the absence, the student will be given an *unexcused* absence and will need to have the parent/guardian excuse the absence with either a phone call or note within one day.

Attendance Calculations

- Full Day Absence: missing 51% or more of the day
- Half Day Absence: missing 25% - 50% of the day
- Class Absence: missing more than 25% of the class period
- Tardy: Not present at the start of class and misses less than 25% of the class period

Autodialer Procedures

- Auto-dialer Call Information: Parents/guardians of students with unexcused absences are called via the Auto-dialer calling system daily.
- Auto-dialer Call Times: Middle school calls begin at 12:00pm and 5:00 pm daily.
- Parent Messages: Parents have the option of leaving a voicemail with the Auto-dialer to explain their student's absence. School staff must listen to the messages and update Synergy accordingly.

Planned or Prearranged Absences

If for any reason a planned extended absence from school becomes necessary, please notify the school secretary by phone at least one week in advance to make arrangements. Students are responsible for communicating with teachers regarding homework. Please note that teachers are not required to prepare advanced homework packets for students on extended vacations.

Excused/Unexcused Absences

Attendance will be taken every class period. Students are expected to be on time and in class for each period. In the event of an unexcused absence, family will be contacted and a conference may be necessary. According to ORS 339.965, excused absences are: Personal illness, Family illness, Emergencies, Funerals, and Suspensions.

Tardies

Our school value of commitment means we expect students to be in class and actively engaged in learning from bell-to-bell. The first minutes in class are critical as teachers are often presenting new information and setting the academic tone for the lesson. The school day starts at 9:10 am and the tardy bell rings at 9:15 am. Students have 3-minute passing periods between all classes, and a 5-minute passing period at the end of lunch.

Students are expected to use their lockers before school, after school, and during the longer passing times provided before and after lunch as needed. In accordance with state law and the PPS Attendance Handbook students who miss more than 25% of a class period, due to being tardy or being out of class for an excessive amount of time, will be marked as “absent-unexcused” for that period. Building administration and counselors routinely review lists of students with excessive tardies or unexcused absences to identify interventions in collaboration with families

Appointments, Check In/Out Procedures – During School

Students who arrive late, or need to leave early due to an appointment, must sign in/out with the school secretary in the main office.

Appointments, Check In/Out Procedures – Pre-Arranged Absences

1. Send a note with your student identifying the time you would like them to be at the office ready to leave.
2. Student will show the note to the teacher at the beginning of the appropriate class. Student will notify the teacher when leaving.
3. The student will gather their personal items and come to the main office.
4. The student or parent will sign out on the clipboard and then will leave the note with the main office.

This process is an effort to reduce the number of interruptions during classroom instruction. We realize some appointments and family needs cannot be prearranged. In this case, the office will call for the student to leave when family arrives. If family arrives while student is in the lunchroom, please be aware that it may take time to locate the student, as several hundred students eat lunch simultaneously.

Absences & Homework Requests

If your student will be absent from school, please call the school before 9:00 AM. Homework requests will be processed starting on the 2nd day of an absence, and need to be received before 9:00 AM for pickup at 4:00 PM. For preplanned absences, the student will speak with each teacher regarding homework, as the office does not assist in prearranging.

Academic Program

The PPS school board determines our instructional program for Math, Science, Language Arts, and Social Studies. The standards for each course are set by the Oregon Department of Education and the Common Core State Standards.

AVID

Hosford is an AVID (Advancement Via Individual Determination) school. AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID is an elective class for 7th and 8th grade students that requires an application for admission. Students learn organizational skills, as well as critical thinking, reading and writing skills. They participate in tutorials designed to help them use inquiry effectively in academic classes, and have the opportunity to participate in field trips, guest speakers, and other opportunities for enhanced learning to prepare for rigorous high school and college education. AVID strategies are also used in other classes throughout the school.

Electives

At Hosford, we believe students should be exposed to a broad range of experiences in the Arts, Music, Computers, Physical Education, Industrial Technology, Language, and more. Students have the opportunity to forecast for between 2 – 4 classes (depending on whether courses are semester-long or year-long) in the above areas. Please note that although we do our best to honor student preference, due to the intricacies and constraints of the master schedule, students may receive some electives that they have not selected. We believe this is an opportunity for students to explore new areas of interest they may not have previously considered.

Wellness and Physical Education

The middle school years are a critical time during which students develop habits and understandings that will foster a healthy lifestyle. Brain research shows that exercise and fitness are critically important both for brain development and academic achievement. At Hosford, all students have the opportunity to participate in a fitness program that promotes healthy living and wellness, as well as to learn about concepts related to physical, social, and emotional health.

Advisory

Advisory is a cross-grade period where students have the opportunity to develop community with a cross-grade group. Advisory meets twice weekly, on Tuesdays and Thursdays, and is an opportunity for team building, social-emotional learning, and learning school expectations. Typically, students maintain the same teacher and group throughout their middle school experience. Students participate in lessons designed to enhance school climate by exploring themes related to our school values (friendship, learning, commitment).

Special Services

Special services are provided to students who qualify for Special Education, TAG (Talent and Gifted) and ELD (English Language Development), 504 Plan (Learning Accommodations), Title X (Homeless), and Free/Reduced Lunch. Please contact counselors if you have questions.

Mandarin Immersion

The goal of the Portland Public Schools Department of Dual Language (DL) is to “support the [district goal](#) through multi-lingual programs. Closing the opportunity gap for [historically underserved students](#) is a priority. To this end, the department provides multiple pathways and entry points for students to become bilingual and bi-literate. A variety of programs are offered to support the diversity of levels of proficiency in the partner languages.”

Students who have completed 5th grade in a Mandarin Immersion Program may enter Hosford’s Immersion program. Native speakers and students with appropriate language proficiency may also enroll. Students take Language Arts and Social Studies in Mandarin and are integrated with other students for the remainder of the day. As part of the China Research Residency, occurring in their 8th grade year, students have the opportunity to participate in a cultural exchange with LiDa and Moli, middle schools in our sister city of Suzhou, China.

Student Leadership

Student leadership is open to students in the 7th and 8th grade by application. Leadership students help plan assemblies and school activities, under the guidance of the Leadership teacher and in partnership with administration. Students also pursue a variety of projects aimed at promoting a positive school climate. They may also work in concert with other student organizations to advance our school values of friendship, learning, and commitment.

Student Organizations & Activities

After School Activities (PIL & HEAT)

Portland Interscholastic League and PTSA offer sports and after school activities, which are open to all students. Fees apply to some activities, but there are many scholarships – no student will be turned away. Please visit hosfordptsa.org/heat for information about HEAT classes. PIL sports run on their own schedule; information will be distributed as it becomes available.

Asian American Alliance

Hosford partners with APANO (The Asian Pacific American Network of Oregon) to host Asian American Alliance. This is a new opportunity for all students who identify as Asian American to create community, learn and tap into the spectrum of diverse Asian cultures, develop leadership skills and enhance their educational experience.

Black Student Union

BSU is an active student group for students who identify as Black or African American to create community together. BSU sponsors cultural and social events, develops leadership skills, and provides an additional opportunity to learn about the African diaspora.

Queer Straight Alliance (QSA)

The mission of QSA is to provide a safe and supportive environment for lesbian, gay, bisexual and transgender youth and their straight allies. This club meets regularly, assisted by a staff advisor, and is open to any student regardless of race, ethnicity, or sexual orientation.

Yearbook Club

Students from grades 7 and 8 may apply to be on the yearbook staff. Working with the Yearbook Advisor, these students take pictures, write text and organize the yearbook format.

Grading

Proficiency Grading

Hosford Middle School uses proficiency practices when assessing what students know and can do. This means students have the opportunity to make multiple attempts at showing skills and content knowledge, including revisions and re-assessments. Grades are issued for summative assessments related to the end of units. Homework should be used as a tool to practice skills, but is not tied to grades. Grades are issued using marks HP = Highly Proficient, PR = Proficient, CP = Close to Proficient, DP = Developing Proficiency.

Report Cards

Hosford Middle School reports student academic progress on a quarterly basis. Report cards will be mailed home at the end of each quarter. The performance mark indicates students' progress in demonstrating proficiency with subject information and acquiring and improving academic skills.

Effort: Class participation and student responsibility are reflected in the following comments: “Consistently, Often, Sometimes, or Rarely manages responsibilities”.

Mid-Term/Progress Reports

Mid-term reports will be mailed home at the middle point of each quarter, and will reflect classes that students are at risk of not passing. Student progress can also be monitored using the PPS online gradebook tool called Synergy ParentVue and can be accessed on both the PPS website, and at <https://parent.cascadetech.org/pps1j/>

Families receive a password which allows them to access their student's classes, assignments, and current grades. We encourage all teachers to post assignments and grades regularly, and we encourage families to contact their student's teacher with questions or concerns.

Homework

At Hosford, we believe that homework supports classroom instruction and activities. It is intended to reinforce learning. All homework assignments are expected to be completed and turned in on time. The amount of homework may vary according to the teacher, subject, and student's progress toward proficiency..

School Climate

Our school expectations are built around three shared values:

- **Friendship:** *Building and maintaining relationships with each other and our community.*
- **Learning:** *Learning about ourselves, others, and the world.*
- **Commitment:** *Trying, persevering, and following through on rigorous academic and personal goals.*

Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)

Hosford practices CR-PBIS as a school. This is a collaborative (team-based), educative, proactive process that helps students develop the practice of positive behaviors. This system is modeled on best practice research conducted by the University of Oregon and implemented in schools across the country. In essence, it is a school-wide effort to create a positive social school climate and culture at Hosford Middle School.

The basic philosophy of PBIS is to:

- *Teach* students how they are expected to behave
- *Reinforce* their good behavior
- *Provide support* to students as they learn to correct misdirected behavior

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly. CR-PBIS uses disaggregated data (by race, special needs, language proficiency, etc.) to make decisions about and develop the systems and practices of our school. The unique racial, cultural and linguistic makeup of our school is explicitly addressed at every decision point.

Specifically, CR-PBIS:

- Defines behavioral expectations & teaches students how to make better choices at the start of the year and continues that instruction throughout the year as necessary.
- Has a reward system that acknowledges students who demonstrate positive behaviors (such as “Howlers” given to students who are doing the right thing)
- Involves all staff and is collaborative in nature so there is consistency in the expectations we have for our students across classrooms & in common areas in the building.
- Gives feedback on inappropriate behavior. CR-PBIS does not do away with consequences; it just emphasizes them less than positive behavior.
- Recognizes the 5% of students who have chronic challenging behavior and that these students need additional interventions.
- Uses discipline data to identify problem settings and procedures.

School-Wide Expectations

Learning Environment Expectations

Friendship

Students:

- Encourage, support, and protect each other
- Listen and ask questions
- Work together to solve problems
- Celebrate each other

Staff:

- Encourage, support, and protect each other
- Listen and ask questions
- Work together to solve problems
- Celebrate each other

Learning

Students:

- Are focused & engaged
- Work to understand each other, the content, and the world
- Keep it clean (spaces & language)
- Use technology to support and enhance learning

Staff:

- Are enthusiastic about our content
- Make our content real, relevant, rigorous, and relational
- Foster growth
- Assess and reflect to support learning

Commitment

Students:

- Ask for and offer help
- Keep trying (we use “yet”)
- Set goals and follow through
- Expect the best of ourselves and others
- Are prepared and ready to learn bell-to-bell

Staff:

- Keep trying (we use “yet”)
- Ask for and offer help
- Teach, reinforce, and reward expectations
- Are prepared and ready to teach bell-to-bell
- Make learning active and engaging

Hallway & Bathroom Expectations

Friendship	<p>Students:</p> <ul style="list-style-type: none"> • Keep it clean and positive (spaces & language) • Keep hands, feet, and objects to ourselves • Build relationships with each other <p>Staff:</p> <ul style="list-style-type: none"> • Are present, visible, and available • Keep it clean and positive (spaces & language) • Build relationships with our students
Learning	<p>Students:</p> <ul style="list-style-type: none"> • Move quickly from place to place to maximize learning • Listen and respond to others <p>Staff:</p> <ul style="list-style-type: none"> • Display our students' work • We post information about our classes
Commitment	<p>Students:</p> <ul style="list-style-type: none"> • Ask for and offer help • Use hallways to learn and collaborate when adults are present <p>Staff:</p> <ul style="list-style-type: none"> • Remind students of expectations • Create and maintain safe spaces

Common Area, Bus, & the Community Expectations

Friendship	<p>Students:</p> <ul style="list-style-type: none"> • Encourage each other to do the right thing • Keep hands, feet and objects to ourselves • Keep it clean (spaces & language) <p>Staff:</p> <ul style="list-style-type: none"> • Acknowledge others • Are present and available
Learning	<p>Students:</p> <ul style="list-style-type: none"> • Use technology to support and enhance learning • Learn about and understand our district's policies • Listen and respond to others <p>Staff:</p> <ul style="list-style-type: none"> • Use technology to support and enhance learning • Learn about and understand our district's policies
Commitment	<p>Students:</p> <ul style="list-style-type: none"> • Expect the best of ourselves and others <p>Staff:</p> <ul style="list-style-type: none"> • Teach, reinforce, and reward expectations

Classroom Management Plans

Each teacher has an individual classroom management plan that highlights how they create community, develop community agreements, teach expectations, acknowledge and reinforce positive behaviors more frequently than negative, develop routines, fluently redirect and respond to low-level misbehavior, and implement interventions for students who may be struggling to demonstrate success academically, behaviorally, or with attendance.

PPS Student Rights & Responsibilities

Students are expected to abide by the school district's policies as outlined in the Portland Public School District **Students Rights and Responsibilities Handbook** as well as state and federal laws. This book outlines possible school rule violations, and associated consequences and interventions related to these. Violation of criminal law while on school property will subject a student to possible suspension and/or expulsion from school along with possible legal penalties.

Behavior Reports and Referrals

Stage 1 Behavior Reports are records of behavior incidents that are low-level and may occur across various settings. These reports are completed by teachers, and allow administration to determine chronic issues and student need for outside of classroom interventions. Stage 2/3 Behavior Referrals are records of behavior incidents that are more serious. These referrals are to administration, and will involve administration and more significant discipline and/or interventions.

A list of violations, detailed definitions, and possible consequences can be found in the **Student Rights and Responsibilities Handbook published by the district. Definitions of violations, as well as potential consequences are more fully described in this district handbook.** Copies of the district handbook are sent to homes in September. Additional copies may be obtained at the main office.

If students receive a Stage 1 Report, the teacher:

- Implements appropriate positive interventions
- Completes a Stage 1 Behavior Report in Synergy
- Must contact family

*Note: These reports are primarily handled by classroom teachers, and likely may not receive an administrative response.

If students receive a Stage 2/3 Referral:

Teacher:

- Implements appropriate positive interventions
- Completes a Stage 2/3 Behavior Referral to administration
- Contacts office if immediate support is needed

Administration:

- Consults reporter about the incident
- Conferences with the student about the incident
- Reviews possible outcomes in consultation with the Student Rights and Responsibilities Handbook
- Contacts the family
- Implements positive interventions, and consequences

Restorative Justice

Restorative Practices, also referred to as Restorative Justice, are a range of community building, reparative, and peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice, and asks a series of guiding questions:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

Hosford Middle School aims to provide students with the opportunity to reflect on the impact of their actions, restore harm, and develop skills to make better choices in the future. Our ultimate goal is for students to be reintegrated back in the learning community. We incorporate this philosophy while still abiding by PPS' Student Conduct & Discipline Guidelines, and use this lens to ensure students are in safe, healthy, and collaborative learning environments.

This philosophy is also used as an alternative to exclusionary discipline practices as appropriate, focusing on accountability and strengthening relationships. Practices can be proactive and reactive, such as restorative inquiry, mediation, conferencing, dialogue, and circling that have three foundational themes:

1. Understanding impact and repairing harm

Restorative practices focus on understanding the collective impact and repairing the harm associated with misbehaviors, establishing responsibility and meaningful accountability. Each process has the following guiding questions: What happened? Who was affected/impacted? What can be done to make things right? What will keep things right? How can others support you?

2. Engaging community

Restorative practices rely on building a web of relationships throughout the school community, including administrators, teachers, staff, school resource officers, students, family and community organizations that supports students to make responsible decisions and holds them accountable for misbehaviors. Community support could mean participation in a mediation or circling process or providing community service opportunities.

3. Empowering all involved

It is critical that those who are harmed or impacted to have a voice defining how to repair the harm so they feel equally supported by the school community and stay engaged. One of the primary functions of restorative justice in schools is to reintegrate students who have misbehaved, rather than excluding them and risking further separation, negative attitudes towards school and discontinuation of academic learning.

Student Transportation

Bus Expectations

While being transported by PPS District buses, students are under the authority of the bus driver. If a student refuses to promptly obey the directions of the driver, or abide by bus regulations, they may receive a bus citation, or in some cases, forfeit the right to ride on the bus (O.A.R. 582-53-010). If families have questions regarding bus routes, etc. they may contact First Student at 503-916-6901.

School buses will be equipped periodically with a video recording device. On occasion, a review of the recorded tape will be conducted. If a student engages in inappropriate or illegal activities at bus stops, they are subject to disciplinary procedures and possible police involvement, which may result in criminal charges. If a student fails to behave in a respectful manner while riding the bus, family will be notified through a citation. A student will be removed from the bus if disrespectful behavior continues without correction.

Bus Consequences & Infractions:

- Moving from the seat while bus is in motion
- Throwing objects or littering the bus
- No eating food, drinking, or gum while on the bus.
- Smoking or lighting any combustible material
- Using emergency exit without permission
- Using profane or obscene language or gestures
- Discourteous/harassing behavior/bullying
- Failure to follow directions
- Fighting or boisterous activity
- Damaging bus property
- Head or limbs out window
- Other, please refer to the District Students Rights & Responsibilities Handbook

Bus Driver Action/Citation Sequence:

- # 1 Informal warning by bus driver
- # 2 Verbal warning and assigned seat by driver
- # 3 1st citation and assigned seat
- # 4 2nd citation – 1-3 days suspension from bus
- # 5 3rd citation – 4-5 days suspension from bus
- # 6 4th citation – 5-10 days suspension from bus
- # 7 5th citation – extended suspension from bus

Please note that the above steps may be passed for a serious infraction, and are subject to administrative discretion.

Helpful Information (A-Z)

Appointments with Teachers

Students can make appointments with teachers to discuss their academic progress. Students should receive a written pass for appointments.

Bicycles & Skateboards (& unicycles!)

In order to assist with the protection and safekeeping of student bicycles and skateboards, please follow these guidelines:

1. State law requires that helmets be worn when riding a bike or skateboard.
2. All bicycles should be locked to the bike racks located in the bike corral behind the school, or on 28th Place.
3. Students may not ride bicycles during school hours.
4. If a student's bike is damaged or lost, please report it immediately to the school office and the SMS will coordinate contacting the school police. Knowing the serial number will assist in proper safekeeping. **The school does not assume any responsibility for damage or theft.**
5. Skateboards must be stowed in lockers during the school day, but may not be ridden in the hallways.

Cell Phones at School

Cell phones and electronic devices (MP3 players, etc.) are to be used ONLY as educational tools only while on the Hosford campus. Using these devices is up to the discretion of the classroom teacher's determination that its use is directly related to academic work. This is addressed in our school values and expectations related to "Learning." **Using cell phones and electronic devices for non-educational purposes (e.g. social media, phone calls, text messages) is not allowed at school.**

Families, if you have an emergency and need to contact your student during class time, please call our office at 503-916-5640. We ask for your help in ensuring that students do not use cell phones at school for anything other than academic work. If students are not using these as educational tools, they should be powered off, securely stowed, and out of sight during school hours. **We are not responsible for, and will not investigate lost or stolen cell phones on campus.**

Student phones that are used for non-academic purposes will be confiscated and held in the main office. If this is a repeated issue (confiscated 3 or more times) it will be held until it can be returned directly to a parent/guardian.

It is NEVER appropriate to take pictures or to record using a cell phone or electronic device while at school.

Portland Public Schools, District Dress Code Policy

The District Dress Code policy applies to all schools in Portland Public Schools grades PK-12, with the exception of schools with a Uniform Dress Code policy. *The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.*

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

Emergency Procedures

In the event of an emergency, students are expected to pay close attention to all directions given by the adult in charge. Students and staff will exit the building in an orderly fashion through the emergency exit plans posted throughout the building. Students will remain in the designated areas away from the building until an "all clear" horn or verbal announcement to return to the building is given. All emergency procedures will be taught and practiced throughout the school year.

Entry and Dismissal

For reasons related to supervision, students must wait to enter the building until the first bell rings at 9:07 am, except for breakfast in the cafeteria, which begins at 8:45 am. On bad weather days, the cafeteria and gym will be opened and supervised beginning at 8:45 am. Band students may enter the building before these times to stow their instruments in the auditorium but must then leave the building until times noted above.

Hall Passes & Restroom Access

One of our school values is "Learning", which students must be present to do. Our expectation is that students are in class for the duration of the period, and should rarely need to leave the instructional environment. If a student must leave to use the restroom or for other legitimate purpose (leaving for an appointment, etc.), they should ask the teacher for permission, sign out

on a form, take the hall pass, and arrive at their destination within five minutes. Students found in the hall without passes will be walked back to class. Repeated incidents will necessitate parent/student conference, and possible discipline interventions.

Illness at School

If you become ill at school, you should do the following:

1. If you are in class, ask the teacher for a pass to the main office. If you are between classes, report to your next class for a pass. If you come to the main office without a pass you will be sent back to class for a pass from your teacher.
2. Check in with the main office to be admitted to the health room.
3. If a phone call needs to be made to family concerning your illness, please contact the main office secretary.
4. If your parent/guardian approves your release from school, you will be checked out to your parent-guardian through the main office.
5. If your parent/guardian does not approve the release from school, you will return to class.

Lockers

During orientation, students will be issued a locker. **Lockers are school property and may be opened at the discretion of a building administrator.** Students are to use the locker they are assigned. Locker switches will be made by our SMS only.

Care of your locker:

1. Keep your locker combination to yourself.
2. Keep locker closed and locked.
3. Keep locker clean and orderly.
4. Keep out of other students' lockers.

Most locker problems occur when lockers are left unlocked, combinations are pre-set or locker combinations are told to other students. Since lockers are not totally secure, valuable items should be left at home. Due to short passing time between classes, students are not to use their lockers during transitions, but can access their belongings before and after school, and at the start/end of lunch.

Lost and Found

Students are encouraged not to bring valuable items to school and to make sure all articles are marked with the owner's name so if lost, can be easily returned. Students who may have lost personal possessions should report it to the office. Lost clothing will remain on the Lost and Found table for a month before being sent to the PTSA Clothes closet. Non-clothing items, i.e. glasses, watches, jewelry, keys, etc. will be kept in the office. Please refrain from bringing expensive valuable items such as cell phones, iPods, or large sums of money.

Medication

In order for a student to receive medication during school hours, a form must be completed by a

parent/guardian (available in the main office) and be brought to the main office or school nurse along with the medicine in the original bottle.

Personal Property

In the event that a student discovers that personal property is missing, please come to the main office and complete a Lost/Stolen Report Form. **We will not investigate or pursue stolen or lost electronics.** If non-essential school items are brought to school, it is the student's responsibility to properly secure them. We recommend that students write their name on all items.

School Closure

During the winter, school may occasionally be closed or delayed due to snow or icy conditions. As soon as the superintendent determines that schools will be closed or delayed, local radio and TV stations will be notified. Please monitor these outlets for school closure information or check the website at www.pps.k12.or.us.

Textbooks

Students are responsible for all books that are issued to them. If an item receives more than normal usage, a fine will be assessed and added to the student's fees. If material is lost, the student/family must pay for its replacement.

To help prevent textbook problems, you should remember the following:

1. Write your name and the date inside the cover of each book issued to you. It is suggested that you purchase, or make a book cover to help prevent undue wear and tear. **Caution:** Do not use contact paper and do not tape the cover to the book as it results in damage when it is removed.
2. When you receive your textbook(s), check it carefully. Notify the teacher if there are any stains, tears or pages missing so you will not be held accountable for those damages at the end of the school year.
3. Lending textbooks to friends often results in lost books. Since you are responsible, you will be charged for its replacement. You must return the book(s) assigned to you or you will be charged the full replacement cost of the book(s).
4. If a book is stolen, it must be immediately reported to the library.

“Think” Sheets

If a student is asked to take a timeout from class due to persistent disruption, they will come to the office, complete a “Think” Sheet and then rejoin the class with a plan to be successful moving forward. In the event a student refuses to engage with a plan to be successful in class, the student will meet with administration, their family will be contacted, and there may be further discipline interventions initiated.

Water Bottles

Students are encouraged to bring reusable water bottles to stay hydrated throughout the day, and to decrease the environmental impact caused by disposable cups.

Common Questions & Answers

1. **Something lost or stolen?** All thefts should be reported to the main office as soon as possible. Complete a Lost/Stolen Report Form. Make sure to check the lost and found table and bins outside the main office.
2. **Locker problem?** If your locker is jammed, you should ask your teacher for a pass to the main office. If there is a problem between you and your locker partner, please discuss the situation with your advisory teacher.
3. **Want to talk to a counselor?** See the sign-up sheet outside Ms. Brown's and Ms. Anderson's offices. If it is an emergency, please say so and someone will see you right away.
4. **Having trouble with another student?** Talk to your advisory teacher or counselor. If you are being threatened, bullied, or harassed, report to the main office and you will be directed to the SMS or an administrator. There is also a bullying reporting form in various locations across the building and online through the Hosford school website.
5. **See or hear something unkind/inappropriate?** Talk to a teacher, counselor or administrator.
6. **Worried about a grade?** Check Synergy. Talk to the teacher. Ask for next steps and notify your parents. The classroom teacher or your advisory teacher can help you get organized.
7. **May I ride the bus home with a friend?** You may ride another bus only when you have written permission from your parents for that day. The note must be shown to the adult on duty at the bus zone. Please do not ask the main office secretaries to talk with your parents on the phone and then write the note for you. All notes must be written and signed by parents.
8. **What if I miss the bus after school?** Go to the main office to call a parent. Only your parent can give you permission to walk home.
9. **Can I bring a friend to school?** Students not enrolled at Hosford are not allowed to visit during the school day.

Stay In The Loop, Stay Connected!

Hosford Hotsheet—Weekly Newsletter for updates

This weekly newsletter is emailed to the community. This is our school's primary resource for update, and includes information from both the school and parent community.

Be sure to ***read the hotsheet*** . It has important information and is your first tool for finding out about events and activities at Hosford.

Email hosfordhotsheet@gmail.com by noon on Fridays to submit an item for the Hotsheet.

Past Hotsheets can be viewed online: <http://www.hosfordpts.org/contact/>

Hosford Email Listserv

Join the Hosford Yahoo Group: <https://groups.yahoo.com/neo/groups/hosford/info>

Subscribe to emails: hosford-subscribe@yahoogroups.com: Send an email with "SUBSCRIBE" in the subject field.

** This is a place for informal community updates, and for parents to share information and quick updates.

Social Media

Official Hosford Middle School Facebook and Twitter accounts:

https://www.facebook.com/PPS_HosfordMiddleSchool

<https://www.twitter.com/HosfordMS>

Hosford Parents Facebook and Twitter accounts:

<https://www.facebook.com/HosfordParents>

<https://www.twitter.com/hosfordparents>

School Pay

Use this link to pay for yearbooks, pay athletic fees, make donations, and more!

<https://pps.schoolpay.com/>

Contact Us

Position	Name	Email Address	503-916-5640 extension
Principal	Kristyn Westphal	kwestphal@pps.net	70357
Assistant Principal	Amy Slaughter	aslaught@pps.net	70350
Principal's Secretary	Holly Soloai	hsoloai@pps.net	70351
School Secretary	Stacey Mingo	smingo@pps.net	70353
School Secretary (half-time)	Kristy Carlson	kcarlso1@pps.net	70302
Counselor	Sahjo Brown	sbrown3@pps.net	70301
Counselor (half-time)	TBA		70339
Psychologist	Ellen Rainey	erainey@pps.net	70310
School Climate Specialist	Kim Anderson	kanders4@pps.net	70336
Library Assistant	Kate Fleming	kfleming@pps.net	70364
Library Media Specialist (half-time)	Em Winokur	ewinokur@pps.net	70364
Cafeteria Head	Tonya Hamlin	Ns257@pps.net	70318
School Nurse Health Assistant	Susan Morgan Yamungu Seraya		70360
District Office Transportation (school buses)		transportation@pps.net	503-916-6901

For a full staff directory, please visit our website at: <http://www.pps.k12.or.us/schools/hosford>

Parent Teacher Student Association (P.T.S.A.)

The P.T.S.A. works with the staff at Hosford to enhance the educational experiences for all students. As an organization, it promotes effective communication and the involvement of parents and families in the middle school experience. P.T.S.A. members consist of parents of currently enrolled students.

Position	Name	Email Address
Co-Presidents	David Kertzner Larissa Treat	dkertzner@proactive-english.com larissa_and_justin@msn.com
HEAT Board Coordinator	Duncan Parks	Xanthoptica1970@gmail.com

For a full listing of all PTSA roles and contact information, please see Hosford website.

