

Boltz Mission and Vision

October 2018 Boltz Middle School Plan-on-a-Page

Last Updated: 10.25.2018



Our Mission

We Exist To...Grow a caring community that makes a difference

Core Values

1	Relationships	Build, Foster, and maintain connections
2	Effort	Challenge yourself to always do your best
3	Authenticity	Be who you are and allow others to do the same
4	Opportunity	Supporting access to grow
5	Passion	Have fun and love what you do

Our Vision

Where we stand	Where we're headed	How we'll get there
<ul style="list-style-type: none"> ❖ We welcome better than most ❖ We take the hardest kids that others do not ❖ We challenge our students while meeting them where they are ❖ We are academically, financially, racially, geographically diverse as well as a neighborhood school ❖ We reflect the demographic of all of Fort Collins ❖ We foster leadership and philanthropy ❖ We have programs for the whole-child ❖ Our current initiatives are effective yet not aligned ❖ We struggle with a cohesive identity and focused alignment ❖ We have a disadvantage with school of choice and boundary lines ❖ With less students we have more limited resources available ❖ We have amazing outdoor grounds with risk of dumpsters, outhouses, etc. ❖ Our building is rented nearly every night ❖ We have such great educators ❖ We are great at extra curricular programs and activities 	<ul style="list-style-type: none"> ❖ We have strength in continuity with educators, programs, and initiatives ❖ We are confident and know how to market ourselves in an authentic way ❖ We are a cornerstone of the revitalized mid-town ❖ We have a building and grounds we are proud of and showcase regularly ❖ We rally around and can successfully communicate our eclectic and inclusive variety of programs ❖ We have integrated technology in all of our classrooms and programs in an authentic and inclusive way ❖ We identify and intervene with kids at risk of completion and positively impact their ability to reach graduation ❖ When students leave our school they are advocates for their positive growth and experience at Boltz ❖ When students leave they know how to affect their future and other's too ❖ We continue to hold value in social emotional connectivity ❖ We are known for excellence in our extra-curricular programs and activities ❖ We stir so much motivation with students that local High Schools are stepping it up 	<ul style="list-style-type: none"> ❖ We will build "bridges" program and measure results in connection with High Schools ❖ We will use ICAP as a hub to grow kids toward success ❖ We will create interactive ICAP portfolio ❖ We will have an intentional and strategic marketing and branding program that is authentic ❖ We will partner with local organizations to broaden our reach ❖ We will enact strong reading and other initiatives that are aligned with our common mission ❖ We will embrace and leverage technology to advance our impact intentionally ❖ We will offer unique opportunities for kids that would not have this opportunity otherwise through experience based learning

Boltz Middle School Confidential Document:
FOR INTERNAL USE ONLY

Unified Improvement Plan / District Ends:

District Ends Link:

<https://www.psdschools.org/your-district/board-of-education/district-ends>

First Days of School:

- Front doors open at 6:50 for students to stay in the commons.
- Students will be released to classes at 7:25. With some students using lockers,, the expectation is for them to go directly to class.
- As of now, no students are allowed to eat food in classrooms.
- A change from last year is that we will only have 5 mins of transition time before the school day starts.

School Schedule:

- Your contract of employment has your day starting at 7:00 and ending at 2:55.
- You can park in either the South or Northern parking lot.
- You should have your badge displayed on your person at all times.
- Teachers, please confirm your time for lunch.

Boltz Daily Class Schedule – 2024-25						
Main doors open 6:45am to 2:45pm daily						
Period 1 & Announcements	Period 2	Period 3	Period 4 Lunches	Period 4 Classes	Period 5	Period 6
7:30 – 8:40	8:45-9:25	9:30 – 10:40	(8): 10:40 - 11:20 (6): 11:15 – 11:55 (7): 12:00 - 12:40	(8) 11:25 - 12:35 (6) 10:45 - 11:20 / (6) 12:00 - 12:35 (7) 10:45 - 11:55	12:40 – 1:50	1:55 - 2:25
8th grade eats first lunch - 7th grade attends 4th period before lunch						
8th grade goes to 4th period at 10:45, they eat from 11:15 to 11:55, and go back to complete 4th period						

Boltz Assembly Schedule


Circle Days / Assemblies	Period 1 & Announcements (No 2 nd)	Period 3	Period 4 Lunches	Period 4 Classes	Period 5	Period 6
7:30 – 8:30	8:35 - 9:45	9:50 – 10:55	(8): 11:00 - 11:40 (6): 11:35 - 12:15 (7): 12:05 – 12:45	(8) 11:40 – 12:45 (6) 11:00 -11:35 / (6) 12:15 – 12:45 (7) 11:00 - 12:00	12:50 – 1:55	2:00 - 2:25
8th grade lunch begins at 11:35 am on assembly days						

Boltz 2-Hour Delay Schedule

Period 1 & Announcements	Period 2	Period 4 Lunches	Period 4 Classes	Period 3	Period 5	Period 2
9:30 - 10:30	No 2 nd period	(8): 10:35-11:15 (6): 11:05-11:45 (7): 11:45-12:15	(8) 11:15-12:15 (6) 10:35-11:05 / (6) 11:45-12:15 (7) 10:35-11:40	12:20 - 1:20	1:25 - 2:25	End of school no 2nd, or 6th

Phoenix Pride Matrix:

- The Pride Matrix is a PBIS model that supports our SEL and Restorative Practices.
- It is important you know the CLASSROOM column and identify 3- non negotiables you will have for your classroom.



PHOENIX PRIDE Boltz Middle School

	Classrooms	Hallways	Auditeria	Grounds	Bath/Locker Rm	Bus
P urpose	<ul style="list-style-type: none"> • Give 100% effort • Focus on learning • Become career/college ready • Participate 	<ul style="list-style-type: none"> • Go directly to your destination • Brief social time with peers • Use your locker 	<ul style="list-style-type: none"> • Eat healthy 	<ul style="list-style-type: none"> • Be active • Socialize 	<ul style="list-style-type: none"> • Take care of business...specify 	<ul style="list-style-type: none"> • Be safe during transportation to/from school
R espect	<ul style="list-style-type: none"> • Hands & feet to yourself • Use appropriate language & tone • Follow directions 	<ul style="list-style-type: none"> • Use appropriate language & tone • Walk on right side • Show consideration to classes in session • Be on time 	<ul style="list-style-type: none"> • Follow directions • Wait your turn • Say, "Please and thank you" • Raise your hand to be excused 	<ul style="list-style-type: none"> • Put litter in garbage cans • Use appropriate language & tone • Be safe 	<ul style="list-style-type: none"> • Honor privacy • Clean up after yourself • Respect school property 	<ul style="list-style-type: none"> • Honor boundaries • Use appropriate language & tone • Follow directions
I ndividual Responsibility	<ul style="list-style-type: none"> • Do your best • Demonstrate SLANT • Own YOUR behavior • Appropriate cell phone & computer use • Monitor your time 	<ul style="list-style-type: none"> • Model good behavior • Be positive • Be prompt • Clean up after yourself 	<ul style="list-style-type: none"> • Clean up after yourself • Use manners • Walk 	<ul style="list-style-type: none"> • Be polite • Be safe • Set a good example • Report serious problems to an adult 	<ul style="list-style-type: none"> • Use at appropriate times • Report problems to an adult • Use as intended 	<ul style="list-style-type: none"> • Keep it clean • Stay seated
D etermination	<ul style="list-style-type: none"> • Be positive (PMA) • Use I-Messages • Give 100% effort • Complete assignments on time • Be prepared to learn • Ask for help 	<ul style="list-style-type: none"> • Use your time effectively • Set a good example • Use self-control 	<ul style="list-style-type: none"> • Manage time wisely • Follow directions • Be nice 	<ul style="list-style-type: none"> • Be active • Demonstrate integrity • Leave it better than you found it 	<ul style="list-style-type: none"> • Change promptly • Respect others & their property • Create solutions to problems 	<ul style="list-style-type: none"> • Set a good example • Promote safety
E mpathy	<ul style="list-style-type: none"> • Respect and celebrate differences • Share ideas • See the best in others • Seek to understand others 	<ul style="list-style-type: none"> • Be patient and friendly • Be positive (PMA) • Be an ally • See the best in others 	<ul style="list-style-type: none"> • Invite others to sit with you • Appreciate differences • See the best in others 	<ul style="list-style-type: none"> • Encourage & invite others to participate in activities • See the best in others • Be an ally 	<ul style="list-style-type: none"> • Respect privacy • Honor differences 	<ul style="list-style-type: none"> • Use positive tone of voice • Invite others to sit with you • See the best in others

- This is the bullseye of expectations we will have for students. This can be found in every classroom and hallway.

Digital Link: https://drive.google.com/file/d/1dtqfT3Xkrl_3wzuVtIDxpjiLj4k3u3WS/view

First Day of School 2024-2025

All classrooms will need a seating chart, please return to the office. Seating charts will be used during lunch

Things to be done before the first day.

First Day Expectations

When: Grade Level Teams will communicate this information.

Who: All teachers

Needs: Student handbook/ Planner for 6th grade. 7th and 8th grade will NOT have planners except by request.

Recommended: Show students how to find the Student handbook/ planner link on the BMS website. Homepage> Students> Documents (yellow box in middle of the page) Click [HERE](#) for the link

Brain Break Expectations:

If you take your class on a break outside of your classroom you are required to have a cell phone on you that the Front Office has access to. **No longer will you be required** to email bol99 (please don't) nor will you message through teams.

Behavior Protocols

Behavior Web Digital Link:

https://drive.google.com/file/d/1qQ1p8yjP_mN-lpXCHmBBiTuuPrxWCr5f/view

Office Referral



BOLTZ MIDDLE SCHOOL REFERRAL FOR OFFICE MANAGED BEHAVIOR

Student _____ Grade _____ I.D. _____
Referring Staff Member _____ Date _____ Time _____

I. Area of concern in PRIDE Matrix:

Purpose Respect Individual responsibility Determination Empathy

II. Location

Classroom Commons Bathroom Hallway Locker room School Grounds Bus Other _____

III. Possible Motivation

Obtain peer attention Avoid tasks/activities Motivation unknown Obtain items/activities
 Obtain adult attention Avoid peer (s) Avoid adult (s) Other _____

IV. Previous Interventions

Behavior Instruction Teacher contact with parent/ guardian *
 Informal student-teacher conference Formal team meeting
 Teacher/Counselor discussion Team meeting with parent/guardian
 Referral to counselor Referral to MTSS Team
 Administrator conference with student Restorative Justice
 Other, describe: _____ * Required for classroom incidents

V. Objective and Specific Description of Observable Behavior:

Office Referral Digital Link:

https://drive.google.com/file/d/0B1bEqbnio_I8TTJVOHI5bmtfLXc/view

Reflection and Conversation Sheet

Reflection Sheet Digital Link:

https://drive.google.com/file/d/0B1bEqbnio_I8V0ZJRnhRZFgtMVk/view

Student Resources



PHOENIX PRIDE

What is Harassment?

ANY FORM OF UNWANTED, DELIBERATE, OR OFFENSIVE BEHAVIOR THAT HAS BEEN ASKED TO BE STOPPED

In situations where a Boltz Middle School staff member recognizes harassment, student will be held accountable even if he/she has NOT been told to stop.

WHAT SHOULD A STUDENT DO IF BEING HARASSED AT SCHOOL

1. TELL THE STUDENT TO STOP (Be deliberate)

- a. Speak Clearly and Make Eye Contact.*
- b. Say it loud enough for others to hear*
 - *“Leave me alone, or I will tell a teacher (will tell Mr. Vigil)*
 - *“Stop bothering me”*
 - *“I told you already – stop..(describe what you want to stop)”*

DO NOT ADD TO THE PROBLEM BY NAME CALLING OR INSULTING THE AGGRESSOR.

2. IF IT CONTINUES, REPORT IT

What is Harassment Digital Link:

<https://drive.google.com/file/d/1sQWKvGP6TkWqjdL3vC6lZVCO5PZGp320/view>

Staff Development Request Form:

<https://drive.google.com/open?id=1t5liiuURuyAohVR-OTxFOmBXIM7n8m7n>

TBA:

SEL and you / SEL Strategies student and staff QTIP

Meeting Schedule TBD

Student Services Responsibilities

Administrative Responsibilities

AVID WICOR and Costa's Levels of Thinking and Questioning

Boltz Athletic Eligibility

Boltz Middle School Eligibility Policy

Revised July 2019

A weekly academic report will be generated every Tuesday during the season to identify all student-athletes that are struggling in the classroom. A student shall be flagged as ***at-risk of athletic ineligibility*** if he/she has an overall academic grade that is ***below a 1.5 (in progress) in two or more classes*** and coaches will be notified of the concern. Students who fall into this category will be required to schedule an ELO meeting with the teacher(s) of the identified classes to complete a progress report and action plan for improvement prior to the end of the current academic week. This progress report will be submitted to the Athletic Secretary in the main office for each of the identified courses before the weekend. The Athletic Director will then determine the final eligibility status for the upcoming week based on the feedback from teachers on the progress report for each athlete in question. **Students who have a progress report that indicates poor work habits and/or missing assignments will be declared ineligible for all competition(s) during the span of the entire week.** Students who have two grades below a 1.5 and fail to submit the required progress report by Friday will automatically be declared ineligible for the following week's competition(s). If a grade is corrected after the Friday deadline, the student will remain ineligible until Tuesday of the following week when a new eligibility report is printed. If a student is ineligible for athletics, they are **NOT** allowed to ride the bus to any athletic events. Students should be focusing on improving grades and remain in class.

In addition to academic grades, a student can also be declared ineligible if he/she is not in adherence with the [PSD Code of Conduct](#) and Boltz Behavioral Expectations (Respect & Responsibility). This means that if a student-athlete exhibits patterns of poor behavior at school, administrators will use professional judgement to determine eligibility status.

Note: This eligibility policy will also be upheld for all students who are scheduled to attend optional field trips and other special events that require students to be out of the building away from their daily class schedule.

Athletic Eligibility - Weekly Timeline

Progress Report & Support Plan

Student Name _____ Grade Level _____ Sport _____

Course/Subject _____ Current Academic Grade _____

WORK HABIT GRADES: *To be completed and verified with a teacher signature.*

I am Prepared: *(Circle One)*

1 2 3 4

I am Productive: *(Circle One)*

1 2 3 4

I Participate: *(Circle One)*

(Circle One)

1 2 3 4

I demonstrate Positive Class Behavior:

1 2 3 4

Comments:

MISSING ASSIGNMENTS:

ACTION STEPS & SUPPORT PLAN:

REQUIRED SIGNATURES:

Teacher _____ Date _____

Parent _____ Date _____

Student _____ Date _____

Substitute Teacher Instructions

SUBSTITUTE TEACHER INFORMATION GUIDE

<p>Where to Find... Class list: _____ Seating Chart: _____ Attendance in Synergy Questions: _____ School Map: _____ First Aid Kit: _____ Lesson Plans & Materials: _____ Supplementary Activities/ materials: _____ Brain Break equipment: _____ Emergency Procedures/ located: _____ _____ _____</p>	<p>Classroom Procedures When students finish early: _____ _____ _____ _____ Students with exemplary behavior may: _____ _____ Students who are disruptive may: _____ _____ _____ _____</p> <p>People Who Can Help Teacher/ RM: _____ Administrator/ Number: _____ Dependable students/ Period: _____ _____ _____ _____</p>
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<p>Integrated Services Schedules</p> <p>Students with special needs</p> <p>Name Needs/ Services Support Teacher (s) Time/ Location</p> <table border="1"> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Things to know:</p> <p>_____</p>				_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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Digital Link:

https://docs.google.com/document/d/1rgIBVG0M-Ob_VkDn3VvuqkxwooHAG3HoUBb_Fx2fsg0/edi

Boltz Substitute Teacher Instructions

School front office telephone number 472-3700 (dial 3700 from the classroom phone, press option 2)

Principal: Josh Richey 472-3711

Assistant Principal: Gabe Vigil 472-3704

Office Manager: Tiffany Danford, 472-3712

Dean of Students: Stacey Souders 472-3770

Nicole Jones 472-3736

Attendance: 472-3709

Reception: Erin, 472-3716

Safety is the top priority in our building. When/If you leave your classroom, the lights need to be turned off and the door locked and shut. The key you have been issued for the day will open your classroom door.

Lockout – Business as usual inside the building, threat is outside the building.

Lockdown – Doors locked, lights out and out of site, threat is inside the building

Our staff lounge has a refrigerator and microwaves for your convenience. The staff restroom is located just off the lounge, near the front office.

If you need a custodian please call the front office at 3700, extension 2

For assistance with A/V equipment please contact the media center staff at 3707 or 3752

During each period:

- Please take attendance the first 15 minutes of class
- After completing attendance, please send the attendance sheet to the Attendance window in the Front Office
- For attendance questions please call: 3709

If you have a free period during the day, please come to the front office to see if there may be another classroom in the building that could use your help.

***Before leaving the building, please turn out the lights, shut and lock the door, return the Badge and sign out at the Front Desk.**

Thank you for being here!

Mandatory Reporting Requirements for Child Abuse/Neglect:

If you suspect child abuse/neglect you must follow steps 1 – 13 below. Use these procedures regardless of who the suspect is (i.e., student, family member, stranger, district employee, or volunteer):

1. Immediately inform your administrator or his/her designee of your concerns. No one has the authority to veto the reporting.
2. If it is necessary for school personnel to examine a student for evidence of physical abuse, two adults should be present during the examination and the examination should follow the “gym class rule.” Only examine the areas that can be seen if the child were wearing shorts and a t-shirt. Do not examine the child any further.
3. Complete the Known or Suspected Child Abuse/Neglect/Endangerment Reporting Form.
4. Call Larimer County Department of Human Services at 498-6990.
5. DO NOT conduct an investigation regarding the case. Investigations are the responsibility of the appropriate law enforcement agency staff and/or the Department of Human Services.
6. Fax a copy of the Known or Suspected Child Abuse/Neglect/Endangerment Reporting Form to the Larimer County Department of Human Services, Attention: Case Assigner at 498-6995.
7. Fax a copy of the Known or Suspected Child Abuse/Neglect/Endangerment Reporting Form to the Director of Student Services at 490-3190. The Director will make necessary district-level notification.
8. Retain a copy of the Known or Suspected Child Abuse/Neglect/Endangerment Reporting Form in a confidential file. Do not file in the student’s special education or cumulative file.
9. Parents will be notified by Larimer County Department of Human Services staff or law enforcement agency staff. Do not contact parents.
10. If Department of Human Services staff and/or law enforcement staff visit your site to interview a student, you are required to ask for photo identification (badge or identification card). Ask for a business card and retain a copy of card(s) in your files. If a student needs to be removed from class for the interview, this should be done by school staff.
11. If Department of Human Services staff and/or law enforcement staff visit your site to conduct an interview, you must provide a room that will provide a confidential setting. School staff shall not be present during the interview of a child by Department of Human Services staff or law enforcement staff. Whenever possible, law enforcement and Department of Human Services staff will call ahead of time prior to arriving at the site and may want to talk with the reporter of the suspected abuse. Follow-up with the Department of Human Services staff and/or law enforcement staff after the interview. For information regarding the status of a reported child abuse/neglect case, contact the Director of Student Services at 490-3033.
12. School staff shall cooperate with the investigating authorities. In addition, school staff must notify investigating authorities of any special needs or conditions of the child such as transportation, translation needs, cognitive ability, etc.
13. By statute (CRS 19-3-401) law enforcement staff may remove a child from a site.

Revised 2/04/16

Additional Information:

1. If you have reported suspected child abuse/neglect and no action has been taken by Department of Human Services or law enforcement agency by the time school is dismissed you may:

a. Send the student home after consulting with the principal if the student does not appear to be in imminent danger.

b. If the Department of Human Services staff member or law enforcement staff are on their way, remain with the student until their arrival.

c. If the student is afraid to go home, refuses to go home, or is determined to be in imminent danger, call the appropriate law enforcement agency:

- Fort Collins Police Services: 221-6540

- Larimer County Sheriff's Office: 416-1985

2. If there is a change in placement (i.e., foster care, other facility) of the student, the Department of Human Services will notify either the school or the Director of Security and School Operations.

3. The following are the roles of each agency involved in child abuse cases: All Poudre School District Employees: To REPORT

Larimer County Department of Human Services: To INVESTIGATE

Law Enforcement Agency: To INVESTIGATE

Larimer County District Attorney's Office: To PROSECUTE

For more information, resources, and references see the district's Child Abuse, Neglect and Child Protection manual.

For assistance with specific cases or general questions regarding child abuse, neglect and child protection issues at your site contact:

Director of Student Services: 490-3033 Fax: 490-3190

You, as the individual who suspects the abuse/neglect are legally responsible for making certain that the report is made to the Department of Human Services immediately.

This legal responsibility is not satisfied by merely reporting your suspicion or concern to other school personnel.