

# 6-8

## COMMON PRACTICES FOR MIDDLE SCHOOL

Lincoln Public Schools | Lincoln, Nebraska

Rev. 5/2025

*The following are middle school common practices that have been extracted from the Lincoln Public Schools Important Information Booklet. This sheet is meant to be a quick-reference guide for common practices that are for middle school families only. A complete LPS Important Information Booklet is available online at [LPS.org](http://LPS.org).*

### Grading Codes and Meanings

**EX—Exclude:** Excused. Used to indicate an assignment is excused and does not need to be completed. It has no effect on the grade.

**M—Missing:** Used to indicate an assignment is missing. It calculates as a ZERO until the assignment is turned in and graded.

**INC—Incomplete:** Used to indicate an assignment is not complete enough to score. It does not affect the grade unless the teacher enters the INC with a score. The code should be removed once the assignment is revised, and then a new grade should be entered.

**Grade [space] L—Late Assignment:** Used to communicate timeliness/work habits. The grade is included in the overall average.

**R—Retought:** Used to indicate that an assignment was regraded after re-teaching or re-assessing.

**Blank—Not Yet Graded:** Used to indicate that an assignment/assessment still needs to be graded.

**AB—Absent:** Used to indicate that a student was absent while this work was completed. It calculates as a zero, but it can still be turned in for credit. It is included in missing marks/reports.

**0 (Zero)—No Credit:** Used to indicate that the student received a grade of zero/no credit. Teachers use this code carefully (and infrequently) because a grade of zero can significantly lower an overall average and misrepresent student achievement. Instead of a zero, teachers more often use the “M” code for work that hasn’t been turned in or “INC” for work that isn’t ready to be scored yet. Teachers may have to change a grade to a zero if student work is so late that it is no longer practical or useful for students to submit it for credit. Note: Some teachers may choose to use an alternate number for “zero” (such as 50%) because it lessens the statistical impact on the overall average.

### Lincoln Public Schools Middle Level Grading Chart

%	Core Acad. Grade	Grade Description	Work Habits	Work Habits Description	Conduct	Conduct Description
100-90%	<b>A</b> Superior	Exceeds District Standards of Proficiency	<b>COM</b> Commendable	Students who <b>always or consistently</b> exhibit the nine indicators: Listens, follows oral and written directions, is on task, participates in class, strives for quality work, seeks help as necessary, completes assignments on time, is organized, comes to class prepared.	<b>COM</b> Commendable	Students who <b>always or consistently</b> exhibit the six indicators: Accepts consequences for actions taken, demonstrates self-discipline and control, follows school and classroom rules, demonstrates responsible decision-making skills, demonstrates a positive attitude toward self and others, interacts with others appropriately.
89-85%	<b>B+</b>	Meets District Standards of Proficiency	<b>S</b> Satisfactory	Students who <b>usually</b> exhibit the nine indicators listed above.	<b>S</b> Satisfactory	Students who <b>usually</b> exhibit the six indicators listed above.
84-80%	<b>B</b>	Meets District Standards of Proficiency	<b>S</b> Satisfactory	Students who <b>usually</b> exhibit the nine indicators listed above.	<b>S</b> Satisfactory	Students who <b>usually</b> exhibit the six indicators listed above.
79-75%	<b>C+</b>	Meets District Standards of Proficiency	<b>S</b> Satisfactory	Students who <b>usually</b> exhibit the nine indicators listed above.	<b>S</b> Satisfactory	Students who <b>usually</b> exhibit the six indicators listed above.
74-70%	<b>C</b>	Meets District Standards of Proficiency	<b>S</b> Satisfactory	Students who <b>usually</b> exhibit the nine indicators listed above.	<b>S</b> Satisfactory	Students who <b>usually</b> exhibit the six indicators listed above.
69-65%	<b>D+</b> Comment Included	Approaches, but Does Not Meet District Standards of Proficiency	<b>N</b> Needs Improvement Comment Included	Students whose work/study habits interfere with learning. Marks determined on the nine indicators listed above.	<b>N</b> Needs Improvement Comment Included	Student's social/behavioral skills are interfering with the learning environment of themselves or others. Marks determined on the six indicators listed above.
64-60%	<b>D</b> Passing Comment Included	Approaches, but Does Not Meet District Standards of Proficiency	<b>N</b> Needs Improvement Comment Included	Students whose work/study habits interfere with learning. Marks determined on the nine indicators listed above.	<b>N</b> Needs Improvement Comment Included	Student's social/behavioral skills are interfering with the learning environment of themselves or others. Marks determined on the six indicators listed above.
59-0%	<b>F</b> Failing Comment Included	Does Not Meet District Standards of Proficiency	<b>N</b> Needs Improvement Comment Included	Students whose work/study habits interfere with learning. Marks determined on the nine indicators listed above.	<b>N</b> Needs Improvement Comment Included	Student's social/behavioral skills are interfering with the learning environment of themselves or others. Marks determined on the six indicators listed above.

## District Dress Code Guidelines For Middle Schools

Clothing must be appropriate for school settings in order to provide a safe and orderly environment for all students to learn. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians, although, the school administration maintains the right to determine the appropriateness or suitability of any student attire.

### Allowable Dress and 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, back, and on the sides. Fabric covering all private parts must not be see through.
- Clothing must cover undergarments and all private parts.
  - All tops must have straps
  - All tops must meet the top of the pants
  - Wearing pants below the waistline is not allowed.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Head wear is allowable as long as it follows other areas of the dress code and the student is easily identifiable.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

### Non-Allowable Dress and Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Students may wear hoodies, but must keep the hood off their heads. Considerations will be made for students who wear special clothing as required by religious beliefs, disability, or convey a particular message protected by law.
- Dressing, grooming, or engaging in speech that is lewd or indecent, vulgar, or plainly offensive.
- 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 (examples include bandanas, gang signs).
- 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.
- Clothing with words, pictures, or phrases that depicts violence or intimidation may not be worn (examples include images of guns, knives and any other items generally considered to be a weapon).

### Students who are in violation of the school dress code will:

1. Be educated on the reason this clothing is not allowed in a school setting, and when possible be given the opportunity to remove the item(s).
2. Be given the opportunity to change into school-issued clothing in order to find items that are appropriate to wear.
3. When the first two are not viable options, the student's parent will be contacted to bring appropriate clothing for the student to change into.
4. Repeated violations could result in school consequences.
5. Students will not be allowed to return to classes until they are in compliance with the school dress code.

**NOTE:** Schools may communicate additional information on dress code expectations to students and parents/guardians.

## Cell Phone Guidelines for Middle Schools

Cell phones, earbuds, smart watches, smart glasses and other personal electronic devices are not allowed during the instructional day. If personal electronic devices are brought to school, they should be kept in their backpack, locker, or location designated by school staff during the school day. Smart watches can be worn as long as they are used as a standard watch. If smart watches are used for any other function, they will be treated the same as other personal electronic devices, and the student will be asked to keep the device in a backpack, locker, or other location designated by school staff. The school is not responsible for damaged, lost, or stolen devices. Please note that it is unlawful, and therefore prohibited on school grounds, to take a picture or record audio or video of another person without their consent.

## Multi-Tiered Systems of Support For Behavior (MTSS-B) in the Lincoln Public Schools

Lincoln Public Schools uses a multi-tiered system of support for behavior (MTSS-B) for teaching procedures and techniques designed to help improve behavior. It involves procedures at the school-wide, classroom, and individual student levels.

The purpose of a district-wide MTSS-B is to establish a climate in which appropriate behavior is the norm. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and then recognizing students for following our expectations is a core component of MTSS-B.

## School Community Intervention Program (SCIP)

SCIP is a student assistance program that works with families, schools and the community to support student behavioral, mental and emotional health. When schools, parents and the community build a collaborative relationship of support around students, they are more capable of reaching their full potential. SCIP can assist parents in identifying behaviors or concerns that may be interfering in a student's ability to learn, seek solutions, and explore options, which will increase student's opportunities to be successful in school. In addition to in-school supports, SCIP collaborates with community behavioral health agencies to offer another layer of support to students and families. To refer your student to SCIP or to find out more about the program please contact your school's SCIP Team Leader or the Lincoln/Lancaster County SCIP Coordinator at 402-327-6841.

## Extra/Intramural Athletics

LPS middle schools offer a full-year of after-school extra/intramurals for 7th and 8th grade students.

Fall sports include: Cross Country, Soccer, Girls Volleyball; winter sports include: Girls/Boys Basketball and Wrestling; Track is held in the spring. All students are expected to follow assigned guidelines for conduct and academics for participation. Activity specific guidelines will be shared at the start of each season.

**Practices are for athletes only.** Friends and/or family members may not observe practices. People waiting to give students rides home from school should wait in their vehicles in the parking lot. Parents waiting to walk home with students after school should wait in the assigned area. Other LPS students cannot wait on campus for students while they are practicing.