



# Student Expectations at Shaw Middle School



**This is your school...a culture of high expectations**

- Our mission is to prepare all Shaw students for academic and social successes in high school and beyond as they pursue certifications and degrees through continuing education while on the job, in the military, or enrolled in technical schools, two-year colleges, or four-year universities.
- Our vision is to provide students and staff with a safe, responsible, and respectful learning environment where students have hope and courage for their future through extraordinary academic and social preparation.

**This is your school...where you fulfill your dreams, plans, and goals. Shaw students are expected to:**

1. Make a commitment to our community where we create a school climate in which learning and having fun go hand in hand by being **safe, responsible, and respectful**.
2. Attend school every day, every period, and be ready for class (on time and with the supplies), an attitude of learning, and a willingness to persevere and engage.
3. Create academic and social goals to work towards your dreams, plans, and goals
4. Make sufficient academic progress in all classes by earning “**Bs or Better**.”

**Excellence is our standard. Achievement is our result.**

A dream becomes a goal when action is taken toward achieving it...

# Dream, Plan, and Goals



To be a successful student, I need to act like one!

You are 25 years old, done with school, and no longer living at home.

What would your life be like? What is **your**  ? \_\_\_\_\_ .

To make **your**  come true, **you** need to have a **plan**. Begin **your plan** by creating a **career goal** to become a \_\_\_\_\_.

Now determine what education **you** will need in order to earn a job in the career **you** have chosen.

**Your Plan!** The reason **you** need to work hard at Shaw Middle School *now* is to get ready for success in high school. **You** will choose to continue your education after high school to reach your **career goal**. **You** will **choose** from a **T-2-4...Technical, 2-year college, 4-year university, military, apprenticeship, or work experience** (circle your choice above).

At Shaw Middle School, **you** will create **academic goals** in English, Math, Science, Social Studies, or an Elective.

**You** will also create **social goals** in English, Math, Science, Social Studies, or an Elective.

**You** will monitor **your** progress towards **your academic and social goals**.

To be a **VIP**, **you** must have **“Bs or Better”** in **all classes!**

# Shaw Academic and Behavioral Supports



ACADEMIC	Tier	Determining factors	Supports
	1	<ul style="list-style-type: none"> <li>Grades Bs or better and student demonstrates progress through engagement and grit</li> </ul>	<ul style="list-style-type: none"> <li>Teachers call families</li> <li>In-class supports including differentiated instruction, connecting coursework to dreams, plans, and goals</li> <li>After-School Viking Time</li> <li>Work with teachers before/after school or lunch</li> </ul>
	2	<ul style="list-style-type: none"> <li>Grades below Bs</li> <li>Tier 1 supports not successful or not fully utilized</li> <li>Additional engagement and grit needed- <ul style="list-style-type: none"> <li>Assignments need to be turned in, on time, and complete</li> <li>Assignments should be revised if standard hasn't been met yet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teachers call families</li> <li>Delivery of students to After-School Viking Time</li> <li>Mentoring</li> <li>Tutoring</li> </ul>
	3	<ul style="list-style-type: none"> <li>Predominately Ds and Fs</li> <li>Support beyond that provided for Tier 1 and 2 needed</li> </ul>	<ul style="list-style-type: none"> <li>Check in/Check out</li> <li>Contract/Agreement</li> <li>Calls to family</li> <li>In-School Viking Time</li> <li>21<sup>st</sup> Century Community Learning Center</li> </ul>

BEHAVIORAL	Tier	Determining factors	Supports
	1	<ul style="list-style-type: none"> <li>Ready for class <ul style="list-style-type: none"> <li>On time with materials</li> <li>Following classroom and school agreements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Classroom Community <ul style="list-style-type: none"> <li>Restorative strategies</li> <li>Fix it</li> </ul> </li> </ul>
	2	<ul style="list-style-type: none"> <li>Additional support needed focused on safety, responsibility, and respect</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Support Team meeting</li> <li>Tier 2 support plan and monitoring tracker</li> <li>Meeting with family</li> <li>Check in/Check out</li> </ul>
	3	<ul style="list-style-type: none"> <li>Individualized support beyond Tier 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>In-school suspension (ISS)</li> <li>Reflection Room</li> <li>Shaw Support Team plan</li> <li>Possible change of placement</li> </ul>

# Habits of Success

## School Readiness

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit
<b>Self-Awareness</b>	I recognize my own emotions and thoughts and see how they influence my behaviors and impact others.	<ul style="list-style-type: none"> <li>• How does my work promote reflection?</li> <li>• How does my work encourage students to look beyond themselves when making choices, and consider the impact they have on other people?</li> </ul>	
<b>Empathy/Relationship Skills</b>	I try on diverse perspectives and use these viewpoints to share the feelings and experiences of others, and act or make decisions accordingly.	<ul style="list-style-type: none"> <li>• How does your work promote diverse perspective taking?</li> <li>• How does your work encourage you to use perspective to relate to others?</li> <li>• How does my work promote acceptance and tolerance of diverse behavioral norms?</li> </ul>	
<b>Executive Function</b>	I use my mind to control my impulses, make reasonable decisions, solve problems, remember important information, details or events and plan ahead.	<ul style="list-style-type: none"> <li>• How does my work allow students to practice cognitive control?</li> <li>• How does my work provide opportunities for students to make decisions, solve problems, rely on memory and/or plan ahead</li> </ul>	

## Mindset of Self & School

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit
<b>Growth Mindset</b>	I can grow my abilities and my competence with effort. I'm not done learning and growing	<ul style="list-style-type: none"> <li>• How does your work encourage mistakes and risk-taking so that you can learn from doing things incorrectly?</li> <li>• How does your work celebrate the growth and progress over completion?</li> </ul>	
<b>Self-Efficacy</b>	I believe in my abilities to perform tasks or show knowledge successfully.	<ul style="list-style-type: none"> <li>• How does your work provide opportunities for you to feel success and accomplished?</li> <li>• How does your work celebrate incremental growth and change?</li> </ul>	
<b>Sense of Belonging</b>	I take ownership of my community, and in it, I have a rightful place as a member.	<ul style="list-style-type: none"> <li>• How does your work make you a shared owner in your learning?</li> <li>• How does your work encourage you to explore your individual and unique contributions to your learning?</li> </ul>	
<b>Relevance of School</b>	I am interested, and find value in what I learn.	<ul style="list-style-type: none"> <li>• How does your work connect learning to real world experience?</li> <li>• How does your work teach you to take joy in the journey of learning, even if it means slowing down?</li> </ul>	

## Perseverance

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit
<b>Resilience</b>	I recover quickly and adapt when faced with challenges to exceed the expectations of others.	<ul style="list-style-type: none"> <li>• How does your work teach you to anticipate failure and plan for challenges?</li> <li>• How does your work integrate strategies for overcoming challenges?</li> </ul>	
<b>Agency</b>	I make decisions and act for myself.	<ul style="list-style-type: none"> <li>• How does your work empower you to make selections and choices for yourself?</li> <li>• How does your work encourage you to boldly share decisions you've made?</li> </ul>	
<b>Academic Tenacity</b>	I look beyond short term concerns and withstand challenges to persevere towards long term academic goals.	<ul style="list-style-type: none"> <li>• How does your work emphasize work towards long term goals over short term success?</li> <li>• How does your work celebrate perseverance towards a goal rather than the accomplishment of a goal?</li> </ul>	

## Independence & Sustainability

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit
<b>Self Direction</b>	I have a desired outcome, backwards plan, take action and evaluate the effectiveness of my choices and make adjustments to move towards my goals.	<ul style="list-style-type: none"> <li>• How does your work provide time and opportunity for determining an outcome and making a plan towards it?</li> <li>• How does your work encourage reflection on progress towards a goal?</li> <li>• How does your work encourage you to make adjustments?</li> </ul>	
<b>Curiosity</b>	I take an interest in a wide variety of topics and desire deep and complete understanding of complex topics	<ul style="list-style-type: none"> <li>• How does your work expose you to a variety of ideas, topics and problems?</li> <li>• How does your work build excitement for you to deepen your understanding of complex things?</li> </ul>	
<b>Purpose</b>	I understand myself and use that knowledge to create a path that leads to a fulfilled life.	<ul style="list-style-type: none"> <li>• How does your work expose you to a variety of experiences?</li> <li>• How does your work promote a diverse definition of fulfillment in life?</li> </ul>	

# Commitment to Classroom

Expectations by activity

	<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
<b>First 5 Minutes Beginning of class</b>	<ul style="list-style-type: none"> <li>• Walk in class</li> <li>• Sit in your assigned seat</li> <li>• Keep hands, feet and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Greet teacher at door</li> <li>• Use appropriate volume as directed</li> </ul>	<ul style="list-style-type: none"> <li>• Have all required materials</li> <li>• Be in class when bell rings</li> <li>• Start "First 5" activity</li> <li>• Phone stored in locker before entering class</li> </ul>
<b>Whole Group or Speaker Teaching Class</b>	<ul style="list-style-type: none"> <li>• Stay at your assigned seat</li> <li>• Keep hands, feet and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Sit appropriately</li> <li>• Raise your hand to speak or ask questions</li> <li>• Use appropriate volume as directed</li> <li>• One speaker at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Have your materials ready to use</li> <li>• Follow along and participate as directed</li> </ul>
<b>Activity/Labs Group Work</b>	<ul style="list-style-type: none"> <li>• Walk to/from areas</li> <li>• Carry materials appropriately (such as with two hands)</li> <li>• Treat equipment as learning tools</li> <li>• Keep hands, feet and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Be a team player</li> <li>• Share responsibilities with all group members</li> <li>• Use appropriate volume as directed</li> <li>• Follow clean up guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials responsibly</li> <li>• Ask 3 peers for help before teacher</li> <li>• Take turns</li> <li>• Participate equally</li> <li>• Assign roles or responsibilities when needed</li> </ul>
<b>Independent Work Practice at Seat</b>	<ul style="list-style-type: none"> <li>• Stay at your assigned seat</li> <li>• Keep hands, feet and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate volume as directed</li> <li>• Follow directions</li> <li>• Raise your hand if you have questions</li> <li>• Organize your area</li> </ul>	<ul style="list-style-type: none"> <li>• Work at your assigned seat</li> <li>• When listening to computer audio, use headphones</li> <li>• Fully engage in your learning</li> </ul>
<b>Out of Class Needs</b>	<ul style="list-style-type: none"> <li>• Ask and wait for teacher permission before leaving</li> <li>• Take hall pass</li> <li>• Go directly to/from intended location</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of essential needs before class</li> <li>• Request access to the pass during independent work time in a way that does not disrupt the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• If you need to access the pass, ask after the first ten minutes or prior to the last ten minutes</li> </ul>
<b>Last 5 Minutes End of class</b>	<ul style="list-style-type: none"> <li>• Push your chair in before leaving</li> <li>• Gather belongings when directed by teacher</li> <li>• Exit the room when you are dismissed by teacher</li> <li>• Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate volume as directed</li> <li>• Clean up your area</li> <li>• Put away your materials, return any materials that were borrowed to their correct location</li> </ul>	<ul style="list-style-type: none"> <li>• Fill out your planner with any homework and/or reminders</li> <li>• Put away your materials when directed</li> <li>• Sit or stand by your chair until dismissed by teacher</li> </ul>

# Commitment to Community

Expectations by location

	<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>Walk on the right side of the hallway/stairs</li> <li>Keep hands, feet, and objects to self</li> <li>Keep locker combinations private</li> <li>Open only your own locker</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher directions the first time</li> <li>Speak kindly to peers using school appropriate language</li> <li>Low voices</li> <li>Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>Move with a purpose</li> <li>Take care of bathroom/locker needs quickly</li> <li>Phones stay in lockers during passing periods</li> <li>Carry a hall pass during class time</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Sit while eating lunch until dismissed</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Be patient and polite.</li> <li>Quickly and quietly respond to announcements and directions</li> <li>Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>Know your ID number</li> <li>Clean up after yourself (dispose of trash and uneaten food in garbage cans)</li> <li>Keep food in cafeteria area</li> </ul>
<b>Bus and Pick Up/Drop Off (Loading Zone)</b>	<ul style="list-style-type: none"> <li>Stay seated on bus</li> <li>Board quickly and quietly</li> <li>Keep hands, feet, and objects to self</li> <li>Obey staff directions and traffic signs</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge your bus driver and peers using school appropriate language</li> <li>Be polite and patient</li> <li>Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>Be on time to the bus</li> <li>Keep your belongings with you</li> <li>Talk with peers appropriately (low volume)</li> <li>Clean up after yourself</li> </ul>
<b>Other Locations (Library, Counselor, CIS, Nurse, Viking Store...)</b>	<ul style="list-style-type: none"> <li>Take care of books, technology &amp; school property</li> <li>Keep hands, feet, and objects to self</li> <li>Follow school district Acceptable Use Policy</li> <li>Model kind behavior</li> <li>Clean up area when finished</li> </ul>	<ul style="list-style-type: none"> <li>Keep area clean</li> <li>Accept differences</li> <li>Return all equipment to appropriate location</li> <li>Use school appropriate language, Level 1 voices</li> <li>Encourage and support peers</li> </ul>	<ul style="list-style-type: none"> <li>Clean up area when finished</li> <li>Keep all food and drinks out of the library</li> <li>Return all equipment/books to appropriate location</li> <li>Stay on task, use time wisely</li> <li>Access these locations with permission from a staff member</li> <li>Follow all rules related to specific locations</li> </ul>
<b>Gym/Convocation</b>	<ul style="list-style-type: none"> <li>Stay with your class, sit in assigned location</li> <li>Use the bleacher stairs</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow directions of the speaker and staff</li> <li>Use school appropriate language and volume level</li> </ul>	<ul style="list-style-type: none"> <li>Keep phones in lockers</li> <li>Keep food and beverages out of gym</li> </ul>
<b>School Wide (Including outside)</b>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to self</li> <li>Stay in supervised areas at all times</li> <li>Wear clothing appropriate for task (ie: closed toe shoes for gym)</li> </ul>	<ul style="list-style-type: none"> <li>Follow staff directions the first time</li> <li>Speak kindly to peers using school appropriate language</li> <li>Clothing should have school appropriate logos, language and images</li> </ul>	<ul style="list-style-type: none"> <li>Talk with peers appropriately in reasonable volume</li> <li>Clean up after yourself</li> <li>Clothing should be appropriate for group settings</li> </ul>



★★★ **VIP** ★★★

### VIP BRONZE

- Bs or better in all classes
- Attendance greater than 90%
- Consistently demonstrate being respectful, responsible, and safe
- Set and work toward academic and social goals
- Demonstrate readiness (on time, with materials, and mentally prepared to learn)
- Participate in Advisory

### VIP SILVER

- Bs or better in all classes
  - or 2 As in core classes and Bs or better (Silver with Distinction)*
- Attendance greater than 90%
- Consistently demonstrate being respectful, responsible, and safe
- Set and work toward academic and social goals
- Demonstrate readiness (on time, with materials, and mentally prepared to learn)
- Participate in Advisory

### VIP GOLD

- Bs or better in all classes
  - or 3 As in core classes and Bs or better (Gold with Distinction)*
- Attendance greater than 90%
- Consistently demonstrate being respectful, responsible, and safe
- Set and work toward academic and social goals
- Demonstrate readiness (on time, with materials, and mentally prepared to learn)
- Participate in Advisory

### VIP PLATINUM

- Bs or better in all classes
  - or As in all core classes and Bs or better (Platinum with Distinction)*
- Attendance greater than 90%
- Consistently demonstrate being respectful, responsible, and safe
- Set and work toward academic and social goals
- Demonstrate readiness (on time, with materials, and mentally prepared to learn)
- Participate in Advisory



## Why VIP?

Shaw's VIP program allows students to demonstrate and track their engagement over their two years at Shaw Middle School. The VIP program is open to all Shaw students who have met or exceeded the quarterly goals for academic and social growth. The VIP program allows students to self-monitor and track their growth. The elements required for each level of VIP are those which are important to acquire to best prepare students for high school and beyond.

Students are recognized at celebrations and having their pictures displayed on the VIP wall. As students become VIPs, they are provided a Shaw VIP shirt. Students have VIP cards which are used in both 7<sup>th</sup> and 8<sup>th</sup> grade to display which levels of VIP have been earned.

## VIP Progression

- Students earn one level of VIP per quarter in a progression from bronze to silver to gold to platinum.
- VIP status is only valid for one quarter. A student must earn VIP each quarter to maintain their VIP status.

## VIP Privileges\*

1. Early entry into the school (8:15 a.m.) to sit on the benches in the green hallway area.
3. Early dismissal to lunch—maximum of 2 minutes early, at teacher discretion.
4. Teams may provide additional privileges.

Students must have VIP cards with them to access the privileges.

\*Privileges may vary due to COVID protocols.

## Character Traits Acknowledged for Student of the Month

Each month we celebrate character traits from Character Strong and Summit Habits of Success as teachers nominate students showing growth in these areas:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Kindness</li><li>• Growth Mindset</li><li>• Self-Direction</li><li>• Agency</li></ul> | <ul style="list-style-type: none"><li>• Resilience</li><li>• Academic Tenacity</li><li>• Patience</li><li>• Empathy</li></ul> |
|---|---|

# The Five Phases of the Focused Note-Taking Process

AVID's focused note-taking process has five phases. It is important to note that while *applying learning* is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators need to determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

<b>Taking Notes</b> 	<b>Create the notes.</b> Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.
<b>Processing Notes</b> 	<b>Think about the notes.</b> Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.
<b>Connecting Thinking</b> 	<b>Think beyond the notes.</b> Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.
<b>Summarizing and Reflecting on Learning</b> 	<b>Think about the notes as a whole.</b> Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.
<b>Applying Learning</b> 	<b>Use the notes.</b> Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.

### **Level Three: Applying a Principle (Off the Page)**

Open-Ended questions, based on information found in the text but move BEYOND the text. They are often intended to provoke a discussion of ABSTRACT issues.

**Evaluate   Forecast   Generalize   Hypothesize   If/Then   Judge   Predict   Speculate**

*Example: Which of the characters in Great Expectations suffered the most? (judgement)*

*In Catcher in the Rye, how might Phoebe, years later, describe Holden to her children? (speculation)*

*Using the principle of communicative property, how can we find out the number of apple trees in an orchard having 15 rows, 5 trees each? (application)*

My Level 3 question:



### **Level Two: Analyzing (Between the Lines)**

CONNECT Text – ask for information found in the text but requires connecting ideas found in more than one place. Level 2 questions can ask for information implied in the text or can require analysis / interpretation of specific parts of the text

**Analyze   Compare   Contrast   Classify   Distinguish   Explain (Why?)   Infer   Sort**

*Example: In Native Son, how does Bigger Thomas' violence against his gang members reveal a deeply rooted insecurity and fear of people? (analysis)*

*In "The Bet" (Chekov), how do the lawyer and the banker differ in their attitudes toward capital punishment (contrast)*

*How does the term "manifest destiny" capture the essence of western expansion in the United States? (synthesis)*

*If the moon is full Aug 17, July 18, & June 19, when will it be full in April? (inference)*

My Level 2 question:



### **Level One: Defining (On the Page)**

RECALL – answered with the information contained in the text.

**Describing   Identifying   Listing   Naming   Observing   Reciting   Scanning**

*Example: What is the definition of "lunar eclipse?" (definition)*

*How can we express the equation  $2x(4-5y)=3y=26$  in three ways (list)*

*Which state seceded from the Union to form the Confederacy? (identification)*

*How does "The Road Not Taken" (Frost) begin? (recitation)*

My Level 1 question:



## Academic Language Scripts

### Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to... (do this..., write this..., draw this..., pronounce this..., solve this..., etc.)?

### Interrupting

- Excuse me, but.... (I don't understand.)
- Sorry for interrupting, but.... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

### Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that....
- Could you please explain what \_\_\_\_\_ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean...?

### Probing for Higher Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand..., but I wonder about....
- How does this idea connect to...?
- If \_\_\_\_\_ is true, then...?
- What would happen if...?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- Why is \_\_\_\_\_ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

### Expressing an Opinion

- I think/believe/predict/imagine that....
- In my opinion....
- It seems to me that....
- Not everyone will agree with me, but....

### Building on What Others Say

- I agree with what \_\_\_\_\_ said because....
- You bring up an interesting point, and I also think....
- That's an interesting idea. I wonder if...? I think.... Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- \_\_\_\_\_ said that.... I agree, and also think....
- Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, it seems like we all think that....
- That's an excellent point, and I would add....

### Soliciting a Response

- Do you agree?
- \_\_\_\_\_ [name], what do you think?
- Can someone else ask a question or offer an opinion?
- \_\_\_\_\_ [name], what did you understand from that answer?

### Disagreeing

- I don't really agree with you because....
- I see it another way. I think....
- My idea is slightly different from yours. I believe that.... I think that....
- I have a different answer than you....

### Offering a Suggestion

- Maybe you/we could....
- Here's something that we/you might try....
- What if you/we...?

### Classroom Reporting

- \_\_\_\_\_ [name] explained to me that....
- \_\_\_\_\_ [name] pointed out that....
- \_\_\_\_\_ [name] mentioned that....
- \_\_\_\_\_ [name] shared with me that....
- \_\_\_\_\_ [name] brought to my attention that....
- \_\_\_\_\_ [name] pointed out something interesting/intriguing/surprising/etc....

## Text Evidence and Elaboration Sentence Starters

### Text Evidence Sentence Starters

For example ...	The most important point ...	Another point ...
For instance ...	This suggests ...	Moreover ...
An example includes ...	For a fact ...	Furthermore ...
This presents ...	A case in point ...	In a like manner ...
In addition ...	A major point ...	Similarly ...
To illustrate ...	Accordingly ...	What's more ...
An occurrence for this ...	For this reason ...	Another point of fact ...
		A final point ...

### Elaboration Sentence Starters

Remember, the first blank line in each sentence starter is for a noun that indicates the type of evidence you put in your text evidence sentence. Examples of those nouns are: fact, point, data, situation, evidence, truth, statistic, knowledge, etc.

Here is an example of a complete elaboration sentence: This statistic shows the number of orca whales in Puget Sound will continue to decrease because their food supply is threatened by humans overfishing their habitats.

This \_\_\_\_\_ shows \_\_\_\_\_ because ...  
This \_\_\_\_\_ means \_\_\_\_\_ because/consequently ...  
This \_\_\_\_\_ proves \_\_\_\_\_ because/thus ...  
This \_\_\_\_\_ explains \_\_\_\_\_ because/so ...  
This \_\_\_\_\_ displays \_\_\_\_\_ because/given that ...  
This \_\_\_\_\_ points out \_\_\_\_\_ because/while ...  
This \_\_\_\_\_ presents \_\_\_\_\_ because/even though ...  
This \_\_\_\_\_ illustrates \_\_\_\_\_ because/just as ...  
This \_\_\_\_\_ supports \_\_\_\_\_ because/therefore ...  
This \_\_\_\_\_ establishes \_\_\_\_\_ because/since ...  
This \_\_\_\_\_ makes evident \_\_\_\_\_ because/since ...  
This \_\_\_\_\_ confirms \_\_\_\_\_ because/since ...  
This \_\_\_\_\_ describes \_\_\_\_\_ because/since ...  
This \_\_\_\_\_ demonstrates \_\_\_\_\_ because/since ...  
This \_\_\_\_\_ justifies \_\_\_\_\_ because/since ...  
This \_\_\_\_\_ validates \_\_\_\_\_ because/since ...  
This \_\_\_\_\_ reveals \_\_\_\_\_ because/since ...

### The Shaw Paragraph

*To write like a scholar,  
you need these sentences.*

(TS) Topic Sentence

(TE) Text Evidence

(EL) Elaboration

(TE) Text Evidence

(EL) Elaboration

(CS) Concluding Sentence

**Don't fight it. Write it!**

## ATTENDANCE

### Absence from School

Washington State Law. RCW 28A.255.010, requires that students under the age of 18 attend school. Students are expected to be present and on time for all classes throughout the year, unless they have a valid excuse from a parent or staff member. We realize there may be times when students may not be able to attend school. According to school district policy, the following are valid excuses for absences or tardies:

The following are valid excuses for absences:

- Participation in a district or school approved activity or instructional program;
- Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry)
- Family emergency, including, but not limited to, a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding or serving on a jury;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless status;
- Absence resulting from a disciplinary/corrective action. (e.g. suspension, emergency expulsion)
- Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity

\*\*Absences for parental-requested activities such as vacations, trips etc., must receive prior approval from a building administrator.

### Procedures for student absences:

#### 1. Full day absence

- The student's parent/guardian should notify the attendance secretary by phone or call the attendance hotline at 354-5802 if their child is ill or going to be absent. Please call early in the day. This helps to ensure the child's safety.
- Upon return to school the student should bring a note, signed and dated by parents/guardians, explaining the reason for the absence. Please bring this to the attendance office.

#### 2. Tardy: Students are expected to be in their assigned seat, with all required materials, when the bell rings. Individual classroom teachers will handle tardies to class. Students who arrive at school any time after 9:00 should:

- Bring a note from a parent/guardian, excusing the tardy, to the student office, or have the parent/guardian call the attendance secretary to excuse the tardy.
- ALL TARDY students MUST Report to the ATTENDANCE OFFICE and receive a pass to class.

\*\*Being on-time to school and class is a school-wide expectation. Learning begins right as the bell rings in each class. Being on-time ready to engage is also a "real work" expectation that we must prepare students for. Students who are habitually late could receive a corrective action.

#### 3. Early dismissals: Students may be excused during the school day for VALID reasons. (See list above.) **Safety is our primary concern**, In order to leave school:

- We ask that parent/guardian come in to the main office to check out their child. Please contact the office if you have questions.
- If parents are excusing their child with a written note, students must bring the note to the attendance secretary to receive a green TEMPORARY DISMISSAL SLIP.
- Check back in to the Main Office if you return the same day.

**Truancy:** Shaw is a closed campus. This means that once students arrive on school grounds they may not leave without written permission (Street Pass) from the office. Students will remain on school grounds and attend their regularly scheduled classes from time of arrival until close of school unless officially excused. Student who are 10 minutes or more late to class and/or miss class without official permission will be truant and subject to corrective action.

**Obtaining assignments for a sick or absent child:** Students that are ill/absent for three or more consecutive days may request homework assignments by having a parent/guardian call the office. Teachers are given 24 hours to gather student work. Work may be picked up in the MAIN OFFICE. It is the responsibility of the student to make up work missed while absent. Students need to make arrangements with their teachers to make up activities, or quizzes/tests that cannot be made up at home. Students are given the same number of days they were absent to make up the work missed unless arrangements are made with the teacher for extra time. Students who anticipate being gone for longer than three days due to family planned vacations should fill out an "Pre-Arranged Absence Form" (available in the office) at least one week in advance and make arrangements to get assignments.

**Sick Students:** If a student becomes ill at school they need to obtain a pass from their teacher and report to the student office to call home. Students **are not** to call or text home from their cell phone or call from a classroom if they are ill. ALWAYS come to the student office. Under no circumstances are students allowed to leave campus due to illness without checking out through the Student Office.

## **Full Non-Discrimination Statement**

*Revised: February 2022*

Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate in the admission, treatment, employment, or access to its programs or activities on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory, mental, or physical disability, to the use of a trained guide or service animal by a person with a disability, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities, and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/Staff Civil Rights Officer, ADA Officer, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer and/or 504 Compliance Officer.

The following **Civil Rights Compliance Coordinators** have been designated to handle questions and complaints of alleged discrimination:

- Civil Rights Coordinator and Title IX Coordinator: [Jodi Harmon](#), 509.354.7344
- Section 504 Coordinator: [Melanie Smith](#), 509.354.7284

### **Other district contacts:**

- ADA Officer: Stephanie Busch, 509.354.5993
- Affirmative Action Officer: Nancy Lopez-Williams, 509-354-5651
- AHERA Officer: Robert Findley, 509.354.7143
- ALE Officer: Heather Bybee, 509.354.7361
- Certification Officer: Cindy Coleman, 509.354.7318
- Claims Agent: Rebecca Doughty, 509.354.7298
- Contract Officer: Cindy Coleman, 509.354.7318
- Copyright Compliance Officer: Mark Martell, 509.354.7212
- Equal Opportunity Officer: Nancy Lopez-Williams, 509-354-5651
- Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer: Melanie Smith, 509.354.7284
- Personnel Officer: Nancy Lopez-Williams, 509-354-5651
- Public Records Officer: Terri LeFors, 509.354.7395
- Safety/OSHA/WISHA Officer: Rebecca Doughty, 509.354.7298
- Secretary, Board of Directors: Adam Swinyard, 509.354.7268

Address: 200 N Bernard Street, Spokane 99201-0282.

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Officer, listed above. You also have the right to file a complaint (see below).

- [Spokane Public Schools Policy 3210: Nondiscrimination](#)
- [Spokane Public Schools Procedure 3210: Nondiscrimination](#)

## **Unlawful Discrimination**

Allegations of discrimination should be reported to your child's teacher or principal immediately. This will allow the school the opportunity to address your concerns and resolve the situation as soon as possible. Unlawful discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also occur when a school or school district fails to reasonably accommodate a student or employee's disability. A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington state law include: sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression or identity, honorably discharged veteran or military status, or the use of a trained dog guide or service animal. If you are unable to resolve your concerns with your child's teacher or principal, contact Melanie Smith, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer, (509) 354-7284, MelanieSm@spokaneschools.org to discuss your concerns or to file a complaint. If you cannot resolve your concern with the school, you may wish to file a formal complaint with the school district. Procedure 3210 provides the procedure for filing a discrimination complaint. There are three (3) steps: Step 1: Complaint to School District Superintendent, Step 2: Appeal to the School Board, and Step 3: Complaint to OSPI. The instructions on how to follow these steps may be found at [k12.wa.us/policy-funding/equity-and-civil-rights/complaints-and-concerns-about-discrimination](https://k12.wa.us/policy-funding/equity-and-civil-rights/complaints-and-concerns-about-discrimination).

## **Sexual Harassment**

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on school campus, on the school bus, or off-campus during a school-sponsored activity. Sexual harassment is unwelcome behavior or communication that is sexual in nature when; a student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, or place on a sports team, or any educational or employment decision, or; the conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment. You can find a copy of the district's policy and procedure 5011 on the district's website [www.spokaneschools.org](http://www.spokaneschools.org), at your school, or Human Resources. Individuals who believe there has been a violation of policy are encouraged to report to any school staff member, contact their building administrator, or contact Jodi Harmon, Title IX/Staff Civil Rights Officer, at (509)354-7269. Further information and instructions on how to file a formal complaint can be found at <https://spokaneschools.org/domain/182>.

## **Complaint Options: Discrimination and Sexual Harassment**

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's officers: Title IX/Staff Civil Rights Officer, Jodi Harmon, (509) 354-7269 \*Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer, Melanie Smith, (509) 354-7284 \*504 Compliance Officer, Melanie Smith, (509) 354-7284 \* ADA Officer, Stephanie Busch, (509) 354-5993 \* Affirmative Action Officer, Nancy Lopez-Williams, (509) 354-5651 \* Equal Opportunity Officer, Nancy Lopez-Williams, (509) 354-5651

## **Complaint to the School District**

1. Write Out Your Complaint: In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.
2. School District Investigates Your Complaint: Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.
3. School District Responds to Your Complaint: In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

## **Appeal to the School District**

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

## **Complaint to OSPI**

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI. You can do this in the following methods.

- Email: [Equity@k12.wa.us](mailto:Equity@k12.wa.us)
- Fax: 360.664.2967
- Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

## **Harassment, Intimidation or Bullying (HIB)**

Washington State law prohibits harassment, intimidation, or bullying (HIB) in our schools. The law and Policy and Procedure 3207 defines harassment, intimidation or bullying as any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, physical or sensory handicap, or other distinguishing characteristics, when an act physically harms a student or damages the student's property; has the effect of substantially interfering with a student's education; is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. Schools are required to take action if students report they are being bullied, and any district staff member can take the report. Individuals who believe there has been a violation of policy are encouraged to contact their building administration or HIB/Student Civil Rights Officer, Jodi Harmon 354-7306. Further information and complaint forms can be found at [spokaneschools.org/nondiscrimination](http://spokaneschools.org/nondiscrimination).



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