

Glover Middle School

2021 - 2022



2330 West Longfellow Avenue

Spokane, WA 99205

Main Office

354-5400

Attendance Office

354-5409

Business Office

354-5343

Principal – Mr. Mark Lund

Name: _____ Advisory: _____



2021 - 2022 Daily Bell Schedules



Glover Middle School Character Strong Essentials



Commitment: A willingness to practice and fulfill your obligations or goals even when it is challenging or you don't feel like it. A commitment requires a passion for doing what you say you are going to do, following through on promises, and finishing what is started.



Patience: Self-Control. Responding with our values and beliefs rather than our impulses or our immediate feelings. Patience and self-control are about being consistent and predictable in mood and actions.



Humility: Being authentic without being arrogant. Understanding that everyone has something to teach you. Humble people are able to keep things in perspective.



Selflessness: A skill of identifying the things people need around us and being willing to sacrifice time and energy to meet and serve the needs of others. Selflessness is the willingness to set aside our wants and needs in seeking the greatest good for others.



Kindness: Giving attention, appreciation, and encouragement with words, gifts or actions. Kindness requires us to reach out to others by appreciating them, encouraging them, being courteous, listening well, and giving credit and praise for efforts made.



Respect: Treating others as important regardless of differences. Respect isn't earned, it is given. Everyone is capable of respecting others.



Honesty: Being free from deception. Not only saying true things but living a life that is consistent. Honesty is about clarifying expectations for people, holding people accountable, being willing to give the bad news as well as the good news, giving people feedback, being consistent, predictable, and fair.



Forgiveness: Trying to understand what makes us all imperfect and working to accept those imperfections in ourselves and others. Forgiving people are just as willing to forgive others as they are to forgive themselves.



Personal Organization

Personal Information

| | | |
|---------------------------------------|---------------------------|-----------------|
| In Case of Emergency Contact – | Locker # | AM Bus # |
| Emergency Contact Phone Number | Locker Combination | PM Bus # |

Access & Passwords

| | |
|---|---|
| <u>Computer/Clever Login/Office 365</u> | <u>PowerSchool</u> |
| Username: _____ Password: <i>8 Digit Birthday</i> | Username: _____ Password: _____ <small>(Contact the office to get your information)</small> |
| <u>Example:</u> Username: Smith3456@sps81.org Password: <i>8 Digit Birthday (ex: 03182005)</i> | Other: Username: _____ Password: _____ |

PowerSchool Access for Students and Families

PowerSchool is an online portal accessible anywhere that students and families can log into and see grades, assignments, scores, attendance and more. Students have personalized PowerSchool accounts and are given their account information at the start of the school year. Families can create their own PowerSchool account and are given personalized letters at the start of the year. Additional copies of their PowerSchool information can be obtained by visiting or contacting the Main Office. PowerSchool can be accessed via this link:

<https://powerschool.spokaneschools.org/public>

Use the School Code **KMMW** when first logging in.

Materials & Organization For Success

| | |
|---|--|
| <u>Materials</u> | <u>Optional Materials</u> |
| Student Laptop & Charging Cable <ul style="list-style-type: none"> • Please have students bring both their SPS laptop and charger to school each day. • Technology plays a critical role in the learning process and your students will be utilizing their technology daily while in school and at home. | <ul style="list-style-type: none"> • 1 Three Ring Binder (1 ½ inch or larger) • 1 Package of #2 Pencils • 2 Erasers • 1 Spiral Notebook (70-100 page, standard) • 1 travel size hand sanitizer (for carrying in backpack) |



The Glover Way – School Culture

| | EXPECTATION | RATIONALE |
|---|---|---|
| ON CAMPUS | <ul style="list-style-type: none"> Students remain on campus for the entirety of the day. Students are not permitted to visit local businesses after being dropped off at school. Students are invited to enter the cafeteria commons from 8:30 AM – 8:50 AM for breakfast. Students not participating in after school activities make their way off campus by 3:35 PM to travel home. Students are not permitted to ride skateboards, bikes, scooters, longboards, unicycles, etc. while on campus in compliance with School District safety guidelines. | <ul style="list-style-type: none"> We are responsible for students and want to support them. Student safety is paramount, so we have designated certain areas for students to be where we can make sure supervision is present. |
| PERSONAL APPEARANCE | <ul style="list-style-type: none"> Student clothing and accessories promote a productive, inclusive, positive, and safe learning/workplace environment. Prohibited clothing/accessories include, but are not limited to: <ul style="list-style-type: none"> Items that promote illegal activities or could jeopardize safety (ex: drug, alcohol references, and references that detract from a productive, inclusive, positive, and safe learning environment) Items that could be discriminatory (ex: symbols aimed against others) Items that reveal undergarments or items that do not always provide coverage of a student’s private parts. | <ul style="list-style-type: none"> Our school community is designed to be a safe and productive learning community. All students deserve an opportunity to learn in an environment in which they feel welcomed and valued. To support in the development of this environment, there are some basic rules that are similar to those of other inclusive communities. |
| BACKPACKS, PURSES & BAGS | <ul style="list-style-type: none"> See neighborhood community guidelines. | |
| Passing Periods | <ul style="list-style-type: none"> See neighborhood community guidelines. | |
| FOOD | <ul style="list-style-type: none"> All food/drinks are consumed in the cafeteria commons or in spaces that have been approved by a staff member or neighborhood team. Students are permitted to carry resealable, non-glass, water bottles throughout the school day but may not share the contents with others. | <ul style="list-style-type: none"> A sealable water bottle not shared between students, minimizes the potential for spills and illness. Keeping our school clean is the responsibility of everyone. Consuming food and drinks in designated areas helps keep our building clean. |
| | EXPECTATION | RATIONALE |
| To/From ELECTIVE HALLWAY TRANSITIONS | <ul style="list-style-type: none"> Social, joyful and safe. Students keep their hands to themselves and avoid jumping to touch walls, signs, flags or banners. Transition between neighborhoods and common student spaces (electives, commons, Main Office) will be swift and purposeful. Students are expected to travel with purpose and urgency and not stop to congregate. Unless coordinated with a staff member or in the event of an emergency, students are not permitted to enter a neighborhood that they are not assigned to. Students accessing spaces outside of the neighborhood (other than electives) will need a pass from a neighborhood teacher. Electronics can be used in the hallway but the camera/recording function may not be used at any time while in the building. | <ul style="list-style-type: none"> We want students to travel in the halls in a safe and swift manner. |

The Glover Way – School Culture

| | | |
|--|--|---|
| SOCIAL INTERACTIONS | <ul style="list-style-type: none"> • Students model the Glover Character Strong Core Values, acting and speaking in a caring, polite and respectful manner. • Students are expected to maintain appropriate boundaries with one another. Public displays of affection are to be avoided at school and school events. | <ul style="list-style-type: none"> • Every member of our community is important and provides value. We treat one another in the way that we want to be treated. Our school is a safe and enjoyable community for all. |
| PASSES | <ul style="list-style-type: none"> • Any time a student travels outside of their neighborhood during instructional time, they do so with a pass from an adult. • A student with a pass moves with purpose and urgency to complete only the task authorized by the pass. | <ul style="list-style-type: none"> • We are responsible for student safety and need to know where students are at all times. Students who have permission to be out of class are easily identified with a pass. |
| CLASS PUNCTUALITY (0-9 minutes) | <ul style="list-style-type: none"> • Students are expected to be in class and on time with the required materials. Neighborhood staff and Intervention staff will work to provide support if a student is habitually late to class. | <ul style="list-style-type: none"> • Physically being in the classroom with the necessary materials is a component of student success. |
| TRUANCY (10 + minutes) | <ul style="list-style-type: none"> • Students who are unaccounted for during class time for 10 or more minutes are marked as truant. Intervention staff will work to provide support when a student is truant from class. | <ul style="list-style-type: none"> • A student is marked truant due to an extended period of time that they are unsupervised. |
| | EXPECTATION | RATIONALE |
| ELECTRONICS | <ul style="list-style-type: none"> • See Neighborhood/Classroom Guidelines for specific details on neighborhood/classroom use. <ul style="list-style-type: none"> ▪ The use of electronics should not detract from an individual’s learning or the learning environment. ▪ Individual student cell phone/electronic permissions may be modified by staff if a cell phone or piece of technology chronically impedes the learning of a student or group of students. ▪ Staff will submit a student support referral in instances when a student is instructed to turn in their technology to staff. • Electronics permissible outside of neighborhood/classroom unless individual student modifications/restrictions are in place. • Camera or recording functions on phones or other devices are not permitted at any time due to privacy expectations. | <ul style="list-style-type: none"> • All students deserve to feel safe and comfortable in the school environment. Capturing other students in photos or videos reduces the feelings of safety and comfort. |
| AFTER SCHOOL ACTIVITIES | <ul style="list-style-type: none"> • A student participating in an after-school activity must have prior parent permission. • Students participating in after school activities (Athletics, Clubs) are expected to arrive at their destination by 3:35 PM. A student arriving to an activity after 3:35 PM may be asked to leave unless specifically excused by a staff member or parent. • A student participating in an extra-curricular activity must be present and attend school on the day of the activity, practice, meeting, game, or event. | <ul style="list-style-type: none"> • After school activities hold the same importance as any class during the day. Students must arrive promptly in order to appropriately engage with the activity. A student participating in activities must also engage in classwork during the day to have the privilege of attending additional opportunities. |
| LOCKERS | <ul style="list-style-type: none"> • Students will not have access to lockers unless prior arrangements and approval have been made with front office staff to accommodate for unique circumstances. • A student is responsible for all of the items that are present in their locker and lockers should be locked when unattended. Lockers are the property of the school and can be accessed by staff at any time. | <ul style="list-style-type: none"> • Students are held accountable for the contents of their assigned locker. Sharing lockers results in situations where students are unable to get their belongings quickly and increases the chances that items go missing. |

The Glover Way – School Culture

| | | |
|-------------------------------------|--|---|
| | <ul style="list-style-type: none"> Students with lockers are not to share their locker space with others or store belongings of others. | |
| OFFICE VISITS | <ul style="list-style-type: none"> A student visiting the office for any reason must have a pass from a teacher. This includes visits to the office in between instructional periods. Office visits are reserved for urgent needs. Students visiting to use the phone must: 1) Have a pass 2) Enter through the student entrance 3) Ask permission 4) Record information on sign-in sheet 5) Make call 6) Allow office staff to talk to a family member if leaving. | <ul style="list-style-type: none"> Visiting the office results in missed class time. Office visits should be reserved for times when there is an urgent need that can't wait in order to make sure that the student doesn't miss important information in class. Office staff must speak with a family member if a student is leaving to verify the situation and who the adult is that is signing the student out. |
| NURSE | <ul style="list-style-type: none"> Nurse visits are reserved for urgent needs or for the distribution of medication taken routinely. Only a staff member can refer a student to the nurse. Any student directed to the nurse must have a pass and report to the Main Office first. | <ul style="list-style-type: none"> We are responsible for student safety and need to know where students are and have proper documentation for nurse visits. |
| | EXPECTATION | RATIONALE |
| COUNSELOR REFERRALS | <ul style="list-style-type: none"> Students may make a request to any of their teachers to see their counselor. The teacher will connect with the counselor to notify the counselor of the request. Students will not be permitted to report to their counselor without being called down. In the event of an immediate safety concern for self or others, student(s) should be escorted and report directly to the main office for assistance. If a student self-reports to the office regarding an immediate safety concern, a parent will be notified of the student's absence from class. | <ul style="list-style-type: none"> Serving all students at Glover is a priority. The counselor referral process aims to ensure that all students can be served by counselors. |
| REFERRALS & INTERVENTION | <ul style="list-style-type: none"> Students accessing the Intervention Services outside of their neighborhood will be escorted by staff. Intervention staff escorting students will assist in the check-in process. Students will access electronics for educational or social/emotional purposes as deemed necessary by the intervention specialist. Students in the Opportunity Center are expected to remain quiet as they wait for Intervention staff and be respectful as they work with Intervention staff. Parent/Guardian contact will be made for a student working with Intervention/Student Services/Admin if there is a sizable disruption to the student's scheduled day. Extreme student behavior (violence, hate speech, harassment, use of slurs, lewd conduct, promotion of illegal, violent, unsafe activities, etc.) that presents an immediate threat and/or disruption to others or self may be subject to an emergency removal and suspension. | <ul style="list-style-type: none"> The Opportunity Center is designed to be a support to students who are not being successful in the classroom environment at that time. |

The Glover Way – School Culture

| | | |
|----------------------------------|--|--|
| Lunch Detention | <ul style="list-style-type: none"> Lunch detention may be assigned for issues around behavior and/or tardy/truancy. Non-compliance of the lunch detention process/procedures may result in progressive discipline. | <ul style="list-style-type: none"> The standard approach to student behavior is to utilize Restorative Practices and seek to ensure that students remain connected to the learning environment/community. Specific circumstances involving student behavior issues may require additional support in the form of discipline. |
| STUDENT BREAKS | <ul style="list-style-type: none"> A student may be offered a break in the neighborhood/classroom in accordance with their IEP, 504, or previously developed student Tier 2/3 Support Plan. See neighborhood community guidelines. | |
| | EXPECTATION | RATIONALE |
| HOME EVENT (SPORTING) | <ul style="list-style-type: none"> The middle school sports environment is one of inclusivity and participation and students and parents should cheer and celebrate in a manner that promotes a productive, inclusive, positive, and safe environment. Students are encouraged to support their peers at events. To spectate at home events, a student must have a Parent/Guardian (documented in PowerSchool) present and be seated or standing in the supervised event area by 3:35. Both water and restrooms are open for use in the gym. Student spectators must remain in the supervised event area and are expected to maintain positive sportsmanship throughout the event. In unique circumstances, students may be allowed to spectate without a parent/guardian present but must have approval from an administrator prior to the day of the event. The student wishing to spectate must meet the criteria of having no documented behavioral concerns and/or support requests within the quarter. Student spectators will be responsible for their own transportation after an event and will not be permitted to use district transportation unless an exception has been made by an administrator, advisor, or coach. A Student's permission to spectate events may be rescinded if safety and behavior expectations are not met. | <ul style="list-style-type: none"> To ensure safety and security for all, adequate supervision must be present at all events. Additionally, in the event of an emergency outside of the school day, it is necessary to have direct communication with a student's Parent/Guardian. Glover's Character Strong Core Values are encouraged and expected on and off of the field of play and are directly related to positive sportsmanship and citizenship. |
| Technology Acceptable Use Policy | <ul style="list-style-type: none"> Click here to access the districts acceptable use policy for student computers. | |
| SOCIAL MEDIA | <ul style="list-style-type: none"> Students making choices to participate in social media (anonymous and not anonymous) are responsible for the content that they subscribe to. Negative content only lives on social media if someone posts it, and others subscribe to it. | <ul style="list-style-type: none"> Every student deserves to feel safe and comfortable. The responsibility of posted content lies with the individual who posts it and the individuals who subscribe to it. |
| Technology & Discipline | <ul style="list-style-type: none"> As is consistent with school in the face-to-face environment, ensuring the safety of students and staff shall be the district's first priority. | |

The Glover Way – School Culture

Technology & Discipline

- Inappropriate actions and violations of the District’s Acceptable Use Policy are documented by staff through Support Referrals and addressed consistent with Glover’s Discipline Plan and Classroom Management Protocols.
- Students who repeatedly disrupt the virtual learning environment will be removed from the session, referred to Glover’s Intervention Team (Support Referral: Misuse of Technology), and the student will not be admitted back into the classroom setting until the teacher and Intervention/Admin staff have conferred regarding actions taken.
- If a student is removed from a virtual session, classroom staff will inform parent of the removal, on the day of the exclusion.
- Teams Chat: Teams chat is to be used for educational purposes only. Students continuing to violate the chat expectations may have live meeting privileges limited. (Students will continue to check into the lobby of live meetings for attendance purposes and may not be admitted past the classroom lobby)
- Microphones Muted: When instructed by staff, students will keep their microphones muted. Students continuing to violate the microphone expectations may have live meeting privileges limited.
- Video on/off: All students have the opportunity to elect not to use their device cameras for Teams meetings. If a student is instructed by staff to disable/mute their device camera they will be expected to do so until otherwise instructed by staff. Students continuing to violate the camera expectations will have live meeting privileges limited.
- Extreme student behavior (hate speech, harassment, use of slurs, lewd conduct, promotion of illegal, unsafe activities, etc.) that presents an immediate threat and/or disruption to others or self may be subject to an emergency removal from the live session and an immediate loss of district technology use across all SPS technology.

Spokane Public Schools - Grading Scale - Middle School

| Letter Grade | Numerical Grade | GPA |
|--------------|-----------------|-----|
| A | 93 – 100 | 4.0 |
| A- | 90 – 92 | 3.7 |
| B+ | 87 – 89 | 3.3 |
| B | 83 – 86 | 3.0 |
| B- | 80 – 82 | 2.7 |
| C+ | 77 – 79 | 2.3 |
| C | 73 – 76 | 2.0 |
| C- | 70 – 72 | 1.7 |
| D+ | 67 – 69 | 1.3 |
| D | 60 – 66 | 1.0 |
| F | Below 60 | 0.0 |

Full Non-Discrimination Statement

Revised: September 2021

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, or the use of a trained dog 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.

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 *200 N. Bernard Street, Spokane, WA 99201-0206

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.

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, 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
- 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.

Spokane Public Schools – Attendance Policy

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:**

- 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.

Procedures for student absences:

- 1. Full day absence:** The student's parent/guardian must do one of the following:
 - Notify the attendance office secretary by email (sharij@spokaneschools.org) or call the 24 hour attendance hotline at 354-5409 prior to 8:30 AM if their child is ill or going to be absent. This helps to ensure the child's safety.
 - OR**
 - Upon the student returning to school, send a note, signed and dated by parents/guardians or doctor's office, explaining the reason for the absence. Please bring this to the attendance office.
- 2. Tardy:** Students are expected to be in their classroom, 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 AM should:
 - Bring a note from a parent/guardian, excusing the tardy, to the attendance office, or have the parent/guardian call the attendance office 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 is also a "real work" expectation that we must prepare students for. Students who are habitually late could receive 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:
 - Parent/guardians are asked to come into the office or call the office to check out their child. Please contact the office if you have questions or if this presents a hardship.
 - If parents are excusing their child with a written note, students must bring the note to the ATTENDANCE OFFICE before 8:55 AM to receive a TEMPORARY DISMISSAL SLIP.
 - Check back in to the Student Office if you return the same day.

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

Obtaining assignments for a sick or absent child: It is the responsibility of the student to make up work missed while absent. As students are 1 to 1 with technology and teachers work to provide access to asynchronous content, best practice is for students to access their coursework from home on the day(s) of the absence(s). 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.

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 allowed to leave campus due to illness without checking out through the Student Office and obtaining parent permission.

BECCA Bill: The BECCA Bill is Washington State’s truancy law and requires the school/district and the juvenile court to take specific actions when youth are truant.

- A student absent for 15% of school days will receive a letter requiring any future absences to be excused by a medical professional.
- A student that accumulates 5 Unexcused (UNX) absences in one month OR 10 Unexcused (UNX) absences in one year will be scheduled for a Community Truancy Board hearing.

Consequences for truancy include, but are not limited to:

- Notification of truant status by phone or in writing.
- Meetings or contracts between the student, family and school to improve the attendance of the student.
- Hearing with the Community Truancy Board.
- Truancy petitions with the juvenile court.
- Contempt motion for non-compliance with court orders.

Reading Annotation Strategies

Mark the Text

Recognize and number the paragraphs or stanzas.

Explore and circle key terms and important dates.

Author’s claims and main ideas are underlined.

Draw a box around new or unfamiliar words to look up later.

Use Symbols

If you mark it, explain it!

! Aha Moment

Something that grabs your attention or is interesting to you.

? Point of Confusion Something that you are confused by or have questions about.



Remember it

Something that supports your main ideas.

RACE Rubric

| | 4 | 3 | 2 | 1 |
|-----------------------------|--|--|---|--|
| <u>R</u> Restate | The question is clearly restated | The question is restated | The question is partially restated | The question is <u>not</u> restated |
| <u>A</u> Answer | The answer expresses a clear claim/thesis | The answer expresses a claim/thesis | The answer partially expresses a claim/thesis | There is not a claim/thesis present |
| <u>C</u> Cite | <p>Provides an insightful and purposeful transitional phrase</p> <p>Provides an insightful context for the quote</p> <p>The textual evidence specifically supports the claim and shows a deep understanding of the text.</p> <p>Provides an accurate MLA citation that clearly identifies the source material by providing the author's last name and page number. <i>Example: (Lowry, 1).</i></p> | <p>Provides an appropriate transitional phrase</p> <p>Provides a context for the quote</p> <p>The textual evidence supports the claim and shows an understanding of the text</p> <p>Provides a complete MLA citation for the source material, but the formatting of the citation contains an error such as an unnecessary comma or missing parenthesis</p> | <p>Provides an unclear transitional phrase</p> <p>Provides an unclear context for the quote</p> <p>The textual evidence partially supports the claim and shows limited understanding of the text</p> <p>Attempts to provide an MLA citation, but is missing an important detail such as author's last name or page number</p> | <p>Does <u>not</u> include a transitional phrase</p> <p>Does <u>not</u> provide a context for the quote</p> <p>The textual evidence does <u>not</u> support the claim or is not provided at all</p> <p>Does <u>not</u> provide an MLA citation</p> |
| <u>E</u> Explain | <p>Provides an insightful and purposeful transitional phrase</p> <p>Provides an insightful analysis of what the quote means</p> <p>Clearly explains how the quote answers the question in the prompt</p> | <p>Provides an appropriate transitional phrase</p> <p>Provides an analysis of what the quote means</p> <p>Explains how the quote answers the question in the prompt</p> | <p>Provides an unclear transitional phrase</p> <p>Provides a limited analysis of what the quote means</p> <p>Does not explain how the quote answers the question in the prompt</p> | <p>Does <u>not</u> include a transitional phrase</p> <p>Provides no analysis of what the quote means or how it answers the prompt</p> |

Comments:

RACE Paragraph Examples

ELA Example

PROMPT: What is one choice that affects Paul in *Tangerine*?

In *Tangerine*, Dad's choice to be more involved in Erik's football experience ruins his relationship with Paul. To illustrate, Paul explains that "Coach Warner now refers to dad as one of his 'football fathers'" (Bloor 53). Dad received this title for all of his dedication and constant attendance to Erik and his football career. Unfortunately, it is clear that Dad cares more for Erik and his interests than Paul. Later, Paul questioned his dad, "'How many games did I play in, Dad?' [Dad] pulled back. 'I don't know'" (Bloor 233). Paul's dad doesn't even know how many games Paul played, or if he even made the team. This hurts Paul, because he should be equally dividing his time and attention to both his children. If Dad spent more time with Paul, then their relationship would have been more loving and respectful.

Math Example

PROMPT: Victoria wants to purchase a skateboard. She has \$125 to spend. She finds one that regularly sells for \$139.99 and is on sale for 15% off. Sales tax is 7%. Victoria says that she has enough money to buy the skateboard. Is she correct? Explain.

No, Victoria doesn't have enough money to purchase the skateboard. The price of the skateboard, with the discount and tax, is \$127.32 and she only has \$125 to spend. First, I found the discount by multiplying the original price by 15%, which ended up being \$21.00. Then, I subtracted that from the original price. With the discount the price of the skateboard was \$118.99. Then, I found the tax by multiplying the discounted price by the tax rate of 7%, which was \$8.33. When I added the tax on to the discounted price, the total cost of the skateboard was \$127.32. The problem says that Victoria has \$125.00 to spend, so she needs \$2.32 more to purchase the skateboard.

History Example

PROMPT: Using text evidence, determine which volcano you think is the biggest threat to the state of Washington and WHY?

The volcano that is the biggest threat to Washington State is Mount Rainier. Mount Rainier is the "highest mountain in the Cascade Mountain Range (Lambert and Clark 26)." It had violent eruptions thousands of years ago, one of which caused the Osceola Mudflow, which covered an area as far as present day Auburn, WA, in 70 feet of mud and debris (26). Mount Rainier has also been active in recent history. As the authors of *Washington: A State of Contrasts* states, "during the 1800s, there were 14 reports of volcanic activity," including ash deposits between 1820 and 1854 and a small mudflow in 1947 (26). The size, elevation, and activity as well as its proximity to Seattle are all reasons that Mount Rainier is the biggest threat to Washington State.

TLQC+A Rubric

| | 4 | 3 | 2 | 1 | Comments |
|---|---|---|--|--|-----------------|
| Topic Sentence | The question is clearly restated and correctly answered | The question is restated and answered | The question is partially restated and partially answered | The question is <u>not</u> restated and is <u>not</u> answered | |
| T Transitional Word/Phrase | Provides an insightful and purposeful transitional word(s) or phrase(s) | Provides an appropriate transitional word(s) or phrase(s) | Provides a transitional word(s) or phrase(s) that does <u>not</u> clearly state the purpose | Does <u>not</u> include a transitional word(s) or phrase(s) | |
| L Lead-in | Provides an insightful context for the quote by answering WHO, WHEN, or WHERE | Provides a context for the quote by answering WHO, WHEN, or WHERE | Provides an unclear context for the quote by not including WHO, WHEN, or WHERE | Does <u>not</u> provide a context for the quote and does <u>not</u> attempt to answer WHEN and WHERE | |
| Q Quote | Clearly provides accurate and appropriate textual evidence to support the claim | Provides textual evidence to support the claim | Provides partial textual evidence to support the claim | Does <u>not</u> provide textual evidence to support the claim | |
| C Citation | Provides an accurate Parenthetical Citation that clearly identifies the source material: (Author's LAST NAME PAGE NUMBER) | Provides a complete Parenthetical Citation for the source material, but the formatting of the citation contains a minor error such as an unnecessary comma or missing parenthesis | Attempts to provide a Parenthetical Citation, but the source material is missing an important piece of information such as Author's LAST NAME or PAGE NUMBER | Does <u>not</u> provide a Parenthetical Citation for the source material | |
| A Analysis | Provides an insightful analysis of what the quote MEANS and why it MATTERS | Provides an analysis of what the quote MEANS and why it MATTERS | Provides an analysis that insufficiently explains what the quote MEANS or why it MATTERS | Does <u>not</u> provide an analysis of what the quote MEANS and why it MATTERS | |
| Closing Sentence | Begins with an appropriate concluding transitional word (ly starter) and clearly restates the topic sentence in a new way | Begins with a transitional word and restates the topic sentence | Lacks an appropriate transitional word and unclearly restates the topic sentence | Does <u>not</u> include a transitional word and does <u>not</u> restate the topic sentence | |

TLQC+A Explanation & Exemplar

Whenever you borrow words or ideas from an author in your writing, you need to acknowledge the quotation with a citation. The following situations almost always require a citation in your writing:

- whenever you use a quote
- whenever you paraphrase
- whenever you use an idea that someone has already expressed
- whenever you make specific reference to the work of another author
- whenever someone else's work has been critical in developing your own ideas

When we use the words or ideas of other writers in our academic writing, we always want to introduce and conclude the borrowed material with our own original words. A writer can effectively include the ideas of others in their writing, along with their own original explanation of it, by using the **TLQC + A** acronym.

EXAMPLE:

T - Transitional word or phrase such as:

For example, According to, To illustrate, In this case, In addition, Most important, Likewise, Finally.

L - Lead-in: The lead-in is usually a phrase that creates the context for the specific information that follows; it answers the questions *Who? When? and Where?*

Q - Quote: *A quote may be used to support the topic. The "quote" portion of the sentence does not always need to be a direct quote in quotation marks; it can be paraphrased material explaining the fact, detail, or example.*

C - Citation: *A Parenthetical Citation is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find that source again. Giving credit to the original author by citing sources is the only way to use other people's work without plagiarizing.*

A - Analysis: *You always want to follow up a quote with your own analysis explaining to the reader what the quote means and why it matters.*

EXEMPLAR: For instance (**transition**), in the magazine advertisement for Gatorade sports drink (**lead-in**), the ad uses the technique of testimonial by showing a picture of Major League Baseball player Derek Jeter holding up his fist to the fans and by including text under the picture stating, "Gatorade has always been a part of Derek Jeter's team" (**quote**) (Newsweek 27-28). (**citation**) Due to the immense popularity of Mr. Jeter and the success of the New York Yankees, fans will feel like they're a part of his winning team if they drink Gatorade. (**analysis**)

Parenthetical Citation

What is Parenthetical Citation? Parenthetical Citation is when a writer directly puts into the text a note from where he or she got the information. Parenthetical or "in-text" citation allows your reader to know from what source each idea/fact came.

This is how it looks in the text of your paper:

"In 2007, 37 percent of American adults sought medical information from the internet regarding a health problem they were experiencing before consulting a doctor" (Smith 38).

In the example above, notice that the author's name and the page number on which this fact was found are set off from the text within parenthesis. Note also that the punctuation of this parenthetical citation is also important. The reader would understand from this citation that on page 38 of Smith's book, this fact is mentioned. Furthermore, since the words are contained within quotes, the above example illustrates that this is a direct quote from that page.

Transition Words for Writing

Transitions help organize and clarify your ideas for the reader. Like road signs, they guide a reader smoothly from idea to idea. When you consult this list, determine the type of signal word or **Lead-in** you need. Then, select the word or phrase most appropriate for the type of writing you are working on.

Transitions which can be used to show location:

| | | |
|-------------------|-------------------|-------------------|
| above | among | beneath |
| in front of | on top of | nearby |
| around | beside | inside |
| outside | against | away from |
| between | into | over |
| along | back of | beyond |
| near | throughout | alongside |
| behind | by | off |
| to the right | amid | below |
| down | onto | under |
| adjacent to | to the left/right | in the foreground |
| in the background | | across |

Transitions which can be used to show time:

| | | |
|----------------|--------------|-----------------|
| first | second | secondly |
| third | thirdly | last |
| once | subsequently | previously |
| at last | today | tomorrow |
| about | until | soon |
| then | after | lastly |
| meanwhile | later | next |
| at | today | afterward |
| before | prior to | tomorrow |
| immediately | as soon as | in the meantime |
| during | until | yesterday |
| finally | when | next week |
| formerly | at last | in the past |
| so far | thereafter | until now |
| simultaneously | since | when |
| whenever | formerly | |

Transitions which can be used to compare or contrast:

| | | |
|----------------|-----------------|-------------------|
| likewise | as | also |
| like | similarly | in the same way |
| in like manner | but | yet |
| although | otherwise | on the other hand |
| however | still | even though |
| counter to | in the meantime | even so |
| nevertheless | on the contrary | conversely |
| as opposed to | in contrast | equally important |

Transitions which can be used to signal a suggestion:

| | | |
|-------------------|-------------|------------------|
| for this purpose | to this end | with this object |
| for these reasons | truly | |

Transitions which can be used to show emphasis:

| | | | |
|------------------|-------------------|--------------|---------|
| For this reason | truly | to repeat | in fact |
| Again | with this in mind | to emphasize | |
| clearly | then | certainly | |
| the fact remains | still | indeed | |
| to be sure | naturally | in truth | |

Transitions which can be used to add information or present examples:

| | | |
|-------------|--------------|--------------------|
| again | and | furthermore |
| next | also | besides |
| likewise | *finally | additionally |
| moreover | as well | equally important |
| in addition | *for example | further |
| another | for instance | together with |
| furthermore | along with | an illustration of |
| of course | specifically | *to illustrate |

Transitions which can be used to clarify:

| | | |
|-----------------|----------------|--------------------|
| that is | *to clarify | *for instance |
| put another way | in other words | stated differently |
| *to illustrate | | |

Transitions which can be used to grant a point or concede an idea:

| | | | |
|-----------------|-------------|----------------------|-------------|
| granted that | although | though | even though |
| of course | in spite of | obviously | |
| admittedly | assuredly | even so | |
| it is true that | but realize | while it may be true | |

Transitions to refute an idea:

| | |
|-------------|---------------------------|
| However | although this may be true |
| in spite of | nevertheless |

Transitions which can be used to conclude or summarize:

| | | |
|--------------|---------------|----------------|
| *as a result | *consequently | accordingly |
| in short | *finally | thus |
| due to | to sum up | *therefore |
| *in summary | all in all | *in conclusion |
| in brief | on the whole | *to justify |

Transition to begin a series:

| | | |
|--------------|--------------------|---------------------|
| First of all | to begin with | first and foremost, |
| primarily | in the first place | |

Words marked with an asterisk () can be particularly helpful with math explanations.

Writing Like a Scientist Claim – Evidence – Reasoning

Question (Prompt): *How does the amount of air pressure in a basketball affect how high it will bounce?*

| | |
|---|--|
| <p style="text-align: center;">C (Claim)</p> <ul style="list-style-type: none"> <input type="checkbox"/> One sentence <input type="checkbox"/> Restate and Answer the prompt <input type="checkbox"/> Describe relationship between Independent and Dependent variable | <p><i>The amount of air pressure in a basketball affects how high it will bounce, because the greater the air pressure, the higher the ball will bounce.</i></p> |
| <p style="text-align: center;">E (Evidence)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cite Evidence <input type="checkbox"/> Use qualitative data (observations), quantitative data (numbers) or both <input type="checkbox"/> Data directly supports Claim | <p><i>Our evidence showed that when doing multiple trials of dropping a basketball from the same height, but with different air pressures inside of the ball, the ball with the highest air pressure bounced the highest. Our data table shows that when the air pressure of the basketball was 4.0 psi, dropping the ball from 2.0 meters resulted in the ball bouncing back up an average of 0.45 meters. When dropping a basketball with an air pressure of 6.0 psi from 2.0 meters, the average height of the bounce was 0.75 meters. Lastly, when dropping a basketball with an air pressure of 8.0 psi from 2.0 meters, the average height of the bounce was 1.10 meters.</i></p> |
| <p style="text-align: center;">R (Reasoning)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain <input type="checkbox"/> Justify how Evidence supports Claim <input type="checkbox"/> Use scientific principles | <p><i>Any basketball that is dropped from 2.0 meters will have some bounce, regardless of the air pressure in the ball due to Newton’s Laws of Motion. Newton’s First Law of Motion says that a body in motion will remain in motion, unless acted upon by an outside force. Hitting the ground is the external force that changes its motion. Newton’s Second Law of Motion indicates that the basketball has a force equal to its mass multiplied by its acceleration due to gravity, so we know that each basketball has a specific force when it hits the ground. Newton’s Third Law of Motion says that for every action, there is an equal and opposite reaction. This law helps to explain why the bounce of the basketball is different when the air pressure is different. At a higher air pressure, the air molecules in the ball are packed more tightly together than in a basketball at a lower pressure. This means that at a high pressure, the air molecules push more strongly against the sides of the basketball making for a more elastic collision and a higher bounce. In a basketball with less pressure, there is more space between the air molecules so when the ball collides with the ground there is more space for molecules to move before they collide with the side of the ball, making for a weaker bounce and less elastic collision.</i></p> |

Once you have completed this graphic organizer, please write out your final draft of this paragraph on lined paper in pen. Please skip lines on your final draft.

MLA Document Formatting

Correctly setting up your page makes your content clear, consistent and easier to read.

- ❑ **Title:** Centered, size 16 and not bolded, underlined or italicized
 - Title is clear, specific and interesting (not just “Essay”)
- ❑ **Heading:** (upper left corner of page 1) includes, in order: Your full name, period number, assignment, and due date
- ❑ **Format:** Double Spaced, no extra spaces between paragraphs
- ❑ **Font & Size:** Times New Roman 12, Book Antiqua 12 or Cambria 12
- ❑ **Works Cited Page** (see directions below)

Creating A Works Cited Page

- ❑ Works Cited should appear on a separate page at the end of your essay
- ❑ At the top of the page, center the words, Works Cited (like a title)
- ❑ Each article, book or website referenced in your essay needs to be correctly listed on your works cited page
- ❑ Entries should be alphabetized by author’s last name
- ❑ Create your entries following the guides below
 - For a web page or article on a web page
 1. Author of the article.
 2. Title on the page or of the section of the page you used in quotes
 3. Title of the web page, in italics, found in the address bar
 4. Name of the publisher of the page
 5. The date the page was published or last updated (day month year)
 6. URL of the web page (be sure to remove the hyperlink)Example: Jones, Alice. “New toys.” *Consumer Reports*. Hearst Inc., 10 March 2015, <http://consumerreports/newtoys>.
 - For a book
 1. Last name, first name of the author
 2. Title of the book, in italics
 3. Publisher
 5. The year the book was publishedExample: Bloor, Edward. *Tangerine*. Harcourt, 1997.

Works Cited

Bloor, Edward. *Tangerine*. Harcourt, 1997.

Jones, Alice. “New toys.” *Consumer Reports*. Hearst Inc., 10 March 2015,

<http://consumerreports/newtoys>.

Jane Doe (Name)

Period 3 (Period #)

MLA Example (Assignment Name)

April 23, 2019 (Date)

Title of MLA Paper

The text of the paper begins after the title. Establish your topic, purpose, and the position you are taking in your paper. This is generally where you will state your thesis.

Be sure to use proper formatting for your in-text citations. The following sentence shows one way to cite a source from the Works Cited page. Threshold concept theory can be useful when planning information literacy instruction (Tucker et al. 150). Another method of citing the same source is to use a signal phrase containing the author's name. According to Tucker et al., threshold concept theory is useful when planning information literacy instruction (150). The corresponding reference citation will be included in the Works Cited page.

If you are using a quotation longer than four lines of prose or three lines of verse, indent the entire quote one inch from the left margin. Omit quotation marks and use a colon before beginning the block quote. Houtman discusses an information literacy workshop:

The workshops are open registration: that is, generic classes rather than classes integrated into students' coursework. The broader context is a very large research-intensive institution with no common first year composition class where students might get information literacy instruction and with uneven integration of librarians into academic departments. (10)

Adapted from IRSC Libraries

Goal Setting

This Is Where I Am Going...

| Careers That Interest Me |
|--------------------------|
| |

| My Post-High School Plan Is... |
|---|
| (Enter the work force, go to the military, go to a trade school, go to a two-year college, go to a four-year college, etc.) |

| A Goal For High School Is... |
|--|
| (Graduate with a specific GPA, enroll in certain courses, participate in particular clubs/athletics, etc.) |



This Is How I Am Going To Get There...

| Quarter #1 | Quarter #2 |
|--|--------------------------------------|
| <u>My Goal</u> (Ex: My goal is to earn above an 80% in each of my classes) | <u>My Goal</u> |
| <u>Steps Needed to Reach My Goal</u> (Ex: Step #1 – I will write down my homework daily in my agenda) | <u>Steps Needed to Reach My Goal</u> |

| Quarter #3 | Quarter #4 |
|--------------------------------------|--------------------------------------|
| <u>My Goal</u> | <u>My Goal</u> |
| <u>Steps Needed to Reach My Goal</u> | <u>Steps Needed to Reach My Goal</u> |

Performance Tracking, Reflection & Conference Preparation

Standardized Assessments

Smarter Balanced (SBAC) Testing

| | 5 th Grade | | 6 th Grade | | 7 th Grade | |
|---------|-----------------------|-------|-----------------------|-------|-----------------------|-------|
| | Score | Level | Score | Level | Score | Level |
| English | | | | | | |
| Math | | | | | | |

PSAT

(8th Grade Only)

| Total Score | Reading & Writing | Math |
|-------------|-------------------|------|
| | | |

Quarterly Assessments

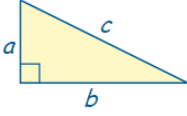
| | Q1 | Q2 | Q3 | Q4 |
|----------------|----|----|----|----|
| ELA | | | | |
| Math | | | | |
| Social Studies | | | | |
| Science | | | | |

Classroom Performance

| | Q1 | Q2 | Q3 | Q4 |
|----------------|----|----|----|----|
| ELA | | | | |
| Math | | | | |
| Social Studies | | | | |
| Science | | | | |
| E1 | | | | |
| E2 | | | | |
| E3 | | | | |
| E4 | | | | |
| GPA | | | | |
| Absences | | | | |
| Tardies | | | | |

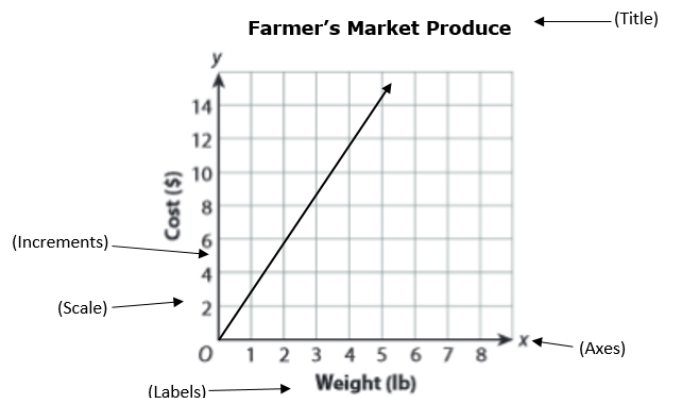
Mathematics & Science Resources

| Key | |
|---------------------|-----------------------------|
| b = base | h = height |
| l = length | r = radius |
| w = width | |
| Formulas for Area | |
| Triangle | $A = \frac{1}{2} bh$ |
| Rectangle | $A = lw$ |
| Circle | $A = \pi r^2$ |
| Perimeter | $P = 2(l + w)$ |
| Circumference | $C = 2 \pi r$ |
| Formulas for Volume | |
| Rectangular Prism | $V = lwh$ |
| Triangular Prism | $V = \frac{1}{2} bhl$ |
| Composite Prism | $V = A_{\text{base}} h$ |
| Cylinder | $V = \pi r^2 h$ |
| Cone | $V = \frac{1}{3} \pi r^2 h$ |
| Sphere | $V = \frac{4}{3} \pi r^3$ |

| Algebraic Formulas (7 th & 8 th) | |
|--|-----------------------------------|
| Pythagorean Theorem | $a^2 + b^2 = c^2$ |
|  | $a^2 + b^2 = c^2$ |
| Slope formula | $m = \frac{y_2 - y_1}{x_2 - x_1}$ |
| Slope intercept form | $y = mx + b$ |
| Standard form | $Ax + By = C$ |
| Distance, rate & time | $d = rt$ |
| Speed | $s = \frac{d}{t}$ |
| Acceleration | $a = \frac{v_f - v_i}{t}$ |

| + | - |
|--|---|
| Above ---- Add ---- Addition ---- And ---- Deposit----Grow ---- Incline Increase ---- Plus ---- Rises----Sum ---- Together ---- Total | Below ---- Decline ---- Decrease ---- Difference----Fewer ---- How Much More? ---- Left Over ---- Minus----Subtract ---- Subtraction Take Away----Withdraw ---- Write A Check |
| × | ÷ |
| Double ---- Multiplication ---- Multiplied Of ---- Product ---- Times ---- Triple | Cut Into ---- Divide ---- Division ---- Divvy----Each ---- Groups Is Divided ---- Items Per----Per Equal Groups ---- Quotient ---- Split |
| = | |
| Balanced ----- Congruent ----- Equals ----- Equivalent ----- Is ----- Same | |

| | |
|----------|--|
| T | Title (Does your graph have a descriptive title? Who? What? When?) |
| A | Axes (Axes describe "story", labeled, independent variable on horizontal axis) |
| I | Increments (Increments on axes show constant increase, breaks only at origin.) |
| L | Labels (Axes, points of intersection, lines, intercepts, important points, units, etc.) |
| S | Scale (Scale is appropriate to problem.) |
| + | Plus (At least 50% of graph is used.) |





Name: _____

Lunch: _____

Hallway Passes

Quarter #1

| Class Period | Pass #1 | Pass #2 | Pass #3 | Pass #4 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Period #1 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #2 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #3 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #4 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #5 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #6 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |

Quarter #2

| Class Period | Pass #1 | Pass #2 | Pass #3 | Pass #4 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Period #1 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #2 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #3 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #4 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #5 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #6 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |



Name: _____

Lunch: _____

Hallway Passes

Quarter #3

| Class Period | Pass #1 | Pass #2 | Pass #3 | Pass #4 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Period #1 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #2 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #3 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #4 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #5 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #6 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |

Quarter #4

| Class Period | Pass #1 | Pass #2 | Pass #3 | Pass #4 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Period #1 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #2 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #3 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #4 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #5 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |
| Period #6 Room: _____ | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: | Date: Time: Staff: |