



Our Mission: To develop the skills and talents of all our students through rigorous learning experiences, supportive relationships, and relevant, real-life applications.

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General Information

Miscellaneous

Main and Student Office	354-5500
24 Hour Attendance Hotline	354-5515
Early Dismissals	354-5500
Business Office	354-5445

Office Hours

The Main office is open to the public from 7:30 a.m. until 4:30 p.m., Monday through Friday.
 The Business Office/Bookroom is open before school from 7:45 a.m. until 9:05 a.m., also open during classes and after school from 3:30 p.m. until 4:30 p.m.

Counseling Center

The counselors provide a comprehensive program for all Sacajawea students, supporting them in acquiring skills needed to succeed in all areas of school as it applies to their future. Our counselors assist students in the following areas: academic guidance/ counseling, personal counseling, substance use/abuse counseling, peer issues, and state testing. Students may

make an appointment to see a counselor by signing up in the counseling center before or after school, during passing times, or during lunch.

Academics

Coursework Requirements

Sacajawea is very proud of our students and our long-standing tradition of excellence. Students are required to take the following:

6 th Grade	7 th Grade	8 th Grade
English (<i>Full year</i>) Math (<i>Full year</i>) Science (<i>Full year</i>) Social Studies (<i>Full year</i>) Instrumental or Choral Music (<i>Full Year</i>) Fitness (<i>Semester</i>) 1 Elective (<i>Semester</i>)	English (<i>Full year</i>) Math (<i>Full year</i>) Science (<i>Full year</i>) Social Studies (<i>Full year</i>) Fitness (<i>Semester</i>) 3 Electives (<i>Semester</i>)	English (<i>Full year</i>) Math (<i>Full year</i>) Science (<i>Full year</i>) Social Studies (<i>Full year</i>) Fitness (<i>Semester</i>) College, Career, Life Readiness – CCLR (<i>Semester</i>) 2 Electives (<i>Semester</i>)

Grading, Power School, Progress Reports, & Report Cards

Grading is scheduled at the end of each quarter period, with final grades to be recorded at the semester.

1. Paper report cards are not issued. Grades are always available on Power School.
2. Only semester grades are used to compute a cumulative grade point average.
3. Letter grades are used to designate pupil's progress.
4. Spokane Public Schools Official Middle School Grading Scale

Percentage	Letter Grade	Grade Point
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
60-66	D	1.0
Below 60	F	0

Withdrawn (W), ungraded (U), satisfactory (Waiver) (S), passing (P), and nonpass (N) marks may also be used. These marks have no grade point value, will be clearly identified, and are excluded from the calculation of GPA.

Power School

Parents and students may monitor academic progress at any time through PowerSchool. You must log-in on the Sacajawea web site. Password and ID information will be mailed home at the beginning of the school year.

Power School is an online program for parents and students to check progress and communicate with teachers. Please call the school if you need log in information. Progress reports will be distributed during Home-base and are hand carried home. If a progress report fails to reach home, parents may call for a copy to be mailed home. Only semester grades are used to compute a cumulative grade point average. Letter grades are used to designate a pupil's progress. Please log on to view final quarter grades on or after the dates below.

Grading Periods: Grades are available at all times on Power School. These dates are approximate. 23/24 Grading Calendar has not been released at the time of this printing.

End of 1 st Quarter	November	9
End of 2 nd Quarter	February	1
End of 3 rd Quarter	April	11
End of 4 th Quarter	June	14

Academic Honesty Policy – Cheating and Plagiarism

- Our vision for learning at Sacajawea Middle School is that we demand the highest standard of achievement and excellence from our students. Optimal learning and rigor are the result of students developing and communicating their own thinking and findings in a disciplined community.
- The Sacajawea community supports development of well-rounded students who personify trustworthiness, respect, responsibility, and good character.
- Cheating as defined by Spokane Public Schools Board Policy is, but is not limited to, knowingly submitting the work of others represented as his/her own (i.e., copying from others, using information or technology not authorized by the teacher, asking someone for improper help on an assignment/exam, and/or gaining or providing unauthorized access to exam materials). Cheating also includes the aiding and abetting of cheating by others.
- Plagiarism as defined by Spokane Public Schools Board Policy is, but is not limited to, the unauthorized use of the language and thoughts of another author and the representation of them as one’s own. It is the students’ responsibility to clearly document the source of information used in work submitted as their own (as defined by the MLA Handbook).
- Incidences of cheating are dealt with according to the Sacajawea student discipline policy.

Step 1: Upon confirmation of cheating/plagiarism, the teacher will discuss the incident with the student and call home to discuss with a parent. The student will be required to redo the assignment and the teacher has the discretion to either give a zero on the assignment or re-grade the assignment for reduced points. The teacher will notify the office so that the incident is recorded in the student’s discipline record. The size/value of the assignment does not mitigate/lessen the impact of the consequence.

Step 2: Upon confirmation of another incident of cheating/plagiarism, the teacher will follow Step 1, and in addition, refer the student to an administrator for discipline.

Parent Teacher Conferences

Parent-teacher conferences may be scheduled by appointment. Parents/guardians wishing to schedule a conference may do so by contacting their child’s counselor. Parents may also contact individual teachers by phone or e-mail.

ATTENDANCE

Absence Policy – Absent 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.

Procedures for student absences:

1. **Full day absence:** The student's parent/guardian must do one of the following:
 - Notify the school. Call the attendance hotline at 354-5515 prior to 8:30 a.m. 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, explaining the reason for the absence. Please bring this to the student 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 student office secretary to excuse the tardy.
 - ALL TARDY students MUST Report to the STUDENT 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/guardian must call or come into the student office to check out their child.
 - If parents are excusing their child with a written note, students must bring the note to the STUDENT OFFICE before 8:55 a.m. to receive a TEMPORARY DISMISSAL SLIP.
 - Check back into the Student Office if you return the same day.

Truancy: Sacajawea 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: Students that are ill/absent for three or more consecutive days may request homework assignments by having a parent/guardian call the STUDENT OFFICE before 9:15 am. Work may be picked up in the MAIN OFFICE between 3:45 pm and 4:15 pm and/or accessed through online classroom portals set up by each teacher (Microsoft Teams). 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 "Absence Other Than Illness" form (available in the student 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.

Please make every effort to schedule appointments outside of our school day. We know this can be difficult, but please do the best you can. Our students are tasked with huge academic demands and when they miss school, it is often extremely difficult to get caught up.

POSITIVE BEHAVIOR INTERVENTIONS (PBIS)

Sacajawea Middle School believes that students making good choices should be recognized and rewarded. It is also a belief that this positive reinforcement encourages behavior that is positive for the school environment. Being prepared and on time for class, a focus on learning and helping others are just a few of the behaviors that are highlighted and encouraged. Below are some of the ways we encourage and recognize positive behavior.

- Monthly drawings – Students receive Sac Cards for their attitudes or actions. These cards are entered into a drawing for various prizes, coupons and certificates.
- “Shout Outs” to students who are involved and doing positive things.
- SAC News You Can Use email.
- Middle School Matters Rubric (Attendance, behavior and academic progress are used as consideration in our student incentive program.)

STUDENT EXPECTATIONS

Students are to become familiar with the school’s rules, regulations, and policies and make every effort to abide by them. Always be courteous to those who teach you, as well as to each other. It may become necessary at times for a student to be sent to the administration offices because of habitual discipline offenses or because of a major offense. In such cases, the administration will use corrective measures within the federal and state guidelines and according to SPS Board policy.

Hallway Expectations:

Hallways are open to students at 8:50 a.m. Hallways are closed to students after 3:40 p.m., unless a student is a member of an extracurricular program, working with a teacher, or has special permission to be in the halls. Prior to 8:50 a.m., students may go to the nutrition commons for breakfast at 8:40 or wait outside by the student entrance. If a student needs to meet with a teacher prior to the halls being open, they must have a pass from the teacher and check in through the main office.

- No open food or drink other than water is allowed outside the nutrition commons.
- Hall areas and outside areas will be kept clean. Deposit garbage into garbage cans.
- Noise level in the main hallways and gym during inside days will be kept to a conversational level. Shouting, roughhousing, and disruptive behavior will result in progressive discipline.
- No cell phones or ear buds allowed out in the halls or classroom during the school day. (Exception is during the lunch/recess period)

Before School/After School Expectations:

Students are to unload from buses and wait for the halls to open at 8:50. If students are eating breakfast, they should enter the nutrition commons through the student entrance. Students will not be allowed in the building before 8:50 unless they are eating breakfast. They will be directed to the gym or nutrition commons during inclement weather (below 20° F).

Students are not allowed to leave campus after they have arrived. This is considered a truancy and consequences will be assigned.

Due to very limited supervisory resources students are to be out of the building and off campus by 3:45 unless they have a pass from a teacher or involved in an after-school activity. All after-school activities begin at 3:35. Students must sign into the activity – attendance will be taken. . Students are not allowed to leave campus and return unless accompanied by a parent.

Dress Code Policy

District Guidance: (Spokane Public Schools Procedure/Policy 3224)

- **School dress and grooming standards will be gender-neutral and will not restrict a student’s clothing choices on the basis of gender.**
- **Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the Spokane Board of Directors.**
- **Student choice in matters of dress should be made in consultation with the parents.**

- **Student dress will only be regulated when, in the judgement of school administrators, there is a reasonable expectation that a material and substantial disruption of the educational process will result from the students' dress or appearance.**

It is the policy of Sacajawea Middle School that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (ex. backpacks, book bags). Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values In relation to student dress, Sacajawea's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming.
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce, or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity.
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear. This dress code permits additional student attire requirements when necessary to ensure safety in certain academic settings (ex. physical activity, science or CTE courses).

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia.
 - Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups.
 - Promote violence, vulgarity, profanity or has a sexual connotation.
 - Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material.
 - Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or
 - Demonstrate gang association/affiliation. Attire worn in observance of a student's religion are not subject to this policy. Bandanas (of any color) will not be allowed at Sacajawea.

Enforcement:

- Principals are required to ensure that all staff are aware of and understand the guidelines of this policy.
- Staff will use reasonable efforts to avoid dress-coding students in front of other students.
- Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying.
 - Further, no student shall be referred to as "a distraction" due to their appearance or attire.

Adapted from SPS, 2021

Fitness and Health Dress Code Policy

All students are required to wear the Sacajawea fitness and health t-shirt.

Fitness and Health Sacajawea shirts can be purchased through our business office or on our Sac website.

Students need to wear shorts, sweats, leggings, or other athletic bottoms.

Due to the intensely physical nature of this participation based course no jeans, skirts, or dresses. Additionally, there are used uniforms that may be purchased directly from Sac at a reduced price.

Inappropriate Overt Display of Affection

Including but not limited to hand holding, kissing, hands on others, excessive hugging, on school property and at school activities. The following steps will take place: A counseling referral and parent contact will be made, and the following discipline considered: Green Slip, Lunch/After School Detention, ISI.

STUDENT MANAGEMENT PLAN

Rules of Conduct are behavior rules adopted by the Board and individual schools intended to:

- (1) maintain a school environment where students are responsible, respectful and safe; and
- (2) help students behave in ways that contribute to academic achievement and school success.

Rules of Conduct are applicable: During any school activity conducted on or off campus whether or not such activity is during the school day.

Rules of Conduct are listed in the separate Rules of Conduct document (online at www.spokaneschools.org) and are explained in more detail in this handbook.

Definitions:

- **CAT Table:** Students give back to the school community by helping in the lunchroom or other areas of the building.
- **Referrals:** Teachers who have concerns about a student's behavior or academic progress communicate with the office using referral slips. An attempt will be made for the student to solve the problem through discussion with the teacher, counselor or administrator depending on the concern.
- **Detention:** Detention is a term we use to describe staying before school, after school or during lunch for a disciplinary reason. Students are expected to arrive at detention on time with work to do or a book to read. If a student misses a detention, an additional day may be added. If further detentions are missed, the school will apply progressive discipline.
- **In School Intervention (ISI):** Students are removed from their regular routine and placed with a teacher in the MTSS Room.
- **Out of School Suspension (OSS).** School administrators reserve the right to suspend for infraction that are non-discretionary. The student who has been placed in ISI and continues to violate the discipline code will be suspended from school.

Progressive Discipline is as follows:

- Green Slip Counselor Referral
- Admin Student Conference
- CAT Table (Community Action Table)
- Lunch detention
- 2 or more lunch detentions – at this point we look at setting up a Parent Conference.
- After School Detention
- Saturday School
- In School Intervention (ISI)
- Restorative activities (Reflective Essay, Healing Circle, Teacher Conferences, Mindfulness Activities, Mediation)
- Out of school suspension (OSS)

**** Sacajawea Middle School Administration has the right and the obligation to decide what disciplinary consequences will be administered. Per board policy Administrators may also consider any alternative form of corrective action including programs intended to lessen the time of exclusion from class attendance which has been approved by the Board of Directors and/or Superintendent. The district encourages the use of alternative forms of corrective action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning**

Parents/guardians will be contacted if students are progressing toward or have earned after school detention or ISI. Parents/guardians who have questions regarding their child's behavior are welcome to call 354-5500 and they will be referred to the appropriate teacher, counselor, or administrator for assistance.

Minor Infractions

Unless such behavior warrants immediate removal from class and a referral to the office, the following is the procedure for issues that merit discipline:

- 1st Intervention: Teacher will discuss issue with the student.
- 2nd Intervention: Teacher will discuss with student and contact parents informing them of the behavior issue.
- 3rd Intervention: Administrator will be contacted, and intervention will occur. Alternative placement may be considered depending on the circumstances of the situation.

Severe Behaviors

Any student who conducts herself/himself in such a manner as to interfere substantially with the educational process for herself/himself or others (such as obscenity, defamatory statements, misbehavior, etc.) shall be guilty of disruptive behavior and/or defiance. The student is responsible to school staff for his/her conduct in all places under school jurisdiction. The following offenses are examples of severe misbehavior and will be dealt with in an appropriate manner, which may include notification of school district security, law enforcement, parent conference, out of school suspension, restitution, expulsion, and other intervention. **As mandatory reporters school district employees are required to report criminal activity to police.**

1. **Violence with or without Intent to cause bodily harm:** Students involved in fighting, promotion/encouragement of fighting, recording a fight or other violent actions will receive the following consequence:
 - **0-10 day Out of School Suspension**
2. **Reporting Bullying/Harassment/Intimidation:** Spokane Public Schools is committed to a safe and civil educational environment for all students, free from harassment, intimidation, or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 9A.36.080(3) (race, color, religion, ancestry, national origin, gender, sexual orientation, mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:
 - Physically harms a person or damages a person's property; or
 - Has the effect of substantially interfering with a student's education; or
 - 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.

Students who are the victim of bullying, harassment or intimidation may report incidents either informally or formally. An informal complaint can be brought at any time. It is a voluntary method for trying to get the alleged behaviors to stop. To use the informal process a student may talk directly to the alleged perpetrator, use a third neutral party such as teacher, counselor, administrator, or district Equal Opportunity Officer to talk to the alleged perpetrator; write a letter to the alleged perpetrator; giving a copy of the district's Student Rights and Responsibilities policy to the alleged perpetrator; use a mediator to meet with the alleged perpetrator. At any time before, during, or after the informal process is used, a student may file a formal complaint by: Filling out the district reporting form (available in all schools and the Spokane Public Schools Equal Opportunity Office). The report needs to be delivered to a building administrator or an Executive Director of Teaching and Learning Services. *For information on how complaints are handled, please refer to school district policy*

Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement. Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to District Policy 3241, Classroom Management, Corrective Actions or Punishment. For the full Non Discrimination Statement REVISED Sept. 2021 see page 15 of this document.

The following are the possible progressive steps for bullying/harassment:

- 1st offense – Warning, conference with counselor or administrator, possible mediation with victim. School resource officer notified.
- 2nd offense – In or Out of School Suspension. Parent-administrator conference, possible no-contact order with victim. Anger management classes may be required.

- 3rd offense – Out of School Suspension up to 90 days. Re-entry conference with district representative and possible referral to alternate program
3. **Vandalism:** (Defacing/destroying school property): All students are expected to keep our school looking pristine. Acts of vandalism may result in a suspension or expulsion from school and full police investigation. Also, whenever possible, charges may be filed against those students creating such acts, along with monetary restitution for damages done to the school or the school's property. Everyone has a responsibility to the school and community to report acts of vandalism. All reports will be regarded as being highly confidential and the person reporting will remain anonymous.
 4. **Theft:** Any student stealing property of the school or another person may be subject to suspension, restitution and/or criminal charges.
 5. **Setting false alarms, bomb threats, etc.:** Students involved in setting alarms, or bomb threats, or other false alarms will be subject to emergency expulsion.
 6. **Firearms/Other Weapons:** Spokane Public Schools prohibits unauthorized use or possession of any object that is, or reasonably can be, considered or viewed as a firearm, air gun, dangerous weapon, or explosive. Students in possession of dangerous weapons other than firearms may be expelled. Possession of firearms on school property will result in a one-year mandatory expulsion, subject to appeal, with notification to parents and law enforcement.
 7. **Inappropriate Use of Technology:** Inappropriate use of telecommunications equipment will be cause for disciplinary action. Unauthorized access to information, computer piracy, hacking, any tampering with hardware and/or software, electronic use of harassing, and abusive or obscene language, or using the network to annoy or offend others is prohibited. Any attempt to bypass the Internet filter program may result in After School Detention and loss of computer use (for a 1st offense), short-term suspension and loss of computer use (for a 2nd offense), or a five-day suspension and permanent loss of school computer use (for a third offense). Access of pornography will result in disciplinary action that may include expulsion.
 8. **Use and/or possession of alcohol, drugs, and tobacco:** Use of alcohol, tobacco (including E-cigarettes), and illicit drugs is strictly prohibited. The Legislature of the State of Washington has passed into law that school properties are to be smoke free. Students are not allowed to smoke on campus and doing so will result in progressive disciplinary action. By Washington law, use and/or possession of alcohol, drugs, and tobacco products by students is prohibited in school buildings, on school property, on school buses or other vehicles used for school functions, at school-sponsored events or activities.

Drugs and Alcohol:

- 3-20 day suspension and series of 4 drug classes - mandatory

Tobacco:

- First Offense: Complete the Tobacco Intervention Packet and/or RISE interview. [Refusal or failure to comply shall be considered to be a tobacco related offense for which students may receive school discipline sanctions as set forth in Defiance of School Authorities]
- Second Offense: Complete Tobacco Intervention Packet, further RISE involvement and intervention, attend extended after school detention. [Refusal to comply shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

STUDENT VALUABLES

Students are strongly discouraged from bringing large amounts of cash, video games, cameras, personal music players, phones or any other items of value or that are difficult to replace. Lockers are not as secure as we like to believe.

Sacajawea and Spokane Public Schools do not assume responsibility for lost or stolen items.

Items not allowed at school:

If a student is seen in possession of the following items, they will be confiscated and disciplinary action may be taken:

- Laser pens or pointers
- Matches or cigarette lighters
- Knives or other weapons including pepper spray
- Fireworks of any kind
- Chains of any kind over 6" in length not securely attached to clothing
- Toys of any kind
- Speakers
- Blankets
- Any item that is deemed to be disruptive to the educational process

Cell Phones and Electronics

Cell phones – including earbuds, camera phones, iPads and CD players, electronic games, and other unauthorized electronics create a disruption to the educational process. Spokane Public Schools Policy prohibits using the device other than before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger to person or property or a school administrator [or certificated staff member] expressly authorizes using the device for educational purposes. In the event of a violation the item will be confiscated and held in the Main Office. After a 3rd violation parents will be asked to pick up the item. **Students are asked to leave these devices at home.**

- Cell phones are to be turned off and earbuds put away in their case during class time including passing.
- Students are REQUIRED to place their cell phone in the classroom phone holders as determined by teacher and administration or choose to leave it in their LOCKED locker.
- **Cameras are to be disabled during school hours. Videotaping/taking pictures is not allowed at school.**
- Students who do use their cell phones and/or earbuds during the school day will have the items taken away and written up on a referral to the office for disciplinary consequences.
 - 1st offense – taken away for the day – returned to student at end of day.
 - 2nd offense – taken away for the day – parent contact, progressive discipline
- All cell phones taken by staff must be turned in to the office for safe keeping until a parent can pick it up.
Sacajawea and Spokane Public Schools do not assume responsibility for lost or stolen items.

Wheels on Campus

Students are not allowed to ride bicycles, scooters, skateboards, roller blades, or skates on campus. Upon arrival to school students need to walk bikes, scooters etc... to the racks and lock them up. Bikes, scooters etc. are to be walked completely off campus at the end of the school day.

Bus Information

Bus loading expectations: Students are to report to their assigned buses immediately following the end of the school day. Buses will begin leaving at **3:35**. We cannot hold buses for late students so it is important that all students arrive on time. **Students not riding a school bus are not allowed in the bus loading area.**

Students living more than 1.5 miles from school are eligible for bus transportation. **Riding the bus is a privilege not a right.** **All school policies apply to conduct on school buses. Student safety is our primary concern.** It is expected that students will demonstrate appropriate behavior while riding the bus. Citations issued for misbehavior will result in the following consequences:

- **1st citation** – Letter home from school, conference with student (warning)
- **2nd citation** – 3-5 day bus suspension or restorative option in lieu of bus suspension. Re-entry meeting with Transportation Specialist to review bus conduct and expectations.
- **3rd citation** – Up to 20 day suspension
- **4th citation** – Removal for the remainder of the year.

Each incident is up for review by a school administrator and depending upon the nature of the citation, immediate bus removal could be imposed.

Special Transportation Circumstances:

- An activity bus will be available at 4:30 and 5:30 p.m. for those students who are eligible for regular bus transportation. This bus is only for students who are participating in an ASB activity or sport. **Spectators are not allowed to ride and must have their own transportation.** Please note that activity bus stops are not always the same as regular bus routes.
- Students needing to ride a different bus in an emergency situation need to be a regular bus rider. Parent/guardian must contact the student office **before school** to explain the circumstances and obtain approval by an administrator.

MISC. STUDENT INFORMATION

School Nutrition Program:

Breakfast is served from 8:30 – 8:55 am. The nutrition's common is open to those students who are EATING ONLY. Breakfast and Hot lunch are served daily (milk included). Milk may be purchased separately. **Lunch Options:** Students have their choice of hamburger, cheeseburger, chicken burger (all with fries), varieties of pizza, fiesta choices, sandwich wraps, wraps, and salads four days per week.

Lost and Found

A lost and found is provided in the bookroom and both PE offices. Lost books and binders are turned in to the book room. Items will be stored until claimed. All unclaimed items, at the end of each semester, will be donated to local charities and/or our own Thunderbird Closet. Valuable items must be accurately described by the student before they will be returned. It is advisable to put your name or other identifying marks on your valuable items so they can be returned directly to you.

Textbooks

Textbooks are loaned to students for their use during the school year. *Students are responsible for damaged or lost books.* If a book is lost, report it to the classroom teacher and the book room, you will be issued another book. Students will be required to pay for lost or damaged books prior to the end of the year.

Student Identification Cards

Students will receive an identification card shortly after the beginning of the school year. Photo ID cards will be issued to students on School Picture day. The ID card will also have a barcode with the student identification number. Students who have paid for ASB membership will have ASB validation placed on their ID card. The ID card will be used for identification at school functions, to check out library and text books, and to access their school lunch account. We ask students to carry their ID card with them at all times.

Lockers

- The lockers are school property and may be opened by school authorities at any time when it is necessary.
- You may not use someone else's locker or change lockers without permission from an administrator.
- **Do not tell anyone your combination!** Please keep it a secret. Generally, students will not be assigned a new locker because someone else knows the combination.
- The lockers should not be marked on or decorated inside with anything that cannot be easily removed.
- Please get a permission slip from the office if you wish to decorate a locker for birthday's or special occasions. All decorations must be approved by an administrator.
- You should not keep money or other valuable items in your locker.
- Lockers must be closed **AND** locked at all times.

Visitors

By district policy, students are NOT permitted to bring visitors or guests for any part of the school day. Parents are always welcome at Sacajawea but must check into the main office and receive a pass. Visitors who come to school at the end of the day to meet or pick up students, must wait outside the building, or in the main office, until school officially ends at 3:30.

Extracurricular Activities

Associated Student Body (ASB)

The Sacajawea ASB provides avenues for students to become actively involved in the organization and management of the school. The ASB promotes interest and enthusiasm in school activities, teaches and develops leadership, and extends opportunities for students to work toward the development of school spirit and unity. Meetings are held regularly. Student representatives and elected officers constitute the voting delegates at meetings. The officers include president, vice president, secretary and treasurer.

ASB Cards

These cards provide discounts on school-sponsored events and admittance to athletic events both here and at the high school. The ASB card is required for participation in sports, choir, band, orchestra, drill team, etc.. Fee waivers are available for students who qualify.

Extracurricular Activities

Each student is urged to participate in one or more extracurricular activities. There are athletic, music, drama, and subject-oriented clubs, ASB, publications, and interest groups. When you commit yourself to an activity, you owe it your best efforts to benefit not only the club but yourself as well. If you fall behind in your school work, extra help and teacher conferences take precedence over any extracurricular activity.

Athletic Eligibility

All Washington Interscholastic Activities Association (WIAA) eligibility requirements, including the following, must be met by participants:

1. A student shall not have reached his/her 15th birthday prior to June 1 of the previous school year.
2. Parents or guardians are bona fide residents of Spokane Public Schools.
3. In attendance the previous semester.
4. Pass a physical examination (if required). Updated every two years.
5. Absence for one or more periods on the day of contest/practice requires permission of principal/designee prior to participation.
6. **WIAA and Spokane Public Schools require students maintain passing grades in a minimum of five (5) full time subjects.** Grades will be checked a minimum of 4 1/2 weeks at mid-quarter, quarter, and semester. Students who are not passing at least five (5) classes at mid-quarter and quarter will be declared ineligible until they have met this standard. Students not passing at least five (5) classes at the conclusion of first semester will be declared ineligible for the first three (3) weeks of second semester. Students not passing at least five (5) classes at the conclusion of second semester will be declared ineligible through the **fourth** Saturday in the Fall. Students can practice but may not participate in contests, events, or activities while academically ineligible.
7. Grade status at mid-quarter and quarter will be determined by the grade listed in the semester column of PowerSchool (S 1 or S 2).
8. The opportunity for an academic improvement plan will be provided by teacher(s) and the coach/advisor working with the student.
9. **Individual schools may adopt stricter academic guidelines provided notice is given to students and parents of these guidelines.**
10. Students become ineligible one week from the District determined mid-quarter and quarter progress report date.
11. A teacher may give a student a (P) passing grade at the progress report date if the student is making progress toward standard.

Regulations Regarding Drug, Alcohol and Tobacco Use

A participant shall not possess, use, deliver, distribute, sell, offer to sell, be under the influence of, or show evidence of having used or abused any controlled substance, counterfeit substance or any illicit drugs, marijuana, alcohol, or tobacco. (For the purpose of this policy, the term "tobacco" shall include, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, vapor/electronic smoking devices, unapproved nicotine delivering devices,

chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other smoking equipment, material or tobacco innovation)

- It is the expectation of students as leaders and role models that they not attend parties where alcohol or drugs are being used by minors. Students need to have the courage and self-discipline to leave immediately, and if they choose not to, they will be held in violation.

Penalties Regarding Drugs, Alcohol, and Tobacco

Within an entire middle school career while under any activity agreement, the following penalties apply:

First Offense:

- The student will be ineligible immediately and will be suspended from the sport or activity or sport season for 14 calendar days and until the successful completion of a district approved education intervention program. The 14 days begin at the time of self-report to the coach/administrator or on the day the discipline is imposed. Participation in any subsequent sport or activity is dependent upon completion of a district approved education intervention program.
- During the suspension, if the student is participating in the educational intervention program, the student athlete may practice but may not participate in contests, events, or activities.

Second Offense:

- The student will be ineligible for participation in all identified activities for a period of one calendar year from the date the discipline is imposed.

Third Offense:

- Ineligibility for the remainder of the student's middle school career.

Social Media Rules and Regulations

Specifically prohibited behaviors include but are not limited to transmission of:

- Sexually explicit, profane, lewd, indecent, illegal, or defamatory language/actions.
- Derogatory language regarding school personnel or other students.
- Comments designed to harass or bully students and/or school personnel.
- Nude, sexually-oriented or indecent photos, images or altered pictures.

Also prohibited are all on-campus connections to off-campus violations of the policy:

- Use of school computers to view off-campus postings.
- Students accessing posts at school on their own devices.
- Distribution of hard copies of posts on school property.
- Re-communication on campus of the content of the posts.
- **Violations of the social media rules and regulations may result in suspension from the team or removal from the team on the first offense. Student-athletes who fail to adhere to these rules and regulations may also be subject to additional penalties imposed by Spokane Public Schools.**

Other Rules and Regulations

- All students participating in activities are required to comply with all rules and regulations contained within board policy and procedure.
- A participant shall not engage in conduct detrimental to the team or to the school.
- A participant shall not use obscene or vulgar language.
- A participant shall not steal or use another's property without permission.
- A participant is expected to attend all scheduled practices, meetings, contests, and performances whether school is in session or not. If it is necessary to be absent, prior arrangements must be made with the coach/advisor.
- A participant is responsible for school-owned equipment checked out to him/her. The participant will assume the financial obligation due to loss or misuse of this equipment.
- A participant is expected to travel to and from contests, performances or activities with the team when transportation is provided for this purpose. Only on the personal request by a parent/guardian of the participant and with approval of the principal/designee will this regulation be waived.
- A participant is expected to adhere to all other rules which are unique to a particular activity.

Penalties for Violation of Other Rules and Regulations

- Violation of the rules and regulations may result in discipline by the coach, advisor, director, etc.
- Awards may be forfeited.
- Violation of the rules and regulations may also be the basis for school discipline, suspension, or expulsion from curricular subjects and/or courses pursuant to Student's Rights and Responsibilities, Policy 3200.

Self-Discipline

Students are to become familiar with the school's rules, regulations, and policies and make every effort to abide by them. Always be courteous to those who teach you, as well as to each other. It may become necessary at times for a student to be sent to the administration offices because of habitual discipline offenses or because of a major offense. In such cases, the administration will use whatever corrective measures are necessary within the federal and state guidelines and according to Spokane Public Schools Board policy. Individual teacher rules and expectations will be provided at the beginning of each semester.

Full Non-Discrimination Statement

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 StephanieB@spokaneschools.org
- Affirmative Action Officer: Jodi Harmon 509.354.7344 JodiH@spokaneschools.org
- AHERA Officer: Bob Turner, 509.354.7143 RobertTu@spokaneschools.org
- ALE Officer: Heather Bybee, 509.354.7361 HeatherB@spokaneschools.org
- Certification Officer: Cindy Coleman, 509.354.7318 CindyCo@spokaneschools.org
- Claims Agent: Rebecca Doughty, 509.354.7298 RebeccaDo@spokaneschools.org
- Contract Officer: Cindy Coleman, 509.354.7318 CindyCo@spokaneschools.org
- Copyright Compliance Officer: Mark Martell, 509.354.7212 MarkM@spokaneschools.org
- Equal Opportunity Officer: Jodi Harmon 509.354.7344 JodiH@spokaneschools.org
- Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer: Melanie Smith, 509.354.7284 MelanieSm@spokaneschools.org
- Personnel Officer: Jodi Harmon 509.354.7344 JodiH@spokaneschools.org
- Public Records Officer: Terri LeFors, 509.354.7395 TerriL@spokaneschools.org
- Safety/OSHA/WISHA Officer: Rebecca Doughty, 509.354.7298 RebeccaDo@spokaneschools.org
- Secretary, Board of Directors: Adam Swinyard, 509.354.7268 AdamSw@spokaneschools.org

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



**Code of Conduct – After School Activities
SACAJAWEA MIDDLE SCHOOL**

After school activities begin immediately after school, students are to go directly to the room/location where the activity is being held. Halls must be clear by 3:40. **STUDENTS MAY NOT LEAVE CAMPUS AND RETURN FOR ACTIVITIES/EVENTS.** Due to the fact that we are a middle school with limited supervision resources, parents are required to accompany and supervise THEIR students who are staying as spectators.

Sacajawea Athletic Director is the Administrative Designee and responsible for ensuring a safe, positive extra-curricular experience.

1. Spectators are an important part of the game and shall at all times conform to accepted standards of good sportsmanship and behavior. All school rules/expectations are in effect and corrective action can be imposed for students not adhering to rules/expectations.
2. Students are to sit in the designated "Student Section".
3. Spectators must have their own transportation home. Activity buses are only for students participating in extra-curricular activities.
4. Spectators shall at all times respect officials, coaches and players and extend all courtesies to them.
5. Wholesome cheering is encouraged.
6. Stamping of feet, taunting, foul and abusive language, inflammatory remarks and disrespectful signs and behavior are NOT acceptable.
7. Noise makers or sound devices are prohibited.
8. Spectators shall observe and obey the rules and regulations of the school concerning food and soft drinks consumption and use of lavatory facilities. **Sacajawea does not allow food/drinks in the gym during afterschool activities.**
9. Spectators shall respect and obey all school officials, supervisors and resource officers at all athletic contests.

It is a privilege, not a right, for spectators to observe interscholastic athletic and extracurricular events. Any behavior that degrades a player, coach, referee, school official or other parent or spectator is subject to disciplinary action by school personnel. Further, anyone who engages in misconduct as described above will be subject to the following:

- Verbal warning by officials, the head coach, and/or school administration.
- Written warning by school administration.
- Immediate expulsion from an athletic event where the violation takes place.
- Suspension from attendance at an upcoming athletic event with written documentation of incident kept on file.
- Suspension from attendance at any upcoming athletic events for a period of up to three (3) months as determined by school administration, commencing from the date of the last committed offense, with written documentation of incident kept on file.
- Suspension from attendance at any school district athletic event for one full calendar year, commencing on the date of the last committed offense, and written documentation of the incident kept on file.

By signing below I agree to follow all of the above Code of Conduct Expectations for all after school activities at Sacajawea Middle School.

Print your first & last name NEATLY: _____

HB Teacher _____

Student Signature _____ **Date** _____

School district administration reserves the right to determine what discipline, if any, will be given for violations of the Spectator Code of Conduct. A Spectator who commits a more serious violation of the Code of

Middle School Weekly Independent Assignments

Math	Science	Social Studies	English	Elective/Other
<i>9-grid (40 minutes)</i> <i>Weekly Practice (20 minutes)</i>	<i>Science Triple (35 minutes)</i>	<i>DBQ (25 minutes)</i>	<i>AR Reading (15 min. per 4x each week = 60 minutes)</i> <i>Independent Reading Log (3 entries per week-5 minutes per entry = 15 minutes)</i> <i>Complex Sentences (30 minutes)</i>	_____ _____ _____
60 minutes TOTAL	35 minutes TOTAL	25 minutes TOTAL	105 minutes TOTAL	__ minutes TOTAL*



What's Your Homework Plan – 1st Sem?




	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>OTHER???</i>
<i>Day of Week:</i> 					
<i>What Assignments?</i> 					
<i>How many Minutes</i> <i>(225 should be minimum total)</i>	<i>minutes</i>	<i>minutes</i>	<i>minutes</i>	<i>minutes</i>	<i>minutes</i>

What's Your Homework Plan – 2nd Sem?

<i>Day of Week:</i> →	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>OTHER???</i>
<i>What Assignments?</i> →					
<i>How many Minutes</i> → <i>(225 should be minimum total)</i>	<i>minutes</i>	<i>minutes</i>	<i>minutes</i>	<i>minutes</i>	<i>minutes</i>

the **SAC** way

READING STRATEGY

<p><u>S</u>CAN TEXT</p> 	<p>-Question: What do you already know about this topic? What do you want to know?</p> <p>-Text Features: What are the text features and graphics telling me?</p> <p>-Audience: Who is the audience?</p>
<p><u>A</u>NNOTATE</p> <p>Write what you're thinking! Mark it UP!!</p> 	<p>A note of explanation or comment added to a text.</p> <p>Recognize and #NUMBER the paragraphs Explore and CIRCLE key terms and phrases Author's claim: UNDERLINE the author's claims Draw a BOX around new and unfamiliar terms (define as needed)</p>
<p><u>C</u>OMPOSE A SUMMARY</p> 	<p>Summarize ...Get the GIST.</p> <p>S Shorter than the text – shoot for 20 words. U Use your own words M Main ideas only – Who, What, When, Why Where, How.</p> <p>What is my connection to this reading?</p>



Sacajawea Writing Handbook

Learning Targets:

- Support claims with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrating an understanding of the topic or text [W.7.1.B & W.8.1.B].
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples [W.7.2.B & W.8.2.B].
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters [W.7.3.B and W.8.3.B]... and use relevant descriptive details and sensory language to capture the action and convey experiences and events [W.7.3.D].

Elaboration: means to “say more” about an idea using specific words, onion-like layering of detail, and specific strategies such as definitions, descriptions, examples, facts, quotes, dialogue, reasons, and/or statistics. Elaboration allows us to select precise words and phrases that are related to the topic and tell exactly what we mean.

Elaboration Techniques:

Academic Writing	Creative Writing
<ul style="list-style-type: none"> • Quotations • Statistics • Data 	<ul style="list-style-type: none"> • Figurative language • Reflection • Sensory details

<ul style="list-style-type: none"> • Examples/extensions • Definition • Analysis • Connections 	<ul style="list-style-type: none"> • Imagery • Description • Flashback
Transition	(words or phrase – see transitions handout)
Lead	(TAG – title, author, genre)
Quotation	(direct words in “quotation”.)
Citation	(reference to bibliography if applicable)
+Analysis	(explanation of how the quote proves the thesis)

TLQCA

Transition

- Road sign to your reader...For example, Additionally, In the text, Early on,

Lead-in

- Set the reader up to understand the evidence, provides context – who is speaking? about what?, when?, why? how? (answer at least 2) **don’t forget -TAG (title, author, genre)**

Quotation

- Direct textual evidence from the source text.....Must be in quotation marks!!!

Citation

- The page number inside parenthesis.

Analysis

- Explain the quotation (text evidence) if necessary.
- Add reason or reasons that prove how the quote (text evidence) proves your claim.

After Jim witnesses the brutal murder of Tom in Robert Louis Stevenson’s classic *Treasure Island*, a strange and ragged man, Ben Gunn, approaches him and says that he is marooned on the island. Jim has heard of the term marooned and explains, “I know it stood for a horrible kind of punishment . . . the offender is put ashore . . . on some desolate and distant island” (63). Jim’s understanding of the term grows clearer as Ben’s clothes are in tatters. He has lived in complete isolation from other humans for three long years. Because of Ben Gunn’s greed and selfish idolatry of riches, he is left by his crew mates to die on an island in the middle of the ocean. His greed nearly cost him his life.

FOUR TYPES OF SENTENCES

I can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

Simple Sentence SS	A simple sentence is a group of words that contains one independent clause (i.e., a subject and a predicate) and no dependent clauses. It may contain any number of phrases. Ex. The pear tree grows. The pear tree given to us by Aunt Kim grows very well in that corner of the yard.
Compound Sentence FANBOY	A compound sentence is made of two or more independent clauses and no dependent clauses. It may contain any number of phrases. The two independent clauses are connected by a coordinating conjunction (FANBOYS). Ex. The sun shines, and the pear tree grows. The pear tree given to us by Aunt Kim grows very well in that corner of the yard, and we may plant another one near it in the fall.
Complex Sentence SW16 Whoville	A complex sentence is made up of one independent clause and at least one dependent clause. The two clauses are joined by a subordinating conjunction (SW16). It may contain any number of phrases. Ex. Because I love pears, I have decided to plant a pear tree.
Compound-Complex Fanboy + SW16 or whoville	A compound-complex sentence is made up of two independent clauses and one or more dependent clauses. Ex. Although I like pear trees, I haven’t planted any in the backyard, nor have I eaten any since last fall.

MBWs (MY BEST WRITING): How to add variety to your writing.

I can use words, phrases, and clauses to create cohesion among claim(s), reasons, and evidence and establish and maintain a formal style

Label	MNEMONIC	Definition
Very Short Sentence	VSS	A sentence that is six words or less.
Items in a series Parallel Structure	Triple or 3	Parallels (triple or 3 or items in a series) a method for including lists and maintains a parallel structure. Ex. 3 Amazing <u>students, teachers, and administrators</u> make Sacajawea the place to be. R3 <u>Tremendously brilliant students, incredibly talented teachers, and thoroughly gifted administrators</u> make Sacajawea the place to be.
Appositive	(APP)	An appositive renames a noun in order to add more description and definition. Appositives can be one or many words, and they can appear at the beginning, middle, or at the end of sentences. Appositives can be removed without changing the meaning of the sentence. Ex. <u>A Sacajawea Middle School Student</u> , Anna, enjoys Science more than other classes Anna, <u>a middle school student at Sacajawea</u> , enjoys Science more than any other class.
Relative Clause (also a complex sentence)	Whoville	Used much like appositives, relative clauses (whovilles) relate one idea to another using words the following words: <i>who, whom, whom, that, and which</i> . Ex. Alexandra, <u>who is an excellent student</u> , earned a 4.0 on her last report card. The brownies, <u>which were delicious</u> , made Bowser swoon.
Compound Sentence	F A N B O Y S	FANBOYS is a mnemonic to help you remember coordinating conjunctions used Conjunctions in compound sentences . A compound sentence has two independent clauses linked by a coordinate conjunction . The coordinate conjunctions are: <i>for, and nor, but, or, yet, so</i> . A comma is placed before the conjunction. Ex. Melinda loves to dance, <i>for</i> she supports the arts. Melinda loves to dance, <i>and</i> she supports the arts. Melinda neither loves dance, <i>nor</i> does she generally support the arts. etc.
Complex sentence	SW16	Sweet 16 is a mnemonic to help you remember subordinating conjunctions . Subordinate conjunctions begin dependent clauses . Dependent clauses must have a subject and a verb and if used at the beginning of a sentence must be set off with a comma. The Sweet 16 list is a list of most commonly used subordinate conjunctions: <i>after, although, because, before, besides, despite, if, in order, since, so that, though, unless, until, whether, while</i> . Ex. <i>Since</i> Felix writes brilliantly, his essays inspire his readers. <i>Because</i> Felix writes brilliantly, his essays inspire his readers. A B-clause is a mnemonic for another kind of complex sentence . This is exactly the reverse of a SW16. A comma is not used in b-clauses. Ex. His essays inspire his readers <i>because</i> Felix writes brilliantly.

Sentence Starters

Good writers not only vary the styles of sentences they use; they also vary the way they begin sentences. The following sentence starters off another layer of variety.

Adverb Starter	Beginning a sentence with a word ending in -ly is an easy way to vary sentence style because an -ly word can precede nearly any sentence. Ex. Clearly , Jerrod understands the importance of varying sentences.
Adjective, Adjective Starter	Adj x 2 starters provide an excellent opening because they provide an effective use of description that articles (<i>a</i> and <i>the</i>) don't. Ex. Fierce, giant monsters descended on the school, scaring Jacob until he realized that it was Halloween.
Participle Starter	A participle is created when a writer changes a verb into an adjective. Verb + ing or ed = an adjective (participle) Smiling , she hugged the panting dog.
Gerund Starter	A gerund is created when a writer changes a verb into a noun. Verb + ing or ed = a noun (gerund) Running to the prince's rescue, Aurora defeated the dragon with her mighty sword.
Prepositional Phrase Starter	Beginning a sentence with a prepositional phrase provides yet another way for a writer to vary sentence style. Ex. After third period , Mrs. Kilbourne quickly ate her lunch.

Claim/thesis

____ (context – who, what, why, when, where, how) or TAG (*title*, author, genre) ____ + an arguable claim

because + Reason 1 _____
Reason 2 _____
Reason 3 _____

Internal Transitions

Transitions, much like road signs, guide a reader smoothly from one idea to another idea.

Transitions inside paragraphs, known as *internal transitions*, are grouped by purpose, below:

- 1) **To begin a series** *First of all, in the first place, to begin with, first and foremost, primarily...*
- 2) **To add information** *In addition, moreover, furthermore, also, next, equally important, likewise...*
- 3) **To summarize** *In conclusion, all in all, finally, therefore, clearly, as a result...*
- 4) **To add emphasis** *To be sure, in fact, indeed, naturally, in truth, after all, certainly...*
- 5) **To present examples** *For example, for instance, to illustrate, an illustration of, specifically...*
- 6) **To compare ideas** *Similarly, in the same way, equally important...*
- 7) **To contrast ideas** *On the other hand, on the contrary, nevertheless, in contrast, even so...*
- 8) **To concede an idea** *Admittedly, I realize that, of course, it is true, obviously...*
- 9) **To refute an Idea** *However, nevertheless, although this may be true, in spite of...*
- 10) **To call to action** *I urge you to, it is vital that you, as a _____, it is your duty...*

Analytical Phrase Sentence

Starters:

The reader supposes...
It is clear, therefore, that...
The suggestion here is that...
Use of the word ____ conveys....
This demonstrates...
This emphasizes the fact that...
This proves...
This describes how...
This explains how...
This persuades us to...
This justifies...
This suggests...
This implies...

Language Machine

<p>Parts of Speech noun – names a person, place, thing, or idea pronoun – takes the place of a noun or other pronoun adjective – modifies a noun or pronoun verb – expresses an action or state of being adverb – modifies a verb, adjective, or adverb preposition – relates one word to another word interjection – expresses emotion article – the, a, an conjunction – joins words or word groups (FANBOYS & SW16)</p>	<p>Prepositions Aboard, about, above, across, against, along, around, amid, among, after, at, except, for, during, down Behind, below, beneath, beside, between, before, beyond, by, in, from, off, on, over, of, until, unto, upon, under, underneath, since, up, like, near, past, throughout, through, with, within, without, instead, toward, inside, into, to</p>	<p>Parts of a Sentence Subject Predicate Object-direct, indirect Compliments Phrases Clauses</p>																																					
<p>Verbs</p> <table border="1" data-bbox="159 657 737 961"> <thead> <tr> <th>Action</th> <th>Helping</th> <th>Linking</th> </tr> </thead> <tbody> <tr> <td>mental</td> <td>do, does did</td> <td>be</td> </tr> <tr> <td>physical</td> <td>have, has, had</td> <td>am</td> </tr> <tr> <td></td> <td>is am are was were</td> <td>is</td> </tr> <tr> <td>transitive</td> <td>may, might, must</td> <td>are</td> </tr> <tr> <td>intransitive</td> <td>be, being, been</td> <td>was</td> </tr> <tr> <td></td> <td>shall, should</td> <td>were</td> </tr> <tr> <td></td> <td>will, would</td> <td>been</td> </tr> <tr> <td></td> <td>could, CAN!</td> <td>being</td> </tr> </tbody> </table>	Action	Helping	Linking	mental	do, does did	be	physical	have, has, had	am		is am are was were	is	transitive	may, might, must	are	intransitive	be, being, been	was		shall, should	were		will, would	been		could, CAN!	being	<p>Sentence Types</p> <table border="1" data-bbox="768 657 1365 863"> <thead> <tr> <th>By Structure</th> <th>By Function</th> </tr> </thead> <tbody> <tr> <td>*Simple Sentence</td> <td>Interrogative?</td> </tr> <tr> <td>*Compound Sentence</td> <td>Exclamatory!</td> </tr> <tr> <td>*Complex Sentence</td> <td>Declarative.</td> </tr> <tr> <td>*Compound/complex</td> <td>Imperative. Or!</td> </tr> </tbody> </table>		By Structure	By Function	*Simple Sentence	Interrogative?	*Compound Sentence	Exclamatory!	*Complex Sentence	Declarative.	*Compound/complex	Imperative. Or!
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<p>Conjunctions</p> <table border="1" data-bbox="159 993 737 1167"> <thead> <tr> <th>Coordinate</th> <th>Subordinate</th> </tr> </thead> <tbody> <tr> <td>bor and nor</td> <td>because, if, when, while</td> </tr> <tr> <td>but, or, yet, so</td> <td>although, since, unless, whether</td> </tr> </tbody> </table>	Coordinate	Subordinate	bor and nor	because, if, when, while	but, or, yet, so	although, since, unless, whether	<p>Adverb Questions How? How often? When? Where? To what extent?</p>	<p>Adjective Questions What kind? Which ones? How many/much?</p>																															
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<p>“MBW” Sacajawea Style Sentences – Phrases & Clauses</p> <ul style="list-style-type: none"> • relative dependent clause- (whoville)-begins with who, that, which, whom, whose-has a subject and verb • gerund-(verb + ing)- begins a sentence with a gerund. This the subject of the sentence. • parallel structure - Triple (3) – a series of three separated by commas • subordinate clause - SW16 or b-clause – a group of words beginning: <i>after, although, because, before, besides, despite, if, in order, since, so that, though, unless, until, whether, while.</i> • appositive - APP – an appositive renames a noun in order to add more description or definition • conjunctions - FANBOYS these connecting words join words, phrases or clauses. 																																							
<p>Comma Rules</p> <ol style="list-style-type: none"> 1. Use commas to separate items in a series. (TRIPLE) 2. Use a comma to separate two or more coordinate adjectives preceding a noun. (ADJ, ADJ) 3. Use a comma before FANBOYS when they join two independent clauses together. (FANBOYS) 4. Use commas to separate appositives and appositive phrases. (appositives & whovilles) 5. Use a comma to separate words that introduce a sentence, called introductory phrases. (Prep-Starter) 6. Use a comma after a dependent clause, also called introductory clauses. (SW16) 																																							

Name: _____ Date: _____ Period: _____

Claim
What do you know?

Title: _____ (Body Paragraph **CER** Graphic Organizer)

Topic Sentence (**Restate the question and Answer**): _____

“Text **Evidence**” (**Citation**). How do you know? | **Explanation/Analysis/Reason** Why is your evidence proof that your claim is true?

Transition _____ Lead in _____ Quotation _____ Citation ().	Analytical Phrase Sentence Starter _____ _____ _____ _____
T _____ L _____ Q _____ C	Analytical Phrase Sentence Starter _____ _____ _____ _____
T _____ L _____ Q _____ C	Analytical Phrase Sentence Starter _____ _____ _____ _____

Conclusion Sentence (**Summarize**): Restate your claim using different words and an adverb (ly) or prepositional phrase starter

