

Explorer Middle School

Student Handbook and Planner

2022-2023



Name _____

Explorer Middle School

Home of the Eagles

9600 Sharon Drive

Everett, WA 98204

(425) 366-5000



Kendrah Larson
Principal

Grace Manning
Assistant Principal

Kadin Brooking
Dean of Students

Avery Kamau
8th Grade Counselor

Nick Harter
7th Grade Counselor

Nicole Kellar
6th Grade Counselor

Officer Mike Dutson
School Resource
Officer

Maureen McKenzie
School Nurse

Sonia Galindo
Registrar

Ana Olivares-Sanchez
Office Manager

Michelle Olason
Bookkeeper

Tracy Lane
Family Engagement Liaison



One Stop Important Contacts List

Main Office Phone #425-366-5000

Important Email Addresses

Kendrah Larson, Principal LarsonKA@mukilteo.wednet.edu	Nicole Kellar, 6th Grade Counselor KellarNM@mukilteo.wednet.edu
Grace Manning, Assistant Principal ManningGA@mukilteo.wednet.edu	Nick Harter, 7th Grade Counselor HarterNC@mukilteo.wednet.edu
Kadin Brooking, Dean of Students BrookingKA@mukilteo.wednet.edu	Avery Kamau, 8th Grade Counselor KamauAJ@mukilteo.wednet.edu
Shannon Leader, Student Support Advocate LeaderSL@mukilteo.wednet.edu	Ana Olivares-Sanchez, Office Manager OlivaressanchezAB@mukilteo.wednet.edu
Tracy Lane, Family Engagement Liaison LaneTL@mukilteo.wednet.edu	Maureen McKenzie, Nurse McKenzieMM@mukilteo.wednet.edu
Paty Thomas, ELL Specialist ThomasPJ@mukilteo.wednet.edu	An Le, School Librarian LeAM@mukilteo.wednet.edu

Student Schedule, Teacher Email Addresses, and Class Information

1st Trimester	
1st Period Teacher	Subject
Email:	@mukilteo.wednet.edu
Class Info:	
2nd Period Teacher	Subject
Email:	@mukilteo.wednet.edu
Class Info:	
3rd Period Teacher	Subject
Email:	@mukilteo.wednet.edu
Class Info:	
4th Period Teacher	Subject
Email:	@mukilteo.wednet.edu
Class Info:	
5th Period Teacher :	Subject
Email:	@mukilteo.wednet.edu
Class Info:	
6th Period Teacher :	Subject
Email:	@mukilteo.wednet.edu
Class Info:	

Land Acknowledgement

The Mukilteo School District acknowledges that we are gathered on Indigenous Lands, the traditional territory of the Coast Salish People, specifically the Tulalip Tribes, successors in interest to the Snohomish, Snoqualmie, Skykomish, and other allied bands signatory to the 1855 Treaty to Point Elliott.

Middle school is a great opportunity to begin to explore who you are and what you want to do with the rest of your life. It can also be a challenging time, as there are a lot of things that are changing in your life and in your body. There many choices and decisions you will make each day. Here are a few tips to help you thrive at Explorer Middle School.

#1 Don't be afraid to ask for help! Who can you ask for help? Your teachers, our office staff, our nurse, our para educators, our kitchen staff, our SRO (School Resource Officer), our custodians, your coaches, our administrators, and of course your school counselor.

2 BE Organized

- *Use your planner and notebook
- *Use your binder dividers to keep your class materials organized by subject
- *Keep your locker and back pack cleaned out
- *Keep and organize what you need; recycle what you don't

#3 Do your BEST!

In middle school teachers and parents expect more of you.

- *Know and follow the school rules and expectations
- *Create goals for yourself and your academic achievement
- *Complete and turn in all of your work, on time and to the best of your ability

Talk to your teachers, ask questions. If you are unsure of your assignment, what you need to be doing, just ask. Your teachers are here to help you. If you do not understand something, ask them.

#4 Get involved

Join the Explorer activities, clubs, and sports, run for office. Being involved is a great way to meet people, have fun, and ensure that your voice is heard.

#5 BE here BE present and BE healthy!

- *Stay healthy, eat a good breakfast and a good lunch, don't stay up too late
- *Talk to your parents; let them know what is going on
- *Have at least one trusted adult here at school you can always turn to for guidance

This planner belongs to:



2022-23 STUDENT CALENDAR

Mukilteo
School District

SEPTEMBER 2022							OCTOBER 2022							NOVEMBER 2022							DECEMBER 2022							JANUARY 2023											
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F										
			1	2	3	4	5	6	7																														
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	2	3	4	5	6	16	17	18	19	20										
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30										
19	20	21	22	23	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	26	27	28	29	30															
26	27	28	29	30	31					28	29	30																											
5 = Labor Day 6 = Waiver Day (no school) pending OSPI approval 7 = First day of school 9, 16, 23, 30 = Learning Improvement Time										7, 14, 21 = Learning Improvement Time 28 = Waiver Day (no school) pending OSPI approval										4, 18 = Learning Improvement Time 11 = Veterans Day (no school) 21-23 = Conferences (no school for K-5 only) 23 = Early dismissal 6-12 24-25 = Thanksgiving/Native American Heritage Day (no school)										2, 9 = Learning Improvement Time 16 = Early dismissal K-12 19-30 = Winter Break (no school)									
2 = Winter Break (no school) 6, 13, 20, 27 = Learning Improvement Time 16 = Martin Luther King, Jr. Day (no school)																																							

FEBRUARY 2023							MARCH 2023							APRIL 2023							MAY 2023							JUNE 2023											
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F										
		1	2	3			1	2	3	3	4	5	6	7	1	2	3	4	5																				
6	7	8	9	10	6	7	8	9	10	10	11	12	13	14	8	9	10	11	12	5	6	7	8	9	12	13	14	15	16										
13	14	15	16	17	13	14	15	16	17	17	18	19	20	21	15	16	17	18	19	22	23	24	25	26	27	28	29	30											
20	21	22	23	24	20	21	22	23	24	24	25	26	27	28	22	23	24	25	26	29	30	31																	
27	28				27	28	29	30	31																														
3 = Non-student day (no school) 10, 17 = Learning Improvement Time 20 = Presidents Day (no school) 21-24 = Mid-Winter Break (no school)										3, 10, 17, 24, 31 = Learning Improvement Time										7, 21, 28 = Learning Improvement Time 10-14 = Spring Break (no school)										5, 12, 19, 26 = Learning Improvement Time 29 = Memorial Day (no school)									
																														2, 9, 16 = Learning Improvement Time 19 = Juneteenth (no school) 22 = Last day of school (early dismissal K-12) 23, 26, 27 = Potential make-up days									

MEANING OF SYMBOLS

- = No School (K-12)
- = No School (K-5 only)
- = Learning Improvement Time
- = Early Dismissal

Start and dismissal times:

Kindergarten Center	9:30 a.m. to 3:55 p.m.
Grades K-5	9 a.m. to 3:25 p.m.
Middle Schools	8:05 a.m. to 2:45 p.m.
Mariner/Kamiah	7:20 a.m. to 2 p.m.
ACES	7:30 a.m. to 2 p.m.
AM ECEAP	9 a.m. to Noon
PM ECEAP	1 p.m. to 4 p.m.
AM Special Ed. Preschool	9 a.m. to 11:30 a.m.
PM Special Ed. Preschool	12:55 p.m. to 3:25 p.m.

Dismissal for

Learning Improvement Time:	
Kindergarten Center	2:40 p.m.
Grades K-5	2:10 p.m.
Middle Schools	1:30 p.m.
High Schools	12:45 p.m.
ACES	11:50 a.m.
Special Ed. Preschool	No classes
Early dismissal time:	
Kindergarten Center	1:25 p.m.
Grades K-5	12:55 p.m.
Middle Schools	Noon
High Schools	11:15 a.m.
ECEAP/Special Ed. Preschool	No classes

Grading Periods:

End of Trimester (K-8)		
1st	2nd	3rd
Dec. 2	Mar. 24	June 22
End of Quarter (9-12)		
1st	2nd	3rd
Nov. 4	Feb. 2	Apr. 7
		4th
		June 22

THIS IS YOUR LIFE.

TRY NEW THINGS. FIND OUT WHICH THINGS YOU LOVE,

AND DO THEM OFTEN.

MAKE TIME FOR YOUR FAMILY AND GOOD FRIENDS.

WORK HARD. DON'T BE AFRAID TO CRY OR LAUGH.

LOVE HARDER. BE INSPIRED AND INSPIRE OTHERS.

SING LIKE NO ONE IS LISTENING.

DANCE LIKE NO ONE IS WATCHING.

STOP SEARCHING FOR TRUE LOVE. IT WILL FIND YOU.

LEARN SOMETHING NEW EVERY DAY AND **SHARE IT WITH SOMEONE.**

BE PASSIONATE ABOUT THE ONES YOU LOVE.

FOLLOW YOUR DREAMS. BE AN INDIVIDUAL.

LET THEM TAKE YOU TO NEW PLACES. OTHERS WILL RESPECT YOU FOR IT.

INTRODUCE YOURSELF TO NEW PEOPLE.

KNOW YOUR FAULTS. STRIVE TO BE A LITTLE BETTER EVERY DAY.

STOP WORRYING. START TRUSTING.

HANG ON TO YOUR PAST BUT LOOK FORWARD TO YOUR FUTURE.

FORGIVE AND FORGET.


EAT, DRINK AND SEIZE THE

BE MERRY. MOMENT.

TRAVEL OFTEN. SMILE OFTEN. LOVE OFTEN.

YOU ONLY LIVE ONCE.

Monday – Thursday ALL Lunch Schedule

Period	Time
1	8:05 – 8:58
 Landing	9:02 – 9:30
2	9:34 – 10:27
3	10:31 – 11:23
4 th Period 11:57 – 12:53 <small>11:27–11:53/12:27 – 12:53</small> 11:27 – 12:23	Lunch 11:23 – 11:53 7 th 11:53 – 12:23 8 th 12:23 – 12:53 6 th
5	12:57 – 1:49
6	1:53 – 2:45



Friday Learning Improvement Time

ALL Lunch Schedule

Period	Time
1	8:05 – 8:49
2	8:53 – 9:37
3	9:41 – 10:24
Lunch 7 th 10:24 – 10:54 8 th 10:54 – 11:24 6 th 11:24 – 11:54	Class 10:58 – 11:54 10:28 – 10:54/11:28–11:54 10:28 – 11:24
5	11:58 – 12:42
6	12:46 – 1:30

ACADEMICS

Explorer focuses on four guiding questions:

- 1) What do we want students to learn?
- 2) How will we know when they have learned it?
- 3) What will we do if they do not learn it?
- 4) What will we do if they have already learned it?

ASSIGNMENTS/HOMEWORK

Assignments are an important part of learning. They are due on the assigned due date. Late assignments will be handled by individual teachers. If there are extenuating circumstances regarding late assignments, you will need to discuss it with the teacher affected, and come to an agreement about an alternate plan/due date for those assignments.

If the assignment was given before you were absent, it is due the day you return to class. If the assignment was given during your absence, you have one day to make it up. If your absence was for more than one day and you need extended time, arrangements must be made with your teacher.

EAGLES LANDING

Eagles Landing is a time for students to get extra support from specific teachers, complete classwork, read independently, work on iReady Math and Reading lessons, and other tasks related to the Explorer community and student well-being.

MAKE-UP WORK

If a student is to be absent/ill for more than two days, his/her parents may arrange to pick up class work by calling the school at 425-366-5000 and leaving the student's name and a homework request. **Please allow 24 hours to collect assignments.**

PROGRESS REPORTS/REPORT CARDS

Progress reports are posted on-line at the middle of each trimester, and a formal report card is sent home at the end of each trimester. Parents are encouraged to reach out to specific teachers with any questions or concerns regarding their child's progress. During the course of the school year parent-teacher conferences may also be set up with a specific student's teachers in order to better meet the needs of our students.



ATTENDANCE

Daily attendance is one of the keys to a student's educational success. Every subject taught in the school system requires a student's active and continuous involvement in order to develop learning skills. For that reason the staff at Explorer Middle School encourages all students to attend classes on a regular basis. Students enrolled in the Mukilteo School District are expected to attend punctually and regularly all scheduled classes. ***See the Mukilteo School District Rights and Responsibilities Handbook for more details.***

EXCUSED ABSENCES

Students will be officially excused from a class period or for the school day for the following reasons, a comprehensive list may be found in the ***Mukilteo School District Rights and Responsibilities Handbook***:

- Illness
- Family Emergencies
- Medical/Dental Appointments
- Religious Observances
- School Sponsored Activities

A phone call from a parent/guardian to the attendance line, **425.366.5005**, will excuse the absence. If a phone call is not received, please provide a written note to excuse the absence **within two days**.

UNEXCUSED ABSENCES

Failure to attend any class or a school day without a valid reason is a skipping/truancy. It is the student's responsibility to report to class on time. Unexcused absences will be determined using the same rules that apply to excused absences. You must always go to class and get your teacher's permission to leave. If a student's absence is determined by an administrator to be unexcused, that student will be subject to disciplinary action. **If a student is struggling with attending school a family meeting with our Attendance Specialist may be necessary to help improve a child's attendance.**

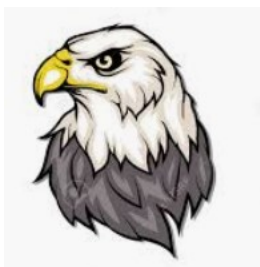
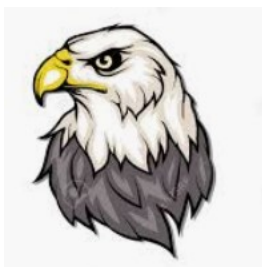
LATE ARRIVAL/EARLY DISMISSAL

Students who arrive late or who need to leave early must sign in or out with our Attendance Specialist. Please call ahead, 425.366.5005, or provide a written note to dismiss your student to the office for your pick up. Upon return, the student should sign back into the office to avoid being marked absent for the remainder of the day.

TARDY POLICY

Tardy Sweeps are held randomly throughout the school year. During a Tardy Sweep teachers will close their doors after passing time. Any student who is not on time for the particular date/time of the Tardy Sweep will be assigned lunch detention for the following day. Additionally, if a student is frequently tardy to class, the grade level administrator will meet with that student and assign additional consequences.

Lunch detentions are held daily in the Focus Room. A reminder notice is sent to students the day they are to serve lunch detention. Students have 5 minutes to get their lunch and report for detention. While in detention students may read, work on assignments, or sit quietly.



Explorer Middle School Appropriate Dress Policy

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Allowable Dress & Grooming:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Fabric covering all private parts must not be see through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, STEM, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming:

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other illicit drugs and controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.

GENERAL BUILDING PROCEDURES AND POLICIES

ACTIVITY BUSES

Activity buses are available for students to ride home at 4:10pm each school day Monday–Thursday, and at 3:00pm each Friday. In order to ride the Activity Bus home, students must participate in a supervised Club, Activity, or Athletics.

CAFETERIA EXPECTATIONS

1. Walk to and from the cafeteria
2. Use Volume Level 1 or 2 when in the cafeteria
3. Keep hands and feet to self
4. Eat lunch in the cafeteria— ***all food/snacks must remain in the cafeteria***
5. Students are responsible for picking up after themselves and throwing items in the trash
6. Stay within the white lines and natural boundaries while outside

Lunchtime activities are informal. Students are expected to stay within the white lines or may go out to the blacktop and adjacent grassy area. The expectations for touch football, basketball, and soccer, are light contact only. Arrangements to work with a teacher during lunch must be made beforehand; students must have a pass to enter the buildings.

CELL PHONES/ELECTRONIC DEVICES

Electronic Devices include, but are not limited to the following- Cell Phones, Ear Buds/Headphones, MP3 Players, Tablets, and Smart Watches

All electronic devices need to be turned off and out of sight during class time. Students should not have these in class; they need to be put in a locked and safe place during the school day. If they are seen or heard during the school day, action will be as follows:

1. Student will be asked to solve the problem by turning it in to the main office to be locked up for the day. Student may pick it up at 2:45pm.
2. If the student's phone is a continued problem (asked to turn it in more than once in a week or student refuses to turn it in when asked) the student will be placed on a two-week "Check-In, Check-Out" contract. The student will be required to turn their phone into the front office before school begins and will be allowed to pick it up at the end of the school day.
3. If the student's phone remains a distraction, even after the Phone Contract, parents will be contacted to help solve the problem.

*In case of an emergency, a phone is located in the Student office and may be used with staff permission.

Note: Students are allowed to use phones/devices during their designated lunch time.

COMPUTERS

Students at Explorer, in a variety of situations, may be using a computer during the school day for educational purposes. Computer use is necessary in today's educational setting and students must follow specific guidelines. If they are in violation of those guidelines disciplinary action may be taken and families notified.

CLOSED CAMPUS/BOUNDARIES

Students are expected to remain on the school site from the time they arrive until the time school is out. **Students are not to stay after school except to participate in supervised activities with a staff member.** If students are staying for an after-school activity, they must stay on campus until the conclusion of the activity, or an authorized person on a student's contact list picks them up.

The closed campus policy also means that other students may not come on campus without written permission from school administration.

ENERGY DRINKS

Due to contents in many energy drinks, they are not permitted at school. If energy drinks are brought on campus, they will be confiscated and disposed.

PERFUME/COLOGNE

Due to allergies and other respiratory conditions, please do not bring these items to school. This includes aerosol deodorants such as AXE body spray. **These products are not allowed to be used on campus, including bathrooms and locker rooms.**

HALL PASS PROCEDURE

There are very few reasons for a student to be out of class. Students **must attend to their personal needs between classes, before or after school, and/or at lunch.** Students may not be out of class without permission of their teacher. If a teacher gives permission for a student to leave class, students must use an official hall pass.

HEALTH AND FITNESS

As a student in Health and Fitness it is important to follow several expectations:

1. Students are to use their Health and Fitness lockers during class— ***all valuables must be secured.***
2. No camera or video devices are allowed in the locker rooms at any time.
3. ***Students are expected to wear an Explorer PE uniform unless otherwise directed.***

LOCKER ROOMS ARE HIGH THEFT AREAS. EXPLORER IS NOT LIABLE FOR LOST OR STOLEN ITEMS FROM THE LOCKER ROOM. INVESTIGATIONS FOR ITEMS STOLEN FROM THE LOCKER ROOM ARE PERFORMED AT THE DISCRETION OF THE ADMINISTRATION.

LOST AND FOUND

Lost and misplaced articles are turned in to the Student Office or placed in the designated Lost-and-Found area in the Cafeteria. By having the student's name and phone number on articles of clothing and other equipment, identification will be easier. Promptness in turning in articles that are found, and in reporting lost articles, will also be helpful.

MEDICATION

All medication is to be kept in the Health Office- not in the student's locker, backpack, or pocket. ***For nonprescription and prescription medication, the student's parent/guardian is to send authorization with a physician's signature explaining usage.*** Forms are available in the main office. All medication must be in its original prescribed container.

PUBLIC DISPLAYS OF AFFECTION

Any physical contact that is a blatant display of affection is not appropriate at Explorer. This includes kissing, caressing, and intimate hugging, but is not limited to these expressions. Consequences for not following these expectations are subject to discipline and may include: conference with administrator, lunch detention, and after-school detention.

STUDENT STORE

Items may be purchased from the Student Store during students' designated lunch times only.

SUBSTITUTE POLICY

All students are expected to follow our Explorer Nation Core Values when guest/substitute teachers and staff members are present. ***Lunch detention and after school detention*** will be assigned to students who fail to meet behavioral expectations.



VALUABLES

It is extremely important that students secure personal belongings at all times. Clothing, books, or notebooks should not be left in the hallways or on the campus. Make sure that valuables are secured at all times. **Large amounts of money should never be brought to school.** Bring only what is necessary for your lunch. If circumstances require a student to bring valuables or money, bring it to the office for safekeeping. **Students are not to sell any items at school.** Take special care to lock up belongings in the Health and Fitness locker rooms.

VEHICLES

Skateboards and scooters must be stored in a secure location throughout the school day and are not to be used during the school day at any time. Bicycles must be locked on the rack in front of the school during the school day. Bicycles are not to be ridden while on campus except when they are a part of a school activity. Students must adhere to appropriate safety guidelines.

VIDEO CAMERAS– DISTRICT

For purposes of promoting and maintaining a safe environment, protection of district property, and deterrence and prevention of criminal activity and conduct violations, the Mukilteo School District will utilize video cameras on school grounds and in District-provided school buses. Students, parents, staff, volunteers, and visitors may be videotaped while on school grounds or in District-provided school buses. Further information on the use of video cameras can be found in Mukilteo School Board Policy 9321, located on the District website.



WHO TO ASK FOR HELP

In order to see a staff member in the office, you must get a pass from your teacher to go to the Student Office, or stop by and make an appointment during passing time or lunch period. If the person you are wanting to see is busy at that time, leave a note to schedule an appointment.

SCHOOL COUNSELORS

The counseling staff is available to any student by appointment. If you need to see a counselor, please see Ms. Manning in the Student Office to make an appointment.

Sometimes students feel their problems are too personal or too silly to talk to a counselor about. However, if a problem bothers you to the point that it affects your performance in school, then it is important enough to try to solve. A counselor might be able to help you find a workable solution. The following problems are common in middle school:

1. I need to discuss a problem I'm having in class
2. I am not doing very well in school
3. It seems like nobody likes me
4. My friends and I aren't getting along
5. I am always getting in trouble in certain classes
6. People are talking about me or saying mean things
7. I'm having problems at home

SCHOOL NURSE

The Health Center is provided for all students who need first aid or are too ill to remain in class. Cots are available to rest for a short period of time. Parents will be called to pick up students if the student is too ill to remain in school. The nurse is also a person with whom you can discuss physical concerns, personal problems, and chronic illnesses. Prior to visiting the nurse you must get a pass from your teacher or stop by during lunch.



ACTIVITIES/SPORTS

There are numerous activities available that a student can take part in at Explorer. It is important that students become involved in school activities, because getting involved makes each person a positive part of our student body. Some activities available are:

Student Government—ASB Executive Officer or Senate member

Athletics— WIAA approved athletics for 8th grade (football, softball, basketball, track, volleyball, cross country, wrestling), 7th grade (cross country, basketball, volleyball, softball, wrestling, track)

Clubs—National Junior Honor Society, Yearbook, Chess, Cosmetology, Math Soccer, Social, Newspaper and more! Check out the Club Calendar outside of the Student Office.

ACTIVITY BUSES

Activity buses are available for students to ride home at 4:10pm Monday-Thursday, and 3:00pm on Fridays. In order to ride the Activity Bus home, students must participate in a supervised Club, Activity, or Athletics.

SPORTS REQUIREMENTS

Athletic activities are open to all students who maintain a grade point average of 2.0 or above and do not have an "F" in any subject. Students who participate must have:

1. An ASB card
2. A parent signed permission slip
3. Fulfilled eligibility requirements
4. Insurance or waiver
5. A physical or physical update
6. Concussion information form
7. Emergency card

Mandatory practice days are required before competing in a first game/event. Number of days may vary depending on the sport. Information and regulations are explained in ***The Mukilteo School District Students Rights and Responsibilities*** handbook.

SEASON	GIRLS	BOYS
ONE	Cross Country (6th*, 7th, and 8th grade)	Cross Country (6th*, 7th, and 8th grade)
	Softball (7th and 8th grade)	Football (7th and 8th grade)
TWO	Volleyball (7th and 8th grade)	Basketball (7th and 8th grade)
THREE	Wrestling (6th*, 7th, and 8th grade)	Wrestling (6th*, 7th, and 8th grade)
	Basketball (7th and 8th grade)	
FOUR	Track (6th*, 7th, and 8th grade)	Track (6th*, 7th, and 8th grade)
*Practice participants only		

ASSOCIATED STUDENT BODY

ASB means Associated Student Body. This is the student government group at Explorer. The ASB serves as the governing body of all school clubs and activities. It deals with concerns and problems, sets standards, and recommends policies for the betterment of the school. It is also the body that approves ASB funding. ASB meetings and decisions are facilitated through the use of Parliamentary Procedures.

ASSEMBLIES

Assemblies are held by grade level and by total school depending upon the planned activity. Students report to their assigned class period prior to going to an assembly. Classes are called to the assembly over the P.A. system. Students are to sit in a designated area with their teacher.

Code of Conduct in Assemblies

1. Go to and from the assembly quickly and quietly with your class
2. All students are to be seated on a bleacher or chair
3. Use the stairs, not the bleachers, when walking to and from your designated seat
4. Give the speaker or entertainer your undivided attention
5. When someone approaches the microphone, immediate silence and respect is expected; it is your signal to settle down and get quiet
6. Applaud to show your approval in a respectful manner. Stomping your feet, whistling, or booing are not allowed.
7. Follow directions upon dismissal. Remain seated until dismissed, and use the stairs to depart.
8. Going to an assembly is a privilege, not a right. The privilege of attending assemblies may be denied to students who have repeated conduct incidents in their classes or previous assemblies.



NEED SOME EXTRA HELP

Here are some numbers to call!

If you need some help and you're not sure who to call:

Teen Link 6pm-10pm	866-833-6546
24 Hour Crisis Line	866-427-4747

If you don't feel safe because you're thinking of hurting yourself:

CARE Crisis Line	800-584-3578
National Youth Suicide Prevention Center	800-273-8255
Crisis Text Line, text HELLO to	741741

If you feel unsafe in your home:

Child Protective Services (24hr)	866-829-2153
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If you or someone you care about is using drugs:

Ala-Non/Ala-Teen	425-348-7828
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If your family is having trouble right now:

Family Reconciliation Services	425-339-4805
Cocoon House (Homeless Youth Shelter)	425-259-5802

If you recently moved to the United States from another country and you need some help:

Refugee Forum of Snohomish County	425-388-9307
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Still not sure where to get help?

Shannon Leader	425-366-5024
Explorer Student Support Advocate	leadersl@mukilteo.wednet.edu

Just remember—help is only a phone call away. If you're not sure who to call, try a few numbers and explain what you need.

If you want to find something to do:

Boys and Girls Club of Mukilteo	425-355-2773
Big Brothers/ Big Sisters	425-252-2227
Mukilteo Public Library	425-493-8202
Everett Public Library at Evergreen	425-257-8260
Mukilteo YMCA	425-493-9622
Everett YMCA	425-258-9211

EXPLORER BEHAVIOR EXPECTATIONS

Over the years, we have established our Explorer Nation Core Values– Safe, Respectful, Responsible, and Compassionate. If inappropriate behavior occurs, parents will be notified and consequences (depending upon the behavior) may include administrative conference, lunch detention, after-school detention, school community service, specific behavior plan, in-school suspension, short-term suspension, long-term suspension, or expulsion. School administration will assign disciplinary consequences depending on the nature and seriousness of the action and the number of prior discipline referrals the student has received. Ultimately the goal of any disciplinary consequence is to help students learn from choices so that there is a long-term change in their behavior.

Eagle Nation Values:
What our Values look like around the school

	Safe	Respectful	Responsible	Compassionate
<i>Bathroom</i>	<ul style="list-style-type: none"> - Ask permission & sign-out - Use pass - Walk in and out of bathroom - Keep feet on the floor 	<ul style="list-style-type: none"> - Use all equipment/supplies appropriately - Use appropriate language - Volume Level 1 	<ul style="list-style-type: none"> - Flush - Wash Hands - Use all equipment/supplies appropriately - Report graffiti, vandalism or if materials ran out 	<ul style="list-style-type: none"> - Practice empathy - Respect the privacy of others - Notify teachers/staff if a student is in distress - Be an ally
<i>Hallways/Breeze Way</i>	<ul style="list-style-type: none"> - Keep hands, feet and objects to yourself - Walk to the right 	<ul style="list-style-type: none"> - Wait outside of a classroom quietly - Use appropriate language - During class volume level 0 - During passing volume level 2 	<ul style="list-style-type: none"> - Have a pass visible - Go directly to and from destination 	<ul style="list-style-type: none"> - Practice empathy - If someone drops something help them pick it up - Watch your surroundings
<i>Classroom</i>	<ul style="list-style-type: none"> - Walk purposefully - Keep walkways clear - 4 on the floor - Hands, feet & objects to yourself - Give personal space 	<ul style="list-style-type: none"> - Allow everyone to have a say - Give full attention to the speaker - Use appropriate language - Follow volume expectations 	<ul style="list-style-type: none"> - Be on time with materials - Follow directions immediately - Be honest - Participate - Leave the classroom neat & clean - Remain seated until dismissed 	<ul style="list-style-type: none"> - Practice empathy - Help others when you can - Support others thinking without judgement - Encourage others when appropriate - Do your personal best
<i>Assemblies</i>	<ul style="list-style-type: none"> - Quiet feet - Use stairs - Stay seated until dismissed by staff - Hands, feet and objects to self 	<ul style="list-style-type: none"> - Remain in your seat and clap/cheer when appropriate - Use appropriate language - Volume level 0 when speaker is talking 	<ul style="list-style-type: none"> - Stay with your class - Keep phones off and away - Follow directions 	<ul style="list-style-type: none"> - Practice Empathy - Match behavior to assembly purpose - Find ways to include others

Eagle Nation Values:

What our Values look like around the school!

<i>After School Activities</i>	<ul style="list-style-type: none"> - Arrive to activity by 2:55pm - Follow school rules & expectations - Keep hands, feet & objects to yourself 	<ul style="list-style-type: none"> - When a spectator, remain in your seat and clap/cheer when appropriate - Use appropriate language - When inside volume level 2 - When outside up to volume level 4 	<ul style="list-style-type: none"> - Use cell phones responsibly - Clean up after yourself - Listen to directions 	<ul style="list-style-type: none"> - Practice empathy - Demonstrate good sportsmanship - Cheer encouraging or helpful things
<i>Focus Room</i>	<ul style="list-style-type: none"> - Sign in & check in when you arrive - Keep hands & feet to your self - Sign out & check out when determined appropriate by M's. Walla (or adult). 	<ul style="list-style-type: none"> - Work independently - Use appropriate language - Follow volume expectations 	<ul style="list-style-type: none"> - Have a signed pass from staff member - Come with work from your classroom teacher 	<ul style="list-style-type: none"> - Practice empathy - Keep to your own business
<i>Library</i>	<ul style="list-style-type: none"> - Obtain a pass to use the library and sign in/out - Leave all food, drink, or gum outside the library - Use equipment and furniture appropriately 	<ul style="list-style-type: none"> - Be ready to listen and learn, be cooperative - Access only appropriate websites - Treat books, equipment, and furniture with care - Use appropriate language - Follow volume expectations 	<ul style="list-style-type: none"> - Return all books/materials on time - Only remove items that you have checked out - Treat books and textbooks with care - Be accountable for lost or damaged materials 	<ul style="list-style-type: none"> - Practice empathy - Always be kind to students and staff - Ask for help when needed - Be patient - Leave the library clean and neat for others
<i>Pick/Drop Off Area</i>	<ul style="list-style-type: none"> - Watch your surroundings - Stay on the curb at all times after exiting your bus or your car - Walk/stand in safe areas (crosswalk, behind the yellow lines, etc.) 	<ul style="list-style-type: none"> - Touch or move only your own things - Once you have arrived on campus in the morning, stay on campus - Use appropriate language - Up to volume level 4 	<ul style="list-style-type: none"> - Make sure to not leave any materials or garbage on the bus or curb - Get inside the building quickly to prepare for the day 	<ul style="list-style-type: none"> - Practice empathy - If someone needs help getting off the bus, ask an adult for help - If someone drops or forgets something, pick it up and return it to them (or the office)

Eagle Nation Values:

What our Values look like around the school!!

<i>Commons</i>	<ul style="list-style-type: none"> - Keeps hand, feet, materials, and food to yourself - Make sure to <u>walk</u> at all times - Wait patiently in line for those in front of you 	<ul style="list-style-type: none"> - Stay in your place in the lunch line - Follow directions of the lunch time supervisor - Use appropriate language - Volume level 2 	<ul style="list-style-type: none"> - Place backpacks at your seat before getting in the lunch line - Clean your table and ground around you before you leave 	<ul style="list-style-type: none"> - Practice empathy - If someone is looking for a seat, consider inviting them to sit with you
<i>Recess/ Blacktop/ Field</i>	<ul style="list-style-type: none"> - Use equipment for their intended sport/activity only - Stay in view of an adult at all times - Only engage in an activity with someone who knows what is happening and wants to engage with you 	<ul style="list-style-type: none"> - Use encouraging language with other students - Use appropriate language - Up to volume level 4 voice 	<ul style="list-style-type: none"> - Ask to use any equipment before taking it - Return all equipment to their correct location when you are finished with it 	<ul style="list-style-type: none"> - Practice empathy - If someone does not have an activity they are doing, consider inviting them play with you - If someone gets injured, inform an adult immediately
<i>Bus</i>	<ul style="list-style-type: none"> - Stay seated at all times - Keep all materials inside the bus - Keeps hands, feet, and materials to yourself 	<ul style="list-style-type: none"> - Wait patiently for others in front of you to get off or on the bus - Use appropriate language - Volume level 2 	<ul style="list-style-type: none"> - Make sure to not leave any materials or garbage on the bus - Follow all bus driver directions 	<ul style="list-style-type: none"> - Practice empathy - Consider sharing a seat with someone if they are looking - If someone leaves something let them know - If you bump into someone say, "excuse me"


POSITIVE RECOGNITION

At Explorer Middle School, we are constantly looking for ways to recognize students who display the core values and positive behavioral/academic expectations. Two ways we are able to do this are through our Eagle Feather Cards and Positive Referral.

Eagle Feather Cards

Eagle Feather Cards are given at staff discretion for various reasons related to our Explorer Nation Core Values— being prepared for class, contributing in a positive manner to the classroom/school environment, etc. Students have an opportunity to trade Eagle Feather Cards for items in the Eagle Feather Store each Friday during their designated lunch time.

EAGLE FEATHER	
_____ Student Name (First and Last)	_____ Grade
Exhibited the following Explorer Nation value:	
<input type="checkbox"/> Safe	<input type="checkbox"/> Respectful
<input type="checkbox"/> Responsible	<input type="checkbox"/> Compassion
_____ Staff Signature	



Positive Referrals

Students who demonstrate positive behavior by displaying one or more of the Explorer Nation Core Values through actions and/or words will receive a Positive Referral at staff discretion. Positive Referrals are given directly to school administration who will then chat with the student and notify families.

Explorer Middle School

Positive Referral

Student Name

Grade

Date

Staff Name

Details/Comments/Reason for recognition _____

EXPLORER NATION VALUE DEMONSTRATED BY STUDENT

<input type="checkbox"/> RESPECT <ul style="list-style-type: none">• <i>Treating people and objects like they matter.</i>	<input type="checkbox"/> RESPONSIBILITY <ul style="list-style-type: none">• <i>Being accountable, dependable, and trustworthy.</i>
<input type="checkbox"/> SAFETY <ul style="list-style-type: none">• <i>I keep my hands/objects to myself and use words and/or adult intervention to solve problems.</i>	<input type="checkbox"/> COMPASSION <ul style="list-style-type: none">• <i>Show of concern and consideration for others.</i>

Action Taken by Administrator	Comments
<input type="checkbox"/> Verbal Praise <input type="checkbox"/> Eagle Feather <input type="checkbox"/> Phone Call/Email Home	

Student Signature

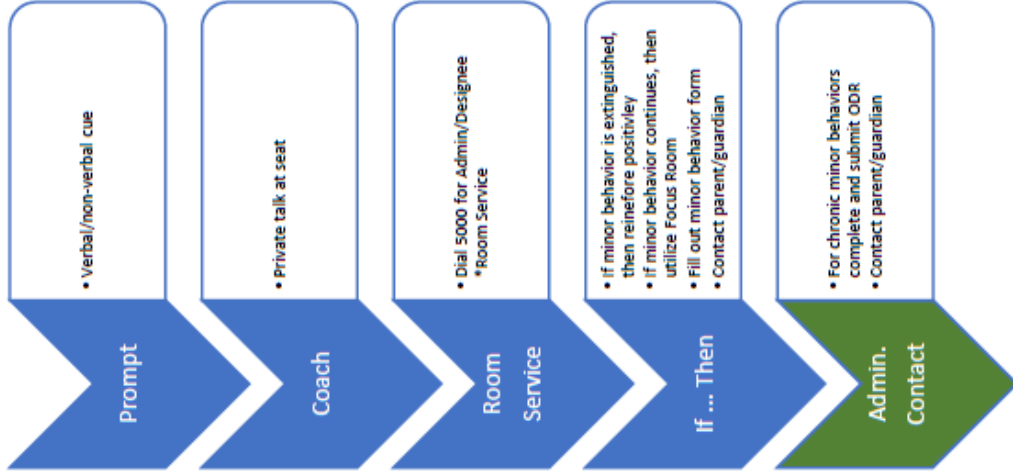
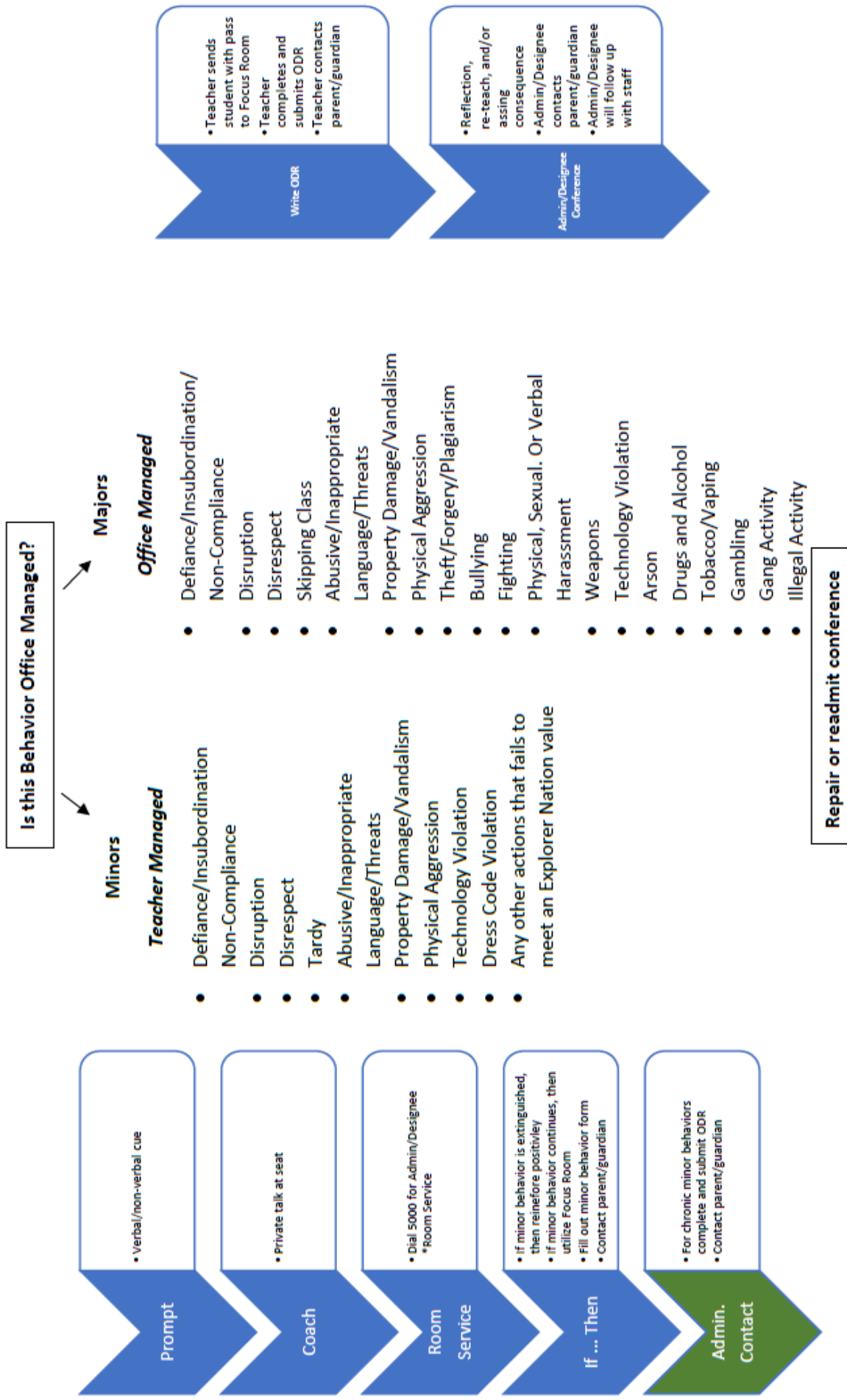
Date

Administrator Signature



Explorer Middle School Discipline Flow Chart

Revised '19-'20



*6th/7th/8th grade Room Service

Admin/Designee can cover classroom while teacher conducts restorative conversation or Admin/designee can conduct restorative conversation while teacher continues classroom instruction

Explorer Middle School Major and Minor Behaviors

	Category	Majors	Minors
1	Defiance/ Insubordination/ Non-Compliance	Student engages in sustained or high-intensity refusal to follow directions or talks back after classroom interventions have been exhausted.	Student engages in brief or low-intensity failure to follow directions or talks back.
2	Disruption	Student engages in behavior causing an interruption in a class, activity, or school day; or student instigates behavior of others causing an interruption in a class, activity, or school day.	Student engages in brief or low-intensity behavior causing an interruption in a class, activity, or school day.
3	Disrespect	Student delivers socially rude or dismissive messages.	Student delivers low-intensity, socially rude or dismissive messages.
4	Truancy/Skipping Class	Any of the following: 1) Arriving to class more than 15 minutes late (unless the issue has arisen due to transportation issues or the student has a signed pass from a staff member. 2) Leaving the classroom with teacher permission/pass but being gone 15 minutes or longer. 3) Leaving the classroom with teacher permission/pass but going to other destinations besides the one explicitly outlined. 4) Leaving the classroom without teacher permission for any amount of time.	Tardies are not a major, however chronic tardies should follow school protocol and forward to administration for detention and SWIS documentation.
5	Abusive/Inappropriate Language/ Threats	Student delivers verbal or non-verbal messages that include swearing, name calling, threats, or use of words in an inappropriate way (including abbreviated words & slang that have an inappropriate connotation).	Student delivers low-intensity instance of inappropriate language.
6	Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of school or others property.	Student participates in low-intensity activity that does not result in destruction or disfigurement of school or others property.

7	Physical Aggression	Student engages in actions involving serious physical contact where injury may occur.	Student engages in non-serious, but inappropriate physical contact.
8	Theft/Forgery/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission; or claims someone else's work as their own.	
9	Bullying	The ongoing and unwanted delivery of direct/indirect or technology based messages that involve intimidation. Teasing, taunting, threats, or name calling.	
10	Fighting	Student is involved in mutual participation in an incident involving physical violence.	
11	Physical, Sexual, or Verbal Harassment	The direct or indirect delivery of disrespectful messages (verbal or non-verbal) in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. This does not have to be a repeated behavior.	

12	Weapons	Student is in possession of, uses, or attempts to use object readily capable of causing bodily harm.	
13	Technology Violation	Student engages in inappropriate use of cell phone, music/video players, camera, and/or computer.	Student engages in non-serious, but inappropriate use of cell phone, music/video players, camera, and/or computer.

<p>Other major behavior types (not listed on ODR) as per Mukilteo Students' Rights and Responsibilities:</p> <ul style="list-style-type: none"> • Arson • Drugs/alcohol • Tobacco/vaping • Gambling • Gang activity • Illegal activity • Trespassing 	<p>Other minor behavior types as per Explorer Nation:</p> <ul style="list-style-type: none"> • Any action that violates explicit classroom directions • Any actions that violates Explorer Nation Behavior Matrix
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EXPLORER MIDDLE SCHOOL
OFFICE DISCIPLINE REFERRAL

Student Name _____

Grade _____

Staff Member _____

Incident Date _____

Incident Time _____

Incident Location _____

EXPLORER'S CORE BEHAVIOR VALUES- SAFETY, RESPECT, RESPONSIBILITY, COMPASSION

Behavior Incident – up to three behaviors may be checked, please circle the primary behavior

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Defiance/
Insubordination/non-
compliance | <input type="checkbox"/> Abusive/Inappropriate
Language/Threats | <input type="checkbox"/> Theft/Forgery/
Plagiarism | <input type="checkbox"/> Physical, Sexual, or
Verbal Harassment |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Property Damage/
Vandalism | <input type="checkbox"/> Bullying | <input type="checkbox"/> Drugs/Alcohol/
Tobacco |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Fighting | <input type="checkbox"/> Weapons |
| <input type="checkbox"/> Skipping Class | | | |

Incident Details _____

PERCEIVED STUDENT MOTIVATION

- | | | |
|--|---|---|
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Obtain Item/Activity |
| <input type="checkbox"/> Avoid Peers | <input type="checkbox"/> Avoid Adult | <input type="checkbox"/> Avoid Task/Activity |

STAFF CONTACT

- | | | |
|--|--|--------------|
| <input type="checkbox"/> Talked with parent/guardian | <input type="checkbox"/> Sent an email | Notes: _____ |
| <input type="checkbox"/> Left a message | <input type="checkbox"/> Unable to contact | |

What is your recommended outcome of the admin's meeting with the student? (OPTIONAL; examples listed below):

ACTION TAKEN BY ADMINISTRATOR/DESIGNEE

- | | |
|--|---|
| <input type="checkbox"/> Administrator/Designee Conference | <input type="checkbox"/> Lunch/After School Detention _____ |
| <input type="checkbox"/> Parent/Guardian Contact | <input type="checkbox"/> Alternate Placement _____ |
| <input type="checkbox"/> Restorative Practice | <input type="checkbox"/> In-school Suspension _____ |
| <input type="checkbox"/> _____ Plan | <input type="checkbox"/> Out-of-school Suspension _____ |

Notes _____

Administrator/Designee Signature _____

Date _____

Student Signature _____

HARASSMENT/INTIMIDATION/BULLYING

Explorer Middle School does not accept harassment, intimidation, or bullying behavior. When this behavior is reported, the counseling/admin team responds immediately and works with all parties involved.

At the beginning of each school year students are trained by school counselors and administration on what to do if being harassed, bullied, or intimidated.

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. Additionally, the behavior is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behavior must include:

1. An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
2. Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Verbal/Cyber bullying is saying or writing mean things.

- ◆ Teasing
- ◆ Name-calling
- ◆ Inappropriate sexual comments
- ◆ Taunting
- ◆ Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

- ◆ Leaving someone out on purpose
- ◆ Telling other children not to be friends with someone
- ◆ Spreading rumors about someone
- ◆ Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions.

- ◆ Hitting/kicking/pinching
- ◆ Spitting
- ◆ Tripping/pushing
- ◆ Taking or breaking someone's things
- ◆ Making mean or rude hand gestures

Rude vs. Mean vs. Bullying

Rude = Inadvertently saying or doing something that hurts someone else.

- Bragging about getting the highest score
- Cutting in line
- Burping in someone's face

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).

- Intentional, meant to hurt someone's feelings
- "Are you seriously wearing that again?"

Bullying/Harassment = Intentionally aggressive behavior, repeated over time, that involves a real or perceived imbalance of power.

- Say or do something intentionally hurtful to others
- Keep doing it
- No regret or remorse for actions

Explorer Middle School

Student Planner Section



I THINK WE ALL NEED A PEP TALK.

THE WORLD NEEDS TO STOP BEING BORING. YEAH, YOU! BORING IS EASY, EVERYBODY CAN BE BORING.

BUT YOU'RE GOODER THAN THAT.

LIFE IS NOT A GAME PEOPLE. LIFE ISN'T A CEREAL EITHER. WELL, IT IS A CEREAL.

AND IF LIFE IS A GAME, AREN'T WE ALL ON THE SAME TEAM?

I MEAN, REALLY, RIGHT? I'M ON YOUR TEAM, BE ON MY TEAM.

THIS IS LIFE PEOPLE, YOU'VE GOT AIR COMING THROUGH YOUR NOSE! YOU'VE GOT A HEART BEAT! ♥

THAT MEANS IT'S TIME TO DO SOMETHIN'!

A POEM TWO ROADS DIVERGED IN THE WOODS
AND I TOOK THE ROAD LESS TRAVELED **AND IT HURT MAN!**

REALLY BAD. ROCKS! THORNS! GLASS! MY PANTS BROKE!

NOT COOL ROBERT FROST! BUT WHAT IF THERE REALLY WERE TWO PATHS?

I WANT TO BE ON THE ONE THAT LEADS TO AWESOME.

IT'S LIKE THAT DUDE JOURNEY SAID: DON'T STOP BELIEVING, UNLESS YOUR DREAM IS STUPID. THEN YOU SHOULD GET A BETTER DREAM. I THINK THAT'S HOW IT GOES.

GET A BETTER DREAM, THEN KEEP GOIN', AND GOIN', AND KEEP GOIN'

WHAT IF MICHAEL JORDAN HAD QUIT? WELL, HE DID QUIT. BUT HE RETIRED, YEAH THAT'S IT, HE RETIRED. BUT BEFORE THAT? IN HIGH SCHOOL? WHAT IF HE QUIT WHEN HE DIDN'T MAKE THE TEAM?

HE WOULD HAVE NEVER MADE SPACE JAM. AND I LOVE SPACE JAM.

WHAT WILL BE YOUR SPACE JAM? WHAT WILL YOU CREATE TO
MAKE THE WORLD AWESOME? 👍

NOTHING IF YOU KEEP SITTING THERE! THIS IS WHY I'M TALKING TO YOU TODAY!

THIS IS YOUR TIME. THIS IS MY TIME. THIS IS OUR TIME

WE CAN MAKE EVERYDAY BETTER FOR EACH OTHER.

IF WE'RE ALL ON THE SAME TEAM, LET'S START ACTING LIKE IT. WE'VE GOT WORK TO DO. WE CAN CRY ABOUT IT, OR WE CAN DANCE ABOUT IT. YOU WERE MADE TO BE AWESOME.

LET'S GET OUT THERE! I DON'T KNOW EVERYTHING, I'M JUST A KID, BUT I DO KNOW THIS:

IT'S EVERYBODY'S DUTY TO GIVE THE WORLD A REASON TO DANCE

SO GET TO IT. **YOU'VE JUST BEEN PEP TALKED.**



Our Cultures

Here at Explorer we want to say – “We see you as an individual. We respect and celebrate the different background and experiences that you bring to the classroom and school. The adults at Explorer are here to support, guide, and work with you on your journey to academic, career, and personal success.” (AVID) Each month is dedicated to a specific culture – where you will find a list of artists, scientists, activists, famous quotes, small photographs and novels to learn more about each culture.

We are fully aware there are more people out there helping promote culture, but this is just a starting point for you to learn. We also know there is MUCH to learn about each culture, and we (Mrs. Pomerinke and Mrs. Rowe) are no means experts on any of these cultures and apologizing for any mistakes we might have made is the first step in learning. We just wanted to have a starting point for powerful conversations.

Table of Contents to Culture Awareness

Introduction – Mental Health
September – Latinx/Hispanic
October – disABLE
November – Indigenous People

December – Major World Religions
January – Inspiring Kids
February – Black American

March – Women
April – European Descent
May – Asian/Pacific Islander
June – PRIDE Month

Books about Racism

Stamped: Racism, Antiracism, and You

By Jason Reynolds and Ibram X. Kendi

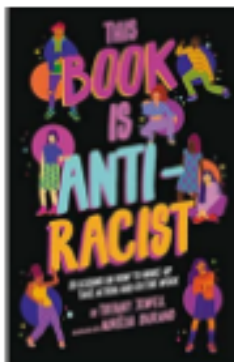
This is NOT a history book. This is a book about the here and now.

A book to help us better understand why we are where we are. A book about race.

The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. This remarkable reimagining *Stamped* from the Beginning reveals the history of racist ideas in America, and inspires hope for an antiracist future. It takes you on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can also be discredited.



This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work by Tiffany Jewell, Aurelia Durand (Illustrations)



This book is written for the young person who doesn't know how to speak up to the racist adults in their life. For the 14 year old who sees injustice at school and isn't able to understand the role racism plays in separating them from their friends. For the kid who spends years trying to fit into the dominant culture and loses themselves for a little while.

It's for all of the Black and Brown children who have been harmed (physically and emotionally) because no one stood up for them or they couldn't stand up for themselves; because the color of their skin, the texture of their hair, their names made white folks feel scared and threatened.

10 Things ALLIES Can Do

An 'ally' is someone who has privilege, but chooses to stand for and with marginalized communities* by taking tangible, ongoing actions to dismantle systems of oppression.

*'Marginalized communities' are those who are targeted by oppression, including but not limited to: people of color, Muslims, immigrants, refugees, LGBTQ people, women and people with disabilities.

1 LISTEN

Listen to what marginalized people are saying – face-to-face, on your social media feed or in the articles you read. It's not about you, your feelings or opinions; it's about hearing theirs.

Seek out books, articles, films, etc. about the history and current issues facing marginalized communities, and attend formal anti-oppression trainings.



2 GET EDUCATED

3 GET INVOLVED

Join local groups working for social justice. Subscribe to their e-mail lists, follow them on social media and show up to support their work.

When someone is being targeted – physically or verbally – intervene only with their permission. Focus on supporting them rather than engaging the aggressor.

5 SPEAK UP

When a friend, family member, co-worker or stranger says something hateful or ignorant, call them out on it. Silence allows oppression to continue.

4

When someone from a marginalized community invites you to an event, go – be there to listen, learn and show your support.



SHOW UP

6 INTERVENE

When you encounter something that makes you uncomfortable, don't dismiss it. Sit with it, ask yourself 'why?' and welcome it as an opportunity to grow.

7 WELCOME DISCOMFORT

8 LEARN FROM YOUR MISTAKES

You will make mistakes. When someone calls you out, don't get defensive. Listen, apologize and change your behavior going forward.

9 STAY ENGAGED

Even when the work gets difficult, stay engaged. Oppression is constant, and marginalized people do not have the privilege of "turning off".

Seeking to be an ally is an ongoing journey, and this list simply represents a starting point. Please refer to the below sources which informed this list, and continue to seek out and practice ways that you can be an ally.

Sources:

Isobel Debruijn, "So You Want to Wear a Safety Pin"

Jamie Utt, "So You Call Yourself an Ally: 10 Things All 'Allies' Need to Know"

Southern Poverty Law Center, "Speak Up: Responding to Everyday Bigotry"

10 DONATE

Commit to financially support a local organization doing social justice work in your community; not just once but on an ongoing basis.



YWCA IS ON A MISSION



MENTAL HEALTH AWARENESS

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions



MENTAL HEALTH AWARENESS

You are Not Alone

Mental Health Awareness intends to help break the stigma of mental illness and to encourage people to get the help they need. Why is this important? Because:

- **Mental Illness in suicide** – Suicide is the third leading cause of death in students aged 10-24, with 90 percent of those dying by suicide having an underlying mental illness.
 - Please call **National Suicide Prevention Lifeline**. 1-800-273-8255, a FREE, confidential 24 hours 7 days a week support for people in distress. If having thoughts of suicide and you have no one to talk to.
- **School dropout** – 37 percent of students aged 14 or older with a mental health issue drop out of school.
- **Juvenile justice** – of the youth or state juvenile justice center, 70 percent have a mental illness.

Types of Mental Illness

- mood disorders (such as depression or bipolar disorder)
- anxiety disorders.
- personality disorders.
- psychotic disorders (such as schizophrenia)
- eating disorders.
- trauma-related disorders (such as post-traumatic stress disorder)
- substance abuse disorders.

What to do if you feel like you are someone in your life needs help?

Here are a few suggestions:

- Talk to your parents and/or guardian
- Contact your school counselor or another trusted adult at school

Contact an outside free organization like National Suicide Prevention Lifeline or National Alliance on Mental Health (NAMI) at <https://www.nami.org/Your-Journey/Teens-Young-Adults>

QUOTES

“Just because no one else can heal or do your inner work for you doesn’t mean you can, should or need to do it alone.” – *Lisa Olivera*

“You are not your illness. You have an individual story to tell. You have a name, a history, a personality. Staying yourself is part of the battle.” – *Julian Seifter*

"To love oneself is the beginning of a lifelong romance." — *Oscar Wilde*

MENTAL HEALTH AWARENESS

Books

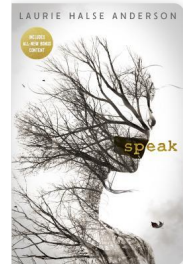


Little & Lion by Brandy Colbert

When Suzette comes home to Los Angeles from her boarding school in New England, she isn't sure if she'll ever want to go back. L.A. is where her friends and family are (along with her crush, Emil). And her stepbrother, Lionel, who has been diagnosed with bipolar disorder, needs her emotional support. But as she settles into her old life, Suzette finds herself falling for someone new...the same girl her brother is in love with. When Lionel's disorder spirals out of control, Suzette is forced to confront her past mistakes and find a way to help her brother before he hurts himself--or worse.

Speak By Laurie Halse Anderson

Melinda is friendless, outcast, because she busted an end-of-summer party by calling the cops, so now nobody will talk to her, let alone listen to her. As time passes, she becomes increasingly isolated and practically stops talking altogether. Only her art class offers any solace, and it is through her work on an art project that she is finally able to face what really happened at that terrible party: she was raped by an upperclassman, a guy who still attends Merryweather and is still a threat to her.

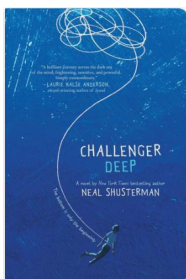
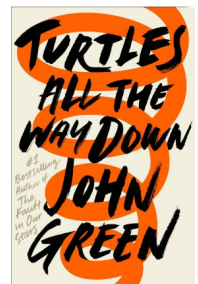


All the Bright Spaces By Jennifer Niven

Theodore Finch is fascinated by death, and he constantly thinks of ways he might kill himself. But each time, something good, no matter how small, stops him. Violet Markey lives for the future, counting the days until graduation, when she can escape her Indiana town and her aching grief in the wake of her sister's recent death. When Finch and Violet meet on the ledge of the bell tower at school, it's unclear who saves whom.

Turtles All the Way Down By John Green

It all begins with a fugitive billionaire and the promise of a cash reward. *Turtles All the Way Down* is about lifelong friendship, the intimacy of an unexpected reunion, Star Wars fan fiction, and tuatara. But at its heart is Aza Holmes, a young woman navigating daily existence within the ever-tightening spiral of her own thoughts.

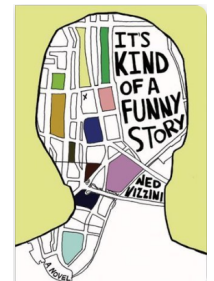


Challenger Deep By Neal Shusterman

Caden Bosch is on a ship that's headed for the deepest point on Earth: Challenger Deep, the southern part of the Marianas Trench. Caden Bosch is a brilliant high school student whose friends are starting to notice his odd behavior. Caden Bosch pretends to join the school track team but spends his days walking for miles, absorbed by the thoughts in his head. Caden Bosch is torn.

It's Kind of a Funny Story by Ned Vizzini

Ambitious New York City teenager Craig Gilner is determined to succeed at life - which means getting into the right high school to get into the right job. But once Craig acs his way into Manhattan's Executive Pre-Professional High School, the pressure becomes unbearable. He stops eating and sleeping until, one night, he nearly kills himself. Craig's suicidal episode gets him checked into a mental hospital, where his new neighbors include a transsexual sex addict, a girl who has scarred her own face with scissors, and the self-elected President Armelio. There, Craig is finally able to confront the sources of his anxiety.



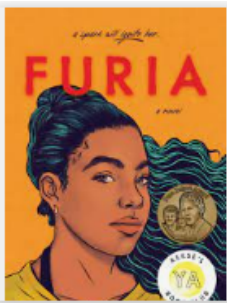
SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

“Many Hispanic Americans trace their roots to the cultures of the indigenous peoples of the Americas -- including the Arawaks (Puerto Rico), the Aztecs (Mexico), the Incas (South America), the Maya (Central America), and the Tainos (in Cuba, Puerto Rico and other places).

Some trace their roots to the Spanish explorers -- who in the 1400s set out to find an easier and less costly way to trade with the Indies. Other Latinos trace their roots to the Africans who were brought as slaves to the New World.

For purposes of the U.S. Census, Hispanic Americans today are identified according to the parts of the world that they or their ancestors came from, including Mexico, Puerto Rico, Cuba, Spain, or the nations of Central or South America.” - www.hispanicheritagemonth.org

Books

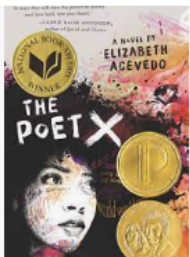
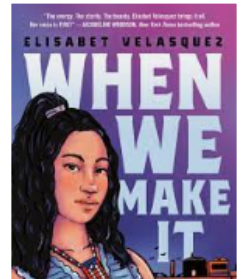


Furia by Yamile Saied Méndez

Furia is about a young girl named Sarai growing up in a traditional Argentinian household. As she comes of age, she begins to grapple with the duality of her personality as the quiet, conforming daughter at home, versus the talent, passion, and power she has on the soccer field. She has big dreams of getting a scholarship and going to college in the US, but knows her parents won't easily agree.

When We Make It by Elisabet Velasquez

Elisabet Velasquez is a powerful new novel-in-verse about a first-generation eighth-grader whose family is originally from Puerto Rico, growing up in Brooklyn, New York. Sarai, the novel's main character is thoughtful and introspective, always questioning the world that she's growing up in and her place in it. She believes that she can rise above her circumstances and overcome the generational trauma, toxic masculinity, and hopelessness that seem to surround her at every turn.

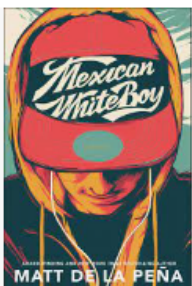
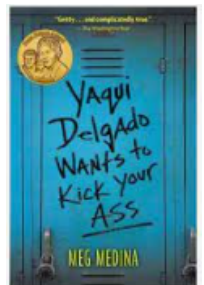


Poet X by Elizabeth Acevedo

A verse novel from the perspective of a Dominican-American teenager struggling to reconcile the demands and expectations of her traditional, conservative mother with her own beliefs and inclinations. Eventually, her passion and talent for poetry help her break free from the grasp those expectations have had on her all of her life, and lead her to a new kind of self-awareness and authority over her own life.

Yaqui Delgado Wants to Kick Your Ass By Meg Medina

A Latina teen is targeted by a bully at her new school - and must discover resources she never knew she had. One morning before school, some girl tells Piddy Sanchez that Yaqui Delgado hates her and wants to kick her ass. Piddy doesn't even know who Yaqui is, never mind what she's done to piss her off.



Mexican WhiteBoy by Matt de la Peña

Danny's tall and skinny. Even though he's not built, his arms are long enough to give his pitch a power so fierce any college scout would sign him on the spot. Ninety-five mile an hour fastball, but the boy's not even on a team. Every time he gets up on the mound he loses it. But at his private school, they don't expect much else from him. Danny's brown. Half-Mexican brown. And growing up in San Diego that close to the border means everyone else knows exactly who he is before he even opens his mouth.

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

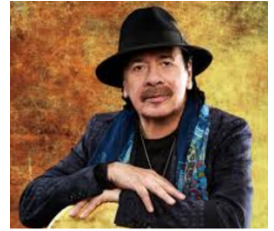
Artists



Teresa Carreño – Venezuelan pianist known as the “Valkyrie of the piano”

Carlos Santana – Mexican-American award winning guitarist whose music blends Latin-infused rock, jazz, blues, salsa, and African rhythms

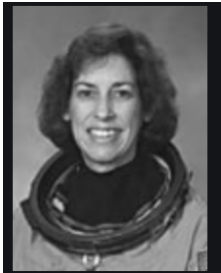
Diego Rivera – Famous artist whose murals highlighted Mexico’s history, culture, and ideals



Scientists & Inventors

Helen Rodríguez Trías -helped improve access to public health services for women and children in both the United States and Puerto Rico.

Mario Molina – First to realize that CFC’s could destroy ozone, awarded the Medal of Freedom for his accomplishments



Ellen Ochoa – First Hispanic female astronaut - She first served on a nine-day mission aboard the space shuttle *Discovery*, then returned to space three more times, spending nearly 1000 hours in orbit.



Famous Activists

The Mirabal Sisters – Patria, Minerva, Maria Teresa, and Dede Mirabal Reyes fought to overthrow a dictator in the Dominican Republic



Dr. Hector Perez Garcia was a Mexican American physician, surgeon,

World War II veteran, civil rights advocate for Hispanic-American rights during the Chicano movement, and founder of the American G.I. Forum.



Cesar Chavez & Dolores Huerta – co-founded the National Farm Workers Association, secured safer working conditions for laborers, and pushed local governments for improvements in Latinx neighborhoods.



SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

← Sep 2022 →


Month	Day	List
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
4 Labor Day	5	6	7 First Day of School	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

	Monday <i>Labor Day - No School</i> September 5, 2022	Tuesday <i>No School</i> September 6, 2022	Wednesday <i>FIRST Day of School</i> September 7, 2022
1st Period			Learning Target (LT): Homework (HW):
2nd Period			Learning Target (LT): Homework (HW):
3rd Period			Learning Target (LT): Homework (HW):
4th Period			Learning Target (LT): Homework (HW):
5th Period			Learning Target (LT): Homework (HW):
6th Period			Learning Target (LT): Homework (HW):

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

	Thursday September 8, 2022	Friday September 9, 2022	Saturday September 10, 2022
1 st Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	
2 nd Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	
3 rd Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	Sunday <i>Patriot Day</i> September 11, 2022
4 th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	
5 th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	TO DO or NOTES “Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves-and be free.” <i>-Cesar Chavez</i>
6 th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

	Monday	Tuesday	Wednesday
	September 12, 2022	September 13, 2022	September 14, 2022
1st Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):
2nd Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):
3rd Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):
4th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):
5th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):
6th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

	Thursday September 15, 2022	Friday September 16, 2022	Saturday September 17, 2022
1 st Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	
2 nd Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	
3 rd Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	Sunday September 18, 2022
4 th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	
5 th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	TO DO or NOTES “The Latina in me is an ember that blazes forever.” <i>-Sonia Sotomayor</i>
6 th Period	Learning Target (LT): Homework (HW):	Learning Target (LT): Homework (HW):	

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

	Monday	Tuesday	Wednesday
	September 19, 2022	September 20, 2022	September 21, 2022
1 st Period	LT: HW:	LT: HW:	LT: HW:
2 nd Period	LT: HW:	LT: HW:	LT: HW:
3 rd Period	LT: HW:	LT: HW:	LT: HW:
4 th Period	LT: HW:	LT: HW:	LT: HW:
5 th Period	LT: HW:	LT: HW:	LT: HW:
6 th Period	LT: HW:	LT: HW:	LT: HW:

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS


	Thursday September 22, 2022	Friday <i>Native American Day</i> September 23, 2022	Saturday September 24, 2022
1 st Period	LT: HW:	LT HW:	
2 nd Period	LT: HW:	LT: HW:	
3 rd Period	LT: HW:	LT: HW:	Sunday <i>Rosh Hashanah</i> September 25, 2022
4 th Period	LT: HW:	LT: HW:	TO DO or NOTES
5 th Period	LT: HW:	LT: HW:	
6 th Period	LT: HW:	LT: HW:	

“If you don’t get out there and try to solve your own problems, it’s never going to change.”
-Dolores Huerta

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

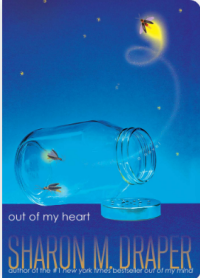
	Monday <i>Rosh Hashanah</i> <i>Navratri</i> September 26, 2022	Tuesday <i>Rosh Hashanah</i> <i>Navratri</i> September 27, 2022	Wednesday <i>Navratri</i> September 28, 2022
1 st Period	LT: HW:	LT: HW:	LT: HW:
2 nd Period	LT: HW:	LT: HW:	LT: HW:
3 rd Period	LT: HW:	LT: HW:	LT: HW:
4 th Period	LT: HW:	LT: HW:	LT: HW:
5 th Period	LT: HW:	LT: HW:	LT: HW:
6 th Period	LT: HW:	LT: HW:	LT: HW:

SEPTEMBER – LATINIX/HISPANIC CULTURE AWARENESS

	Thursday <i>Navratri</i> September 29, 2022	Friday <i>Navratri</i> September 30, 2022	Saturday <i>Navratri</i> October 1, 2022
1 st Period	LT: HW:	LT HW:	
2 nd Period	LT: HW:	LT: HW:	<div>Sunday <i>Navratri</i> October 2, 2022</div>
3 rd Period	LT: HW:	LT: HW:	<div>TO DO or NOTES</div> <p>“A Hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles.” — Christopher Reeve</p>
4 th Period	LT: HW:	LT: HW:	
5 th Period	LT: HW:	LT: HW:	
6 th Period	LT: HW:	LT: HW:	

OCTOBER – disABLE CULTURE AWARENESS

To help everyone become more compassionate and understanding of the challenges faced by people with disabilities, we celebrate the independence and accomplishments of people with disabilities, and work to change the way the world defines and views disability.



Books

Out of My Heart by Sharon M. Draper

Melody, the huge-hearted heroine of *Out of My Mind*, is a year older, and a year braver. And now with her Medi-talker, she feels nothing is out of her reach, not even summer camp.

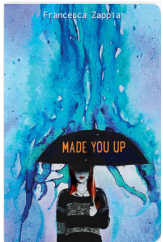
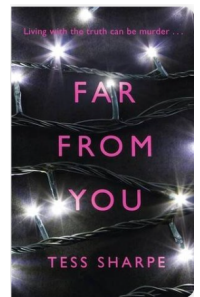
There *have* to be camps for differently-abled kids like her, and she's going to sleuth one out. A place where maybe she really can finally make a real friend, make her own decisions, and

even do things on her own—the dream! By the light of flickering campfires and the power of thunderstorms, through the terror of unexpected creatures in cabins and the first sparkle of a crush, Melody's about to discover how brave and strong she really is.

Far From You by Tess Sharpe

Nine months. Two weeks. Six days.

That's how long recovering addict Sophie's been drug-free. Four months ago her best friend, Mina, died in what everyone believes was a drug deal gone wrong – a deal they think Sophie set up. Only Sophie knows the truth. She and Mina shared a secret, but there was no drug deal. Mina was deliberately murdered. Forced into rehab for an addiction she'd already beaten, Sophie's finally out and on the trail of the killer—but can she track them down before they come for her?



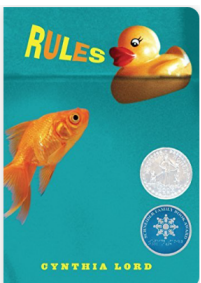
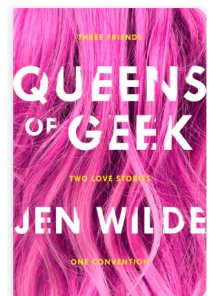
Made You Up by Francesca Zappia

Reality, it turns out, is often not what you perceive it to be—sometimes, there really is someone out to get you. *Made You Up* tells the story of Alex, a high school senior unable to tell the difference between real life and delusion. Alex fights a daily battle to figure out the difference between reality and delusion. Armed with a take-no-prisoners

attitude, her camera, a Magic 8-Ball, and her only ally (her little sister), Alex wages a war against her schizophrenia, determined to stay sane long enough to get into college.

Queens of Geek by Jen Wilde

Charlie likes to stand out. She's a vlogger and actress promoting her first movie at SupaCon, and this is her chance to show fans she's over her public breakup with co-star Reese Ryan. Taylor likes to blend in. Her brain is wired differently, making her fear change. And there's one thing in her life she knows will never change: her friendship with her best guy friend Jamie—no matter how much she may secretly want it to.



Rules by Cynthia Lord

Twelve-year-old Catherine just wants a normal life. Which is near impossible when you have a brother with autism and a family that revolves around his disability. She's spent years trying to teach David the rules—from "a peach is not a funny-looking apple" to "keep your pants on in public"—in order to stop his embarrassing behaviors. But the summer Catherine meets Jason, a paraplegic boy, and Kristi, the next-door friend she's always wished for, it's her own shocking behavior that turns everything upside down and forces her to ask: What is normal?

Artists

Ali Stroker - She is the first actress who uses a wheelchair for mobility to appear on a Broadway stage, and to be nominated for and win a Tony Award.



Kayla Cromer - The first TV actor on the autism spectrum to have a leading role as a character on the autism spectrum.

Stevie Wonder – is an American singer, songwriter, musician and record producer. A prominent figure in popular music during the second-half of the 20th century, Wonder is one of the most successful songwriters and musicians. He was born with an eye disorder which was exacerbated when he received too much oxygen in an incubator, leading to blindness.



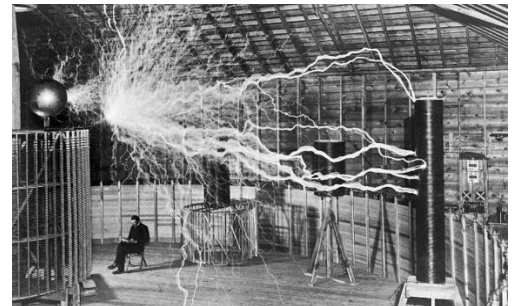
Scientists & Inventors



Stephen Hawking – Diagnosed with ALS, this British scientist, professor and author performed groundbreaking work in physics and cosmology, and wrote books to help to make science accessible to everyone.

Temple Grandin – An animal behaviorist and autism activist who was diagnosed with autism as a child, Grandin's work led to changes to the livestock industry.

Nikola Tesla –Made dozens of breakthroughs in the production, transmission and application of electric power and had obsessive compulsive disorder.



Activists



Erik Weihenmayer - The only blind person to ever reach the summit of Everest, he completed the Seven Summits – scaling the highest peak of every continent in the world – and co-founded No Barriers, an organization that helps disabled people complete challenges.

Terry Fox - With one leg having been amputated due to cancer, he ran 3, 339 miles across Canada to raise money and awareness for cancer research.

Eunice Kennedy Shriver -The founder of the Special Olympics, a sports organization for persons with physical and intellectual disabilities. For her efforts on behalf of the disabled, Shriver was awarded the Presidential Medal of Freedom in 1984.





2022-23 STUDENT CALENDAR

SEPTEMBER 2022							OCTOBER 2022							NOVEMBER 2022							DECEMBER 2022							JANUARY 2023						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
			1	2	3	4	5	6	7																									
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	2	9	10	11	12	13	16	17	18	19	20				
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	23	19	20	21	22	23	26	27	28	29	30				
19	20	21	22	23	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	30	26	27	28	29	30	31								
26	27	28	29	30	31					28	29	30			26	27	28	29	30															
5 = Labor Day 6 = Waiver Day (no school) pending OSPI approval 7 = First day of school 9, 16, 23, 30 = Learning Improvement Time							7, 14, 21 = Learning Improvement Time 28 = Waiver Day (no school) pending OSPI approval							4, 18 = Learning Improvement Time 11 = Veterans Day (no school) 21-23 = Conferences (no school for K-5 only) 23 = Early dismissal 6-12 24-25 = Thanksgiving/Native American Heritage Day (no school)							2, 9 = Learning Improvement Time 16 = Early dismissal K-12 19-30 = Winter Break (no school)							2 = Winter Break (no school) 6, 13, 20, 27 = Learning Improvement Time 16 = Martin Luther King, Jr. Day (no school)						
FEBRUARY 2023							MARCH 2023							APRIL 2023							MAY 2023							JUNE 2023						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
		1	2	3			1	2	3	3	4	5	6	7	1	2	3	4	5															
6	7	8	9	10	6	7	8	9	10	10	11	12	13	14	8	9	10	11	12	5	6	7	8	9	12	13	14	15	16					
13	14	15	16	17	13	14	15	16	17	17	18	19	20	21	15	16	17	18	19	26	22	23	24	25	26	27	28	29	30					
20	21	22	23	24	20	21	22	23	24	24	25	26	27	28	22	23	24	25	26	29	26	27	28	29	30	31								
27	28				27	28	29	30	31						29	30	31																	
3 = Non-student day (no school) 10, 17 = Learning Improvement Time 20 = Presidents Day (no school) 21-24 = Mid-Winter Break (no school)							3, 10, 17, 24, 31 = Learning Improvement Time							7, 21, 28 = Learning Improvement Time 10-14 = Spring Break (no school)							5, 12, 19, 26 = Learning Improvement Time 29 = Memorial Day (no school)							2, 9, 16 = Learning Improvement Time 19 = Juneteenth (no school) 22 = Last day of school (early dismissal K-12) 23, 26, 27 = Potential make-up days						

MEANING OF SYMBOLS

● = No School (K-12)

● = No School (K-5 only)

○ = Learning Improvement Time

○ = Early Dismissal

Start and dismissal times:

Kindergarten Center 9:30 a.m. to 3:55 p.m.
Grades K-5 9 a.m. to 3:25 p.m.
Middle Schools 8:05 a.m. to 2:45 p.m.
Mariner/Kamiah 7:20 a.m. to 2 p.m.
ACES 7:30 a.m. to 2 p.m.
AM ECEAP 9 a.m. to Noon
PM ECEAP 1 p.m. to 4 p.m.
AM Special Ed. Preschool 9 a.m. to 11:30 a.m.
PM Special Ed. Preschool 12:55 p.m. to 3:25 p.m.

Dismissal for Learning Improvement Time:

Kindergarten Center 2:40 p.m.
Grades K-5 2:10 p.m.
Middle Schools 1:30 p.m.
High Schools 12:45 p.m.
ACES 11:50 a.m.
Special Ed. Preschool No classes

Early dismissal time:

Kindergarten Center 1:25 p.m.
Grades K-5 12:55 p.m.
Middle Schools Noon
High Schools 11:15 a.m.
ECEAP/Special Ed. Preschool No classes

Grading Periods:

End of Trimester (K-8)
1st Dec. 2
2nd Mar. 24
3rd June 22

End of Quarter (9-12)
1st Nov. 4
2nd Feb. 2
3rd Apr. 7
4th June 22

OCTOBER – disABLE CULTURE AWARENESS

← Oct 2022 →

Month

Day

List

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

OCTOBER – disABLE CULTURE AWARENESS

	Monday <i>Navratri</i> October 3, 2022	Tuesday <i>Yom Kippur</i> <i>Navratri</i> October 4, 2022	Wednesday <i>Yom Kippur</i> <i>Navratri</i> October 5, 2022
1st Period	LT: HW:	LT: HW:	LT: HW:
2nd Period	LT: HW:	LT: HW:	LT: HW:
3rd Period	LT: HW:	LT: HW:	LT: HW:
4th Period	LT: HW:	LT: HW:	LT: HW:
5th Period	LT: HW:	LT: HW:	LT: HW:
6th Period	LT: HW:	LT: HW:	LT: HW:

OCTOBER – disABLE CULTURE AWARENESS


	Thursday October 6, 2022	Friday <i>Prophet's Birthday</i> October 7, 2022	Saturday <i>Prophet's Birthday</i> October 8, 2022
1 st Period	LT: HW:	LT HW:	
2 nd Period	LT: HW:	LT: HW:	
3 rd Period	LT: HW:	LT: HW:	Sunday <i>Sukkot</i> October 9, 2022
4 th Period	LT: HW:	LT: HW:	
5 th Period	LT: HW:	LT: HW:	TO DO or NOTES
6 th Period	LT: HW:	LT: HW:	

"There is no substitute for hard work."
-Thomas Edison

OCTOBER – disABLE CULTURE AWARENESS

	Monday <i>Sukkot</i> October 10, 2022	Tuesday <i>Sukkot</i> October 11, 2022	Wednesday <i>Sukkot</i> October 12, 2022
1st Period	LT: HW:	LT: HW:	LT: HW:
2nd Period	LT: HW:	LT: HW:	LT: HW:
3rd Period	LT: HW:	LT: HW:	LT: HW:
4th Period	LT: HW:	LT: HW:	LT: HW:
5th Period	LT: HW:	LT: HW:	LT: HW:
6th Period	LT: HW:	LT: HW:	LT: HW:


OCTOBER – disABLE CULTURE AWARENESS

	Thursday <i>Sukkot</i> October 13, 2022	Friday <i>Sukkot</i> October 14, 2022	Saturday <i>Sukkot</i> October 15, 2022
1 st Period	LT: HW:	LT HW:	<p>*feels a cool breeze</p> 
2 nd Period	LT: HW:	LT: HW:	
3 rd Period	LT: HW:	LT: HW:	<p>Sunday <i>Sukkot</i> October 16, 2022</p>
4 th Period	LT: HW:	LT: HW:	
5 th Period	LT: HW:	LT: HW:	<p>TO DO or NOTES</p> <p>“...What I learned was that these athletes were not disabled, they were super-abled. The Olympics is where heroes are made. The Paralympics is where heroes come.” – Joey Reiman</p>
6 th Period	LT: HW:	LT: HW:	

OCTOBER – disABLE CULTURE AWARENESS

	Monday October 17, 2022	Tuesday October 18, 2022	Wednesday October 19, 2022
1 st Period	LT: HW:	LT: HW:	LT: HW:
2 nd Period	LT: HW:	LT: HW:	LT: HW:
3 rd Period	LT: HW:	LT: HW:	LT: HW:
4 th Period	LT: HW:	LT: HW:	LT: HW:
5 th Period	LT: HW:	LT: HW:	LT: HW:
6 th Period	LT: HW:	LT: HW:	LT: HW:

OCTOBER – disABLE CULTURE AWARENESS

	Thursday October 20, 2022	Friday <i>No School</i> October 21, 2022	Saturday October 22, 2022
1 st Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	
2 nd Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	
3 rd Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	<div>Sunday October 23, 2022</div> <div>TO DO or NOTES</div> <p>“So many of our dreams at first seem impossible, then they seem improbable, and then, when we summon the will, they soon become inevitable.” — Christopher Reeve</p>
4 th Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	
5 th Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	
6 th Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	

OCTOBER – disABLE CULTURE AWARENESS

	Monday <i>Diwali</i> October 24, 2022	Tuesday October 25, 2022	Wednesday October 26, 2022
1st Period	LT: HW:	LT: HW:	LT: HW:
2nd Period	LT: HW:	LT: HW:	LT: HW:
3rd Period	LT: HW:	LT: HW:	LT: HW:
4th Period	LT: HW:	LT: HW:	LT: HW:
5th Period	LT: HW:	LT: HW:	LT: HW:
6th Period	LT: HW:	LT: HW:	LT: HW:

OCTOBER – disABLE CULTURE AWARENESS

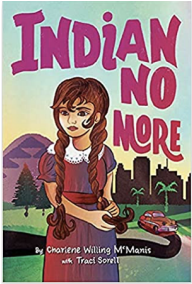
	Thursday October 27, 2022	Friday No School October 28, 2022	Saturday October 29, 2022
1 st Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	
2 nd Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	
3 rd Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	<div>Sunday October 30, 2022</div>
4 th Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	
5 th Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	<div>TO DO or NOTES</div>
6 th Period	LT: HW:	Grade Check : Any Missing Assignments? What is ONE thing I can work on to improve my learning -	

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.”
– Helen Keller

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

“November is Native American Heritage Month, or as it is commonly referred to, American Indian and Alaska Native Heritage Month. The month is a time to celebrate rich and diverse cultures, traditions, and histories and to acknowledge the important contributions of Native people. Heritage Month is also an opportune time to educate the general public about tribes, to raise a general awareness about the unique challenges Native people have faced both historically and in the present, and the ways in which tribal citizens have worked to conquer these challenges.” <http://www.ncai.org/>

Books

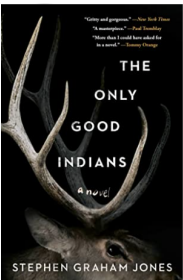


Indian No More by Charlene Willing McManis

The story tells of the mass relocation efforts by the U.S. government of Native American tribes in the 1950s. Told through fifth grader Regina Petit's point of view, it's about a girl whose Native American identity is challenged when she and her family move to urban Los Angeles.

The Sea in Winter By Christine Day

Maisie Cannon has had a rough year, ever since she hurt her leg and couldn't keep up with her ballet training. Her blended family is loving and supportive, but Maisie knows that they just can't understand how hopeless she feels. Maisie is not excited about their family midwinter road trip along the coast, near the Makah community where her mother grew up. How can she keep pretending to be strong when on the inside she feels as rolling and cold as the sea?

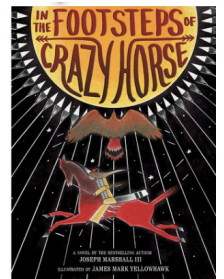


The Only Good Indians By Stephen Graham Jones

Seamlessly blending classic horror and a dramatic narrative with sharp social commentary, *The Only Good Indians* follows four American Indian men after a disturbing event from their youth puts them in a desperate struggle for their lives. Tracked by an entity bent on revenge, these childhood friends are helpless as the culture and traditions they left behind catch up to them in a violent, vengeful way.

In the Footsteps of Crazy Horse By Joseph Marshall III, Jim Yellowhawk

Jimmy McClean is a Lakota boy—though you would not guess it by his name: his father is a white man and his mother is Lakota. When he embarks on a journey with his grandfather, Nyles High Eagle, he learns more and more about his Lakota heritage—in particular, the story of Crazy Horse, one of the most important figures in Lakota history

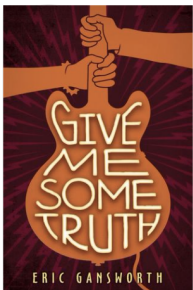


Give Me Some Truth by Eric Gansworth

Carson Mastick is entering his senior year of high school and desperate to make his mark, on the reservation and off. A rock band -- is his best shot. But things keep getting in the way. Small matters like the lack of an actual band, or the fact that his brother just got shot confronting the racist owner of a local restaurant.

Maggi Bokoni has just moved back to the reservation from the city with her family. She's dying to stop making the same traditional artwork her family sells to tourists (conceptual stuff is cooler), stop feeling out of place in her new (old) home, and stop being treated like a child.

Carson and Maggi -- along with their friend Lewis -- will navigate loud protests, even louder music, and first love in this novel about coming together in a world defined by difference.



NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

Artists



Bill Reid (Haida) was an acclaimed master goldsmith, carver, sculptor, writer, broadcaster, mentor and community activist. Reid was born in Victoria, BC to a Haida mother and an American father, and only began exploring his Haida roots at the age of 23.

Arigon Starr (Kickapoo) is an actor, writer, musician, and playwright, and became an artist, representing her comic book, *Super Indian*.



Pamyua (Yupik) a musical group from Anchorage in the U.S. state of Alaska. Their shows share indigenous knowledge and history. The members are proud to represent Indigenous culture. The group believes unity is possible through music and dance and the members interpret Inuit traditions masterfully with joy and sincerity.

Scientists & Inventors

Mary Golda Ross (Cherokee Nation) was a NASA mathematician and engineer who played a pivotal role in sending Apollo astronauts into space. Much of her work in the research, evaluation, and testing of top secret rocket and missile systems is still classified. Ross also helped write NASA's Planetary Flight Handbook, the agency's guide to space travel.

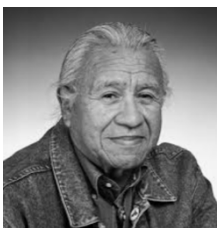


Thomas David Petite (Lake Superior Chippewa Nation) has contributed technology to the development of the "smart grid," which harnesses the power of and monitors wireless-enabled devices at a specific location.

Susan La Flesche Picotte (Omaha Nation) was the first Native American to earn a medical degree. She graduated first in her class in 1889, then returned to the Omaha Reservation, where she went on to treat thousands of people. She's credited with building the first private hospital on a Native American reservation.



Famous Activists



Billy Frank Jr. (Nisqually) was a Native American environmental leader and treaty rights activist born in 1931. Frank is known specifically for his grassroots campaign for fishing rights on the tribe's Nisqually River, located in Washington State, in the 1960s and 1970s.

Madonna Thunder Hawk (Cheyenne River Sioux) is a civil rights activist best known as a leader in the American Indian Movement (AIM) and as an organizer against the Dakota Access Pipeline. She serves as an organizer with Native communities to protect sacred lands, safeguard human rights, promote sustainability, and reunite indigenous families.





2022-23 STUDENT CALENDAR

SEPTEMBER 2022							OCTOBER 2022							NOVEMBER 2022							DECEMBER 2022							JANUARY 2023											
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F										
			1	2	3	4	5	6	7																														
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	2	3	4	5	6	16	17	18	19	20										
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	19	20	21	22	23	30	31													
19	20	21	22	23	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	26	27	28	29	30															
26	27	28	29	30	31					28	29	30																											
5 = Labor Day 6 = Waiver Day (no school) pending OSPI approval 7 = First day of school 9, 16, 23, 30 = Learning Improvement Time										7, 14, 21 = Learning Improvement Time 28 = Waiver Day (no school) pending OSPI approval										4, 18 = Learning Improvement Time 11 = Veterans Day (no school) 21-23 = Conferences (no school for K-5 only) 23 = Early dismissal 6-12 24-25 = Thanksgiving/Native American Heritage Day (no school)										2, 9 = Learning Improvement Time 16 = Early dismissal K-12 19-30 = Winter Break (no school)									
2 = Winter Break (no school) 6, 13, 20, 27 = Learning Improvement Time 16 = Martin Luther King, Jr. Day (no school)																																							
FEBRUARY 2023							MARCH 2023							APRIL 2023							MAY 2023							JUNE 2023											
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F										
		1	2	3			1	2	3	3	4	5	6	7	1	2	3	4	5																				
6	7	8	9	10	6	7	8	9	10	10	11	12	13	14	8	9	10	11	12	5	6	7	8	9	12	13	14	15	16										
13	14	15	16	17	13	14	15	16	17	17	18	19	20	21	15	16	17	18	19	22	23	24	25	26	27	28	29	30											
20	21	22	23	24	20	21	22	23	24	24	25	26	27	28	22	23	24	25	26	29	30	31																	
27	28				27	28	29	30	31																														
3 = Non-student day (no school) 10, 17 = Learning Improvement Time 20 = Presidents Day (no school) 21-24 = Mid-Winter Break (no school)										3, 10, 17, 24, 31 = Learning Improvement Time										7, 21, 28 = Learning Improvement Time 10-14 = Spring Break (no school)										5, 12, 19, 26 = Learning Improvement Time 19 = Juneteenth (no school) 22 = Last day of school (early dismissal K-12) 23, 26, 27 = Potential make-up days									

MEANING OF SYMBOLS

● = No School (K-12)

● = No School (K-5 only)

○ = Learning Improvement Time

○ = Early Dismissal

Start and dismissal times:

Kindergarten Center 9:30 a.m. to 3:55 p.m.
Grades K-5 9 a.m. to 3:25 p.m.
Middle Schools 8:05 a.m. to 2:45 p.m.
Mariner/Kamiah 7:20 a.m. to 2 p.m.
ACES 7:30 a.m. to 2 p.m.
AM ECEAP 9 a.m. to Noon
PM ECEAP 1 p.m. to 4 p.m.
AM Special Ed. Preschool 9 a.m. to 11:30 a.m.
PM Special Ed. Preschool 12:55 p.m. to 3:25 p.m.

Dismissal for Learning Improvement Time:

Kindergarten Center 2:40 p.m.
Grades K-5 2:10 p.m.
Middle Schools 1:30 p.m.
High Schools 12:45 p.m.
ACES 11:50 a.m.
Special Ed. Preschool No classes

Early dismissal time:

Kindergarten Center 1:25 p.m.
Grades K-5 12:55 p.m.
Middle Schools Noon
High Schools 11:15 a.m.
ECEAP/Special Ed. Preschool No classes

Grading Periods:

End of Trimester (K-8)
1st Dec. 2
2nd Mar. 24
3rd June 22

End of Quarter (9-12)
1st Nov. 4
2nd Feb. 2
3rd Apr. 7
4th June 22

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

← Nov 2022 →


Month	Day	List
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Monday <i>Halloween</i> October 31, 2022	Tuesday November 1, 2022	Wednesday November 2, 2022
1st Period	LT: HW:	LT: HW:	LT: HW:
2nd Period	LT: HW:	LT: HW:	LT: HW:
3rd Period	LT: HW:	LT: HW:	LT: HW:
4th Period	LT: HW:	LT: HW:	LT: HW:
5th Period	LT: HW:	LT: HW:	LT: HW:
6th Period	LT: HW:	LT: HW:	LT: HW:

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Thursday November 3, 2022	Friday November 4, 2022	Saturday November 5, 2022
1 st Period	LT: HW:	LT: HW:	Me as soon as I feel that fall/winter breeze 
2 nd Period	LT: HW:	LT: HW:	
3 rd Period	LT: HW:	LT: HW:	Sunday November 6, 2022
4 th Period	LT: HW:	LT: HW:	
5 th Period	LT: HW:	LT: HW:	TO DO or NOTES “The Earth does not belong to man, man belongs to the Earth.” <i>-Chief Seattle</i>
6 th Period	LT: HW:	LT: HW:	

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Monday November 7, 2022	Tuesday <i>Election Day</i> November 8, 2022	Wednesday November 9, 2022
1 st Period	LT: HW:	LT: HW:	LT: HW:
2 nd Period	LT: HW:	LT: HW:	LT: HW:
3 rd Period	LT: HW:	LT: HW:	LT: HW:
4 th Period	LT: HW:	LT: HW::	LT: HW:
5 th Period	LT: HW:	LT: HW:	LT: HW:
6 th Period	LT: HW:	LT: HW:	LT: HW:

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Thursday November 10, 2022	Friday Veterans Day No School November 11, 2022	Saturday November 12, 2022
1 st Period		Loretta Perfectus Walsh Became the 1st American, the first woman to enlist in the U.S. Navy, and the first woman allowed to serve as a woman in any of the United States Armed Forces, as anything other than as a nurse, when she enlisted on March 17, 1917.	
2 nd Period		S.F.C. Agustin Ramos Calero Was part of the Puerto Rican regiment of the US. Nicknamed “one-man army” because he was responsible for holding back the German Army during WWII.	Sunday November 13, 2022
3 rd Period		Pat Tillman Was an American professional football player in the National Football League who left his sports career and enlisted in the United States Army in June 2002 in the aftermath of the September 11 attacks	
4 th Period		Ely S. Parker Was a Seneca Indian born in 1828 on the Tonawanda Indian Reservation. He became an U.S. Army officer, attorney, engineer, and tribal diplomat. He was commissioned a lieutenant colonel during the American Civil War.	TO DO or NOTES
5 th Period		Benjamin O Davis Jr. Was an American United States Air Force general and commander of the World War II Tuskegee Airmen. He was the second African-American general officer in the United States Air Force.	“My wartime experiences developing a code that utilized the Navajo language taught how important our Navajo culture is to our country. For me that is the central lesson; that diverse cultures can make a country richer and stronger” -Chester Nez, USMC
6 th Period		Brig. Gen. Miyako N. Schanely The first female Japanese-American, reserve engineer, was promoted to general officer in 2013.	

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Monday	Tuesday	Wednesday
	November 14, 2022	November 15, 2022	November 16, 2022
1st Period	LT: HW:	LT: HW:	LT: HW:
2nd Period	LT: HW:	LT: HW:	LT: HW:
3rd Period	LT: HW:	LT: HW:	LT: HW:
4th Period	LT: HW:	LT: HW:	LT: HW:
5th Period	LT: HW:	LT: HW:	LT: HW:
6th Period	LT: HW:	LT: HW:	LT: HW:

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Thursday November 17, 2022	Friday November 18, 2022	Saturday November 19, 2022
1 st Period	LT: HW:	LT HW:	
2 nd Period	LT: HW:	LT: HW:	
3 rd Period	LT: HW:	LT: HW:	Sunday November 20, 2022
4 th Period	LT: HW:	LT: HW:	TO DO or NOTES
5 th Period	LT: HW:	LT: HW:	
6 th Period	LT: HW:	LT: HW:	

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Monday November 21, 2022	Tuesday November 22, 2022	Wednesday <i>Early Dismissal</i> November 23, 2022
1 st Period	LT: HW:	LT: HW:	LT: HW:
2 nd Period	LT: HW:	LT: HW:	LT: HW:
3 rd Period	LT: HW:	LT: HW:	LT: HW:
4 th Period	LT: HW:	LT: HW:	LT: HW:
5 th Period	LT: HW:	LT: HW:	LT: HW:
6 th Period	LT: HW:	LT: HW:	LT: HW:

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Thursday <i>Native American Heritage</i> <i>Thanksgiving</i> <i>No School</i> November 24, 2022	Friday No School November 25, 2022	Saturday November 26, 2022
1 st Period	List 6 Things You are Grateful/Thankful For	What is one thing you can work on to improve your learning in each class?	
2 nd Period			
3 rd Period			
4 th Period			Sunday November 27, 2022
5 th Period			TO DO or NOTES “Give me knowledge so I may have kindness for all.” <i>-Plains Indian Proverb</i>
6 th Period			

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Monday	Tuesday	Wednesday
	November 28, 2022	November 29, 2022	November 30, 2022
1st Period	LT: HW:	LT: HW:	LT: HW:
2nd Period	LT: HW:	LT: HW:	LT: HW:
3rd Period	LT: HW:	LT: HW:	LT: HW:
4th Period	LT: HW:	LT: HW:	LT: HW:
5th Period	LT: HW:	LT: HW:	LT: HW:
6th Period	LT: HW:	LT: HW:	LT: HW:

NOVEMBER – INDIGENOUS PEOPLES CULTURE AWARENESS

	Thursday December 1, 2022	Friday <i>End of 1st Trimester</i> December 2, 2022	Saturday December 3, 2022
1 st Period	LT: HW:	LT HW:	
2 nd Period	LT: HW:	LT: HW:	
3 rd Period	LT: HW:	LT: HW:	Sunday December 4, 2022
4 th Period	LT: HW:	LT: HW:	
5 th Period	LT: HW:	LT: HW:	TO DO or NOTES
6 th Period	LT: HW:	LT: HW:	



LEARNING NEVER STOPS



Academic Resources

THE A-LIST: Essential Academic Words

Created by Jim Burke

1	Analyze break down • deconstruct • examine	break something down methodically into its parts to understand how it is made, what it is, how it works; look at something critically in order to grasp its essence
2	Argue claim • persuade • propose	provide reasons or evidence in order to support or oppose something; persuade another by reason or evidence; contend or maintain that something is true
3	Compare/Contrast delineate • differentiate • distinguish	identify similarities or differences between two or more items in order to understand how they are alike, equal, or analogous to each other
4	Describe illustrate • report • represent	report what one observes or does in order to capture and convey to others a process, impression, or a sequence of events in a narrative
5	Determine establish • identify • resolve	consider all possible options, perspectives, results, or answers in order to arrive at a decision; provide guidance by establishing what is most important or relevant
6	Develop formulate • generate • elaborate	improve the quality or substance of; extend or elaborate upon an idea in order to give it greater form; add more complexity or strength to an idea, position, or process
7	Evaluate assess • figure out • gauge	determine the value, amount, importance, or effectiveness of something in order to understand if it matters or means something
8	Explain clarify • demonstrate • discuss	provide reasons for what happened or for one's actions in order to clarify, justify, or define those events, actions, causes or effects
9	Imagine anticipate • hypothesize • predict	form a picture of in one's mind; speculate or predict what might happen under certain conditions; envision a range of possible outcomes, obstacles, or opportunities
10	Integrate combine • incorporate • synthesize	make whole by combining the different parts into one; join or make something part of a larger unit; synthesize many disparate parts into one form
11	Interpret conclude • infer • translate	draw from a text, data set, information or artwork some meaning or significance; make inferences or draw conclusions about what an act, text, or event means
12	Organize arrange • classify • form	arrange or put in order according to some guiding principle; impose coherence, order, structure, or function according to type, traits, or other quality
13	Summarize outline • paraphrase • report	retell the essential details of what happened, what someone did or said, in order to better understand and remember it; outline key details in accessible language
14	Support cite • justify • maintain	offer evidence, examples, details, or data in order to illustrate or bolster your claim or conclusion; cite those sources of information that justify your position
15	Transform alter • change • convert	change in form, function, or nature in order to reveal or emphasize something; convert data from one form into another; alter something through a process



TOPIC/OBJECTIVE:
Graphing slope

NAME:
CLASS/PERIOD: math/2
DATE: december 4

ESSENTIAL QUESTION: I can understand how to graph slope

QUESTIONS:

How does it look when it's a negative?

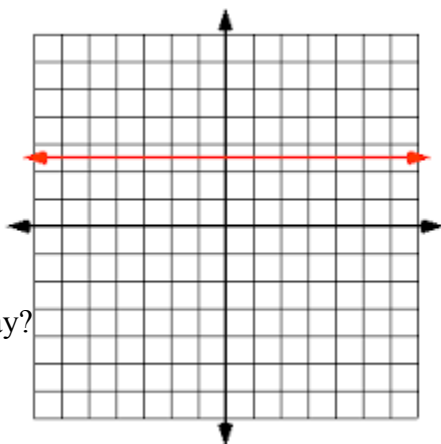
Do you determine an undefined slope the same way?

Rise/run is how many squares it goes up and how many it goes to the side.

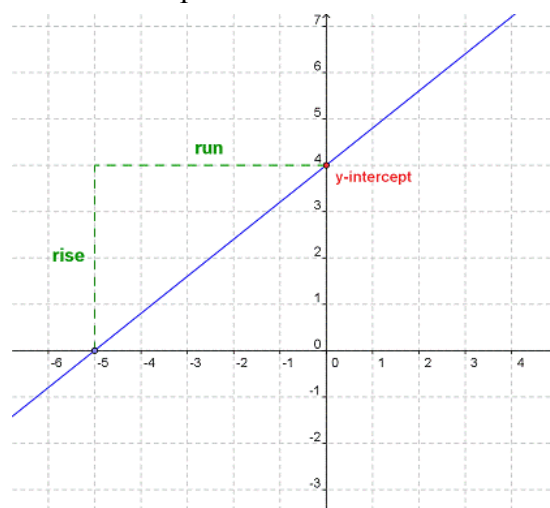
NOTES:

Slope: describes the steepness of a line

To determine the slope you use rise/run. Slope can be positive or negative. If the slope is 0 the line is going to be straight, like this.



Positive slope looks like this.



SUMMARY: Slope is the steepness of a line. To determine slope you use rise/ove run. Slope can be positive, negative, undefined or zero. Ithe slope is 0 then the line is going to be straight,



TOPIC/OBJECTIVE:
Linear Functions/graphing

NAME:
CLASS/PERIOD: 2nd period Math
DATE: Dec. 2

ESSENTIAL QUESTION: I can graph from slope-intercept form.

QUESTIONS:

If you solve using the slope-intercept form and the slope/m is not there is it a 1 or a 0?

NOTES:

- Slope-Intercept form is: $y=mx+b$
- When we have an equation that isn't in slope-intercept form, we can solve for y and **put it into the form we need**
 - 1) Get the **x-term** and **constant** on the **right-hand side** (if they are on the left side)
 - 2) **Divide every term by the coefficient of y** (if there is one)

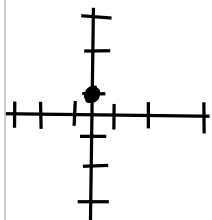
To graph a line, there are 3 steps:

- 1) Plot the **y-intercept**
- 2) Use the **slope** to plot more points
- 3) Connect the points with a **straight line**

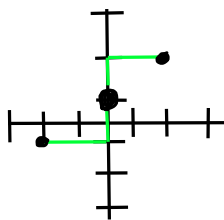
Graphing from slope-intercept form

$$y=\frac{1}{2}x+1$$

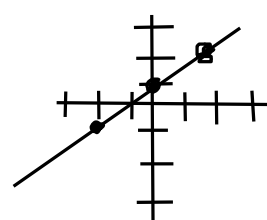
How do you graph if you do not know what is the y-intercept?



Step 1: Plot the **Y-intercept**



Step 2: Use the **Slope** to plot more points!



Step 3: Connect the dots!

SUMMARY:

When you use the Slope-Intercept form the equation is $y=mx+b$. If it's not in the form you have to put it into it by getting the x-term and constant on the right-hand side. If you want to graph a line three are important steps to do the first one is plot the y-intercept, then use the slope to plot more points, last connect the dots and make sure it is a straight line.

**TOPIC/OBJECTIVE:**

The fight for a National Bank
Traffis and taxes
Early challenges

NAME:**CLASS/PERIOD:** Socials studies per. 3**DATE:** 11/3/20**ESSENTIAL QUESTION:** I can read ch.9 L1 and 2 and answer the questions that come along with it.**QUESTIONS:**

Who was right? Hamilton or
Maidson and Jefferson?

From this point a different
lesson/chapter begins, so it seems
a bit different


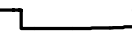

Why did they pass a law on
whiskey?
Did they need more money?

What would that do for the
British?

Why did the British want the
Native Americans to destroy
American settlement?

Was it because of the fight?

NOTES:

- Hamilton asked Congress to create a **national bank** - Bank of United states
- Madison and Jefferson opposed a national bank, believing it would help the wealthy
- Hamilton also proposed **high traffis**, he believed the United States needed more manufacturing.  **taxes on imports**
- **Congress only pass low traffis**
- Jefferson and madison worried that hamilton was building a dangerously powerful government.
- Britain and France were pushing the United states to get more involved in their conflicts.
- In 1791 **Congress passed a law on the manufacture and sale of whiskey.** Western Pennsylvania farmers were angry about it, and an armed mob attacked tax collectors and burned down buildings  **This protest was called the Whiskey Rebellion**
- The British and Spanish were trying too stir up Native American anger againts American settlers in the region.
- St. Clair's army met a strong native american force, more then 600 U.S soldiers died, It was **the worst defeat for U.S forces have ever suffered againts Native Americans.**
- In 1794 the British urged Native Americans to destroy American settlements west of the Appalachains.
- Native Americans demanded that settlers who were living north of Ohio river leave the area.  **In response Washington sent Anthony Wayne to the region**

SUMMARY:

Hamilton wanted to create a national bank but Madison and Jefferson opposed the idea. Hamilton also proposed high traffis but Congress passed low traffis. In 1791 a law was passed on the manufactureing and saleing of whiskey. It did not end well, an armed mob attacked tax collector and burned buildings. St. Clair's army took the worst defeat for the U.S forces had ever taken. The British urged Native Americans to destroy American settements. And Native Americans demanded the settelers who were living north of Ohio rive leave.



TOPIC/OBJECTIVE: **Electromagnetism Purpose**
//Science

NAME:

CLASS/PERIOD: 1st

DATE: Nov/19/2020

ESSENTIAL QUESTION: How are **electromagnetism** used in the daily lives?

Cornell Notes for Week 10

QUESTIONS:

How do currents create magnetic fields?

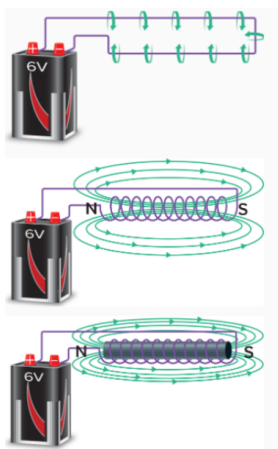
NOTES:

-Moving charges and magnetic fields, **A magnetic field surrounds an electric current.**
This is why a compass needle moves when placed near a current-carrying wire.

the needle moves because the magnetic field around the wire applies a force to the compass needle.

A magnetic fields actually surrounds all moving charged particles. The magnetic fields of the flowing charges in a current-carrying wire combine to produce a magnetic field around the wire.
If a current is turned off, the charged particles in the wire stop moving

What makes Electromagnets useful?



-An electric current in a wire produce a magnetic field around the wire

-An electric current in a wire coil produces a magnetic field with a north pole and a south pole

Placing an iron core within the coil greatly intensifies the magnetic field. This device is an electromagnet.

SUMMARY:

Electromagnets is around us and we use it all the time. A magnetic field surrounds an electric current and that electro current is flowing to keep going until it turns off. The electromagnet has a magnet that are North and South, those are called Poles. The battery example can be turned into a motor and that motor can be turned into something else. Fans, compass, a light bulb, and a charger. These are electromagnets and can de disconnected to stop the electric flow.

[illegible]

[illegible]

Apuntes Cornell



Subject/Objective/Tema/Objetivo:

Name/Nombre:

Class/Clase:

Date/Fecha:

Essential Question/Pregunta Esencial:

Questions/Preguntas:

Notes/Apuntes:

Summary/Resumen:

[illegible]

Apuntes Cornell



Subject/Objective/Tema/Objetivo:

Name/Nombre:

Class/Clase:

Date/Fecha:

Essential Question/Pregunta Esencial:

Questions/Preguntas:

Notes/Apuntes:

Summary/Resumen:

[illegible]

Apuntes Cornell



Subject/Objective/Tema/Objetivo:

Name/Nombre:

Class/Clase:

Date/Fecha:

Essential Question/Pregunta Esencial:

Questions/Preguntas:

Notes/Apuntes:

Summary/Resumen:

[illegible]

Levels of Questioning

Level of Questioning	Key Words	Question Stems
Three	Evaluate Predict Judge Assess Idealize Forecast	What judgment could be made about _____? What would you predict if _____? How would you prioritize _____? Why was ____ better than ____? How could you prove or disprove _____? What evidence supports _____?
Two	Compare Examine Apply Contrast Solve Inspect Classify Develop Reason Infer Distinguish Analyze Explain	How is ____ similar to ____? What might we infer from _____? How would you categorize _____? What is the function of _____? How would you classify _____? What conclusions can you draw? Why do you think _____? How is ____ related to ____? How would you summarize _____?
One	Who Label What Identify When Match Where Name Which Spell Choose Select Find Restate Define Observe	What is _____? When did _____? Which one _____? How would you show? Who was _____? Which is the best answer? How would you classify _____? What is the definition of _____? How many _____?

Costa's Levels of Thinking and Questioning:

Math

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for ...? • List the ... • Name the ... • Where did ...? • What is ...? • When did ...? • Explain the concept of ... • Give me an example of ... • Describe in your own words what _____ means. • What mathematical concepts does this problem connect to? • Draw a diagram of ... • Illustrate how _____ works. 	<ul style="list-style-type: none"> • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when ...? • Does it make sense to ...? • Compare and contrast _____ to _____. • What was important about ...? • What prior research/formulas support your conclusions? • How else could you account for ...? • Explain how you calculate ... • What equation can you write to solve the word problem? 	<ul style="list-style-type: none"> • Predict what will happen to _____ as _____ is changed. • Using a math principle, how can we find ...? • Describe the events that might occur if ... • Design a scenario for ... • Pretend you are ... • What would the world be like if ...? • How can you tell if your answer is reasonable? • What would happen to _____ if _____ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this formula to the subject you're learning? • What type of evidence is most compelling to you?

Costa's Levels of Thinking and Questioning: Science

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for ...? • List the ... • Name the ... • Where did ...? • What is ...? • When did ...? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of ... • Illustrate how _____ works. 	<ul style="list-style-type: none"> • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to ...? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for ...? • Explain the concept of ... • Give me an example of ... 	<ul style="list-style-type: none"> • Design a lab to show ... • Predict what will happen to _____ as _____ is changed. • Using a science principle, how can we find ... • Describe the events that might occur if ... • Design a scenario for ... • Pretend you are ... • What would the world be like if ...? • What would happen to ____ if _____ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

Costa's Levels of Thinking and Questioning: English

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • Locate in the story where ... • When did the event take place? • Point to the ... • List the ... • Name the ... • Where did ...? • What is ...? • Who was/were ...? • Illustrate the part of the story that ... • Make a map of ... • What is the origin of the word _____? • What events led to ...? 	<ul style="list-style-type: none"> • What would happen to you if ...? • Would you have done the same thing as ...? • What occurs when ...? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event)? • Give me an example of ... • Describe in your own words what _____ means. • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove? • What evidence does he/she present? 	<ul style="list-style-type: none"> • Design a _____ to show ... • Predict what will happen to _____ as _____ is changed. • Write a new ending to the story (event) ... • Describe the events that might occur if ... • Add something new on your own that was not in the story ... • Pretend you are ... • What would the world be like if ...? • Pretend you are a character in the story. Rewrite the episode from your point of view. • What do you think will happen to _____? Why? • What is most compelling to you in this _____? Why? • Could this story have really happened? Why or why not? • If you were there, would you ...? • How would you solve this problem in your life?

Costa's Levels of Thinking and Questioning: Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • When did the event take place? • Point to the ... • List the ... • Name the ... • Where did ...? • What is ...? • Who was/were ...? • Make a map of ... 	<ul style="list-style-type: none"> • What would happen to you if ...? • Can you see other relationships that will help you find this information? • Would you have done the same thing as ...? • What occurs when ...? • If you were there, would you ...? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to ...? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of ... • Give me an example of ... 	<ul style="list-style-type: none"> • Design a _____ to show ... • Predict what will happen to _____ as _____ is changed. • What would it be like to live ...? • Write a new ending to the event. • Describe the events that might occur if ... • Pretend you are ... • What would the world be like if ...? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not?

Math

Level 3 Questions

What mathematical evidence is most important to finding the answer and why?

What errors most affected my results/ answer and why?

Is the process the same if I change the variable and why?

What additional information is needed to solve this problem?

What would happen if the (variable) were increased/decreased?

Level 2 Questions

What additional information do I need to solve _____?

How do I illustrate how the _____ affects the answer?

How do I calculate the _____?

What method would I use to _____?

How do I solve for _____?

Science

Level 3 Questions

What additional information do I need to solve this problem?

Describe the event that might occur if I change _____.

What is the significance of your answer in today's world?

Describe the events that might occur if were to happen today.

What prior information must I know to support my conclusion?

Level 2 Questions

What additional information do I need to solve _____?

How do I illustrate how _____ works?

How do I explain/show the relationship of _____ to _____?

How do I describe in my own words what means?

English Language Arts

Level 3 Questions

What other ways could _____ be interpreted?

Could this story really have happened? Why or why not?

What would change if I rewrote an event for the main character from my point of view?

What events might occur if _____ were to happen?

What message/main idea is the author revealing?

Level 2 Questions

How do I explain the author's _____?

How do I find the _____ in the story?

What are the other ways I could interpret the _____?

How do I use extended vocabulary words to describe _____?

Social Studies/History

Level 3 Questions

What would my life be like if this occurred to me?

Describe how the events occur if _____ were to happen today?

What occurs when _____?

How could I change this historical outcome?

Would I have/have not made the same decision as _____?

What significance is this event in the global perspective?

Level 2 Questions

How do I explain the overall importance of this event in history?

What was meant when _____ spoke/wrote the following words _____?

What might have occurred if _____ had happened?

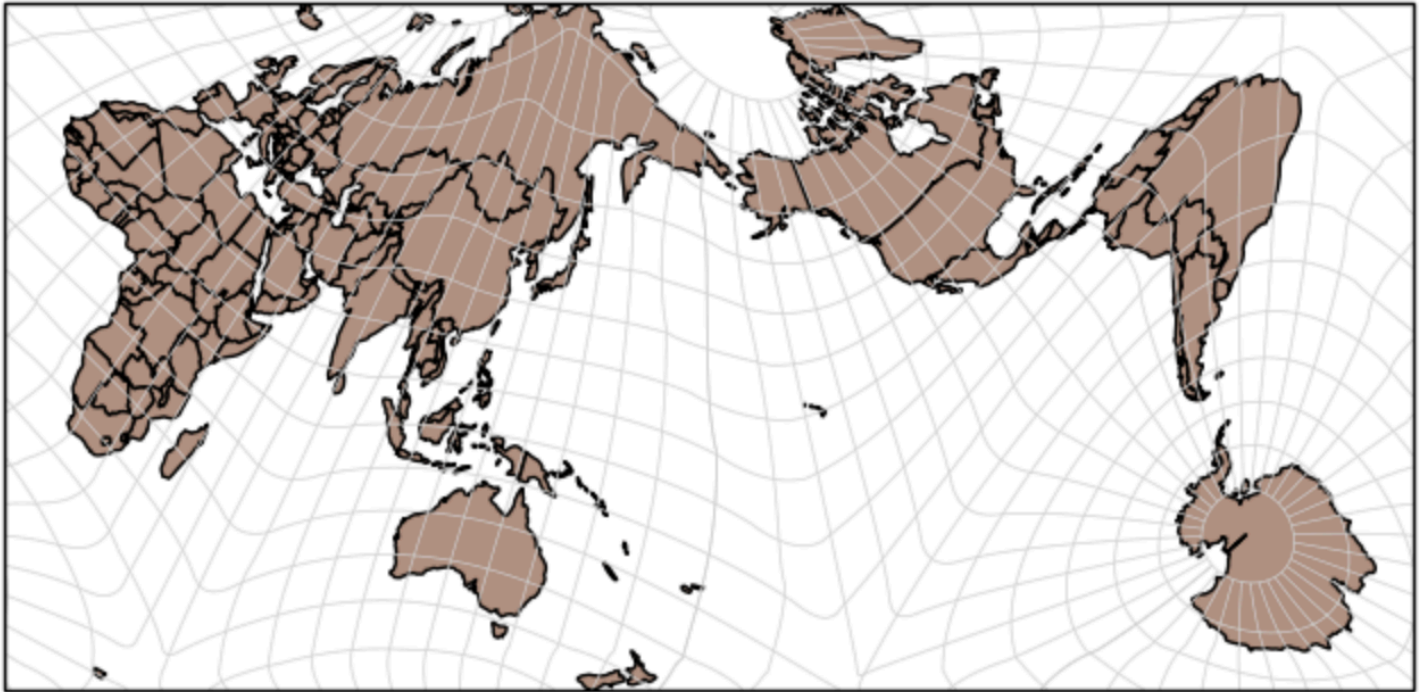
What is important about the outcome of _____?

Why did the _____(event) lead to _____?

READING LOG

DATE	BOOK TITLE	AUTHOR	#PAGES	RATING
				☆☆☆☆
				☆☆☆☆
				☆☆☆☆
				☆☆☆☆
				☆☆☆☆
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				☆☆☆☆
				☆☆☆☆
				☆☆☆☆

Authagraph Map



Mercator Map



Multiplication Table 1 15 Printable

Times Table - 15x15															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

GOAL setting

Goal 1:

Action Steps

- _____
- _____
- _____
- _____
- _____

Goal 2:

Action Steps

- _____
- _____
- _____
- _____
- _____

Goal 3:

Action Steps

- _____
- _____
- _____
- _____
- _____

Goal 4:

Action Steps

- _____
- _____
- _____
- _____
- _____

DAILY ROUTINE TEMPLATE

MY DAILY routines

MORNING

TIME	ACTIVITIES

AFTERNOON

TIME	ACTIVITIES

EVENING

TIME	ACTIVITIES

50 Ways to Say Hello

1. Hi (English)
2. Dobre rano (Czech)
3. Halo (Indonesian)
4. Witaj (Polish)
5. Assalamou Alykoum (Islam)
6. Hej (Danish)
7. Selam (Turkish)
8. Kalimera (Greek)
9. Word (Slang)
10. Buon giorno (Italian)
11. Howdy (Southern U.S.)
12. Li-ho (Taiwanese)
13. Boas (Portuguese)
14. Shalom (Hebrew)
15. Servus (Austrian)
16. Tja (Swedish)
17. Bonjour (French)
18. Yo (Slang)
19. Ello-hay (Pig Latin)
20. Aloha (Hawaiian)
21. Konnichiwa (Japanese)
22. Zdrasti (Bulgarian)
23. What's shakin'? (Slang)
24. Selamat datang (Malaysian)
25. Namaste (Hindi)
26. Sawubona (Zulu)
27. Choni (Kurdish)
28. Hola (Spanish)
29. Privet (Russian)
30. What's Up? (Slang)
31. Ni hao (Mandarin)
32. Ahoy (Pirate)
33. Ha'u (Hopi)
34. Xin chào (Vietnamese)
35. G'Day (Aussie)
36. Ahnyong (Korean)
37. O'siyo (Cherokee)
38. Sveikas (Lithuanian)
39. Barev (Armenian)
40. Yatasay (Apache)
41. How's it going? (Slang)
42. Shwmae (Welsh)
43. Ya'at'eeh (Najavo)
44. Namaskara (Kannada)
45. Kaixo (Basque)
46. Moin (German)
47. Hei (Finnish)
48. Salaam Alekum (Arabic)
49. Dia Duit (Gaelic)
50. Jambo (Swahili)

**"I AM SOMEBODY.
I WAS SOMEBODY WHEN
I CAME. I WILL BE A
BETTER SOMEBODY
WHEN I LEAVE.
I AM POWERFUL,
AND I AM STRONG.
I DESERVE THE
EDUCATION THAT I GET
HERE. I HAVE THINGS
TO DO, PEOPLE TO
IMPRESS, AND PLACES
TO GO."
- RITA PIERSON**
