

2024-2025

Name

This Planner Belongs To This Scholar: _____

Mission Statement

At Billy Mills Middle School, our mission is to foster a learning environment that is safe and inclusive, where positive relationships are cultivated, and academic excellence flourishes. We are dedicated to empowering our students with the knowledge and skills essential for character development, enabling them to thrive academically, socially, and emotionally.

Student Expectations

BE RESPECTFUL:

- Cougars treat themselves and others with kindness and civility at all times.
- Cougars value differences (Cultural Diversity) and learn from others.



BE RESPONSIBLE:

- Cougars are accountable for their behavior and see mistakes as opportunities to learn.
- Cougars come to class on time and ready to learn.
- Cougars seek help as needed and take advantage of extra academic support.
- Cougars take care of the school building and property.

GIVE YOUR BEST EFFORT:

- Cougars recognize that failure leads to success, and show persistence in their work.
- Cougars will ask questions, try their best, and seek support when needed.
- Cougars show school spirit and pride in their work and relationships with others.

School Colors

Our school colors are black and gold.
The school team name is Cougars. The mascot is Freddy the Cougar.

School Song

We are the Black and Gold
Brave and Bold are we.
We fight with all our Spirit
To push us to another victory!
So stand up and give a cheer
Fight, Fight, Fight, Fight, Fight
This is the Cougar battle cry
So come on Cougars fight
Rah, Rah, Rah, Rah, Rah (3x)
GOOOO Cougars!!

How to Use This Book:

Aim high. Reach for the sky. **You can do anything** you want when you set your mind to it. This planner can help you.

You see, **life is challenging.** There are always a lot of important things to do, a lot to know, and a lot to remember. This **planner can help** you remember things you need to do and know, and take the pressure off of keeping track of them.

Using your **student planner** every day will help you reach your potential. **Use it** to keep track of homework assignments, test dates, basketball games, and special events. You can even use it to write down your friends' phone numbers and addresses or your favorite websites. The more you use the planner, the better you'll like it and the more you'll get out of it. Getting the most out of life is what life is really all about.

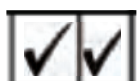
WEEKLY CALENDAR

Jot down assignments on the weekly calendar in class as soon as you get them. Start by writing the agenda and assignments in the spaces provided by class period. If an assignment is given on a Thursday and is due on Tuesday of next week, flip to that week and jot it down there, too.

1st Hour			

Put a star by the items that are most important, and when a task is completed, **check it off** in the small checkbox on the right side.

Once it is submitted, add a **second checkmark!** You may want to use the weekly calendar for breaking down the parts of a long-term assignment.



Mark it. You may want to use a paperclip to mark the current week in your planner so that it's easier to flip back and forth.



HALL PASS

A small box on the left page of the weekly calendar serves as your hall pass. This means your planner needs to be with you everyday, everywhere you go in school. Teachers will jot down the date, time, and reason you left the room any time you venture out in the hall.

Date:	OUT:	IN:	Teacher:

GRADE TRACKER

All students should be **monitoring** their **grades**, looking for progress, and assessing their needs, whether that be missing work or otherwise. Use this tool to track your success!

LEARNING LOG

The Learning Log is a technique to help **students focus** on what they are learning in their classes by writing their thoughts, reactions, and responses to class lectures, videos, or discussions. A Learning Log is a written reflection of the students' **perceptions** of what is being learned and how they are learning. It also provides a record of students' growth over time.

My greatest accomplishment last week:

The most **important** thing about your school calendar is to just **use it! Carry it** with you to every class, every day, and **take it** home every evening to make sure all your work assignments are complete, as well as to record the date of that event your friend just texted you about.



BMMS Student Handbook

Please see the full and most current version of our student handbook on the BMMS website.

Academics

Basic responsibilities of Billy Mills Middle School students include showing respect, responsibility, and giving their best effort.

All BMMS students are expected to:

- Bring basic supplies to class daily: Planners, textbooks, paper, pencil, pen, materials, etc.;
- Carry planners at all times as they are used for hall passes;
- Complete and turn in quality work;
- Follow adult directions and classroom procedures;
- Participate;
- Be courteous, cooperative, and respectful; and
- Make arrangements to make up assignments missed due to absence.

Grade Cards: Report cards for students are issued online via PowerSchool once every nine weeks following the grading period. The grading periods are shown in the school calendar. Quarter and semester grades are reported to the students and parents/guardians. For some subjects the grades used are CR, credit; NC, no credit, P, pass; F, fail.

The grading scale at Billy Mills Middle School is as follows:

90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D 59% - 0% = F

Make-up opportunities (IHEA): Students will be given reasonable opportunities to complete assignments missed due to excused or unexcused absences or suspensions. The time allowed for make-up work will be determined by the length and nature of the absence.

Athletics/Activities

The Billy Mills Middle Schools activities program will provide developmentally appropriate opportunities for students to explore and develop interests and talents in a wide variety of activities and academically related areas. Extra-curricular and co-curricular activities in middle schools are a significant part of the total educational experience available to students. These activities are an extension of the classroom and contribute immeasurably to a positive school climate. Participation in extra-curricular and co-curricular activities is strongly encouraged because students learn teamwork, grow physically and emotionally, develop a sense of belonging and enhance their self-image. Participation in extra-curricular and co-curricular activities is a privilege and differs from a student's right to general education. All activities are equal in their value and importance.

Academic/Athletic Participation Opportunities: The following sports are available for Billy Mills students: seventh and eighth boys' and girls' cross country, seventh and eighth grade girls' volleyball, seventh and eighth grade football, seventh and eighth grade cheerleading, seventh and eighth grade boys' and girls' basketball, seventh and eighth grade boys' and girls' tennis, seventh and eighth grade wrestling, and seventh and eighth grade boys' and girls' track. KSHSAA has specific rules regarding participation beyond the school's teams, even outside of season. Please see the coach, athletic director, or administrator for questions on eligibility and outside participation.

Clubs: There are various clubs that meet at school. Membership is open to any Billy Mills student. Some non-athletic teams are competition teams and may require a try-out or activity-related qualification.

KSHSAA Academic Requirement: In an effort to be consistent across all sports and activities at Billy Mills Middle School and to improve communication with parents and faculty, we will be following the current guidelines when it comes to students and activities / athletics. According to KSHSAA Rule 13. Section 3. Article 1a: The student shall have passed at least five new subjects (those not previously passed) of unit weight, or its equivalent, the previous quarter or the last quarter of attendance. This rule is based on a six period day whereas we have a seven period day at the middle school level. We are allowed by KSHSAA to increase our standards based on our belief with our students. With this in mind, we have established a policy to increase student achievement in the classroom as well as keep each student a bona fide member in good standing with Billy Mills Middle School.

Attendance

Every school day counts in a student's academic life. A missed school day is a missed opportunity to learn. Students are expected to be at school unless there is a reasonable excuse not to be in attendance.

Absences and Excuses (JBD): Regular and prompt attendance is essential to the academic success of students. Parents/guardians are to contact the school no later than 30 minutes after classes begin if the student will be absent or tardy. If a student arrives at school late, he/she should report to the office first. Late students should always obtain an admit slip at the office before entering class.

When a student is absent from school, an attempt shall be made to contact the parent to determine the reason for the absence. Student absences are considered excusable when they result from the following:

- Illness verified by parent contact, either oral or written;
- Dental or medical appointments verified by parent contact either oral or written or appointment card;
- Severe affliction in the family;
- Exposure to infectious or contagious diseases;
- Observances of religious holidays;
- Extremely inclement weather; or
- Other reasonable and justified parental requests made either orally or in written form.

A student who is absent from school due to personal matters, home emergencies, and/or family vacations arranged in advance with the school administration is allowed ten (10) excused absences per school year. A parent requesting additional excused absences above this limitation may submit a Parent/Guardian Request for Student Absence to the school administrator.

Tardy Policy: Teachers monitor tardies and assign consequences for classroom tardies 4-6. If you have been stopped in the office or by a teacher between classes, students should ask for a pass from the person who detains them before going to the next class.

Student Pass During the School Day: It is required that each student carry a hall pass when not in their assigned classroom. Students must record the destination, date, and time on the teacher signout sheet. Upon returning to the classroom, all students must sign back in. Any student seen in the hallway without a pass will be escorted back to class.

Unexcused Tardies are considered being late to class without a valid excuse from a staff member or guardian. Students are expected to be in their assigned class when the bell rings or when directed by staff. Additionally, staff may require students to be seated by the time class starts. Unexcused tardies during one semester to the same class will result in the following:

- First, Second, & Third Tardy: Warning/Meeting with the classroom teacher and communication with student's family
- Fourth, Fifth, & Sixth Tardy: Class Detention
- Seventh & Subsequent: Office referral

End of the School Day: Students must leave the building within 20 minutes following the conclusion of the school day, unless under the supervision of an adult.

Behavior Expectations

Billy Mills Middle School seeks to provide a challenging academic environment, a nurturing and safe climate, and a bridge to the community. Our firm commitment is that through the teamwork of students, staff, parents, and community, all students will become responsible citizens who demonstrate respect for themselves and others. Therefore, students are expected to conduct themselves in an orderly, courteous, dignified, and respectful manner at all times. We expect that students present their best in the halls, cafeteria, classroom, and school grounds, and with technology.

Our Objectives:

- Teach, remind, and reteach appropriate behaviors and provide teachable moments to students
- Reinforce positive behaviors
- Problem solve with students and provide teachable moments
- Continue building relationships
- Communicate with parents/guardians and elicit their support

The **BMMS Expectation Matrix** shown below provides students and staff with common language and expectations.

Billy Mills Middle School Expectation Matrix

	Classroom	Hallway/ Locker	Cafeteria	Bathroom	Arrival/ Dismissal	Events/Extra- Curricular Activities	Technology
Respect	- Arrive to class on time - Use time wisely - Listen and pay attention to the speaker	- Walk - Be aware of and respect the physical space of others - Follow instructions of adults	- Follow directions - Use appropriate voice level and language - Know your student ID number	- Use appropriate voice level and language - Respect others privacy - Clean up after yourself	- Arrive on time - Use appropriate voice level and language - Respond positively to instructions and requests from all staff	- Respond positively to instructions and requests from all staff - Remain in designated area for specific event	- Use electronic devices appropriately - Bring electronic devices fully charged
Responsibility	- Exercise self-control	- Use time appropriately	- Clean up after yourself	- Use time wisely - Communicate any concerns to staff	- Respond positively to instructions and requests from all staff - Share space well with others	- Be courteous to guests and opponents - Encourage and include others	- Handle electronic devices with care
Best Effort	- Be open to a growth mindset	- Use appropriate voice level and language	- Ask an adult to leave the table		- Leave campus promptly	- Clean up after yourself	- Demonstrate academic integrity - Communicate any concerns to staff

At times, students may make unwise decisions about their behavior. Billy Mills Middle School staff will respond to unexpected behaviors and unwise student decisions using restorative practices first.

Our goal with restorative practices is to build community and repair relationships when harm has occurred. Our goal is to not punish as commonly found with authoritarian models of discipline. Rather, we would like to create opportunities with students to:

- To understand the harm done and develop empathy for both the harmed and the harmer.
- To listen and respond to the needs of the person harmed and the person who harmed.
- To encourage accountability and responsibility through personal reflection within a collaborative planning process.
- To reintegrate the harmer into the community.
- To change the system when it contributes to the harm.

Restorative practices exist across a continuum. There's a range of ways we will implement restorative work, depending on the severity of the action. We may use smaller impromptu conferences for less formal interactions, or restorative circles / conferences for more formal interactions. It's also important to note that we will not use restorative approaches as a purely reactive process. Students will engage in restorative practices through activities such as community building circles and classroom norms setting.

In addition to restorative practices, staff will continue to teach the social and emotional skills curriculum through Student Success, as well as implement a Positive Behavioral Interventions and Supports (PBIS) system. At times when students make poor decisions about their behavior, the CI3T Reactive Plan is also in place to help students rethink their unacceptable behavior, arrive at wiser future decisions, and accept the consequences of their behavior. We at Billy Mills are committed to helping students develop habits which will serve them well in school and beyond.

BEHAVIOR INTERVENTION PLAN:

At Billy Mills Middle School, we expect all Cougars to be respectful, responsible, and ready to learn at all times. We strongly believe that all students benefit from being honest, committed, and fair. We foster and promote these characteristics in our classrooms and activities.

In order to help students be successful with their behavior choices, we have implemented a Behavior Intervention Plan. The Behavior Intervention Plan not only involves teaching expected behaviors and supporting students in making appropriate choices, but also includes a plan of response when poor choices are made. The Behavior Intervention Plan emphasizes the following points:

- students will be taught the expectations about appropriate behavior, and specifics of our Major

and Minor Infractions at the beginning of the school year;

- there is a school-wide tardy policy;
- parents will be contacted when students receive an office referral;
- a conference will be held with each office referral involving some, or all of the following: student, parent, teacher, and/or administrator;
- consequences will be assigned considering the specific behavior, the degree to which this behavior was demonstrated, and the total number of infractions;
- consequences will increase in severity with the type of behavior and with each office referral; and
- consequences are cumulative throughout the school year.

The Behavior Intervention Plan serves as a guide in dealing with inappropriate behaviors. Each infraction will be considered on a case by case basis. The consequences assigned are at the discretion of the administrator.

Certain offenses may result in Out of School Suspension (OSS) immediately, thus superseding some stated consequences. Example behaviors may include, but are not limited, to bullying, physical violence and assault, theft, and vandalism. A Bullying Prevention Program is on file at the district office in accordance with state law and is addressed within the Behavior Intervention Plan system.

Minor Behavior Infractions - Teacher Managed

Minor behaviors are behaviors that impact the student or the learning and/or safety of others. Minor Infractions may include, but are not limited to, dishonesty, disruptive, disrespect to staff/student, inappropriate language, non-compliance, physical contact, property misuse, public displays of affection, technology violations, tardy, etc. These infractions will be handled within the classroom. The student will receive a write up for the behavior infraction, which will either be used as part of a teacher/student conference, or may be sent home with the student to be signed by a parent/guardian and returned to the teacher within two school days. At the point that other classroom interventions have not been successful, or the type and degree of behavior is more severe, the teacher may write an office referral. Three or more minor behaviors will result in a Major Behavior Infraction.

Major Behavior Infractions - Office Managed

Major behaviors are behaviors that are harmful, illegal, or disorderly conduct. Major Infractions may include, but are not limited to, bullying (JGECA), credible threat to injure, possession/use of illegal substances, fight/physical aggression, harassment (emotional, physical, verbal), excessive tardy/truancy, theft and/or possession of a stolen item, vandalism, weapons/dangerous objects, endangering the safety/welfare of others, skipping teacher assigned and/or office detention, chronic minor infractions, arson, sexual behavior, etc. See additional info below:

Traditional consequences for each major behavior infraction may include, but are not limited to: Class removal, conference with administration, phone call home, write-up sent home for parent/guardian signature, conference with parent/guardian, loss of technology, counselor referral, mental health team referral, classroom/office detention, Out of School Suspension, other disciplinary means determined by the administrator.

Restorative consequences for each major behavior infraction may include, but are not limited to: Reparations, loss of privileges, positive time out, logical consequences, behavior contracts, additional soft skills learning opportunities, and conference discussions.

Detention (JBD): Detention occurs when a student remains after school at the request of a teacher or the office. Teachers can assign their own detentions as they deem appropriate. Office assigned detentions take place from 3:00-3:25 PM. Students who miss an office/teacher detention could be assigned a Wednesday detention within the time from 2:00-2:25 PM. In the first case of missing the assigned detention, a restorative conversation will take place with the BMMS Student Support Facilitator. Detentions take priority over other after school activities.

Out of School Suspension (OSS): Every attempt will be made to keep students in school. However, for more serious behavior infractions and/or chronic referrals/inappropriate choices, the student may be removed from the school learning environment for a set period of time. Long term suspension may be recommended and pursued for chronically disruptive/insubordinate students. During an OSS, students are not allowed on any school district property or at any school district activities. For more information, please refer to Board of Education policy JDD (www.usd497.org). Reasons for OSS may include, but are not limited to:

- Willful violation of any published, adopted student conduct rule;
- Conduct which substantially disrupts, impedes, or interferes with school operation;
- Conduct which endangers the safety or substantially impinges on or invades the rights of others;
- Conduct which could be considered a commission of a misdemeanor or a felony;
- Disobedience of an order of a school authority if the disobedience results in disorder, disruption, or interference with school operation; and
- Possession of a weapon at school, on school property, or at a school-sponsored event. (See JCDBB)

Suspensions and School Parties/Dances: Any student who was removed from a school dance or party will not be able to attend any other school dance or party during the remainder of the school year. Students deemed a safety and security risk by administration, will not be allowed to attend.

Discrimination and Harassment Information (JGEC): The board of education is committed to providing a positive and productive working and learning environment, free from any discrimination and/or harassment on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, gender identity, or gender expression. Such conduct against any individual is prohibited by federal and state law or district policy and shall not be tolerated. Discrimination and/or harassment may include, but are not limited to offensive comments or actions communicating hostile or derogatory slights or insults. Nondiscrimination requirements are contained in Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008, and the Kansas Act Against Discrimination.

Discrimination: Discrimination is conduct which affords a student different treatment solely on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, gender identity, or gender expression.

Harassment: Harassment occurs when the conduct is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of interfering with or limiting the ability of the student to participate in or benefit from the services, activities, or programs of the school. Harassment may result from verbal, physical, or psychological conduct, or written material.

Sexual Harassment: Sexual harassment may result from verbal, physical, or psychological conduct, or written material. Sexual harassment may include, but is not limited to: verbal harassment or abuse; unwelcome advances or pressure for sexual activity; the request for sexual favors; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; suggesting or demanding sexual involvement; implied or explicit threats; or other inappropriate conduct of a sexual nature.

Sexual harassment occurs when these acts are committed by an employee to a student or student to another student, when submission to or rejection of such conduct explicitly or implicitly has the effect of interfering with a student's performance or ability to participate in or benefit from district or school services, activities, or programs.

Hazing and Bullying Information for Staff and Students (JGECA): The district is committed to maintaining an environment free from hazing and bullying, as herein defined. The board of education prohibits bullying in any form either by any student, staff member, or parent towards a student or by a student, staff member, or parent towards a staff member on or while using school property, in a school vehicle, or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve, a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event. The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board.

Hazing: Hazing is any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment. This includes, but is not limited to:

- forced consumption of any drink, alcoholic beverage, drug or controlled substance,
- forced exposure to the elements,
- forced prolonged exclusion from social contact,
- forced sleep deprivation,
- assignment of pranks or other activities intended to degrade or humiliate,

Microaggressions: Microaggressions are subtle but offensive comments or actions directed at a minority or other non-dominant group that are often unintentional or unconsciously reinforce a stereotype.

Bullying: Bullying shall have the meaning ascribed to it in Kansas law, and that recklessly or intentionally endangers the mental health, physical health or safety of a student or employee or that substantially interferes with a student's educational benefits, with a student's or employee's opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any district bus stop, and that has the effect of:

- physically harming a student or damaging a student's property;
- threatening or knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property or causing substantial inconvenience;
- taunting, teasing, or intimidation, or microaggression that is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or it substantially disrupts the orderly operations of the district,
- direct verbal or physical conduct, the use of written material or symbols, or microaggressions.

Cyberbullying: Cyberbullying means bullying threats or harassment, as defined, or threats over the Internet through web pages, email, instant messaging, text messaging, or by other electronic means. Bullying shall include cyberbullying initiated on school premises which threatens or endangers the safety of students, employees, or third parties, or school property, or which substantially disrupts the educational program of the district. Bullying shall also include cyberbullying initiated off school premises which threatens or endangers the safety of students, employees, or third parties, or school property, and which substantially disrupts the educational program of the district.

Prohibited Conduct: Hazing or bullying of students is prohibited by district policy. Bullying of employees is prohibited by district policy. Any student, district employee, or third party who engages in prohibited conduct as above described shall be subject to disciplinary action, which may include, but not be limited to, termination from employment, or expulsion from school, or exclusion from all district property and programs and from doing business with the district.

Prohibited Activity (JGCAA): Activities that threaten the safety or well-being of persons or property on district property or at school activities, or which disrupt the school environment, are prohibited.

Information for Individual Students

Dress Code (JCDB): In support of the district's focus on equity, access to instruction, student learning, and safety, and to ensure that the student dress code is applied equitably to all students in the district, the board adopts the following universal dress code.

The student dress code and administrative enforcement of the student dress code should not create, reinforce, or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, gender expression, or cultural observance.

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, dress, etc.);
- Bottom (pants, athletic pants, shorts, skirt, dress, leggings, etc.); and
- Shoes.

Students cannot wear:

- Violent language or images
- Images or language depicting weapons, drugs or drug paraphernalia, alcohol, nicotine products, illegal items, or illegal activities, or use of the same
- Hate speech, threats, profanity, or pornography
- Images or language that creates a hostile or intimidating environment based on any protected class
- Visible underwear. Visible waistbands or straps on undergarments worn under clothing are not a violation
- Bathing suits (except where required for participation in a course or school activity)
- Helmets, hats, or headwear that obscures the face (except where such is worn as a religious observance or for medical purposes)
- Clothing that intentionally shows private parts (nipples, genitals, buttocks); clothing must cover private parts in opaque (not able to be seen-through) material
- Clothing or accessories that may endanger the student or others, such as spikes
- Clothing that covers the student's face to the extent that the student is not identifiable (except clothing/headwear worn for religious or medical purposes)

Hairstyles: Except where student health and safety may be implicated (e.g., in chemistry or science lessons, culinary lessons, physical education or sports classes), restrictions shall not be placed on how students choose to wear their hair. Any restrictions that are necessary for

student health or safety must be equitably enforced, and must not be enforced differently based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, or cultural observance.

Toys: Toys are not to be brought to school. If a student brings a toy to school, it will be confiscated and returned to the student at the end of the day. If toys are confiscated from a student more than once, a parent must come to school to pick it up from administration.

Collections and Gifts (JL): No collections, sales, or solicitations of money from students and/or staff members are allowed at school without the express permission of the principal. Gift exchanges and the presentation of gifts are discouraged in Lawrence schools. Students should not give gifts to staff, however, other expressions of appreciation and kindness that do not have significant monetary value may be made if a student wishes.

Lost and Found: Lost and found items are maintained in the school office or storage during the school year. Items not claimed by the last day of each semester will be given to charity or disposed of as deemed appropriate by the school. It is recommended that items be clearly marked. An attempt will be made to return or make available identifiable items.

District Student Acceptable Use Policy (AUP) / Technology

The Lawrence Public Schools provide access for student use of computer technology for student use of the Internet and transmission of data or other information across the network infrastructure. All users must share the responsibility for seeing that our computer facilities are used in an effective, efficient, ethical and lawful manner. It is an opportunity to have access to these extraordinary resources and therefore, all users must agree that they will comply with these guidelines in accordance with KANSAS STATUTE 21-5839 and Board Policies IIBG; IIBGA.

Expectations for All Students

Students will:

- Use technology in the manner directed by building staff and administration.
- Use technology for educational purposes.
- Take care of any district equipment and report damages, problems, or inappropriate materials immediately to a staff member.
- Comply with all copyright, trademarks, and license restrictions, including citing Internet sources as you would all other reference materials.

Students will not:

- Share passwords or provide personal information to non-approved online sources.
- Have any expectation of privacy when using any mobile device (district owned or personal) at school or a school related function or with respect to e-mail, files or directories.
- Use technology to harass others according to Board Policy JGECA.
- Download, store, distribute, or share any software or digital file (such as movies, music, or text) in violation of copyright laws.
- Intentionally access material through, or with, technology that would not be allowed for educational purposes in your school if presented in other media.
- Intentionally damage, disable, or hinder the performance (or attempt any of the previous) of any district technology system device, software, or network (inside or outside of the district).
- Access or attempt to access any system, file, directory, user account, or network to which you have not been granted access.
- Use technology in a manner that would hinder the learning environment for you or any other student.
- Install or attempt to install any software on a district owned technology device.

Additional Expectation for Students with Personally Assigned Computing Devices

Students will:

- Regularly save any information stored on a computing device to your assigned personal network storage directory.
- Expect any device to be regularly inspected for inappropriate material, which might include unlicensed software or inappropriate content and software. Any inappropriate content or unlicensed software will be removed.

Student Use of Personal Mobile Devices at School or School-Related Activities

- Students may use personal mobile devices in the manner directed by building staff and administration.
- Students may, but are not required or expected to, bring a personal mobile device to school or school-related activities.
- Students who bring personal mobile device(s) to school or school-related activities should access the school district's network; however, students should not expect the district's network to be available at all times.
- The district will not be responsible for data or other losses of any kind, economic or otherwise, a student may experience when using a personal mobile device at school or a school-related activity.
- The district will not be responsible for any fees associated with a student's use of a personal mobile device.

- Students are responsible for their own mobile device(s) and understand district personnel will not repair or perform any set-up options to enable students to use a personal mobile device at school or school-related activities.

Consequences for AUP Violations

- Suspension from use of district technology.
- Suspension or expulsion from school.
- The district may notify law enforcement agencies.
- Any consequence outlined in your school handbook.

Security Cameras: Security cameras are in use at Billy Mills Middle School. Cameras are used for monitoring and reviewing events at school. Video from the cameras is not intended for public viewing and is not available to the public except when authorized by school administration with appropriate releases and/or as legally required. Notice of use of security cameras appears at the entrance(s) to the building.

Unauthorized video, recordings, and photos: Students are not to make videos, audio-recordings, or photos of any other person (whether that person is identifiable or not) on the Billy Mills campus at any time, except when specifically authorized by an administrator or teacher. Distribution of any video, recording, or photo made on the BMMS campus is prohibited without the specific authorization of an administrator.

Photos at Public Events: Many school events are open to the public. Students participating in or attending these events open to the public have no expectation of privacy in the images taken at these events. KSHSAA Rule 53, Article 4, allows photographs of student athletes, coaches, and other participants to be taken and used and for publicity, marketing and other appropriate purposes.

Cell phones: In order to preserve the learning environment and maximize academic performance and engagement at school, cell phones and any other personal electronic communication devices not distributed by the school district should be put away and out of sight during the school day. This includes class time, passing periods, and all other times during the school day, excluding lunchtime when personal devices may be used.

Cell phones or personal electronic devices that are not put away as requested or used at inappropriate times or in inappropriate ways, may lead to a behavior referral or loss of this privilege. Please refer to the USD 497 acceptable use policy (AUP) for additional information.

Computer Use (IIBG) – Computer systems are for educational and professional use. Internet services are provided for limited educational purposes. The term “education purposes” includes use of the system for classroom activities and limited research. Students shall have no expectation of privacy when using district e-mail or computer systems. All information created or accessed by students may be subject to monitoring without notice by district administrators and/or school staff when appropriate. E-mail messages shall be used only for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

The district/school retains the right to duplicate any information created by students in a computer system, or on any hard drive or individual computer. Students, who violate these rules, or any other classroom rules relating to computer use, are subject to disciplinary action up to and including suspension from school. The district retains the right to impose on any student disciplinary measures that may include expulsion.

Children’s Internet Protection Act (IIBGA): The district shall implement and enforce an internet safety plan meeting the requirements of both the federal and the Kansas Children’s Internet Protection Acts. Such plan shall include technology protection measures and such other measures as deemed appropriate to address the following issues:

- Access by minors to inappropriate matter on the Internet and World Wide Web;
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures designed to restrict minors’ access to materials that may be harmful to them.

Cafeteria Services

The Billy Mills Middle School Cafeteria will serve breakfast and lunches to students and staff members each day we have all day sessions of school. All students will not be dismissed for lunch at the same time. Students will be given twenty-five minutes for lunch by grade level so that the time of each student’s lunch will depend upon the class the student has during the lunch period.

Breakfast Program and Morning Supervision: The Billy Mills Cafeteria will serve breakfast from 7:35 to 7:55 am. Students wishing to eat breakfast will be allowed in the cafeteria. Students should not enter the cafeteria until 7:30 am. Students should leave the cafeteria after eating and go to the gym. The building will be closed to students before the designated time.

Lunch Program: Billy Mills Middle School operates under a closed lunch period. This means a student does not leave the building at lunch time without special permission.

Cost: Breakfast is available for \$1.90, and lunch costs \$3.00 for students. The reduced cost for families who qualify is \$0.30 for breakfast and \$0.40 for lunch. Free breakfast and lunch is also available for those who qualify. Please contact your school for more information. Adult lunches are available for \$4.65. A la carte prices that will be posted at the point of sale.

Cafeteria Conduct: Students are expected to wait in line to pick up food items. Students are to use a tray, remove all trash, and return the tray, utensils and trash to the return window. Talk should be at an appropriate level. Food and drink should not be removed from the cafeteria. When finished eating, students should move to the designated waiting area to await their teacher. Once students leave the cafeteria dining area, they may not return without staff permission. Students may not leave the designated pick up area without a pass until their teacher picks them up. Failure to follow cafeteria procedures may result in loss of cafeteria privilege, lunch detention, or other disciplinary action.

Food Services Department Information: The Food Services Department uses a computerized meal cashier program. Record keeping of money paid and meals eaten by your child are recorded in a computerized database in the school kitchen. Students are able to enter their student ID number or have an ID card that is scanned as each student purchases a meal or an item from the cafeteria. The lunch accounting system is a debit system, which means that you deposit money into an account and as the student eats, the meal charge is deducted from the account balance. It is expected that all balances will be kept positive. **The food services department cannot extend credit to families for purchase of meals or a la carte items. If your account is negative, no purchases are allowed, you must send cash to purchase a meal or send a sack lunch.** We are NOT responsible for any cash sent to school with children. Please pay by check or money order with reference to your student name, ID number, and school. PLEASE NOTE - We cannot be responsible for post-dated checks. You may also make debit/ credit card payments online via the third party website known as MySchoolBucks.com. Your first payment for meals needs to be made prior to the first day that meals are served so that there is money in your student's account. Please DO NOT combine lunch money payment with other school type payments (i.e. enrollment fees/fines/cash/etc.) Meal payment envelopes are available in the cafeteria and most school offices.

A la Carte Purchases: The USDA has brought about some changes to the meal selection process. Food groups are now called components consisting of the following: Meat or Meat Alternatives, Fluid Milk, Grains, Fruits, and Vegetables. Students must choose a minimum of three of the 5 components to count as a meal. One of the three components must be ½ cup of fruit or vegetable. We encourage all five for a healthy meal. Secondary students may choose a lunch meal of main dish, milk, and 4 side dishes, maximum. Items purchased in addition to lunch/breakfast meals are considered a la carte purchases. No a la carte charges will be allowed if the student account reaches a zero balance. All students are considered to have permission to make a la carte purchases unless a parent/guardian completes Form FS146, blocking or limiting purchases, and returns it to the school cashier.

Online Debit/Credit Card Payments: Parents/guardians are able to make payments for school lunches with a debit or credit card and are able to check the balance of their student lunch accounts online at MySchoolBucks.com. Go to the district website at www.usd497.org, link to Food Services, then to MySchoolBucks.com. **NEW USER'S ONLY...** If you have never used this system before, be aware that you will need each child's 8 digit student ID# to set up an account with MySchoolBucks.com.

Low Balance Reminders: Automated phone calls are made twice weekly to parents via the School Messenger program. You can expect a phone reminder when a student account balance falls to 5.00 or less. Due to program constraints, these calls are made for each individual student account, so you may receive more than one. Many parents have found the service provided by MySchoolBucks.com very helpful. You can register at this site, and then look at student purchase histories or set-up an email notification of low balances if you wish. This service is available to all parents even if they do not want to use the online payment program.

End of Year Balances: At the end of the school year, no refunds will be made on the account unless you are leaving the district. The balance in your account will be forwarded to the next school year even if your child is attending a different school. If you have a student graduating high school, any balance remaining will be transferred to a younger sibling(s). If this is your last child graduating from the district, you may request a reimbursement form from the cashier for a refund check from the district.

Returned Checks: Lunch payment checks that are returned due to insufficient funds go directly to CCM Enterprises, a collection company in Wichita, KS. There is a 30.00 return check fee that you will be responsible for in addition to any fees that your bank may charge. Payment for the check and fee must be made to CCM. Payment cannot be accepted by the district or your school. Students may not make food purchases

with a negative lunch account balance, so you will need to provide funds to keep a positive balance in your student's lunch account. This is a separate transaction which does not negate the need to settle with CCM. You may reach CCM at 1-800-423-8974.

Questions? You may call the Food Service Office, 785-832-5000, for assistance during the hours of 7:30 a.m. – 4:30 p.m. After 4:30 p.m. you may leave a voice message, and your call will be returned the next business day.

Health Services

School Nurse: Billy Mills has a registered nurse on duty daily to provide services in the areas of health promotion, health prevention, and health counseling.

Medications at School: If a student is to receive a prescription medication at school, the medication must be brought to the school nurse's office in the original prescription bottle prescribed by a physician or dentist who is licensed to practice in the State of Kansas. This must be accompanied by a completed medication permission form. The first dose of any new medication must be given at home. Certain medications, such as inhalers, may be self-administered as long as a self-administration permission form is completed by the parent, and the student follows appropriate guidelines for administration. Over-the-counter medications may be self-administered if the proper over-the-counter permission form is completed along with a district self-administration medication form. In order to self-administer prescription medications, parents and students must consult with the school nurse, complete a self-administration medication plan, and provide a physician's written order or labeled prescription container.

Supervision of Medication (JGFGB): A *Permission for Medication* form must be signed by a parent in order for a student to take medication at school. Please contact the school nurse for specific instructions and forms.

Illness at School: If a student has a chronic health condition, it is highly recommended that a parent contact the school nurse in order to determine if special accommodations will need to be made for the student at school. Students who become ill during the school day must check out with the school nurse before leaving in order for the absence to be excused. The student is not allowed to go home unless a parent or emergency contact has been contacted. Students who have milk allergy and will require juice substitutions in the cafeteria will need to have a doctor's note annually. The school nurse is available to students, staff, and parents for referral to community services, health education information and materials. If you have any questions or concerns about your student's health status, please call Billy Mills Middle School at 832-5550 and ask for the Health Office.

Library Media Center

In order for students to use the Library Media Center to their best advantage, it is necessary that they know the following rules and regulations:

- Media Hours: 8:00 a.m.-3:40 p.m.
- Only 3 unaccompanied students from any one class may be in the media center at a time, space permitting.
- Unaccompanied students must have a pass from their teacher during regular class periods in order to use the library.
- If library material(s) become overdue then check out and unaccompanied library privileges will be suspended until the library material(s) are returned or restitution is made for the material(s).

NEVER be afraid to ask questions. The library media specialist, the library assistant, and the student library assistants are here to help you.

Student Success Themes

August: Community

Students will develop a sense of community within the school and their Student Success.

September: Responsibility

Students will develop an understanding of what it means to be responsible for their actions, how they can model responsibility for others, and how they can act responsibly within the community.

October: Integrity

Students will develop an understanding of what it means to do the right thing and consequences of "right" behavior when dealing with self and others. (i.e., no rumors, no bullying, protect reputation)

November: Respect

Students will demonstrate an understanding of what respect means and looks like throughout their lives.

December: Empathy

Students will develop the ability to acknowledge, understand and share the feelings of another.

January: Leadership

Students will develop an understanding of the ability to guide and inspire others.

February: Accountability

Students will demonstrate an understanding of how to accept responsibility for one's actions.

March: Goals

Students will develop an understanding of how to create a desired result or possible outcome that they plan and commit to achieve.

April: Motivation

Students will develop an understanding of the reason or reasons one has for acting or behaving in a particular way.

May: Mindfulness

Students will develop an understanding of the basic human ability to be fully present, engaged, aware of where they are and what they are doing, and not overly reactive or overwhelmed by what's going on around them.

Monday	Tuesday	Wednesday	Thursday	Friday
Organization	Character Strong Lesson	Grade Check	Study Hall	Relationship Building

SURFACE AREA & VOLUME

Surface Area: Find the area of each face and add together.

Volume of Prisms: Find the area of the Base (B) and multiply that number by the height (h). Area of B = $l \times w$

Cube $V = s^3$



Rectangular Prism $V = l \times w \times h$



Triangular Prism $V = Bh$



Cylinder surface area
(SA) = $2\pi r^2 + 2\pi rh$
volume (V) = $\pi r^2 h$



Volume of Pyramids: Find the area of the Base (B), multiply by height (h), and divide by 3. $\pi = 3.14$

Square Pyramid
 $V = 1/3 Bh$



Triangular Pyramid
 $V = 1/3 Bh$



Rectangular Pyramid
 $V = 1/3 Bh$



Cone $V = 1/3\pi r^2 h$



Sphere surface area (SA) = $4\pi r^2$
volume (V) = $4/3\pi r^3$



Remember: The answers to surface area problems are labeled in square units (units²). The answers to volume problems are labeled as cubic units (units³).

DECIMAL EQUIVALENTS OF COMMON FRACTIONS

1/2.....0.5000	1/16.....0.0625
1/3.....0.3333	1/32.....0.0313
1/4.....0.2500	2/3.....0.6667
1/5.....0.2000	3/4.....0.7500
1/6.....0.1667	3/8.....0.3750
1/7.....0.1429	4/5.....0.8000
1/8.....0.1250	5/8.....0.6250
1/9.....0.1111	7/8.....0.8750
1/10.....0.1000	

FRACTIONS/DECIMALS & PERCENT

Multiplication:
multiply straight across $\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$

Division: multiply first fraction by the reciprocal of the second fraction
 $\frac{1}{3} \div \frac{3}{4} = \frac{1}{3} \times \frac{4}{3} = \frac{4}{9}$

Addition/Subtraction:
find common denominators
 $\frac{1}{4} \text{ or } \frac{3}{12}$
 $\frac{2}{3} \text{ or } \frac{8}{12}$

Fraction: $\frac{1}{2}$ numerator
denominator

$\frac{11}{12}$

POLYGONS

Polygon: closed plane figure made by line segments

Regular Polygon: polygon with equal angles and equal sides

3 sides = Triangle	8 sides = Octagon
4 sides = Quadrilateral	9 sides = Nonagon
5 sides = Pentagon	10 sides = Decagon
6 sides = Hexagon	12 sides = Dodecagon
7 sides = Heptagon	13 sides = Tridecagon

AREA

s = side l = length w = width h = height b = base r = radius

Square s^2



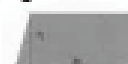
Triangle $1/2 b \times h$



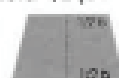
Rectangle $l \times h$



Parallelogram $b \times h$



Trapezoid $1/2 (b1 + b2)h$



Circle πr^2



PERIMETER & CIRCUMFERENCE

Perimeter is the distance around an object

Circumference refers to the distance around a circle

Circle $\pi = 3.14$



Polygon - add all sides together

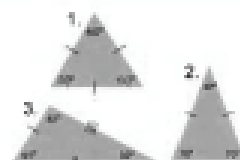


TRIANGLES

Pythagorean Theorem: sides a and b are legs;
side c is hypotenuse; $a^2 + b^2 = c^2$

All angles of a triangle add up to 180°.

1. **Equilateral Triangle:** all sides equal;
all angles equal



2. **Isosceles Triangle:** two sides equal;
two angles equal

3. **Scalene Triangle:** no sides equal;
no angles equal



4. **Right Triangle:** one angle is 90 degrees

ANGLES

Right Angle: equals 90°

Acute Angle: less than 90°

Straight Angle: equals 180°

Obtuse Angle: greater than 90°

Complementary Angles: two angles add up to 90°

Complete Angle: rotation equals 360°

Supplementary Angles: two angles add up to 180°

RESOURCES

ENGLISH RESOURCES

SPELLING

The best rule of thumb for spelling is "If you are unsure of how to spell something, look it up" in the dictionary. If there are certain words you always misspell, make a list of them and review it occasionally.

Here are a few other guidelines:

- If the emphasis in pronunciation is on the first syllable, do not double the consonant.
conquer - conquering travel - traveled
 - If the emphasis in pronunciation is on the second syllable, double the consonant.
control - controlling confer - conferred
 - If the word is only one syllable and has a vowel before the final consonant, double the consonant when adding a suffix.
trim - trimming spot - spotted
 - When the word ends in two consonants, the final consonant usually is not doubled.
confirm - confirmed comment - commenting
 - Drop the silent "e" before adding a suffix that begins with a vowel.
stripe - striping value - valuable
 - Keep the final "e" when the suffix begins with a consonant.
careful hopeful
 - In words where the silent "e" is preceded by a consonant with a sound, the "e" often is kept. (Exception: judgment)
courageous peaceable
 - "T" before "e," except after "c," or when it sounds like a long "a," as in neighbor or weigh.
receive relieve
 - In words ending with "y," change the "y" to "i" before adding a suffix, except when the suffix is "ing."
supply - supplied apply - applying
- *These are general rules. There are exceptions.*

THE EIGHT PARTS OF SPEECH

Nouns: both common and proper, refer to any person, place or thing. **his mother**

Proper nouns are capitalized. **Grand Canyon**

Pronouns: take the place of a noun.

Mary-she sheep-it Mary's-her

Pronouns can be nominative: the subject of the sentence or clause.

objective: receives the action or follows a preposition

possessive: shows ownership.

Verbs: express action or state of being; can be in tenses of past, present and future. Occasionally are used with auxiliary verbs that show tense. **He will go to the party. He has gone to the party.**

Adjectives: describe nouns; can characterize size, number, color or condition. **She has many shoes in her messy closet.**

Adverbs: words that modify a verb, adjective or another adverb by expressing manner, degree or time. **The stereo was blaring loudly.**

Prepositions: words that connect nouns or pronouns to another part of the sentence. **She was in the basement when he came through the front door.**

Conjunctions: connect words, phrases and clauses. **Ashley, Robin and Jason went to Erin's house, but she wasn't home.** Conjunctions can be coordinating: joining elements of the same value; or subordinating: joining a main clause and dependent clause.

Interjections: words or phrases that express sudden exclamation or interruption. **Oh, I forgot to bring my planner to school.**

PUNCTUATION RULES

Comma: (,) Used to separate words or phrases in a series. The comma before the "and" in a simple series is optional. **The fruit salad had apples, bananas and strawberries.** Commas also are used before conjunctions when the phrases joined by the conjunction each have a subject and verb. **Shelly and Sam went to the lake, but Rick stayed home.** Commas are used to separate appositives, such as dates and states. **Harry Truman was at the Elms Hotel in Excelsior Springs, MO, on November 2, 1948, when he learned he had been re-elected president.**

Quotation marks: (" ") Double quotations are used for direct quotations and in dialogue. Single quotations are used for quotes within a quote. **"I thought she yelled, 'Get out of my way' when she was riding on the sidewalk," Mark said.**

Semicolon: (;) Used between independent clauses not joined by a conjunction. **I looked in the garage; he wasn't there.** Semicolons also are used between main clauses joined by a conjunctive adverb, such as however, and between independent clauses of a compound sentence if the clauses are long or subdivided by commas. **The cities he will visit on vacation are Phoenix, AZ; Las Vegas, NV; and Denver, CO.**

Colon: (:) Introduces a formal statement, long quotation or series of items. **He brought three things on the camping trip: a lantern, a sleeping bag and a flashlight.**

BIOLOGY

HUMAN BODY SYSTEMS

Integumentary: skin, hair, nails and sweat glands

Skeletal: bones, cartilage and ligaments

Nervous: brain, spinal cord and nerves

Circulatory: heart, blood vessels, blood and lymph structures

Endocrine: pituitary, adrenal, thyroid and other ductless glands

Muscular: skeletal, smooth and cardiac muscles

Respiratory: lungs, pharynx, trachea and other air passageways

Digestive: stomach, esophagus and intestines



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

Costa's Levels of Thinking

By asking higher levels of questions, you will deepen your knowledge and create connections to what you are learning!



3—Applying

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2—Processing

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

1—Gathering

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Types of Questions:

- Predict the outcome if... (level 3)
- How would you prioritize...? (level 3)
- What evidence supports...? (level 3)
- How is ___ similar to ___? (level 2)
- Summarize... (level 2)
- Who was ...? (level 1)
- Write the definition of ... (level 1)

FOCUSED NOTE-TAKING

PROCESS

Taking Notes

- Create notes
- Determine purpose
- Record Essential Question
- Select Format

Processing Notes

- Think about notes
- Revise notes
- Organize notes
- Evaluate information

Connecting Thinking

- Think beyond notes
- Analyze notes
- Ask questions
- Connect to previous learning

Summarizing and Reflecting on Learning

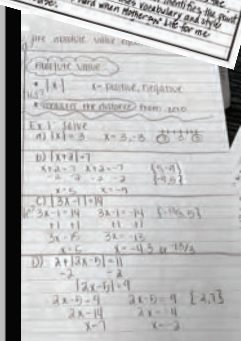
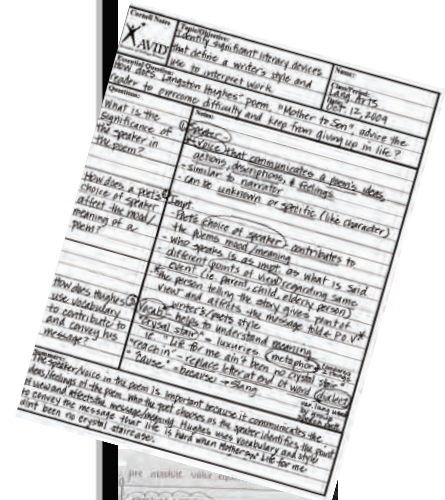
- Think about notes as a whole
- Identify important aspects
- Craft summary
- Reflect on learning

Applying Learning

- Use notes
- Revisit notes
- Apply or demonstrate learning
- Use formatted notes to meet purpose of note-taking

The FNT Process

1. Taking Notes
2. Processing Notes
3. Connecting Thinking
4. Summarizing and Reflecting on Learning
5. Applying Learning



"One learns through the processing of information by the brain. words very, very seldom imprint themselves on the brain; but ones thinking does."
-Walter Pauk

Marking The Text

This strategy has three distinct marks:

1. Number the Paragraphs.



- 1 Before you read, take a moment to number the paragraphs in the section you are planning to read. Start with the number one and keep going until you reach the end of the text or reading assignment.
- 2 As with page numbers, paragraph numbers will act as a reference so you can easily refer to it later.

2. Circle key terms, cited authors, and other essential words or numbers.



You might circle...

- Key concepts
- Lesson-based vocabulary
- Names of people, places, dates
- Names of historical events
- Numbers
- Repeated words
- Anything relevant to the reading purpose

3. Underline the author's claims*, evidence, and other information relevant to the reading purpose.



While reading informational texts (i.e. textbooks, journals, articles, or primary source documents), read carefully to identify information that is relevant to your reading purpose. Relevant information might include...

- Central claims
- Evidence
- Facts about a person, place, thing, or idea
- Description of a person, place, thing, or idea
- Cause-and-effect relationships
- Repeated words
- Anything relevant to the reading purpose

*** A claim is an arguable statement or assertion made by the author that not everyone would agree with.*** Data, facts, or other backing is used by an author to support his/her claims.

Ultimately, what you circle and underline will depend on your reading purpose. You need to crystal-clear **before** you read something as to **WHY** (or for what reason/purpose) you are reading it. In addition to marking key terms and claims, you might be asked to mark other essential information such as the author's evidence or descriptions.

Example:

Study finds chlorinated pools and pee are a match made in harmful gas heaven
By Matt Hickman *Author*
Mother Nature Network

① While it ranks high on the gross scale, peeing in a pool has never been considered hazardous. A new study, however, uncovers serious health effects tied to in-pool tinkles. *wordy thoughts that come to mind*

② A scenario that you might be all too familiar with:

③ You're getting your cardio exercise on at the local pool - rec center, YMCA, country club, it doesn't matter - and you swim through an alarmingly warm patch of water. Pee. You stop what you're doing and the situation

④ Urine - and sweat - contains uric acid. Mix uric acid with chlorine and the resulting chemical reaction produces both trichloramine and cyanogen chloride, two dangerous - and "ubiquitous" - gases. Both chemicals have been linked to chronic health problems amongst swimmers: Exposure to trichloramine can lead to serious respiratory woes while cyanogen chloride has been linked to lung ailments and disorders of both the central nervous system and the cardiovascular system.

⑤ Overall, uric acid - pee, basically, as sweat

I hope people are not using the pool as a bathroom

if I were in this situation

1st Quarter Class Schedule

Hour	Class	Teacher	Room
1			
2			
3			
Student Success			
5			
6			
7			

2nd Quarter Class Schedule

Hour	Class	Teacher	Room
1			
2			
3			
Student Success			
5			
6			
7			

Notes:

3rd Quarter Class Schedule

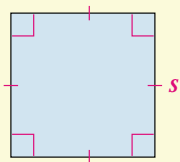
Hour	Class	Teacher	Room
1			
2			
3			
Student Success			
5			
6			
7			

4th Quarter Class Schedule

Hour	Class	Teacher	Room
1			
2			
3			
Student Success			
5			
6			
7			

Notes:

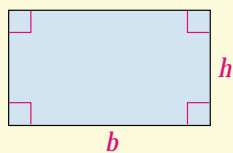
Table 2 Formulas



$$P = 4s$$

$$A = s^2$$

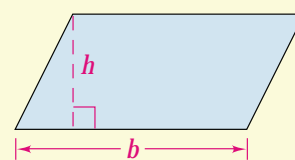
Square



$$P = 2b + 2h$$

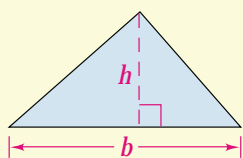
$$A = bh$$

Rectangle



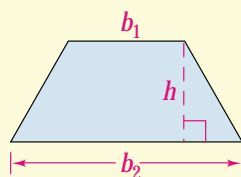
$$A = bh$$

Parallelogram



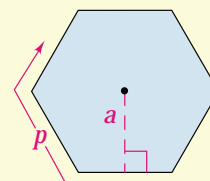
$$A = \frac{1}{2}bh$$

Triangle



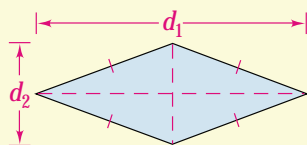
$$A = \frac{1}{2}h(b_1 + b_2)$$

Trapezoid



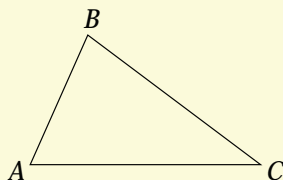
$$A = \frac{1}{2}ap$$

Regular Polygon



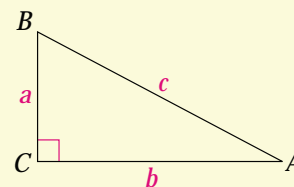
$$A = \frac{1}{2}d_1d_2$$

Rhombus



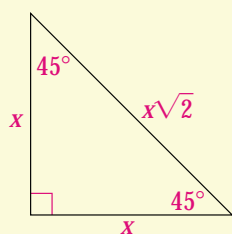
$$m\angle A + m\angle B + m\angle C = 180$$

Triangle Angle Sum



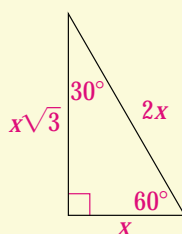
$$a^2 + b^2 = c^2$$

Pythagorean Theorem



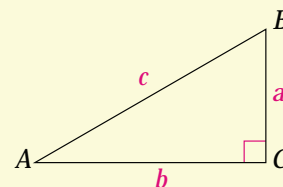
$$\text{Ratio of sides} = 1:1:\sqrt{2}$$

45°-45°-90° Triangle



$$\text{Ratio of sides} = 1:\sqrt{3}:2$$

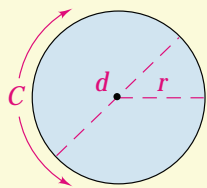
30°-60°-90° Triangle



$$\tan A = \frac{a}{b}$$

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c}$$

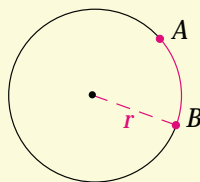
Trigonometric Ratios



$$C = \pi d \text{ or } C = 2\pi r$$

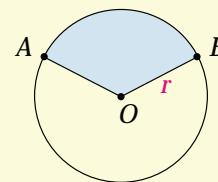
$$A = \pi r^2$$

Circle



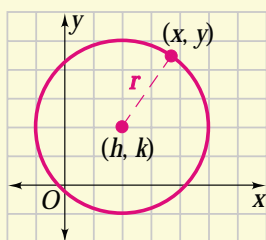
$$\text{Length of } \widehat{AB} = \frac{m\widehat{AB}}{360} \cdot 2\pi r$$

Arc



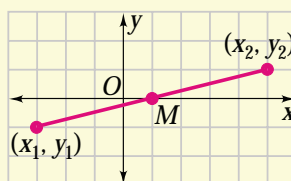
$$\text{Area of sector } AOB = \frac{m\widehat{AB}}{360} \cdot \pi r^2$$

Sector of a Circle



$$r^2 = (x - h)^2 + (y - k)^2$$

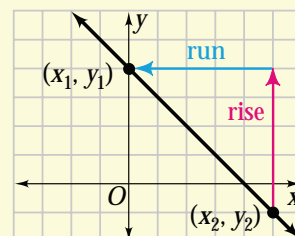
Equation of Circle



$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

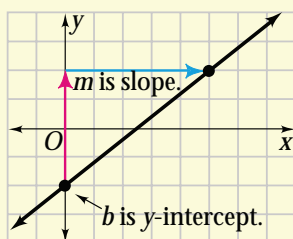
$$M = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Distance and Midpoint



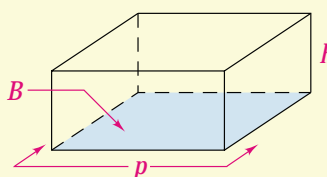
$$m = \frac{\text{rise}}{\text{run}} = \frac{y_2 - y_1}{x_2 - x_1}$$

Slope



$$y = mx + b$$

Slope-intercept Form of a Linear Equation

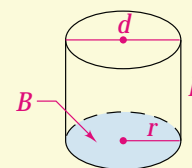


$$\text{L.A.} = ph$$

$$\text{S.A.} = \text{L.A.} + 2B$$

$$V = Bh$$

Right Prism

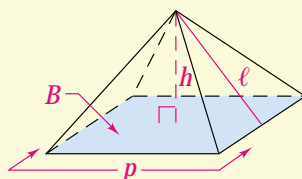


$$\text{L.A.} = 2\pi rh \text{ or } \text{L.A.} = \pi dh$$

$$\text{S.A.} = \text{L.A.} + 2B$$

$$V = Bh \text{ or } V = \pi r^2 h$$

Right Cylinder

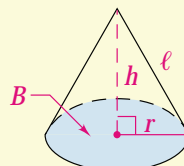


$$\text{L.A.} = \frac{1}{2} p\ell$$

$$\text{S.A.} = \text{L.A.} + B$$

$$V = \frac{1}{3} Bh$$

Regular Pyramid

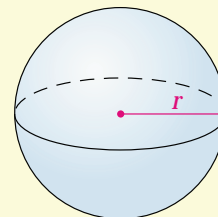


$$\text{L.A.} = \pi r\ell$$

$$\text{S.A.} = \text{L.A.} + B$$

$$V = \frac{1}{3} Bh \text{ or } V = \frac{1}{3} \pi r^2 h$$

Right Cone



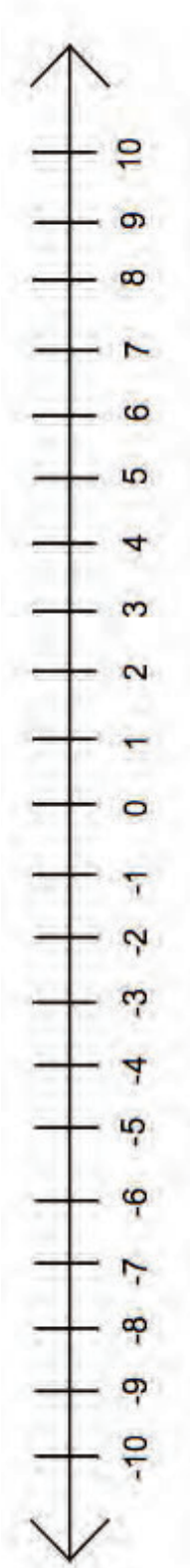
$$\text{S.A.} = 4\pi r^2$$

$$V = \frac{4}{3} \pi r^3$$

Sphere

Multiplication Table

	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
1	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
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120	126	132	138	144	150
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168	175
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192	200
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216	225
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220	231	242	253	264	275
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240	252	264	276	288	300
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260	273	286	299	312	325
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280	294	308	322	336	350
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	375
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320	336	352	368	384	400
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340	357	374	391	408	425
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360	378	396	414	432	450
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380	399	418	437	456	475
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400	420	440	460	480	500
21	21	42	63	84	105	126	147	168	189	210	231	252	273	294	315	336	357	378	399	420	441	462	483	504	525
22	22	44	66	88	110	132	154	176	198	220	242	264	286	308	330	352	374	396	418	440	462	484	506	528	550
23	23	46	69	92	115	138	161	184	207	230	253	276	299	322	345	368	391	414	437	460	483	506	529	552	575
24	24	48	72	96	120	144	168	192	216	240	264	288	312	336	360	384	408	432	456	480	504	528	552	576	600
25	25	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400	425	450	475	500	525	550	575	600	625
26	26	52	78	104	130	156	182	208	234	260	286	312	338	364	390	416	442	468	494	520	546	572	598	624	650
27	27	54	81	108	135	162	189	216	243	270	297	324	351	378	405	432	459	486	513	540	567	594	621	648	675
28	28	56	84	112	140	168	196	224	252	280	308	336	364	392	420	448	476	504	532	560	588	616	644	672	700
29	29	58	87	116	145	174	203	232	261	290	319	348	377	406	435	464	493	522	551	580	609	638	667	696	725
30	30	60	90	120	150	180	210	240	270	300	330	360	390	420	450	480	510	540	570	600	630	660	690	720	750



BILLY MILLS FIGHT SONG

**We are the black and gold
Brave and bold are we
We fight with all our spirit
To bring us to another victory
So stand up and give a cheer
Wooo**

**Fight fight fight fight fight
This is the Cougar battle cry
So come on Cougars fiiiiiiiiight
Rah rah rah rah rah
Rah rah rah rah rah
Rah rah rah rah rah**

Go Cougars!





BILLY MILLS DAILY SCHEDULE



HOUR	M / T / TH / F	WEDNESDAY
1st	8:00 - 8:47	8:00 - 8:36
2nd	8:50 - 9:37	8:39 - 9:15
3rd	9:40 - 10:27	9:18 - 9:54
4th	10:30 - 11:17	9:57 - 10:33
5th	11:20 - 12:33	10:36 - 11:12
6th	12:36 - 1:23	11:15 - 12:16
7th	1:26 - 2:13	12:19 - 12:55
8th	2:16 - 3:06	12:58 - 1:35

LUNCH SCHEDULE - 5th HOUR

Lunch 1	Lunch 2	Lunch 3
11:20 - 11:45	11:40 - 12:05	12: 08 - 12:33

WEDNESDAY LUNCH SCHEDULE - 6th HOUR

11:12 - 11:27	11:33 - 11:58	11:51 - 12:16
---------------	---------------	---------------



BILLY MILLS

ALTERNATE SCHEDULES



HOUR	ASSEMBLY	HOUR	LATE START
2nd	8:00 - 8:47	1st	10:00 - 10:25
3rd	8:50 - 9:37	2nd	10:28 - 11:53
4th	9:40 - 10:27	3rd	11:56 - 12:46
5th	10:30 - 11:17	4th	12:49 - 1:14
6th	11:20 - 12:33	5th	1:17 - 1:42
7th	12:36 - 1:23	6th	1:45 - 2:10
8th	1:26 - 2:13	7th	2:13 - 2:38
1st	2:16 - 3:06	8th	2:41 - 3:06

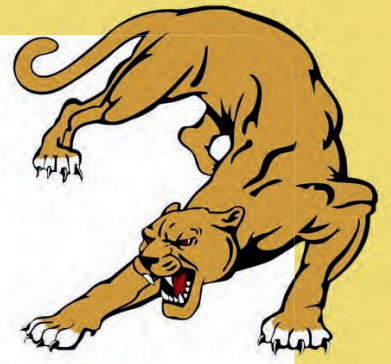
ASSEMBLY LUNCH SCHEDULE - 6th HOUR

Lunch 1	Lunch 2	Lunch 3
11:20 - 11:45	11:40 - 12:05	12:08 - 12:33

LATE START LUNCH SCHEDULE - 4th HOUR

Lunch 1	Lunch 2	Lunch 3
11:53 - 12:18	12:05 - 12:30	12:21 - 12:46

MY SMART GOALS



QUARTER 1

Setting realistic and achievable outcomes.

My academic goal:

S
SPECIFIC

What do I want to happen?

M
MEASUREABLE

How will I know when I have achieved my goal?

A
ATTAINABLE

Is the goal realistic and how will I accomplish it?

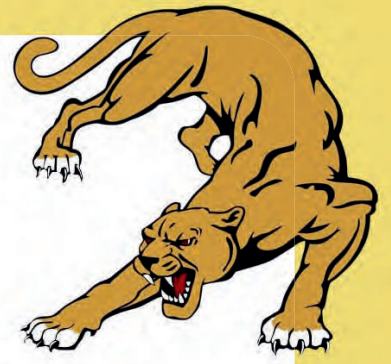
R
RELEVANT

Why is my goal important to me?

T
TIMELY

What is my deadline for this goal?

MY SMART GOALS



QUARTER 1

Setting realistic and achievable outcomes.

My personal goal:

S
SPECIFIC

What do I want to happen?

M
MEASUREABLE

How will I know when I have achieved my goal?

A
ATTAINABLE

Is the goal realistic and how will I accomplish it?

R
RELEVANT

Why is my goal important to me?

T
TIMELY

What is my deadline for this goal?

August 2024



Community

- Build a class community
- Learn school traditions
- Learn and understand school rules
- Learn about ways to become involved in your school community

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

12

Tuesday - A/B

13

1st Hour									
2nd Hour									
3rd Hour									
4th Hour									
5th Hour									
6th Hour									
7th Hour									
8th Hour									
My goal for this week:					My favorite activity:				

Wednesday - A/B			14	Thursday - A/B			15	Friday - A/B			16
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

August 2024



Community

- Build a class community
- Learn school traditions
- Learn and understand school rules
- Learn about ways to become involved in your school community

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

19

Tuesday - A/B

20

1st Hour									
2nd Hour									
3rd Hour									
4th Hour									
5th Hour									
6th Hour									
7th Hour									
8th Hour									
My goal for this week:					My favorite activity:				

Wednesday - A/B			21			Thursday - A/B			22			Friday - A/B			23			
																		1st Hour
																		2nd Hour
																		3rd Hour
																		4th Hour
																		5th Hour
																		6th Hour
																		7th Hour
																		8th Hour
An area of improvement:						Something I need help on:						Something I want to share:						

August 2024



Community

- Build a class community
- Learn school traditions
- Learn and understand school rules
- Learn about ways to become involved in your school community

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

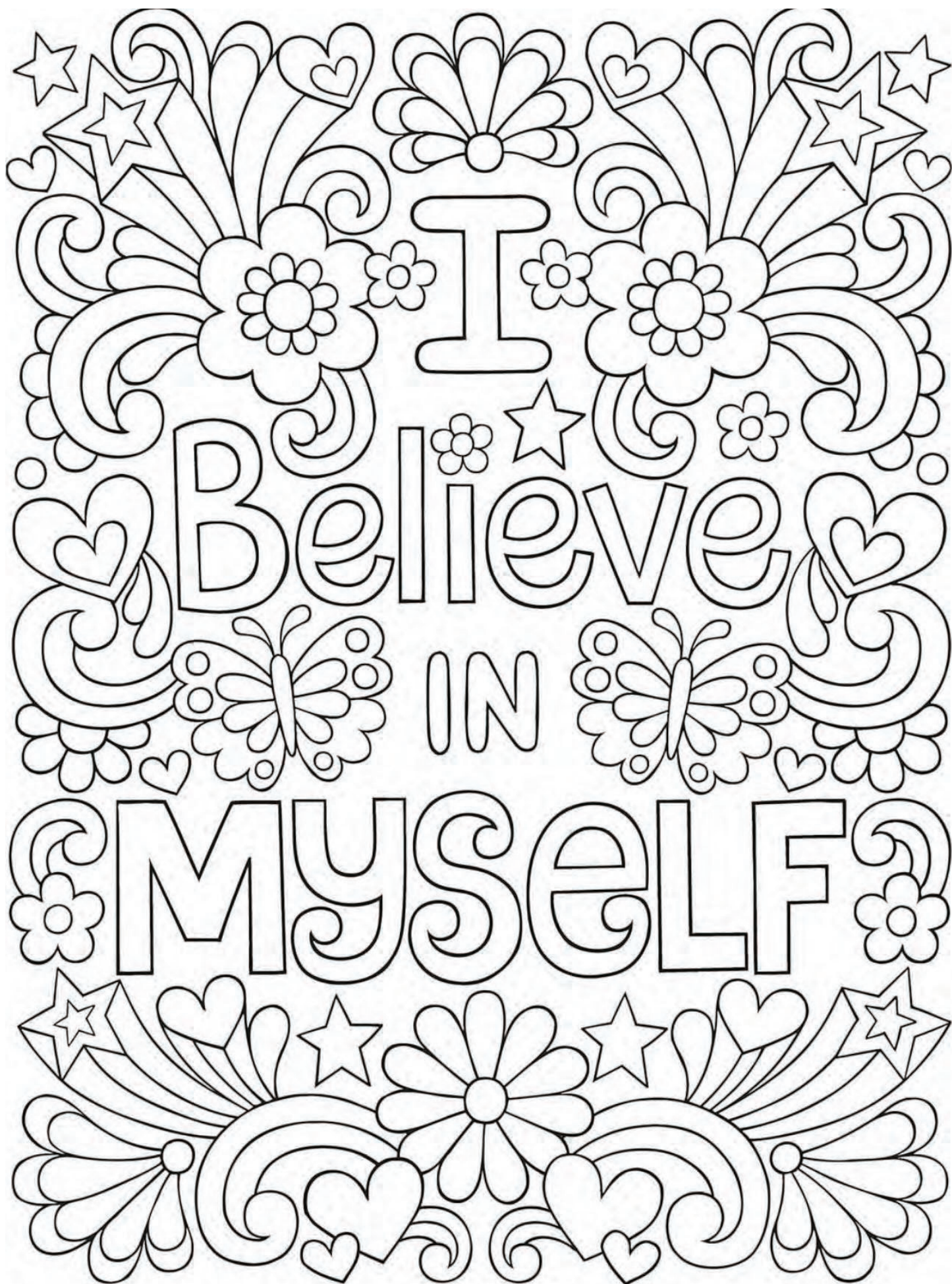
26

Tuesday - A/B

27

1st Hour								
2nd Hour								
3rd Hour								
4th Hour								
5th Hour								
6th Hour								
7th Hour								
8th Hour								
My goal for this week:				My favorite activity:				

Wednesday - A/B			28	Thursday - A/B			29	Friday - A/B			30
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				





MISTAKES
ARE PROOF
THAT YOU'RE
trying

September 2024



Responsibility

- Learn what it means to be responsible
- Understand how to model responsibility to others
- Discover ways that you can be responsible for your community

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	2	Tuesday - A/B	3
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			4	Thursday - A/B			5	Friday - A/B			6
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

September 2024



Responsibility

- Learn what it means to be responsible
- Understand how to model responsibility to others
- Discover ways that you can be responsible for your community

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	9	Tuesday - A/B	10
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			11			Thursday - A/B			12			Friday - A/B			13			
																		1st Hour
																		2nd Hour
																		3rd Hour
																		4th Hour
																		5th Hour
																		6th Hour
																		7th Hour
																		8th Hour
An area of improvement:						Something I need help on:						Something I want to share:						

September 2024



Responsibility

- Learn what it means to be responsible
- Understand how to model responsibility to others
- Discover ways that you can be responsible for your community

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	16	Tuesday - A/B	17
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			18	Thursday - A/B			19	Friday - A/B			20
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

September 2024



Responsibility

- Learn what it means to be responsible
- Understand how to model responsibility to others
- Discover ways that you can be responsible for your community

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

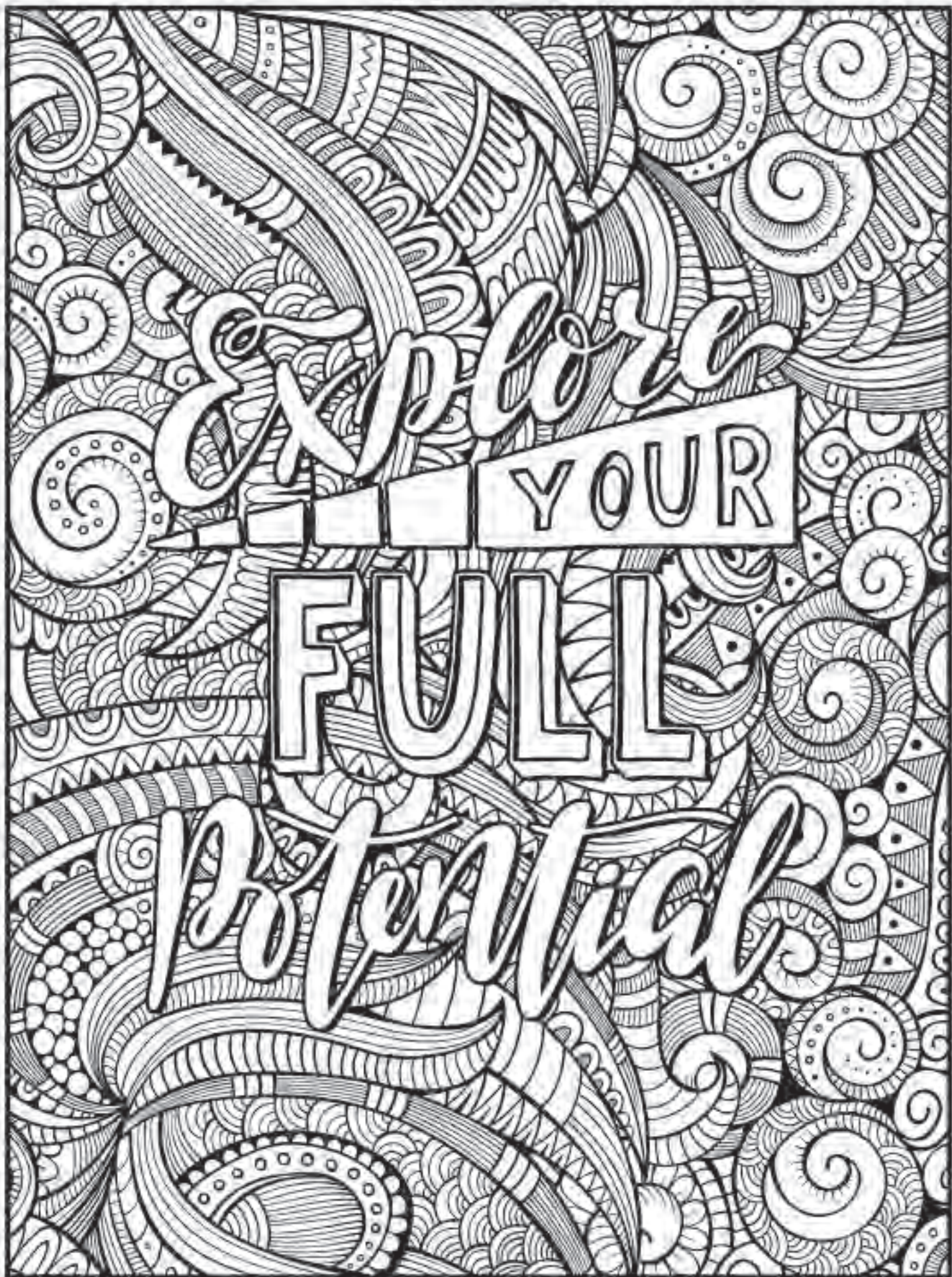
Hall Pass:

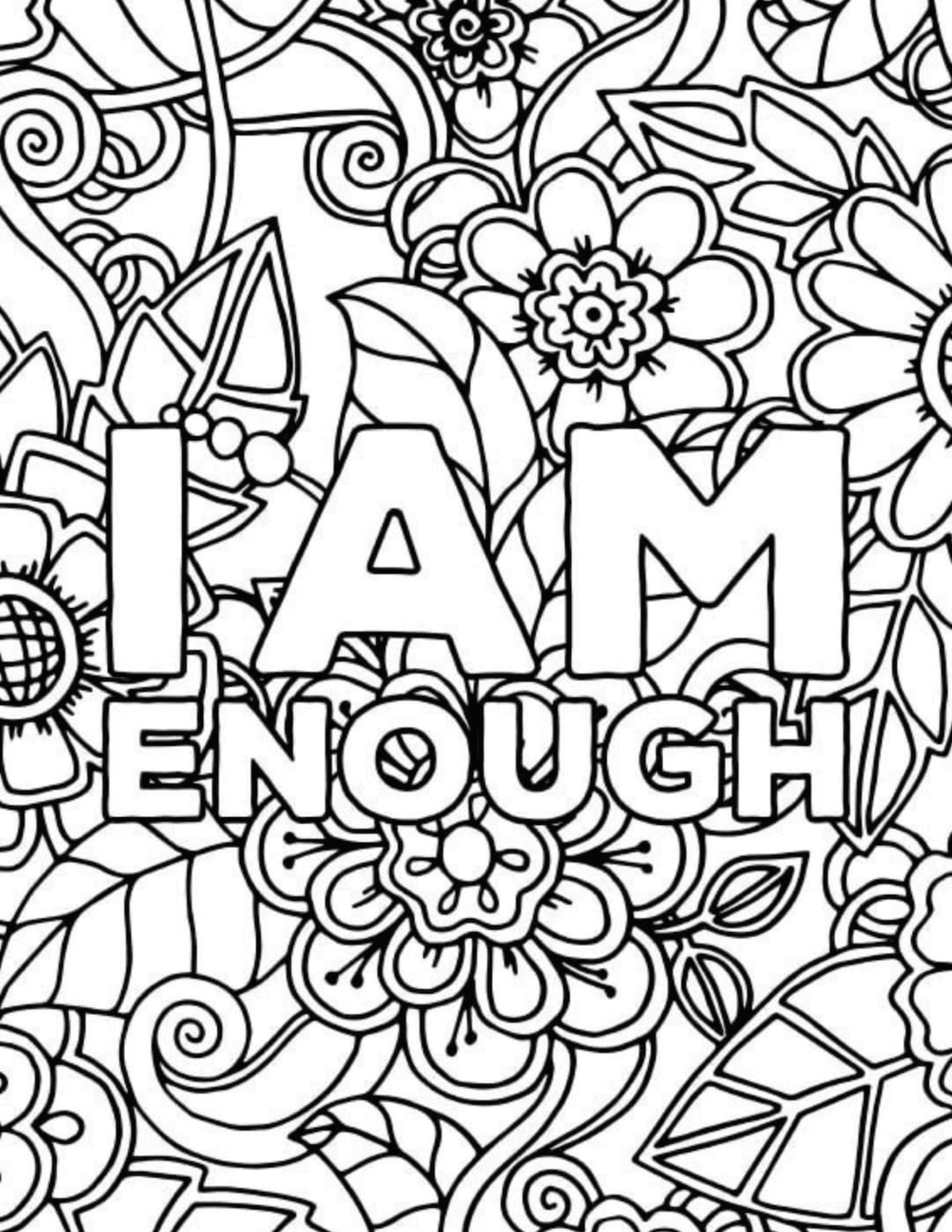
Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	23	Tuesday - A/B	24
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			25	Thursday - A/B			26	Friday - A/B			27
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:				Something I need help on:				Something I want to share:			





I AM
ENOUGH

October 2024



Integrity

- Understand what it means to do the "right" thing
- Learn about consequences related to behavior
- Learn about our school and district bullying policies

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

30

Tuesday - A/B

1

1st Hour										
2nd Hour										
3rd Hour										
4th Hour										
5th Hour										
6th Hour										
7th Hour										
8th Hour										
My goal for this week:					My favorite activity:					

Wednesday - A/B			2 Thursday - A/B			3 Friday - A/B			4		
									1st Hour		
									2nd Hour		
									3rd Hour		
									4th Hour		
									5th Hour		
									6th Hour		
									7th Hour		
									8th Hour		
An area of improvement:			Something I need help on:			Something I want to share:					

October 2024



Integrity

- Understand what it means to do the “right” thing
- Learn about consequences related to behavior
- Learn about our school and district bullying policies

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

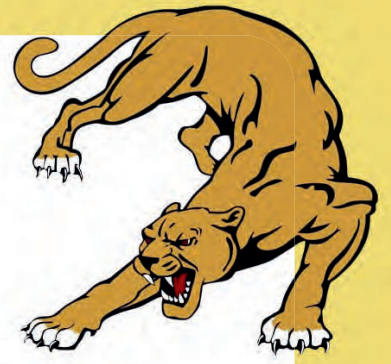
7 Tuesday - A/B

8

1st Hour							
2nd Hour							
3rd Hour							
4th Hour							
5th Hour							
6th Hour							
7th Hour							
8th Hour							
My goal for this week:				My favorite activity:			

Wednesday - A/B			9	Thursday - A/B			10	Friday - A/B			11
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

MY SMART GOALS



QUARTER 2

Setting realistic and achievable outcomes.

My academic goal:

S
SPECIFIC

What do I want to happen?

M
MEASUREABLE

How will I know when I have achieved my goal?

A
ATTAINABLE

Is the goal realistic and how will I accomplish it?

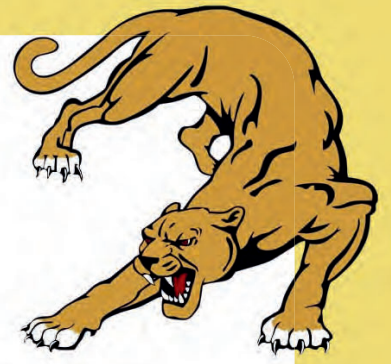
R
RELEVANT

Why is my goal important to me?

T
TIMELY

What is my deadline for this goal?

MY SMART GOALS



QUARTER 2

Setting realistic and achievable outcomes.

My personal goal:

S
SPECIFIC

What do I want to happen?

M
MEASUREABLE

How will I know when I have achieved my goal?

A
ATTAINABLE

Is the goal realistic and how will I accomplish it?

R
RELEVANT

Why is my goal important to me?

T
TIMELY

What is my deadline for this goal?

BE BRAVE

BE KIND

BE TRUE

BE YOU

- Understand what it means to do the “right” thing
- Learn about consequences related to behavior
- Learn about our school and district bullying policies

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

15

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
My goal for this week:		My favorite activity:	

Wednesday - A/B			16	Thursday - A/B			17	Friday - A/B			18
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

- Understand what it means to do the “right” thing
- Learn about consequences related to behavior
- Learn about our school and district bullying policies

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]

My greatest accomplishment last week:

21

22

My goal for this week:		My favorite activity:	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			

Wednesday - A/B			23	Thursday - A/B			24	Friday - A/B			25
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

October 2024



Integrity

- Understand what it means to do the "right" thing
- Learn about consequences related to behavior
- Learn about our school and district bullying policies

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

28

Tuesday - A/B

29

1st Hour								
2nd Hour								
3rd Hour								
4th Hour								
5th Hour								
6th Hour								
7th Hour								
8th Hour								
My goal for this week:				My favorite activity:				

Wednesday - A/B			30	Thursday - A/B			31	Friday - A/B			1
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				



I AM
ENOUGH

Crayola

BE

YOU!

November 2024



Respect

- Demonstrate ways to show respect for others, for the community and for yourself
- Understand different forms of communication and how they can be used in different types of relationships

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	4	Tuesday - A/B	5
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			6	Thursday - A/B			7	Friday - A/B			8
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

- Demonstrate ways to show respect for others, for the community and for yourself
- Understand different forms of communication and how they can be used in different types of relationships

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

12

Date		Time		Activity		Duration		Frequency	
1st Hour									
2nd Hour									
3rd Hour									
4th Hour									
5th Hour									
6th Hour									
7th Hour									
8th Hour									
My goal for this week:			My favorite activity:						

Wednesday - A/B			13	Thursday - A/B			14	Friday - A/B			15
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

November 2024



Respect

- Demonstrate ways to show respect for others, for the community and for yourself
- Understand different forms of communication and how they can be used in different types of relationships

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	18	Tuesday - A/B	19
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			20	Thursday - A/B			21	Friday - A/B			22
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:				Something I need help on:				Something I want to share:			

November 2024



Respect

- Demonstrate ways to show respect for others, for the community and for yourself
- Understand different forms of communication and how they can be used in different types of relationships

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	25	Tuesday - A/B	26
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			27	Thursday - A/B			28	Friday - A/B			29
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				





December 2024



Empathy

- Taking another's point of view
- Considering the thoughts and feelings of others
- Connecting to others who may be different from him or herself

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	2	Tuesday - A/B	3
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			4	Thursday - A/B			5	Friday - A/B			6
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

- Taking another's point of view
- Considering the thoughts and feelings of others
- Connecting to others who may be different from him or herself

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]

My greatest accomplishment last week:

10

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
	My goal for this week:	My favorite activity:	

Wednesday - A/B			11			Thursday - A/B			12			Friday - A/B			13			
																		1st Hour
																		2nd Hour
																		3rd Hour
																		4th Hour
																		5th Hour
																		6th Hour
																		7th Hour
																		8th Hour
An area of improvement:			Something I need help on:			Something I want to share:												

December 2024



Empathy

- Taking another's point of view
- Considering the thoughts and feelings of others
- Connecting to others who may be different from him or herself

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

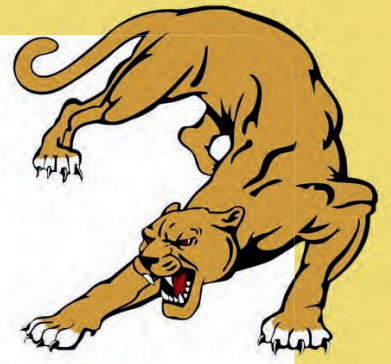
Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B			16	Tuesday - A/B			17
1st Hour							
2nd Hour							
3rd Hour							
4th Hour							
5th Hour							
6th Hour							
7th Hour							
8th Hour							
My goal for this week:				My favorite activity:			

Wednesday - A/B			18	Thursday - A/B			19	Friday - A/B			20
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

MY SMART GOALS



QUARTER 3

Setting realistic and achievable outcomes.

My academic goal:

S
SPECIFIC

What do I want to happen?

M
MEASUREABLE

How will I know when I have achieved my goal?

A
ATTAINABLE

Is the goal realistic and how will I accomplish it?

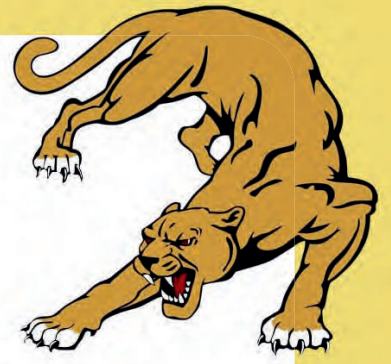
R
RELEVANT

Why is my goal important to me?

T
TIMELY

What is my deadline for this goal?

MY SMART GOALS



QUARTER 3

Setting realistic and achievable outcomes.

My personal goal:

S
SPECIFIC

What do I want to happen?

M
MEASUREABLE

How will I know when I have achieved my goal?

A
ATTAINABLE

Is the goal realistic and how will I accomplish it?

R
RELEVANT

Why is my goal important to me?

T
TIMELY

What is my deadline for this goal?

December 2024



Empathy

- Taking another's point of view
- Considering the thoughts and feelings of others
- Connecting to others who may be different from him or herself

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

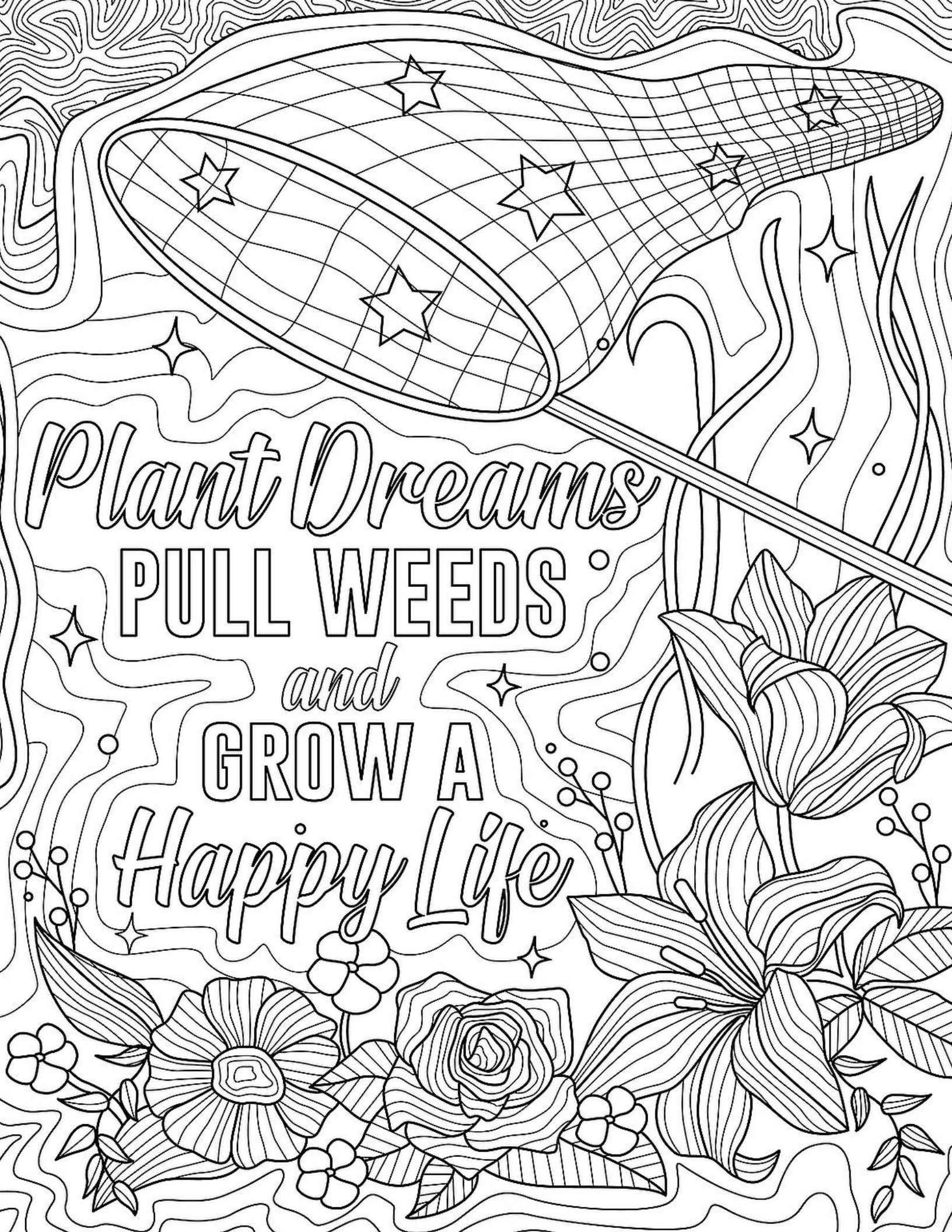
My greatest accomplishment last week:

Monday - A/B			23	Tuesday - A/B			24
1st Hour							
2nd Hour							
3rd Hour							
4th Hour							
5th Hour							
6th Hour							
7th Hour							
8th Hour							
My goal for this week:				My favorite activity:			

Wednesday - A/B			25	Thursday - A/B			26	Friday - A/B			27
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				



*You
are
Capable
of Amazing
things*



Plant Dreams
PULL WEEDS
and
GROW A
Happy Life

- Learn about different leadership styles
- Recognize your strengths
- Understand roles and responsibilities when working in large and small groups

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

30

31

My goal for this week:		My favorite activity:	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			

Wednesday - A/B			1	Thursday - A/B			2	Friday - A/B			3
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

January 2025



Leadership

- Learn about different leadership styles
- Recognize your strengths
- Understand roles and responsibilities when working in large and small groups

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

	Monday - A/B	6	Tuesday - A/B	7
1st Hour				
2nd Hour				
3rd Hour				
4th Hour				
5th Hour				
6th Hour				
7th Hour				
8th Hour				
	My goal for this week:		My favorite activity:	

Wednesday - A/B			8	Thursday - A/B			9	Friday - A/B			10
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

- Learn about different leadership styles
- Recognize your strengths
- Understand roles and responsibilities when working in large and small groups

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]

My greatest accomplishment last week:

14

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
	My goal for this week:	My favorite activity:	

Wednesday - A/B			15	Thursday - A/B			16	Friday - A/B			17
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

- Learn about different leadership styles
- Recognize your strengths
- Understand roles and responsibilities when working in large and small groups

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]

My greatest accomplishment last week:

20

21

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
My goal for this week:		My favorite activity:	

Wednesday - A/B			22	Thursday - A/B			23	Friday - A/B			24
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:				Something I need help on:				Something I want to share:			

- Learn about different leadership styles
- Recognize your strengths
- Understand roles and responsibilities when working in large and small groups

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]

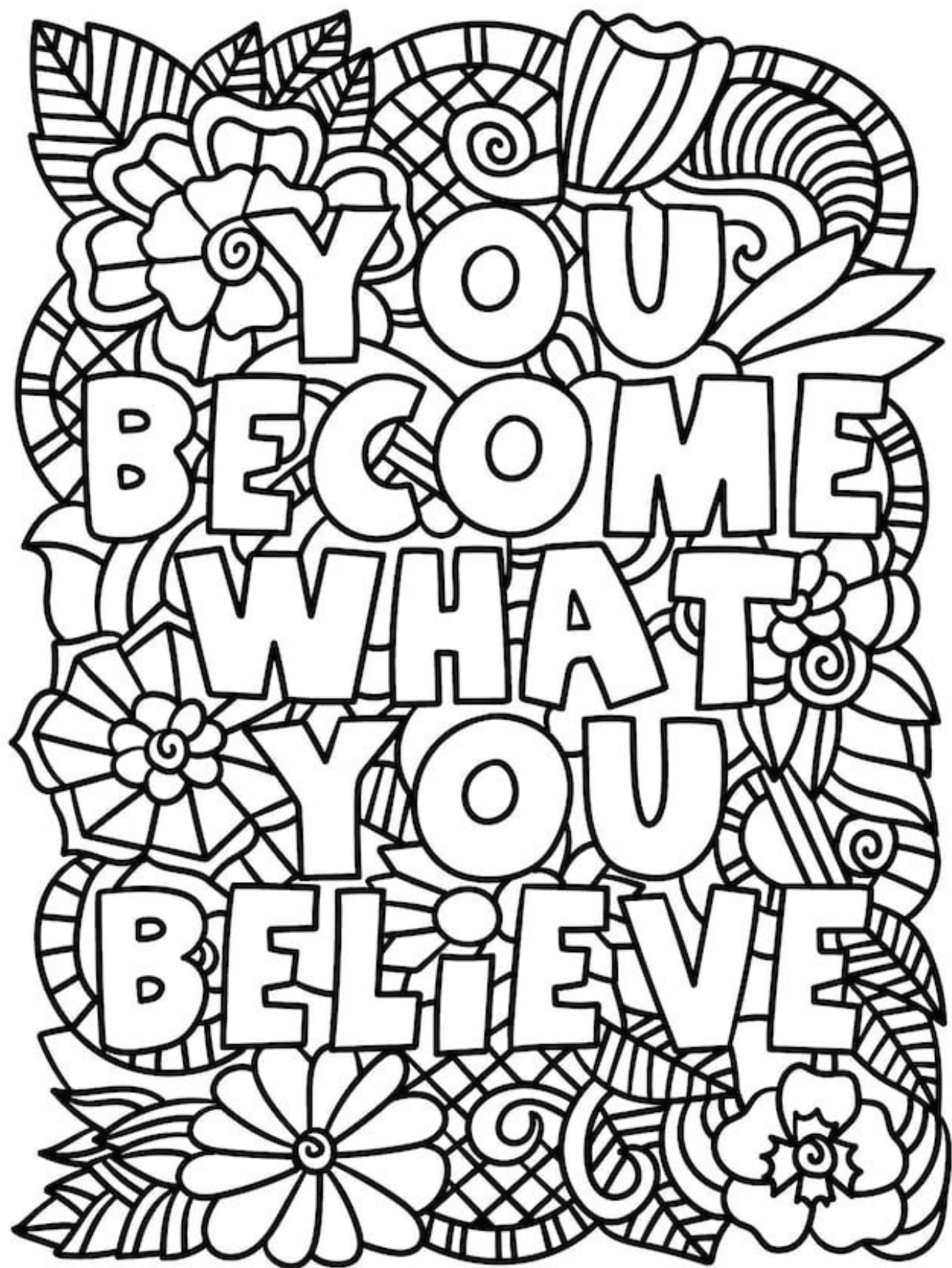
My greatest accomplishment last week:

27

28

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
My goal for this week:		My favorite activity:	

Wednesday - A/B			29	Thursday - A/B			30	Friday - A/B			31
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:				Something I need help on:				Something I want to share:			



YOU

WERE GIVEN THIS

life

BECAUSE

YOU ARE STRONG

enough
TO LIVE
IT

February 2025



Accountability

- Taking ownership of choices made.
- Accepting positive or negative consequences of one's choices

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

3 Tuesday - A/B

4

1st Hour										
2nd Hour										
3rd Hour										
4th Hour										
5th Hour										
6th Hour										
7th Hour										
8th Hour										
My goal for this week:					My favorite activity:					

Wednesday - A/B			5	Thursday - A/B			6	Friday - A/B			7
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

February 2025



Accountability

- Taking ownership of choices made.
- Accepting positive or negative consequences of one's choices

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

10

Tuesday - A/B

11

1st Hour						
2nd Hour						
3rd Hour						
4th Hour						
5th Hour						
6th Hour						
7th Hour						
8th Hour						
My goal for this week:			My favorite activity:			

Wednesday - A/B			12			Thursday - A/B			13			Friday - A/B			14		
																	1st Hour
																	2nd Hour
																	3rd Hour
																	4th Hour
																	5th Hour
																	6th Hour
																	7th Hour
																	8th Hour
An area of improvement:						Something I need help on:						Something I want to share:					

February 2025



Accountability

- Taking ownership of choices made.
- Accepting positive or negative consequences of one's choices

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

17

Tuesday - A/B

18

1st Hour								
2nd Hour								
3rd Hour								
4th Hour								
5th Hour								
6th Hour								
7th Hour								
8th Hour								
My goal for this week:				My favorite activity:				

Wednesday - A/B			19	Thursday - A/B			20	Friday - A/B			21
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:				Something I need help on:				Something I want to share:			

February 2025



Accountability

- Taking ownership of choices made.
- Accepting positive or negative consequences of one's choices

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

24

Tuesday - A/B

25

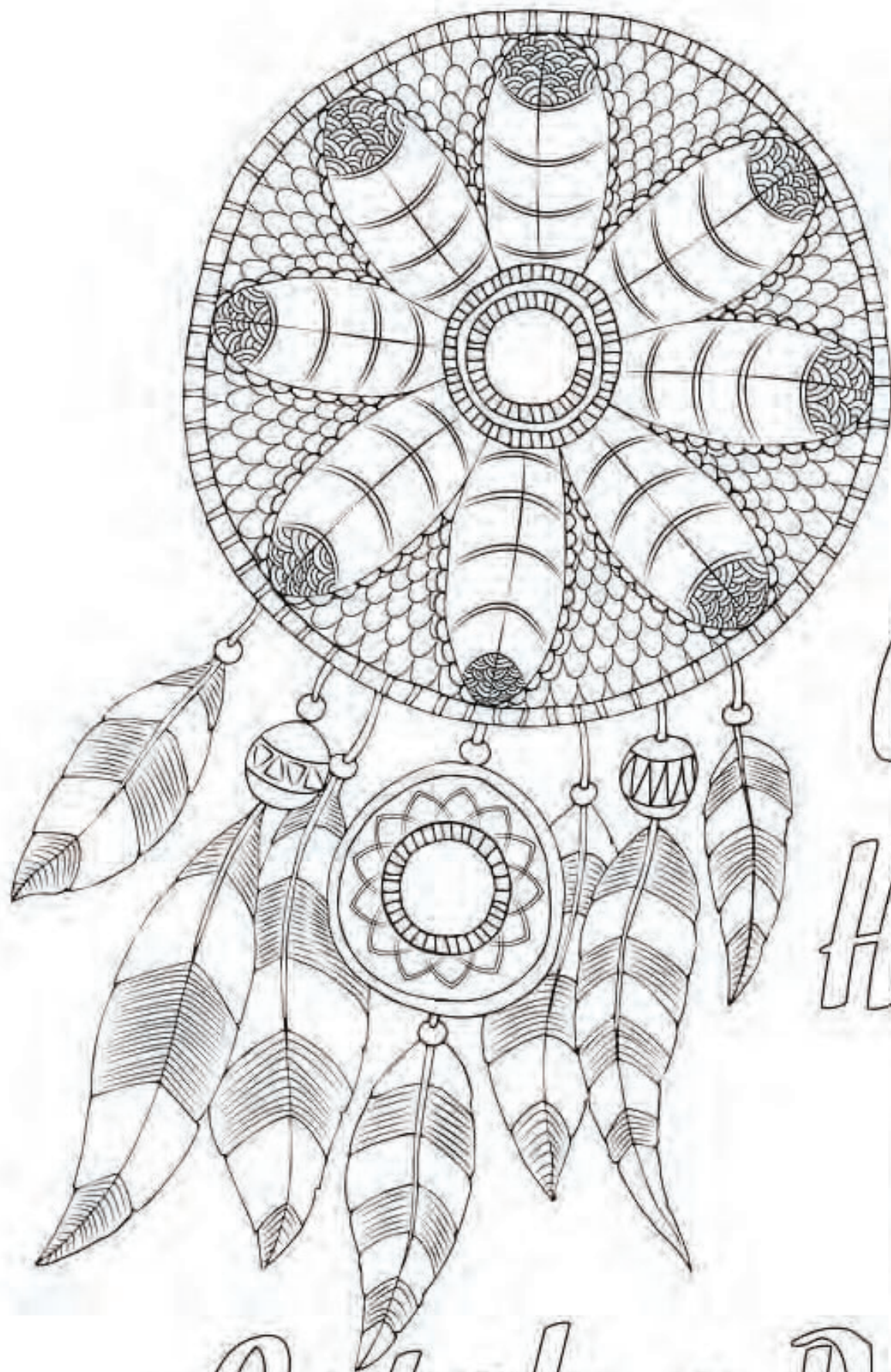
1st Hour						
2nd Hour						
3rd Hour						
4th Hour						
5th Hour						
6th Hour						
7th Hour						
8th Hour						
My goal for this week:			My favorite activity:			

Wednesday - A/B			26	Thursday - A/B			27	Friday - A/B			28
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

all things are
DIFFICULT
before they are
EASY

-Thomas Fuller





*Only
an
Open
Heart
Can*

Catch a Dream

- Learn how the decision making process impacts success
- Develop a plan that helps those achieve those goals

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

Date:	OUT:	IN:	Teacher:

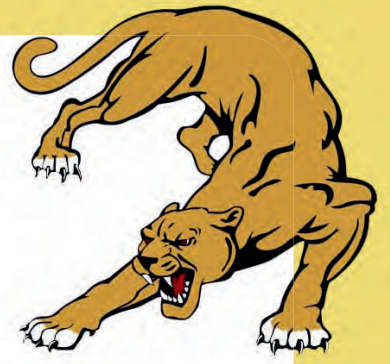
My greatest accomplishment last week:

4

My goal for this week:		My favorite activity:	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			

Wednesday - A/B			5	Thursday - A/B			6	Friday - A/B			7
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

MY SMART GOALS



QUARTER 4

Setting realistic and achievable outcomes.

My academic goal:

S
SPECIFIC

What do I want to happen?

M
MEASUREABLE

How will I know when I have achieved my goal?

A
ATTAINABLE

Is the goal realistic and how will I accomplish it?

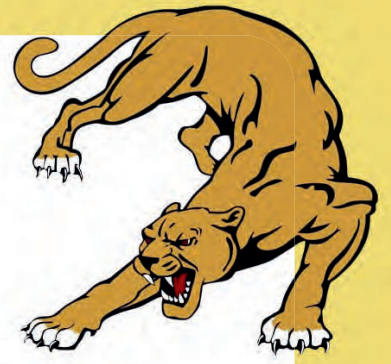
R
RELEVANT

Why is my goal important to me?

T
TIMELY

What is my deadline for this goal?

MY SMART GOALS



QUARTER 4

Setting realistic and achievable outcomes.

My personal goal:

S
SPECIFIC

What do I want to happen?

M
MEASUREABLE

How will I know when I have achieved my goal?

A
ATTAINABLE

Is the goal realistic and how will I accomplish it?

R
RELEVANT

Why is my goal important to me?

T
TIMELY

What is my deadline for this goal?

- Learn how the decision making process impacts success
- Develop a plan that helps those achieve those goals

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]

My greatest accomplishment last week:

11

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
My goal for this week:		My favorite activity:	

Wednesday - A/B			12			Thursday - A/B			13			Friday - A/B			14		
																	1st Hour
																	2nd Hour
																	3rd Hour
																	4th Hour
																	5th Hour
																	6th Hour
																	7th Hour
																	8th Hour
An area of improvement:						Something I need help on:						Something I want to share:					

- Learn how the decision making process impacts success
- Develop a plan that helps those achieve those goals

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

18

My goal for this week:		My favorite activity:	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			

Wednesday - A/B			19	Thursday - A/B			20	Friday - A/B			21
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:				Something I need help on:				Something I want to share:			

- Learn how the decision making process impacts success
- Develop a plan that helps those achieve those goals

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]


My greatest accomplishment last week:

25

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
My goal for this week:		My favorite activity:	

Wednesday - A/B			26	Thursday - A/B			27	Friday - A/B			28
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:				Something I need help on:				Something I want to share:			





TODAY IS
GOING TO BE
AWESOME

- Discover a passion or interest that drives you
- Discover what motivates you to stay engaged

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

31

1

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
My goal for this week:		My favorite activity:	

Wednesday - A/B			2 Thursday - A/B			3 Friday - A/B			4		
									1st Hour		
									2nd Hour		
									3rd Hour		
									4th Hour		
									5th Hour		
									6th Hour		
									7th Hour		
									8th Hour		
An area of improvement:			Something I need help on:			Something I want to share:					

April 2025



Motivation

- Discover a passion or interest that drives you
- Discover what motivates you to stay engaged

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

7 Tuesday - A/B

8

1st Hour									
2nd Hour									
3rd Hour									
4th Hour									
5th Hour									
6th Hour									
7th Hour									
8th Hour									
My goal for this week:				My favorite activity:					

Wednesday - A/B			9			Thursday - A/B			10			Friday - A/B			11		
															1st Hour		
															2nd Hour		
															3rd Hour		
															4th Hour		
															5th Hour		
															6th Hour		
															7th Hour		
															8th Hour		
An area of improvement:			Something I need help on:			Something I want to share:											

- Discover a passion or interest that drives you
- Discover what motivates you to stay engaged

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]

My greatest accomplishment last week:

15

Activity		Time		Frequency		Duration	
1st Hour							
2nd Hour							
3rd Hour							
4th Hour							
5th Hour							
6th Hour							
7th Hour							
8th Hour							
My goal for this week:		My favorite activity:					

Wednesday - A/B			16	Thursday - A/B			17	Friday - A/B			18
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

April 2025



Motivation

- Discover a passion or interest that drives you
- Discover what motivates you to stay engaged

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

21

Tuesday - A/B

22

1st Hour						
2nd Hour						
3rd Hour						
4th Hour						
5th Hour						
6th Hour						
7th Hour						
8th Hour						
My goal for this week:			My favorite activity:			

Wednesday - A/B			23	Thursday - A/B			24	Friday - A/B			25
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:				Something I need help on:				Something I want to share:			

April 2025



Motivation

- Discover a passion or interest that drives you
- Discover what motivates you to stay engaged

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

28

Tuesday - A/B

29

1st Hour						
2nd Hour						
3rd Hour						
4th Hour						
5th Hour						
6th Hour						
7th Hour						
8th Hour						
My goal for this week:			My favorite activity:			

Wednesday - A/B			30			Thursday - A/B			1			Friday - A/B			2		
															1st Hour		
															2nd Hour		
															3rd Hour		
															4th Hour		
															5th Hour		
															6th Hour		
															7th Hour		
															8th Hour		
An area of improvement:			Something I need help on:			Something I want to share:											



EVERYTHING
I DON'T
KNOW
IS
S O M E T H I N G
I CAN
LEARN.



stop
RESISTING
start
CREATING

May 2025



Mindfulness

- Know the difference between healthy and unhealthy ways to manage stress
- Staying present
- Self awareness

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

5 Tuesday - A/B

6

1st Hour									
2nd Hour									
3rd Hour									
4th Hour									
5th Hour									
6th Hour									
7th Hour									
8th Hour									
My goal for this week:					My favorite activity:				

Wednesday - A/B			7	Thursday - A/B			8	Friday - A/B			9
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

May 2025



Mindfulness

- Know the difference between healthy and unhealthy ways to manage stress
- Staying present
- Self awareness

Grade Tracker:

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

List Any Missing Work:

☐
☐
☐
☐
☐
☐

Hall Pass:

Date:	OUT:	IN:	Teacher:

My greatest accomplishment last week:

Monday - A/B

12

Tuesday - A/B

13

1st Hour								
2nd Hour								
3rd Hour								
4th Hour								
5th Hour								
6th Hour								
7th Hour								
8th Hour								
My goal for this week:				My favorite activity:				

Wednesday - A/B			14	Thursday - A/B			15	Friday - A/B			16
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				

- Know the difference between healthy and unhealthy ways to manage stress
- Staying present
- Self awareness

Class:	%:
ELA	
Math	
Science	
Social Studies	
Elective 1	
Elective 2	

[illegible]

My greatest accomplishment last week:

20

My Week		My Week	
1st Hour			
2nd Hour			
3rd Hour			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
8th Hour			
	My goal for this week:	My favorite activity:	

Wednesday - A/B			21	Thursday - A/B			22	Friday - A/B			23
											1st Hour
											2nd Hour
											3rd Hour
											4th Hour
											5th Hour
											6th Hour
											7th Hour
											8th Hour
An area of improvement:			Something I need help on:				Something I want to share:				



YOU

WERE GIVEN THIS

life

BECAUSE

YOU ARE STRONG

enough
TO LIVE
IT