



Student Handbook 2025-2026

22579 DeBerry Street • Grand Terrace, CA 92313 • 909-580-5022

SCAN for THMS Website



Why have an AGENDA?

Students are expected to use the school agenda daily for assignments, notes, and homework. Parents are encouraged to review agendas with students every day. The agenda will also be used for daily/weekly progress checks during advisory class.

A Parent's Guide to THMS Agenda

The agenda is an effective way to keep track of each class period's assignments and other activities. The agenda is a valuable tool for a student and parent/guardians to track student progress. This agenda will help keep students organized throughout the school year and promote positive productivity. The agenda will prepare THMS students for their future high school years.

1. How does my child use the agenda?
 - a. Students will write down their assignments and messages for each class.
2. What should I do each night?
 - a. Review daily assignments and activities. Encourage students to develop communication skills as they relate their daily progress in their classes.
3. What if I have a question for THMS faculty?
 - a. Communicate with teachers via email, Parent Portal in Q, or phone. You can find contact links for teachers directly in Q Parent and Student Portals, and on the THMS website. Use the QR Code above to locate the THMS staff directory.

Students Responsibilities

1. Come to school prepared for each class. (agenda, pencils, paper, notebook, binder, backpack)
2. Behave in a manner that does not interfere with the rights of other students, teachers, administrators, and all other THMS staff members.
3. Be on time to each class and have all assigned work ready and completed.
4. Be cooperative with teachers and staff by following all designated classroom rules, regulations, and procedures.
5. **ALWAYS** have your **School ID** on your person everyday. Your **School ID** will be scanned for various activities throughout the year.

Cover Art By: Genevive Lopez, 8th grade

THMS Mission Statement



Terrace Hills Middle School strives to provide a safe, secure learning environment for all students that encourages responsible, independent, creative and critical thinking skills development. THMS provides the base for lifelong learning opportunities that students, through their actions and goals, will develop a respect for themselves and others. To accomplish this mission, a working partnership consisting of students, staff, parents and community must exist.

Board of Education

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Colton Joint Unified School District

Mission Statement

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse communities.

Responsible

Organized

A

Respectful

Safe

STUDENT RESPONSIBILITIES

- Come to school prepared for class and with an open mind that is willing to learn.
- Behave in a manner that does not interfere with the rights of others.
- Attend classes on time and complete all assigned work.
- Cooperate with teachers and staff by following school and classroom rules, regulations and procedures.

COUNSELING AND GUIDANCE

Academic Counselors are available to all students. Counselors can help with many problems students face at middle school. Our school counselors and your teachers will be happy to help you with these problems. Appointments to see the counselor can be made by requesting a pass from teachers, office personnel, or by signing up in the counseling office before school, during lunch or after school.

PERSONAL PROPERTY

Students assume the responsibility for loss or damage to their personal clothing, equipment, books and instruments. The school endeavors to protect all personal properties, but is NOT responsible for them. Large sums of money and articles of real or sentimental value should **NOT** be brought to school. iPods, toys, cameras, etc. are not conducive to classroom learning and will be confiscated. Theft occurs most frequently when:

- PE lockers are not used or are not locked securely.
- Personal belongings such as backpacks are put down and not kept in sight.
- Items are loaned to another student and not returned.
- PE lockers are shared with other students or locker combinations are shared.

Personal items, including but not limited to hairbrushes, make-up, mirrors, perfume, and body spray are NOT to be used in the classrooms.

STUDENT ID/PICTURES

All students are required to carry a current THMS ID card at all times. All students take pictures in the fall, even if they do not buy pictures, and will receive one free school ID. Students may not be allowed on the bus without their ID. **Students who do not take fall pictures may NOT appear in the yearbook.** *Replacement IDs are 6 3.00*

BUSES

Bus transportation to and from school is a privilege, not a right, and can be taken away. Students must have a bus pass to ride. Please contact Transportation for more info (909)580-5003. For the safety of all passengers, students are expected to follow the rules of the CJUSD Transportation Department when using the bus. **Students receiving a referral may lose their bus riding privilege.** Students may not change buses without a parent note and administrative approval. If your child must ride a different bus home other than their regular route, **a note must be written by the parent/guardian and signed by the Assistant Principal or Principal and turned in that morning for verification.** The note is then given back to your child to give to the bus driver of the bus they wish to ride. There is a possibility that the request could be denied due to overcrowded buses.

CLOSED CAMPUS

Terrace Hills Middle School is a **closed campus**. Once students arrive on campus, they are **required** to remain until the end of the school day. **Leaving campus without permission will result in being truant and possible disciplinary consequences including a court citation.** *School supervision begins at 7:30 AM and ends at 4:00 PM.*

TEXTBOOKS

All textbooks are loaned to students to use during the school year. Students (parents/guardians) are financially responsible for all books issued. Textbooks are to be handled carefully and kept clean of marks or graffiti. If any textbook is damaged, lost, or stolen, the student/parent/guardian is responsible for the replacement cost/debt.

LIBRARY/INSTRUCTIONAL MEDIA CENTER

Students may check out library books for two weeks at a time with the exception of certain reference materials and magazines. **Students (parent/guardian) are financially responsible for anything checked out in the student's name, which becomes lost or damaged, including textbooks and chromebooks.**

CAFETERIA

All students in CJUSD receive free breakfast and lunch through the CEP Program. It is important that parents complete the CEP Forms each year in order for our schools to continue to receive the funding that provides no-cost meals.

Breakfast & Lunch is free for all students – Don't forget, please fill out your CEP Forms!

FOOD/BEVERAGES

Food is not to be eaten anywhere on campus except in the cafeteria and lunch patio on the cafeteria level. Energy drinks such as Monster, Red Bull, etc. are not allowed on campus. The drinks will be confiscated if brought to school. **Gum is not allowed at school at any time.** Consequences will be assigned for this violation including detention.

Students are **NOT** allowed to bring items to sell to other students. This includes but not limited to: candy, chips, soda, etc.

If a student is caught selling on campus items will be confiscated.

BICYCLES/SKATEBOARDS

- **BICYCLES, SKATEBOARDS**, scooters, roller blades/skates are **NOT** allowed to be used on campus at any time.
- Students must lock bicycles/skateboards in the designated area with their own personal lock immediately upon arriving at school. Failure to do so may result in confiscation.

THMS is not responsible for damaged or stolen bicycles, skateboards, etc.

DELIVERIES/BALLOONS AND GIFTS

- **Balloons, flowers, presents, large stuffed animals, etc. are not allowed on campus and will be confiscated.**
- **No food or any other items will be delivered to students during school, even for/during lunch, or water bottles.**
- **Parents/guardians may NOT leave items for students to pick up in the office.** If it is academic related, we can place items in a teacher's box for delivery to that teacher.
- Students will not be called out of class to pick up school related work, PE clothes, clothing/shoes/jackets, etc. **If you want a student called from class, you must sign them out at attendance.**
- Parties will not be allowed during school hours, including lunch.

ADDITIONAL RULES/BANNED ITEMS:

- The school is **NOT** responsible for lost, damaged, or stolen phones, electronic devices, or personal items.
- Gambling is **not** allowed on campus. (No dice/playing cards, etc).
- Selling anything at school other than items approved by the administration is prohibited.
- Students are not to have PERMANENT markers (sharpies), paint pens, or liquid white-out in their possession.
- Toys are not allowed. Blankets are not allowed.

DETENTION

Any staff member or teacher may assign detention.

- Teachers may assign detention(s) for after school or at lunch to be served in teacher classrooms.
- Administrative detentions may be assigned for lunch or after school in a designated classroom.
- **Parents may call the office/teacher to reschedule a detention PRIOR to the detention.**
- **Parents will be notified of their student's detention at least one day prior to the date assigned.**

HALL PASSES

Students are always required to have a valid pass to be out of class. Students without a pass will be escorted to the office for disciplinary response. When going to the office, **STUDENTS MUST HAVE A HALL PASS TO THE OFFICE.**

Students are ALWAYS required to SIGN IN and SIGN OUT of the office or attendance cannot not be cleared.

OFFICE BEHAVIOR POLICY

Students will behave appropriately and considerate towards all office staff at all times. Students will sign-in and remain seated until they are called for. Students who misbehave will be referred immediately to an administrator.

RESTROOM

- Students are responsible for keeping restrooms clean and orderly.
- Students are **expected** to use restrooms **before school and during the four-minute passing periods** between classes.

Students may use the restroom during class time only with a VALID pass from their teacher.

Teachers value every opportunity to work with students in the classroom and routinely issuing restroom passes disrupts the instructional process.

TELEPHONE

The office telephones are for emergency purposes only. **Phone calls to parents are not allowed for the purpose of clubs, activities, tutoring, detentions, forgetting lunch money, homework, or PE clothes.** School-related activities are announced and on our website so students can make arrangements with parents before the event. **Parents check www.cjUSD.net/thms for up to date information.**

LITTER/TRASH

Keeping your campus clean is everyone's responsibility. Trash cans are provided for your use. Help keep THMS clean!

LOITERING/LATE BUSES

Terrace Hills Middle School holds student safety as its highest priority. In order to ensure a safe campus, all students must be supervised. All students must leave campus when school ends unless they are involved in an activity after school supervised by a staff member. **Only students in an approved activity may utilize late buses provided by the school. Bus passes will be provided for those students by the advisor supervising the activity. Any student without a bus pass will not be permitted on the late bus.**

LOST AND FOUND

Lost and found items are to be turned in and claimed in the Office. Textbooks are returned to the library and PE clothing is returned to the locker rooms.

RELATIONSHIPS

Students are expected to show maturity and respect in their relationships with other students. **No displays of affection are allowed.** This includes hugging, kissing, and handholding. There are several school dances throughout the year and students are expected to demonstrate respect toward all people.

ACADEMIC GRADES

PROGRESS REPORTS

Progress reports are mailed home once per quarter, approximately halfway into the quarter, to inform parents of students' progress in school. If you have questions about progress report marks, please contact that teacher.

GRADING POLICY

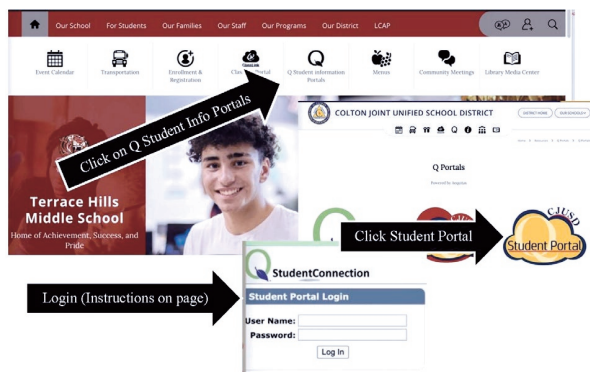
The following grading system is used at Terrace Hills Middle School:

- A** = Outstanding performance (Exceeding State Standards)
- B** = Good work (Mastery of standards)
- C** = Average (Mastery of most standards)
- D** = Below average (Mastery of some standards)
- F** = Failing work or no reasonable effort (Little or no evidence of mastery of standards)
- I** = Incomplete (BP 5121 states an Incomplete may be given only when a student's work is not finished because of excused absence. If not made up within six weeks, the Incomplete shall become an F.)

Use this QR code to access
Parent Portal
(Need access? Contact our office.)



ACCESSING Q STUDENT CONNECT



Go to terracehillsmiddleschool.cjUSD.net

Click the Q Student Portals button in the top ribbon.

Click Student Portal.

Login. (Read directions for user name and password.)

ACTIVITIES AND ELIGIBILITY

ACTIVITIES – Dances, Intramural sports, and ASB sponsored activities.

Activities at THMS are a privilege.

As such the following rules apply:

- **ONLY THMS students may attend activities.**
- Tickets must be purchased prior to the activity unless otherwise announced. **NO** tickets sold at the activity.
- Students are to remain at the activity until it ends, unless their parent/guardian picks them up early.
- For the sake of safety and supervision, **students must be picked up within 15 minutes after the activity ends.** If walking home, they must walk straight home. Police may be called to assist with students remaining beyond 15 minutes, and those students may be denied participation in the next activity.
- If district transportation is provided, students must ride to and from events using the district transportation provided (no private pick-ups).
- Students are expected to follow **all school rules** and behave accordingly.

ELIGIBILITY TO PARTICIPATE IN ACTIVITIES

Students will be eligible to participate/attend activities only if they meet **ALL** of the following:

- No outside suspensions in the **30 DAYS PRIOR TO EVENT** (or the beginning of ticket sales).
- No inside suspensions in the **30 DAYS PRIOR TO EVENT** (or the beginning of ticket sales).
- No teacher suspensions in the **30 DAYS PRIOR TO EVENT** (or the beginning of ticket sales).
- No more than 8 tardies in the **30 DAYS PRIOR TO EVENT** (or the beginning of ticket sales).
- No more than 1 day/8 uncleared/truant periods in the **30 DAYS PRIOR TO EVENT** (or the beginning of ticket sales).
- 2.0 GPA last report card (Qtr1, Sem 1, Qtr 3) **PRIOR TO EVENT** (or the beginning of ticket sales).

**The principal or assistant principal may exclude any student from participation regardless of eligibility for behavior or other disciplinary reasons as they find necessary. **Special criteria may be established for events that vary from this criteria as seen fit by administration, and are outlined in the permission slips for those events.*

ASSEMBLIES

The following rules apply when attending assemblies:

- Assemblies are a privilege that may be earned by acceptable behavior and academic achievement in classes.
- Students are expected to walk to and from an assembly with their teacher in an orderly manner.
- Students are expected to sit with their teacher in the assigned seating areas.
- Students are expected to be a polite audience, without disruptive noises (booing, hissing, whistling, etc.).
- Students are expected to remain at an assembly until dismissed to their teacher.

AWARDS

End of the year school awards nights are held in May. The following awards are announced annually:

HONOR ROLLS

Counselors Honor Roll – Annual GPA of 3.0-3.499

Assistant Principal Honor Roll – Annual GPA 3.5-3.999

Principal's Honor Roll – Annual GPA 4.0

(Annual GPA's are the average of Semester 1 and Quarter 3 report card grades)

PRESIDENT'S AWARD

President's Award is awarded to 8th grade students who achieve a 3.5 or higher GPA for all of 7th and 8th grade: 7th grade Semester 1, 7th grade Semester 2, 8th grade Semester 1, and 8th grade Quarter 3.

PERFECT ATTENDANCE

No absences or tardies any class period all year. Must be enrolled 90 school days (one semester) to qualify.

8th GRADE PROMOTION CEREMONY

Middle School Promotion Certificates and Ceremony Participation (Board Policy 5127)

A student shall receive a promotion certificate if he/she earns a minimum of 115 credits and/or has earned a cumulative middle school grade point average of 2.0 or higher for all middle school coursework.

Participation in the promotion ceremony is a **privilege** and **requires** a student to meet the following criteria:

1. **ACADEMIC:** *The student must be eligible to receive an 8th grade promotion certificate by the end of his/her eighth grade year.*
2. **ATTENDANCE:** *The student must not have received more than three all-day unverified absences or the equivalent (21 unverified/truant periods) in the last quarter of the school year.*
3. **BEHAVIOR:** *The student must not have received more than one outside suspension during the last quarter of the school year.*

Exceptions to the criteria may be recommended by the Principal to the Superintendent/designee if extenuating circumstances warrant an exception. The Superintendent/designee shall have the final decision.

DISCIPLINARY CONSIDERATIONS

The principal may deny a student the privilege of participating in promotion or graduation ceremonies and/or activities in accordance with school rules. Prior to denial of the privilege, the student, and where practicable his/her parent/guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal the decision.

OTHER SCHOOL INFORMATION

CHANGE OF ADDRESS/TELEPHONE

Students who move or change telephone numbers must inform the Office (909) 580-5022 as quickly as possible. For emergency reasons, it is important to keep this information up to date and accurate.

WITHDRAWAL/TRANSFER FROM SCHOOL

A parent/guardian must come to the office to withdraw a student: show ID, provide the reason for withdrawal, and name/location of the new school so that records can be forwarded. All books/materials must be returned. No records are released to the parent/guardian of a student with a debt. Requests for records/transcripts are completed within 5 school days per California law.

VISITORS

In order to ensure a safe and well supervised campus, Terrace Hills Middle School requires **all visitors to provide photo ID and sign in at the front office prior to visiting any part of the campus.** Student visitors are not allowed on campus during the school day. Adult visitors must register with the school receptionist immediately upon arriving on campus. All adult visitors must have the THMS Visitors' Pass visible at all times. All visitors are expected to leave promptly when their business is completed.

Parents wishing to meet with any teacher about their student are to notify the school at least one day prior to the meeting. Parents must check in with the front office and receive a visitor's pass. No teacher will meet with any parent who has not checked in at the office first. Parents wishing to sit in on their child's classes may arrange a date with the office. Teachers cannot allow unannounced visitors into the classroom or on campus due to safety/security issues.

VOLUNTEERS

Parent Volunteers (who will enter campus during school, school activities, field trips, or events) must be cleared through the district fingerprint process and approved by each teacher/advisor and the Principal for each event. Applications are available in the office.

HEALTH RELATED INFORMATION

IMMUNIZATIONS

All students in middle school are required to have a TDAP immunization/booster shot in addition to all previously state required immunizations. According to recent legislation, any student not having proof of all required immunizations will not be allowed to enroll or attend school.

MEDICATION

If it becomes necessary for a student to take any form of medication at school, a form must be completed by the parent and signed by a physician. All medication must be brought into the office by the parent or guardian. This includes prescription and over-the-counter medication. By law, the school cannot dispense medication of any kind, including aspirin, without a physician's prescription. All medication must remain in its original container and must be dispensed in the school office. Students with the following conditions may carry inhalers:

1. The school district must receive a written statement from the physician with the following information:
 1. Name of medication
 2. How it is to be used
 3. Dosage
 4. Confirmation that the student is able to self-administer the medication
2. The school district must receive a written statement from parent/foster parent/guardian with the following information:
 1. Consent allowing the student to self-administer his/her asthma medication
 2. Release allowing the school nurse or other designated school personnel to consult with the student's physician if questions or concerns arise
 3. Release absolving the school district and school personnel from civil liability if the self-administering student suffers an adverse reaction.

Written authorization from the student's physician and parent/guardian must be updated annually or whenever the medication or procedure for taking it changes. At the end of the school year, parents are expected to recover any unused medication for their child. No medication will be sent home with the student.

EMERGENCY SITUATIONS AND INFORMATION

STUDENT ACCIDENT/INJURY/MEDICAL OR SCHOOL EMERGENCY

In the event of an emergency, every attempt will be made to contact the parents if a student requires immediate medical attention.

Each student must have an updated EMERGENCY CARD on file in order for the school to be able to reach the proper contacts.

In the event of an emergency, only persons listed on each student's emergency card, with photo ID, will be allowed to retrieve their student from campus—NO EXCEPTIONS.

EARTHQUAKE

In the event of an earthquake, students should immediately find shelter beneath their desk or other protective covering and protecting the back of their neck with their arms and hands. Remain in this position until an "ALL CLEAR" call has been announced by appropriate school personnel.

FIRE/OTHER

In case of a fire or other emergency, the fire alarm will signal to evacuate. Evacuation routes are posted in each classroom. Teachers will instruct students regarding specific procedures and necessary safety precautions.

LOCKDOWN

During a lockdown situation, the campus is closed completely. Nobody is allowed to enter or exit the campus. Students/staff remain in the room they are in, or will be pulled into the room they are nearest to when a lockdown occurs. All offices, classrooms, school doors/windows are to remain closed and locked with blinds drawn for safety and will not be opened for any reason—no exceptions.

ATTENDANCE POLICIES

STUDENT ABSENCES

All students are required to attend school DAILY according to state law. Qualified absences include: student illness, student medical/dental appointments, death/funeral of immediate family (1 day in CA, 3 days out of state), student court appointment (with court documentation), or religious event/observance. Uncleared absences are considered truanancies. **Parents MUST contact the school whenever a student is absent or late for any reason. The 24-hour attendance phone number is 909 580-5022 ext. 8105. If your student will miss 3 consecutive days or more, Short Term IS is available. Please contact our office for more information.**

APPOINTMENTS/CHECK-IN AND CHECK-OUT PROCEDURES

- Parent/guardian MUST come into the office to sign in/out a student when arriving late or leaving early.
- Students cannot be called from class before a parent/guardian arrives in the office and shows ID.
- **Only a PARENT/GUARDIAN/AUTHORIZED TO ACT may initiate the pick-up of a student.**
- Emergency contacts must be age 18 or older, and are called to pick up a student when the school cannot reach the parent/guardian. **Emergency contacts cannot initiate the pick-up of a student for appointments, etc.** The office must contact a parent/guardian prior to releasing the student.
- Photo ID must be presented to the office in order to sign out/pick up a student.
- No person under the age of 18 may sign out/pick up a student.
- Students not checked out through the office are truant.

TARDIES AND CONSEQUENCES

- Students are to be in their assigned classroom when the tardy bell rings every period.
- Multiple Tardies will result in Administrator assigned consequences, which may include lunch detention, after school detention, Saturday School, SART Contract, and Court Citation.
- **Parents/guardians are notified daily of any absences or tardies via district set-up automated notifications.**

****ATTENDANCE IMPACTS ELIGIBILITY FOR ACTIVITIES** See page 7 for details of activity eligibility.**

Student Detailed Attendance is AVAILABLE on Student and Parent Portals in "Q" for your review.

SATURDAY SCHOOL—Dates are available on the school website and on the Calendar Page in this handbook.

Saturday School is assigned/offered as an opportunity for students to make-up full-day absences and receive missed instruction/tutoring on select Saturdays from 8:00am-12:15pm. Transportation is NOT provided.

Dates are subject to change/cancellation based on available staff and students assigned, etc.

STUDENT DISCIPLINE

DISCIPLINE

Any student who does not follow the rules of a classroom and/or school will be subject to consequences.

Teachers and staff use a progressive discipline matrix to respond to the following types of inappropriate behavior in class and on campus grounds with respect to *PBIS school-wide expectations*:

- Inappropriate language(profanity) use, defiance/disruption, dress code, property/technology misuse, physical contact, and other minor violations.

Any student that participates in:

- Fighting, threats, harassment, bullying; possesses any weapon or explosive; is under the influence or possesses illegal drugs; is found gaming, littering, smoking, daytime loitering (truant); commits theft, vandalism, or graffiti, or any other major violation or repeated minor violation, may result in on-campus suspension, off-campus suspension, recommendation for expulsion, a Clean SWEEP Citation requiring a court appearance, or arrested by local law enforcement.

**Further violations will result in further disciplinary action.
Education Code 48900 (k): "Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties." If any provision of this policy or administrative regulation is held to be invalid or unenforceable by the final decision of a court or competent jurisdiction, all remaining provisions shall remain in full force and effect.

DRESS CODE

The purpose of the student dress and grooming Regulation 5132 is to establish a positive academic environment and safe school culture.

A student may not remain at school or at school activities dressed in a manner which

- (1) creates a safety hazard for said student or for other students,
- (2) constitutes a serious or unnecessary distraction to the learning process,
- (3) tends to disrupt the campus order, or
- (4) is in conflict with the District's goals and philosophy of the prevention of substance abuse and gang activity. Parents have the primary responsibility to see that students are properly attired for school.

School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning by enforcing District policy.

At the Principal's discretion, school personnel are to enforce all guidelines relating to the following regulations. These guidelines shall be in effect at all school-related activities except where modified by the site administrator for specific extra-curricular activities or specific cases. In case of questionable dress and/or grooming not covered by the guidelines, the site administrator and/or law enforcement personnel will determine the appropriateness and make the final decision.

1. Headwear that does not obscure the face (except as a religious observance, medical or health/safety-related guidelines, including health and safety facial coverings) is allowed outside. Headwear will be allowed indoors at the staff member's discretion or based on religious practice.
2. Clothing, hats, accessories, body art, and/or personal items shall be free of writing, pictures, or other insignia/logos which are crude, vulgar, profane, sexually suggestive, contain nudity and/or which depicts weapons, drugs, alcohol or tobacco company advertising, promotions, or likeness.
3. Any clothing or accessory that is deemed a safety hazard to the wearer or others is not allowed.
4. Clothing shall be sufficient enough to conceal undergarments/underwear at all times. All shirts, tops, dresses must have at least one strap to secure it over the shoulder or neck. Undergarments and swimwear are not allowed as outerwear. The administration may limit gang affiliated clothing or apparel in consultation with law enforcement or district personnel.

High school and middle school: bare abdomen/midriff of no more than 2 inches above and/or below the navel is acceptable.

For elementary only: bare abdomens/midribs are not allowed.

5. Appropriate shoes must be worn at all times. For elementary only: flip-flops or backless shoes are not acceptable and sandals must have heel straps.
6. Glasses, other than prescription, shall not be worn inside school buildings if they cause a disruption.
7. Student identification badges will be supplied by each middle school and high school.
 - While on campus during the school day students must have their own ID badges in their possession and readily available to show when a district staff member requests a student to identify themselves by their ID badge.
 - The badge must be clearly visible (not be covered by pins, stickers, etc.). ID badge.Each school will develop their own ID badge replacement policy; however, a minimal charge will be assessed each time a replacement is issued. This policy will be published and made known to parents/guardians and students through their handbook or other means of communication. The students who have financial difficulty will be offered alternatives to this charge.
8. Students participating in student activities, performances, or athletic events would be exempt during these activities.

These guidelines shall be in effect at all school-related activities except where modified by the site administrator for specific extracurricular activities or specific cases.

These guidelines shall be in effect at all school-related activities except where modified by the site administrator for specific extra-curricular activities or specific cases.

Progressive Intervention: Students and parents have the primary responsibility for dress and grooming. The school district and individual schools are responsible for ensuring that a student's dress and grooming does not interfere with the health or safety of any student, and does not contribute to a hostile or intimidating learning environment. No academic grade of a student shall be adversely affected based on non-compliance with the dress code, **except Physical Education when failure to wear appropriate apparel arises from circumstances within the student's control.**

Dress code violations will be resolved quickly to reduce loss of instructional time and addressed privately with individual students. School sites will implement progressive interventions for dress code violations:

1. Warning and self-correct for dress code violation
2. Offer students a change of nondescript and/or school-specific clothing
3. Offer parent/guardian the opportunity to bring a change of clothes
4. Repeated violations may result in a parent-school conference and/or other means of correction

Dress Code violations and subsequent interventions will be documented in Q.

Use of Cell Phones, Headphones, Earbuds, and Personal Devices on School Grounds

Device Usage Policy

Students are permitted to bring cell phones, headphones, earbuds, and other personal communication devices to campus. However, all devices must be turned off and securely stored in their backpacks for the entire school day.

When Devices May Be Used

Students may **ONLY** use their devices outside the school gates. All devices must be powered off and secured before entering school grounds.

Student Responsibility

Each student is responsible for ensuring their devices remain off and stored while on campus. The school and district are not responsible for lost, stolen, or damaged devices.

Consequences for Violating the Policy

- **First Offense:**
 - Device confiscated and returned only to student after school
 - Violation recorded in the student's discipline record
- **Second Offense**
 - Device confiscated and returned only to a parent/guardian
 - Detention assigned
 - Violation recorded under Education Code 48901.5 and 48900(k)
- **Third Offense:**
 - Device confiscated and returned only to a parent/guardian
 - Parent/guardian conference required
 - Violation recorded under Education Code 48901.5 and 48900(k)

Severe Violations

A flagrant disregard of the 48901.5 policy or refusal to cooperate with school authorities may result in suspension on the first offense.

*Flagrant disregard of 48901.5 policy or refusal to cooperate with school authority may result in a suspension on the first offense.

It is the responsibility of every student to know and follow school rules. By doing so, you will be a productive and successful member of the THMS school community. All students should be self-directed learners who demonstrate concern and respect for others. Students who make poor decisions will be held accountable for their actions. California State law says that a student may be disciplined, suspended, or recommended for expulsion based on "reasonable cause."

California Education Code 48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (2) Willfully used force or violence upon the person of another, except in self-defense.
 - (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
 - (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
 - (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - (e) Committed or attempted to commit robbery or extortion.
 - (f) Caused or attempted to cause damage to school property or private property.
 - (g) Stole or attempted to steal school property or private property.
 - (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
 - (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
 - (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 - (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
 - (l) Knowingly received stolen school property or private property.
 - (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - (n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - (p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
 - (q) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii) (I) An act of cyber sexual bullying.
 - (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
- (r) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
- (s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (u) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a

research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(v) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

48900.2 In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3 In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4 In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

48915.(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placements at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

(i) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(4) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(5) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(6) Is not housed at the school site attended by the pupil at the time of suspension.

(j) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(3) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(4) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(k) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placements at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

- (l) As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (m) As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.
- (n) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (7) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (8) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (9) Is not housed at the school site attended by the pupil at the time of suspension.
 - (o) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (5) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (6) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
 - (p) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
 - (q) As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
 - (r) As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

DISTRICT INFORMATION AND NOTIFICATIONS

INSURANCE

Parents have the opportunity to purchase school accident insurance for students—Information was included in the back to district information packet.

COMPLAINT PROCEDURE

Policies in the Colton Joint Unified School District are set by the Board of Education. Copies of the policies and procedures relating to complaints concerning specially funded programs are available. Employees are responsible for carrying out these policies as well as state and federal requirements. If you believe the district has violated the law through its policies and practices, you have the right to express your concern. Complaints may cover any matter related to procedures, personnel or unlawful discrimination. We ask that you start at the site level. **The principal can assist you in the process.** Once a site level complaint form is submitted, the Principal and/or District will investigate your concern.

VANDALISM/GRAFFITI

The Board of Education has policies regarding vandalism and graffiti. The policies are summarized below:

1. The parent or guardian of any minor who willfully defaces or damages any property belonging to the District or a District employee will be liable for all damages caused by the minor up to \$10,000.
2. Graffiti is considered by the District to be an act of vandalism.
3. The parent or guardian of a minor will be financially liable for all property loaned by the school and not returned upon request.
4. The District may withhold grades, diplomas and transcripts of students responsible for property damage until the parent or guardian has paid for the damage.
5. The school principal or District superintendent may suspend or recommend expulsion on the grounds of causing or attempting to cause damage to school or private property.
6. The Board of Education may require full restitution by the student or parent before readmitting the student to school following an expulsion. In the event the student or parent is unable to pay for the damage, the District may, on appeal, provide a work program for the student, in exchange for payment.

SCHOOL ATTENDANCE REQUIRED BY LAW (ED. CODE § 48200, 48290)

California Education Code 48200 states: Each person between the ages of 6 and 18 years not exempted under the provisions of this chapter is subject to compulsory full-time education...and each parent, guardian, or other person having control or charge of the pupil shall send the pupil...for the full time designated as the length of the school day by the governing board of the school district in which the resident of either the parent or the legal guardian is located. Four types of absences: 1. Excused [qualified] absence due to illness, medical, dental, death in immediate family, court for the student, religious holiday. 2. Unqualified absence is an absence with parent consent for reasons other than qualified. Ex: vacation, accompanying parents to parent's appointments, staying home to take care of a sibling etc. 3. Unverified absences are absences that have not been verified through parent contacting school either via phone, email, or note. 4. Truancy EC Section 48260 (a): Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year.

CHRONIC AND HABITUAL TRUANCY

EC Section 48263.6: Any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant. EC Section 48262: Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year. Students who are chronically and/or habitually truant may be subject to the following possible consequences: revocation of student parking permit, detention, Saturday school, SART-a meeting with the parent and student including an attendance contract, DART-a meeting to review the student's current school placement, citation, SARB-meeting with school and law enforcement to determine parent/student consequences, referral to the San Bernardino County District Attorney's Office or probation, request for the parent to attend school with the student for one day, as well as any other consequences pursuant to the California Education and Penal Codes. EC Section 48260.5 allows the courts to suspend, restrict or delay a pupil's driving privilege pursuant to Section 13202.7 of the *Vehicle Code* for Chronic Truancy.

DISTRICT POLICY ON BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to have a fear of harm or to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

Types of bullying include:

1. Verbal abuse (name calling, racial remarks, belittling)
2. Physical (hitting, kicking, shoving, twisting limbs, spitting, or destroying of personal items)
3. Extortion (verbal or physical bullying for money or personal items)
4. Hazing (having to participate in an act of physical or emotional harm to be part of a group)
5. Indirect bullying (rejection, exclusion, ignoring, alienating, or isolating to purposely cause emotional distress)
6. Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900.

Cyberbullying also includes breaking onto another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative, school climate.

Students shall be informed, through student handbooks, and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills,

character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are expected to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying should immediately report the incident to a teacher, the principal, a compliance officer, or any other available school employee using the district Bullying/Harassment Complaint Form. The principal or designee is responsible for investigating allegations of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or principal's designee shall inform the student or parent/guardian of the right to file a formal written complaint. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

In order to conclude that an act of bullying has occurred, there must be proof that the incident was severe or pervasive and that the student (victim) experienced fear of harm, or experienced a substantially detrimental effect on his/her physical or mental health, academic performance, or ability to participate in school activities.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the districts' uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

POLÍTICA DEL DISTRITO SOBRE ACOSO ESCOLAR (BULLYING)

El consejo directivo reconoce los efectos perjudiciales de acoso escolar en el aprendizaje de los alumnos y la asistencia a la escuela y desea proporcionar un ambiente escolar seguro que proteja a los alumnos de daños físicos y emocionales. Los empleados del distrito establecerán la seguridad de los alumnos como una alta prioridad y no tolerarán el acoso escolar en ningún alumno.

Ningún individuo o grupo deberá a través de medios físicos, escritos, verbales o de otro tipo, hostigar, acosar sexualmente, amenazar, intimidar, tomar represalias, usar acoso cibernético, causar daños corporales a o cometer actos de violencia contra ningún alumno o personal escolar.

El acoso escolar es definido como cualquier acto o conducta física o verbal grave o generalizada, incluyendo las comunicaciones por escrito o por medios de un acto electrónico incluyendo uno o más actos cometidos por un alumno o grupo de alumnos dirigido hacia uno o más alumnos que haya tenido o puede predecirse razonablemente que tenga el efecto de causar a que un alumno razonable tenga miedo a sufrir daño o experimentar un efecto substancialmente perjudicial en la salud física o mental del alumno, en el rendimiento académico o en la habilidad para participar en actividades escolares.

Los tipos de acoso escolar incluyen:

1. Abuso verbal (insultos, comentarios raciales, menosprecio)
2. Físico (golpear, patear, empujar, torcer extremidades, escupir o destruir objetos personales)
3. Extorsión (acoso escolar verbal o físico por dinero u objetos personales)
4. Novatadas (tener que participar en un acto de daño físico o emocional para ser parte de un grupo)
5. Acoso escolar indirecto (rechazo, exclusión, ignorar, desconectar o aislar para causar daño emocional a propósito)
6. Acoso cibernético incluye la creación o transmisión electrónica de comunicaciones de hostigamiento, amenazas directas u otros textos, sonidos o imágenes perjudiciales según definido en el código de educación 48900. Acoso cibernético también incluye irrumpir en la cuenta electrónica de otra persona y asumir la identidad de esa persona para dañar la reputación de esa persona.

Las estrategias para abordar el acoso escolar en las escuelas del distrito se desarrollarán con la participación de las partes interesadas principales, incluyendo los alumnos, padres o tutores y el personal y pueden ser incorporadas en el plan de seguridad general, el plan local para el control y responsabilidad educativa y otros planes pertinentes del distrito y de la escuela.

Según sea apropiado, el Superintendente o designado puede colaborar con la policía, tribunales, servicios sociales, servicios de salud mental, otras agencias y organizaciones en la comunidad, en el desarrollo e implementación de las estrategias conjuntas para promover la seguridad en las escuelas y en la comunidad y proveer servicios a presuntas víctimas y causantes de acoso escolar.

Prevención de acoso escolar

A la medida que sea posible, las escuelas del distrito se enfocarán en la prevención del acoso escolar al establecer reglamentos claros para la conducta de los alumnos e implementar estrategias para promover un clima escolar positivo y de colaboración. Los alumnos serán informados, por medio de manuales estudiantiles y otros medios apropiados, de los reglamentos del distrito y de la escuela relacionados al acoso escolar, de los mecanismos disponibles para reportar incidentes o amenazas y las consecuencias de participar en acoso escolar.

Según sea apropiado, el distrito proporcionará a los alumnos con instrucción, en el salón de clases u otros ámbitos educativos, que promueva el aprendizaje socioemocional, habilidades para comunicación eficaz y resolución de conflictos, la educación de carácter y valores, el respeto por las diferencias culturales e individuales, el desarrollo de la auto estima, habilidades e asertividad y conducta apropiada por la red.

Dicha instrucción también educará a los alumnos acerca del impacto negativo del acoso escolar, la discriminación, la intimidación y el hostigamiento basado en el estado migratorio actual operado, las creencias y costumbres religiosas o cualquier otra preferencia o prejuicio individual.

El Superintendente o designado proporcionará capacitación a los maestros y demás personal escolar para aumentar su conocimiento acerca de la obligación del distrito y de sus deberes para prevenir la discriminación, el hostigamiento, la intimidación y el acoso escolar de los alumnos del distrito. Dicha capacitación será diseñada para proporcionar al personal con las habilidades para:

1. Hablar acerca de la diversidad del alumnado y la comunidad escolar, incluyendo sus diversas experiencias migratorias
2. Hablar con los alumnos acerca de estrategias para prevención de acoso escolar y enseñarán a los alumnos a reconocer la conducta y características de los causantes y víctimas de acoso escolar
3. Identificar las señales de conducta de acoso escolar o de hostigamiento
4. Tomar medidas correctivas inmediatas cuando se observa el acoso escolar
5. Informar incidentes a las autoridades apropiadas, incluyendo los cuerpos policiales en casos de conducta criminal

Basado en una evaluación de incidentes de acoso escolar, el Superintendente o designado puede aumentar la supervisión y seguridad en las zonas que con mayor frecuencia ocurre el acoso escolar, tales como el salón de clases, los patios de juego, los pasillos y las cafeterías.

Medidas correctivas

Los alumnos deben notificar al personal escolar cuando están siendo víctimas de acoso escolar o sospechan que otro alumno está siendo víctima de acoso escolar. Además, el Superintendente o designado desarrollará medios para que los alumnos denuncien amenazas o incidentes, de manera confidencial y anónima.

El personal escolar que sea testigo de un acto de acoso escolar deberá intervenir inmediatamente para detener el incidente cuando sea seguro hacerlo. (Código de educación 234.1)

Cuando corresponda según la gravedad o penetrante del acoso escolar, el Superintendente o designado debe notificar a los padres o tutores de las víctimas y causantes y pueden ponerse en contacto con la policía.

El Superintendente, director o designado del director puede referir a una víctima, testigo, causante u otro alumno afectado por un acto de acoso escolar a un orientador escolar, psicólogo escolar, trabajador social, personal del departamento de bienestar para el menor, enfermera escolar u otro personal de servicio de apoyo escolar para la gestión del caso, asesoramiento y/o participación en un programa de justicia restaurativa según corresponda. (Código de educación 48900.9)

Informe y presentación de quejas

Cualquier alumno, padre/tutor u otra persona que crea que un alumno ha sido sujeto a acoso escolar o ha sido testigo de un acoso escolar debe reportar el incidente inmediatamente a un maestro, al director, a un oficial de cumplimiento u cualquier otro empleado escolar disponible usando el formulario de queja del distrito para acoso escolar/hostigamiento.

El director o designado es responsable de investigar las acusaciones de acoso escolar.

A partir de un día hábil de haber recibido dicho reporte, un miembro del personal deberá notificar el reporte al director. Además, cualquier empleado escolar que observe un incidente de acoso escolar involucrando a un alumno deberá, a partir de un día hábil, reportar lo que observe al director o a un oficial de cumplimiento, haya o no presentado una queja la supuesta víctima.

Cuando las circunstancias involucren acoso cibernético, a las personas con información acerca de la actividad se les anima guardar e imprimir cualquier mensaje electrónico o digital que consideren que constituye acoso cibernético y notificar a un maestro, al director u otro empleado para que se pueda investigar el asunto. Cuando un alumno usa un sitio o servicio de red social para acosar u hostigar a otro alumno, el Superintendente o designado puede presentar una queja con el sitio o servicio de red social para suspender los privilegios del alumno y hacer que se elimine el material.

Cuando se presente un reporte de acoso escolar, el director o designado del director debe notificar al alumno o a su padre/tutor sobre el derecho para presentar una queja formal por escrito. Al alumno que sea la supuesta víctima de acoso escolar se le dará la oportunidad de describir el incidente, identificar testigos que puedan tener información pertinente y presentar otra evidencia de acoso escolar.

Investigación y resolución de quejas

Para concluir que se ha llevado a cabo un acto de acoso escolar, debe existir una evidencia de que el incidente fue severo o penetrante y que el alumno (víctima) experimentó un temor a daños o experimentó un efecto substancialmente perjudicial a su salud física o mental, rendimiento académico o capacidad de participar en actividades escolares.

Se deberá investigar cualquier queja de acoso escolar y, si se determina que es discriminatoria, se resolverá de acuerdo con la ley y con los procedimientos uniformes del distrito para presentar una queja, especificados en AR 1312.3.

Si, durante la investigación se determina que una queja es sobre acoso escolar no discriminatoria, el director o designado deberá informar al demandante y tomará las medidas necesarias para resolver la queja.

Disciplina

Las acciones correctivas para un alumno que comete un acto de acoso escolar de cualquier tipo puede incluir asesoría, medidas correctivas y educación para la conducta y, si la conducta es grave o penetrante según como está definido en el código de educación 48900, puede incluir suspensión o expulsión de acuerdo con las políticas y regulaciones del distrito.

Cualquier empleado que permita o se involucre en acoso escolar o represalia relacionada a acoso escolar será sujeto a medidas disciplinarias hasta e incluyendo despido

LEGAL NOTICES FOR PUPILS AND PARENTS/GUARDIANS 2024-25

Nondiscrimination/Harassment - NOTICE TO PARENTS/GUARDIANS/PUPILS/TEACHERS/STAFF

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, registered domestic partner status, political beliefs or affiliation, pregnancy, childbirth, breastfeeding, pregnancy related medical conditions, physical or mental status, disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, Penal code 422.55 or based on a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation in any program or activity it provides significant assistance. The Governing Board shall ensure equal opportunities for all pupils in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures and other activities. Eligibility for extra and co-curricular activities shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Uniform Complaint Procedures (UCP) - PUPILS/PARENTS/GUARDIAN/EMPLOYEES/COMMITTEES

The Colton Joint Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees. The Colton Joint Unified School District shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, registered domestic partner status, political beliefs or affiliation, pregnancy, childbirth, breastfeeding, pregnancy related medical conditions, physical or mental status, disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, Penal Code 422.55 or based on a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance or in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Adult Education

After School Education and Safety/Agricultural Career Technical Education

American Indian Education Centers and Early Childhood Education Program/Assessments Bilingual Education

California Peer Assistance and Review Programs for Teachers

Career Technical and Technical Education, Career Technical, Technical Training, Career Technical Education Child Care and Development

Child Nutrition/Compensatory Education/Consolidated Categorical Aid

Course Periods without Educational Content

Deficiencies in Pre-School Health and Safety requirements

Discrimination, harassment, intimidation, bullying, student lactation accommodations, and Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources/Economic Impact Aid

Every Student Succeeds Act/ No Child Left Behind (2001) Titles I-VII Foster and Homeless Students

Former Juvenile Court Pupils now enrolled in a school district/Lactation Accommodations for Pupils

Local Control Funding Formula (LCFF) and Local Control and Accountability Plans (LCAP) Migrant Education

Physical Education Instructional Minutes/Pupil Fees

Pupils of Military Families

Regional Occupational Centers and Programs/School Safety Plans

State Pre-School

Tobacco Use Prevention Education

Unlawful Pupil Fees

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in educational activities.

A pupil fee includes but is not limited to, all of the following:

1. A fee charged to a pupil as a condition to registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, clothes associated with an educational activity.

A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer: **Director of Student Services, 850 E. Washington St. 2nd Floor, Colton Ca 92324 (909)-580-6525**

Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence of information to support an allegation of noncompliance with laws relating to pupil fees. Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee. Complaints will be investigated and a written Decision report will be sent to the complainant within sixty (60) days from the receipt of the complaint.

This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621. The complainant has the right to appeal the Colton Joint Unified School District's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's Decision. The appeal must include a copy of the complaint filed with the Colton Joint Unified School District and a copy of the LEA's Decision. Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. A copy of the Colton Joint Unified School District's UCP policy and complaint procedures shall be available free of charge.

Williams Uniform Complaint Rights - NOTICE TO PARENTS/GUARDIANS/PUPILS/TEACHERS/STAFF

Pursuant to California Education Code 35186, you are hereby notified that: There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook (physical or technology based) or instructional material, or both, to use in class and to take home. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or mis-assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present. Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for

an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Mis-assignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. A complaint form may be obtained at the school office, district office, or downloaded from the school's web site at: www.colton.k12.ca.us/Page/3022 You may also download a copy of the California Department of Education complaint form in English and in other languages from the following web site: <http://www.cde.ca.gov/re/cp/uc/monitoring.asp> Complaints should be submitted to: **Director of Student Services, 850 E. Washington St. 2nd Floor, Colton CA 92324 (909) 580-6525** All complaints must be resolved within 30 days.

Sexual Harassment - NOTICE TO PUPILS AND EMPLOYEES

It is unlawful for pupils or employees to engage in sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone in the work or educational setting. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile or offensive environment. Any pupil or employee who feels he or she has been subject to sexual harassment may file a formal complaint by completing a District "Bullying/Harassment Complaint" Form (available at <https://www.colton.k12.ca.us/Page/3022> or at any school or at the District Office) or provide a letter outlining the complaint. The letter must include the name, address and telephone number of the person making the complaint, the name of the school or department, the name of the employee or student involved, the statement of complaint, including all facts, dates and policy involved, a statement of relief sought and signature of the person filing the complaint. An investigation will take place within 30 days.

Complaints involving employees:

Asst. Supt. Human Resources
1212 Valencia Dr. Colton, CA 92324
(909) 580-5000

Complaints involving students:

Director of Student Services
850 E. Washington St. 2nd Floor, Colton, CA 92324
(909) 580-6525

Confidential Medical Release Notice to Parents/Guardians:

Pursuant to California Education Code Section 46010.1, you are hereby notified that: California Education Code section 46010.1 requires school districts to "notify pupils in grades 7-12 inclusive and the parents or guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian." (BP-5113).

Contraband-Detection Dog Parent Notification

In order to remain proactive and assist in providing a safe learning environment, the Board of Education adopted Board Policy 5145.12 in January 2023 to include language for the use of contraband-detection canines. Periodically throughout the school year, contraband-detection canines will be on our CJUSD campuses to ensure the safety of our students. The presence of contraband-detection dogs is part of our ongoing efforts to maintain a safe and drug-free learning environment for our students. The drug contraband-detection dogs will conduct random searches of classrooms, lockers, student vehicles, and other student areas on campus to detect any illegal substance that may be present. We want to emphasize that the contraband-detection canines may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. The canines shall be separated from the students and not allowed to sniff any individual. The safety and well-being of our students is our top priority, and we believe that the use of a contraband-detection canine is an effective way to deter drug use and ensure that our school remains a safe place for learning. We encourage parents/guardians, families, and community members to talk to their children about the dangers of drug use and to help us in our efforts to keep our school drug-free.

If you have any questions or concerns about the use of a contraband-detection canine on campus, please do not hesitate to contact your school site administration. We appreciate your support and cooperation in this matter.

Avisos legales a los alumnos y padres/ tutores legales 2023-2024

No Discriminación/acoso - AVISO A LOS PADRES/TUTORES LEGALES/ALUMNOS/MAESTROS/PERSONAL

No debe haber discriminación, hostigamiento, intimidación ni acoso en los programas y actividades del distrito escolar debido a las características reales o percibidas de las razas o grupos étnicos, color, origen, nacionalidad, origen nacional, estado migratorio, identificación de grupo étnico, edad, religión, estado matrimonial o parental, creencias o afiliaciones política, embarazo, parto, amamantamiento, condiciones médicas relacionadas con el embarazo, estado físico o mental, discapacidad, sexo, orientación sexual, género, identificación de género, expresión de género, información genética o cualquier otra característica en el Código de educación 200 o 220, Código gubernamental 11135, Código penal 422.55 o basado en la asociación de una persona con otra persona o grupo con una o más de estas características actuales o percibidas o cualquier otro fundamento protegido por la ley federal, estatal o local, reglamentación, o regulación en cualquier programa o actividad que dirige o proporciona asistencia significativa. El Consejo educativo gobernante deberá cerciorarse de que todos los alumnos tengan igualdad de acceso al programa educacional, programas de guía y orientación, deportivos, procedimientos para exámenes y demás actividades. La elegibilidad para las actividades extracurriculares y curriculares adicionales deberá ser solamente influenciada por competencia objetiva. El personal y los voluntarios escolares deberán ser cuidadosos de no segregar, ser parciales ni estereotipar en la enseñanza, guía y supervisión.

Procedimientos uniformes para quejas (UCP) - ALUMNOS/PADRES/TUTORES LEGALES/ PERSONAL/COMITÉS

El Distrito escolar unificado de Colton tiene la responsabilidad primaria de asegurar el cumplimiento de regulaciones y leyes estatales y federales y tiene procedimientos establecidos para tratar acusaciones de ilícita discriminación, hostigamiento, intimidación y acoso y quejas que aleguen posibles quebramientos a leyes estatales o federales que rijan programas educacionales y cobros ilícitos de cuotas estudiantiles. El Distrito escolar unificado de Colton deberá investigar y buscar la solución de quejas utilizando las políticas y procedimientos conocidos como los Procedimientos uniformes de quejas (UCP) adoptados por nuestro Consejo local. Las quejas sobre la discriminación ilícita, hostigamiento, intimidación o acoso, pueden basarse en características actuales o percibidas de la raza o etnicidad, color, origen, nacionalidad, origen de nacionalidad, estado migratorio, identificación de grupo étnico, edad, religión, estado matrimonial o parental, estado de pareja doméstica registrada, creencias o afiliaciones políticas, embarazo, parto, amamantamiento, condiciones médicas relacionadas con el embarazo, estado físico o mental, discapacidad, sexo, orientación sexual, género, identificación de género, expresión de género, información genética o cualquier otra característica identificada en el Código de educación 200 o 220, Código gubernamental 11135, Código penal 422.55 o basado en la asociación de una persona con otra persona o grupo con una o más de estas características actuales o percibidas o cualquier otro fundamento protegido por la ley federal, estatal o local, reglamentación o regulación en cualquier programa o actividad que dirige o proporciona asistencia significativa o cualquier programa o actividad que recibe o beneficia de la asistencia financiera estatal. El UCP también debe utilizarse para tratar quejas sobre supuesto incumplimiento de leyes estatales y/o federales en:

Educación de adultos

Educación y seguridad después de clases Educación de carrera técnica de agricultura

Centros educativos y evaluaciones para programas de educación a una temprana edad para los indios americanos

Educación bilingüe

Programas de asistencia y revisión de compañeros de California para maestros

Carrera y educación técnica, carrera técnica, entrenamiento técnico, educación de carreras técnicas Cuidado y desarrollo de niños

Nutrición de los niños Educación compensatoria

Asistencia categórica consolidada

Periodos de cursos sin contenido educativo

Deficiencias en los requisitos de salud y seguridad de preescolar

Recursos para la discriminación, hostigamiento, intimidación, acoso, facilidad para lactancia y para las lesbianas, homosexuales, bisexuales, transexual e indecisos (LGBTQ)Asistencia de impacto económico

Ley Cada estudiante triunfa/Que ningún niño se quede atrás (2001) Títulos I-VII Alumnos quienes son niños acogidos o que no tienen un hogar

Alumnos que previamente eran parte de la corte juvenil y que ya están registrados a un distrito escolar Alumnos bajo crianza temporal y alumnos desplazados

Lugar de lactancia para los alumnos

Fórmula de financiamiento de control local (LCFF) y Planes de control y responsabilidad local (LCAP)Educación migrante

Minutos de instrucción de educación física

Gastos estudiantiles

Alumnos de familiares militares

Centros y programas ocupacionales regionales Planes de seguridad escolar

Preescolar estatal

Educación para la prevención del uso de tabaco

Cuotas ilícitas a alumnos

Las quejas de incumplimiento de leyes de cuotas estudiantiles pueden presentarse conforme al proceso local de UCP. Un alumno inscrito en una escuela pública no se le puede exigir pagar cuotas para participar en actividades educativas.

Las cuotas del alumnado incluyen, más no se limitan a lo siguiente:

1. Cuota a un alumno como condición para registrarse a una escuela o a clases o como condición para participar en una clase o actividad extracurricular, sin importar si la clase o actividad es una electiva u obligatoria o si es para recibir crédito.

2. Depósito de seguridad u otro pago que se le exija hacer a un alumno para recibir un candado, casillero, libro, aparato en clase, instrumento musical, ropa u otro material o equipo.

3. Una compra que tenga que hacer un alumno para obtener materiales, útiles, equipo o ropa asociada con una actividad educativa.

Las quejas por cuotas estudiantiles no pueden presentarse después de un año de la fecha en la que se alega sucedió la infracción. Las quejas que no se relacionen a cuotas estudiantiles tienen que presentarse por escrito ante el siguiente oficial de cumplimiento: **Directora de Servicios estudiantiles, en 850 E. Washington St. 2nd Floor, Colton, CA 92324, (909) 580-6525**

Las quejas de incumplimiento de leyes relacionadas a cuotas estudiantiles se presentan ante el director escolar. Las quejas relacionadas a cuotas estudiantiles se pueden presentar anónimamente si la queja proporciona evidencia de información que apoye el argumento de incumplimiento de leyes relacionadas a cuotas estudiantiles. Las quejas que argumenten discriminación, hostigamiento, intimidación o acoso tienen que presentarse a más tardar seis (6) meses de la fecha de la supuesta discriminación, hostigamiento, intimidación o acoso o del día que la persona haciendo la queja se haya enterado de los datos de la supuesta discriminación, hostigamiento, intimidación o acoso a menos de que el superintendente o su representante extienda un plazo. Se investigarán las quejas y se le enviará a la persona que entregó la queja una decisión o reporte por escrito dentro de sesenta (60) días de haber recibido la queja. Puede prolongarse el período de sesenta (60) días si la persona quejándose lo permite por escrito. La persona del LEA responsable de investigar la queja debe dirigir y completar la investigación de acuerdo a las secciones 4680-4687 y a los procedimientos locales bajo la sección 4621 adoptada localmente. La persona quejándose tiene el derecho a apelar la decisión del Distrito escolar unificado de Colton ante el Departamento de educación (CDE), presentando una apelación por escrito dentro de 15 días de haber recibido la decisión del LEA. La apelación tiene que incluir copias de la queja presentada al Distrito escolar unificado de Colton y de la decisión del LEA. De ser aplicable, pudiera haber remedios de acuerdo a leyes estatales o federales de discriminación, hostigamiento, intimidación o acoso. En casos apropiados, se puede presentar apelación conforme al Código de educación 262.3. La persona quejándose puede buscar remedios civiles externos a los procedimientos de queja del LEA. La persona quejándose puede buscar ayuda en centros de mediación o de abogados públicos o privados. El remedio que el tribunal pudiera imponer a nivel ley civil puede incluir, más no limitarse a, emisiones de órdenes restrictivas. Deberá haber disponibilidad gratuita de la copia de la política de UCP y procedimientos de quejas del Distrito escolar unificado de Colton.

Derecho a procedimiento uniforme para quejas Williams - AVISO A PADRES/TUTORES LEGALES/ALUMNOS/MAESTROS/PERSONAL

De acuerdo al Código de educación 35186, se le comunica que: debe haber suficientes libros de texto y materiales instruccionales. Quiere decir que cada alumno, inclusive para aprendices de inglés, deben tener un libro de texto (físico o tecnológico) o material instruccional o ambos para utilizar en clase y para llevarse a casa. Las instalaciones escolares tienen que estar limpias, ser seguras y mantenerse en buen estado. No debe haber vacantes de maestros ni asignaciones erróneas. Debe asignarse un maestro a cada clase y no una serie de sustitutos o maestros temporales. El maestro debe tener las certificaciones apropiadas para enseñar la clase, incluso su certificación para la enseñanza de aprendices de inglés si estos están presentes. Vacante de maestro se refiere a un puesto para el cual a inicio de año no se ha asignado un empleado titulado para servir por un año o si el puesto es para una materia del semestre, un puesto para el cual a inicio del semestre no se ha asignado un empleado titulado por el semestre entero. Una asignación errónea es que un empleado titulado para un puesto de enseñanza o servicios para el cual este no tiene una certificación reconocida legalmente o la asignación de un empleado titulado a un puesto para el cual por estatuto, el empleado no cuenta con la autorización para mantener dicho puesto.

Puede obtener un formulario de queja en la dirección escolar, oficinas del distrito o descargarlo de la página web del distrito: www.colton.k12.ca.us/Page/3022 Puede también descargar una copia del formulario para quejas del Departamento de educación de California en inglés y en otros idiomas en la siguiente página web: <http://cde.ca.gov/re/cp/uc/ucmonitoring.asp> Las quejas deben ser entregadas a la: **Directora de Servicios estudiantiles, 850 E. Washington St. 2nd Floor, Colton, CA 92324, (909) 580-6525**. Toda queja tiene que resolverse dentro de un período de 30 días.

Acoso sexual - AVISO A ALUMNOS Y PERSONAL

Es ilegal que alumnos o personal participen en acoso sexual, definido como: avances sexuales indeseados, solicitud de favores sexuales y otra conducta verbal, visual o física de naturaleza sexual hecha por alguien en el trabajo o entorno educacional. Una persona sensata del mismo sexo que la víctima debe considerar la conducta lo suficientemente severa o constante para tener un impacto negativo en su desempeño académico o crear un ambiente intimidante, hostil u ofensivo para la víctima. Cualquier alumno o empleado que crea que ha sido sujeto a acoso sexual, puede presentar una queja formal llenando el formulario de "Quejas relacionadas a acoso/hostigamiento" del distrito (disponible en toda escuela o en la oficina del distrito) o presentar una carta, describiendo el motivo de la queja. La carta debe incluir el nombre, domicilio y teléfono de la persona haciendo la queja, el nombre de la escuela u oficina, el nombre del empleado o alumno involucrado, una declaración que apoye la queja que incluya todo hecho, fechas, política involucrada, indicación de qué y cómo se espera que se alivie la situación y la firma de la persona que presenta la queja. Se realizará una investigación pertinente dentro de 30 días.

Quejas que involucren personal:

Superintendente auxiliar de Recursos humanos
1212 Valencia Drive, Colton, CA 92324
(909) 580-5000

Quejas que involucren alumnos

Directora de Servicios estudiantiles
850 E. Washington St. 2nd Floor, Colton, CA 92324
(909) 580-6525

Publicación médica confidencial Aviso a los padres/tutores:

Conforme al Código de educación de California sección 46010.1, usted queda notificado que: El Código de educación de California sección 46010.1 requiere que los distritos escolares "notifiquen a los alumnos del 7°-12° grado inclusive y a los padres o tutores de todos los alumnos matriculados en el distrito, que las autoridades escolares pueden excusar a cualquier alumno de la escuela con el fin de obtener servicios médicos confidenciales sin el consentimiento del padre o tutor del alumno." (BP-5113).

Aviso a los padres sobre el perro de detección de contrabando

Con el fin de seguir siendo proactivos y ayudar a proporcionar un entorno de aprendizaje seguro, el Consejo Educativo adoptó la política del Consejo 5145.2 en enero del 2023 para incluir el lenguaje para el uso de perros de detección de contrabando y la inspección de casilleros/escritorios de los alumnos. Periódicamente durante todo el año escolar, los perros de detección de contrabando estarán en nuestros planteles educativos de CIUSD para garantizar la seguridad de nuestros alumnos. La presencia de los perros de detección de drogas es parte de nuestros continuos esfuerzos para mantener un entorno de aprendizaje seguro y libre de drogas para nuestros alumnos. Los perros de detección de contrabando llevarán a cabo inspecciones aleatorias en los salones de clases, casilleros, vehículos estudiantiles y otras áreas estudiantiles dentro del plantel educativo para detectar cualquier sustancia ilegal que pueda estar presente. Queremos enfatizar que los perros de detección de contrabando pueden olfatear el aire alrededor de los casilleros, escritorios o vehículos en la propiedad del distrito o en eventos patrocinados por el distrito. Los perros se alejaron de los alumnos y no se les permitirá olfatear a ninguna persona. La seguridad y bienestar de nuestros alumnos es nuestra principal prioridad y creemos que el uso de un perro de detección de contrabando es una forma efectiva de disuadir el consumo de drogas y garantizar que nuestra escuela siga siendo un lugar seguro para el aprendizaje. Animamos a los padres/tutores legales, familias y miembros de la comunidad a hablar con sus hijos sobre los peligros del consumo de drogas y a ayudarnos en nuestros esfuerzos por mantener nuestra escuela libre de drogas. Si tiene alguna duda o inquietud sobre el uso de un perro de detección de contrabando en el plantel educativo, no dude en comunicarse con el administrador de su escuela. Agradecemos su apoyo y cooperación en este asunto.

RESOURCES FOR STUDENTS IN EMOTIONAL CRISIS

The CIUSD Department of Behavioral & Mental Health is a comprehensive program (K-12th grade) intended to make mental health services more accessible to our student population. The main goal of the program is to remove social and emotional barriers to educational success in the lives of children and families through mental health counseling and education, case management assistance, parent education, and linkage to community resources. Ultimately, CIUSD is committed to providing our students with essential building blocks to foster social, emotional, and physical health thereby ensuring a truly resilient and successful future.

A critical mission of our Mental Health Department is the prevention of suicide in our youth. According to data from the Centers of Disease Control and Prevention, suicide is a leading cause of death in the US, the second leading cause of death for people 10-34 years of age. It is our Mental Health Department's goal to provide our students, school staff, and parents with essential resources for suicide prevention.

988 Suicide & Crisis Lifeline

The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States.

Call or Text 988 from anywhere in the U.S. to text with a trained Crisis Counselor. Crisis Text Line trains volunteers to support people in crisis.

Trevor Lifeline

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) young people under 25. The Trevor Lifeline is a crisis intervention and suicide prevention phone service available 24/7 at 1-866-488-7386. Trevor Text is available by texting "START" to 678678.

Community Crisis Response Team

CCRT is a community-based mobile crisis team that provides assistance to those who are experiencing a mental health related emergency. Services include: mental health assessments, relapse prevention, intensive follow up services, and on-site crisis intervention. You can contact CCRT by dialing (909) 421- 9233 between the hours of 7am-10pm daily.

Crisis Stabilization Unit (CSU) Centers

The CSU Centers serve San Bernardino County Residents, of all ages who are experiencing a crisis. There voluntary 20-chair facilities, provide a home-like setting designed to provide additional access points to receive recovery based treatment options, interventions and stabilization services in the least restrictive manner possible in their community for up to 23 hour stays.

- Merrill Center CSU: 14677 Merrill Ave., Fontana (951) 643-2340
- Windsor Center CSU: 1481 North Windsor Drive, San Bernardino (909) 361-6470

For more information regarding additional suicide prevention resources, or about our mental health program services, please contact Antonio Castro - Director, Mental & Behavioral Health at 909-580-5000 ext. 6694 or email at antonio_castro@ciusd.net

El Departamento de salud mental y comportamiento de CIUSD es un programa comprensivo (K-12° año) cuyo propósito es asegurar que los servicios de salud mental sean más accesibles a nuestra población de alumnos. El objetivo principal del programa es remover las barreras sociales y emocionales al éxito educativo en las vidas de niños y familias a través de consejería

y educación sobre salud mental, ayuda con manejo de caso, educación de padres, y conexión a recursos comunitarios. Por último, en CIUSD estamos comprometidos a proporcionar **elementos constituyentes esenciales** a nuestros alumnos para fomentar su salud social, emocional, y física, y así asegurar un futuro realmente resistente y exitoso.

Una misión crítica de nuestro Departamento de salud mental es la prevención de suicidio de nuestros jóvenes. De acuerdo a los datos de los Centros de control y prevención de enfermedades, el suicidio es la causa principal de muertes en los Estados Unidos, y la segunda causa principal de muertes de personas de entre 10-34 años de edad. Es el objetivo del Departamento de salud mental proporcionar recursos esenciales para la prevención de suicidio a nuestros alumnos, miembros del personal, y padres.

988 Línea de Prevención del Suicidio y Crisis

Esta línea proporciona apoyo gratuito y confidencial las 24 horas del día y 7 días a la semana, a personas afligidas, recursos en caso de crisis para usted o sus seres queridos, y las mejores prácticas para profesionales. Si está considerando el suicidio, le preocupa un amigo o ser querido, o si desea apoyo emocional, la red de líneas de prevención están disponibles las 24 horas, 7 días a la semana a lo largo de los Estados Unidos. Puede hablar o enviar un mensaje de texto al número 988.

Línea para salvar vidas Trevor

El Proyecto Trevor es la organización principal a nivel nacional proporcionando intervención durante crisis y prevención de suicidio para personas lesbianas, gay, bisexuales, transgénero, homosexuales, y jóvenes cuestionado su sexualidad (LGBTQ) menores de 25 años. La línea para salvar vidas Trevor es un servicio telefónico para intervenir durante crisis y prevención de suicidio disponible 24 horas al día, 7 días a la semana marcando 1-866-488-7386. Textos Trevor está disponible al enviar un mensaje de texto con la palabra "START" al 678678.

El equipo comunitario que responde en casos de crisis

CCRT (por sus siglas en inglés) es un equipo de crisis móvil a base de comunidad que proporciona ayuda a aquellas personas que estén viviendo por una emergencia relacionada a la salud mental. Los servicios incluyen: evaluaciones sobre salud mental, prevención de recaídas, servicios de seguimiento intensivos, e intervención en casos de crisis en donde se encuentre. Puede comunicarse con CCRT al marcar (909) 421-9233 entre las horas de 7am-10pm, 365 días al año.

Los centros de estabilización de crisis

Los centros de estabilización de crisis sirven a los residentes del condado de San Bernardino, de todas las edades, que están experimentando una crisis. Estas instalaciones voluntarias de 20 sillas, proporcionan una configuración hogareña diseñada para brindar puntos de acceso adicionales para recibir opciones de tratamiento para la recuperación, intervenciones y servicios de estabilización de la manera menos restrictiva posible en su comunidad por hasta 23 horas de estadía.

Merrill Center CSU: 14677 Merrill Ave., Fontana (951) 643-2340

Windsor Center CSU: 1481 North Windsor Drive, San Bernardino (909) 361-6470

Para más detalles sobre recursos adicionales para la prevención de suicidios, o sobre nuestros programas de servicios sobre la salud mental, por favor comuníquese con Antonio Castro - Director de salud mental y comportamiento al 909-580-5000 ext. 6694 o al enviar un correo electrónico a antonio_castro@ciusd.net

HELPFUL LINKS AND QR CODES

FIVE STAR FOR STUDENT SUCCESS

Download the 5 Star app or check out the THMS 5 Star Website! Check points you have earned for being Responsible, Respectful, and Safe. You can also find out about upcoming events and see what rewards you have available to redeem in the Tiger Store.



SIGN UP FOR SATURDAY SCHOOL

Fill out the Google Form to sign up for Saturday School by Wednesday each week there is Saturday School in order to receive a student lunch. Students can also sign up in the office or after Wednesdays, but may not receive a lunch if they sign up late.



ORDERING A YEARBOOK

Visit [Jostens.com](https://jostens.com) to order a THMS yearbook. Enter our school's name and follow the links to purchase online.



WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 4
AUG.

TUESDAY 5
AUG.

WEDNESDAY 6
AUG.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
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PERIOD 5	A:	
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PERIOD 6	A:	
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PERIOD 7	A:	
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REMINDERS	First Day of School/Sem 1 Begins
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Early Release 1:15

AUG.

NOTES

AUGUST

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

THURSDAY

7
AUG.

PERIOD 1	A:	
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PERIOD 5	A:	
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PERIOD 6	A:	
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PERIOD 7	A:	
	HW:	
REMINERS		

FRIDAY

8
AUG.

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PARENT CHECKBOX

Period	Grade
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GPA	
PARENT SIGNATURE	

AUG.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY11AUG.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
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PERIOD 3	A:	
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PERIOD 5	A:	
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PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

TUESDAY12AUG.

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WEDNESDAY13AUG.

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Early Release 1:15

AUG.

NOTES

AUGUST

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

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14	15	16	17	18	19	20
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28	29	30				

THURSDAY 14 AUG.

PERIOD 1	A:	
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PERIOD 4	A:	
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PERIOD 5	A:	
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PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY 15 AUG.

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PARENT CHECKBOX

Period	Grade
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GPA	
PARENT SIGNATURE	

AUG.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY18AUG.

TUESDAY19AUG.

WEDNESDAY20AUG.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
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PERIOD 3	A:	
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PERIOD 4	A:	
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PERIOD 5	A:	
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PERIOD 6	A:	
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PERIOD 7	A:	
	HW:	
REMINDERS		

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Early Release 1:15

AUG.

NOTES

AUGUST

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

THURSDAY

21
AUG.

PERIOD 1	A:	
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PERIOD 2	A:	
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PERIOD 3	A:	
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PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY

22
AUG.

A:	
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HW:	

PARENT CHECKBOX

Period	Grade
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6	
7	
GPA	
PARENT SIGNATURE	

AUG.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 25
AUG.

TUESDAY 26
AUG.

WEDNESDAY 27
AUG.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

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HW:	

Early Release 1:15

[illegible]

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

A:
HW:
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HW:

Period	Grade
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3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

1

SEP.

TUESDAY

2

SEP.

WEDNESDAY

3

SEP.

PERIOD 1

A:

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PERIOD 2

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PERIOD 3

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PERIOD 4

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PERIOD 5

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PERIOD 6

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PERIOD 7

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Labor Day/ No School

Early Release 1:15

REMINERS

SEPT.

NOTES

SEPTEMBER

OCTOBER

S M T W T F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30

S M T W T F S
1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31

THURSDAY

4
SEP.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
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PERIOD 3	A:	
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PERIOD 4	A:	
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PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

5
SEP.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

SEPT.

Mawlid al-Nabi begins at sundown

REMINDERS

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY

8

SEP.

TUESDAY

9

SEP.

WEDNESDAY

10

SEP.

PERIOD 1

A:

HW:

PERIOD 2

A:

HW:

PERIOD 3

A:

HW:

PERIOD 4

A:

HW:

PERIOD 5

A:

HW:

PERIOD 6

A:

HW:

PERIOD 7

A:

HW:

REMINERS

A:

HW:

A:

HW:

A:

HW:

A:

HW:

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HW:

A:

HW:

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HW:

A:

HW:

A:

HW:

A:

HW:

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A:

HW:

A:

HW:

A:

HW:

Early Release 1:15

NOTES

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

THURSDAY

11
SEP.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

12
SEP.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
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5	
6	
7	
GPA	
PARENT SIGNATURE	

Patriot Day

REMINERS

SEPT.

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY15SEP.

TUESDAY16SEP.

WEDNESDAY17SEP.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

A:	
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HW:	

REMINERS		Early Release 1:15
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SEPT.

NOTES

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

THURSDAY 18 SEP.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY 19 SEP.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY
22

SEP.

TUESDAY
23

SEP.

WEDNESDAY
24

SEP.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS	First day of autumn Rosh Hashanah begins at sundown	

A:	
HW:	
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HW:	

Early Release 1:15

NOTES

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

THURSDAY

25
SEP.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINERS		

FRIDAY

26
SEP.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
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GPA	
PARENT SIGNATURE	

SEPT.

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY29SEP.

TUESDAY30SEP.

WEDNESDAY1OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

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HW:	

Yom Kippur begins at sundown
Early Release 1:15

REMINERS

OCT.

NOTES

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

THURSDAY

2
OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

3
OCT.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
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GPA	
PARENT SIGNATURE	

OCT.

1st Qtr Ends

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY

6

OCT.

TUESDAY

7

OCT.

WEDNESDAY

8

OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

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Early Release 1:15

REMINERS

OCT.

NOTES

OCTOBER

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

THURSDAY

9
OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY

10
OCT.

A:	
HW:	
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HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
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GPA	
PARENT SIGNATURE	

OCT.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 13 OCT.

TUESDAY 14 OCT.

WEDNESDAY 15 OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

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HW:	

REMINERS
Columbus Day
Indigenous Peoples Day

Early Release 1:15

OCT.

[illegible]

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

PERIOD 1	
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HW:	
PERIOD 2	
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HW:	
PERIOD 3	
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HW:	
PERIOD 4	
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HW:	
PERIOD 5	
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HW:	
PERIOD 6	
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HW:	
PERIOD 7	
A:	
HW:	
REMINDERS	

A:	
HW:	
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HW:	
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HW:	
A:	
HW:	

Period	Grade
1	
2	
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4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY 20 OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

TUESDAY 21 OCT.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

WEDNESDAY 22 OCT.

A:	
HW:	
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HW:	
A:	
HW:	
A:	
HW:	
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HW:	
A:	
HW:	

Early Release 1:15

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OCT.

NOTES

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

THURSDAY

23

OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY

24

OCT.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
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5	
6	
7	
GPA	
PARENT SIGNATURE	

OCT.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 27 OCT.

TUESDAY 28 OCT.

WEDNESDAY 29 OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

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HW:	

Early Release 1:15

OCT.

NOTES

OCTOBER

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

THURSDAY

30

OCT.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

31

OCT.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

OCT.

Halloween

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY

3

NOV.

TUESDAY

4

NOV.

WEDNESDAY

5

NOV.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

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HW:	

REMINERS	
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Election Day

Early Release 1:15

NOV.

NOTES

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

THURSDAY

6
NOV.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY

7
NOV.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
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7	
GPA	
PARENT SIGNATURE	

NOV.

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY10NOV.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

TUESDAY11NOV.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

WEDNESDAY12NOV.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
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HW:	

REMINERS

Veterans Day/ No School

Early Release 1:15

NOV.

NOTES

NOVEMBER

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

THURSDAY 13 NOV.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINERS		

FRIDAY 14 NOV.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
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GPA	
PARENT SIGNATURE	

NOV.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY

17

NOV.

TUESDAY

18

NOV.

WEDNESDAY

19

NOV.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

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HW:	

Early Release 1:15

REMINERS

NOV.

NOTES

NOVEMBER

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

THURSDAY 20 NOV.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY 21 NOV.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

NOV.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 24 NOV.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINERS	Thanksgiving Break	

TUESDAY 25 NOV.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
Thanksgiving Break	

WEDNESDAY 26 NOV.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
Thanksgiving Break	

NOV.

NOTES

NOVEMBER

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

THURSDAY

27
NOV.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

28
NOV.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
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3	
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5	
6	
7	
GPA	
PARENT SIGNATURE	

Thanksgiving
Thanksgiving Break

Thanksgiving Break

NOV.

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

1

DEC.

TUESDAY

2

DEC.

WEDNESDAY

3

DEC.

PERIOD 1

A:

HW:

PERIOD 2

A:

HW:

PERIOD 3

A:

HW:

PERIOD 4

A:

HW:

PERIOD 5

A:

HW:

PERIOD 6

A:

HW:

PERIOD 7

A:

HW:

REMINERS

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

Early Release 1:15

NOTES

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

THURSDAY

4

DEC.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY

5

DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 8 DEC.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

TUESDAY 9 DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

WEDNESDAY 10 DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Early Release 1:15

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[illegible]

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

PERIOD 1	
A:	
HW:	
PERIOD 2	
A:	
HW:	
PERIOD 3	
A:	
HW:	
PERIOD 4	
A:	
HW:	
PERIOD 5	
A:	
HW:	
PERIOD 6	
A:	
HW:	
PERIOD 7	
A:	
HW:	
REMINDERS	

A:
HW:
A:
HW:
A:
HW:
A:
HW:
A:
HW:

Period	Grade
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4	
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GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY15DEC.

TUESDAY16DEC.

WEDNESDAY17DEC.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

2nd Qtr Ends
Early Release 1:15

NOTES

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

THURSDAY 18 DEC.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS	Winter Break	

FRIDAY 19 DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
REMINDERS	Winter Break

PARENT CHECKBOX

Period	Grade
1	
2	
3	
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GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 22 DEC.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINERS	Winter Break	

TUESDAY 23 DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Winter Break

WEDNESDAY 24 DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Winter Break

NOTES

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

THURSDAY

25
DEC.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

26
DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
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GPA	
PARENT SIGNATURE	

REMEMBERS
Christmas
Winter Break

Kwanzaa begins
Winter Break

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 29 DEC.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINERS	Winter Break	

TUESDAY 30 DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Winter Break

WEDNESDAY 31 DEC.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Winter Break

NOTES

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

THURSDAY

1

JAN.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

2

JAN.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
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GPA	
PARENT SIGNATURE	

New Year's Day
Winter Break

Winter Break

REMEMINDERS

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

5

JAN.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINERS	Winter Break	

TUESDAY

6

JAN.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
Winter Break	

WEDNESDAY

7

JAN.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
Winter Break	

NOTES

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

THURSDAY

8
JAN.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS	Winter Break	

FRIDAY

9
JAN.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
REMINDERS	Winter Break

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

12

JAN.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS	School Resumes Sem 2/3rd Qtr Begins	

TUESDAY

13

JAN.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

WEDNESDAY

14

JAN.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Early Release 1:15

NOTES

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

THURSDAY

15

JAN.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

16

JAN.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

JAN.

WEEKLY GOALS			
Academic	✓	Personal	✓

MONDAY 19 JAN.	
PERIOD 1	A:
	HW:
PERIOD 2	A:
	HW:
PERIOD 3	A:
	HW:
PERIOD 4	A:
	HW:
PERIOD 5	A:
	HW:
PERIOD 6	A:
	HW:
PERIOD 7	A:
	HW:
REMINERS	Martin Luther King Jr. Day/ No School

TUESDAY 20 JAN.	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

WEDNESDAY 21 JAN.	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Early Release 1:15

NOTES

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

THURSDAY

22
JAN.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

23
JAN.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
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GPA	
PARENT SIGNATURE	

JAN.

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

26

JAN.

TUESDAY

27

JAN.

WEDNESDAY

28

JAN.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

A:	
HW:	
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HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Early Release 1:15

JAN.	
PERIOD 1	A:
	HW:
PERIOD 2	A:
	HW:
PERIOD 3	A:
	HW:
PERIOD 4	A:
	HW:
PERIOD 5	A:
	HW:
PERIOD 6	A:
	HW:
PERIOD 7	A:
	HW:
REMINDERS	

	JAN.
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY

2

FEB.

TUESDAY

3

FEB.

WEDNESDAY

4

FEB.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

A:	
HW:	
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HW:	
A:	
HW:	

A:	
HW:	
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HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Groundhog Day

Early Release 1:15

REMINERS

NOTES

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

THURSDAY

5
FEB.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

FRIDAY

6
FEB.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

9

FEB.

TUESDAY

10

FEB.

WEDNESDAY

11

FEB.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS	Lincoln's Birthday/No School	

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Early Release 1:15

NOTES

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

THURSDAY

12
FEB.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

13
FEB.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

Lincoln's Birthday

REMINERS

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

16

FEB.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

TUESDAY

17

FEB.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

WEDNESDAY

18

FEB.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Presidents' Day/No School

Lunar New Year
Ramadan begins at sundown

Ash Wednesday
Early Release 1:15

REMINERS

NOTES

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEB.

THURSDAY

19

FEB.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINERS		

FRIDAY

20

FEB.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS			
Academic	↕	Personal	↕

MONDAY 23 FEB.			TUESDAY 24 FEB.			WEDNESDAY 25 FEB.		
PERIOD 1	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 2	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 3	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 4	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 5	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 6	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 7	A:		A:			A:		
	HW:		HW:			HW:		
REMINERS						Early Release 1:15		

[illegible]

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

THURSDAY 26 FEB.

PERIOD 1	
A:	
HW:	
PERIOD 2	
A:	
HW:	
PERIOD 3	
A:	
HW:	
PERIOD 4	
A:	
HW:	
PERIOD 5	
A:	
HW:	
PERIOD 6	
A:	
HW:	
PERIOD 7	
A:	
HW:	

REMINDERS

FRIDAY 27 FEB.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 2 MAR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

TUESDAY 3 MAR.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

WEDNESDAY 4 MAR.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

Early Release 1:15

[illegible]

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

THURSDAY		5
		MAR.
PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

[illegible]

Period	Grade
1	
2	
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5	
6	
7	
GPA	
PARENT SIGNATURE	

MAR.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY

9

MAR.

TUESDAY

10

MAR.

WEDNESDAY

11

MAR.

PERIOD 1

A:

HW:

PERIOD 2

A:

HW:

PERIOD 3

A:

HW:

PERIOD 4

A:

HW:

PERIOD 5

A:

HW:

PERIOD 6

A:

HW:

PERIOD 7

A:

HW:

REMINERS

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

A:

HW:

Early Release 1:15

NOTES

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

THURSDAY

12
MAR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINERS		

FRIDAY

13
MAR.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
3rd Qtr Ends	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

MAR.

WEEKLY GOALS			
Academic		↕	Personal

MONDAY		16	MAR.
PERIOD 1	A:		
	HW:		
PERIOD 2	A:		
	HW:		
PERIOD 3	A:		
	HW:		
PERIOD 4	A:		
	HW:		
PERIOD 5	A:		
	HW:		
PERIOD 6	A:		
	HW:		
PERIOD 7	A:		
	HW:		
REMINERS	Spring Break		

TUESDAY		17	MAR.
	A:		
	HW:		
	A:		
	HW:		
	A:		
	HW:		
	A:		
	HW:		
	A:		
	HW:		
	A:		
	HW:		
	St. Patrick's Day Spring Break		

WEDNESDAY		18	MAR.
	A:		
	HW:		
	A:		
	HW:		
	A:		
	HW:		
	A:		
	HW:		
	A:		
	HW:		
	A:		
	HW:		
	Spring Break		

NOTES

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

THURSDAY

19
MAR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

20
MAR.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
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4	
5	
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7	
GPA	
PARENT SIGNATURE	

MAR.

REMEMBERS
Eid al-Fitr begins at sundown
Spring Break

First day of spring
Spring Break

MAR.

WEEKLY GOALS			
Academic		↕	Personal

MONDAY 23 MAR.			TUESDAY 24 MAR.			WEDNESDAY 25 MAR.		
PERIOD 1	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 2	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 3	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 4	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 5	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 6	A:		A:			A:		
	HW:		HW:			HW:		
PERIOD 7	A:		A:			A:		
	HW:		HW:			HW:		
REMINERS	Spring Break		Spring Break			Spring Break		

NOTES

MARCH

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

THURSDAY **26**
MAR.

PERIOD 1	
A:	
HW:	
PERIOD 2	
A:	
HW:	
PERIOD 3	
A:	
HW:	
PERIOD 4	
A:	
HW:	
PERIOD 5	
A:	
HW:	
PERIOD 6	
A:	
HW:	
PERIOD 7	
A:	
HW:	

FRIDAY 27 MAR.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

MAR.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 30 MAR.

TUESDAY 31 MAR.

WEDNESDAY 1 APR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

A:	
HW:	
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HW:	
A:	
HW:	

REMINERS		April Fools' Day Passover begins at sundown Early Release 1:15
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APR.

NOTES

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

THURSDAY

2
APR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

3
APR.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
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7	
GPA	
PARENT SIGNATURE	

APR.

Good Friday

REMINERS

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 6 APR.

TUESDAY 7 APR.

WEDNESDAY 8 APR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

A:	
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HW:	

REMINERS	
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Early Release 1:15

APR.

NOTES

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

THURSDAY

9
APR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

10
APR.

A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	
A:	
HW:	

PARENT CHECKBOX

Period	Grade
1	
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5	
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7	
GPA	
PARENT SIGNATURE	

APR.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 13 APR.

TUESDAY 14 APR.

WEDNESDAY 15 APR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

A:	
HW:	
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A:	
HW:	

Early Release 1:15

APR.

[illegible]

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

[illegible]

Period	Grade
1	
2	
3	
4	
5	
6	
7	
GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

20

APR.

TUESDAY

21

APR.

WEDNESDAY

22

APR.

PERIOD 1

A:

HW:

PERIOD 2

A:

HW:

PERIOD 3

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HW:

PERIOD 4

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HW:

PERIOD 5

A:

HW:

PERIOD 6

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HW:

PERIOD 7

A:

HW:

REMINDERS

A:

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HW:

Earth Day
Early Release 1:15

APR.

[illegible]

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

PERIOD 1	
A:	
HW:	
PERIOD 2	
A:	
HW:	
PERIOD 3	
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HW:	
PERIOD 4	
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HW:	
PERIOD 5	
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HW:	
PERIOD 6	
A:	
HW:	
PERIOD 7	
A:	
HW:	
REMINDERS	

A:
HW:
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HW:

Period	Grade
1	
2	
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GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY 27 APR.

TUESDAY 28 APR.

WEDNESDAY 29 APR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

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HW:	
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HW:	

REMINERS	
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Early Release 1:15

APR.

NOTES

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

THURSDAY

30
APR.

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	

FRIDAY

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MAY

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PARENT CHECKBOX

Period	Grade
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GPA	
PARENT SIGNATURE	

APR.

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY 4 MAY

TUESDAY 5 MAY

WEDNESDAY 6 MAY

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
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PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
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PERIOD 7	A:	
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REMINDERS		

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Early Release 1:15	

[illegible]

MAY						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

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Period	Grade
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GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY

11

MAY

TUESDAY

12

MAY

WEDNESDAY

13

MAY

PERIOD 1

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HW:

PERIOD 2

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PERIOD 3

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PERIOD 4

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PERIOD 5

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PERIOD 6

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PERIOD 7

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Early Release 1:15

[illegible]

MAY						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

THURSDAY		14
		MAY
PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
	HW:	
REMINDERS		

[illegible]

Period	Grade
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GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	↕	Personal	↕

MONDAY18MAY

TUESDAY19MAY

WEDNESDAY20MAY

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
	HW:	
PERIOD 5	A:	
	HW:	
PERIOD 6	A:	
	HW:	
PERIOD 7	A:	
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REMINERS	
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Early Release 1:15

[illegible]

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

PERIOD 1	
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PERIOD 6	
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PERIOD 7	
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REMINDERS

MAY

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Period	Grade
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GPA	
PARENT SIGNATURE	

WEEKLY GOALS

Academic	✓	Personal	✓

MONDAY

25

MAY

TUESDAY

26

MAY

WEDNESDAY

27

MAY

PERIOD 1

A:

HW:

PERIOD 2

A:

HW:

PERIOD 3

A:

HW:

PERIOD 4

A:

HW:

PERIOD 5

A:

HW:

PERIOD 6

A:

HW:

PERIOD 7

A:

HW:

REMINERS

Memorial Day/No School

Eid al-Adha begins at sundown

Early Release 1:15

NOTES

MAY

JUNE

S M T W T F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

S M T W T F S
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14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30

THURSDAY 28 MAY

FRIDAY 29 MAY

PARENT CHECKBOX

PERIOD 1	A:	
	HW:	
PERIOD 2	A:	
	HW:	
PERIOD 3	A:	
	HW:	
PERIOD 4	A:	
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PERIOD 5	A:	
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PERIOD 6	A:	
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PERIOD 7	A:	
	HW:	
REMINDERS		

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Period	Grade
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GPA	
PARENT SIGNATURE	

MAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1	2	3 Last Day of School	4
8	9	10	11
15	16 Muharram begins at sundown	17	18
22	23	24	25
29	30	1	2

JUNE



FRIDAY	SATURDAY	SUNDAY	NOTES
5	6	7	
12	13	14	
19	20	21	
26	27	28	
3	4	5	

Juneteenth

Flag Day

Father's Day
First day of summer

JULY 2026

★ GOALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
29	30	1	2
6	7	8	9
13	14	15	16
20	21	22	23
27	28	29	30

JULY



FRIDAY	SATURDAY	SUNDAY	NOTES
3 <i>Independence Day</i>	4	5	
10	11	12	
17	18	19	
24	25	26	
31	1	2	



AUGUST 2026

★ GOALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
27	28	29	30
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27
31			

Mawlid al-Nabi begins at sundown

AUG.

FRIDAY	SATURDAY	SUNDAY	NOTES
31	1	2	
7	8	9	
14	15	16	
21	22	23	
28	29	30	

LANGUAGE ARTS *parts of speech*

NOUN

A WORD THAT NAMES A PERSON, PLACE, THING, QUALITY, ACT, OR FEELING.

Common nouns are general and do not refer to a specific person, location, or object.

→ *Examples:* man, city, tonight, honesty, happiness

Proper nouns are capitalized and refer to a particular person, place, or thing.

→ *Examples:* Reggie, Market Square Arena, Saturday

PRONOUN

A WORD THAT TAKES THE PLACE OF A NOUN.

Nominative Case Pronouns replace the subject of a sentence or clause.

→ *Examples:* *She* took the bus to visit Aunt Jane.
We are looking forward to visiting Oregon.

Objective Case Pronouns receive a verb's action or follow a preposition.

→ *Examples:* Please give *me* the papers.
Timothy's outstanding service earned *him* the award.

Possessive Case Pronouns show ownership or possession.

→ *Examples:* The cougar escaped from *its* cage.
Their car slid off the icy road.

VERB

A WORD THAT EXPRESSES ACTION OR A STATE OF BEING. IT ALSO INDICATES THE TIME OF ACTION OR STATE OF BEING. A VERB HAS DIFFERENT FORMS DEPENDING ON ITS NUMBER, PERSON, VOICE, TENSE, AND MOOD.

Number indicates whether a verb is singular or plural.

The verb and its subject must agree in number.

→ *Examples:* One dog barks. Two dogs bark.

Person indicates whether the subject of the verb is 1st, 2nd, or 3rd person and whether the subject is singular or plural. Verbs usually have a different form only in *third person singular of the present tense*.

→ *Examples:*

	Singular	Plural
1 st Person:	I stop.	We stop.
2 nd Person:	You stop.	You stop.
3 rd Person:	He/She/It stops.	They stop.

Voice indicates whether the subject is the doer or the receiver of the action verb.

→ *Examples:* Cathy wrote the letter. (active voice)
The letter was written by Cathy. (passive voice)

Tense indicates when the action or state of being is taking place.

→ *Examples:* We *need* the information now. (present)
Reggie *shot* the ball. (past)
You *will enjoy* the school play. (future)

ADVERB

A WORD THAT DESCRIBES OR MODIFIES A VERB, AN ADJECTIVE OR ANOTHER ADVERB. AN ADVERB TELLS HOW, WHEN, WHERE, WHY, HOW OFTEN, AND HOW MUCH.

→ *Examples:* The ball rolled *slowly* around the rim.
Soccer scores are reported *daily* in the newspaper.

ADJECTIVE

A WORD THAT DESCRIBES OR MODIFIES NOUNS AND PRONOUNS. ADJECTIVES SPECIFY COLOR, SIZE, NUMBER, AND THE LIKE.

→ *Examples:* red, large, three, gigantic, miniature
Adjectives have three forms: **positive**, **comparative**, and **superlative**.

The **positive** form describes a noun or pronoun without comparing it to anything else.

→ *Example:* My apple pie is *good*.

The **comparative** form compares two things.

→ *Example:* Aunt Betty's apple pie is *better* than mine.

The **superlative** form compares three or more things.

→ *Example:* Mom's apple pie is the *best* of all!

PREPOSITION

A WORD (OR GROUP OF WORDS) THAT SHOWS HOW A NOUN OR PRONOUN RELATES TO ANOTHER WORD IN A SENTENCE.

→ *Examples:* The man walked *into* the gym.

The horse leaped *over* the fence.

Their team won the meet *in spite of* several players being injured.

CONJUNCTION

A WORD THAT CONNECTS INDIVIDUAL WORDS OR GROUPS OF WORDS.

Coordinating conjunctions connect a word to a word, a clause to a clause, or a phrase to a phrase. The sentence elements joined by a coordinating conjunction must be equal. Common coordinating conjunctions are: *and*, *but*, *or*, *nor*, *for*, *yet*, *so*.

Coordinating conjunctions used in pairs are called **correlative conjunctions**. Common correlative conjunctions are: *either*, *or*; *neither*, *nor*; *not only*, *but also*; *both*, *and*; *whether*, *or*.

→ *Examples:* *Both* raccoons *and* squirrels frequently invade our birdfeeders.

Neither Mary Ann *nor* Julie will be able to go with you.

Subordinating conjunctions connect and show the relationship between two clauses that are not equally important. Common subordinate conjunctions are: *until*, *unless*, *since*, *where*, *before*, *as*, *if*, *when*, *although*, *after*, *because*, *while*, *as long as*, *as if*, *though*, *whereas*.

→ *Examples:* *Until* you decide to study, your grades won't improve.

If I hadn't already made plans, I would have enjoyed going to the mall with you.

INTERJECTION

A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE.

→ *Examples:* *Hooray!* We finally scored a touchdown.

Oh, no! I forgot the picnic basket.

Yes! Her gymnastic routine was perfect.

Ah, we finally get to stop and rest.

LANGUAGE ARTS *punctuation*

PERIOD



Use: to end a sentence that makes a statement or gives a command not used as an exclamation.

→ *Example:* Go to your room, and do not come out until dinner.

Use: after an initial or an abbreviation.

→ *Examples:* Mary J. Jones, Mr., Mrs., Ms.

COMMA



Use: to separate words or groups of words in a series.

→ *Example:* I used *worms, minnows, larva, bread balls, and bacon* for bait.

Note: Some stylebooks and teachers require a comma before “and” in a series.

→ *Example:* He *ran, jumped, and yelled.*

Use: to separate an explanatory phrase from the rest of the sentence.

→ *Example:* Escargots, *or snails*, are a delicacy that I relish.

Use: to distinguish items in an address and in a date.

→ *Examples:* John Doe, 290 Main St. Midtown, IN 48105
September 20, 1960

Use: to separate a title or an initial that follows a name.

→ *Example:* Joseph Jones, Ph.D.

QUESTION MARK



Use: at the end of a direct or indirect question.

→ *Example:* Did your relatives invite you to visit them this summer?

Use: to punctuate a short question within parentheses.

→ *Example:* I am leaving tomorrow (is that possible?) to visit my cousins in France.

APOSTROPHE



Use: to show that one or more letters or numbers have been left out of a word to form a contraction.

→ *Examples:* do not = don’t | I have = I’ve

Use: followed by an *s* is the possessive form of singular nouns.

→ *Example:* I clearly saw this young *man’s* car run that stop sign.

Use: possessive form of plural nouns ending in *s* is usually made by adding just an apostrophe. An apostrophe and *s* must be added to nouns not ending in *s*.

→ *Example:* bosses = bosses’, children’s

COLON



Use: after words introducing a list, quotation, question, or example.

→ *Example:* Sarah dropped her book bag and out spilled everything: books, pens, pencils, homework, and makeup.

SEMICOLON



Use: to join compound sentences that are not connected with a conjunction.

→ *Example:* It’s elementary, my dear Watson; the butler is clearly responsible.

Use: to separate groups of words.

→ *Example:* I packed a toothbrush, deodorant, and perfume; jeans, a raincoat, and sweatshirts; and boots and tennis shoes.

QUOTATION MARKS



Use: to frame direct quotations in a sentence. Only the exact words quoted are placed within the quotation marks.

→ *Example:* “I don’t know,” she said, “if I will be able to afford the vacation.”

Use: to distinguish a word that is being discussed.

→ *Example:* Mr. Jones suggested I replace the word “always” with “often” in my theme.

Use: to indicate that a word is slang.

→ *Example:* Julie only bought that outfit to show that she’s “with it.”

Use: to punctuate titles of poems, short stories, songs, lectures, course titles, chapters of books, and articles found in magazines, newspapers, and encyclopedias.

→ *Examples:* “You Are My Sunshine,” “Violence in Our Society,” “The Road Not Taken”

SINGLE QUOTATION MARK



Use: to punctuate a quotation within a quotation.

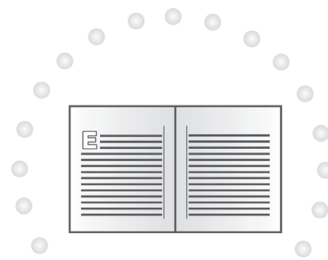
→ *Example:* “My favorite song is ‘I’ve Been Working on the Railroad,’” answered little Joey.

EXCLAMATION MARK



Use: to express strong feeling.

→ *Example:* Help! Help!

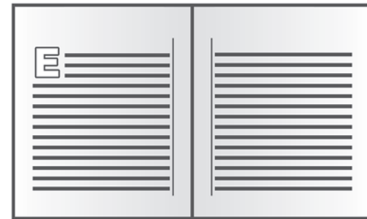


LANGUAGE ARTS *common prefixes & suffixes*

COMMON PREFIXES

A PREFIX IS A SYLLABLE ADDED TO THE BEGINNING OF A WORD TO CHANGE ITS MEANING.

Prefix	Meaning	Examples
auto-	self	automobile, autopilot
bi-	two or twice	bicycle, biannual, biweekly
com-	with	compare, communicate, company
con-	with	conference, concert, confide
dis-	do the opposite of	disappear, dislike, distrust
en-	to make	ensure, enlarge, enable
extra-	beyond	extraordinary, extrasensory
il-	not	illegal, illogical, illiterate
im-	not or within	impossible, immature, impatient
in-	not or within	insecure, incomplete, indoors, ingrown
inter-	between	international, interact, intersection
ir-	not	irresponsible, irregular
mid-	middle	midnight, midstream, midway
mis-	wrong	mistake, misguide, misunderstood
non-	not or without	nonsense, nonfat, nonfiction
post-	after	postgraduate, postwar
pre-	before	prehistoric, precaution, preschool
re-	back or again	return, rewrite, recycle, react
sub-	below	submarine, subzero, subtitle
super-	above, outside	supernatural, supermarket, superpower
trans-	across, over	transplant, transcontinental, transport
un-	not	unsafe, unusual, unsure



COMMON SUFFIXES

A SUFFIX IS A SYLLABLE ADDED TO THE END OF A WORD TO CHANGE ITS MEANING. IN MOST CASES, WHEN ADDING A SUFFIX THAT STARTS WITH A VOWEL, DROP THE FINAL *E* OF THE ROOT WORD. FOR EXAMPLE, NERVE BECOMES NERVOUS. ALSO, CHANGE A FINAL *Y* IN THE ROOT WORD TO AN *I* BEFORE ADDING ANY SUFFIX EXCEPT *-ING*.

Suffix	Meaning	Examples
-able	able to be	payable, movable, portable
-al	of, like, or suitable for	logical, natural, comical
-an	relating to, belonging to, or living in	American, European, librarian
-ance	the condition or state of being	performance, allowance
-ant	a person or thing that does something	contestant, peasant, servant
-ative	having the nature of or relating to	imaginative, talkative, decorative
-ent	characterized by	different, reverent, independent
-ful	full of	thoughtful, beautiful
-ian	relating to, belonging to, or living in	musician, magician
-ity	quality or degree	activity, fatality, popularity
-ive	have or tend to be	active, attractive, impressive
-less	without or lacking	homeless, thoughtless
-ment	act of	payment, employment, achievement
-ness	state of	happiness, thoughtfulness
-or	person or thing that does something	actor, accelerator
-ous	characterized by	nervous, courageous, famous
-ship	quality of or having the office of	friendship, leadership, companionship
-ward	in the direction of	backward, homeward, westward

LANGUAGE ARTS *root words & their derivatives*

acer, acid, acri | bitter, sour, sharp
→ *acerbic, acidity, acrid, acrimony*

ag, agi, ig, act | do, move, go
→ *agent, agenda, agitate, agility, navigate, ambiguous, action, react*

anni, annu, enni | year
→ *anniversary, annually, centennial*

arch | chief, first, rule
→ *archangel, architect, archaic, patriarchy*

aud | hear, listen
→ *audiology, auditorium, audition*

belli | war
→ *rebellion, belligerent, bellicose*

capit, capt | head
→ *decapitate, capital, captain*

clud, clus, claus | shut
→ *include, conclude, recluse, claustrophobia*

cord, cor, cardi | heart
→ *cordial, concord, discord, courage*

corp | body
→ *corpse, corps, corporation, corpulent*

crea | create
→ *creature, recreation, creation*

cresc, cret, crease | rise, grow
→ *crescendo, concrete, increase*

cycl, cyclo | wheel, circular
→ *bicycle, cyclic, cyclone, Cyclops*

dem | people
→ *democracy, demography, epidemic*

dict | say, speak
→ *dictation, dictionary, benediction, dictator, edict, predict, verdict*

dorm | sleep
→ *dormant, dormitory*

dura | hard, lasting
→ *durable, duration, endure*

equi | equal
→ *equinox, equilibrium, equipoise*

fall, fals | deceive
→ *fallacy, fallacious, falsify*

fid, fide, feder | faith, trust
→ *confidante, perfidy, fiduciary, fidelity, confident, infidel, federal, confederacy*

fin | end, ended, finished
→ *final, finite, finish, confine, fine, refine, define, finale, infinity*

fort, forc | strong
→ *fortress, fortify, forte, fortitude*

geo | earth
→ *geography, geocentric, geology*

grad, gress | step, go
→ *grade, gradual, graduate, progress*

here, hes | stick, cling
→ *adhere, cohere, inherent, cohesion*

hydr, hydra, hydro | water
→ *dehydrate, hydrant, hydraulic, hydrogen*

ignis | fire
→ *ignite, igneous, ignition*

ject | throw
→ *deject, project, eject, interject*

lau, lav, lot, lut | wash
→ *launder, lavatory, lotion, ablution*

liter | letters
→ *literary, literal, alliteration*

magn | great
→ *magnify, magnificent, magnitude, magnanimous, magnum, magnate*

man | hand
→ *manual, manage, manufacture, manicure, manifest, maneuver*

mem, memor | remember
→ *memo, commemoration, memento, memoir, memorable, memory*

migra | wander
→ *migrate, emigrant, immigrate*

mit, miss | send, let go
→ *emit, remit, submit, commit, transmit, mission, missile, commissary, emissary*

nat, nasc | to be from, spring forth
→ *innate, natal, native, renaissance*

nov | new
→ *novel, novice, innovate, renovate*

omni | all, every
→ *omnipotent, omniscient, omnivorous*

path, pathy | feeling, suffering
→ *pathos, sympathy, apathy, telepathy*

ped, pod | foot
→ *pedal, impede, pedestrian, centipede, expedition, tripod, podiatry*

pel, puls | drive, urge
→ *compel, dispel, expel, repel, propel, pulse, impulse, pulsate, repulsive*

poli | city
→ *metropolis, police, politics, acropolis*

port | carry
→ *portable, transport, export, support*

punct | point, dot
→ *punctual, punctuation, puncture*

ri, ridi, risi | laughter
→ *deride, ridicule, ridiculous, risible*

salv, salu | safe, healthy
→ *salvation, salvage, salutation*

scope | see, watch, examine
→ *telescope, periscope, kaleidoscope*

scrib, script | write
→ *scribble, inscribe, describe, prescribe, subscribe, manuscript, inscription*

sent, sens | feel
→ *sentiment, consent, dissent, sense, sensation, sensitive, sensory, sensible*

sign, signi | sign, mark seal
→ *signal, signature, design, insignia*

sist, sta, stit | stand
→ *assist, persist, stamina, status, state, statue, stable, stationary, establish*

solv, solu | loosen
→ *solvent, absolve, soluble, solution*

spir | breath
→ *spirit, expire, inspire, respiration*

tact, tang, tag, tig | touch
→ *tactile, tactual, contact, intact, tangible, contagious, contiguous*

tempo | time
→ *temporary, contemporary, temporal*

ten, tin, tain | hold
→ *tenant, tenure, detention, pertinent, contain, pertain*

terra | earth
→ *terrain, terrarium, territory*

tract, tra | draw, pull
→ *tractor, attract, tractable, abstract*

trib | pay, bestow
→ *tribute, contribute, attribute, distribute, tributary, retribution*

uni | one
→ *unicorn, unify, universal*

vac | empty
→ *vacate, vacuum, vacant, evacuate*

ven, vent | come
→ *convene, venue, venture, advent*

ver, veri | true
→ *verdict, verify, verisimilitude*

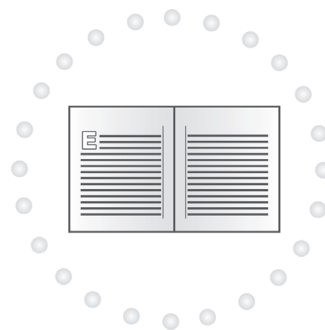
vict, vinc | conquer
→ *victor, convict, convince, invincible*

viv, vita, vivi | alive, life
→ *revive, survive, vivid, vitality*

voc | call, voice
→ *vocation, convocation, evoke, vocal*

zo | animal
→ *zoo, zoology, zoomorphic, zodiac*

LANGUAGE ARTS *exploring Spanish*



GREETINGS

Hello | Hola
Good morning | Buenos días
Good afternoon/evening | Buenas tardes
Good night | Buenas noches
Goodbye | Adiós/Chao
See you later | Hasta luego/Nos vemos
How are you? | ¿Cómo estás?
I'm... | Estoy...
 (very) well | (muy) bien
 (very) bad | (muy) mal
How's it going? | ¿Cómo vas?/¿Qué tal?
It's okay | Está bien
Not bad | No está mal.
And you? | ¿Y usted/tú?

INTRODUCTIONS

What's your name? | ¿Cómo se llama usted?
My name is... | Me llamo...
Pleased to meet you | Encantado(a)
Likewise | Igualmente
I'd like you to meet... | Me gustaría que conozcas a...
This is... | Este(a) es...

PLEASANTRIES

Please | Por favor
Thank you | Gracias
You're welcome. | De nada
No problem. | No hay problema
Excuse me! | ¡Disculpeme!
Sorry | Perdón

RESPONSES

Yes | Sí
No | No
I don't know | No sé
I don't remember | No me acuerdo
Of course | Por supuesto
OK | Bueno
Maybe | Quizás/De pronto
Absolutely | Claro

TITLES

Miss/Ms. | Señorita (Srta.)
Mrs./Ma'am | Señora (Sra.)
Mr./Sir | Señor (Sr.)

BASICS

Who | ¿Quién?
Where | ¿Dónde?
When | ¿Cuándo?
Why | ¿Por qué?
What | ¿Qué?
How | ¿Cómo?
Which | ¿Cuál?
And | Y
Also | También
A lot | Mucho
The | El, La, Los, Las

PHRASES

Do you speak English? | ¿Habla Inglés?
How do you say...? | ¿Cómo se dice...?
I need help | Necesito ayuda
I am lost | Estoy perdido(a)

NUMBERS

1 uno	5 cinco	9 nueve
2 dos	6 seis	10 diez
3 tres	7 siete	
4 cuatro	8 ocho	

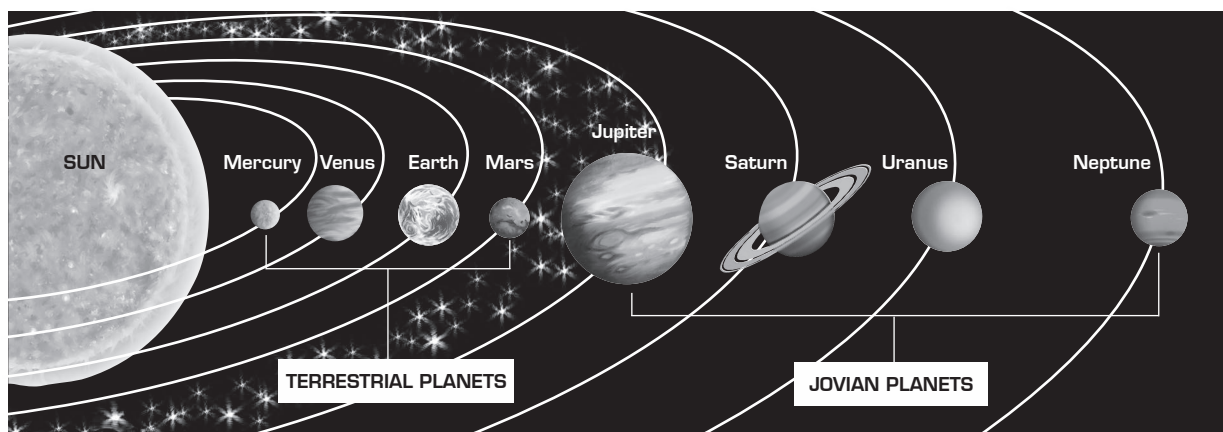
DAYS OF THE WEEK

Monday | lunes
Tuesday | martes
Wednesday | miércoles
Thursday | jueves
Friday | viernes
Saturday | sábado
Sunday | domingo

MONTHS

January | enero
February | febrero
March | marzo
April | abril
May | mayo
June | junio
July | julio
August | agosto
September | septiembre
October | octubre
November | noviembre
December | diciembre

SCIENCE *the solar system*



OUR SOLAR SYSTEM

Observing the night sky with the naked eye, ancient astronomers noticed moving points of light they called “planets,” which means “wanderers.” Those first planets were named for Roman deities: Mercury, Venus, Mars, Jupiter, and Saturn.

With the invention of the large telescope, astronomers were able to see other planets. These included Uranus in 1781, Neptune in 1846, and Pluto in 1930, which was later redefined as a dwarf planet. Besides planets, thousands of asteroids and comets fill the universe. Most asteroids orbit between Mars and Jupiter. Comets exist beyond Pluto’s orbit.

There are two types of planets. Terrestrial planets, closest to the Sun, have rocky surfaces. These are Mercury, Venus, Earth, and Mars. Those beyond Mars’ orbit - Jupiter, Saturn, Uranus, and Neptune, are called Jovian planets, meaning “gas giants.”

THE SUN

A huge sphere of mostly ionized gas, the sun is the closest star to Earth.

diameter: almost 870,000 miles

temperature: 27 million°F

weight on the sun: 100 lbs on Earth would weigh 2,700 lbs on the sun.

MERCURY

Named for the Roman messenger god, Mercury orbits the sun faster than any other planet.

diameter: 3,031 miles

temperature: -280°F to 800°F

rotation: 59 Earth days

revolution: 88 Earth days

mean distance from the sun: 35.98 million miles

closest distance to Earth: 57 million miles

weight on Mercury: 100 lbs on Earth would weigh 38 lbs on Mercury.

VENUS

Named for the Roman goddess of love and beauty, it is the only planet that rotates in the opposite direction of its orbit around the sun.

diameter: 7,521 miles

temperature: 55°F to 864°F

rotation: 243 Earth days

revolution: 243 Earth days

mean distance from the sun: 67.23 million miles

closest distance to Earth: 26 million miles

weight on Venus: 91 lbs on Earth would weigh 88 lbs on Venus.

EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface. Water covers 70 percent of the planet.

diameter: 7,926 miles

temperature: -126°F to 136°F

rotation: 24 hours

revolution: 365.2 days

mean distance from the sun: 92.96 million miles.

MARS

Named for the Roman god of war, Mars gets its red coloring from soil rich in iron oxides.

diameter: 4,221 miles

temperature: -225°F to 95°F

rotation: almost 25 Earth hours

revolution: 687 Earth days

mean distance from the sun: 141.61 million miles

closest distance to Earth: 35 million miles

weight on Mars: 100 lbs on Earth would weigh 38 lbs on Mars.

JUPITER

The largest planet in our solar system was named for the king of the Roman gods. Its bands of color can be seen with a large telescope.

diameter: 88,846 miles

temperature: -234°F average

rotation: 10 Earth hours

revolution: 11.86 Earth years

mean distance from the sun: 483.80 million miles

closest distance to Earth: 370 million miles

weight on Jupiter: 100 lbs on Earth would weigh about 234 lbs on Jupiter.

SATURN

Named for the Roman god of agriculture, Saturn was the most distant planet known by the ancients. Its rings are comprised of ice particles.

diameter: 74,500 miles

temperature: -288°F average

rotation: almost 11 Earth hours

revolution: 29.5 Earth years

mean distance from the sun: 890.73 million miles

closest distance to Earth: 744 million miles

weight on Saturn: 100 lbs on Earth would weigh about 107 lbs on Saturn.

URANUS

Originally named Georgium Sidus in honor of King George III, Uranus was discovered in 1781. It is twice as far from the sun as Saturn.

diameter: 31,763 miles

temperature: -353°F uniform

rotation: 17 Earth hours

revolution: 84 Earth years

mean distance from the sun: 1,784.89 million miles

closest distance to Earth: 1.6 million miles

weight on Uranus: 100 lbs on Earth would weigh 89 lbs on Uranus.

NEPTUNE

Named for the Roman god of the sea, Neptune’s layer of methane gives it a blue coloring. Winds tear through its clouds at more than 1,200 mph.

diameter: 30,775 miles

temperature: -391°F

rotation: 16 Earth hours

revolution: 165 Earth years

mean distance from the sun: 2,793.12 million miles

closest distance to Earth: 2.68 billion miles

weight on Neptune: 100 lbs on Earth would weigh about 119 lbs on Neptune.

DWARF PLANETS

Named for the Roman god of the underworld, Pluto is the coldest, smallest, and outermost planet in our solar system. In 2006, Pluto was reclassified as a dwarf planet. Other dwarf planets are Ceres, Eris, Makemake, Haumea, and Sedna.

Source: The International Union of Pure and Applied Chemistry (IUPAC), Encyclopaedia Britannica, and others.

Updated 9.2022

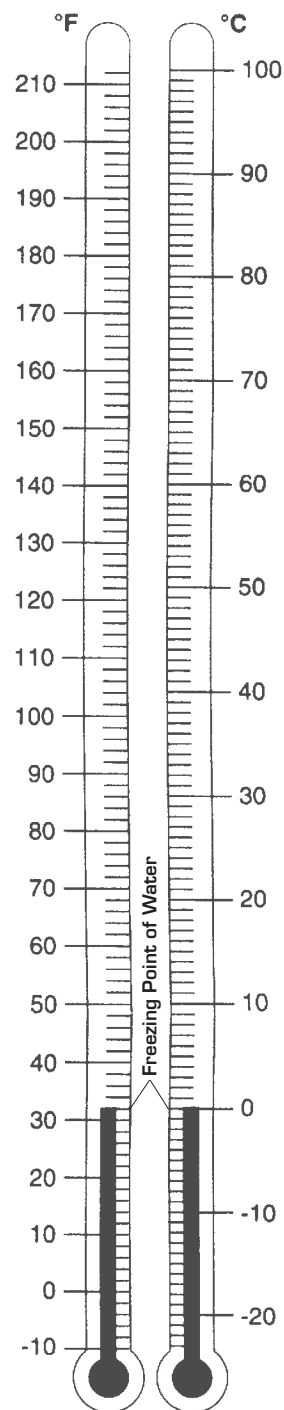
SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
AREA		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
LENGTH		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
MASS AND WEIGHT		
ounces	28.35	grams
pounds	0.45	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
VOLUME		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.79	liters

METRIC TO ENGLISH CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	0.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
newtons	0.23	pound-force
metric tons	1.10	short tons
VOLUME		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons



TEMPERATURE

Fahrenheit to Celsius:
subtract 32, then multiply
by 5 and divide by 9.

Celsius to Fahrenheit:
multiply by 9, divide by 5,
then add 32.

MATHEMATICS *algebra & multiplication table*

ALGEBRA

Expanding

- {1} $a(b+c) = ab+ac$
- {2} $(a+b)^2 = a^2+2ab+b^2$
- {3} $(a-b)^2 = a^2-2ab+b^2$
- {4} $(a+b)(a+c) = a^2+ac+ab+bc$
- {5} $(a+b)(c+d) = ac+ad+bc+bd$
- {6} $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$
- {7} $(a-b)^3 = a^3-3a^2b+3ab^2-b^3$
- {8} $a^2-b^2 = (a+b)(a-b)$
- {9} $a^3+b^3 = (a+b)(a^2-ab+b^2)$
- {10} $a^3b-ab^3 = ab(a+1)(a-1)$
- {11} $a^2-2ab+b^2 = (a-b)^2$
- {12} $a^3-b^3 = (a-b)(a^2+ab+b^2)$

Laws of Exponents

- {1} $a^r a^s = a^{r+s}$
- {2} $a^r / a^s = a^{r-s}$
- {3} $a^r a^s / a^p = a^{r+s-p}$
- {4} $(a^r)^s = a^{rs}$
- {5} $(ab)^r = a^r b^r$
- {6} $(a/b)^r = a^r / b^r (b \neq 0)$
- {7} $a^0 = 1 (a \neq 0)$
- {8} $a^{-r} = 1/a^r (a \neq 0)$

if r and s are positive integers

Logarithms

- {1} $\text{Log}(xy) = \text{Log } x + \text{Log } y$
- {2} $\text{Log } x^r = r \text{Log } x$
- {3} $\text{Log } x = n \iff x = 10^n$ (Common log)
- {4} $\text{Log}_a x = n \iff x = a^n$ (Log to the base a)
- {5} $\text{Ln } x = n \iff x = e^n$ (Natural log)
- {6} $\text{Log}(x/y) = \text{Log } x - \text{Log } y$

$e = 2.71828183$

Quadratic Formula

When given a formula in the form of a quadratic equation $\rightarrow$

$$ax^2 + bx + c = 0$$

The solution can be derived using the quadratic formula $\rightarrow$

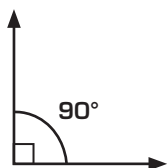
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

MULTIPLICATION TABLE

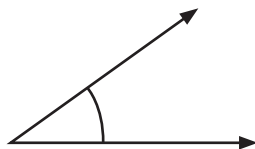
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400

MATHEMATICS *geometric angles & congruence cases*

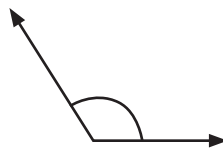
GEOMETRIC ANGLES



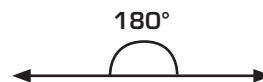
A right angle is exactly 90°



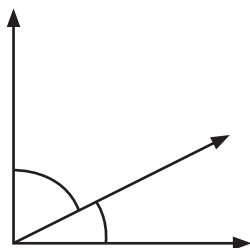
An acute angle is less than 90°



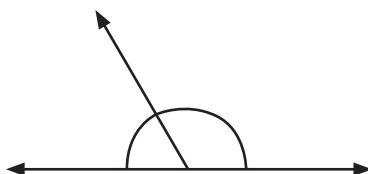
An obtuse angle is greater than 90°



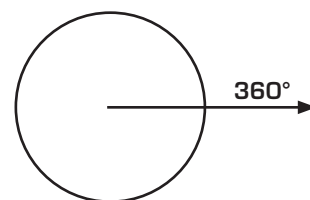
A straight angle is exactly 180°



Complementary angles add up to 90°



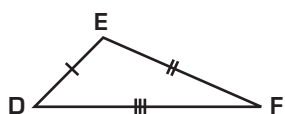
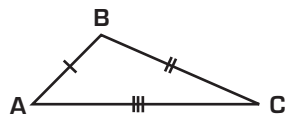
Supplementary angles add up to 180°



One complete angle of rotation = 360°

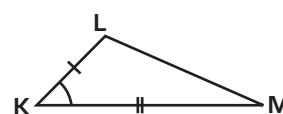
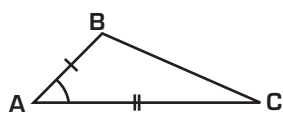
GEOMETRIC CONGRUENCE CASES

S.S.S. POSTULATE



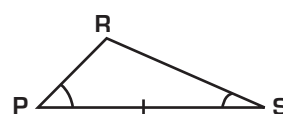
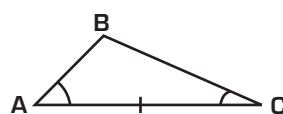
Side-Side-Side
 $\triangle ABC \cong \triangle DEF$

S.A.S. POSTULATE



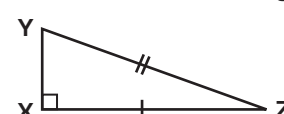
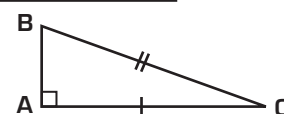
Side-Angle-Side
 $\triangle ABC \cong \triangle KLM$

A.S.A. POSTULATE



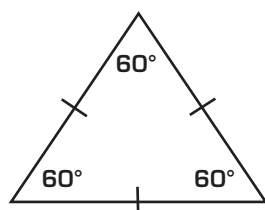
Angle-Side-Angle
 $\triangle ABC \cong \triangle PRS$

H.S. POSTULATE (RIGHT $\triangle$ 'S ONLY)



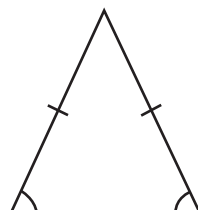
Hypotenuse-side
 $\triangle ABC \cong \triangle XYZ$

EQUILATERAL TRIANGLE



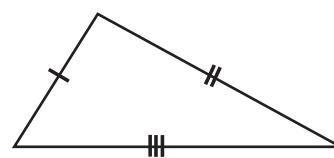
3 Sides of Equal Length
3 Angles of 60° Each

ISOSCELES TRIANGLE



2 Sides of Equal Length
2 Base Angles are Equal

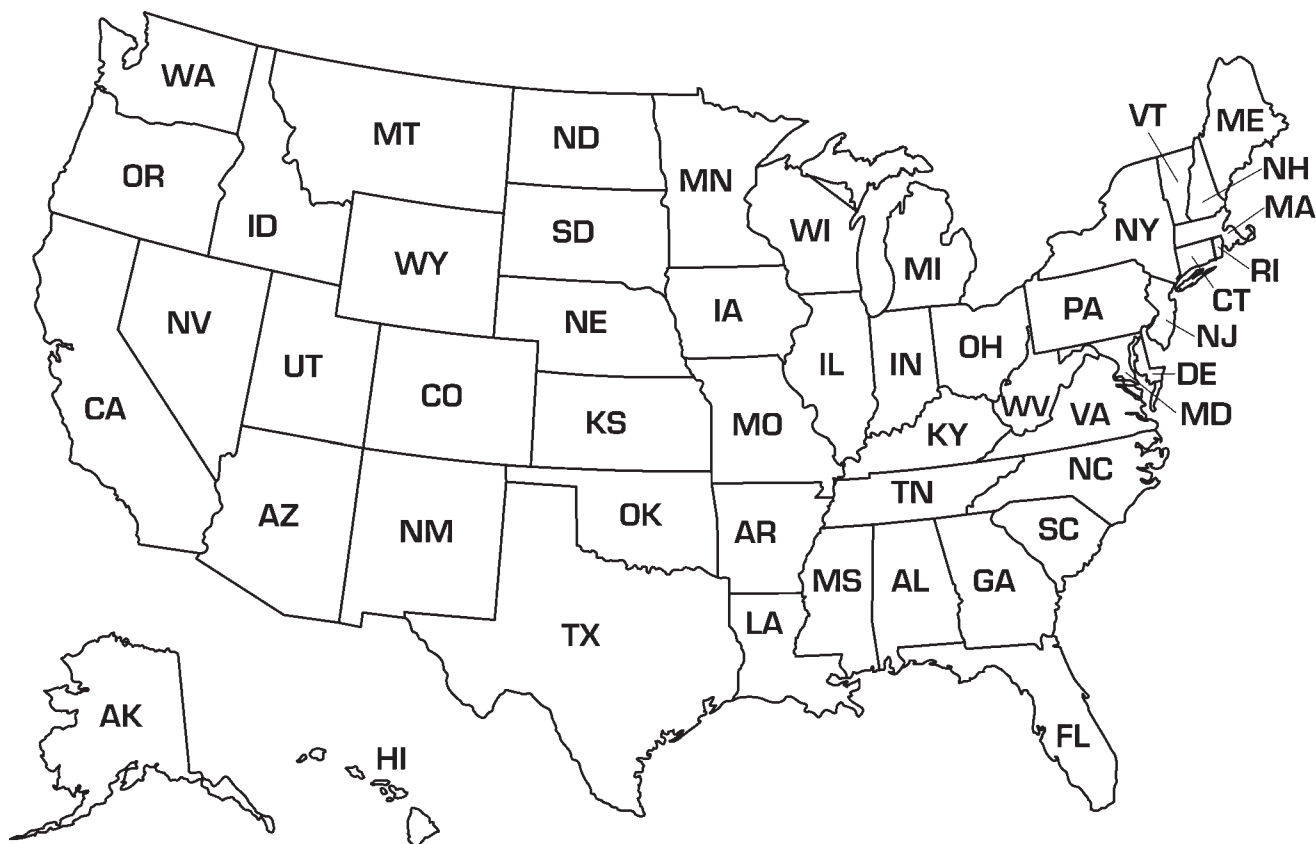
SCALENE TRIANGLE



3 Unequal Sides
3 Unequal Angles

GEOGRAPHY *states & state capitals*

{AL}	Alabama -----	Montgomery	{MT}	Montana-----	Helena
{AK}	Alaska-----	Juneau	{NE}	Nebraska-----	Lincoln
{AZ}	Arizona-----	Phoenix	{NV}	Nevada-----	Carson City
{AR}	Arkansas-----	Little Rock	{NH}	New Hampshire-----	Concord
{CA}	California-----	Sacramento	{NJ}	New Jersey-----	Trenton
{CO}	Colorado-----	Denver	{NM}	New Mexico-----	Santa Fe
{CT}	Connecticut-----	Hartford	{NY}	New York-----	Albany
{DE}	Delaware-----	Dover	{NC}	North Carolina-----	Raleigh
{FL}	Florida-----	Tallahassee	{ND}	North Dakota-----	Bismarck
{GA}	Georgia-----	Atlanta	{OH}	Ohio-----	Columbus
{HI}	Hawaii-----	Honolulu	{OK}	Oklahoma-----	Oklahoma City
{ID}	Idaho-----	Boise	{OR}	Oregon-----	Salem
{IL}	Illinois-----	Springfield	{PA}	Pennsylvania-----	Harrisburg
{IN}	Indiana-----	Indianapolis	{RI}	Rhode Island-----	Providence
{IA}	Iowa-----	Des Moines	{SC}	South Carolina-----	Columbia
{KS}	Kansas-----	Topeka	{SD}	South Dakota-----	Pierre
{KY}	Kentucky-----	Frankfort	{TN}	Tennessee-----	Nashville
{LA}	Louisiana-----	Baton Rouge	{TX}	Texas-----	Austin
{ME}	Maine-----	Augusta	{UT}	Utah-----	Salt Lake City
{MD}	Maryland-----	Annapolis	{VT}	Vermont-----	Montpelier
{MA}	Massachusetts-----	Boston	{VA}	Virginia-----	Richmond
{MI}	Michigan-----	Lansing	{WA}	Washington-----	Olympia
{MN}	Minnesota-----	St. Paul	{WV}	West Virginia-----	Charleston
{MS}	Mississippi-----	Jackson	{WI}	Wisconsin-----	Madison
{MO}	Missouri-----	Jefferson City	{WY}	Wyoming-----	Cheyenne



HEALTHY LIVING *drugs are a downer*

Don't let anybody dupe you; Illegal drugs won't make you happier, healthier, smarter, funnier, or more attractive. Drugs are designed to interfere with your senses to keep your body from working the way it should. It ought to be common sense that drugs have absolutely no benefit.

Regardless of their short-term effects – like euphoria, a false sense of self-confidence, serenity, or silliness – **illegal drugs will bring you down.** ◇ Some drugs are

addictive. Some cause you to gain weight, while others cause you to lose it uncontrollably. Some give you acne.

Some, like ecstasy, cocaine, crack, or glue can kill you on the spot. Some drugs are so addictive and expensive that people break the law to pay for them.

◇ Taking drugs without a prescription is illegal. You can get kicked off the team and lose your chance for an athletic or academic scholarship. Those will be the least of your concerns as you're sitting in a jail cell or in front of a judge. **You may think that a drug will boost your performance, when in reality it will inhibit it. Whether you want to shine on a test or out on the track, drugs aren't the way to do it.**

drugs
are a
downer

DO:

- ◇ Become aware of the signs of drug use so you can guard against it.
- ◇ Alert an adult if you see or hear of illegal drug activity.
- ◇ Confront your friends whom you suspect are using drugs – out of concern for their health.
- ◇ Talk to someone you can trust if you think you may have a drug problem.
- ◇ Be a good role model for younger kids.
- ◇ Practice saying “no.”
- ◇ Remember: People who try to entice or force you to do drugs aren't your friends.
- ◇ Talk openly with your parents about any peer pressure you encounter.

DON'T:

- ◇ Ignore drug use, hoping it will go away.
- ◇ Excuse drug users because they say they are “lonely,” “depressed,” “overachievers,” etc.
- ◇ Think you are “narking” if you seek out help for someone who is using drugs.
- ◇ Succumb to the myth that drugs will make you a happier person.
- ◇ Feel you have to drink or do drugs to have fun.

HEALTHY LIVING *alcohol, tobacco, & drugs*

FACT AND FICTION:

Substances and your body

Home is where the heart is.

Your body is your home. A home you can't move out of, trade, or replace. Unlike a home made of lumber and nails, what you do in your home can't be repaired. It stays with you forever. The consumption of alcohol, tobacco, and/or drugs makes our homes grow old faster. Things can begin to break, look worn, and fall into disrepair surprisingly quickly. Since substances can make a person feel good for a little while, they can make a user forget the damage they are doing. **Be careful and treat your body with respect!**

Alcohol

Alcohol is a legal intoxicant that is unarguably the most dangerous drug on the planet. Each year, more people are injured or die from alcohol-related accidents or illnesses than any other drug.

Drinking...

...makes skin brittle and dry, causing cracking, blemishes, and bloating of the skin, especially in the face and stomach regions.

...harms every organ in the body. Alcohol damages the entire digestive system. It can cause scarring of the liver and eventually lead to liver disease. Alcohol can cause your brain chemistry to change, causing memory loss and sudden mood swings.

...is packed with empty calories.

Alcoholic beverages are very high in calories and can cause weight gain and increase the risk of diabetes, even if taken in moderation!

Learn more at: <https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/alcohol-facts-and-statistics>

Tobacco

Tobacco is a leafy plant which contains nicotine, an addictive stimulant. In one study of 20 often-used drugs, nicotine ranked third most addictive, just behind heroin and cocaine.

Tobacco...

...stinks. Smoking smells awful and pollutes the air. Chewing tobacco can stain the teeth and cause bad breath and gum recession.

...has tons of harmful chemicals. If you smoke, you are coating your lungs with tar, hydrogen cyanide (rat poison), benzene (a gasoline additive), and formaldehyde (a chemical used to preserve dead bodies), just to name a few. That can't be good for anyone.

...is so addictive that even a couple of cigarettes can cause dependence. Studies have shown this addiction to be just as powerful as that of a regular smoker! "Just this once" can very easily become a long, drawn-out struggle with nicotine. Don't fall into the tobacco trap!

Illegal Drugs...

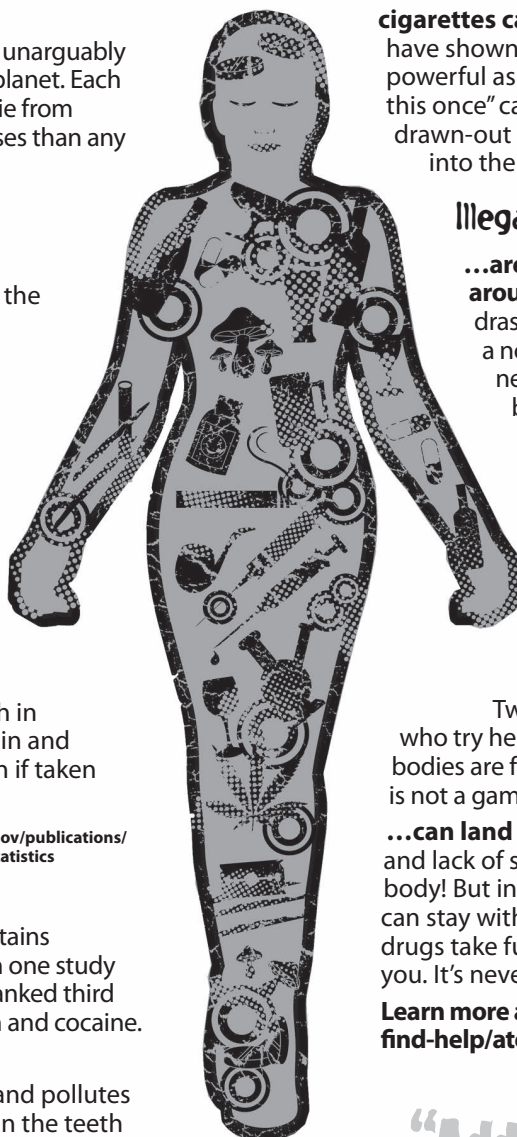
...are dangerous to you and those around you. Illegal drugs can cause drastic changes in a user's ability to live a normal life. Illegal drugs are always a negative equation. They do nothing but take from the user, a user's family and friends, and from the community at large. If you or someone you know is a user, get help now!

...can cause irreversible damage to the mind and body. For example, cocaine can bring on strokes and seizures, even in young people.

Twenty-three percent of people who try heroin will become addicted. Our bodies are fragile. Don't risk your future. This is not a game.

...can land you in the slammer! The food and lack of sunlight has to be bad for your body! But in all seriousness, a criminal record can stay with you forever. Don't let illegal drugs take future opportunities away from you. It's never worth it!

Learn more at: <https://www.samhsa.gov/find-help/atod>



"Addiction" Defined:

...to be "addicted" is to be chemically dependent. When addicted, a person will compulsively seek out a substance despite knowing and experiencing its harmful effects upon themselves and those around them.

ONLINE SAFETY

BE SMART! BE RESPECTFUL! BE SECURE!

The internet is a real-life place with real-life dangers. Be smart and take steps to keep yourself safe online.

Be Smart!

Everything you post online stays online forever! It can be copied, saved, and distributed by anyone. Think, before you post images or words you might regret!

Be Respectful!

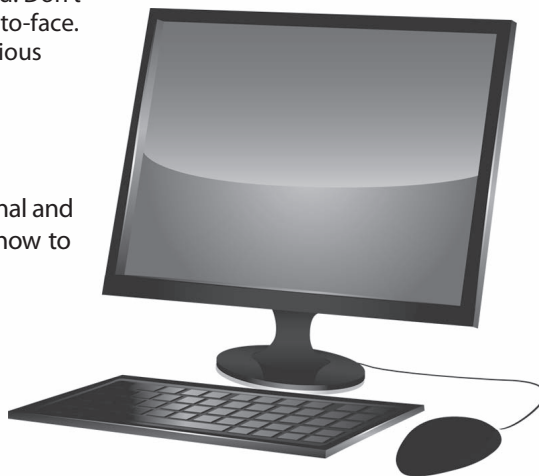
When online, people sometimes forget that they are communicating with other people and not with their computer screen. They might say or do things online they would never say or do in person. These people are called cyberbullies.

Remember to treat others online as you would want to be treated. Don't say or do anything that you wouldn't say or do to someone face-to-face. Be kind, courteous, and respectful to others. Cyberbullying is serious and a crime in many states.

Be Secure!

The online world is not a game. It is real life. Keeping your personal and financial information safe is important. Here are a few tips on how to keep your information safe online:

- ✗ If it isn't required, don't fill it in.
- ✗ Keep your passwords and login information to email, social networking sites, and other accounts secret from even your best friend. Change your password(s) periodically.
- ✗ Pick a password that has numbers and letters, varied capitalization, and more than seven characters.
- ✗ Make sure your connection is secure before logging in.
- ✗ Check the URL (www. Address) of the website you are logging into. Don't trust the appearance of the site itself.
- ✗ If you get an email about something important, research the email and make sure it isn't a scam. Don't use the email's links or download information from your email.
- ✗ Use up-to-date Antivirus software, and do regular scans for viruses.



HAVE YOU OR SOMEONE YOU KNOW ...

... ever had money stolen from them online? **Discuss**

... ever posted something or had something posted they would rather not have online? **Discuss**

... ever accidentally or purposefully sent an email or text to someone and hurt their feelings? **Discuss**

Why is it important to be smart, safe, and respectful online? **Answer on a separate piece of paper.**



A program of the



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THE FOLLOWING CHECKLIST CAN HELP YOU TAKE STEPS TO KEEP YOURSELF SAFER ONLINE.

- **CHECK YOUR COMMENTS AND IMAGES.**
Have you posted anything inappropriate or illegal, like threats, nudity, alcohol, or drugs?
- **TALK TO YOUR FRIENDS ABOUT WHAT'S OK TO POST.**
Agree that you won't post embarrassing or hurtful comments or images of each other. Be clear that you'll delete – or if needed, report – any posts that are inappropriate, illegal, or threatening or could get you in trouble.
- **REVIEW YOUR ACCOUNT SETTINGS.**
Go through each option slowly. Always ask yourself – *what is on my profile and who can see it?*
- **KNOW YOUR FRIENDS, CONTACTS, AND FOLLOWERS.**
These are the people who can see, share, and comment on what you post so you want to be sure you can trust them. Block and report anyone who makes harassing, threatening, or inappropriate comments.
- **KEEP AN EYE ON 3RD PARTY APPS.**
Some of these apps will give companies access to your personal information. Always read the fine print before deciding to add one.
- **DON'T FORGET MOBILE.**
When you use mobile devices like smartphones and tablets to post something or check in, you could also be sharing your location. Check your settings to make sure you're only sharing what you want to.
- **REPORT.**
You have the right to be safe online. If anyone cyberbullies you, make a report to the website or app. If anyone shares or asks you to share sexual messages or images, make a report to www.CyberTipline.com.

NetSmartz Workshop

For more resources visit NSTEENS.ORG

BODY SAFETY AND ABUSE PREVENTION

As a teenager, you can be an advocate for yourself and others by learning how to spot potential abusive behaviors and body violations. If you or someone you know is being abused, tell a trusted adult. Remember, your body belongs to you, and you have the right to speak up if anyone crosses a body boundary.

Important definitions of abuse:

- **PHYSICAL ABUSE** includes the intentional use of physical force that can result in bodily injury. Some examples are hitting, kicking, punching, slapping, biting, and burning.
- **EMOTIONAL ABUSE** refers to behaviors that harm or demean someone's self-worth or emotional well-being. Examples can include name-calling, shaming, rejecting, withholding love, and threatening.
- **NEGLECT** is the failure to meet basic physical and emotional needs. These needs include housing, food, clothing, education, access to medical care, and having feelings validated and appropriately responded to.

Another category of abuse that can cross physical and digital boundaries is sexual abuse. **Sexual Abuse** involves pressuring or forcing someone into touching or being touched inappropriately. It can also involve being exposed to sexual acts, images, and videos. An adult or older teen should never ask you to take sexual photos or videos of yourself.

Some **red flags** of sexual abuse include:

- Keeping secrets, not wanting to be left alone with certain people, overly compliant behavior, decrease in self-confidence

What should I do?

If you or a friend could be going through something like the abuse outlined above, it can be hard to know what to do.

In cases of abuse, the best thing to do is tell a trusted adult what you've been told or what you've seen. A trusted adult can be someone inside or outside of your home like a teacher, counselor, coach, parent, grandparent, aunt/uncle, or a friend's parent.

If you think you have experienced abuse, you should tell a trusted adult. You can also reach out to any of the experts below to get advice on how to handle a specific situation:

CHILDHELP HOTLINE: 1-800-422-4453

- Call or text this number to disclose and report abuse.

CYBER TIPLINE: www.cybertipline.org

- If an adult or older teen sends you sexual images or videos of a minor, report it online here.

LOVE IS RESPECT HOTLINE: 1-866-331-9474

- Call the number above or text "LOVEIS" to 22522 to talk with someone about dating violence and healthy relationships.



STOP BULLYING

Bullying is a form of abuse.

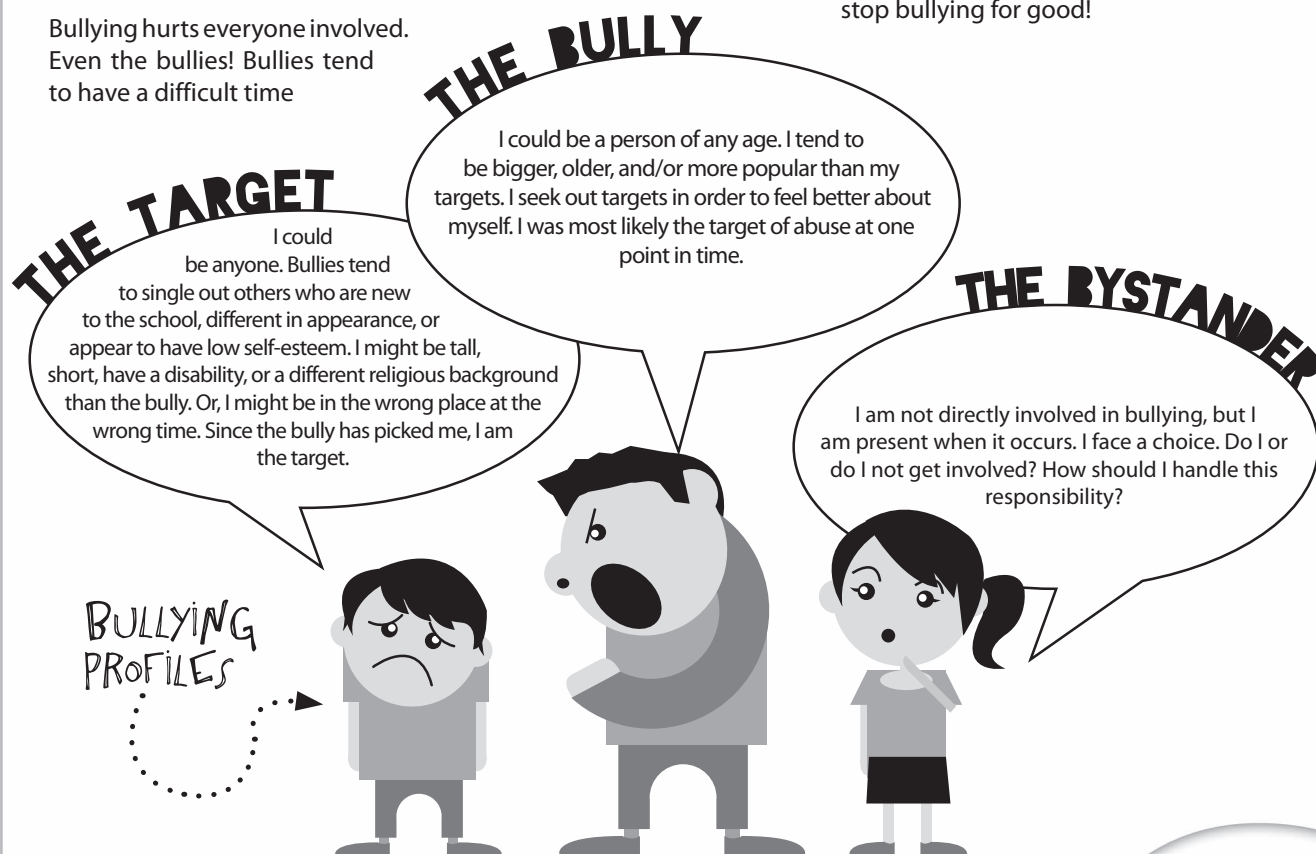
It is an intentional act meant to hurt another person emotionally or physically, and it's not OK.

Have you ever been teased or taunted? Received a nasty email or text message? Been physically intimidated? Then you've most likely been the target of a bully. You're not alone; 3.2 million students are bullied at school every year.

Bullying hurts everyone involved. Even the bullies! Bullies tend to have a difficult time

finishing school, and some even spend time in jail later in life. Teens who are bullied by older classmates sometimes become bullies themselves, perpetuating a "cycle" of abuse.

Some believe that bullying is part of growing up, and it's how we learn to stand up for ourselves. There are better ways to learn life lessons than being abused! There is simply no excuse for bullying. No one ever deserves to be bullied, and together we can stop bullying for good!



BULLYING VOCABULARY

- Cruelty:** The act of harming another, who has no means of defense, for pleasure.
Goat: To continuously torment another in order to get a reaction.
Target: A person whom a bully often seeks out as a victim.
Teasing: Tormenting another in an often clever but cruel way.
Manipulation: The act of dishonestly influencing others for personal advantage.
Fear: The emotion that holds bystanders away from helping a victim.
Bully: An individual who regularly menaces others for personal gain.

TEASING
RUMORS
GOSSIP