JOE BACA MIDDLE SCHOOL

Colton Joint Unified School District

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Student Agenda
2025-2026

Message from Principal Rappa

Welcome to a new school year, Grizzlies! As we begin the 2025–2026 school year, we do so with renewed excitement, determination, and a shared commitment to excellence. At Joe Baca Middle School, we are focused on strengthening academic achievement, supporting social-emotional wellness, elevating student voice and engagement, and building strong partnerships with our families and community. This year is full of opportunities to grow, learn, and lead together—and with our collective effort and dedication, we're confident this will be our best year yet. Let's stay focused, support one another, and work toward our goals as one Grizzly family. Go Grizzlies!

JBMS EVENTS BY MONTH

Below is a list of important dates by the month they may occur.
Dates/Times subject to change: please check the school website for updated information.

July	August	September
7/19: District Event- Backpack Give Away **7/31:** 7th Grade WEB Orientation	**8/4:** 1st Day of School **8/13**: Club Rush **8/13**: Title 1 Meeting 5:00pm Back to School Night 5:30 PM **8/27:** MAPS Lunch Event -ROAR Implementation Day -ROAR Expectation Assembly -Academic Assembly -MAPs Round 1	**9/1:** Labor Day- No School **9/11- 9/15:** Suicide Prevention Awareness Week **9/11:** Welcome Back Dance 3 PM- 4:30 PM **9/15- 10/15:** LatinX Heritage Celebration Month **9/24:** 8th Grade GPA/Attendance Awards -Rally #1
October *Unity Month* **10/3**: End of 1st Quarter **10/7:** MAPS Rally #1 **10/8:** PSAT **10/15:** Unity Day **10/22**: Fall Festival **10/31:** Costume Contest *All month: Socktober*	**November** **11/3:** Dia de Los Muertos **11/7:** Native American Day **11/11:** Veterans Day-No School **11/10- 11/14:** Grizzly Gram Sales **11/24- 11/28:** Thanksgiving Break- No School - Rally #2 - ASB Elementary Site Visits - MAPS Round 2	**December** **12/11:** Winter dance **12/15- 12/17**: FINALS **12/17**: Last day of 1st Semester- **12/18:** No School **12/22- 12/31**: Winter Break- No School *During break- ASB Volunteers*
January **1/1-1/9**: Winter Break- No School **1/12:** Students Return (2nd Semester) **1/16**: 1st Semester Recognition AssemblyAwards **1/19**: Martin Luther King, Jr. Day- No School **1/28**: ROAR Day- -TBD ASB Elementary Site Visits	**February** **2/5:** MAPS Rally #2 **2/9:** Presidents' Day- No School **2/10:** Court Nominations **2/13:** Lunchtime event **2/17-2/20:** Random Acts of Kindness **2/18**: Court Voting **2/16**: Presidents' Day- No School **2/26:** Last Dance 3 PM- 4:30 PM -MAPs ROUND 3	**March** **3/3**: ASB Officer Interest Form **3/4:** ASB Officer Meeting **3/5-3/6:** Decorate Classroom Doors for March Madness (College going event) **3/10- 3/12:** ASB Officer Campaigns **3/12:** ABS Officer Elections **3/13:** End of 3rd Quarter- Minimum Day **3/16- 3/27:** Spring Break-No School **3/30**: Students Return TBD Read Across America
April **4/6- 4/10:** End of Year Activity Sales **4/8**: Spring Festival **4/21:** Cinderella's Closet **4/23:** Prince Charming's Closet **4/27-5/8:** CAASPP TESTING -Spring Band Concert - TBD - Promotion (speeches-DI & ASB)	**May** **4/27-5/8:** CAASPP TESTING **5/2:** Knotts **5/4:** Star Wars Spirit Day **5/15**: 8th Grade Dance 5 PM- 8 PM **5/27:** Memorial Day-No School **5/29:** Finals -Minimum Day -TBD 6th grade visits -TBD: Castle Park - TBD - Promotion (sales) -8th Graded WEB Spring Play Day	**June** **6/1- 6/3:** Finals & Minimum Days **6/3:** 8th Grade Promotion @ 8:30am (Tentatively) **6/3:** Last Day of School/End of 2nd Semester

JOE BACA MIDDLE SCHOOL- BELL SCHEDULES

Regular Day Bell Schedule

Period	Regular Period	Minutes	Passing Period
Warning Bell	7:55		5 minutes
0 Advisory	8:00 – 8:19	19 minutes	4 minutes
1	8:23 – 9:12	49 minutes	4 minutes
2	9:16 – 10:05	49 minutes	4 minutes
3	10:09 – 10:58	49 minutes	4 minutes
4	11:02 – 11:51	49 minutes	
1st Lunch	11:51 – 12:21	30 minutes	4 minutes
1st 5	11:55 – 12:44	49 minutes	
2nd Lunch	12:44 – 1:14	30 minutes	4 minutes
2nd 5	12:25 – 1:14	49 minutes	4 minutes
6	1:18 – 2:07	49 minutes	4 minutes
7	2:11 – 3:00	49 minutes	

Wednesday Teacher Collaboration Minimum Day Schedule

Period	Regular Period	Minutes	Passing Period
Warning Bell	7:55		5 minutes
1	8:00 –8:37	37 minutes	4 minutes
2	8:41 – 9:18	37 minutes	4 minutes
3	9:22 – 9:59	37 minutes	4 minutes
4	10:03 – 10:40	37 minutes	4 minutes
1st Lunch	10:40 – 11:10	30 minutes	
1st 5	10:45 – 11:22	37 minutes	5 minutes
2nd Lunch	11:22 – 11:52	30 minutes	
2nd 5	11:15 – 11:52	37 minutes	5 minutes
6	11:57 – 12:34	37 minutes	4 minutes
7	12:38 – 1:15	37 minutes	4 minutes

Note: Every Wednesday will be a minimum day for students to allow for teacher collaboration. Students are dismissed at 1:15 p.m.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT (PBIS)

Joe Baca Middle School started implementing PBIS in January of 2014. The school site PBIS Committee was formed to help facilitate the system of positive-behavior supports that acknowledge students for following four basic principles behaviorally and academically: Respect, On task, Acting with integrity, and Responsibility (ROAR).

The Committee works with staff and students to determine the best way to accomplish a positive atmosphere at JBMS. A School Matrix was developed targeting six different areas of concern: *Hallways, Classrooms, Computer Labs, Lunch Shelter, Restroom, and Bus*. Respect, On task, Acting with Integrity, and Responsibility were agreed upon to be the main focus of behavior in each area.

Students who follow school rules and show academic success/progress are acknowledged by teachers and staff with "Grizzly Bucks". Those who earn "Grizzly Bucks" use their "Bucks" to purchase incentives at our ROAR Store. Incentives such as pencils, folders, backpacks and other school supplies are available. Students are then entered into weekly and monthly drawings where they can win gift certificates or other prizes. In the past we have given certificates to Michael's Donuts, Farmer Boys, In-&-Out Burger, to name a few.

Furthermore, all members of our school community share a responsibility to keep Joe Baca Middle School as a place where we can share a great deal of pride. The staff is here to help you. Treat everyone with respect and you will be able to expect to be treated with equal respect. We want the campus to be a safe and orderly place for all of you to learn.

What is PBIS? Positive Behavior Interventions and Supports (PBIS) is a proactive framework that helps students develop the social/emotional skills needed to ensure success at school and beyond. The PBIS system creates and maintains a safe and effective learning environment that focuses on:

- recognizing what is positive and productive in student behavior and academically.
- reinforcing those behaviors through regular and ongoing rewards.
- minimizing negative behaviors through consistent disciplinary action and effective communication with those students' homes.

The following page is our School Matrix that is posted throughout the school. Students will be taught the expectations the first week of school; and then the expectations will be reinforced and reviewed throughout the school year.

JOE BACA MIDDLE SCHOOL PBIS MATRIX

	Respect	**O**n Task	**A**ct with Integrity	**R**esponsibility
Passing Period/ Hallway	• Maintain personal space • Cooperate with all staff • Keep hands, feet, objects to self	• Move directly to your next class • Always "stay right" (on stairs & in hallways)	• Do the right thing even when no one is looking • If you see something wrong, say something to an adult	• Walk quietly & use quiet voice • Handle personal needs before entering the classroom
Classroom	• Cooperate with all staff members in classroom • Be considerate with classmates and teachers • Say "please" and "thank you" • Keep hands, feet, objects to self • Raise hand and wait to be recognized	• Go directly to assigned seat • Have your supplies ready & out • Stay with lesson • Follow directions immediately the first time • Do your assigned work	• Do the right thing even when no one is looking • Accept responsibility for your actions • Treat others as you wish to be treated • If you see something wrong, say something to an adult	• Be ready to learn with required material • Enter room quietly • Keep backpacks/ personal items under your desk • Ask questions to clarify when confused
Computer Lab/ Library Media Center	• Leave the computers/books the same way you found them • Be gentle with school property • Keep food, gum, & drinks out of lab/library • Speak politely & quietly so all students can concentrate and work	• Remain seated unless looking for a book • Follow directions immediately the first time • Stay on appropriate website • Focus on lesson & assignment	• Do the right thing even when no one is looking • Report any damages and/or vandalism • Return or renew materials on time • Allow students who need a computer for school work to use	• Keep backpacks/ personal items under the desk • Turn the speaker off before logging off/on • Turn computer on only when given permission • Keep area clean & push in chairs when leaving • Ask for help if needed
Lunch Shelter	• Share table with people you don't know • Use conversational voice • Keep hands, feet, objects to self	• Have ID ready as you enter the lunch shelter • Stay in a straight line when obtaining food	• Do the right thing even when no one is looking • If you see something wrong, say something to an adult	• Walk to the end of the lunch shelter line • Keep table clean • Pick up your trash and place in a trash can
Restroom	• Use quiet voice • Enter only if needed • Follow classroom procedures to request when to use restroom • Keep hands, feet, objects to self	• Use restroom during passing period/lunch • Notify your next teacher if you're going during passing period and may be late	• Do the right thing even when no one is looking • Report any vandalism/graffiti • If you see something wrong, say something to an adult	• Use bathroom facilities appropriately • Wash hands before leaving • Use restroom at appropriate times - Follow 10/10 rule • Go directly to restroom and return directly to class
Bus/Bus Line/ Bus Stop	• Use your inside voice & appropriate language • Keep hands, feet, objects to self • Be considerate & patient while waiting for the bus	• Walk to the bus line • Stay in a single file line • Stand against the wall when in the bus line	• Do the right thing even when no one is looking • If you see something wrong, say something to an adult	• Keep bus clean • Face forward • Follow bus driver's directions immediately the first time

PURPOSE OF SCHOOL AGENDA

Students are expected to use the school agenda to write class assignments, notes and homework assignments daily. Parents are encouraged to review the agenda and contact teachers for concerns regarding academic progress. The agenda should also be used for daily/weekly progress reports and updates for academics and/or behavior. This is one of the major communication tools for parents, students and teachers.

A Parent's Guide to Using the Agenda
See why so many parents are enthusiastic about our agenda system: It is a quick, effective way to keep track of what is going on at school. It is not always easy to keep in touch because family life is so busy nowadays; but this is the most effective system we have found.

1. **How does my child use the agenda?**
    a. Students are recommended to write down their assignments and messages everyday in each class.

2. **What should I do each night?**
    a. We advise that you read and review the agenda each night. Also, ask your child what they did in class to help develop communication skills.

3. **What if I have a question for a teacher?**
    a. Space is provided in the agenda for you to write a note to the teacher. Example: *Is it true, Mr. Jones, my son had no math homework this week?*

COMMITMENT TO CHILDREN

We parents, grandparents, brothers and sisters, families, teachers,
EVERYONE pledge ourselves to:

- ❖ Listen when our children speak to us.
- ❖ Strive to be people of compassion, love and healing especially to the children in our care.
- ❖ Speak out against any violence done to the children in our world.
- ❖ Work openly with one another to protect our children so that their lives are filled with hope.

A CHILD'S COMMITMENT TO OTHER CHILDREN

I want to be a good person. Help me to:

- ❖ Listen to other kids.
- ❖ Care about others around me.
- ❖ Tell an adult when I or one of my friends am/are being hurt by someone.
- ❖ Be safe, strong and free.

JOE BACA MIDDLE SCHOOL COMPACT (2025- 2026)

Our school philosophy is that families, students, and school staff will work in partnership to help each student reach his/her highest potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the district's dress code policy.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.
- Maintain organization skills, fill agenda daily
- Keep an organized backpack

As a parent/guardian or family member I will monitor:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing, social media, and online gaming and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and districts dress code policy.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility.
- Participate in shared decision making with school staff and other families for the benefit of students through ELAC & SSC.
- Respect the school, staff, students, and families.
- Monitor child's use of technology and social media.
- Monitor on Q-Zangle
- Monitor organized backpacks, binders, and agendas.
- Review communications from the Principal, staff and school

As a teacher/staff I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, personal phone calls, text, email, regular mail.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students, and families.
- Consistent homeroom monitoring of backpacks, agendas, and binders.

We make a commitment to work together to carry out this agreement.

Staff: _____ Date: _____
Student: _____ Date: _____
Parent: _____ Date: _____
Teacher:_____ Date: _____

STUDENT INFORMATION

Here you will find an array of information related to various policies we have here at Joe Baca Middle School.

ACADEMICS

GPA (Grade Point Average)

Students must maintain a 2.0 grade average to participate in various activities, electives, etc.

Grading Policy

The following grading system is used at Joe Baca Middle School:

A = Outstanding Performance	F = Failing Work
B = Above average work	I = Incomplete Work
C = Average	NM = No Mark/No Grade
D = Below Average	

Students receiving an incomplete on their report card will have two weeks in which to make up assigned work. If not cleared within two weeks, the grade automatically becomes an "F".

Students' grades are available through Student Portal, "Q". Here are the steps to follow:

- Go to www.colton.k12.ca.us or go directly to https://zangle.colton.k12.ca.us/Production/studentportal or use the QR Code
- Go to the school's websites list and select **JBMS**
- Click on Q Student Connect
- Enter your child's student school I.D. number in the **Identification** # box
- Enter your child's password (Your student was given this at school)
- Click on Assignments on the left hand side to view classes/grades/assignments

Homework Policy

Homework may be given daily and occasionally over a weekend, depending on the teacher's syllabus and class. It is extremely important to students' grades and for success in understanding instruction that homework is done each night. Students should check with their teachers for help and tutoring availability. Students should record homework assignments daily in their agenda. Students need to check with their teachers for various homework apps they may use.

Long term projects, such as book reports, projects and research papers may also be assigned in addition to the regular homework assignments. Parents are encouraged to check the agenda regularly and may write notes to the teachers in the space provided. Teachers are accustomed to signing and writing brief notes to parents upon request. In case of absence, students have one day plus the absent day to complete their work.

- **It is recommended that parents:**
  - Designate a place with good lighting for students to do their work.
  - Teach students to set priorities and budget time.
  - Encourage the students to complete homework on a regular basis.
  - Communicate with the student's teachers if problems occur.
  - Become acquainted with classroom experiences.
  - Log in to Q Parent Portal for access to grades/attendance/assignments

- **The student should:**
    - Ask for work missed due to absence.
    - Practice setting priorities and budgeting time.
    - Complete homework to the best of their ability.
    - Return homework on time.
    - Move toward being responsible for independent learning.
    - Make up all work upon returning to school. Poor attendance directly affects student performance.
    - Write assignments and classwork in the agenda.
    - Log in to Q Student Portal for access to grades/attendance/assignments

Honor Roll

To qualify for Honor Roll, students must have a 3.0 grade point average AND no F's on their report cards.

Physical Education

Students are expected to wear their P.E. uniform and participate in Physical Education activities every day. Both boys and girls are to wear navy blue shorts, gray shirts, tennis shoes, and socks. Navy blue sweatpants are also ok. Students can layer on top of their PE clothes, but PE shirts must be underneath all layers. Names must be on all PE clothes. Students will be issued a school lock to secure their belongings. ***Clothes should be taken home each Friday and washed.***

Students may be excused from participating in Physical Education activities for three (3) days (once per quarter) with a parent note (this does not excuse them from dressing out). After three days, a doctor's note is required.

PE uniforms are worn daily. PE sets for both grade levels may be purchased through the online store JBMSMerch.com. Students are responsible for locking their lock and locking all clothes, school and personal items in their locker. Students must use common sense in securing items at all times. **They are not to share locker combinations**. ***The school is not responsible for any lost or stolen items.***

Students can borrow P.E. clothes as loaners, which will affect their grades. Excessive use of loaners is considered defiance and will result in a referral and disciplinary actions.

Plagiarism

Plagiarism/copying/cheating is a violation of Ed Code 48900 (k) Defiance/disruption, whether its source is the computer (i.e. Internet), books or any other source.

Progress Reports

As a caution to students and an alert to parents, a special report to parents (unsatisfactory work notice) is mailed home in the middle of each quarter. These reports serve as a warning that there is an immediate need for scholastic and/or citizenship improvement.

Promotion/Acceleration/Retention (BP 5123)

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in Reading. Proficiency in Reading, English Language Arts, and Mathematics shall be the basis for identifying students between grades 4 and 5; between Intermediate and Middle School grades; and between Middle School grades and High School grades (Education Code 48070.5). If a student does not have a single regular classroom teacher,

the Superintendent or Designee shall specify the teacher(s) responsible for the decision to promote or retain the student (Education Code 48070.5). Retention of a student between the end of the 8th grade and beginning of 9th grade shall be based on the recommendation of the language arts and/or mathematics teacher and the Principal or Principal's Designee.

In review of the student's progress in the core content areas, deficiencies in one academic area will not be sufficient to recommend retention. Retention shall not be considered if the support and interventions offered in the next grade level will address any academic deficiencies. The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

Retention of Special Education students shall be determined by the Individualized Education Program (IEP) team in consultation with the Director of Student Personnel Services or Designee. Students shall not be considered for retention if they have been previously retained. Although promoted, English Language Learner students may be considered at-risk and shall be eligible for interventions designed to assist students in learning English and acquiring core academic content knowledge.

Retention of English Language Learners shall be determined by their teacher and be based on progress in their designated program. The Superintendent or Designee shall establish procedures outlining the basis for retention of English Language Learners.

All English Language Learner students, not only those considered for retention, are eligible for interventions designed to assist students in learning English and acquiring core academic content knowledge. Retention is considered as an intervention only after all others have failed and the student is not making adequate progress.

When a student is recommended for retention or is identified as being at-risk-for-retention, the Superintendent or Designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

Legal Reference:

Education Code: 37252-37254.1 Supplemental instruction, 41505-41508 Pupil Retention Block Grant, 46300 Method of computing average daily attendance, 48010 Admittance to first grade, 48011 Promotion/retention following one year of kindergarten, 48070-48070.5 Promotion and retention, 56345 Elements of individualized education plan, 60640-60649 California Assessment of Student Performance and Progress, 60850-60859 Exit examination. **Code of Regulations, Title 5:** 200-202 Admission and exclusion of students. **Management Resources:** CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS, FAQs Promotion, Retention, and Grading (students with disabilities), FAQs Pupil Promotion and Retention Kindergarten Continuance Form.**Websites:** CSBA: http://www.csba.org,California Department of Education: http://www.cde.ca.gov, Policy COLTON JOINT UNIFIED SCHOOL DISTRICT adopted: September 3, 2015 Colton, California

Report Cards

Report cards reflect current grades for the amount and quality of work produced in each class, as well as citizenship and work habit behaviors. Report cards are issued at the conclusion of each of the four (4) grading periods that end in October, December, March, and June. Only the second and fourth report cards are part of the student's permanent record.

Schedule Changes

Class schedules in the Middle School setting are derived from students participating in the Core program classes (Language Arts, Math, Science, Social Studies, and PE). All other courses used to fill out your child's schedule are considered Selectives and are driven by the amount of space and your child's schedule. The definition of a Selective is an enrichment or support class that a student may be placed in to advance their academic prowess. Some Selectives are based on applications such as ASB, AVID, and Yearbook; while others may be teacher recommendations

which would be Spanish II, Intermediate, and Advanced Band. All other school Selectives are driven by student numbers; and as a result, are not requestable. ***Students enrolled in yearlong Selectives must complete the entire year for full credit towards promotion credit; students are not to transfer out at the semester or quarter.***

Beginning of the Year Protocol to 1st Quarter

1. Schedule changes the 1st week of school are for ensuring all students have the core classes only. (Math, Science, Social Studies, Language Arts and PE).
2. Parent and student requests will not be honored.
3. After the 20th day of school, schedule changes may occur for balancing classes to meet the District Class Size Policy.

During 2nd Quarter to the End of the 1st Semester

1. Schedule changes may be requested by Administration/Counseling/Parents.
2. Administration/Counseling will review the request and determine eligibility.

At the End of the Semester

1. Teachers may request students to move out of support (with evidence and alternate plan) or from an advanced class to a core class. In all cases, the teacher must contact the parents as to the reasons why.
2. Schedule changes may be requested by Administration/Counseling/Parents.

During 3rd Quarter to the End of the 2nd Semester

1. Schedule changes may be requested by Administration/Counseling/Parents.
2. Administration/Counseling will review the request and determine eligibility.

State Testing

Competency tests for Reading and Math are embedded in the CAASPP (State Test) taken in the Spring by all students. Students participating in our English Language Learner Program will take an annual ELPAC (English Language Proficiency Assessments for California) Test annually.

NWEA MAP Growth Test

NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) is a computer adaptive test that measures student growth and achievement in reading, math, and other subjects. Students will take this test in August, November, and February/ March.

ACTIVITIES

Activities

Students may not attend an after-school activity if they have been absent on the day of the activity.

Activities Throughout the Year/ *Co-Curricular or Extra-Curricular Activities*

There are a variety of co-curricular activities for students to participate in at Joe Baca Middle School. Some of these activities include clubs, sports, Associated Student Council activities, as well as dances, trips, and more. However, participation is a privilege and should not interfere with academic progress. There are academic and behavior expectations, including a minimum of a 2.0 GPA the quarter prior to the activity, and no more than one outside suspension within the activity time frame. The students will be placed on a "No Go" list and are not eligible for the activity. Please see below for specific qualifications.

Activity	Criteria						
	Excessive Behavior or Suspension	10+ Tardies	3+ Unverified Absences	F's Current Quarter	115 units or 2.0	Debts	Admin Discretion
Welcome Back Dance							X
Fall Festival	X	X	X	X			X
Winter Dance	X	X	X	X			X
Valentine's Court	X	X	X				X
1st Quarter Event	X	X		X			X
ROAR Day	X	X		X			X
Disney Leadership Trip	X	X	X				X
3rd Quarter Event	X	X		X			X
Knotts	X	X	X	X			X
7th Grade Activity	X	X	X	X			X
8th Grade Dance	X	X	X	X			X
Promotion	X		X		X	X	X
Whom can I speak to?	Admin.	Attendance/Counselor		Teacher/ Counselor	Counselor	Office	Admin.

End-of-Year Activities

- **7TH Grade Activity, 8TH Grade Dance & 8TH Grade Knott's Berry Farm Trip**
  In order to attend the activities you will need to achieve:
  - ***Academic***: No F's for the current quarter.
  - ***Behavior:*** The student must not have received more than one outside suspension during the last quarter of the school year or excessive discipline history.
  - ***Administrative Discretion:*** This will include excessive tardies and absences.
  - Current Year School ID. Students must have an ID in order to purchase and participate in activities. Students will be turned away the day of the event with no refund if they do not present their ID card.
    All off-campus activities require a signed permission slip*

Redemption Opportunity:

Students placed on the "No Go" list have the opportunity to earn redemption. Redemption is valid for any event throughout the school year, and students may use it to regain eligibility for events they wish to attend. The "No Go" list is updated and posted after each quarter to help students stay informed about their eligibility. Students interested in redemption should reach out and discuss their plan with the appropriate personnel.

- **8th Grade Promotion Ceremony** (**BP 5127**)
  Middle School Promotion Certificates and Ceremony Participation

- **Promotion Certificate:** shall be received if he/she earns a minimum of 115 units and/or has earned a cumulative middle school grade point average of 2.0 or higher.
- **Promotion Ceremony** participation is a privilege and requires a student to meet the following criteria:
    - ***Academic*:** The student must be eligible to receive an 8th Grade Promotion Certificate by the end of his/her eighth grade year by earning 115 units or a cumulative GPA of 2.0 or higher.
    - ***Attendance:*** The student must not have received more than three all-day unverified absences or the equivalent in the last quarter of the school year.
    - ***Behavior:*** The student must not have received more than one outside suspension during the last quarter of the school year, or have an excessive discipline history.

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

In order to encourage high standards of student conduct and behavior, 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.

Legal Reference

Education Code: 35183.3 Graduation ceremonies; military dress uniforms, 38119 Lease of personal property; caps and gowns, 48904 Liability of parent or guardian; withholding of grades, diplomas, transcripts, 51225.5 Honorary diplomas; foreign exchange students, 51410-51412 Diplomas **Court Decisions:** Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092, Santa Fe Independent School District v. Doe, (2000) 530 U.S. 290, Lee v. Weisman, (1992) 505 U.S. 577, Sands v. Morongo Unified School District, (1991) 53 Cal. 3d 863, Lemon v. Kurtzman, (1971) 403 U.S. 602 **Management Resources: Websites:** California Department of Education, High School: http://www.cde.ca.gov/ci/gs/hs/ COLTON JOINT UNIFIED SCHOOL DISTRICT Policy adopted: September 3, 2015 Colton, California

Athletics- District Intramural

Joe Baca Middle School, in conjunction with our other District middle schools, will be participating in several District intramural sports activities this year. Sports include: Softball, Basketball, Soccer, and Track. All sports activities are after school. Each student participant must adhere to all District guidelines; including sportsmanship, academic and behavioral expectations; including a minimum of a 2.0 grade point average and no more than one outside suspension for the season. If you are requested to bring sports equipment to school, it must be given to your coach before the first bell rings. Please be sure to have your name on the equipment.

Campus Clubs

We have a number of campus clubs in which students can become involved. We encourage ALL middle schoolers to join a club. Some of them include:

ABC	Drama	
AVID	Dual Immersion	JBEC
BSU	Gate	Multicultural Club
Book Club	Grizzly Gamers	WEB
Cheer	Guitar	GAP
CUSM	Yearbook	

All Club By-Laws are available upon request through ASB.

1. Activities are attended by JBMS students ***only***. **Students may not attend any activity event if they have been absent from school on the day of the activity.**
2. Tickets must be purchased prior to the activity unless otherwise announced.
3. Students are to remain at the activity until the end, or unless released by staff. **Students should be picked up within ten (10) minutes after the activity ends; otherwise, you may be excluded from the next activity.**
4. Students are expected to follow all school rules, dress code policy, and behave accordingly.
5. All students who are eligible may attend the activity.
6. Late buses are available for students who participate in after-school activities; including tutoring, and/or after school detention. All students whose ride is not at JBMS at 3:55 p.m. will ride the late bus. The late bus leaves JBMS at 4:00 p.m. and drops off the students at **Crestmore Elementary, Lewis Elementary, and Marygold & Palmetto.**

A full schedule of Student Body activities are planned and organized by the Student Council in cooperation with the Administration and the Leadership Advisor. Assemblies, dances, and special days are planned for the students. Participation in extracurricular activities depends on good student behavior. Seventh grade students planning to run for Student Body office for eighth grade must have a "C" average on their second semester report cards. At this grading period and following the election, they must maintain the "C" average and be involved in no serious behavior problems.

ATTENDANCE

Absences

Joe Baca Middle School believes that arriving to class on time builds responsibility and maximizes instructional time that leads to increased student achievement and success. When a student is absent, the parent/guardian **MUST** call or send a note to the Attendance Office **WITHIN 72 HOURS** to inform the school of the absence. The note must consist of the student's name, grade and reason for absence (**THIS IS REQUIRED BY STATE LAW**).

After 72 hours, the absence is considered a truancy/unverified absence for each period missed. BY STATE LAW, any student who misses three (3) days or more due to truancy, is declared a habitual truant and will be reported to the appropriate juvenile/law enforcement agency.

There are many types of absences recognized by the CJUSD, in accordance with California Education Code 48200 and 48290. In addition, some absence codes note that a student was not in class, but was in the office or on a school activity.

- ***Qualified absences*:** Due to illness, doctor/dentist appointments, (immediate) family funeral or court appearance of the student. The state of California allows one (1) day excused for an in-state funeral and (3) days for out-of-state funerals.
- ***Unqualified absences*:** Excused by parents for reasons other than recognized in Qualified Absence, including family emergencies.
- ***Truancies/Unverified absences*:** Absences not authorized by parent/guardian, not notified within 72 hours, and not authorized by school personnel.
- ***Suspensions*:** Absences mandated by school officials for disciplinary reasons.

Saturday Academy
Saturday Academy sessions are available throughout the school year to allow students to make up absences and clear any attendance concerns. By attending Saturday Academy, students are able to be eligible for perfect attendance awards and recognition. Every Saturday Academy attendance clears (1) full day absence or (3) attendance markings.

Tardy Policy
Students who are not in their seat/on PE Number when the tardy bell rings are in violation of the Tardy Policy. Students who arrive late to school will be sent directly to their classrooms up until 8:05 with no pass. Students arriving after 8:05 will need to sign in with the Attendance Office. Students arriving after 8:10 will need to receive a tardy pass. Students will be marked tardy or present depending on the possession of a parent excuse note. Students may make up tardies by attending Saturday Academy as long as they have no absences. *Our goal for the year is to decrease 1st period tardies and need parent help in doing so. Please drop your student off no later than 7:50 in order to ensure they are not tardy.*

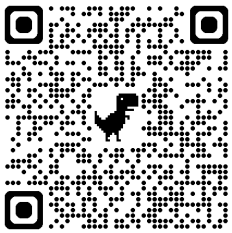
The following is the tardy policy progressive intervention program:

- ***1st tardy*:** Teacher verbal warning to student.
- ***2nd tardy*:** Teacher conference with student & phone call home/Q message (Parent Square).
- ***3rd tardy*:** Teacher chosen intervention and parent phone call or some form of documentation of parent acknowledgement of tardies.
- ***4th tardy*:** Inform student of 4th tardy and referral will be sent to the Office for counseling.
- ***5-9 tardy*:** Teacher writes a referral to the AP office. Student stays in class. Admin interventions.
- ***10th tardy*:** Students placed on tardy contracts and weekly routing slips.

Tardy Sweep
Tardy Sweeps will be randomly conducted throughout the year. If caught in a Tardy Sweep lock-out, an Administrative Detention will be issued. If caught in other tardy sweeps, you will receive progressive disciplinary consequences by Administration, such as counseling referral, after school detention, referral to Administration.

COUNSELING

Counseling Services
Comprehensive counseling services are provided to all students. Counselors assist students with their academic, career, and personal/social development through classroom guidance as well as individual and group counseling. Referral services are also provided to district and outside mental health providers.



Counselors are there to assist students and parents with their educational endeavors and guidance. Students who wish to see their counselor should make an appointment on the online Google Form "Request to meet with counselor", located in their Advisory or PE Google Classroom.
←Use the QR Code

Parents who need to meet with a counselor should call the Counseling Office and make an appointment to ensure the full attention of the counselor and that information needed for the meeting is available.

The Counseling Assignments for the 2025-2026 are as follows:
(*Students' Last Names Letters and both grades *May be subject to change):*

A-Le Mrs. Welzel • Li- Z Ms. Granados

- **Academic Group**
  - This program allows students to learn organizational skills, and academic strategies to be successful in their classes.
- **Anger Management Group**
  - This program allows students to resolve conflicts by talking with the Counselor about their problems. Strict confidentiality will be adhered to.
- **Grief Group**
  - This program allows students to share their grief over their loss with other students experiencing grief.

DISCIPLINE

Detention

Detention may be assigned to students for various discipline infractions. If your student is assigned an Administrative Detention, you will be contacted by the Office. A teacher may assign detention, which is typically 40 minutes after school or 10 minutes at lunchtime. Teachers will inform parents of detention. **A late bus is provided on Monday, Tuesday, Thursday, and Friday and stops at Crestmore Elementary, Lewis Elementary and Marygold & Palmetto.** Please arrange to pick up your child at the appropriate stop. Failure to serve detentions may result in suspension.

Respecting Others

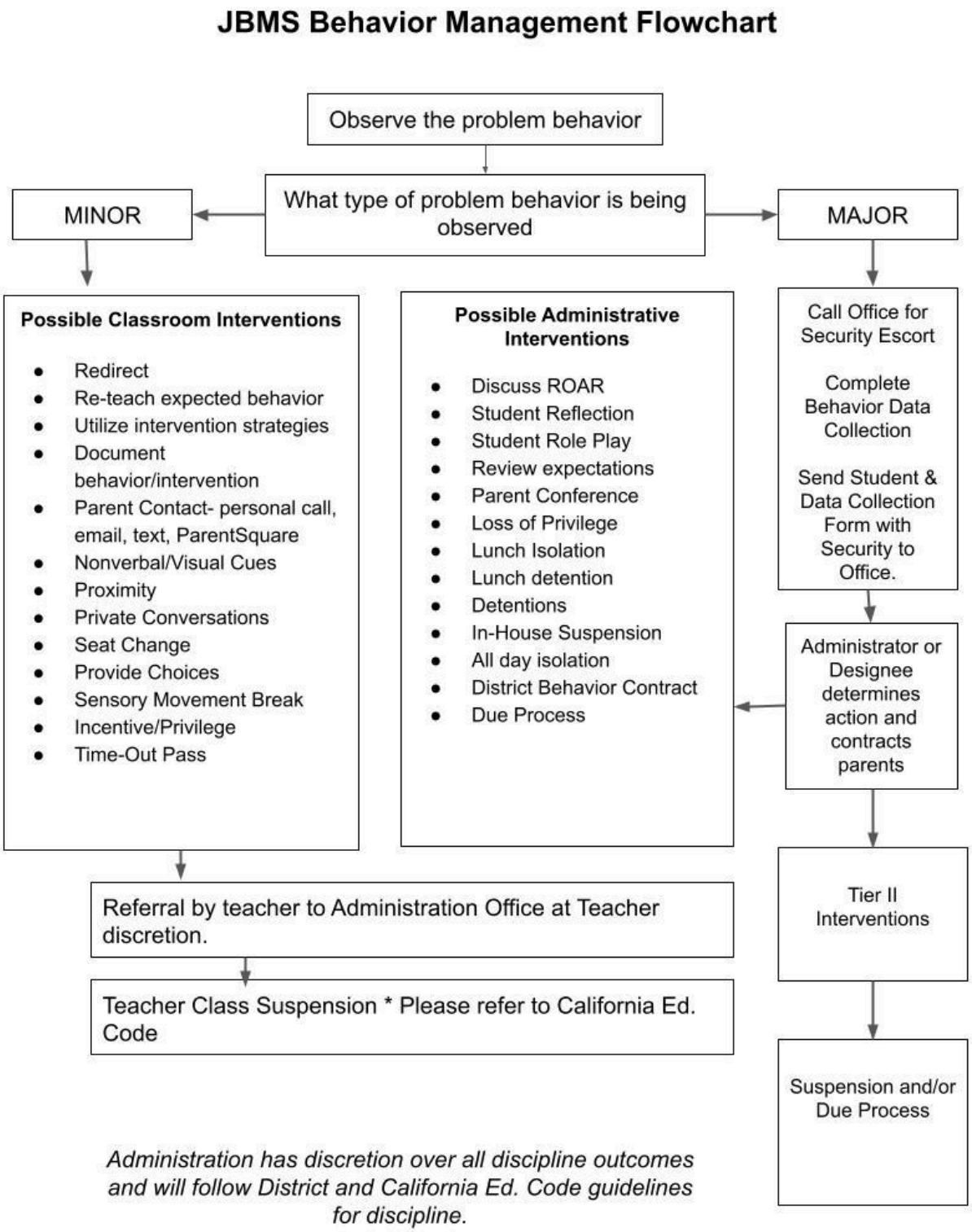
When large groups of people work and live together for long periods of each day, as we do at JBMS, it becomes necessary to set up guidelines for behavior to help ensure that each individual member of the group can work and move as freely and safely as every other member of the group. These guidelines serve to protect the rights of students and faculty of our school and provide a positive and supportive environment for student growth and learning. Individuals who choose not to respect the rights of others should expect disciplinary action against them to ensure the rights of everyone in our school.

Each student must follow the directions or orders of teachers, staff, and parent volunteers the first time given. Any **student who refuses to comply with a staff member or parent request is guilty of defiance and will be subject to progressive disciplinary action up to and including suspension. These rules are for the safety and well being of all concerned.**

- **Standard of Behavior**
  - Students shall observe acceptable standards of behavior--ROAR: **R**espect, **O**n task, **A**ct with integrity, and **R**esponsibility--while going to and from school, attending school, or at school-sponsored activities.

	Respect	**O**n Task	**A**ct with Integrity	**R**esponsibility
Passing Period/ Hallway	• Maintain personal space • Cooperate with all staff • Keep hands, feet, objects to self	• Move directly to your next class • Always "stay right" (on stairs & in hallways)	• Do the right thing even when no one is looking • If you see something wrong, say something to an adult	• Walk quietly & use quiet voice • Handle personal needs before entering the classroom
Classroom	• Cooperate with all staff members in classroom • Be considerate with classmates and teachers • Say "please" and "thank you" • Keep hands, feet, objects to self • Raise hand and wait to be recognized	• Go directly to assigned seat • Have your supplies ready & out • Stay with lesson • Follow directions immediately the first time • Do your assigned work	• Do the right thing even when no one is looking • Accept responsibility for your actions • Treat others as you wish to be treated • If you see something wrong, say something to an adult	• Be ready to learn with required material • Enter room quietly • Keep backpacks/ personal items under your desk • Ask questions to clarify when confused
Computer Lab/ Library Media Center	• Leave the computers/books the same way you found them • Be gentle with school property • Keep food, gum, & drinks out of lab/library • Speak politely & quietly so all students can concentrate and work	• Remain seated unless looking for a book • Follow directions immediately the first time • Stay on appropriate website • Focus on lesson & assignment	• Do the right thing even when no one is looking • Report any damages and/or vandalism • Return or renew materials on time • Allow students who need a computer for school work to use	• Keep backpacks/ personal items under the desk • Turn the speaker off before logging off/on • Turn computer on only when given permission • Keep area clean & push in chairs when leaving • Ask for help if needed
Lunch Shelter	• Share table with people you don't know • Use conversational voice • Keep hands, feet, objects to self	• Have ID ready as you enter the lunch shelter • Stay in a straight line when obtaining food	• Do the right thing even when no one is looking • If you see something wrong, say something to an adult	• Walk to the end of the lunch shelter line • Keep table clean • Pick up your trash and place in a trash can
Restroom	• Use quiet voice • Enter only if needed • Follow classroom procedures to request when to use restroom • Keep hands, feet, objects to self	• Use restroom during passing period/lunch • Notify your next teacher if you're going during passing period and may be late	• Do the right thing even when no one is looking • Report any vandalism/graffiti • If you see something wrong, say something to an adult	• Use bathroom facilities appropriately • Wash hands before leaving • Use restroom at appropriate times - Follow 10/10 rule • Go directly to restroom and return directly to class
Bus/Bus Line/ Bus Stop	• Use your inside voice & appropriate language • Keep hands, feet, objects to self • Be considerate & patient while waiting for the bus	• Walk to the bus line • Stay in a single file line • Stand against the wall when in the bus line	• Do the right thing even when no one is looking • If you see something wrong, say something to an adult	• Keep bus clean • Face forward • Follow bus driver's directions immediately the first time

- **Student Behavior Discipline Flow Chart**
  - The JBMS student behavior flow chart has been designed to assist students and teachers in the discipline process.



District Due Process Hearing:

District Due Process hearings may be requested for students who continue to have serious and/or repeated behavior problems. If the school has tried several interventions (for example: counseling with the student and parent, class adjustments, used detentions, suspensions, or being placed on the District's Site Behavior Contract) and the student continues to misbehave, a District Discipline Due Process Hearing may be requested. At that meeting, which is held at the District Office in Colton, District Administrators may recommend:

- Returning the student to JBMS.
- Transferring the student to Washington Opportunity Program or another comprehensive site.
- Expulsion Hearing, which means students are permanently removed from the Colton Joint Unified School District. The District will provide parents and students with copies of their rights and provide Due Process prior to expulsion.

Education Codes

The California Education Codes are codes that public schools follow to regulate themselves. California Education Codes are used to evaluate school discipline. While the education code serves as our guidelines, each student violation is evaluated on its own merits.

48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person **(MUTUAL COMBAT)**
48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to school employee **(staff)**
48900(a)(2) Willfully used force or violence upon the person of another sex, except in self-defense
48900(b) Possessed any knife, explosive, or other dangerous object of no reasonable use to the pupil
48900(c) Unlawfully possessed, used, or otherwise furnished, or been under the influence of any controlled substance
48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance represented as such (look-alike).
48900(e) Committed, attempted to commit robbery or extortion
48900(f) Caused or attempted to cause damage to school property or private property *that results in financial cost for clean-up or repair*. (MINOR vandalism/graffiti UNDER $400)
48900(f) Caused or attempted to cause damage to school property or private property *that results in financial cost for clean-up or repair.* (MAJOR vandalism/graffiti OVER $400)
48900(g) Stole or attempted to steal school property or private property (under 400)
48900(g) Stole or attempted to steal school property or private property. (UNDER $400)
48900(g) Stole or attempted to steal school property or private property. (OVER $400)
48900(h) Possessed or used tobacco or any products containing nicotine
48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity **(CONVERSATIONAL)**
48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity **(TOWARD STAFF)**
48900(j) Unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia
48900(k) Disrupted school activities or otherwise willfully defied school authorities
48900(l) Knowingly received stolen school property or private property
48900(m) Possession of an imitation firearm (Airsoft or replica)
48900(n) Committed or attempted to commit sexual assault
48900(o) Harassed, threatened, or intimidated a student witness
48900(p) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription Soma
48900(q) Engaged in or attempted to engage in hazing as defined in section 32050
48900(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
48900(t) Aiding or abetting the infliction, attempted infliction or threatened infliction of physical injury
48900.2 Sexual Harassment **(Grades 4-12 only)** Minor– Verbal and/or rumor, touching not in private areas
48900.3 Caused threatened to cause or participated in act of hate violence. **Minor (verbal).**
48900.3 Caused threatened to cause or participated in act of hate violence. **Severe or Toward Staff.**
48900.4 Intentionally engaged in harassment, threats or intimidation –Minor and severe **(Grades 4-12)**
48900.7 Made terrorist threats against school employees, property or both. A threat is any statement, written or oral, which will result in death, great bodily injury to another person or property damage in excess of $1,000. (Based on the threat assessment outcome).
48901.5 Possessed an electronic signaling device (pager, cell phone, etc.)
48915(a)-1 Caused serious physical injury to another person, except in self-defense. According to **Penal Code 243**, this injury may include loss of consciousness, concussion, bone fracture, protracted loss or impairment of any bodily

member or organ, wound requiring extensive suturing and/or serious disfigurement.
48915(a)-2 Possessed any knife, explosive or other dangerous object of no reasonable use to the pupil. (Any fixed or locking blade, or knife with a non-locking blade 3.5" or longer or in accordance with SB166. For M-80 explosives use 48915c-5).
48915(a)-3 Unlawfully possessed any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis (2nd marijuana possession/under the influence).
48915(a)-4 Committed or attempted to commit robbery or extortion.
48915(a)-5 Committed assault and battery on a school employee.
48915(c)(1) Possessing, selling or otherwise furnishing a firearm
48915(c) (2) Brandishing a knife at another person.
48915(c) (3) Unlawfully selling a controlled substance
48915(c) (4) Committed or attempted to commit a sexual assault or sexual battery
48915(c)(5) Possession of an explosive or destructive device (M-80 explosive)

Electronic Signaling Device (Cell phones) (BP 5131)

The Governing Board recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

1. Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during non instructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose.
2. Mobile communication devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)
    a. In the case of an emergency, or in response to a perceived threat of danger
    b. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator.
    c. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being.
3. When the possession or use is required by the student's individualized education program
4. Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.
5. When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.
6. When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.
7. A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

8. The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

***Consequences*:**

- **First offense:** Confiscation, warning and return to student at the end of the day.
- **Second offense:** Confiscation, return to parent.
- **Third offense:** Confiscation, return to parent, Detention.
- **Fourth offense:** Confiscation, return to parent, other consequences as assigned. *NOTE: All violations are recorded in the student's discipline record.

Hands-Off Policy

Students are to keep their hands and feet to themselves at all times. Hugging; hand holding; kissing, or other display of affection; play fighting; tripping; pushing; or shoving is not allowed at school or school related activities. Violation of this policy will result in disciplinary consequences.

Sexual Harassment

It is unlawful for students or employees to engage in sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical of a sexual nature, made by someone in the work or educational setting, including social media. 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.

Suspension

Suspension means that students are removed from the school for a specific period of time. Students may not attend any school functions during the time of suspension, and may not be on the campus during regular school hours.

Vandalism/Graffiti

The parent or guardian of any minor who willfully defaces or damages any property belonging to the District or to a District employee will be liable for all damages caused by the minor, up to $10,000. Graffiti is considered by the District to be an act of property damage.

FRONT OFFICE

Change of Address and Phone Numbers

During the school year, should you change phone numbers or move--remaining within the JBMS boundaries--an authorized parent or guardian will notify the office of your new address or telephone number. **For emergency reasons, it is extremely important to keep this information updated.**

Students moving out of the Joe Baca Middle School attendance boundaries who want to remain at JBMS must apply for an Inter/Intra-district Transfer through the Student Services Department. Proof of application must be submitted to the School Office or students will be dropped from our rolls. If you plan to move out of the Colton Joint Unified School District attendance area, you must notify the School Office that you are dropping. You must return all your textbooks and make sure that your PE locker has been cleaned out and your lock returned on the last day of your attendance.

Closed Campus Policy

Joe Baca Middle School is a closed campus. Once students arrive on campus (via bus, drop-off or walking), they are **required** to remain on campus until the end of the school day. Leaving

campus without permission is considered truancy. Once students leave campus at the end of day, campus is closed.

Daily Check-Out Procedures

Parents or Guardians listed on the emergency card, with proper ID, **MUST** come into the School Office to sign the student out for medical, dental, or other kinds of appointments that require them to leave school. All parents/guardians will have their ID checked before the student is released. Students cannot be released to anyone not presenting a valid picture ID. Students not checking out with the Office may be considered truant. If a person other than the parent/guardian requests to check out a student, the School Office will attempt to reach the listed parent/guardian to verify permission for the release. If the parent/guardian cannot be reached, the student will not be released. If a student checks out and returns on the same day, then they must check back in through the Office. If possible, medical and dental appointments should be scheduled after the school day.

Deliveries During School Hours

Classroom deliveries interrupt the learning process by shifting the focus from the subject being learned to the gift being received. The Office cannot accept and will not deliver personal gifts, food items, (fast food, pizza, etc…) homework, PE Clothes, cell phones, money, etc. or "greetings" to students. Please be respectful that our time with your student is for learning. Gifts, flowers, personal greetings, food items, etc., delivered to school will be kept until the end of the day..

Permanent Check-Out From JBMS

Students withdrawing from school must bring a parent/guardian to school. The parent/guardian should state the reason for withdrawal and destination so that records will be completed properly. All textbooks and library books must be turned in, and the PE locker must be cleaned out and lock returned. ***Please be advised, unpaid student fines carry with students to their next school, and will affect their graduation status.***

Visitors

Students are not permitted to bring visitors (i.e., friends, relatives) at any time, as JBMS is a closed campus. In addition, the school has no legal authority to help persons not enrolled as regular students in case of illness, accidents, or emergencies. Parents and other adult visitors are welcomed at school. We request you follow the procedures below to ensure student and staff safety:

- When school is in session, parents or visitors must sign in the front office, produce a valid ID to be screened through the Raptor system.
    - A visitors badge will be issued and is to be worn the entire time the visitor is on school campus.
- Visits to observe programs or students must be arranged **in advance and cannot disrupt the educational program.**
- During class time, teachers will not be available for conferences. Conferences may be scheduled during a teacher's prep time, before or after school.

<u>All visitors are expected to leave promptly when their business is completed.</u>

HEALTH OFFICE

Students must obtain a health pass from their teacher before being sent to the Health Office. Students who are ill will be allowed to go home only if parents or guardians can be contacted. Parents/Guardians must have a completed emergency card on file. Parents or guardians must sign out students and show proper I.D. Parents/Guardians are requested to notify the school nurse/health clerk about serious health concerns and regularly prescribed medications.

Illness and First Aid

When students become ill in class or are in need of first aid, they are to ask permission to go to the Health Office for assistance. Health Office personnel will assist the student in making parent/guardian contact in an appropriate manner and determine any other immediate needs a student may have. Paramedics will be called if a situation deems necessary. Students are not to use their cell phones to call parents/guardians to come for them.

Immunization Requirements

California law requires all 7th grade students to have received all their necessary immunizations including Hepatitis B and Tdap in order to enroll in school. This is extremely important to safeguard your child from disease. If your child is in need of immunizations, there are free clinics available. Please see the Health Assistant for further information.

Injuries Requiring Elevator Assistance

Should a student incur an injury which requires they use crutches, a boot, or other medical aid that necessitates assistance from one floor to another, a doctor's note stating the need and the length of time needed must be submitted to the Health Assistant. Teachers and Security will be notified that the student is allowed to use the elevator between classes.

Injuries/Medical Diagnosis Requiring Excuse from PE

A student who incurs an injury or medical diagnosis that requires a student not to participate in PE must bring to the Health Office a doctor's note defining the injury/diagnosis and length of time the student is to be excused. For temporary needs, a written parent's note requesting excusal is sufficient for three days.

Medications at School

Education Code: 49423 allow the School Nurse, school Health Assistant, or other designated trained school personnel to assist students with medication when certain requirements are met:

- All medication administered in Colton Joint Unified School District must have a D-80, "Request for Administration of Medication at School" form completed by the physician, and the parent/guardian must sign the request portion on the medication form. Parents must complete prior to medication dispensation. These forms may be picked up in the office. **It is the responsibility of the parent/guardian to ensure all the proper forms are completed.** No medication can be administered without appropriate completed paperwork on file.

- **Inhalers**
  Students at secondary level can carry their inhalers only if the physician and parent/guardian have filled out the proper forms. Any child who is not experiencing relief with their inhaler should come immediately to the Health Office. Students who are not going to carry their inhaler, but still need it available to them during the school hours, can have it stored in the Health Office, as long as the proper paperwork is on file. **It is the responsibility of the parent/guardian to ensure all the proper forms are completed.**

- ***Medications given on a ten-day basis*:** the physician may write his order for medication to be administered at school on his clinic's prescription pad or fax the completed medication form.

- All medications must be properly labeled with the student's name, dose, and

current date. Medications must be in the prescription bottle or box, labeled with the student's name, the medication, correct dosage, and time of administration. ***An adult must bring medications to the school.*** **No** medication may be dispensed unless it is in an original prescription bottle.

- ***Non-prescription medications*** (i.e., aspirin, Tylenol, cold medicines, etc) **ARE NOT** allowed at school. Items will be confiscated and will need to be picked up by a parent/guardian if a student is found using them.
- If a non-prescription drug is essential to a student's health (i.e. Tylenol to help prevent chronic migraines), proper forms must be on file in order for medication to be dispensed and medication will need to be stored in the Health Office for monitoring.
- At the end of the school year all medications must be picked up by an adult; otherwise, they will be discarded.

When medications are ordered by the physician or health care provider on a daily basis for the school year and the parents want to stop the medication, *the parents must write, date and sign a note if they want to discontinue the medication(s). The School Nurse will notify the physician that the parents wish to discontinue the medication.*

LIBRARY

Policies

The Library is generally open before and after school for students to check out or return books. Students are expected to pay for books that they check out and do not return. Some reference and reserve materials may be checked out overnight only. These must be returned before school starts the next day. ***Please be advised, unpaid student fines carry with students to their next school, and will affect their graduation status.***

****For more information on Instructional Materials Loaned please see page 30****

Textbooks

Textbooks that are issued to the student, are the **RESPONSIBILITY** of the student and their parent/guardian. Textbooks are to be returned before the student checks out of the school, or at the close of the semester or school year.. Most textbooks cost $60 to $100 and students will be expected to pay for books they have not returned and/or pay for damage done to books issued to them. One set of consumable workbooks is issued to students. If a workbook is lost, a replacement needs to be purchased. ***Please be reminded: Unpaid Library fines carry with students throughout the school system, and will affect graduation status.***

POLICY AND PROCEDURE

Food

Food is not to be eaten anywhere on campus except in the Cafeteria and designated lunch area. Consequences will be assigned for this violation. No outside items that contain liquid are allowed on campus for the exception of plain, unopened water. At no time are glass containers allowed on campus. No food, homemade or store bought can be brought to school to be sold.

Gum

Gum chewing is not permitted. Careless disposal of gum in drinking fountains, on furniture and floors presents sanitation, cleaning problems, and costly repair. Work detail may be assigned for this violation.

Bicycles, Skateboards, and Scooters

For the safety of all, the following rules apply to riders:

1. Bicycles, skateboards, & scooters may not be ridden on any part of the campus at any

time.
2. When arriving at school, walk bicycles, skateboards, & scooters directly to the bike or skateboard rack.
3. Students must lock bicycles, skateboards, & scooters to the rack with their own personal lock.

However, the school is **NOT** responsible for theft or damage to student personal items left in the racks or on campus. The California Highway Patrol may issue citations for reckless riding to and from school and for riding without a helmet.

Hall Passes

To be out of class, students must have a valid JBMS pass issued with a date, time, and signed in ink by the teacher in charge of that student. Students are given a restroom pass to be signed each time they use the restroom. Restroom protocols have been set to help students use facilities quickly and return to class in a timely manner. Students are to use the restroom closest to the classroom they are in when needing to use the restroom.

ID Cards

All students are to have their ID badge at all times. They will be used in the Cafeteria, to check out library books, to purchase items such as yearbooks and dance tickets, riding the bus, and for ID at school activities. All students will have their picture taken, whether or not they are buying a school picture packet. ID cards are NOT to be tampered, changed or mutilated in any way. ID cards that have been altered or damaged will be confiscated and the student will need to purchase a new card. Students without an ID card may be given consequences. Students without a valid school ID card will not be able to purchase or participate in activities. There will be no refunds given if a student forgets their ID card on the day of an event.

** **Lost cards may be replaced for $2.00 through the Library.** **

Internet Use

Students have the opportunity to use the Internet in the Library and in some classrooms. In order for a student to have this privilege, the student and parent must sign the District User Agreement form. The User Agreement form is discussed in class and sent home for a signature. Internet use privileges may be suspended or revoked.

Litter

Keeping our campus clean is everyone's responsibility. Trash cans are provided for your use.

Loitering

All students must leave campus within four (4) minutes after the final bell; unless they are involved in an adult-supervised activity after school, such as detention, after school tutoring, and approved activities.

During class time students are not permitted outside of class without a pass. During passing periods students will move directly to their destination. NO loitering near railing, stairs, or outside classrooms.

Lost and Found

Lost and found articles, such as purses, wallets, clothing, etc, are to be turned in or claimed in the Lunch Shelter. Textbooks are returned to the Library and P.E. clothing is returned to the locker rooms. **All items not picked up quarterly will be donated.**

Lunch Time

All students receive FREE breakfast and lunch through our Cafeteria. Students need to be in line within ten (10) minutes after the lunch bell rings. A designated Share Box is available for students to place unwanted items, helping to reduce waste on campus. Students may not enter

the line a second time. All food is to be eaten only in the Lunch Shelter. Students are expected to observe rules of etiquette, which includes picking up after themselves and putting litter in trash cans. Students are not allowed to leave campus during lunch and are to stay in assigned eating areas. ***Students are not to be in the classroom during lunch times to hang out.***

Lunch times are determined by the student's 5th period class. Lunch schedules are as follows for the 2025-2026 school year: ***1st Lunch*****:** Building 2; ***2nd Lunch*****:** Building 3

I have _____ lunch.

Personal Property at School

Students are responsible for all of their own personal property. The school is not responsible for any lost or stolen property. Students should not bring large amounts of money or items with real or sentimental value to school. ***The school is not responsible for items brought to school that are lost, stolen or damaged.***

Prohibited Items

Students may not possess the following items on school property or at school events without the explicit permission of an Administrator:

1. **GUM/SUNFLOWER SEEDS/CANDY/SODA** of any type.
2. Drugs, alcoholic beverages, narcotics, cigarettes (including: E-Cigarettes, hookah pens, hookah pipes--including flavored non-tobacco products, vapor pens) inhalants, cigarette lighters, matches, tobacco products, and look-alikes.
3. Explosive devices, including firecrackers, fireballs, cherry bombs, stink bombs, smoke bombs, etc.
4. Cameras, gaming devices, airpods, ipods, PSPs, or any other music devices, earbuds, headphones, etc., laser lights/pointers, or any other electronic items of distraction.
5. Gambling devices: dice, playing cards, etc.
6. Medications, inhalers or cough drops, etc. (**MUST BE REGISTERED IN THE HEALTH OFFICE**)
7. Water balloons, squirt guns, misting bottles, shaving cream, silly string, fidget spinners.
8. Collectable cards or toys of any type (including stuffed animals).
9. Personal footballs, soccer balls, or basketballs.
10. Graffiti tools, permanent markers, felt tip markers, aerosol paint containers, etc.
11. Aerosol sprays of any type (Axe, deodorant, hair spray, etc.), pump sprays (body spray, hair spray, etc.) are not allowed at school.
12. Skateboards/Rollerblades/Scooters are not allowed on campus.
13. **Selling anything** at school other than items approved by the Student Council is prohibited.
14. Cell phones are allowed, but must be turned off and not visible or heard on campus or they will be confiscated (see BP5131).
15. Musical instruments of any kind must be kept in the bandroom.

- ❖ Items such as birthday (any occasion) balloons, bouquets of flowers, stuffed animals, birthday cake/cupcakes, etc. that are delivered to the school will be held in the Office until the end of the day.
- ❖ Confiscated items not picked up in 48 hours will be thrown out.
- ❖ The school is not responsible for a student's personal belongings.

Restroom
Students will use the school restrooms for their intended purpose. Students are responsible for keeping restrooms clean and orderly. Restrooms may be used before school, during lunch, during passing periods between classes and after school. Students may use the restroom during class time and only with a signed valid JBMS restroom pass from the teacher. Students should be using the restroom nearest their classroom. Students caught in the restrooms without a signed pass can be considered truant. ***Parents/guardians visiting the campus: Please be advised we do not have public restrooms available. Designated restrooms are available to visiting adults only during regularly scheduled site events.***

Telephone Calls
Student use of the office telephones are for **EMERGENCY PURPOSES ONLY.** Phone calls to parents are not allowed for the purpose of club meetings, tutoring, and detentions; forgetting lunch money, homework and P.E. clothes. School-related activities are announced in advance and classroom assignments are the responsibility of the student. Parents are asked to limit messages to students to emergencies only. Reminding students to ride the bus or pick up siblings should be done prior to students leaving for school. Only emergency messages will be relayed to the students during the day.

Stairs & Railings
Appropriate behavior must be followed at all times on the stairways. Joe Baca Middle School has zero tolerance for inappropriate behavior (spitting, horseplay, throwing objects, pushing, etc.). Students will be referred to Administration for consequences.

SAFETY

Campus Security
JBMS provides adult supervision before school, lunch, and after school. Campus Security, Campus Supervisors, along with authorized adults, provide ongoing supervision to ensure student safety.

Disaster Preparedness Drills
Fire and/or disaster preparedness drills are conducted each semester at the school. These drills are taken seriously and students are expected to follow directions immediately and in a calm manner. The staff has been instructed on specific assignments to follow in case of a major disaster such as an earthquake, fire, etc. Students would be released only to authorized personnel at a specific area on campus in order for the school to know the whereabouts of all students.

- **Earthquake/Disaster/Fire/Lockdown**
    - Practice drills are routinely scheduled throughout the school year. Teachers and students are assigned evacuation areas and all drills are supervised in coordination with the District and School Safety Plans.

Emergencies
In the event of an emergency, every attempt will be made to contact the parent/guardian if a student requires immediate medical attention. If a parent/guardian cannot be reached, emergency contacts will be called in the order listed on the emergency card until someone can be reached. Each student must have a completed emergency card on file so that the school has the necessary information in order to make the proper contacts. In the event of an emergency, only the person(s) listed on the emergency card will be allowed to sign the students out of school. Parents **are required to complete an emergency card** and return it to JBMS as soon as

possible. **It is required that parents keep their student's emergency information updated** when phone numbers, addresses, and emergency contact information changes.

****Emergency contacts names should be listed as they appear on government issued ID****

Search and Seizure - BP 5145.12(a)

The Board of Education is fully committed to promoting a safe learning environment; and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or District property under their control and may seize illegal, unsafe, or otherwise prohibited items.

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and Administrative Regulation.

The Superintendent or Designee shall ensure that staff who conduct student searches receive training regarding the requirements of the District's policy and Administrative Regulation and other legal issues, as appropriate.

Individual Searches: School officials may search any individual student, his/her property, or District property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, Administrative Regulation, or other rules of the District or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to: lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or District property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050). Searches of individual students shall be conducted in the presence of at least two District employees. The Principal or Designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Use of Metal Detectors: The Board believes that the presence of weapons in the schools threatens the District's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or Designee shall use metal detectors at District schools as necessary to help provide a safe learning environment. He/she shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

Legal Reference:

Education Code: 32280-32289 School safety plans, 35160 Authority of governing boards, 35160.1 Broad authority of school districts, 48900-48927 Suspension and expulsion, 49050-49051 Searches by school employees,49330-49334 Injurious objects. **Penal Code:** 626.9 Firearms, 626.10 Dirks, daggers, knives or razor. **California Constitution:** Article I, Section 28(c) Right to Safe Schools. **Court Decisions:** Redding v. Safford Unified School District, 557 U.S. 364 (2009), B.C. v. Plumas, (9th Cir. 1999) 192 F.3d 1260, Jennings v. Joshua Independent School District, (5th Cir. 1989) 877 F.2d 313, O'Connor v. Ortega, (1987) 480 U.S. 709, New Jersey v. T.L.O., (1985) 469 U.S. 325, Horton v. Goose Creek Independent School District, (5th Cir. 1982) 690 F.2d 470, Zamora v. Pomeroy, (10th Cir. 1981) 639 F.2d 662. **Attorney General Opinions:** 83 Ops.Cal.Atty.Gen. 257 (2001), 75 Ops.Cal.Atty.Gen. 155 (1992). Management Resources: NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS. The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999. **Websites:** CSBA: http://www.csba.org,California Attorney General's Office: http://caag.state.ca.us, California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss, National Institute of Justice: http://www.ojp.usdoj.gov/nij

TRANSPORTATION

Buses

Bus transportation to and from school is a **privilege** and not a right and therefore can be taken away. For the safety of all passengers, students are expected to follow the rules of the CJUSD Transportation Department and to have their ID and Buss Pass present. Students are to behave and conduct themselves appropriately while riding the bus to ensure safety.

****Transportation Department phone number (909) 580-5003 ****

***Some of the Bus Transportation Rules that will be enforced are*:**

1. While waiting for the bus, students will be in a single file line in their appropriate area. They will load orderly onto the bus in a single file line.
2. Orderly behavior is required while aboard the bus. Abusive body contact (fighting, slapping, hitting, poking, shoving, etc.) is not permitted. Students are to talk quietly. Shouting, yelling, boisterous behavior, horseplay, profane language, obscene gestures, or any unnecessary noise may distract the attention of the driver and therefore is prohibited for the safety of all passengers.
3. Students are to keep all parts of their body inside the bus at all times. Littering the bus, vandalism, or throwing anything in or out of the bus will not be permitted. Students will be charged for all damages.
4. Eating, drinking and gum-chewing are not allowed on the bus.

***Students receiving a bus referral will be given the following consequence*s:**

Student counseled, parent contacted, detention, and/or bus suspension. *Continued violations/referrals may result in temporary/permanent loss of the bus privilege.*

Students may not change buses without a signed parent note (that will be verified) AND Administrative approval is necessary.

Colton Joint Unified School District

Student Responsibility for Instructional Materials Loaned

Colton Joint Unified School District is committed to providing equitable access to learning for all students. We provide Instructional Materials such as chromebooks, textbooks, and other items to students in order to improve access to learning, address the needs, and increase opportunities for academic success. We recognize that our students need access to technology that is safe and secure while providing opportunities to learn, analyze, research, and create to demonstrate their learning no matter where they are.

Instructional materials such as chromebooks, textbooks and other items are checked-out and loaned to students in accordance with CJUSD Board policy and California Education Code. Items loaned to students remain the property of Colton Joint Unified School District and must be returned at the end of the academic year (or other date as determined by the District), when the student leaves the Colton Joint Unified School district or upon request.

Student and Parent Responsibility

Students and their parents/guardians are responsible for the Chromebooks, devices, textbooks, and other instructional items or supplies that have been checked out to them. Like textbooks, Chromebooks are to be handled with care and returned before a student checks out of the District, or when requested. If the Chromebook is not returned, the student may be responsible for the full replacement cost of the device. If the Chromebook, or other device, is damaged to a point where repairs must be made, the student may be financially responsible for the cost of replacement parts needed to effect repairs.

Chromebook repair and/or replacement charges:

Missing charger:	$43
Damaged keyboard:	$25*
Damaged touch-screen, components, destroyed:	$125*
Chromebook lost or not returned :	Replacement cost ($250-$320)
Stolen Chromebook:	$0 (requires Police report)
Hot Spot replacement:	$70 (damaged, lost. or not returned)

**If you would like to discuss these charges or have special circumstances please contact administration at your child's school site.*

These replacement or reimbursement costs are in accordance with Colton Joint Unified School District Board Policy 3260 and Administrative Regulation 3260.16 as well as California's Education Code 19910, 19911 and 4890



Developing a GROWTH MINDSET

allows us to learn from our weaknesses and build on our strengths

INSTEAD OF THINKING…	TRY THINKING…
I'm not good at this	I can get better with practice
I give up	I'll use a different strategy
It's good enough	Is this my best work?
I can't make this any better	I can always improve
This is too hard	This may take some more time
I made a mistake	Mistakes help me learn
I just can't do this	I can't do this yet…
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always a Plan B
My friend can do it better	I will learn from my friend

Daily Notes to Self

Speak to yourself the way you would speak to someone you love.
Love gives you the strength to transform pain into power.
Discipline is choosing between what you want now and what you want most.
The control center of your life is YOUR Attitude!
Never be ashamed of who you are, you are a stronger version of you because of your experiences.
Be brave enough to do what is right even when no one is looking.

If you can make it through the night, there is a brighter day. ~Tupac

If you hear something about someone, don't be so quick to be like, "I don't like him," try to find out what's going on.
~Biggie Smalls

Be the reason someone smiles today.
Never look down on anybody unless you are helping them up.

You matter!

Social Media

Before using screenshot/reposting think if this is being respectful.

Act with integrity when you are trying to respond to negative comments/post.



Emotional Support Resources

CrisisText Line

Text **HOME** to **741741** from anywhere in the United States, anytime, 24/7. Crisis Text Line is here for any crisis. A live, trained Crisis Counselor receives the text and responds, all from a secure online platform. The volunteer Crisis Counselor will help you move from a hot moment to a cool moment.

California Warmline

Non-emergency, emotional support line aimed at providing preventative support with the hopes that immediate intervention will prevent crisis later. Support is provided by peer counselors who have experienced their own mental health challenges. Counselors are available 24/7 at 1-855-845-7415 or visit mentalhealthsf.org

If you are experiencing a mental health emergency, please contact the Community Crisis Response Team: **909-421-9233**

Apps to Support Your Mental Health

Calm- mindfulness activities
Headspace- mindfulness activities
MindShift- coping strategies

We can all help prevent suicide. The Lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources for you or your loved ones.



The Trevor Project (LGBTQ Support)

Trained counselors are available to support you 24/7. If you are a young person in crisis, feeling suicidal, or in need of a safe and judgment-free place to talk, call the TrevorLifeline now at **1-866-488-7386** or text **START** to **678678**

Dial 211

Free information and referral service that connects people to health and human services in their community 24 hours a day, 7 days a week.

ADD COPING TOOLS

ADD A-G REQUIREMENTS HERE

ADD I AM ENOUGH COLORING PAGE

Beginning of Year Goal

What do you wish to improve? (grade, behavior, skill)

_____

What is the current status concerning this goal? (percentage, letter grade, amount)

_____

What is the specific outcome you hope to achieve? (percentage, letter grade, amount)

_____

What will you do to achieve this outcome? (tutoring, homework, practice, increase frequency)

1. _____
2. _____
3. _____

By what date, do you hope to achieve this goal? (end of semester, end of calendar year)

_____

Write your revised goal inside the grizzly below. Use the following format:
By (date) **I plan to** (your goal) **from** (current status) **to** (desired outcome) **by** (what you will do).

My Grizzly Goal

Monitoring My Grizzly Goal

Date: _____

What have I done to make progress towards my goal?

Am I on track to meeting my goal? Why or Why not?

What will I do to keep on track OR to get back on track to meeting my goal?

Quarter 2 Goal

What do you wish to improve? (grade, behavior, skill)

_____

What is the current status concerning this goal? (percentage, letter grade, amount)

_____

What is the specific outcome you hope to achieve? (percentage, letter grade, amount)

_____

What will you do to achieve this outcome? (tutoring, homework, practice, increase frequency)

4. _____
5. _____
6. _____

By what date, do you hope to achieve this goal? (end of semester, end of calendar year)

_____

Write your revised goal inside the grizzly below. Use the following format:
By (date) **I plan to** (your goal) **from** (current status) **to** (desired outcome) **by** (what you will do).

My Grizzly Goal

Monitoring My Grizzly Goal

Date: _____

What have I done to make progress towards my goal?

Am I on track to meeting my goal? Why or Why not?

What will I do to keep on track OR to get back on track to meeting my goal?

3rd Quarter Goal

What do you wish to improve? (grade, behavior, skill)

_____

What is the current status concerning this goal? (percentage, letter grade, amount)

_____

What is the specific outcome you hope to achieve? (percentage, letter grade, amount)

_____

What will you do to achieve this outcome? (tutoring, homework, practice, increase frequency)

7. _____
8. _____
9. _____

By what date, do you hope to achieve this goal? (end of semester, end of calendar year)

_____

Write your revised goal inside the grizzly below. Use the following format:
By (date) **I plan to** (your goal) **from** (current status) **to** (desired outcome) **by** (what you will do).

My Grizzly Goal

Monitoring My Grizzly Goal

Date: _____

What have I done to make progress towards my goal?

Am I on track to meeting my goal? Why or Why not?

What will I do to keep on track OR to get back on track to meeting my goal?

Quarter 4 Goal

What do you wish to improve? (grade, behavior, skill)

_____

What is the current status concerning this goal? (percentage, letter grade, amount)

_____

What is the specific outcome you hope to achieve? (percentage, letter grade, amount)

_____

What will you do to achieve this outcome? (tutoring, homework, practice, increase frequency)

10. _____

11. _____

12. _____

By what date, do you hope to achieve this goal? (end of semester, end of calendar year)

_____

Write your revised goal inside the grizzly below. Use the following format:
By (date) **I plan to** (your goal) **from** (current status) **to** (desired outcome) **by** (what you will do).

My Grizzly Goal

Monitoring My Grizzly Goal

Date: _____

What have I done to make progress towards my goal?

Am I on track to meeting my goal? Why or Why not?

What will I do to keep on track OR to get back on track to meeting my goal?

Calculating My GPA

STEP 1: Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	B
Math	C
History	A
Science	B
Physical Education	A
Other: AVID	B
Other: ART	A

STEP 2: Add your numbers and divide b 7.

How many I have:	Letter Grade
3	A
3	B
1	C
0	D
0	F

STEP 3: Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A	3	x4	= 12
B	3	x3	= 9
C	1	x2	= 2
D	0	x1	= 0
F	0	x0	= 0

STEP 4: Add your grade points earned. The answer will be your total number of grade points.

23 Grade Points

STEP 5: Divide the total grade points by the number of classes you have grades for.

TGP= Total Grade Points = 23 = 3.29
NC = Number of Classes 7

STEP 6: What is your GPA?

MY GPA is 3.29

Calculating My GPA Quarter_____

STEP 1: Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	
Math	
History	
Science	
Physical Education	
Other:	
Other:	

STEP 2: Count how many you have of each letter grade

How many I have:	Letter Grade
	A
	B
	C
	D
	F

STEP 3: Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A		x4	=
B		x3	=
C		x2	=
D		x1	=
F		x0	=

STEP 4: Add your grade points earned. The answer will be your total number of grade points.

_____Grade Points

STEP 5: Divide the total grade points by the number of classes you have grades for.

TGP= Total Grade Points = _____
NC = Number of Classes

STEP 6: What is your GPA?

MY GPA is _____

Calculating My GPA Quarter_____

STEP 1: Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	
Math	
History	
Science	
Physical Education	
Other:	
Other:	

STEP 2: Count how many you have of each letter grade

How many I have:	Letter Grade
	A
	B
	C
	D
	F

STEP 3: Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A		x4	=
B		x3	=
C		x2	=
D		x1	=
F		x0	=

STEP 4: Add your grade points earned. The answer will be your total number of grade points.

_____ **Grade Points**

STEP 5: Divide the total grade points by the number of classes you have grades for.

TGP= Total Grade Points = _____
NC = Number of Classes

STEP 6: What is your GPA?

MY GPA is _____

Calculating My GPA Quarter_____

STEP 1: Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	
Math	
History	
Science	
Physical Education	
Other:	
Other:	

STEP 2: Count how many you have of each letter grade

How many I have:	Letter Grade
	A
	B
	C
	D
	F

STEP 3: Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A		x4	=
B		x3	=
C		x2	=
D		x1	=
F		x0	=

STEP 4: Add your grade points earned. The answer will be your total number of grade points.

_____Grade Points

STEP 5: Divide the total grade points by the number of classes you have grades for.

TGP= Total Grade Points = _____
NC = Number of Classes

STEP 6: What is your GPA?

MY GPA is _____

CJUSD Individual Graduation Plan (IGP)
Mission 220

Middle School Individual Promotion Plan (IPP)

Student's Name:		**Date of Birth**	
Advisory Teacher:		**Promotion Year:**	

☐ MS Promotion Requirement
EC Admission Requirement

☐ EC Recommended
"B or better"

History/Social Science "a"	World Hist. 7	World Hist. 7	US History 8	US History 8		
English "b"	English 7	English 7	English 8	English 8		
Math "c"	Math 7	Math 7	Math 8	Math 8		
Science "d"	Int. Sci 7	Int. Sci 7	Int. Sci 8	Int. Sci 8		
Language Other Than English (LOTE) "e"	Spanish I A	Spanish I B				
Visual and Performing Arts "f"						
CTE						
Physical Education *	PE 7	PE 7	PE 8	PE 8		
Other Electives*						

Colton Joint USD NWEA MAPS (RIT) Scorecard

Language

Grade	FA	WI	SP
7			
8			

Reading

Grade	FA	WI	SP
7			
8			

Mathematics

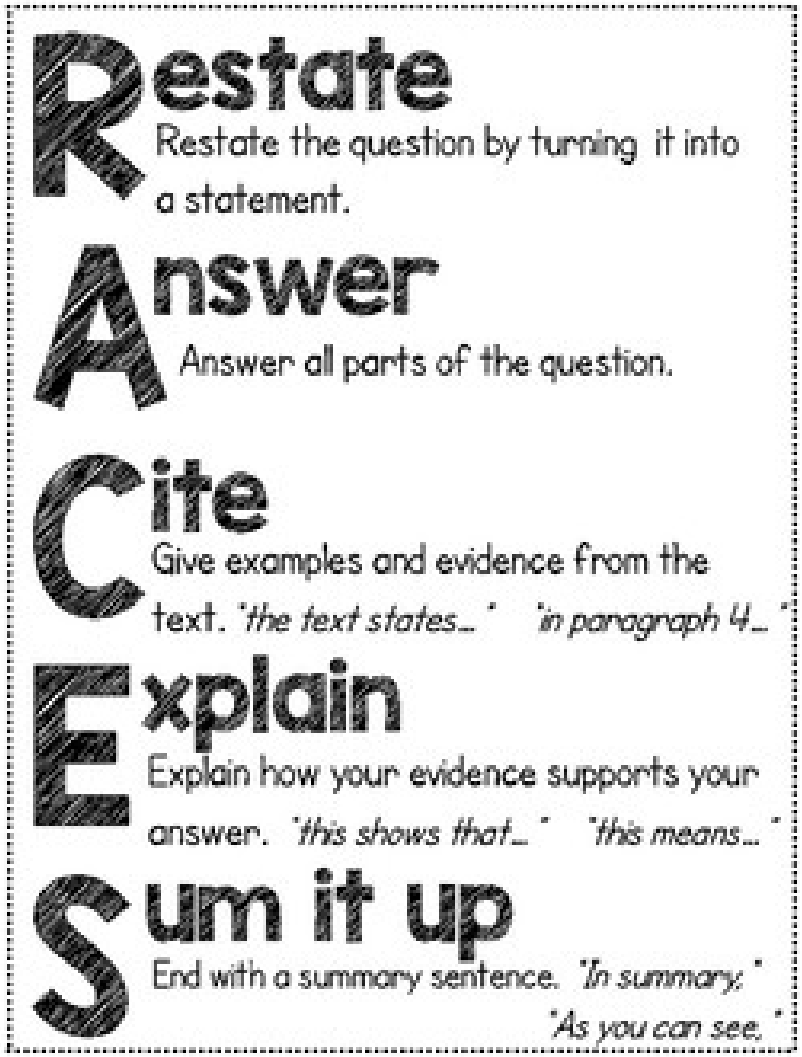
Grade	FA	WI	SP
7			
8			

Science

Grade	FA	WI	SP
7			
8			

College Entrance Tests

PSAT 8			
PSAT 9			
	Junior Year		Senior Year
SAT			
ACT			



Quote Sandwich Structure

Introduce It What is it that I am trying to say? What is my opinion? How can I address the question? Introduce main point, 2 sentence mini summary explaining what is happening in the text, Introduce your evidence	
• The author says that..... • In this article..... • In this story.....	• The author discusses..... • The author shows that.....

Evidence How will I prove what I'm trying to say? Quote supports claim, Quote is written exactly as it is in text, All necessary punctuation is included and correct	
• On page …….it said "....." • The author wrote "....." • The author stated/said • The Author explains that	• According to the text……. • An example is • For example,..... • In paragraph…...its says that…...

Explain It How does my evidence prove my point? Minimum of 2 sentences, Quote restated in own words, Includes explanation of how quote connects to claim	
• This proves….. • This shows….. • This explains how…. • It is clear that……	• The author is trying to say…….. • This example shows…… • This suggests…...

Transitions

First	One reason	To begin
Second	Another reason	In addition
Also	Furthermore	Additionally
For Example	In the same way	For instance
Similarly	On the other hand	In contrast
However	In conclusion	To conclude
Therefore in the end		

Citing Textual Evidence	Citing a 2nd piece of Textual Evidence
-According to "the text" on page _____, it says... -"The text" supports my claim because in paragraph ___ it states.. -For instance on page ___, the author states... -The author of "the text" it says... -An example is seen in paragraph ___ when the author says... - In this article, ___ stated that...	- The text also states on page_____ - In paragraph ___of the same text it stated.... - The author also states... - In addition, the text states... - Another example from the text can be found on page____ when it states. -_____also shows support for my argument when he/she states...
Explanation Frames	**Explanation**
-The reason the text supports_____ is because the text (shows, gives the example of, discusses how, state, mentions)____. This (shows, proves, demonstrates how)____. -The text supports my claim about ___ because the text (shows, gives the example of, discusses how, state, mentions)____. This (shows, proves, demonstrates how)____. -This text supports _____because the text (shows, gives the example of, discusses how, state, mentions)____. If _____ then ____ This (shows, proves, demonstrates how)____.	- When the article states____, this shows... - This shows... - This means... - This evidence proves... - This demonstrates... - This detail supports that... - If ____, then____ - This is because...

Introducing Counter Arguments	Counterclaim/Conflict Evidence
- One of the main arguments against my claim can be found in the article "_____." - In the article "___" the author argues against my viewpoint. - On the other hand, ____ has a conflicting viewpoint in the article "___". -In contrast ___ gave an opposing viewpoint in the article "___" -Some people do not agree with my position on the topic.	-The author believes ___ and states____ on page ___. -According to the "text" on page ___ some believe... -One of the main arguments against my claim is... - "The text" opposes my claim in paragraph ___when it states... -For instance on page ___ the author states... -The author of "the text" wrote... -In paragraph ___ of "the text" it says... -An example is seen in paragraph ___when the author says...

Rebuttal
Introducing Rebuttal: -While some people believe ___. I still believe... -Although people argue____. I still feel... -Some people who disagree with my position might say ___ however ____. **Provide further explanation of your claim** -I still believe____ because... -However, I still think that... **Provide more Textual Evidence** -____supports my claim when he/she states... -The evidence, however, overwhelmingly supports my argument when ____ states... **Explain why the opposing side is wrong** -____ is wrong because... - I disagree with _____ because... - ____ falls to see... **Offer a solution** -However, this can be fixed by... -A solution to this is...

Sentence Starters

- I agree with you because…
- I disagree with you because…
- I chose this article because…
- The main idea of the passage is…

Math Sentence Starters

- The strategy I used was…
- I solved the problem by…
- I chose this operation because…
- I can prove my thinking by…
- I can check my answer by…
- I know my answer is reasonable because…
- I noticed that you…
- This makes sense because…
- First, I ___. Then, I ____
- A different way to solve it is…

Math TALK- Questions to Ask

- How did you get…?
- What strategy did you use?
- Why did you…?
- What key words helped you?
- How did you know which operation to use?
- What did I forget?
- Why do you disagree/agree with me?
- Can you explain how…?

Collaborative partners

- Disagree respectfully
- Explain or elaborate on their ideas
- Share their thinking
- Listen and think about what their partner is saying
- Work together to solve problems
- Ask questions when they don't understand
- Are kind and helpful

Collaborative Groups Responsibilities

Facilitator: Guides the group in the process. Make sure everyone is participating.
Scribe: Takes official, most legible notes that anyone can use for reporting out (everyone else must take their own notes too).
Timekeeper: Keeps an eye on the time and movies the group along so they don't run out of time.
Encourager: Gives specific praise to the group members. Encourages members to assist one another.

Things to do before going to the teacher for help:

1. Check your notes
2. Try to do the problem/task in a different way
3. Read the question/directions carefully
4. Talk to a classmate about the problem/task
5. Make a drawing or sketch to make sense of the problem/task
6. Look at a previous similar problem/task
7. Try to come up with specific questions to ask about where you are stuck or confused

Periodic Table of the Elements

1																	18
1 H Hydrogen 1.008	2											13	14	15	16	17	2 He Helium 4.003
3 Li Lithium 6.941	4 Be Beryllium 9.012											5 B Boron 10.811	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998	10 Ne Neon 20.180
11 Na Sodium 22.990	12 Mg Magnesium 24.305	3	4	5	6	7	8	9	10	11	12	13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974	16 S Sulfur 32.066	17 Cl Chlorine 35.453	18 Ar Argon 39.948
19 K Potassium 39.098	20 Ca Calcium 40.078	21 Sc Scandium 44.956	22 Ti Titanium 47.88	23 V Vanadium 50.942	24 Cr Chromium 51.996	25 Mn Manganese 54.938	26 Fe Iron 55.933	27 Co Cobalt 58.933	28 Ni Nickel 58.693	29 Cu Copper 63.546	30 Zn Zinc 65.39	31 Ga Gallium 69.732	32 Ge Germanium 72.61	33 As Arsenic 74.922	34 Se Selenium 78.09	35 Br Bromine 79.904	36 Kr Krypton 84.80
37 Rb Rubidium 84.468	38 Sr Strontium 87.62	39 Y Yttrium 88.906	40 Zr Zirconium 91.224	41 Nb Niobium 92.906	42 Mo Molibdenum 95.94	43 Tc Technetium 98.907	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.906	46 Pd Palladium 106.42	47 Ag Silver 107.868	48 Cd Cadmium 112.411	49 In Indium 114.818	50 Sn Tin 118.71	51 Sb Antimony 121.760	52 Te Tellurium 127.6	53 I Iodine 126.904	54 Xe Xenon 131.29
55 Cs Cesium 132.905	56 Ba Barium 137.327	57-71 Lanthanides	72 Hf Hafnium 178.49	73 Ta Tantalum 180.948	74 W Tungsten 183.85	75 Re Rhenium 186.207	76 Os Osmium 190.23	77 Ir Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.967	80 Hg Mercury 200.59	81 Tl Thallium 204.383	82 Pb Lead 207.2	83 Bi Bismuth 208.980	84 Po Polonium [208.982]	85 At Astatine 209.987	86 Rn Radon 222.018
87 Fr Francium 223.020	88 Ra Radium 226.025	89-103 Actinides	104 Rf Rutherfordium [261]	105 Db Dubnium [262]	106 Sg Seaborgium [266]	107 Bh Bohrium [264]	108 Hs Hassium [269]	109 Mt Meitnerium [268]	110 Ds Darmstadtium [269]	111 Rg Roentgenium [272]	112 Cn Copernicium [277]	113 Uut Ununtrium unknown	114 Fl Flerovium [289]	115 Uup Ununpentium unknown	116 Lv Livermorium [298]	117 Uus Ununseptium unknown	118 Uuo Ununoctium unknown

57 La Lanthanum 138.906	58 Ce Cerium 140.115	59 Pr Praseodymium 140.908	60 Nd Neodymium 144.24	61 Pm Promethium 144.913	62 Sm Samarium 150.36	63 Eu Europium 151.966	64 Gd Gadolinium 157.25	65 Tb Terbium 158.925	66 Dy Dysprosium 162.50	67 Ho Holmium 164.930	68 Er Erbium 167.26	69 Tm Thulium 168.934	70 Yb Ytterbium 173.04	71 Lu Lutetium 174.967
89 Ac Actinium 227.028	90 Th Thorium 232.038	91 Pa Protactinium 231.036	92 U Uranium 238.029	93 Np Neptunium 237.048	94 Pu Plutonium 244.064	95 Am Americium 243.061	96 Cm Curium 247.070	97 Bk Berkelium 247.070	98 Cf Californium 251.080	99 Es Einsteinium [254]	100 Fm Fermium 257.095	101 Md Mendelevium 258.1	102 No Nobelium 259.101	103 Lr Lawrencium [262]

MULTIPLICATION CHART 1 - 20

x	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

Positive Norms to Encourage in Math Class

By Jo Boaler

1. Everyone Can Learn Math to the Highest Levels.
Encourage students to believe in themselves. There is no such thing as a "math" person. Everyone can reach the highest levels they want to, with hard work.

2. Mistakes are Valuable
Mistakes grow your brain! It is good to struggle and make mistakes.

3. Questions are Really Important
Always ask questions, always answer questions. Ask yourself: why does that make sense?

4. Math is about Creativity and Making Sense
Math is a very creative subject that is, at its core, about visualizing patterns and creating solution paths that others can see, discuss and critique.

5. Math is about Connections and Communicating
Math is a connected subject, and a form of communication. Represent math in different forms e.g. words, a picture, a graph, an equation, and link them. Color code!

6. Depth is much more Important than Speed
Top mathematicians, such as Laurent Schwartz, think slowly and deeply.

7. Math Class is about Learning not Performing
Math is a growth subject, it takes time to learn and it is all about effort.