



THOMPSON

2022 - 2023

STUDENT NAME: _____

GR: _____

STUDENT NAME _____ GR: _____

1ST PERIOD TEACHER _____

Permanent 9 Digit Number: _____

Birthdate in MMDDYYYY Format: _____

MVUSD Email Address: 9-digitIDnumber@mvusd.org

Computer/MS365/Canvas Log-in Password: _____

RI Username: _____ Password: _____

IM Username: _____ Password: _____

Imagine Math Site Code: 0600029

Big Ideas Username: _____ Password: _____

STEMscopes Username: _____ Password: _____

P.E. Locker # _____ Lock Combo: _____

8 Digit Lock Serial Number: _____

24040 Hayes Ave. Murrieta, Ca 92562

Phone: (951) 696-1410 Fax: (951) 304-1692

Website: www.murrieta.k12.ca.us/thompson

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

Board of Education

Dr. Takesha Cooper

Paul Diffley

Ellen Larson

Linda Lunn

Kris Thomasian

MVUSD Mission Statement

Inspiring every student to think, learn, achieve and care.

THOMPSON MIDDLE SCHOOL ADMINISTRATION/OFFICE STAFF

Principal	Kristen Harris
Assistant Principal	Sarah Brown
Assistant Principal	Amanda Debert
6th Grade Counselor	Jovianne Zanartu
7th Grade Counselor	Jessica Deszcz
8th Grade Counselor	Elijah Anderson
School Secretary	Kathleen Balaris
Attendance Clerk	Andrea Tjaden
Bookkeeper	Valerie Schmidt
Guidance Technician (A-K)	Georgina Mitchell
Guidance Technician (L-Z)	Ashley Matkins
Health Technician School	Felica Petty
Librarian	Angie Barnett-Solorza
School Registered Nurse	Beth Ennis
School Psychologist	Judith Jaeger-Heyman
School Speech Pathologist	Katie Arney
School Resource Officer	Officer Brian Quick

Due to unforeseen circumstances, changes to the Student Handbook may occur throughout the year. Addendum(s) to the Handbook will be sent through email. These sections will be clearly identified. It is the student(s) and parent(s) responsibility to be fully aware of additions and/or changes.

« NOTES »

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Thompson Middle School

2022-2023

Student Planner

TABLE OF CONTENTS

COVER PAGES i-iii

STUDENT LOG-IN AND PE INFORMATION i

TABLE OF CONTENTS IV

SECTION 1 – GENERAL STUDENT INFORMATION..... 1-5

AERIES PORTAL INFORMATION..... 1

SCHOOL WEBSITE INFORMATION 2

BELL SCHEDULE 3

MAP OF SCHOOL 4

SCHOOL DAY CALENDAR 5

SECTION 2 – TMS AND MVUSD INFORMATION AND RESOURCES 6-24

PARENT INVOLVEMENT MANUAL..... 10-11

PARENT AND COMMUNITY SUPPORT 12

STUDENT SERVICES AND SUPPORT 12-27

Absence Policy 12-13

Behavioral Policies 10-11, 14

Difficult Situations Resources 18-22

CELL PHONE POLICY..... 23

DRESS CODE POLICY 24

SECTION 4 – MONTHLY CALENDARS AND WEEKLY PLANNER PAGES 25-125

AUGUST..... 25-34

SEPTEMBER 35-44

OCTOBER..... 45-56

NOVEMBER 57-66

DECEMBER 67-72

JANUARY 73-82

FEBRUARY..... 83-92

MARCH..... 93-102

APRIL 103-112

MAY 113-124

JUNE 125

SECTION 3 – STUDENT RESOURCES FOR SUCCESS 127-152

EFFECTIVE STUDY HABITS 127-131

ELA AND WRITING 132-147

SCIENCE 148

MATH..... 149-152

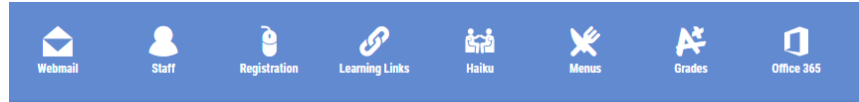
Aeries Student Portal

How to create a new account or reset a password

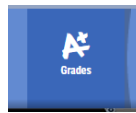
Go to the Thompson Homepage

<https://www.murrieta.k12.ca.us/thompson>

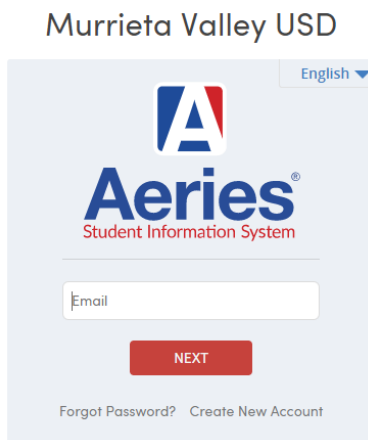
Click on the Aeries Icon on icon bar across the top of the page



Aeries Shortcut



Once you reach this screen, decide whether you need to create an account or reset the password.



- If you need to create an account, select the option on the bottom right
- If you forgot your password, but have accessed your own Aeries account previously, select the option on the bottom left.

Students will need to use their 9digitID@mvusd.org email for Aeries Portal creation

If student selects RESET PASSWORD

- Students must then access their Microsoft 365/ Outlook account to access reset link

If student selects CREATE NEW ACCOUNT

- Students will follow prompts, including accessing Microsoft 365/ Outlook for verification link

School Website

Information about Thompson Middle School's upcoming events, calendars, etc., is available on the school website. Additionally, Thompson Middle School is using AERIES, which allows parents and students to check on-line course grades, see what homework is not turned in, etc.

The School Website is at: <https://www.murrieta.k12.ca.us/thompson>

The Aeries Website is at: <https://aeriesnet.murrieta.k12.ca.us/parent/LoginParent.aspx>

Grading Information

Fall 2022 Semester

6 Week Progress Report	September
12 Week Progress Report	November
End of Semester 1 Grades	December

Spring 2023 Semester

6 Week Progress Report	February
12 Week Progress Report	April
End of Semester 2 Grades	June

Report Cards are posted on AERIES at the end of each eighteen week semester. Report Cards are filed in the student's cumulative record.

Progress Reports are posted on AERIES every six (6) weeks, in each semester. These reports are a statement of your child's progress from the teacher to the parent/guardian. The Progress Report **does not** become a part of the student's cumulative record. AERIES access through Parent portal allows parents to review your student's attendance, progress, assignments in class, missing assignments and current grade. Please contact Student Services for sign-up information and an access code. If a hard copy of report card is needed, please see Student Services.

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

2022-23 STUDENT CALENDAR

180 Student Attendance Days (numbered 1-180)

H = Holiday - No School
S = Saturday or Sunday

P = Preparation Day
PD = Professional Development Day
LS = High School Late Start
HM = High School Min Day/Finals

EE = Elementary Early Out
EC = Elementary Conferences/Min. Day
MC = Middle School Conferences
ME = Middle School Early Out

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Spring Break (Week of 4/3/23)
 Classified Spring Holiday 4/7/23

THOMPSON

Home of the Timberwolves

Parent Involvement Manual

Philosophy: Thompson is dedicated to the advancement of each and every student. You child's education comes first. To successfully achieve this goal, a partnership between the school and parent/caregiver is strongly encouraged.

Parent/Family Involvement: What the family does with their child is more important to student success than family income or the education level of the parent. Parental participation improves student learning. Thompson welcomes parental involvement. Take an active role in your child's education.

Visiting the Campus: For security and safety reasons, all visitors to Thompson MUST register in the office at the beginning of ANY visit, no matter how brief. You may arrange to visit during class time by contacting your child's teacher. Please schedule conferences either before or after school.

Children who are not enrolled at Thompson are NOT PERMITTED TO VISIT or attend Thompson functions due to safety and liability considerations.

Parent Observation Policy: In order to minimize disruption to the teaching/learning environment, please follow these guidelines:

- Parents are required to schedule observation appointments through the classroom teacher at least twenty-four (24) hours in advance. It is helpful for the teacher to know the purpose of the visit so the time and length of the visit can be arranged.
- Please report to the office at the time of your arrival. Sign in and receive a guest badge. This is required by the district and by Thompson.
- The office staff will notify the teacher when the parent arrives
- Please be aware, conferences are not available while the teacher is teaching a class with other students. Conferences must be scheduled for another time.

Scheduling Conferences: Both before and after school conferences with teachers can be scheduled to help meet the needs of parents' work schedules. The time and locations of special events will be arranged in advance and parents will be notified prior to such events.

- The quickest and most efficient form of communication with teachers is through email. Phone calls will be answered in a timely fashion. Please be aware, teachers cannot be expected to answer their phones during class time.
- Teachers will answer parent communication within 24 hours, if possible.
- If parents wish to have continual and ongoing communication, please email or call the teacher weekly. Teachers are not expected to initiate weekly emails or calls.
- A student planner is often used to communicate with parents. Please review your child's planner DAILY.
- The school website www.murrieta.k12.ca.us/thompson provides important information for both parents and students. Check our school website on a regular basis to stay up to date.

Chain of Command: The purpose of establishing a Chain of Command guideline is to facilitate communication within our Thompson community. It is important for parents to communicate their concerns, questions, and desires about the educational process and our school. By using the steps outlined below, we can work together to address concerns which may arise:

1. The parent meets with the teacher to explain the concern and reach a resolution. A plan of action may be needed. Please schedule a follow up either by phone, note, e-mail, or in person.
2. If the concern is not resolved, then it is appropriate to contact a school counselor. The counselor will schedule a meeting with the parent and the teacher. The concern and actions taken will be reviewed. A new plan of action will be developed and carried out. Another meeting may be scheduled to check on progress.
3. If the concern persists after the counselor and teacher have attempted resolution, then parents may contact their student's Administrator.

Parents as Partners in Education: The strongest support for learning occurs at home. This can be achieved by setting goals. Taking your child's education seriously helps the child understand the importance of their education. We ask that parents ensure their child's success in the following methods:

- Regular attendance, including prompt arrival and not leaving early.
- Establish a time for homework, daily. Try and review the homework.
- Support school policies, including dress codes and behavior guidelines.
- Communicate regularly with your child's teachers and the school.

Parents as Models: Parents have a tremendous impact on children's behavior. What they observe in adults becomes a standard of behavior. Both students and schools benefit from active participations by families. Active participation can be in the form of:

- Asking your child about their day at school (this should be done daily)
- Volunteering, even for a single event, at the school
- Donations
- Communication with your child's educators' on a regular basis

Parent Behavior: Parents on campus are expected to model appropriate behavior. It is especially important that parents model the problem solving process--that is, concerns you may have are addressed with the classroom teacher and administration. At no time will adults on campus interact with children other than their own in matters of behavior and/or discipline. If there is an issue with another child, contact school staff immediately. Do not attempt to resolve the issue yourself.

- **Dress:** Parents should follow dress guidelines as described in the student/district dress code.
- **Language:** Parents on campus are expected to model the use of appropriate language when students are present. This includes slogans, advertising, and sayings on clothing.
- **Tobacco products** should not be used or carried onto school property, including the parking lot. Glass bottles/containers are not allowed.

PTSA (Parent/Teacher/Student Association)

The Thompson PTSA is an important school and community organization. The PTSA is involved in many activities that benefit our students, staff, and surrounding community. Red Ribbon Week, Fundraisers, Reflections, and assemblies and other special events are organized/sponsored by the PTSA. The PTSA is always in need of volunteers. Please become a volunteer.

Together, Thompson Parents/Caregivers, Teachers, Staff, and our community can make a positive difference in students' lives.

Parent and Community Support

PTSA (Parents/Teachers/Students/Association) – Memberships are \$7.00 each and monies go directly to supporting PTSA, the school, and its students. PTSA meetings are held monthly. Everyone is encouraged to join!

SCHOOL SITE COUNCIL – Elected members represent students, staff, parents, and the community. The School Site Council monitors the site plan and expenditures of the Single Plan for Student Achievement budget (SPSA). Elections are held each year to replace parents and teachers who have concluded their two-year terms.

PARENT ADVISORY COMMITTEES – A committee composed of parents/guardians of students. These committees are dedicated to ensure that members have access to the school's administration and a voice in the education of their children. These committees meet four times per year.

AAPAC - African American Parent Advisory Committee

ELAC - English Learners Advisory Committee

LPAC - Latino Parent Advisory Committee

Student Services and Policies

ABSENCES— Student attendance is a priority on a daily basis. Students need to attend each class on time throughout the day. Students are expected to be prepared to learn when the bell rings: in assigned seat, supplies ready, personal needs taken care of, and mentally prepared to learn. California schools receive funding as a result of student attendance. Schools will receive funding **only** for students in attendance. Previously, schools were funded for students who had doctor appointments or who stayed home due to illness. Because of this change, we ask that you make every attempt to make appointments after school hours for your students. **Students returning to school after an absence** must submit a written or verbal explanation from the parent/guardian stating the student's name, grade level, date of absence, and reason for absence on the **first day** back to class **prior to the start of first period**.

STUDENTS WILL NOT BE ADMITTED TO CLASS WITHOUT A RE-ADMIT SLIP. Parents may call the **Absence Phone Line @ 696-1410**, push "1" for Attendance and "1" again for Absence. At this time you will leave first and last name of the student, grade, date of the absence and reason for the absence, your name and relationship, and a phone number where you can be reached. This line is available 24 hours a day, 7 days a week. A note or phone call must be received to the Attendance office by 9:00 AM. the following day (24 hours) or the student will be considered truant. Truant is defined as any absence, without verification, of 30 minutes or more during any one day, and on the third full day of unverified absence in one school year. Habitual absences/truancies may result in family referral to the Student Attendance Review Board (SARB). A hearing will be held with possible monetary penalties resulting. **It is the student's responsibility to make arrangements for make-up work.** The student will make up any work missed during the absence, within a reasonable time determined by the teacher based on the nature of the work missed.

ABSENCE: PERSONAL BUSINESS/FAMILY TRIPS – A student who will miss school for a pre-planned **family trip** or other **personal business** will need to notify the attendance office prior to the start of the absence. These absences are **unexcused** according to the State guidelines. A written request for absence make-up work must be provided to **each teacher** five (5) school days prior to the absence. **It is the student's responsibility to make arrangements for make-up work and check Canvas for assignments.** Make-up work for personal business/family trips is due upon the day the student returns to school. Please note that make-up work completed during personal business/family trips may not coincide with class work and academic progress may be adversely impacted. We strongly recommend personal business/family trips to be scheduled during school breaks.

ABSENCE: STUDENT EARLY PICK UP – Please make every effort to pick up your student **before 2:50 PM**; after this time, you must wait for dismissal bell which is 3:10 PM. **Only approved contacts**, as specified on the Emergency Card, will be allowed access to the child. The following must be observed when picking up a student during school hours: The contact must be **over 18 years old**. The contact must have a **photo I.D.** **Please note, during State and District testing, classes cannot be interrupted. Therefore, parents will be asked to wait until the student completes his/her exam before the student will be dismissed.**

ACADEMIC HONESTY POLICY – CONSEQUENCES FOR ACADEMIC DISHONESTY: Any alleged violation of this policy will be investigated thoroughly and appropriate disciplinary measures will be taken consistent with Board policy. * Situational discretion applies.

FOR FIRST OFFENSE, THE FOLLOWING WILL OCCUR:

1. Teacher notifies the parent.
2. Loss of all credits for the assignment or test with no make-up permitted.
3. Possible conference with student, parent, teacher and Assistant Principal
4. Possible Saturday School will be assigned by Assistant Principal.

FOR THE SECOND OFFENSE, THE FOLLOWING WILL OCCUR:

1. Teacher makes referral to the Assistant Principal and notifies the parent.
2. Loss of all credits for the assignment or test with no make-up permitted.
3. Saturday School
4. Possible Conference with student, parent, teacher, and Assistant Principal.

FOR THIRD OFFENSE, PROGRESSIVE DISCIPLINE WILL OCCUR.

AERIES – AERIES allows parents and students to check on course grades, see what homework due or missing, and communicate with teachers via the internet. Parents can activate an account with a verification code and password. This information will be sent home at the beginning of the school year.

Associated Student Body (ASB) – Students participate in a Leadership/Student Government class that is part of their daily academic schedule this allows them to explore the various leaderships roles that help govern our school. ASB hosts Thompson school dances, lunch time activities, assemblies, pep rallies and special events.

BEHAVIOR/POLICIES / EXPECTATIONS – At TMS, responsibility, self-discipline, and mutual respect for others are important components of each student's education. It is the student's responsibility to follow the rules of the school, treat others as they would want to be treated, and do nothing to interfere with the learning, safety, and well-being of other individuals.

Respectfulness: Courtesy and respect to self, others, and to personal and school property is expected. Physically or verbally aggressive behavior, profanity, and calling others by names other than their given name or nickname is unacceptable.

Responsible: Students are expected to be truthful at all times. Students will not be involved with lying (verbally, in writing, or over the telephone), forgery, fraud, misrepresentation, cheating, or copying others' work, or misuse of school documents.

Public Display of Affection: Students may only display affection for one another by holding hands. Possible discipline for public display of affection beyond holding hands.

BEHAVIOR: DETENTION POLICY – Students may be assigned detention by teachers and/or administration. Other school personnel can recommended students for detention through teachers and/or administration.

- After-School Detention: students will receive a minimum 24-hour parent notification for the following offenses: disruption, defiance, disrespect toward another person, inappropriate language/action.
- Lunch and Break Detention: students will serve their detention during their break and/or lunch
- Transportation to/from school is the responsibility of the parents/guardians.
- Students will not be admitted to After-School detention without a signed Parent Consent Form.
- Students who fail to show up for detention will be assigned two detentions.
- Failure to show for either of two detentions will result in referral to administrator, parent contact, and possible Saturday School.

BEHAVIOR: DUE PROCESS – A student's right to due process will be adhered to and respected; students will know the reason for disciplinary actions. Due process begins in the classroom. Rules are posted in classrooms. Students may receive a warning and classroom consequence prior to being sent to the office. Students may be assigned break, lunch, or after-school detention by a teacher or administrator. Students may also be assigned Saturday School and/or be suspended by an administrator.

- Students are subject to search if the administration has information about that student that indicates a search is necessary (i.e. drugs, weapons, stolen property, etc.)

BEHAVIOR: LOSS OF ACTIVITIES – Students choosing to disregard behavioral standards will be subject to the loss of extracurricular activities and privileges in addition to receiving disciplinary consequences. Loss of Activity consequence will be reviewed with the student by admin upon addition to the No Go List.

BEHAVIOR: REFERRALS – A record will be kept on all students who visit administrators in regards to Disciplinary Referrals. The record will not become a part of the student's regular cumulative file.

BICYCLES AND SKATEBOARD RACKS – Bicycles, skateboards, and scooters are to be walked on all areas of the school campus. Students are required to secure their bicycles, skateboards and scooters in the bicycle rack with their own lock and it must be locked at all times. Thompson Middle School will not be held responsible for any damaged or stolen bicycles, skateboards or scooters. Locks, combinations, or keys are required and should not be shared with other students. Bicycles, skateboards, or scooters without locks will be stored in the bike rack, not the office, at the students' own risk.

BICYCLES AND SKATEBOARD RACKS– Students are also expected to obey California’s Helmet Law. Please make sure your child is equipped with a helmet if riding a bicycle, skateboard or scooter to school. More information is available at [here](#). Students who do not have the proper headgear may not be able to take their bicycle, skateboard or scooter home. The bike rack will remain locked from the beginning to the end of the school day. At the end of each school day, students are expected to walk their bicycles, skateboards and scooters down the exit area toward Hayes Avenue and Nightway Way before getting on them. Bicycles, skateboards or scooters left in the bike rack for after school activities need to be picked up before the close of the after school program. Bicycles and skateboards must never be left in the racks unattended after hours.

BULLYING/HARASSMENT– Bullying or harassment of any kind will not be tolerated at Thompson Middle School. Students will face disciplinary consequences upon the first offense.

CANVAS- Canvas is our learning management system that allows students to access materials and assignments throughout the year. Canvas supports online learning, while allowing teachers to post grades, information and assignments online. Parent Canvas accounts are available to help monitor student progress and work; account information can be received in Student Services.

CELL PHONES/CAMERAS– The district recognizes that many families desire their students to carry cell phones for reasons of safety and emergency use. The district supports and allows possession of cell phones for those reasons. Although Board policy allows possession of cell phones, it also gives the authority to school administration to restrict the use of phones and cameras. Please see page 28 for our electronic device/cell phone school wide policy.

CLOSED CAMPUS– Thompson Middle School has a closed campus policy. This means that no student is to leave the school grounds during the regular school day for any reason unless the following procedures are observed: Students may not enter campus before 8:15 a.m. All students will remain on campus during regular school hours. Students needing to leave school during the school day must check out through Attendance and have an authorized adult sign them out. Students may not remain on school campus after 3:10 p.m. unless it is for a specific after-school activity and the required permission form is on file in the school office and with the supervising teacher.

CLUBS– Thompson Middle School provides a wide variety of extra-curricular activities for our students. Clubs are available before and after school and during lunch. Clubs vary depending on availability, staffing, and student interest.

COMMUNICATION– TMS adheres to an open communication policy. At TMS, no one will be able to address the individual needs of your child better than the classroom teacher. When concerns arise, we strongly suggest that parents make an effort to first contact the teacher. Please note our teachers will make an effort to return calls or e-mails within a 24-hour period. Please note our teachers will make an effort to return calls or e-mails within a 24-hour period. In some cases, more time may be required. Please review the following other methods of communication: Email: A complete directory of Thompson staff email addresses is available on the TMS web site: www.murrieta.k12.ca.us/thompson

GRADES AND ASSIGNMENTS are posted: <https://aeriesnet.murrieta.k12.ca.us/parent/LoginParent.aspx>

- Parent Conferences: A teacher-parent may initiate a Parent/Teacher Conference. The parties involved will make arrangements to meet at a mutually convenient time during the teacher's prep period (8:10-8:50 a.m.). District scheduled conferences occur on minimum days in the Fall.

DELIVERIES – Balloons, flowers, etc. are not allowed in the classroom and will not be delivered to the student. Students who have these items on campus may pick up the items from the front office when they leave for home. Lunches, books, homework, clothing, etc. will be not be delivered to students. The front office receptionist will not be able to accept drop offs. Under no circumstance will food delivery services be accepted on campus for students (i.e. Door Dash, Uber Eats, etc).

EMERGENCIES – Telephone numbers are necessary for us to act efficiently in the event of an emergency. Please include a relative's or neighbor's telephone number in case of an emergency. We request that you notify us immediately about changes of address, email, or telephone numbers.

Important: **Please list all telephone numbers and e-mail addresses where parents can be contacted during the school day.**

FOOD POLICY – Food and beverages will be served and eaten in the lunch area only. **Gum is not permitted on campus at any time.** Glass containers, nuts or seeds in the shell and eating or drinking in classrooms is strictly prohibited.

GRADE REPORTS – Report Cards are posted on Aeries at the end of each eighteen week semester. Report Cards are filed in the student's cumulative record. Progress Reports are posted on Aeries every six (6) weeks, in each semester. These reports are a statement of your child's progress from the teacher to the parent/guardian. The Progress Report **does not** become a part of the student's cumulative record. The Aeries Parent portal allows parents to review student's attendance, progress, assignments in class, missing assignments, and current grade. Please contact Student Services for sign-up information and an access code. If a hard copy of the report card is needed, please request through Student Services.

HALL PASSES – Students not in the classroom during class time are required to have a pass at all times. Students must obtain a pass from their teacher before coming to the office. Remember to be polite and patient in the office areas.

HEALTH SERVICES - A school nurse and/or Health Technician will be present on campus at all times. Students must obtain a pass to visit the Health Office. **Students must have an emergency card on file in the office in case of accidents.** Parents will be notified of accident situations and are responsible for transporting students except in cases of extreme emergency. It is critical that we be able to reach you or one of your designated contacts. Therefore, you must notify the Health Office of any phone number changes immediately.

HEALTH SERVICES - MEDICATIONS – California Education Code (Section 49423) states that when a school district employee gives a medication to a student, it must be in accordance with the written direction of a physician along with written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes or within 12 months of the signed authorization form. **The prescription label on the container is not acceptable as a physician's written direction.** This includes all medications including over the counter medications.

- All medications will be stored in the Health Office. **Students are not allowed to have medication in their possession at school, walking to and from school, or on the school bus.** This practice provides for the safety of all students on campus. The only exception to this policy is if the student's well being is in jeopardy and the medication, such as an inhaler for asthma, is carried on his/her person.
- The appropriate release forms can be obtained from the school. Medications must be provided to the school in the container in which it was purchased or filled. Prescription medications must be prescribed to whom it will be administered with the prescription label attached. School personnel cannot give medication brought to school in a plastic bag, plastic ware, or any other repackaging. Out-of-date medication **will not** be given. **An adult must bring the medication to school along with the completed authorization form.** If you anticipate a visit to your child's physician or dentist and expect that medication may be prescribed or the dosage changed, please contact the school Health Office for the appropriate forms.

HOMEWORK – Homework is defined as an assignment in a subject area that has been taught and learned sufficiently so that the student does the work correctly rather than reinforcing errors or incorrect work. Homework is completed outside of class time. Contact each individual teacher regarding the posting of homework.

- **Goals of Homework** – Extend or reinforce classroom learning, aid in the mastery of skills, teach students to budget time and use time wisely, involve parents/guardians in the education of their child, but not require the parent/guardian to provide initial instruction, provide opportunities for parent/child interaction, and enable a student to make up work missed due to excused absences, not including suspensions.
- **Types of Assignments** – The goals of homework, as defined in the District homework philosophy, indicate that multiple kinds of assignments should be used; these are described as follows: Creative activities, cultural enrichment, drill and practice as well as problem solving activities, makeup assignments and revision, test preparation, reading, projects, family discussion topics, review or remediation, extension of learning to new applications, extended reading, and independent research/reports.
- **Make-up Homework Policy: When a student is absent from school, it is his/her responsibility to contact teachers upon returning to school regarding make-up work.** The time allotted for making up missed work will vary depending on the circumstances surrounding the absence, the actual time out of school, and the teacher's classroom policy. Each student will make arrangements with his/her teachers for turning in work. **Students need to check Canvas for missing assignments.** The make-up policy for missing assignments when a student is **not** absent is at the discretion of the Individual teacher. Generally, late work may be turned in during the unit/chapter of study with a penalty such as a partial grade. **Please read individual teacher guidelines for their specific homework policy.**
- Assignments may be fixed/corrected at the discretion of the teacher. Students are encouraged to fix/redo assignments when the opportunity arises.

IDENTIFICATION CARDS – I.D. Cards will be issued for all students enrolled at Thompson Middle School. Students are required to present this card: When requested to do so by any school official. Upon admission to a school function (i.e. dances). When checking out material from the library. Do not **LOAN** or **GIVE** this card to any person. It will be confiscated. Replacement of I.D. cards, whether stolen or lost, will be replaced at a nominal fee (payment in advance to TMS Pack Shack). Please contact Student Services

LIBRARY/TEXTBOOKS – It is very important that all students follow all library policies on returning library and textbooks. Books checked out through the Library should be returned in the same condition as when borrowed. Failure to return books in a timely manner will result in disciplinary action such as after-school detention and loss of extra-curricular activities. Students must show their Student Identification Card to check out a book from the Library. NO I.D. CARD = NO BOOK.

TEXTBOOK LIBRARY FINES – Books checked out to a student must be the identical book returned (i.e., barcodes must match). Even if a student returns a book, if it does not have the correct barcode as originally issued to them, the student is still responsible for finding and returning the originally issued with the correct barcode, or pay for the book. Eighth graders must return and/or pay for all library books and textbooks checked out in their names. This includes all books from grades 6 through 8. Failure to do so will result in the student being unable to receive a class schedule, books, P.E. uniform, ASB card, etc. at MMHS, MVHS or VMHS or have student records forwarded to the new high schools. Sixth and Seventh graders who advance to seventh and eighth will not be issued textbooks or library books if all previous year's books have not been returned.

LOST AND FOUND – Items left in a classroom will be turned into Student Services. Items not claimed within a reasonable time period will be donated to charity. Please put your student's last name on personal belongings so items can be easily returned. Notice will be sent out to parents and students prior to each charity donation.

NOTICE OF CONSEQUENCE – The Board of Education and staff of MVUSD believe in safe schools. The District supports a policy of **safe schools** and will enforce consequences upon students involved with controlled substances, possession of a firearm, or brandishing a knife at another person. Any offense involving drugs, alcohol, dangerous objects, and all sexual assaults and batteries will be reported to the proper legal authority.

EXPULSION IS MANDATED UPON THE FIRST OFFENSE FOR VIOLATION OF THE PROVISIONS OF EDUCATION CODE SECTION 48915 C (1), (2), (3), AND (4) WHICH ARE:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault.

Under certain circumstances expulsion can be recommended on a first offense for any violation of Education Code 48900, including but not limited to:

1. Using, possessing, selling, furnishing, or being under the influence of any controlled substance (illegal drugs or alcoholic beverage) or intoxicant of any kind. [Ed Code 48900 (c)].
2. Possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object. [Ed Code 48900(b)].

These regulations apply to students in the following situations: On school grounds (this includes the parking lot, as well as vehicles on school property), going to or from school, and on lunch break (on or off campus).

NUTRITION SERVICES – A choice of an entrée, hash brown, fresh fruit, juice and milk is available every morning before school and during morning breaks. Students may pay on their accounts in the morning, breaks, and at lunch. Lunches may be purchased on a weekly or monthly basis. Checks should be written to TMS Cafeteria. Please include the student's name and student meal I.D. number on the envelope or check.

- Computerized meal accounts are available to all students. An account can be set up at www.myschoolbucks.com. Payments can be made and balances checked online. Applications for free/reduced meals are available for each student.
- Applications are available online. Applicants MUST reapply every year, and students status is good for 30 days of new school year. If no new application is filed after 30 days then students will be charged full price. Students will be required to pay full price or bring a meal to school until they are notified by mail whether their application has been approved. Snacks are available before school, at break, and at lunch.
- Snack items and prices vary. Please do not send your student with bills larger than \$20.00; Nutrition Service does not keep enough change on hand. **The availability of the snacks, and ice cream are a privilege and subject to revocation if abused by students, i.e., excessive trash in or around the lunch/break areas.**
- **Students are NOT allowed to order food for delivery to the campus.**
- **No food is able to be delivered to the Front Office for student pick up.**

PTSA – The Thompson teachers and staff encourage you to become a member of our Parent, Teacher, Student Association (PTSA). It is a wonderful way to become a part of your student's school career through such programs as the Snack Shack, Bingo Night, and Red Ribbon Week. These are just examples of past programs and your help will ensure that these, and many other programs, will continue.

RESTROOM PRIVILEGES – Due to the importance of instructional time, students should make every effort to use the restroom before school, during breaks, at lunch, and during passing periods. (Teachers may grant or deny restroom privileges at their discretion).

SAFETY – Students must walk at all times on campus and not run unless otherwise instructed. Students are required by law for their safety to wear a helmet if riding on their bicycle, skateboard or scooter.

- **Earthquake Procedures:** The procedures to use in case of an earthquake will vary depending on the severity and frequency with which the tremors occur.
- **Fire Drills:** Thompson Middle School conducts regularly scheduled fire drills. Evacuation instructions are posted in classrooms.

SCHOOL SPONSORED EVENTS – School events sponsored by TMS are subject to the following requirements:

- I.D. Cards must be presented in order to gain admission.
- **Only** Thompson students may attend. Guests from other schools are not allowed. Faculty members and chaperones have full authority to admit, refuse admission to, or remove any student from an event without refund. School rules and dress codes apply at all times. Students are expected to be courteous, friendly, and polite. Students who do not display appropriate behaviors will be asked to leave. Parents will be contacted and required to pick student up. Until such time as they arrive, the student will remain with the administrator in charge. All events will be scheduled at the discretion of the Principal, ASB Advisor, and Student Government. Any student suspended/expelled, with excessive tardies, or who has lost privileges for any other reason may not attend any school event during the time of their consequence.

STUDENT DROP OFF/PICK UP – Students are to be dropped off and picked up in the Nighthawk loop, as well as the Hayes loop. Our driveway gate on Nighthawk will be closed; please do not turn around or drop off students at this lower gate. This creates a very dangerous situation for students on the sidewalk. Areas for student pick-up are clearly marked.

STUDENT RECOGNITION– Thompson Middle School implements celebrations to recognize students who have achieved high levels of academic performance. Thompson also recognizes students for P.R.I.D.E at luncheons throughout the school year.

TARDIES – We establish a firm tardy policy when students arrive late to class because they cause a disruption to the learning environment for all other students and staff. It is Imperative that students be at school and in class on time. Teachers will send students to the Attendance office to obtain re-admittance to class ONLY when the period attendance has already been entered in the automated computer attendance program. Eighth grade students may lose the privilege of participating in the end of the year activities if they receive twenty (20) cumulative tardies during the school year. Tardies will be addressed with the following Procedure:

- Tardies 1-3 = Warning
- Tardy 4 = Parent Communication/Conference
- Tardies 5+ = Detention (May include loss of zero period class)

TECHNOLOGY/COMPUTERS – Thompson is very fortunate to have such a high level of technology on the campus. Students are expected to use the computers, Internet, and other technologies for educational purposes only. Students are also expected to report those who may be using computers and other technologies in ways not related to their education. Students who do not use the computer or other technologies for educational purposes will be denied access to them. **Willingly searching and viewing inappropriate materials on the computer will result in a discipline consequence.**

TELEPHONES – Students are able to use the telephone in the office during break and lunch time with staff member permission. Office telephone use during passing period is not allowed. Students may not call home for forgotten homework or PE clothing. Students are allowed to use their Cell Phone/Electronic Devices during the school day, but with certain guidelines (**see Cell Phone/Electronic Devices Policy**).

TRANSPORTATION – District-provided transportation is a privilege, not a right. It is important that students conduct themselves in an orderly manner at the bus stop and on the bus. Students may only ride on their assigned bus. The bus driver has complete authority over any circumstance arising on the bus.

- Bikes, scooters, and skateboards will be stored and locked in the appropriate racks. Students are required to wear helmets when riding their bike, scooter, or skateboard to and from school. Running will be reserved for the P.E. playing areas. Skateboards, scooters, bikes, hoverboards and rollerblades are **not** permitted to be ridden on campus at any time.

VISITORS – Parents, guardians, and community members are encouraged to visit TMS. Students from other schools may **not** visit during their vacation periods. All visitors are required to **check in** with the school office upon entering campus. All visitors are required to present photo identification when checking in. Visitors are required to sign both in and out, and to wear a badge during the visit. Those wishing to visit classrooms must have prior approval from the teacher, a 24-hour notice is required. Visitors may remain in the school, as long as they observe the school rules.

VOLUNTEERS –

Thompson Middle School encourages parents, guardians, and community members to become involved at our school. Volunteers are required to complete a Volunteer Registration form that can be found in the front office. Volunteers who have contact with students, in an enclosed area, for four (4) hours or more per week are required to have a TB skin test. **PLEASE DO NOT LET THIS PREVENT YOU FROM COMING TO OUR SCHOOL AND HELPING.** Any donation of your time is greatly appreciated.

M.V.U.S.D.
Activities Prohibited On School Grounds

The following activities are prohibited on school grounds except as authorized, regulated, or directed by school site administration.

- (1) Loitering in or around the school campus
- (2) Operating any Cycle or Motorized Vehicle
- (3) Skateboards, Roller Blades, Roller Skating
- (4) Golfing
- (5) Possessing Alcohol, Drugs, Weapons or Explosive Devices
- (6) Operating Motorized Toys - (such as remote control planes, rockets, cars, etc.)
- (7) Bringing or Allowing Animals on campus
- (8) Riding Horses on school grounds
- (9) Smoking on school premises
- (10) Electronic signaling devices
- (11) Note: All Visitors must check in with front office and secure visitor's pass

Persons violating the spirit or letter of this policy shall be referred to the Murrieta Valley Unified School District and/or the Murrieta Police Department. Such persons shall be subject to the appropriate consequences and/or fines.

MVUSD Policy 5144.1a
California Education Code 48900
California Penal Code Section 626.6 Section 653g

What is Bullying?

Bullying is an act of **repeated aggressive behavior** in order to intentionally hurt another person, physically or mentally.

Bullying is characterized by an individual behaving in a certain way to gain power over another person.

Bullying can also be defined as when a person is "exposed, **repeatedly and over time**, to negative actions on the part of one or more other persons." A negative action is defined as "when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways".

The U.S. National Center for Education Statistics suggests that bullying can be classified into two categories:

Direct Bullying

Direct bullying is a repeated act that involves a great deal of physical aggression, such as shoving and poking, throwing things, slapping, choking, punching and kicking, beating, stabbing, pulling hair, scratching, biting, scraping, and pinching. Direct bullying can also be threatening, challenging or calling someone names directly to their face.

Indirect Bullying

Indirect bullying is characterized by attempting to socially isolate the victim. This isolation is achieved through a wide variety of techniques, including spreading gossip, refusing to socialize with the victim, bullying other people who wish to socialize with the victim, and criticizing the victim's manner of dress and other socially-significant markers (including the victim's race, religion, disability, sex, or sexual preference, etc.) Other forms of indirect bullying which are more subtle and more likely to be verbal, such as name calling, the silent treatment, arguing others into submission, manipulation, gossip/false gossip, lies, rumors, false rumors, staring, giggling, laughing at the victim, saying certain words that trigger a reaction from a past event, and mocking.

For the school to determine if an action will be defined as bullying the action must have four elements:

1. Be an act of aggression
2. The act must be done to **INTENTIONALLY** hurt another person
3. The act must be done more than once
4. There needs to be an imbalance of power either socially, in numbers or physically.

NOTE: Even if the act is not determined to be bullying, if it is a negative act it will still be dealt with by the school as a discipline issue.

What is *not* considered Bullying?

According to Ronit Baras of the Family Matters project, when talking about bullying, it is very important for parents (and teachers and kids) to understand what bullying is not. Many times, **a single act** or behavior is out of proportion, but it **is not considered bullying**. Some people think that bullying is any aggressive behavior and although such behaviors are a source of concern and need attention, it is important to separate them from bullying. As defined earlier, **bullying is recurring and deliberate abuse of power**.

Not Bullying List

1. **Not liking someone** - It is very natural that people do not like everyone around them, and as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of "I don't like you" are not acts of bullying.
2. **Being excluded** - Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it is acceptable that when kids have a party or play a game, they will include their friends and exclude others. It is very important to remind kids they do the same thing sometimes too, and although exclusion is unpleasant, it is not an act of bullying.
3. **Accidentally bumping into someone** - When people bump into others, the reaction depends mostly on the bumped person's mood. If they have had a bad day, they think it was an act of aggressive behavior, but if they are in a good mood, they smile back and attract an apology. This is also relevant for playing a sport. For example, when kids throwing the ball at each other, hit someone on the head. It is very important for teachers and parents to explain that some accidents happen without any bad intention and it is important not to create a big conflict, because it was not an act of bullying.
4. **Making other kids play things a certain way** - Again, this is very natural behavior. Wanting things to be done our way is normal and is not an act of bullying. To make sure kids do not fall into considering it an aggressive or "bossy" behavior, we need to teach them assertiveness. If your kids come home and complain that Jane is very bossy and she always wants things to be done her way, you can share that everyone wants their own way and that Jane is miserable, because she is not flexible. She will suffer in life for insisting that things be done her way. Again, although it is not fun or pleasant, this is not bullying.
5. **A single act of telling a joke about someone** - Making fun of other people is not fun for them, but the difference between having a sense of humor and making fun of someone is very fine. It is important to teach kids (and grownups) that things they say as jokes should also be amusing for the others. If not, they should stop. Unless it happens over and over again and is done deliberately to hurt someone, telling jokes about people is not bullying.
6. **Arguments** - Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. Think about it...most of us have disagreements with ourselves, so it is very understandable to have disagreements with others. The argument itself is not a form of bullying, although some people turn arguments into bullying, because they want to win the argument so much. They use every means to get what they want and find a weakness in the other person, abuse knowledge or trust they have gained, and use it against the other person. It is very important to distinguish between natural disagreements and bullying during an argument.
7. **Expression of unpleasant thoughts or feelings regarding others** - Communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is not a form of bullying but is a very natural thing. In every communication, there are disagreements and some form of judgment about each other's attitude and behavior. If someone says to you, "I think this was not a nice gesture" or "You insulted me when you said this", this is not Bullying, but an expression of thoughts and feelings.
8. **Isolated acts of harassment, aggressive behavior, intimidation or meanness** - The definition of bullying states that there is **repetition in the behavior**. Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power. Therefore, anything that happens once is not an act of bullying.

All the behaviors above are unpleasant and may need to be addressed, but they are not treated as bullying.

What to do if you are being Bullied - Now that we know that **Bullying is a "repeated aggressive behavior that takes place over time"**, what actions should you and/or your child take if being bullied?

Tell a parent- Too many times students are taught to handle things themselves. Being bullied may be a new experience for your child that you as a parent have more life experience to help him/her deal with. As a parent, it is important that you pay attention to what your child is telling you and find out if things are happening more than once.

Tell a trusted adult at school (teacher, counselor, administrator) the number one reason bullying occurs at school is because the school does not know about it. If the school does not know about it, they cannot stop it.

Work with your school – Remember your school wants to stop bullying as much as you do. Work with them as a team and devise solutions together.

SEXUAL HARASSMENT

WHAT IS SEXUAL HARASSMENT?

- Any unwelcome sexual advances, requests for sexual favors, or other verbal/physical conduct of a sexual nature.
- Uninvited behavior that makes being in the school offensive, negative, unfriendly and/or intimidating and leads to a hostile environment that makes learning difficult.
- “This for That/Something for Something Else” is another form of harassment. Examples: The manager at the fast food place in which you work says that you will be fired if you do not engage in certain behaviors with him/her; Someone blocking the door and refusing to let you through unless you agree to certain behaviors.

<u>Flirting</u>	vs	<u>Sexual Harassment</u>
Welcomed behavior		Unwelcome behavior
Leaves you feeling positive		Leaves you feeling negative
Respectful		Disrespectful
Flattering		Unpleasant
Enjoyable		Illegal

***SEXUAL HARASSMENT OFTEN GOES UNREPORTED. REPORTING IS THE ONLY WAY TO GET HELP**

WHAT CAN BE DONE? TAKE ACTION!

- **ASSERT YOURSELF**: Tell the harasser to stop the behavior. Tell him or her aloud or in writing what behaviors you find offensive.
- **CALL FOR HELP**: Ask for the help of someone you trust - your friends, parents, or a person in authority. Tell them of your problem. Enlist friends as witnesses.
- **TAKE NOTES**: Keep a detailed, written record of what was said and done to share with the person who investigates your complaint.
- **INFORM AUTHORITIES**: Report the offensive behaviors to a teacher, counselor, or principal. Give details and provide witnesses. This action may stop the behavior.
- **OPEN A CASE**: File a complaint with your counselor or administrator against the person who is harassing you.
- **NEVER GIVE IN**: If you are not satisfied with the results of the complaint, continue to take action and get help from your principal.

Sexual Harassment is based upon the impact on the victim, not the intentions of the perpetrator.

If a student has been proven to have caused sexual harassment,
he/she will be suspended from school and possibly recommended for expulsion.

The Lifeline
is **FREE**,
confidential, and
always available.

HELP
a loved one,
a friend,
or yourself.

Community crisis centers
answer Lifeline calls.



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
www.samhsa.gov

NATIONAL
SUICIDE
PREVENTION
LIFELINETM

1-800-273-TALK (8255)

suicidepreventionlifeline.org

**Learn the
Warning
Signs.**



MENTAL HEALTH RESOURCES

In the age of COVID-19

THE IMPORTANCE OF MENTAL HEALTH



Given the challenging time we are currently facing, students may be experiencing high stress levels and emotional trauma. This is a very critical time for our students and we must place importance on their mental health. Fortunately, there are resources available for our students.

RESOURCES TO SUPPORT STUDENTS' MENTAL HEALTH DURING COVID-19

- [Care Solace](#)
- California Peer-Run Warm Line (toll-free): 1-855-845-7415
- NAMI HelpLine: 800-950-6264
- 24-hour crisis center: 1-800-273-8255 OR text "HOME" to 741741 for the Crisis Text Line
- 24-hour crisis/suicide intervention service: 951-686-4357
- National Suicide Prevention Lifeline: 1-800-273-8255 OR Spanish line: 1-888-628-9454

24-hour Mental Health Urgent Care

- Riverside: 951-509-2499 (18 and older)
- Perris: 951-349-4195 (13 and older)
- Palm Springs: 442-268-7000 (13 and older)

Emergency Treatment Service (ETS)

- Riverside: 951-358-4881
- Indio: 760-863-8600

Riverside University Health System Behavioral Health Prevention and Early Intervention Trainings

- To register email PEI@ruhealth.org OR call 951-955-3448

For more information and resources, visit: nasponline.org



Thompson Middle School
Electronic Device/Cell Phone Policy

Cell phones, earbuds, and smart watches are allowed on campus but must be **turned off and out of sight during passing periods and class hours. Students may not have their cell phone or other electronic devices out or in use while walking to or from their classes.** Students will not be given permission to leave class to return or answer a cell phone call. Students should only use cellphones in class with direct teacher consent for academic purposes. **Students may not have cell phones, earbuds, or smart watches out during class for checking time, calculating (without teacher consent), taking pictures, text-messaging, incoming/outgoing calls, electronic bullying, electronic threats, “sexting” (sent via cell phone) or for any other reason. Absolutely no cell phones, cameras or recording devices are allowed in locker rooms or bathrooms.** *Students may only use their cell phones in accordance with school policies during their assigned break and lunch within the **red line zone** of the school (**lunch tables and quad; See MAP**).* Parents, please refrain from contacting your son/daughter during school hours. If it is an emergency, and you need to contact them on their cell phones, please do so during break and lunch only.

If you choose to bring a cell phone or any other electronic device to school, you do so at your own risk. The school does not have staffing to investigate or be responsible for loss or theft of any electronic devices. Loss or theft of any item should be reported to the School Resource Officer.

Pictures or videos of any kind are not allowed on campus without administrative approval. This includes film & digital still cameras, video cameras, and cell phones.

California Education Code Section 51512 provides for disciplinary action to be taken if a student uses, without expressed permission from a teacher, any electronic recording or listening device:

“The Legislature finds that the use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary schools, and such use is prohibited. Any person other than a pupil, who willfully violates this section, shall be guilty of a misdemeanor. Any pupil violating this section shall be subject to appropriate disciplinary action.

CONSEQUENCES

First Offense – Warning. Student will be escorted to Student Services where the device will be safely secured. The student may pick up the device at the end of the day.

Second Offense – Student will be escorted to Student Services where the device will be safely secured. The parent must come in to pick up the device from the main office receptionist.

Third Offense – Student will be escorted to Student Services where the device will be safely secured. The parent must pick up the device. The student will receive an after-school detention.

Fourth Offense - Student will be escorted to Student Services where the device will be safely secured. The parent must pick up the device. The student will receive progressive discipline, which may include: multiple days of detention, a Saturday School, required to write an essay regarding the impact of teenage cell phone addiction, and/or lose a grade level activity.

MVUSD District Wide Dress Code Policy

The Governing Board believes that the responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians and that appropriate dress and grooming contribute to a productive learning environment.

Therefore, the Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender neutral and consistent.

This policy applies to all individual schools. Schools may not enact more restrictive or less restrictive dress and grooming codes.

Minimum Safe Attire

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh. Tops must have a strap and at no time may any part of a student's buttocks be exposed.
- Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see through.
- Outside sports apparel and hats that are not directly related to the current school of attendance are prohibited.

Clothing must be suitable for all scheduled classroom activities including physical education, science labs, shop classes, field trips and other activities where unique hazards or specialized attire or safety gear is Bare feet are not permitted at any time.










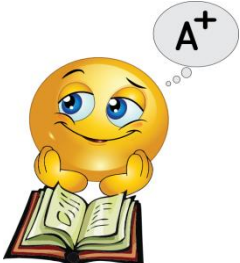



Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity (including clothes, accessories, or colors identified by MPD as gang-affiliated), use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.

Dress Code Enforcement

No list of dress and appearance guidelines for students can be written that will anticipate all potential dress and grooming extremes. In the case of questionable dress or grooming that is not specifically covered in the list above, the administration will make the final decision. Appropriate action will be taken at that time, and when necessary, contact will be made seeking parental cooperation and assistance.

The administration retains the sole discretion to make the final determination whether clothing, jewelry, accessories and/or appearance meet acceptable standards. All school certificated and classified personnel shall be responsible for reporting violations of this dress code. When a dress code violation occurs, the student will be required to change into proper attire. Continued violations of the dress code will be considered defiance and will be referred to administration for disciplinary action.

~Focused Note-taking Checklist~

<p>Phase 1: Note-taking</p> 	<ul style="list-style-type: none"> Name, date, class/teacher/period Topic and EQ All main ideas recorded, spacing between lines, bullets and indentation, paraphrase Done in pencil, black or dark blue ink! 
<p>Phase 2: Processing Notes</p> 	<ul style="list-style-type: none"> Revising Notes such as: (circle key terms/highlight main ideas/ideas chunked/missing info added) Box up concepts or "Aha" moments Questions reflect underlined main ideas and correspond to chunks Use different color ink (from Phase 1) or use highlighter 
<p>Phase 3: Thinking & Connecting</p> 	<ul style="list-style-type: none"> Annotations!!! Information added into notes in different colors (information explains revisions and shows content understanding) Make connections for easy recalling of information Ask Higher Level Questions "Flag" information Add Post-it Notes if more space is needed 
<p>Phase 4: Summary</p> 	<ul style="list-style-type: none"> Summary addresses Essential Question (EQ) & all questions/notes mentioned. There should be a summary on each page for it to count as a complete set of notes. <div style="text-align: right;">   </div>
<p>Phase 5: Applying Learning - Reflection</p> 	<ul style="list-style-type: none"> How will this knowledge help you be better prepared? How will you apply it? How do you plan to use these notes for test/essay/tutorial, etc. <div style="display: flex; justify-content: space-between; align-items: center;">  <p style="color: red; font-weight: bold; text-align: center;">REMEMBER: Notes are a LEARNING TOOL!!!</p>  </div> 

Focused Notes Topic: _____	Name: _____ Class: _____ Period: _____
---	--

Essential Question: 	
------------------------------------	--

Questions/Main Ideas:	Notes:
------------------------------	---------------

Summary:	

Writing in the Margins: *Six Strategies at a Glance*

This table provides six strategies that help readers understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell notes.

<p>Visualize</p> <p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p>When visualizing, ask:</p> <ul style="list-style-type: none">• What does this look like?• How can I draw this concept/idea?• What visual and/or symbol best represents this idea?	<p>Summarize</p> <p>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p>Summaries will:</p> <ul style="list-style-type: none">• state what the paragraph is about• describe what the author is doing• account for key terms and/or ideas
<p>Clarify</p> <p>Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.</p> <p>In order to clarify information, you might:</p> <ul style="list-style-type: none">• define key terms• reread sections of the text• analyze or connect ideas in the text• paraphrase or summarize ideas	<p>Connect</p> <p>Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.</p> <p>While reading, you might ask:</p> <ul style="list-style-type: none">• How does this relate to me?• How does this idea relate to other ideas in the text?• How does this relate to the world?
<p>Respond</p> <p>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.</p> <p>Readers will often respond to:</p> <ul style="list-style-type: none">• interesting ideas• emotional arguments• provocative statements• author's claims• facts, data, and other support	<p>Question</p> <p>Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p>While reading, you might ask:</p> <ul style="list-style-type: none">• What is the author saying here?• What is the author doing?• What do I understand so far?• What is the purpose of this section?• What do I agree/disagree with?

Language for Academic Discussions

Stating opinions

1. I think___ because _____.
2. I (firmly, strongly) believe _____.
3. In my opinion _____.
4. From my perspective, _____.
5. I am convinced _____.
6. My opinion on this (topic, issue) is__

Supporting/Elaborating

1. For (example, instance), _____.
2. A relevant example I (heard, read) was _____.
3. One (possible, convincing) reason is ____.
4. A (key, major) reason is _____.
5. A relevant experience I had was _____.
6. I experienced this when _____.

Providing Evidence

1. After hearing ____, I am convinced____.
2. The data on ___ suggests _____.
3. After reading _____, I conclude that _____.
4. After reviewing ____, I assume that _____.
5. Drawing from experience, I know that ____.
6. Based on experience, it seems evident that _____.

Comparing/Contrasting

1. My (idea, response) is similar to (Name).
2. My (opinion, perspective) is similar to (Name)
3. My response is similar to that of my classmates.
4. My response is different from (Name).
5. My (analysis, conclusion, solution) is different from (Name).

Agreeing/Disagreeing

1. I completely agree with (Name) that _____.
2. I share your perspective.
3. My idea builds upon (Name).
4. I don't (quite, entirely) agree.
5. I disagree (somewhat, completely).
6. I have a different perspective on this (topic, issue).

Assessment Goal Setting

My Most Recent Language Arts CAASPP Score is: _____.

My Language Arts CAASPP goal for This Year is: _____.

My Most Recent Math CAASPP score is: _____.

My Math CAASPP goal for This Year is: _____.

RI Proficiency Bands

Grade	Below Basic	Basic	Proficient	Advanced
1	BR -0	BR-189	190-530	531-1700+
2	BR-219	220-419	420-650	651-1700+
3	BR-329	330-519	520-820	821-1700+
4	BR-539	540-739	740-940	941-1700+
5	BR-619	620-829	830-1010	1011-1700+
6	BR-729	730-924	925-1070	1071-1700+
7	BR-769	770-969	970-1120	1121-1700+
8	BR-789	790-1009	1010-1185	1186-1700+
9	BR-849	850--1049	1050-1260	1261-1700+
10	BR-889	890-1079	1080-1335	1336-1700+
11	BR-984	985-1184	1185-1385	1386-1700+
12	BR-984	985-1184	1185-1385	1386-1700+

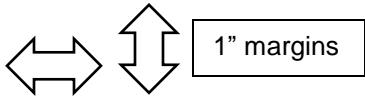
Reading Inventory Goals
Assessment #1 Score: _____
Assessment #2 Goal: _____
Assessment #2 Score: _____
Assessment #3 Goal: _____
Assessment #3 Score: _____
Assessment #4 Goal: _____
Assessment #4 Score: _____

Imagine Math Performance Levels

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
3	EM - 130Q	135Q - 235Q	240Q - 385Q	390Q - 770Q	775Q & Above
4	EM - 275Q	280Q - 385Q	390Q - 525Q	530Q - 910Q	915Q & Above
5	EM - 340Q	345Q - 555Q	560Q - 685Q	690Q - 1005Q	1010Q & Above
6	EM - 430Q	435Q - 675Q	680Q - 805Q	810Q - 1075Q	1080Q & Above
7	EM - 515Q	520Q - 795Q	800Q - 865Q	870Q - 1150Q	1155Q & Above
8/Algebra Readiness	EM - 605Q	610Q - 835Q	840Q - 945Q	950Q -12220Q	1225Q & Above
Algebra I/HS Math I	EM - 680Q	685Q - 895Q	900Q - 1015Q	120Q – 1295Q	1300Q & Above
Geometry/HS Math II	EM - 730Q	735Q - 1065Q	10710Q -1155Q	1160Q – 1350Q	1355Q & Above

Imagine Math Goals	
Assessment #1 Score: _____	Assessment #2 Goal: _____
Assessment #2 Score: _____	Assessment #3 Goal: _____
Assessment #3 Score: _____	Assessment #4 Goal: _____
Assessment #4 Score: _____	

Modern Library Association (MLA) Reference



Your Last Name 1

Your Full Name

Teacher's Name

Class

Day Month Year

1/2" margin between top of page and header

Do not bold, italicize, or underline title



Title is Centered

Indent 1/2" or 5 spaces



The format you will be using for all written assignments is called MLA (Modern Language

Association). Your paper will have one inch margins, a header with your last name and page number on every page, a heading on the first page only, a title created by the writer, and consistent double-spacing using Times New Roman font in size 12. There is no cover page required; please do not include one.

In-text citations, also known as parenthetical citations, follow a specific format. When quoting directly from a written work, be sure to do so correctly. For example, "when using a quote from the text, you must write it word for word, exactly as it is seen, put quotation marks around it, and then cite the author's name and the page number where it is located in the text in parenthesis at the end" (Shakespeare 59). The end punctuation follows the last parenthesis mark. Try to embed quotes "so that your work is more fluid and less choppy" (64). Make sure that you include a works cited page, if needed.

You should always cite the sources for quotations, facts that are not common knowledge, and ideas that are not your own.

The Works Cited appears at the end of your paper. You must include ALL sources used in your essay.

1. Title it Works Cited
2. Double space between each entry, not each line.
3. Each entry is in alphabetical order by author's last name (if there is no author, the title).
4. If the entry has more than one line, the second and third lines are indented five spaces.
5. There is a period at the end of each entry.
6. If you cannot fit the entire web address (URL) on one line, continue it on the next line after a slash only.

<p style="text-align: center;">Newspaper/Magazine Article</p> <p>Author's Last, First Middle Name. "Title of Article." <i>Name of Publication</i>, vol., no., Year of Publication, pp. Page Numbers of Article.</p> <p>Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." <i>Tulsa Studies in Women's Literature</i>, vol. 15, no. 1, 1996, pp. 41-50.</p>	<p style="text-align: center;">Article in an Online Newspaper</p> <p>Author's Last, First Middle Name. "Title of Article." <i>Name of Newspaper/Magazine</i>, Day Month. Year of Publication, URL. Accessed Day Month Year.</p> <p>Vergano, Dan. "Planets More Like Earth Found Circling Nearby Stars." <i>USA Today</i>, 1 Sept. 2004. 13 Nov. 2004, http://www.usatoday.com/. Accessed 4 May 2009.</p>
<p style="text-align: center;">Article from Online Database</p> <p>Author's Last, First Middle Name. "Title of Article." <i>Name of Publication</i>. Vol., no., Year of Publication, pp. of publication. <i>Name of Database</i>, doi: or URL. Accessed Day Month Year.</p> <p>Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." <i>Historical Journal</i>, vol. 50, no. 1, 2007, pp. 173-96. <i>ProQuest</i>, doi:10.1017/S0018246X06005966. Accessed 27 May 2009.</p>	<p style="text-align: center;">Online Image</p> <p>Author's Last, First Middle Name. <i>Title of image</i>. Year of creation. Institution, City where work is housed. <i>Name of Website</i>, URL. Accessed Day Month Year.</p> <p>Klee, Paul. <i>Twittering Machine</i>. 1922. Museum of Modern Art, New York. <i>The Artchive</i>, www.artchive.com/artchive/K/klee/twittering_machine.jpg.html. Accessed 4 May 2006.</p>
<p style="text-align: center;">Film or Video Recording</p> <p>Director's First Middle Last Name. <i>Title</i>. Media Format. Distributor, Year of Release.</p> <p>Lucas, George, director. <i>Star Wars Episode IV: A New Hope</i>. Twentieth Century Fox, 1977.</p>	<p style="text-align: center;">The Bible</p> <p><i>The Bible</i>. Version, Publisher, Year of Publication.</p> <p><i>The Bible</i>. King James Version, Oxford UP, 1998.</p> <p>**In-text citation should include the name of the edition, followed by an abbr. of book, chapter and verse(s). <i>New Jerusalem Bible</i>, Ezek. 1.5-10.</p>
<p style="text-align: center;">Online Video</p> <p>"Title of video." <i>Name of Website</i>, uploaded by Name, Day Month. Year, URL.</p> <p>"8 Hot Dog Gadgets put to the Test." <i>YouTube</i>, uploaded by Crazy Russian Hacker, 6 Jun. 2016, www.youtube.com/watch?v=WBlpjSEtELs.</p> <p>*Cite author's name before title if different from uploaded by</p>	<p style="text-align: center;">Document from an Internet Site</p> <p>Author's Last, First Middle Name. "Article or Page Title." <i>Title of Entire Web Site</i>. URL Accessed Day Month Year.</p> <p>Lundman, Susan. "How to Make Vegetarian Chili." <i>eHow</i>, www.ehow.com/how_10727_make-vegetarian-chili.html. Accessed 6 July 2015.</p>
<p style="text-align: center;">Book with one author</p> <p>Author's Last, First Name Middle Name. <i>Title of Book</i>. Publisher, Year of Publication.</p> <p>Ride, Sally. <i>Exploring Our Solar System</i>. Crown, 2003.</p> <p>** Editor instead of an author: Ride, Sally, editor.</p>	<p style="text-align: center;">Song</p> <p>Last, First Middle Name of Writer. "Title of Song." <i>Title of Album</i>, Publisher, Year of Publication.</p> <p>Nirvana. "Smells Like Teen Spirit." <i>Nevermind</i>, Geffen, 1991.</p>
<p style="text-align: center;">Book with two authors</p> <p>Author's Last, First Middle Name and Author's First Middle Last Name. <i>Title of Book</i>. Publisher, Year of Publication.</p> <p>Gonzalez, Guillermo and Jay Wesley Richards. <i>The Privileged Planet: How Our Place in the Cosmos is Designed for Discovery</i>. Regency, 2004.</p> <p>**If there are three or more authors, list: first author, et al.</p>	<p style="text-align: center;">Online Encyclopedia/Dictionary</p> <p>Author's Last, First Middle Name. "Title of Article." <i>Name of Database Reference Source</i>, Publisher, Year of Publication. <i>Name of Database</i>, URL. Accessed Day Month Year.</p> <p>"Perchloric acid." <i>The American Heritage Stedman's Medical Dictionary</i>, Houghton Mifflin, 1995. <i>Dictionary.com</i>, www.dictionary.com/browse/perchloric-acid?s=t. Accessed 13 Dec. 2010.</p>
<p>Laws, acts, and similar documents: <i>U.S. Constitution</i>. Art./Amend. XII, Sec. 3. **In-text citation: (US Const. amend. XII, sec. 3).</p>	

ACES Writing Strategy



A

ANSWER THE QUESTION
IN A FORM
OF A SENTENCE

- Restate the question into a statement
- Answer the question completely
- This sentence is your *claim*
- Provide explanation of answer

C

CITE AN
EXAMPLE OR
EVIDENCE

- Use clear, specific examples or evidence from the text that supports your claim
- Use *signal phrases* to introduce evidence
- Use quotations when citing direct quotes
- Cite evidence in MLA format

E

EXPLAIN,
ELABORATE,
OR EXPAND
ON EVIDENCE

- Explain the *connection* between your evidence and your claim
- Answer the question "So what?"
- Explanation may come before OR after evidence

S

MAKE A
SUMMARY
STATEMENT

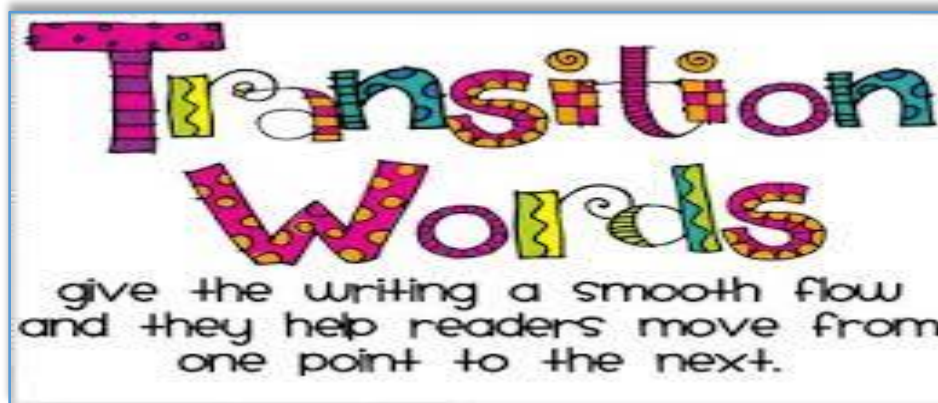
- Refer back to your claim
- Use an appropriate transition
- Wrap up your paragraph

Signal Words

- For example,
- For instance,
- As noted in paragraph two,
- In the words of...
- As stated in the text,
- According to the author,
- When the author states, "..."

Summary Transitions

- Overall
- In conclusion
- Finally
- Briefly
- In the end
- To conclude
- To summarize



Basic Transitional Sequence: When ideas/details are being introduced, integrated, and linked together.

First of all	In addition	Consequently
To begin	Furthermore	Finally
The most significant	Equally important	Therefore
First, Second, Third	In fact	The final
For example	Next	For this reason
The primary reason	Still another reason	Moreover
The most compelling	A further example	In spite of
Of major concern	For instance	Besides
According to	A major factor	The best evidence

Transitional Sequence for Making a Point: When ideas/details are being explained and elaborated.

In conclusion	In summary	Finally
In closing	All in all	As has been noted
In any event	In other words	As shown
Thus	Therefore	As mentioned earlier
Clearly	Consequently	For this reason





Time Sequence: When some details occur before others in time.

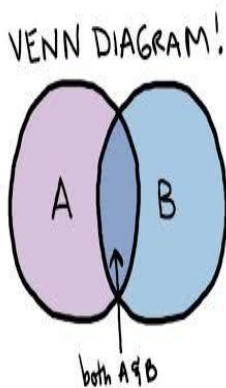
At the beginning	In the middle	In the end
First	Then, Next	Last
Before	During	After
Currently	Suddenly	Finally
Previously	Subsequently	Later
Presently	As soon as	Over time
Earlier	Immediately	By this time
In the past	Meanwhile	Afterwards

Final Sequence: When ideas are being concluded or summarized.

In conclusion	In summary	Finally
In closing	All in all	As has been noted
In any event	In other words	As shown
Thus	Therefore	As mentioned earlier
Clearly	Consequently	For this reason



Contrast Cues: When words are needed to indicate relations of degree.



The best thing	The worst thing	After all
On the one hand	On the other hand	In contrast
In comparison	By the same token	Similarly
Different from	The same as	Nonetheless
Unlike the	However	Likewise
On the contrary	Instead	Nevertheless
Again	Also	In the same way
At the same time	In the same way	Otherwise

Transitional Sentence Frames for Analyzing Text and Citing Evidence

Direct Evidence - Select significant passages of texts that support your answer. Be sure to use quotation marks around the author's exact words.

For example/for instance on page ____ in the article/story, (*insert title*), by (*insert author's name*), it states "_____".

According to the article/story, (*insert title*), the author states/writes that "_____".

Evidence can be found in the article/story, (*insert title*), that claims "_____".

A detail that supports this idea from the article/story, (*insert title*), is "_____".

In paragraph ____ on page ____ of the article/story, (*insert title*), it states "_____".

_____ is/was an example of _____. According to the author/text, (*insert author's name/insert title*) it is clear that "_____".

The most significant reason for/example of _____ can be found in the text (*insert title*) on page ____ where the author states "_____".

Equally important is _____. Evidence to support this idea is shown in the text (*insert title*) on page _____. The author, (*insert author's name*), claims "_____".

Indirect Evidence - Refer to significant parts of the text that support your answer. Summarize in your own words.

A close reading of (*insert title*) suggests/clarifies/reveals _____ when the author talked about _____.

Based on the information from (*insert title*), we can assume that _____ because the text mentioned _____.

Transitional Sentence Frames for Explaining the Text and Elaborating on an Idea

This means _____.

The text/information proves/shows/demonstrates _____.

This is evidence/proof that _____.

This validates/confirms/reinforces _____.

It is important because _____.

In other words _____.

The evidence seems to suggest _____.

More specifically, it is important because _____.

Another point about that is _____.

A different way to think about it is _____.

It is also important to remember _____.

One should also consider _____.

Sentence Starters for: Listening, Speaking, and Writing

Need Help Getting Started? Not sure on what to ask. Try a Sentence Starter.

Clarifying Starters:

Questions to ask to better understand what the person has said or asked.

- I agree with what _____ said because....
- You bring up an interesting point, and I also think....
- That's an interesting idea. I wonder...? I think... Do you think...?
- I thought about that also and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____ said that... I agree and also think....
- Based on the ideas from _____, _____ and _____, it seems like we all think that....

Building on What Others Say: *You might like what someone had to say or see a way to add information on to that thought. The phrases below can help you start the conversation.*

- Could you repeat that?
- Could you give us an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- Would you mind going over the instructions for us again?
- So, do you mean...?
- What did you mean when you said...?
- Are you sure that...?
- I think what _____ is trying to say is....
- Let me see if I understand you. Do you mean _____ or _____?
- Thank you for your comment. Can you cite for us where in the text you found your information?

Probing for Higher Level Thinking:

Taking the discussion to the next level.

- What examples do you have of...?
- Where in the text can we find...?
- I understand..., but I wonder about....
- How does this idea connect to...?
- If _____ is true, then...?
- What would happen if _____?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?

Expressing your Opinion

- I think / believe / predict / imagine that _____ What do you think?
- In my opinion....
- It seems to me that....
- Not everyone will agree with me, but....

Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Sentence Starters for: Listening, Speaking, and Writing

Need Help Getting Started? Not sure on what to ask. Try a **Sentence Starter**.

Disagreeing: <i>How to disagree in a polite and academic way.</i>	Inviting Others into the Dialogue: <i>Get the group talking.</i>
<ul style="list-style-type: none"> • I don't really agree with you because.... • I see it another way. I think.... • My idea is slightly different from yours. I believe that... I think that.... • I have a different interpretation than you.... 	<ul style="list-style-type: none"> • Does anyone agree/disagree? • What gaps do you see in my reasoning? • What different conclusions do you have? • _____ (name), what do you think? • I wonder what _____ thinks? • Who has another idea/question/interpretation? • _____ (name), what did you understand about what _____ said? • We haven't heard from many people in the group. Could someone new offer an idea or question?

Offering a Suggestion/Redirecting the Seminar
<ul style="list-style-type: none"> • We can't seem to find the connection to the text. Could you point out what and where that connection is? • We all want to remember that our goal is a flow of questions and comments and ideas to be shared, rather than a debate to be won. How could your comment be rephrased to reflect our goal? • Maybe you/we could.... • Here's something we/you might try: • What if we ... ? • We seem to be having a debate instead of a dialogue, can we.... • Who has another perspective to offer that will help us re-focus the conversation? • Let's look at page _____ and see what we think about....

Argumentative Writing: History

Matrix Graphic Organizer

Take notes in the graphic organizer below about Lorenzo de' Medici. This table will help you organize your research and evidence for the essay.

	GOOD WAYS	BAD WAYS
Source #1 PBS website: http://www.pbs.org/empires/medici/index.html	<ul style="list-style-type: none"> -The Medicis clawed their way to the top -The Medicis were powerful -Had a relationship with the Church -Innovative new ways of banking 	<ul style="list-style-type: none"> -Those who stood in Medici's way could end up humiliated or dead
Source #2 PBS video: http://www.youtube.com/watch?v=iBIGkTTol9E	<ul style="list-style-type: none"> -Had the lower class on Lorenzo's side -Allowed artist to push boundaries -Created first art school 	<ul style="list-style-type: none"> -Feud with Pazzi and Church put Florence in danger -Made poor banking decisions, couldn't do favors anymore
Source #3 Lorenzo de Medici: A True Renaissance Man, posted online by "coffeeshopthinking"	<ul style="list-style-type: none"> -Renaissance man because of his education and character -Florence benefitted from artists brought there to create art 	
Source #4 Excerpt from "The Medicis, Bankers that Influenced the Renaissance", by Eric Wynn	<ul style="list-style-type: none"> -Influential in banking during Renaissance 	<ul style="list-style-type: none"> -Gained access to world because of relationship with Church -Collected taxes for Church

Reference: How to Avoid Plagiarism

Purpose:

To avoid using another writer's ideas or words as if they were your own without giving credit.

Plagiarism Includes:

- taking ideas, words, phrases, or sentences from another person's work without giving them direct credit (internal citation).
- cutting and pasting from the internet (or any other source).
- paraphrasing or summarizing information but not using proper internal citations to indicate its source within the text of your paper.
- changing a few words around from a source and pretending they are your own.

<p>ORIGINAL PASSAGE</p>	<p>Many people report instances of extrasensory perception, commonly known as ESP, involving their pets. For example, when a dog appears to know when its owner will arrive home, even when the owner comes home at different times each day. Scientists, too, have found evidence of some animals' predictive ability-for example, animals that seem to be able to predict catastrophic events, such as an earthquake or tornado.</p>
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• **bolded** words are too similar to the original

• **bolded** words are a direct quotation without quotation marks

PLAGIARIZED PASSAGE



Some people believe that animals have ESP. Some dog owners, for example, have observed that their dog seems **to know when they will arrive home**, even when their schedule is unpredictable. **Scientists, too, have found evidence of some animals' predictive ability** because these animals seem to have predicted natural disasters (Rogo 44).

ACCEPTABLE USE (NOT PLAGIARISM)



Some people believe that animals have telepathic abilities. Some dog owners, for example, have observed that their dog can predict daily events despite changes in the regular routine. Researchers have even discovered that animals can foresee natural disasters (Rogo 44).

- synonyms used and sentence structure changed
- direct quotation is now paraphrased
- another option is to include quotation marks around the direct quotation

Reference: How to Paraphrase

Purpose:

To describe the main point, from a source, using your own words. To put a source statement into perspective or to clarify the position.

How to Paraphrase:

- 1) Select an appropriate text for your research.
- 2) Read the section that you want to paraphrase.
- 3) Find key words.
- 4) Find synonyms for those key words. Usually, proper nouns do not have synonyms— e.g. Julius Caesar, Pythagorean Theorem.
- 5) Cover the original text with your hand.
- 6) Rewrite your statement using the synonyms.
- 7) Check the original statement to make sure you have captured the main point.
- 8) Remember, the majority of the words and sentence structure need to be your own.

Source

Lehman, Christopher. *Energize Research Reading and Writing: Fresh Strategies to Spark Interest, Develop Independence, and Meet Key Common Core Standards, Grades 4-8*. Portsmouth, NH: Heinemann, 2012. Print.

Example:

Original Text:

“When the last Severan ruler died in A.D. 235, Rome’s government became unstable. For almost 50 years, army leaders fought each other for the throne” (Spielvogel 145).



Paraphrased Text:

After the Severan rulers ended their rule in A.D. 235, Rome fell into volatile times as military leaders fought for control of the empire (Spielvogel 145).

Reference: Four Ways to Include Evidence

I. Direct Textual Evidence/Quotations

Quotations illuminate and support the ideas you are trying to develop. Explain how the textual evidence/quotation is connected to your point.

Jonas becomes a different person when he decides he wants to make his own choices. For instance, when learning about different colors, Jonas says he wants to **“wake up in the morning and decide things” (97)**. Clearly, Jonas has defied societal norms and decides against having all his choices made for him by his community.

II. Specific Detail

Various types of details from the text support the main idea of your response. These details add credibility to the point you are trying to make. Details should be short and incorporated into your own sentences.

According to a *Smithsonian* article entitled “Founding Fathers and Slaveholders,” **“Jefferson knew that slavery was wrong, but he didn’t have the courage to lead the way to emancipation” (Ambrose 1)**.

III. Paraphrase

Paraphrase when you need the details of the original but not necessarily the words of the original: to paraphrase is to put someone else’s words into your own words.

Original: “But every once in awhile, you find someone who’s iridescent, and when you do, nothing will ever compare” (96).

Paraphrase: On his walk with Bryce, **Chet explains how sometimes in life we meet people who possess such a wide array of amazing qualities, making the experience of being with those people unlike any other.** He wants Bryce to accept Juli for her unique traits (96).

IV. Summary

If a key event or series of events in the text spans multiple pages, a brief summary instead of a direct quotation could be used.

President Monroe kept America afloat during the first major economic depression, the Panic of 1819. **By asking Congress to increase tariffs, taxes on imported goods, and to lower government spending, Monroe played a large role in ensuring the nation did not collapse during this trying time (Alavosus 178–179).**

Reference: Punctuating & Formatting Evidence

I. Punctuation

When citing, punctuation marks such as periods and commas should appear *after* the parentheses.

An example of the use of metaphor in Jean Craighead George’s *Julie of the Wolves* is “[t]he great wolf’s eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra” (9).

II. Omitting or Changing Text

When omitting an unneeded section of the text, use an ellipsis (...),

“The great wolf’s eyes...quickly hardened into brittle yellow jewels as he scanned the flat tundra” (9).

When changing a word in a section use brackets [] to insert clarifying text.

Original Text from *The Declaration of Independence*: “He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people” (US 1776).

“[King George III] has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of [American colonists]” (US 1776).

III. Dialogue

In cases of dialogue, use the single quotation mark inside the double quotation marks.

When Julie got lost in the tundra, she cried out to Amaroq, “‘Amaroq, ilaya, wolf, my friend...look at me. Look at me’” (8).



IV. Long Passages — Block Quoting

When citing long passages (four or more lines), indent one inch (or two tabs) from the main margin, do not use quotation marks, and the period comes before the parentheses.

Realizing his wife's intentions, Kino reacts violently:

Quietly he tracked her, and his brain was red with anger. She burst clear out of the brush line and stumbled over the little boulders toward the water, and then she heard him coming and she broke into a run. Her arm was up to throw when he leaped at her and caught her arm and wrenched the pearl from her. He struck her in the face with his clenched fist and she fell among the boulders, and he kicked her in the side.
(58-59)

Note: Unless you *really* need to cite a long passage in full, keep your quotations short.

V. Multiple Sources

When comparing two sources by different authors, document the author's name before the page number.

Brian and Julie both change tremendously after their journeys. In the end, "Brian...never said a word about...the Secret" (Paulsen 189), while Julie came to the realization "the hour of the wolf and the Eskimo is over" (George 170).

VI. Poetry

For short quotations of verse, use a slash (/), preceded and followed by a space, to show where each new line of verse begins. Cite the line numbers.

Lord Byron uses alliteration in the following lines, "Where thoughts serenely sweet express / How pure, how dear their dwelling-place" (11-12).

VII. Verse Drama

When quoting from verse drama, cite the act, scene, and line. For prose drama punctuating and formatting rules, please see your teacher.

When she discovers Romeo's identity, Juliet exclaims, "My only love, sprung from my only hate! / Too early see unknown, and known too late!" (1.5.22).

Source:

Adapted from *The Write Approach - English Language Arts Research and Writing Guide*. John Burroughs High School, 2009.

Works Cited

Purpose:

The purpose of a Works Cited or Bibliography is to give credit to an author and to help the reader find the material that was used in the essay. This list of sources should be on a separate page at the end of your writing.

Structure/How to:

- Begin each entry flush with the left margin; if an entry runs more than one line, use a **hanging indentation** from the left margin on all following lines.
- Alphabetize entries by author's or editor's last name, or if none, by the first significant word in the citation.
- Use abbreviations wherever possible for places, publishers, dates, etc.
- Double space entries.
- Use the correct punctuation, capitalization, and style within the citation. Use of EasyBib, accessible via the JLS Library webpage, is helpful and encouraged.

Some of the more commonly used citations:

Book with One Author

Author Last name, First name. *Book Title*. City of Publication: Publisher, Year Published. Print.
(City of publication can be omitted if only one edition of the book was printed.)

Book with Two or Three Authors

Author #1 Last name, First name, and Authors #2 and #3 First name Last name. *Book Title*. City of Publication: Publisher, Year Published. Print.

Encyclopedia Article

Author Last name, First name. "Article Title." *Encyclopedia Name*. Edition. Year Published. Medium. (The medium may be print or web.)

Magazine Article

Author Last name, First name. "Article Title." *Magazine Title*, vol. #, no., yyyy; pp. Medium.

Website, Professional or Personal

Author Last name, First name. "Title of Web Page." *Title of Overall Web Site*. Version or Edition if indicated. Publisher or Sponsor, if different from the name of the website. Date Published or revised dd Mmm yyyy if known or N.d. Web. Access Date dd Mmm yyyy. URL. (Omit http:// at the start of the URL.)

Image from the Internet

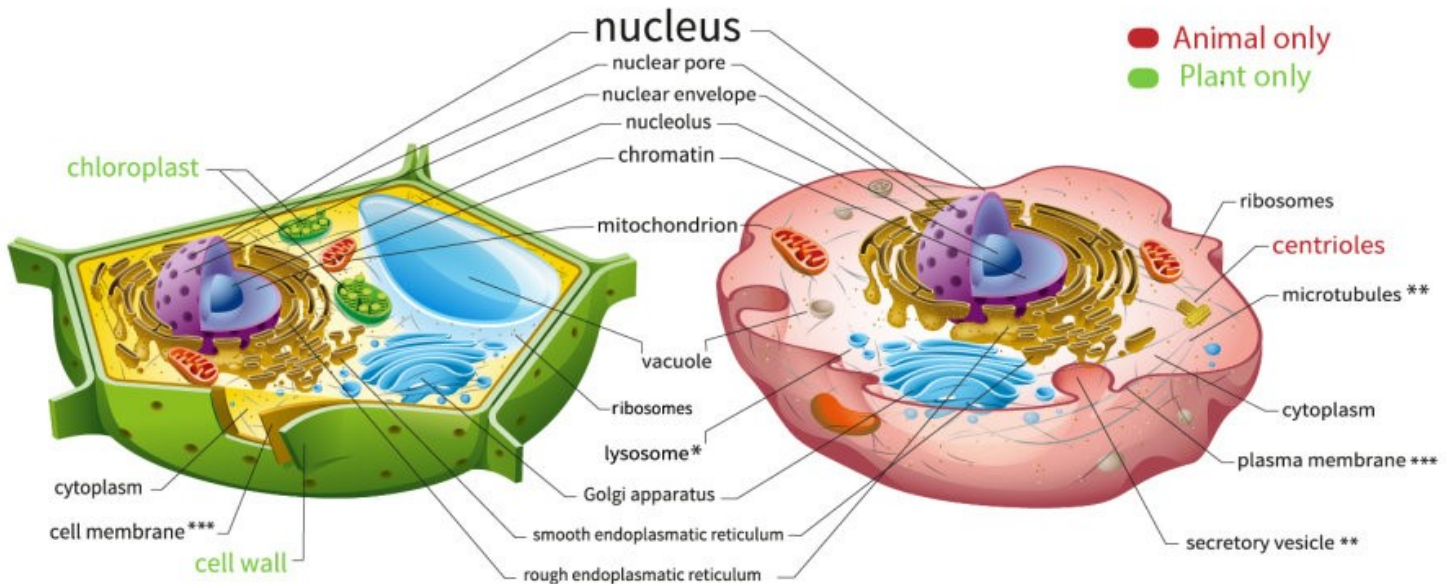
Artist Last name, First name. "Description or Title of Image." Type of Image (e.g. photo, map, drawing, etc.) *Title of Web Site*, Date of image (if known). Web. Access Date dd Mmm yyyy. URL. (Exclude URL only at your instructor's request.)

Periodic Table of the Elements

1																		18																	
1																	2																		
1	H																	He																	
	Hydrogen																	Helium																	
	1.008																	4.003																	
2																	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
3	Li	Be																	B	C	N	O	F	Ne											
	Lithium	Beryllium																	Boron	Carbon	Nitrogen	Oxygen	Fluorine	Neon											
	6.941	9.012																	10.811	12.011	14.007	15.999	18.998	20.180											
11	Na	Mg																	Al	Si	P	S	Cl	Ar											
	Sodium	Magnesium																	Aluminum	Silicon	Phosphorus	Sulfur	Chlorine	Argon											
	22.990	24.305																	26.982	28.086	30.974	32.066	35.453	39.948											
19	K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr																	
	Potassium	Calcium	Scandium	Titanium	Vanadium	Chromium	Manganese	Iron	Cobalt	Nickel	Copper	Zinc	Gallium	Germanium	Arsenic	Selenium	Bromine	Krypton																	
	39.098	40.078	44.956	47.88	50.942	51.996	54.938	55.933	58.933	58.693	63.546	65.39	69.722	72.61	74.922	78.09	79.904	84.80																	
37	Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe																	
	Rubidium	Strontium	Yttrium	Zirconium	Niobium	Molybdenum	Technetium	Ruthenium	Rhodium	Palladium	Silver	Cadmium	Indium	Tin	Antimony	Tellurium	Iodine	Xenon																	
	84.468	87.62	88.906	91.224	92.906	95.94	98.907	101.07	102.906	106.42	107.868	112.411	114.818	118.71	121.760	127.6	126.904	131.29																	
55	Cs	Ba	57-71	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn																	
	Cesium	Barium	Lanthanides	Hafnium	Tantalum	Tungsten	Rhenium	Osmium	Iridium	Platinum	Gold	Mercury	Thallium	Lead	Bismuth	Polonium	Astatine	Radon																	
	132.905	137.327		178.49	180.948	183.85	186.207	190.23	192.22	195.08	196.967	200.59	204.383	207.2	208.980	[208.982]	209.987	222.018																	
87	Fr	Ra	89-103	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Uut	Fl	Uup	Lv	Uus	Uuo																	
	Francium	Radium	Actinides	Rutherfordium	Dubnium	Szaborgium	Bohrium	Hassium	Mitrium	Darmstadtium	Roentgenium	Copernicium	Ununtrium	Flerovium	Ununpentium	Livermorium	Ununseptium	Ununoctium																	
	223.020	226.025		[261]	[262]	[266]	[264]	[269]	[268]	[269]	[272]	[277]	unknown	[289]	unknown	[298]	unknown	unknown																	
57	La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu																				
	Lanthanum	Cerium	Praseodymium	Neodymium	Promethium	Samarium	Europium	Gadolinium	Terbium	Dysprosium	Holmium	Erbium	Thulium	Ytterbium	Lutetium																				
	138.906	140.115	140.908	144.24	144.913	150.36	151.966	157.25	158.925	162.50	164.930	167.26	168.934	173.04	174.967																				
89	Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr																				
	Actinium	Thorium	Protactinium	Uranium	Neptunium	Plutonium	Americium	Curium	Berkelium	Californium	Einsteinium	Fermium	Mendelevium	Nobelium	Lawrencium																				
	227.028	232.038	231.036	238.029	237.048	244.064	243.061	247.070	247.070	251.080	[254]	257.095	258.1	259.101	[262]																				

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Plant vs. Animal



* Plants may have lytic vacuoles, which act like lysosomes in animal cells.
 ** Although they're not labelled here, plant cells have microtubules and secretory vesicles, too.
 *** Cell membrane and plasma membrane are just different names for the same structure.

Cell Diagrams

Addition

Positive + Positive = Positive

$$5 + 3 = 8$$

Negative + Negative = Negative

$$(-5) + (-3) = -8$$

Positive + Negative or Negative + Positive

$$(-5) + 3 = -2$$

· use the larger number and its sign, subtract

$$3 + (-5) = -2$$

$$(-3) + 5 = 2$$

$$5 + (-3) = 2$$

Subtraction

Negative - Positive = Negative

$$(-5) - 3 = (-5) + (-3) = -8$$

Positive - Negative = Positive

$$5 - (-3) = 5 + 3 = 8$$

Negative - Negative = Negative + Positive

$$(-5) - (-3) = (-5) + 3 = -2$$

· use the larger number and its sign, subtract

$$(-3) - (-5) = (-3) + 5 = 2$$

Multiplication

Positive x Positive = Positive

$$5 \times 3 = 15$$

Negative x Negative = Positive

$$(-3) \times (-5) = 15$$

Negative x Positive = Negative

$$(-3) \times 5 = -15$$

Positive x Negative = Negative

$$3 \times (-5) = -15$$

· change double negatives to a positive

Division

Positive ÷ Positive = Positive

$$15 \div 3 = 5$$

Negative ÷ Negative = Positive

$$(-15) \div (-3) = 5$$

Negative ÷ Positive = Negative

$$(-15) \div 3 = -5$$

Positive ÷ Negative = Negative

$$15 \div (-3) = -5$$

· change double negatives to a positive

Number	Divisibility Rule	Example
Two (2)	A number is divisible by two if it is even . Another way to say a word is even is to say it ends in 0, 2, 4, 6 or 8.	642 is divisible by two because it ends in a two, which makes it an even number
Three (3)	A number is divisible by three if the sum of the digits adds up to a multiple of three .	423 is divisible by three because $4 + 2 + 3 = 9$. Since nine is a multiple of three (or is divisible by three), then 423 is divisible by three
Four (4)	A number is divisible by four if it is even and can be divided by two twice .	128 is divisible by four because half of it is 64 and 64 is still divisible by two
Five (5)	A number is divisible by five if it ends in a five or a zero .	435 is divisible by five because it ends in a five
Six (6)	A number is divisible by six if it is divisible by both two and three .	222 is divisible by six because it is even, so it is divisible by two and its digits add up to six, which makes it divisible by three
Nine (9)	A number is divisible by nine if the sum of the digits adds up to a multiple of nine . This rule is similar to the divisibility rule for three.	9243 is divisible by nine because the sum of the digits adds up to eighteen, which is a multiple of nine
Ten (10)	A number is divisible by ten if it ends in a zero . This rule is similar to the divisibility rule for five.	730 is divisible by ten because it ends in zero

One Step Addition Example

The Opposite of Addition is Subtraction

$$y + 14 = 20$$

$$\quad -14 \quad -14$$

$$y = 6 \checkmark$$

The value which makes the equation true is 6.

ONE STEP SUBTRACTION EXAMPLE

The Opposite of Subtraction is Addition

$$x - 120 = 80$$

$$\quad +120 \quad +120$$

$$x = 200 \checkmark$$

The value which makes the equation true is 200.

Multiplication Example

The Opposite of Multiplication is Division

$$3n = 12$$

$$\frac{\cancel{3}n}{\cancel{3}} = \frac{12}{3} \quad \begin{array}{l} 3/3 \text{ cancels down} \\ \text{to become } 1/1 = 1 \end{array}$$

$$n = 4 \checkmark \quad \begin{array}{l} 1n \text{ is simply "n"} \end{array}$$

The value which makes the equation true is 4.

One Step Division Example

The Opposite of Division is Multiplication.

$$\frac{k}{2} = 16$$

$$\frac{k}{\cancel{2}} \times \cancel{2} = 16 \times 2 \quad \begin{array}{l} k \text{ is divided by } 2, \\ \text{so we need to multiply} \\ \text{both sides by } 2 \end{array}$$

$$k = 32 \checkmark \quad \begin{array}{l} 2/2 \text{ cancels down} \\ \text{to become } 1/1 = 1 \\ 1k \text{ is simply "k"} \end{array}$$

The value which makes the equation true is 32.

Solving Two-Step Equations

Remember undo Addition/Subtraction the
undo Multiplication/Division

$$2n - 7 = 15$$

$$\quad +7 \quad +7$$

$$\hline 2n = 22$$

$$\quad \underline{2} \quad \underline{2}$$

$$n = 11 \quad \text{Done!}$$

← Add 7 to both sides

← Divide by 2 on both sides

Inequalities on a Number Line

Symbol	Words	Example
>	Greater than	$x > 5$
<	Less than	$x < -1$
≥	Greater than and equal	$x \geq 3$
≤	Less than and equal	$x \leq 5$

MULTIPLICATION TABLE												
×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144