

**W.E. Mitchell Middle School
An International Baccalaureate World
School**



**2021-2022
School-wide Syllabus &
Student Handbook**

**MITCHELL MIDDLE SCHOOL
Home of the Marauders
2100 Zinfandel Drive
Rancho Cordova, CA 95670**

**[HYPERLINK "http://www.fcusd.org/mitchell"](http://www.fcusd.org/mitchell)
www.fcusd.org/mitchell**

**Main Phone: 916-294-9050
Attendance/Absence: Press #1
Main Office: Press #2
Food Service: Press #3
Health Office: Press #4**

1st Diagnostic Scores	1st Diagnostic Scores	1st Diagnostic Scores
English –	English –	English –
Math –	Math –	Math –

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

1965 Birkmont Drive
Rancho Cordova, CA 95742-6407
(916) 294-9000

BOARD OF EDUCATION

Mr. Ed Short President
Mr. David Reid, Vice President
Mr. Joshua Hoover, Clerk
Mr. Chris Clark, Member
Mr. Tim Hooley, Member

DISTRICT ADMINISTRATION

Dr. Sarah Koligian, Superintendent
Dr. Jim Huber, Assistant Superintendent
Mr. Curtis Wilson, Assistant Superintendent

MITCHELL MIDDLE SCHOOL ADMINISTRATION & SUPPORT STAFF

Ms. Amy Strawn, Principal
Dr. Sandra Garcia, Assistant-Principal (Student Alphabet A – L)
Mr. Brian Botsford, Assistant-Principal (Student Alphabet M – Z)
Ms. Melissa Means, Counselor (Student Alphabet A – L)
Mr. Eric Mejia, Counselor (Student Alphabet M – Z)
Ms. Gail Phinney, School Psychologist
Ms. Ashley Bloom, School Nurse
Ms. Dorota Parker, Mental Health Specialist Associate
Mr. David Sewell, Athletic Director
Ms. Suzanne Titchenal, MYP Coordinator
Ms. Stacey Michelini, Administrative Assistant
Ms. Michelle Zilles, Student Accounts Clerk
Ms. Sheila Johnson, Registrar/ Student Records Clerk
Ms. Donna Schleeter, Attendance Clerk
Ms. Ana Wolfgram, Spanish Interpreter
Ms. Dana Parsons, Health Office Assistant
Ms. Dominique Devito, Parent Coordinator
Ms. Jan Goldenberg, Library Clerk
Ms. Amanda Turkie, FCUSD Librarian

(Several of the support staff listed also work at other schools. Their hours at Mitchell may vary and email is the best contact.)

ADMINISTRATION OFFICE HOURS

Mitchell Middle School Office is open from
7:30 a.m. to 4:00 p.m. Monday through Friday
During the school year, excluding holidays.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the **Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625.**

Aug 11	First Day of School
Aug 19	Back to School Night, 6pm
Sept 6	Labor Day, No School
Oct 6	Teacher grading, student release 1:35pm
Oct 8	End of Quarter 1, Minimum Day, student release 12:45pm
Nov 11	Veteran's Day, No School
Nov 22-26	Thanksgiving Holidays
Dec 15	Teacher grading, student release 1:35pm
Dec 17	End of Semester 1, Minimum Day, student release 12:45pm
Dec 20-31	Winter Break
Jan 17	Martin Luther King, Jr. Day, No School
Feb 21-22	President's Day/Lincoln (observed), No School
Mar 9	Teacher grading, student release 1:35pm
Mar 11	End of Quarter 3, Minimum Day, student release 12:45pm
Apr 11-18	Spring Break
May 20	Teacher grading, student release 1:35pm
May 23 - 26	Minimum Day, student release 12:45pm
May 27	8 th grade Promotion Ceremony, 9:00 – 10:00 am

Semester Grading Periods

1st quarter: Aug 11 - Oct 8 (42 days)

2nd quarter: Oct 11 - Dec 17 (44 days)

3rd quarter: Jan 3 - Mar 11 (47 days)

4th quarter: Mar 14 - May 26 (48 days)



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A Letter to Our Parents & Guardians from the Principal

Happy 2021/2022 school year! Last year was one for the books and while we experienced challenges, I think we learned a lot. One thing we noticed here at Mitchell is how important self-management is to student success. When we keep track of our tasks and assignments, we are more productive, more centered, and able to take on anything. While this planner is intended primarily for students, I include this letter to parents & guardians because your involvement in the use of this planner is also critical. This student planner is provided to Mitchell students and parents/guardians to serve two primary purposes.

- First, this planner is intended to assist our students in organizing their academic life. Mitchell students who consistently use their student planner take their first steps toward success all the way through their high school years.
- Second, the handbook contained within this planner lays out the policies and procedures created by Folsom Cordova Unified, Mitchell administrators, faculty, staff, parents, and students (PTSA) for each student to reach his or her fullest potential socially and emotionally by creating a safe and welcoming learning environment.

Academics:

Regarding our first purpose, parents are encouraged to promote their student's use of the planner every day, in every class period. Mitchell students should record the learning objective of the day, and due dates for all formative and summative assessments. Parents that check the planner at least weekly, and talk to their students about the information recorded, help tremendously in building the organizational skills necessary for academic success. If students or parents have any questions about how to use the student planner properly and consistently, we encourage the student and/or parent to speak to their advisory teacher for more information.

School Climate:

Relating to our second purpose, the handbook within the planner serves as a document to explain in very clear language both positive and negative impacts related to expected student behavior while on campus or during any school event on or off campus. We work throughout the year, using a variety of programs, to promote a culture of diversity, tolerance, empathy, fair play, teamwork & sportsmanship; and we celebrate positive behaviors, excellent examples of hard work, random acts of kindness, overcoming obstacles, academic risk taking, etc.

While Mitchell Middle School employs a variety of negative consequences, our focus is to create a positive climate that inspires a strong academic work ethic and overall positive campus culture. Parent/guardian involvement is critical, and we invite parents/guardians to partner with us throughout their student's middle school career toward achieving those goals. Be **involved** in the academic life and **aware** of the social life of your student. Also, it is helpful to monitor and set reasonable limits on the use of technology and social media. In doing so, we will all be creating an environment that promotes the positive academic and social/emotional growth of your student.

We thank you in advance for your support of your student and Mitchell Middle School!

Sincerely,
Amy Strawn
Principal

Welcome to a new school year! We look forward to helping you become a successful student at W.E. Mitchell Middle School. To that end, we want to share with you some information that will help you to excel in our classrooms.

Each student will receive a copy of this Student Handbook/Planner. The purpose of this handbook is to provide an overview of the expectations and services offered to Mitchell students. The items published in this handbook do not represent an exhaustive list. Please feel free to contact our teachers or administration for any clarification.

The purpose of the planner is to help our students organize their responsibilities and to improve communication with parents and guardians. **Students must carry this planner with them throughout the school year. Mitchell students are expected to write down their learning objectives and assignments for each class, except for physical education, every day.**

Teachers, parents, and guardians may communicate with each other via notes written in the planner. Parents and guardians are encouraged to examine the planner frequently to learn about learning objectives, assignments, and important events.

Our expectations for you as a learner are high, but you can also expect certain things from your teachers.

AS YOUR TEACHERS, YOU CAN EXPECT THE FOLLOWING FROM US:

INSTRUCTION BASED ON CALIFORNIA COMMON CORE STANDARDS

The state of California has set standards that each pupil must achieve by the end of his or her career as a student in middle school. The state has set goals in the broad areas of **English Language Arts, History-Social Science, Mathematics, Physical Education, Science, Visual and Performing Arts, and World Language**. To help you meet these goals, we will explore our disciplines through class discussions, reading, class work, homework, essays, exams, and various tasks and projects. There are many ways for you to prove you have mastered the concepts taught in class. Not all your assignments will be graded, but you **WILL** be assessed on every concept presented. Our goal is to help you master all these standards.

For more information on the California Common Core Standards, please refer to the California Department of Education website

<http://www.cde.ca.gov>

GRADING POLICY

We expect you to actively participate in your own learning by completing **ALL** your assignments. Not all your work is graded. Just like you do not receive medals for going to sports practice, not all your schoolwork is graded. Some assignments give you an opportunity to practice your skills; others allow you to demonstrate your mastery of the common core standards. Although your final grade is based on summative assessments, your performance on formative assessments will guide instruction in the classroom.

FORMATIVE ASSESSMENTS occur after small amounts of instruction while students are making meaning of new concepts. The feedback is nearly immediate and helps students integrate new information with previous knowledge. Formative assessments also help us teachers adjust instruction to best meet the needs of our learners. Formative assessments are powerful tools that can help improve a learner's understanding and performance. Incomplete or missing formative assessments may have a negative impact on a student's citizenship marks as well as a student's eligibility to re-take a summative assessment to improve his or her classroom grade.

Examples of formative assessments can be:

Weekly fitness runs, Skills Practice, Class Work, Exit Tickets, Interviews, Homework, Debates, Graphic Organizers, KWL charts, Four Corner Activities, Chain Notes, Sticky Bars, Quick Writes, Quizzes, Socratic Seminars, and Warm-Ups.

SUMMATIVE ASSESSMENTS occur at the end of a large chunk of instruction. The results may take a while to be returned to the student. The purpose of summative assessments is to help a teacher evaluate a learner's mastery of learning goals. Summative assessments may occur less frequently than formative assessments. At Mitchell, students **MAY** have the opportunity to retake a summative assessment to show an increase in mastery and improve their grade. Teachers may require students to redo or make up formative work before allowing a student to retake or redo a summative assessment.

Examples of summative assessments can be:

Chapter Exams, Embedded Assessments, Essays, Final Exams, Lab reports, Unit Exams, Presentations, and Projects.

MYP CRITERION RUBRICS

Your work will be assessed using MYP criterion-based rubrics. Each eight-point rubric clearly explains what a learner needs to accomplish on an assignment to achieve the highest quality and grade. Each teacher will discuss the rubrics used in his or her discipline before most assignments. Teachers may also add task-specific clarification to rubrics to clarify expectations.

ASSESSMENT CRITERIA BY SUBJECT

MYP assigns four (4) criteria to each subject being offered. Your teachers must assess each criteria two (2) times per semester. When more than one criterion is assessed in a task, there will be multiple grades (one grade for each criterion).

<p>Arts—</p> <ul style="list-style-type: none"> <input type="checkbox"/> A: Knowing and Understanding <input type="checkbox"/> B: Developing Skills <input type="checkbox"/> C: Thinking Creatively <input type="checkbox"/> D: Responding 	<p>Language and Literature—</p> <ul style="list-style-type: none"> <input type="checkbox"/> A: Analyzing <input type="checkbox"/> B: Organizing <input type="checkbox"/> C: Producing Text <input type="checkbox"/> D: Using Language
<p>Design— (integrated into Science)</p> <ul style="list-style-type: none"> <input type="checkbox"/> A: Inquiring and Analyzing <input type="checkbox"/> B: Developing Ideas <input type="checkbox"/> C: Creating the Solution <input type="checkbox"/> D: Evaluating 	<p>Mathematics—</p> <ul style="list-style-type: none"> <input type="checkbox"/> A: Knowing and Understanding <input type="checkbox"/> B: Investigating Patterns <input type="checkbox"/> C: Communicating <input type="checkbox"/> D: Applying Mathematics in Real-life Contexts
<p>Individuals and Societies—</p> <ul style="list-style-type: none"> <input type="checkbox"/> A: Knowing and Understanding <input type="checkbox"/> B: Investigating <input type="checkbox"/> C: Communicating <input type="checkbox"/> D: Thinking Critically 	<p>Physical and Health Education—</p> <ul style="list-style-type: none"> <input type="checkbox"/> A: Knowing and Understanding <input type="checkbox"/> B: Planning for Performance <input type="checkbox"/> C: Applying and Performing <input type="checkbox"/> D: Reflecting and Improving Performance
<p>Language Acquisition—</p> <ul style="list-style-type: none"> <input type="checkbox"/> A: Comprehending Spoken and Visual Text <input type="checkbox"/> B: Comprehending Written and Visual Text <input type="checkbox"/> C: Communicating in Response to Spoken, and/or Written and/or Visual Text <input type="checkbox"/> D: Using Language in Spoken and Written Form 	<p>Sciences—</p> <ul style="list-style-type: none"> <input type="checkbox"/> A: Knowing and Understanding <input type="checkbox"/> B: Inquiring and Designing <input type="checkbox"/> C: Processing and Evaluating <input type="checkbox"/> D: Reflecting on the Impacts of Science

RE-EVALUATING ASSESSMENTS

If you are unsatisfied with your score on an assessment, you may be given an opportunity to be reassessed. You must schedule a time with us to be reassessed. It is **YOUR** responsibility to take the necessary steps to improve your grade; study for the exam, re-edit your essay, etc. Ideally, you should be reevaluated within two (2) weeks of receiving the original grade. The superior grade may be accepted into the grade book. Teachers will set final dates for reassessment at the end of each grading period.

FINAL GRADES

Your final grades will be determined using assessments on the four (4) MYP criteria specific to each subject. Your teachers will discuss the assessment criteria above and will help you to understand how you can demonstrate your learning.

POWERSCHOOL, TEACHER WEBSITES, AND GOOGLE CLASSROOM

Students, parents, and guardians have multiple ways to keep up on current assignments as well as check on student progress throughout the year.

- PowerSchool is the program where assignment scores and final grades for the quarter and semester are posted. It is also a program that tracks student's daily attendance.
- Teacher websites and Google Classrooms are platforms used for teachers to share information on units/assignments, post homework, remind students of deadlines, turning in assignments, and give parents an idea of the instruction taking place in the classroom, etc.

IB MYP POLICIES

As an IB World School for the IB Middle Years Programme, Mitchell Middle School has adopted four (4) policies concerning:

- Academic Honesty
- Assessment
- Language
- Special Needs

Please visit our website to review the policies in their entirety.

MITCHELL MIDDLE SCHOOL TOUCHSTONE

Our Mission

At Mitchell, we lead by example.
 We are citizens of the world and show respect for other
 through kind words and actions.
 We put forth our best effort and work hard to achieve academic excellence.
 We grow by taking risks and by learning from our mistakes.
 We believe laughter is an important part of learning.
 With courage, this is who we are, especially when no one is looking.

AS A LEARNER, THE FOLLOWING IS EXPECTED FROM YOU MITCHELL STUDENTS WILL BE PREPARED

MITCHELL'S THREE B'S THE MARAUDER WAY

Mitchell students are safe, responsible, and respectful people. Before taking any action, students should consider whether their actions are in accordance with the Three B's:

- Be Safe
- Be Responsible
- Be Respectful

	Be Safe	Be Responsible	Be Respectful
School-wide	<ul style="list-style-type: none"> ● Walk on sidewalks ● Walk from one place to another ● Use a pass when out of class 	<ul style="list-style-type: none"> ● Use kind and appropriate language ● Follow adult directions ● Listen to morning announcements 	<ul style="list-style-type: none"> ● Arrive on time to school and classes ● Move quickly to your next class ● Bring necessary materials
Classroom	<ul style="list-style-type: none"> ● Keep walkways clear ● Hands and feet to self ● Use a pass to leave the room 	<ul style="list-style-type: none"> ● Be on task ● Use materials and personal items appropriately ● Follow classroom procedures 	<ul style="list-style-type: none"> ● Use the restroom at the appropriate time ● Complete assignments (formatives and summatives) ● Consume food and drinks in approved locations
School technology devices	<ul style="list-style-type: none"> ● Walk while carrying a device ● Keep all food and drinks away ● Hold devices securely 	<ul style="list-style-type: none"> ● Log off when done ● Put device away correctly ● Use earbuds or headphones if sound is needed 	<ul style="list-style-type: none"> ● Use teacher approved websites at appropriate times ● Keep all components and settings in proper working order
Cafeteria	<ul style="list-style-type: none"> ● Walk to the lunch lines 	<ul style="list-style-type: none"> ● Put trash in the garbage cans 	<ul style="list-style-type: none"> ● Move quickly to class at the bell

and Lunchtime	<ul style="list-style-type: none"> ● Be in the designated areas in the quad 	<ul style="list-style-type: none"> ● Wait in line until called forward ● Keep volume level low in all areas 	<ul style="list-style-type: none"> ● Be ready when it's your turn in the cafeteria
Blacktop	<ul style="list-style-type: none"> ● Only enter when supervised by an adult ● Play safely 	<ul style="list-style-type: none"> ● Use appropriate language ● Practice positive sportsmanship ● Be inclusive ● This is a privilege, not a right 	<ul style="list-style-type: none"> ● Check in and out equipment from the cart ● When the bell rings, stop play and head to class ● ID s only are collateral for equipment check out
Restrooms	<ul style="list-style-type: none"> ● Use a pass from your teacher if during class time ● Report malfunctioning plumbing 	<ul style="list-style-type: none"> ● Use restroom during passing period and lunch 	<ul style="list-style-type: none"> ● Take care of business quickly ● Wash your hands with soap for at least 20 seconds
Rallies and Assemblies	<ul style="list-style-type: none"> ● Use the stairs to go up and down the bleachers ● Leave only when dismissed in an orderly fashion 	<ul style="list-style-type: none"> ● Sit quietly ● Listen to presenters ● Use appropriate applause ● Remove ear buds 	<ul style="list-style-type: none"> ● Sit in assigned section of the bleachers ● Follow the presentations
Office	<ul style="list-style-type: none"> ● Hands and feet to self 	<ul style="list-style-type: none"> ● Wait patiently for your turn ● Use kind and appropriate language ● Keep volume level low 	<ul style="list-style-type: none"> ● State your purpose politely

MATERIALS

In addition to a positive and productive attitude, you will benefit from being prepared with the following materials.

GENERAL MATERIALS

While the school provides many of these materials, for sanitation reasons, we suggest students bring the following each day:

- FCUSD issued Chromebook - this will be checked out to you just like a textbook
- Blue or Black Pens
- Pencils
- Color Pencils
- Color Markers (not Sharpies)
- Pencil Sharpener (with a cover to catch shavings)
- Blue, Green, Yellow, and Red (Pink) Highlighters
- Glue Stick
- Lined Paper (8 ½ x 11)
- Student ID Card**

- Student Planner**
- Silent Reading Book**

You may also find useful:

- Scientific Calculator (8th Grade)
- Basic Calculator (6th & 7th Grade)
- Index Cards

DISCIPLINE SPECIFIC MATERIALS

- Arts:**
 - Music: 1 in 3-Ring Binder with paper, band, and orchestra students only: plastic sheet protectors
 - Visual Art: a folder with drawing paper OR a spiral sketchbook. A pack of wooden pencils (not mechanical)
- Individuals and Societies:** Pocket folder, colored pencils, tissue for classroom use (optional)
- Language Acquisition:** Spiral Notebook and Pocket Folder
- Language and Literature:** Will vary depending on teacher
- Physical and Health Education:** PE Uniform (2 recommended), socks, and athletic shoes. If your student has morning PE, extra socks, and athletic shoes are recommended, as the grass can be wet. Locks will be provided to students to borrow for the school year.
- Sciences:** Folder, hair “scrunchie” (if child has hair longer than shoulder length—for lab safety when working with open flame), and Black and White Composition Notebook
- Math:** 2 Dry-erase Markers, break resistant ruler, spiral bound or composition notebook for notes (one per semester), ¼ inch graph paper (8th Grade & 7th Grade Honors)

We recognize that many families wish to provide supplies for their own students or donate materials to the school and are welcome to do so at any time. The supplies listed are suggested materials and are not required of any student or family to fully participate in the school’s academic program. All required materials and supplies will be provided by schools to students at no cost.

International Baccalaureate Learner Profile

The Mission Statement in Action

As learners we strive to be

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

GROWTH MINDSET

One of the most important aspects regarding success is the right “frame of mind” when working on any task or assignment. We all have struggles and challenges from time to time, but how we view those challenges and struggles and how we REACT to them makes all the difference in the world. Students with a “Fixed Mindset” believe that the talents and intelligence you are born with determine how well you do in school. While students with a “Growth Mindset” understand that it is **hard work** and **perseverance** that determine how successful you will be in school and all aspects of your life. Students with a growth mindset see mistakes and challenges as part of living and learning. Their motto is, **“Never give up!”**

Train Your Brain!

INSTEAD OF...	TRY THINKING....
I am not good at this	What am I missing?
I give up	I will use a different strategy
It is not good enough	Is this really my best work?
I cannot make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me learn
I just cannot do this	I am going to train my brain
I will never be that smart	I will learn how to do this
Plan A did not work	There is always plan B
My friends can do it	I will learn from them

Retrieved from Stanford University Professor Carol Dweck’s research on Fixed and Growth Mindsets.

Parents and students can learn more about Dr. Dweck’s research here: <http://mindsetonline.com/abouttheauthor>

WORDS OF WISDOM FROM STUDENT WEB LEADERS

- Be kind to others.
- Join clubs or sports teams.
- Respect teachers.
- Keep a clean backpack and stay organized.
- Manners! Don't forget them!
- It is OK to make mistakes.
- Stay away from friends that will get you in trouble.
- Sit with someone new occasionally.
- Do not give into negative peer pressure.
- Seek out help when you need it.

COMMUNICATION HOME

Mitchell Middle School does everything possible to communicate with parents & guardians throughout the school year. The school sends home notices with students about upcoming events or important information, usually followed by a community outreach reminder from the principal through phone calls, emails, and text messages. Parents and guardians are also encouraged to **check our website weekly** for a continually updated school calendar as well as important announcements/events that are highlighted down the middle of the page. Our website address is: www.fcusd.org/mitchell

Parents/guardians are also encouraged to read the weekly newsletter "*Week at a Glance*" (The link is in the center of the school website) and have weekly updates emailed directly to them.

ARRIVAL TO SCHOOL

The school day begins promptly at 8:25 each morning. Upon arrival, students may congregate in their grade level designated area. Students can be on campus as early as 8:05am and must depart within 15 minutes of dismissal. **Students may not leave campus after their arrival.**

WALKING TO AND FROM SCHOOL

When walking to or from campus, students will use the sidewalks and crosswalks (jaywalking is not permitted). Students shall not walk across the parking lot at any time; students will meet their parents and guardians at the passenger loading zone. A great deal of traffic passes in front of our campus (particularly when the last bell rings); we appreciate your cooperation keeping our students safe. Inappropriate behavior while walking to or from school will receive consequences as determined by administration.

BICYCLES, SCOOTERS, SKATEBOARDS, ETC.

All bicycles, scooters, and skateboards must be stored in the bike rack/skateboard area during school hours. This area is locked during the day. Students should furnish locks for their property. Helmets are required by law. To preserve campus safety students must walk bicycles, scooters, skateboards, etc. on sidewalks and must use the crosswalk when crossing the street. **Bicycles, scooters, skateboards, hoverboards, etc. may never be ridden by students while on school grounds. Students with multiple warnings regarding riding their bike, skateboard, scooter, etc. on campus will have the item confiscated until parent/guardian and student can meet with an administrator.** (Adults such as administrators and campus security may ride bikes on campus as a means of reaching any point on campus, or to a location off site, more quickly). ****The school is not responsible for lost/stolen items.****

AFTER SCHOOL ACTIVITIES

Mitchell offers many activities that take place outside of school hours. Each club, sport, or event may have different requirements for participation. All students will abide by the activity requirements and will also follow all school rules and expectations. Participation in afterschool activities is a privilege and not a right. Students should listen for announcements, refer to the daily bulletin in the main office or consult the school website for information about clubs, sports, and activities. Students should speak with a club advisor or coach to learn about eligibility requirements.

To ensure the safety of our students, each student is expected to arrange for transportation home at the conclusion of any activity. **Students must be picked up within 15 minutes after a school event or activity ends or they may lose the ability to participate.**

CAFETERIA

All food will be served out of the North Multi where our kitchen is located. Students are expected to walk to the cafeteria for lunch, stand in an orderly line, and clean up after themselves prior to leaving. **All food MUST be consumed in the approved eating areas.**

LUNCH

Mitchell Middle School is a closed campus. Parents may make lunch for their child, and they may pick up a lunch on a special day and deliver it to the office. However, food delivery services are banned from doing business on campus. ALL food delivered by services like Uber Eats and Door-Dash will be refused. Additionally, a student leaving campus at lunchtime without being signed out in the office by a parent or guardian will receive serious disciplinary action and will be considered truant per California Education Code.

Administrators, yard duty supervisors, teachers and various staff members monitor the lunch area to ensure the safety and well-being of our students. Their instructions are to be followed immediately. Students who do not follow the lunch area rules, or the instructions of an adult responsible for campus safety and supervision, will receive appropriate consequences. Students will keep the lunch area clean and orderly for the sake of all students.

LUNCHTIME GUIDELINES

Cafeteria:

- A school lunch may be purchased for \$3.00. (Amount may be adjusted after this handbook is published.) Free or reduced meal applications are available in the office or on the food services website for students who are eligible.
- Students will consume food and drinks only in the designated eating areas; **no food is permitted on the blacktop, quad or field areas**. No glass containers of any kind are permitted during lunch or any other time during school.
- Students will clean up after themselves when they are finished eating.
- Students will comply with all directions given by cafeteria/campus supervisors.

Lunchtime Activities:

- Students participating in games or other lunchtime activities will show good sportsmanship and will work cooperatively with other students.
- **Student ID cards are required** to check out equipment.
- Students will always exhibit respectful behaviors.
- Students who check out a ball or other equipment should not loan that ball/equipment to other students.
- All lunch area balls/equipment must be returned at the end of the lunch period.
- Students who bring their own basketball, volleyballs, footballs, etc. can only use them on the blacktop before school, after school, and at lunchtime. Repeated misuse of your athletic equipment will result in confiscation.

EARLY DISMISSALS

Early dismissals can be pre-arranged by sending a note to the main office before school or by calling **916-294-9050**. If advance notice is not possible, then a student may be called out of class upon the parent or guardians' arrival in the main office. A parent, guardian, or emergency contact **on record with the school office** must sign the student out. **Adult picking up students must be able to show photo identification.**

Upon returning to campus, students are required to check in at the main office for a readmit pass (the parent or guardian need not accompany the student). **Every attempt should be made to schedule appointments outside of school hours.**

PASSES

Students must remain in class until dismissed by a teacher. In the event a student must leave the class, he or she **MUST** have a pass. Students may not self-refer out of class. Leaving class without permission is considered truancy. Students must schedule appointments before visiting a counselor, teacher, or administrator except in the case of an emergency.

SCHOOL SAFETY AND EMERGENCY CODES

Mitchell takes the safety and welfare of our students seriously. Periodically, we will conduct drills to practice procedures that will help to keep our students safe.

- Shelter in Place/Duck and Cover Drill—When the announcement “Duck and cover” is made, then all students will duck under their desks, or sturdy tables, until an “all clear” has been announced by the incident commander.
- Evacuate/fire drill —The fire alarm is a loud horn and is accompanied by flashing strobe lights in each room. Students will follow their teachers out of their rooms and will follow the escape routes posted by each door. If a student is out of doors during a fire drill, then he or she should immediately and safely head for the track at the back of the campus. Students should then seek out and remain with their advisory teacher.
- Lockdown Drill—When teachers hear the word “Lockdown” over the public address system, they will lock their doors and instruct students to stay away from any windows. Students will remain calm and will wait for further instructions. Any students outside during the Lockdown should immediately go to the nearest room and get inside.

NO TOLERANCE FCUSD’S POLICY: DRUGS AND ALCOHOL

Folsom Cordova Unified School District maintains a No Tolerance policy with regards to student use, possession, distribution, sale, or being under the influence of alcohol, illegal drugs, controlled substances, “look-alike” drugs, or the possession of drug paraphernalia on school premises or at any school function (either on campus or away). These are strictly prohibited, and any student found in violation of the Education Code covering these prohibited substances will be immediately suspended, cited by law enforcement, and recommended for expulsion.

SEARCH OF PROPERTY

STUDENT SEARCHES Students have a reasonable expectation of privacy with personal items (backpack, purses, pockets). School officials may conduct searches of pupils and their personal belongings while on school property or at school-sponsored events. Searches of pupils and personal belongings will be conducted when there are reasonable grounds to suspect that the search will provide evidence that the pupil is violating the law and/or school regulations. The

scope of the search will be related to the objectives of the search, the age and sex of the pupil, and the nature of the violation. By way of example, and not limitation, "personal belongings" includes backpacks, briefcases, bags, et cetera. Searches are also conducted of school property under joint control. "School property" under joint control includes lockers and desks. Lockers are school property under the joint control of the school and the pupil. There is no expectation of privacy. The District may search lockers, or any other school property under joint control, at any time. Searches may be random and without cause of any kind. Automobiles parked on the school premises or in the school parking lot are subject to search when officials have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein. Canines may be used to search a pupil's personal belongings and vehicles and school property under joint control. Canine searches will be used to search a pupil's person when either (1) there are reasonable grounds to suspect a particular pupil of wrongdoing; or (2) the District determines that the school has a drug crisis or problem. Contraband will be seized (Penal Code 62610) V

TOBACCO

Tobacco use by students, employees, or visitors is strictly prohibited on any district property and within any district vehicle. (This includes all variations of "smokeless or e-cigarettes").

VISITORS

Mitchell's campus hours are from 7:30 AM until 4:00 PM. All visitors must sign in and out at the Main Office and must always wear a visitor's badge before going onto campus. Classroom visits during school hours should be prearranged with the student's teachers at least 24 hours before the visit. Relatives, friends, and non-Mitchell students are not allowed on campus without permission from administration (until after 4:00 PM).

ACADEMIC HONESTY

Academic honesty and personal integrity are fundamental to a rigorous education and to the development of good character. Definitions of academic dishonesty, student/teacher responsibilities, and consequences and procedures are outlined in the MYP Academic Honesty Policy posted online.

ADVISORY PERIOD

Each morning, Mitchell students will attend an advisory period. The advisory period is designed to help meet the individual needs of our students as well as promote an overall positive campus culture. During advisory students may receive (depending on individual needs) additional support in math or English. Through the Advisory period, students will also participate in character building experiences, visit teachers for extra support, attend school wide or grade level events & assemblies, etc.

***i* - READY**

i-Ready Diagnostic & Instruction is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student's unique needs. Students will be taking the diagnostic assessment three times a year. Data from these assessments will be used for class placement and to provide additional support to students as needed during the school day. After each diagnostic, students will record their scores on page 4 of their planners. Information on interpreting *i-Ready* scores and access to *i-Ready Instruction* is available from the school website.

CITIZENSHIP GRADE

A student's overall citizenship grade is based on two categories:

1. **Completion of formative assessments in class and homework.**
2. **Overall respectful behavior in the classroom.**

As parents know from their day to day work and public lives an aspect of citizenship is the way we behave towards others. Are we respectful of their property, their personal space, and the way we are speaking and interacting with them? We also show respect and responsibility by being to our place of business on time. These same requirements are applied to Mitchell students, and all the elements listed below are the "cultural points" evaluated by the teacher to determine the final mark a student will receive for citizenship.

HOMEWORK (A Type of Formative Assessment)

We expect you (Mitchell students) to actively participate in your own learning by completing **ALL** your assignments. Some assignments give you an opportunity to practice your skills; others allow you to demonstrate your mastery of the common core standards. Homework is an important part of the instructional program. The amount of homework will vary from day to day and class to class; parents and guardians are encouraged to consult the planner every day. Students, parents, and guardians should set aside a regular time and suitable environment to complete work.

GRADE RECOVERY AND ACADEMIC SUPPORT

If a student feels that he or she needs additional support with assignments, then he or she may visit teachers most days before and after school. Possibly, students may also make an appointment to meet with teachers during lunch. Teachers will always try to meet a student's needs, but we require the student's help and we encourage all students/parents to communicate directly and openly with their teachers.

Students performing poorly in their classes may be given opportunities to be reassessed. Reassessments may take the form of retaking tests and quizzes, redoing performance tasks in PE, and completing missing work. Students should speak to their teachers to request grade recovery and/or academic support.

MAKE-UP WORK

A student absent from school for less than three (3) consecutive days **is responsible for collecting make-up work from the teacher.** The student will have two (2) days for each day of absence to complete and submit any make-up work (e.g., a student absent for 2 days will have 4 days to complete make-up work).

For non-medical absences lasting longer than three (3) days, the Main Office, **upon request**, will collect make-up work and have it ready in the main office. Please allow at least 24 hours.

INDEPENDENT STUDY

An Independent Study Contract can be established for non-medical absences greater than five (5) days and with at least two (2) weeks' notice. Please notify Ms. Donna Schleeter in the Main Office at **916-294-9050**.

PROGRESS REPORTS, DEFICIENCY NOTICES, AND REPORT CARDS

The grading periods are:

1st quarter - August 11 to October 8

3rd quarter - January 3 to March 11

2nd quarter - October 11 to December 17

4th quarter - March 14 to May 26

- Quarters 1 & 2 create the 1st Semester.
- Quarters 3 & 4 create the 2nd semester.
- Grades posted during quarters 1 & 3 (October 8 and March 11) are considered "progress grades."
- 1st and 2nd Semester grades (December 17 and May 26) are the grades recorded on the student's permanent record.

A student receiving a grade of "D" or lower during 1st and 3rd quarter should consider the grade a "deficiency notice," warning the student and his or her parents/guardians that the student is in danger of failing the class by the time the semester grade is recorded on the student's permanent transcript. The student and his or her parents/guardians are encouraged to meet with the teacher(s) to determine what steps need to be taken to improve the student's grade(s) by the end of the semester.

Report cards are mailed home approximately 5 school days after the end of each grading period.

HONOR ROLL

Students with a 3.0 GPA qualify for the Honor Roll. A 3.5 GPA qualifies a student for High Honor Roll. Students with a 4.0 GPA (at the 3rd quarter) qualify for the Principal's Honor Roll.

PHYSICAL EDUCATION

- Students will be issued combination locks at the beginning of the school year. The locks are to be returned to the physical education teachers at the end of the year.
- Students who lose their PE lock will be charged \$8.00 for its replacement. Periodic lock checks are done throughout the year to make sure students have a lock and can use their lock correctly.
- Students are recommended to have two PE uniforms. Uniforms may be purchased through the student store in the administrative office. Students are issued a receipt to present to their PE teacher to pick up their uniforms. Per district policy, students are required to wear clothes and shoes that are suitable for the school activities in which they participate (BP 5132).
- Pursuant to state education code, if a student cannot participate in PE, a note NEEDS TO be provided to their teacher. A parent note excuses activity for up to three (3) days. If an illness or injury continues, please provide a doctor's note to the main office including when the student is expected to return to PE participation. The PE Department will provide alternate assignments to be completed while recovering. If injury or illness is severe, students may be placed in an alternative setting for the duration of the medical note. Often students stay with their class, dressed down, and observe to maintain skill development.

ATHLETIC PARTICIPATION (contingent on funding)

Our campus offers various opportunities to represent Mitchell as student-athletes. Students may join our basketball, soccer, track and field, volleyball, and wrestling teams. However, participation in sports is a privilege and not a right. Students must maintain a 2.0 GPA and have no more than one U or N for citizenship. Only responsible student-athletes can represent Mitchell Middle School. Students receiving more than one U or N for citizenship during the previous quarter (or as noted by a teacher during a current progress check and/or on the form described below), 12 or more late or tardies or a student suspended from school will be ineligible for participation during the season the infraction(s) occurred.

Marauder Permission to Participate in Athletics

During the weeks prior to tryouts the coaches and/or athletic director will provide interested students with **Marauder Permission to Participate in Athletics** forms to be filled out by all the students' teachers. This form notifies the coaches & athletic director whether or not students have the appropriate grades, attendance and behavior required to participate in Mitchell athletics (This is an internal form separate from the required district permission slip, physical paperwork, etc. that parents & guardians must complete and return to the school). **Students** are completely responsible for getting all their teachers to fill out the **Marauder Permission to Participate in Athletics** form and submit it to their coach or athletic director by the tryout deadline. Weekly grade, attendance and behavior checks during the sports season (usually completed on Fridays) are also required of all Mitchell athletes.

REWARDS AND INCENTIVES

Mitchell Middle School offers various rewards and incentives to encourage excellent behavior and to promote a positive learning environment. Here is a partial list of some rewards and incentives offered to Mitchell students:

- **Marauder of the Month** provides teachers an opportunity to recognize students who demonstrate excellent character traits as students and citizens. Each month, recipients are honored with a certificate and each semester they are invited to a special recognition breakfast.
- **Mitchell Awards Night** takes place in May. Every teacher can formally present awards to students who have excelled in their studies. Students may be presented with awards for maintaining excellent grades, attendance, sportsmanship, and the IB Learner Profile. Additionally, we recognize the Athletes of the Year, Mitchell's Top 10, and the W. E. Mitchell Student of the Year.
- **Top 10 and the W.E. Mitchell Student of the Year** The Top 10 recognizes ten outstanding scholars for their hard work in their 8th grade year. Candidates exemplify excellent studentship, behavior and character as well as assuming leadership roles on and off campus. Candidates undergo an application and interview process that involves preparing a portfolio and an essay detailing their accomplishments. From the pool of candidates, a panel of staff members selects Mitchell's Top 10; these students are highlighted at a promotion ceremony and one of these ten students is the W.E. Mitchell Award winner. The criterion for Top 10 is as follows:
 - GPA of 3.5 or higher (the first three quarters of 8th grade year).
 - 95% attendance for the 8th grade year.
 - Superior citizenship for the 8th grade year (NO N's or U's).
 - Must have attended Mitchell for the complete 8th grade year.
- **4.0, 3.5 & 3.0 GPA Recognition**—Students maintaining excellent grades are publicly congratulated and may receive additional rewards.
- **End of the Year Field Trips** (e.g., Raging Waters Trip, CSUS Aquatic Center Trip, Capital Trip, etc.) may be used as incentives to promote good behavior and academic excellence.
- **Front of the Lunch Line** passes may be awarded to students each quarter who maintain high grade point averages or meet other academic benchmarks.
- **Early to Lunch** stickers may be given to students for excellent grades or for meeting other academic benchmarks . The stickers allow students to be excused to lunch five (5) minutes early each Friday.
- **Teachers** may offer various rewards and incentives (too numerous to list here).
- **Various** other incentives to promote positive behavior and/or reward academic excellence/effort are offered as they become available.

GRADE LEVEL ACTIVITIES

Students in good standing will be able to participate in all grade level and year-end activities. **Any students without the following qualifications may forfeit the privilege of these activities.**

In Order to Participate in Additional Activities Students MUST have:

- No more than one U or N from the previous quarter, or current progress report.
- Passing grades in a minimum of 5 classes.
- No more than 5 classroom suspensions during the previous quarter.
- No unserved detentions.
- Positive attendance (less than 3 truancy letters).
- No all-day in-house or off campus suspensions during the quarter the activity is held, or within four weeks of the activity.

EIGHTH GRADE PROMOTION CEREMONY

Participation in 8th grade PROMOTION CEREMONY is a privilege, not a right. Students must maintain passing grades, good behavior, and attendance to take part in the ceremony.

STUDENT ID AND LIBRARY CARD

At the beginning of the year, students will be issued a Student ID card at no cost. **The Student ID MUST be always carried.** In addition to allowing staff to identify students, the cards are used to check out books and other materials in the library, to purchase dance tickets, and to attend school functions. Lost Student ID's may be replaced for \$5.00 cash at the student store and are then processed in the library.

LIBRARY AND TEXTBOOKS

All students are welcome to use the library before school, during lunch, and after school. Students may read books and/or magazines; they may also conduct research for class, use the computers, or check out a board game to play in the library on Game Day. Students may check out up to two items with a Student ID card.

Students are responsible for all books issued or checked out to them. Students will be required to pay for any books that are damaged, lost, or stolen. Please contact a library staff member for any concerns about books or textbooks.

PERSONAL PROPERTY

****The school is not responsible for lost/stolen items.****

Mitchell is NOT responsible for damaged, lost, or stolen items. Students are solely responsible for personal items brought to school (including all electronics such as iPods, cell phones, water bottles, bicycles/skateboards etc.) We will not stop instruction to search a classroom for a lost or stolen item. Parents are encouraged to have their students keep personal items of any value at home.

- Students should leave items of great value at home.
- Any item causing a disruption can result in a referral to the office.
- Students should NEVER bring large sums of money to school.
- Students should not leave backpacks, purses, or wallets out of sight, or unattended.

LOST AND FOUND

All personal items found on campus will be kept in the main office in the lost and found area. A student who loses a textbook should speak with the teacher. If the teacher does not have the textbook, then the student should visit the library or the lost and found. A student who misplaces a PE uniform should check in the locker room. Unclaimed items are periodically donated to a local charity.

LATE POLICY

Students arriving late to school for any reason other than a medical appointment are unexcused. Students late will report directly to class.

Students are expected to be seated and working when the bell rings. Students walking into class as the bell rings or who do not have materials ready are considered late. In PE, students must be in the locker room before the bell rings.

Administration and faculty will conduct regular “late sweeps” where teachers lock their doors when the bell for class rings and students who did not make it into class on time are “swept” to the front office. Students caught in a late sweep will be given a lunch detention to be served that day or the next day in the event the late sweep is held after the student’s lunch period. Excessive lates during the semester could affect a student’s citizenship mark and eligibility for grade level activities, including promotion ceremony.

TARDY POLICY

Any student arriving to class thirty (30) minutes or more after the bell has rung is tardy. The tardy will stand unless the student arrives with a pass or is cleared by a parent, guardian, or school official. Numerous tardies may result in students being referred to the district Attendance and Due Process Office for truancy.

APPOINTMENTS

If possible, all appointments should be scheduled outside of school hours. However, in the event a student must leave campus for an appointment, the student must present a written request signed by a parent or guardian. The note must be presented to the attendance office in the morning. A parent or guardian must then sign out the student (after showing proper identification) from the attendance office.

*** If your child has an appointment near our lunch times, please send them to the office in the AM with an early dismissal. When students are at lunch it is very difficult to locate them in a timely manner for you, and you may be late for your appointment!**

ABSENCE NOTIFICATION

Parents and guardians are responsible for notifying the school of a student's absence. Parents and guardians may call the 24-hour Attendance Office Line at **916-294-9050 (Choose Option #1.)** within ten (10) days of any absence. **Please leave the following information: the student's full name, the date, and the reason for the absence.** If unable to call the Attendance Office, please have the student bring a note to the main office (not to the teacher) before school on the day of his or her return. Students with excessive absences or tardies may be assigned lunchtime detentions, Saturday school or may be referred to the Student Attendance Review Team (SART).

EXCUSED ABSENCES

Parents and guardians may excuse up to ten (10) days of illness without a doctor's note. If illness prohibits a student's regular attendance, then other educational arrangements may be needed. Please see the attendance clerk if the student is to be out for more than five (5) days. Absences due to medical, dental, optometric, chiropractic services, illness, funerals, court dates, and religious observances may be considered excused. Issues like "alarm clock didn't go off," "our car wouldn't start," etc. are not excusable absences per state education code.

UNEXCUSED ABSENCES

Students who are absent for reasons other than those listed above are considered **unexcused** and may face a consequence which can include detention or Saturday School.

TRUANCY

If a student is absent, and the school does not receive a phone call or a note from a parent or guardian excusing the absence within 10 days, the student will be considered truant. Truancy may result in the student being assigned lunchtime detentions, Saturday school or the student may receive an on-campus suspension. Continual truancy may result in off-campus suspension and a referral to the Student Attendance Review Team (SART). Students habitually late or tardy may also be referred for truancy.

SATURDAY SCHOOL

Students who are chronically late, truant or who disrupt the learning environment may be assigned a Saturday School. Students are to report to the Mitchell campus on the assigned date at 8:00 AM and will be released by 12:00 noon. Students who do not attend Saturday School may receive a lunchtime detention, school suspension and/or have other privileges such as participation in extracurricular activities revoked.

EMERGENCY CARD

In the case of an emergency, it is imperative that a student's emergency card always remain current. Please help us maintain current information and report all changes of address, phone number, email, or emergency contacts to the attendance office as soon as they occur. The school MAY NOT give out student information, or release the student, to anyone NOT listed on the student's emergency card.

CHANGE OF ADDRESS, PHONE NUMBER & EMAIL

To promote good communication between Mitchell and families at home, it is important to maintain accurate contact information for students. Please help us maintain current information and report all changes of address, phone number and email address to the attendance office as soon as they occur.

MESSAGES AND DELIVERIES

Mitchell's focus is on a rigorous curriculum and rich learning experiences for our students. To preserve an effective learning environment, Mitchell will endeavor to minimize any classroom interruptions. Main Office staff **WILL NOT** interrupt instruction to deliver nonessential personal messages or items (e.g. food items and school supplies). Parents and guardians are encouraged to allow students to assume responsibility for remembering lunches, school items, and homework.

*** Items such as balloons, flowers, and gifts marking special events are NOT APPROPRIATE on campus and will not be delivered.** Please mark your celebrations outside of school hours. Thank you for understanding.

BUS TRANSPORTATION

Students riding the bus home must carry a bus pass. A bus pass may be purchased from the Transportation Department at (916) 631-0401. **Bus transportation may be denied to students for continual disorderly conduct or for disrespect of a driver's authority.** Bus referrals are processed by school administration but are generated and enforced by the Transportation Department.

FCUSD Transportation Department - bus pass questions 916.294.9100 EXT 160140

Administrative Courtesy Ride bus passes are available in the office in case a student has forgotten his or her bus pass. **However, only five (5) courtesy passes will be issued to a student each semester per the Transportation Department.**

If a student has used all his or her courtesy passes, a ***One-Way Rider Ticket*** may be purchased for \$3.00 at the student store.

The bus loop at Mitchell Middle School is reserved for school busses. **Private vehicles are not permitted in the bus loop.**

RESTROOM USAGE

Students are expected to use the restroom before and after school, during passing periods, and during lunch. Students frequently requesting to use the restroom during instructional time may be required to make up the time during lunch or after school with the instructor, unless a doctor's note is provided related to the need for frequent trips to the restroom. Bathroom breaks are generally not allowed during the first ten minutes and last ten minutes of class time.

GUM

Gum chewing is **NOT** permitted anywhere on campus.

CHROMEBOOKS and OTHER SCHOOL TECHNOLOGY

Mitchell Middle School is fortunate to have a wide range of technology available throughout the day for students. This includes Chromebooks, Computer Labs, Smart Boards, Video Equipment, etc. Students are expected to treat these resources with the proper respect and to follow all rules and adult directives regarding their use and care.

Students who are careless with Mitchell's technology resources, or who intentionally cause any damage to them may have their access to technology revoked for the semester the infraction occurred. Parents and guardians can also be required to pay for the repair or replacement of any equipment their student damages or destroys through careless behavior, violation of rules related to the care and use of technology, or purposeful misconduct with the technology resource.

GUEST TEACHERS

Occasionally, a teacher will be absent from the classroom. A guest teacher will carry out the wishes of the primary instructor and will ensure the safety of our students. **All students are expected to treat our guest teachers with respect and will follow any instructions given to them.** Any student that chooses to behave inappropriately will be referred to the school administration.

A guest teacher may suspend a student from the class they are covering. Depending on the infraction, the classroom teacher may extend the classroom suspension for one additional classroom period.

COUNSELING

Students, parents, and guardians may see a counselor in the guidance office for a variety of services:

- Parent, teacher, and student conferences
- Class schedule concerns
- Academic guidance
- Peer and personal issues
- Community resources

CAMPUS BEAUTIFICATION

Students receiving detention, Saturday school, on-campus suspension, or any other form of on-campus discipline may be required to help clean the campus as part of their consequence. Gloves will be provided.

DANCE AND PARTY EXPECTATIONS

Mitchell offers several dances and celebrations to highlight student successes and to reward meeting our high expectations. Mitchell's commitment to excellence also extends to these functions:

- **Students must have permission slips signed by a parent or guardian prior to the day of the activity.**
- **Tickets must be purchased before or after school or during lunch time** from the student store. Tickets **WILL NOT** be sold at the door during the dance.
- Students must attend school the day of the activity (with exceptions for medical appointments).
- All school rules apply, including behavior expectations and dress code standards.
- Students that choose to act or dance inappropriately will receive a warning. If such conduct continues, then the student will be instructed to contact a parent or guardian to be picked up.
- Students serving an administrative on or off-campus suspension during the week of the activity **may not attend**.

- Students must serve all detentions prior to the activity.
- Students must be picked up within 15 minutes after the dance has concluded. Students who are not picked up within that time frame **may not be allowed to attend** future dances. Mitchell administration and faculty will not permit a student to get into an Uber or Lyft car if parent or guardian is not present.

DRESS FOR SUCCESS POLICY

The Folsom Cordova Unified School District has adopted Board policies 5132 which include the following: “The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. 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. Students’ clothing must not present a health or safety hazard or a distraction, which would interfere with the education process.”

The school has the right to prohibit anything it deems to be disruptive, distracting, provocative, provoking and/or intimidating that rises to the level, in the school’s view, as having a detrimental effect on the safe and educational atmosphere of the school environment.

Students Must Wear

- Tops that are opaque and cover the midsection.
- Bottoms that are opaque and cover the student’s bottom.
- Shoes at all times and have a strap that goes behind the heel.
- Hats may be worn, but students may be required to remove them in the classroom.

Students Cannot Wear

- Slippers are not shoes and not meant to be worn outdoors; they are not suitable for school.
- Clothing that contains
 - violent language, images, or anything that might denote affiliation with gangs.
 - Images or language depicting illegal activity (such as use of drugs, alcohol, and tobacco).
 - Hate speech, profanity, or pornography
- Visible underwear (visible waistbands or straps on undergarments worn under other clothing are not a violation).
- Physical and Health Education clothing outside of PE.

Safety measures will be adopted whenever a safety hazard exists, for example, shop and laboratory areas, school activities or field trips.

DRESS CODE VIOLATION CONSEQUENCES

A style of dress or clothing that violates the Dress for Success policy will result in the following actions by the administration:

- **First Offense:**
Warning, call home. Students **may be given a loaner shirt and/or sweatpants**, and the student picks up all inappropriate clothes at the end of the school day and returns loaner clothes.
- **Second Offense:**
Call home. Students **may be given a loaner shirt and/or sweatpants**. Students pick up all inappropriate clothes at the end of the school day and return loaner clothes. One lunchtime detention assigned.
- **Third (or more) Offense:**
Call home. Students **may be given a loaner tee-shirt and/or sweatpants**. Students pick up all inappropriate clothes at the end of the school day and return loaner clothes. Multiple lunchtime detentions assigned.

Continued dress code violations may result in on-campus suspension.

CELL PHONES, TABLETS & OTHER ELECTRONIC DEVICES

Mitchell Middle School has instituted a “Responsible Use” policy for all electronic devices. (Cell phones, Tablets , Etc.) ***This means that students may use these devices on campus outside of buildings if they are used in a responsible manner.***

Examples of responsible use would be:

- Listening to music during non-class time in the quad.
- Playing a game app during lunch.
- Texting/talking on a cell phone before school, lunch or after school.

For safety reasons, never have both earphones/earbuds in and covering both ears while on campus. (One ear must always be free)

FOLLOWING THE SPECIFIC CLASSROOM RULES CONCERNING ELECTRONICS BY YOUR INDIVIDUAL TEACHERS

Students need to respect the individual policies of their teachers, and ensure their device is turned off and stowed away while in a classroom that does not permit their use. “My last teacher let me use it” will not be of any more help than “She let me use it earlier.” **Pay attention to whose class you are in, and make sure you have permission from your teacher before taking your electronic device out of your pocket or backpack!!**

It is important for parents and students to understand that **Mitchell Middle School takes no responsibility for the loss, damage, or theft of any personal devices. We will not stop instruction to search classrooms, locker rooms, etc. for lost or stolen items.** Students are responsible for their electronic and personal belongings.

CELL PHONE CAMERAS, CAMERAS and ALL RECORDING DEVICES

It is absolutely forbidden for any student to take photos or record another student or adult without the full knowledge and permission of the student or adult (Ed. Code: 51512). This includes walking/riding to and from school, during class time, before and after school, passing periods, lunch breaks, etc. The use of electronic devices of any kind in the bathroom or locker room is also strictly prohibited.

CELEBRATING DIVERSITY

Recognizing and valuing diversity creates a school environment that is welcoming and productive. The California Education Code states: "All pupils have the right to participate fully in the educational process, free from discrimination and harassment. Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution (Ed Code 201)." Harassment based on personal characteristics or status will be viewed as significant and will be addressed with significant disciplinary action.

At Mitchell, we appreciate diversity and make every effort to guarantee the rights, safety, and learning opportunities of all students. In working to accomplish our goal of establishing a bias-free environment, the Mitchell staff and administration will uphold the Education Code as it states: "There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools. California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity (Ed Code 201)." Any act of racism, bias or discrimination will be viewed as significant and will be addressed with significant disciplinary action.

EQUAL OPPORTUNITY POLICY

The Folsom Cordova Unified School District does not discriminate on the basis of race, color, national origin, sex, handicap, or age in any district policies, procedures, or practices (in compliance of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Discrimination Act of 1975). The nondiscrimination policy covers admissions, treatment, employment, and access to the district's programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to and participation in district programs.

CONCERNS AND COMPLAINTS

We encourage the resolution of concerns and complaints early and informally whenever possible.

If students and/or parents/guardians have concerns or complaints about a particular classroom, parents/guardians MUST address those concerns and complaints directly with the teacher before involving an administrator.

If AFTER speaking to the teacher(s) a problem remains unresolved, then concerns should be directed to the administration office. Contact the administrator responsible for the subject area concerned (listed below). If the problem continues to be unresolved, then the parent or guardian should submit a formal, written complaint as early as possible in accordance with the appropriate district procedures. District procedures are readily accessible by contacting the school office or the district office.

ERRANT BEHAVIOR & CONSEQUENCES

While the focus of Mitchell administrators, faculty and staff is to promote positive academic and social growth through affirmative programs and accolades, there are also consequences (per Ed. Code) for any errant behaviors committed by students while on campus or during any school related event. It is also important for parents and students to understand that negative behaviors that even take place off campus, during the weekend for instance, can result in a school consequence if that negative behavior impacts the school environment in any way. *Mitchell administration will follow the FCUSD Behavior Matrix when issuing interventions and consequences.*

Because middle school aged students are in their developmental years and behavior is part of the educational process, discipline is “progressive” at Mitchell Middle School. When a student **first** commits an infraction, the consequence usually begins as an intervention – restorative justice (unless the infraction or event is of such a serious nature that stronger consequences automatically apply). This will always include a discussion with an administrator and/or counselor to address the situation and what the student could/should have done differently. After such a conversation a consequence is assigned depending on the severity of the infraction.

It is critical that students and parents understand that consequences grow, and can become more serious, if student behavior does not improve. As an example, a student brought to the office for the first time for bullying will have a discussion with an administrator and/or counselor. He or she MAY have a conflict mediation with the other student, and then assigned a consequence such as lunch time detention, campus clean up, etc. for the actual incident. Mitchell Middle School works very hard to provide students “learning opportunities” to correct errant behavior. However, to protect the well-being, safety and positive atmosphere of the entire campus, these approaches can be exhausted and serious consequences applied more quickly depending on the situation and the student’s past discipline record.

Most students at Mitchell Middle School never receive a referral to the office for a serious infraction. With your involvement, you can help us ensure your student's experience at Mitchell Middle School is a positive one.

STUDENT RESPONSIBILITY ACCORDING TO Ed Code 48908

- Every pupil shall comply with all school regulations.
- Every pupil shall pursue the required course of study.
- Every pupil shall obey promptly the authority of the teachers, administrators, and campus supervisors.
- Every pupil shall behave appropriately at school and all school related activities.
- Every pupil shall be respectful to the teachers and others in authority.
- Every pupil shall be kind and courteous to school classmates.
- Every pupil shall refrain from the use of profane and vulgar language.
- Every pupil shall seek peaceful solutions to their problems.
- Every pupil shall refrain from making excuses and will take full responsibility for their own actions.
- Every pupil shall be diligent in study.

BULLYING AND HARASSMENT

As a District, we have a specific definition of bullying based on the California Education Code. Our Board Policy and Administrative Regulation (5131.2) define bullying as:

- Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.
- Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

The staff at Mitchell Middle School is committed to do everything in our power to prevent bullying and harassment and to intercede when it comes to our attention. Since children usually engage in bullying behavior when adults are not present, it is important for students to inform their teachers or school personnel when this happens. The administration will handle bullying and harassment complaints very quickly, sternly and with the utmost confidentiality to protect students.

Harassment in any form is a violation of numerous laws and will not be tolerated by any person (student or employee). Students and/or parents are encouraged to contact administration if you experience an incident of this nature. (Title VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, or Title IX of the Educational Amendments of 1972 as well as California law.)

Sexual harassment, in any form, may result in suspension or expulsion (removal from the district). All students should understand that sexual harassment takes many forms and can consist of anything from teasing and name calling to gender-related comments. It is especially important for students to help us stop this and other types of misbehavior. Students are asked to practice caring for others by helping to make this a safe, orderly, and friendly school for all students. If a student witnesses any type of harassment, he or she should let teachers, or the administration know about it immediately.

Sexually harassing behaviors will not be tolerated and include, but are not limited to:

- Unwelcome sexual flirtations (Verbal and/or physical in nature).
- Spreading sexual rumors.
- Sexual jokes, stories, drawings, pictures, or gestures.
- Sexual threats, verbal abuse, comments, or sexually degrading descriptions.
- Students may not bring to school or have in their possession any material depicting or describing indecency, obscenity, or sexual behavior.
- Sexual harassment may take place between students of opposite or same gender.
- Physical horseplay such as “de-pantsing,” “bra-snap,” “cup checks,” etc. are a form of physical sexual harassment (or may elevate to sexual assault). Any students engaging in these types of behaviors face off-site suspensions as a **minimum** consequence.

CLASS SUSPENSION

Positive and productive behavior is expected from students. If a student’s choices in the classroom detract from his or her ability to learn or interfere with the learning of others, teachers will take measures to help students alter their behavior. These measures include (but are not limited to) verbal warnings, communication with parents and guardians, behavior reflection in another classroom, etc.

As a last resort, a student may be suspended from the class and sent to administration with a referral. Some behaviors may result in an immediate suspension if they are particularly dangerous or unacceptable. **A teacher may suspend a student from class for any of the acts enumerated in the discipline guidelines (Ed Codes 48900 and 48900.2). The teacher will inform the parent or guardian of the class suspension.**

Multiple classroom suspensions, from the same or different teachers, may result in additional consequences.

TEACHER DETENTIONS

Another form of behavior correction teachers use (often trying to avoid suspending a student from the classroom, thus removing him or her from the learning environment) is to assign a classroom detention before or after school or during lunch. Teacher run detention is separate from lunchtime detention run by administration. Individual teachers will provide students, parents/guardians specific information if a teacher assigns a student detention for classroom misbehavior.

Failure to serve teacher assigned detentions results in administrative lunch detentions and/or Saturday School. Failure to serve Saturday School may result in an all-day on or off-campus suspension.

SUSPENSION OR EXPULSION

If a student is suspended from school, he or she will lose the right to attend school and all school activities for the entire time of the suspension. During a suspension a student may not be on any FCUSD campus at any time, or attend any activity sponsored by a FCUSD school or organization. (This includes before or after school hours, weekends, and holidays). A student may be suspended or expelled for any of the acts listed below if the infraction occurred:

1. While on school grounds.
2. While going to or coming from school.
3. During, going to, or coming from a school-sponsored activity.
4. Falls within one or more of the district's definitions of bullying or harassing behaviors, even if the bullying or harassment took place outside the times listed between numbers 1 – 3 above.

GROUND FOR SUSPENSION OR EXPULSION Ed Code Sec. 48900

- A. Caused, attempted to cause, or threatened to cause physical injury to another person.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object. (Includes lighters, matches, BB gun, firecrackers, poppers.)
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- D. Unlawfully offered or arranged or negotiated to sell any controlled substance, and alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or furnished to any person another liquid, substance, or materials as a controlled substance, alcoholic beverage, or intoxicant, or "look alike" drug substances.
- E. Committed robbery or extortion.
- F. Caused or attempted to cause damage to school property or private property.
- G. Stole or attempted to steal school property or private property.

- H. Possessed or used tobacco.
- I. Committed an obscene or vulgar act or engaged in habitual profanity or vulgarity. This includes “pantsing” self or others, “cup check,” “bra-strap snap,” etc.
- J. Possessed, used, unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or any school personnel engaged in the performance of their duties. This includes the tampering of school documents or the forging of signatures.
- L. Knowingly received stolen school property or private property.
- M. Possession of an imitation firearm.
- N. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, Penal Code 286,288,288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- O. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA.
- Q. Engaged in, attempted to engaged in, hazing as defined in EC 32050
- R. Aids or abets the infliction or attempted infliction of physical injury to another person.

Ed Code Sec. 48900.2: Committed sexual harassment as defined in Education Code 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim’s academic performance or to create an intimidating, hostile or offensive educational environment in grades 4-12.

Ed Code Sec. 48900.3: Committed hate violence in grades 4-12.

Ed Code Sec. 48900.4: Committed harassment, threats, or intimidation in grades 4-12.

Ed Code Sec. 48900.7: Made terrorist threats against a school official or school property, or both.

During the suspension period the student may not be on any school campus before, during or after school or at any school related activity in the district for any reason.

EXPULSION

A. Mandatory Suspension, Recommendation for Expulsion and Expulsions

Education Code Section 48915 requires a principal or superintendent to immediately suspend and recommend expulsion of a pupil that he or she determines has committed any of the five following acts at school or at a school activity off school grounds:

- A. Possessing, selling, or otherwise furnishing a firearm.
- B. Brandishing a knife at another person.
- C. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053.
- D. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900(n).
- E. Possession of an explosive as defined in 18USC921.

Under Section 48915(d), if the governing board or hearing panel finds that the student did in fact commit one of the five acts listed above, the governing board shall order a pupil expelled. No exceptions.

B. Mandatory Recommendation for Expulsion; Permissive Expulsions.

Education Code Section 48915(a) identifies grounds on which a recommendation for expulsion must be made unless the expulsion is not appropriate because of particular described circumstances. These grounds are:

- A. Causing serious physical injury to another person.
- B. Possessing any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- C. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of...the Health and Safety Code, except for a first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee, as defined in Penal Code Sections 240 and 242

C. Permissive Recommendation for Expulsion and Permissive Expulsions.

A principal or superintendent may recommend expulsion and a governing board may order a pupil expelled upon a finding that the pupil violated Sections 48900(a) through (o), 48900.2, 48900.3, or 48900.4. However, there may be some overlap with 48915(a) and, which require mandatory recommendations or mandatory expulsions.

FIGHTING

Fighting will not be permitted on the Mitchell campus or during any school event.

- Fighting will result in off-campus suspension.
- At ten (10) days of suspension a discipline hearing will be held, and a student may be administratively transferred to an alternative setting.
- If there is a serious injury during a fight, even if it is the first time the student has been in a fight, then a student may receive a five day off-campus suspension, pending a disciplinary meeting and the possibility of being expelled or administratively transferred to another school site.
- Students involved in a fight may also be cited by Rancho Cordova PD.

DO NOT MAKE THREATS!

- Students threatening to fight or encouraging others to fight.
- Students threatening to have a friend or family member fight someone.
- Students threatening/ bullying through phone, text, Facebook, Snapchat, Tok-tok, or other social media.

Minimum consequence for threats of any kind is one day of in-house, but consequences can quickly escalate all the way to multiple days of off-site suspension and recommendation for expulsion depending on the seriousness of the situation or the student's previous disciplinary history.

Spectators BEWARE...Spectators add to the problem and may also get hurt.

- Students attending, watching, recording, posting, or encouraging a fight will be subject to administrative services.

Mitchell Middle School takes a very strict stance against fighting! Any students concerned that they may become involved in a fight should immediately contact an adult (teacher, counselor, administrator, etc.) Let us help you sort the situation out BEFORE it becomes a fight!

Mitchell Middle School Bell Schedule			
Monday, Tuesday, Wednesday & Friday			
Lunch Based on 4th period Teacher			
1st Lunch		2nd Lunch	
Zero period	7:25 - 8:15 (50)	Zero period	7:25 - 8:15 (50)
Advisory	8:25 - 8:48 (23)	Advisory	8:25 - 8:48 (23)
1st period	8:52 - 9:45 (53)	1st period	8:52 - 9:45 (53)
2nd period	9:49 - 10:42 (53)	2nd period	9:49 - 10:42 (53)
3rd period	10:46 - 11:39 (53)	3rd period	10:46 - 11:39 (53)
1st Lunch	11:39 - 12:09 (30)	4th period	11:43 - 12:36 (53)
4th period	12:13 - 1:06 (53)	2nd Lunch	12:36 - 1:06 (30)
5th period	1:10 - 2:03 (53)	5th period	1:10 - 2:03 (53)
6th period	2:07 - 3:00 (53)	6th period	2:07 - 3:00 (53)
Thursday			
Lunch Based on 4th period Teacher			
1st Lunch		2nd Lunch	
Zero period	7:25 - 8:15 (50)	Zero period	7:25 - 8:15 (50)
Advisory	8:25 - 8:53 (28)	Advisory	8:25 - 8:53 (28)
1st period	8:57 - 9:35 (38)	1st period	8:57 - 9:35 (38)
2nd period	9:39 - 10:17 (38)	2nd period	9:39 - 10:17 (38)
3rd period	10:21 - 10:59 (38)	3rd period	10:21 - 10:59 (38)
1st Lunch	10:59 - 11:29 (30)	4th period	11:03 - 11:41 (38)
4th period	11:33 - 12:22 (38)	2nd Lunch	11:41 - 12:11 (30)
5th period	12:15 - 12:53	5th period	12:15 - 12:53
6th period	12:57 - 1:35 (38)	6th period	12:57 - 1:35 (38)
Minimum Day - NO ADVISORY			
Lunch Based on 4th period Teacher			
1st Lunch		2nd Lunch	
Zero period	7:39 - 8:15 (36)	Zero period	7:39 - 8:15 (36)
1st period	8:25 - 9:05 (40)	1st period	8:25 - 9:05 (40)
2nd period	9:09 - 9:45 (36)	2nd period	9:09 - 9:45 (36)
3rd period	9:49 - 10:25 (36)	3rd period	9:49 - 10:25 (36)
1st Lunch	10:25 - 10:45 (20)	4th period	10:29 - 11:05 (36)
4th period	10:49 - 11:25 (36)	2nd Lunch	11:05 - 11:25 (20)
5th period	11:29 - 12:05 (36)	5th period	11:29 - 12:05 (36)
6th period	12:09 - 12:45 (36)	6th period	12:09 - 12:45 (36)



8 Mathematical Practices

Mathematically proficient *STUDENTS* can...

1. **Make sense of problems and persevere in solving them.**

2. **Reason abstractly and quantitatively.**

3. **Construct viable arguments and critique the reasoning of others.**

4. **Model with mathematics.**

5. **Use appropriate tools strategically.**

6. **Attend to precision.**

7. **Look for and make use of structure.**

8. **Look for and express regularity in repeated reasoning.**