

**Mendez Fundamental Intermediate School
A California Distinguished School**

2000 N. Bristol Street
Santa Ana, CA 92706
(714) 972-7800

School Website : www.sausd.us/mendez

*****Todas las paginas de la agenda estan disponibles en español en el internet****

Mendez Fundamental Intermediate School Mission Statement

At Mendez Fundamental Intermediate School, a California Distinguished School, it is our mission to provide students with a rigorous learning environment that encourages high expectations for success through standards-based, student-centered instruction. We believe education is the shared responsibility of the student, parents, school and community. Together, we provide an academically rich, caring, and supportive environment that promotes respect and motivates students to learn, to act responsibly, to monitor their own academic progress, and to develop skills for life-long success.

This agenda belongs to:

Name _____ Student I.D. Number _____

Address _____

City _____ State _____ Zip _____

Best phone numbers to reach legal guardians:

Name of guardian _____

Home(____) _____ Work(____) _____ Cell(____) _____

Name of guardian _____

Home(____) _____ Work(____) _____ Cell(____) _____

MY CLASS SCHEDULE

PERIOD	ROOM	SUBJECT	TEACHER
1			
2			
3			
4			
5			
6			
7			
8			

MENDEZ FUNDAMENTAL

2020-2021

REGULAR BELL SCHEDULE

Warning Bell	7:55	8:00	8:00	(0:05)
Period 1 & 2	8:00	9:30	9:30	(1:30)
1 st Nutrition(6 th)	9:30	9:45	9:45	(0:15)
Period 3 & 4(7 th & 8 th)	9:35	10:53	10:53	(1:18)
Period 3 & 4(6 th)	9:50	11:08	11:08	
(1:18)				
2 nd Nutrition(7 th & 8 th)	10:53	11:08	11:08	(0:15)
1 ST LUNCH(6 th)	11:08	11:43	11:43	(0:35)
Period 5 & 6(7 th & 8 th)	11:13	12:31	12:31	(1:18)
Period 5 & 6(6 th)	11:48	1:06	1:06	
(1:18)				
2 nd LUNCH(7 th & 8 th)	12:31	1:06	1:06	(0:35)
Period 7 & 8	1:11	2:31	2:31	(1:20)

Mon/Thurs – Periods -- 1, 3, 5, 7
 Tues/Fri - Periods -- 2, 4, 6, 8

MENDEZ FUNDAMENTAL

2020-2021

MODIFIED BELL SCHEDULE

Warning Bell	7:55	8:00	8:00	(0:05)
Period 1	8:00	8:30	8:30	(0:30)
Period 2	8:35	9:05	9:05	(0:30)
1 st Nutrition(6 th)	9:05	9:20	9:20	(0:15)
Period 3(7 th & 8 th)	9:10	9:40	9:40	(0:30)
Period 3(6 th)	9:25	9:55	9:55	(0:30)
2 nd Nutrition(7 th & 8 th)	9:40	9:55	9:55	(0:15)
Period 4	10:00	10:30	10:30	(0:30)
Period 5	10:35	11:05	11:05	(0:30)
1 st LUNCH(6 th)	11:05	11:40	11:40	(0:35)
Period 6(7 th & 8 th)	11:10	11:40	11:40	(0:30)
Period 6(6 th)	11:45	12:15	12:15	(0:30)
2 nd LUNCH(7 th & 8 th)	11:40	12:15	12:15	(0:35)
Period 7	12:20	12:50	12:50	(0:30)
Period 8	12:55	1:26	1:26	(0:31)
	Every Wednesday			

Students and Teachers will switch nutrition and lunch schedules at the semester.



MENDEZ SCHOOLWIDE SUPPLIES AND BINDER POLICY

Recommended Supplies



- Backpack
- Agenda (replacement cost will be \$5.00)
- 1" - 2" three-ring binder
- 6 labeled tab dividers (**No pockets**)
- Zippered supply pouch/container
- 8 1/2" x 11" college-ruled, loose leaf paper
- Graph paper
- 2 #2 pencils
- Red correcting pen/pencil
- 2 pens
- 1 pencil sharpener w/cap
- 1 box colored pencils
- 1 eraser
- 1 highlighter
- P.E. Uniform
- Additional supplies as specified by teachers

Optional Supplies



- • Hole reinforcers
- • Notebook dictionary/thesaurus
- • Other supplies as requested by your teachers

Binder Order



- 1. Supply pouch (or container in backpack)
- 2. Agenda
- 3. Mendez Supplies and Binder Policy
- 4. 6 labeled dividers (1 for each subject) in order of schedule
- 5. Loose leaf notebook paper
- 6. Parent notices in front pocket



Mr. Binder

Don't make me do the shake test on your binder!

REMEMBER!!!

- • Organize work by
 - Class subject
 - Date (most recent in front)
- • Remove paper from rings without ripping the holes.
- • No spiral paper or pocket folders
- • Use front pocket of binder for parent notices ONLY!

CODE OF STUDENT CONDUCT

Gonzalo
and
Felicitas
Mendez

DELIVERIES, MESSAGES AND PHONE MESSAGES

Instructional time will not be interrupted for the delivery of messages to students unless there is an emergency. A message to a student involves class disruption, use of clerical time, and is a possible violation of the Family Educational Rights and Privacy Act (FERPA). If an emergency situation arises, parents/ guardians must come to school to deliver the message in person to provide identification. Only the parent/guardian listed on the permanent school record will be permitted to have contact with a student. Items such as lunch, flowers, gifts, balloons, money, etc. will also not be delivered to students.

Fundamental School has been designed to help students focus on academic success. It is expected that every student will cooperate fully within the framework of the Code of Student Conduct.

CAMPUS CONDUCT

Mendez Fundamental Intermediate School is a community of students gathered for the purpose of formal learning, wherein each respects himself, others and the school. All students are expected to:

1. Demonstrate acceptable behavior in the classroom, on the school grounds, and on the way to and from school, during assigned detentions or Saturday School Programs.
2. Comply with the school dress code or the district mandatory uniform policy.
3. Attend classes on time, every day, unless out of school for a valid reason (e.g. illness or bereavement).
4. At no time deface damage, destroy, steal, or litter (on) school district property or the property of other persons.
5. Be honest, courteous, respectful, and demonstrate good manners.
6. Demonstrate respect for our country and its symbols through participation in appropriate patriotic activities.
7. Move quietly and in a safe and orderly manner throughout the campus.
8. Bring appropriate materials to all classes daily.
9. Refrain from inappropriate or public display of affection. (This means holding hands, kissing and/or hugging)
10. Eat food in the lunch area only. Maintain a clean campus by disposing of all trash in the proper containers.
11. Obey directions for seating, conduct, and dismissal at assemblies.
12. Maintain the standards of Mendez Fundamental Intermediate School when not under the direct supervision of a teacher or supervisor and when attending school activities off campus.
13. Bicycles and skateboards must be securely locked in the bicycle or skateboard racks.
14. When riding to and from school, students are expected to obey all traffic regulations. The law requires that all students must wear a helmet.
15. Use the library responsibly, respecting the rights of others, using materials properly, and returning book on time (see textbook contract).

16. Promptly pay for lost, damaged, and/or overdue library books and textbooks.

17. Use the computer labs, electronic devices and hardware appropriately at all times.
18. No cell phones or earbuds out or in use during instruction time and between classes.

STUDENTS WILL NOT AT ANY TIME:

1. Cheat, forge signatures, or copy other student's work.
2. Leave class or come to the office without a pass from the teacher or supervisor.
3. Leave Campus during the school day for any reason without permission from the Attendance Office.
4. Use profane or vulgar language or make obscene or suggestive gestures.
5. Make any threat to commit, attempt to commit, or commit any physical violence against other students or school personnel.
6. Push, hit, kick, "play fight", wrestle, tease or call other students inappropriate names.
7. Spank, pour liquid upon, or participate in any form of harassment or hazing of a student.
8. Bring any form of toys, balls, bats or similar equipment/ or collectibles
9. Bring or use aerosol sprays, deodorants or perfumes at school; especially in the classrooms and locker rooms.
10. Ride bicycles, skateboards, or roller skates on school grounds, especially in the parking lot, at any time (including athletic events and practices)
11. Chew or possess gum on campus at any time or at any school-sponsored event.
12. Loiter on or near school grounds, in parking structure or in the commercial shopping center before or after school.
13. Climb fences or safety railings.
14. Touch, lift, push, sit on or deface any vehicle on or near the school grounds.
15. Privately sell any items on the Mendez campus.
16. Gamble: State and Federal laws pertaining to minors outlaws all forms of wagering or betting in any manner.
17. Use possess or distribute tobacco, any controlled substance (including marijuana), narcotics, alcohol or intoxicant, or other contraband or drug paraphernalia on the school campus or at any time when under the jurisdiction of the school.
18. Possess or use lethal weapons (including knives), or any item that may be constituted as a weapon (brass knuckles, razors, etc.), explosive devices or any forms of caps, poppers, fireworks, stink bombs, or replicas.
19. Take medication at school without a written notification from parents and doctors. The medication must be in an original box or

container with a pharmacy label attached. All medication must be administered through the Health Office.

20. Write on backpacks, except the student's name.
21. Fold, tear, or cross through pages in the Student Agenda.



ASSIGNMENT/HOMEWORK CARDS

Student failing to complete an assignment will be required to sign the “Assignment Card” and the parent will be notified.

Students and teachers will use the Assignment Card pages in the back of the

- 1ST WARNING: TEACHER/STUDENT CONFERENCE
- 2ND TEACHER CONSEQUENCE:
(15 min. teacher detention, parent notification)
- 3RD PARENT PHONE CALL BY TEACHER:
(Possible parent conference; 15 minute teacher detention)
- 4TH COUNSELOR REFERRAL:
(student/counselor intervention/
30 minute academic intervention class)
- 5TH COUNSELOR REFERRAL:
(Parent Conference w/counselor/
Student; agenda contract; 60 minute academic
intervention class; refer to group session
intervention; AIP written)
- 6TH ASSISTANT PRINCIPAL REFERRAL:
(Parent contact; 30 min Central Detention;
mandatory academic intervention)
- 7TH ASSISTANT PRINCIPAL REFERRAL:
(Parent contact; 60 min. Central Detention;
mandatory academic intervention; refer to
COST Team)
- 8TH ASSISTANT PRINCIPAL REFERRAL:
(Parent contact/conference request; assign
Saturday School Program)
- 9TH PRINCIPAL REFERRAL:
(Parent conference; Saturday School Program;
refer to SST)

agenda. All missing assignments will be recorded in ink by teacher and student in the back of the agenda on the “Incomplete Assignments Card.” If the problem persists, the following consequences will be employed:

TARDY CARDS:

All students must be in their assigned seat when the bell rings. If a student fails to

- 1ST WARNING: TEACHER/STUDENT CONFERENCE
- 2ND TEACHER CONSEQUENCE:
(15 min. teacher detention, parent notification)
- 3RD PARENT PHONE CALL BY TEACHER: (Possible parent conference;
15 minute teacher detention)
- 4TH COUNSELOR REFERRAL:
(parent notification; student/counselor
intervention; 30 minute Central Detention)
- 5TH COUNSELOR REFERRAL:
(Parent Conference with counselor;
60 minute Central Detention)
- 6TH ASSISTANT PRINCIPAL REFERRAL:
(Parent contact /SART) **6th grade** – approximately 60-70
minutes of HW per night.
- 7TH ASSISTANT PRINCIPAL REFERRAL:
(Parent conference /SART) **7th grade** – approximately 60-80
minutes of HW per night.
- 8TH ASSISTANT PRINCIPAL REFERRAL:
(Parent/Student Conference; SARB Process;
Saturday School Program) **8th grade** – approximately 60-80
minutes of HW per night.
- 9TH PRINCIPAL REFERRAL:
(Parent/Student Conference; SARB Process;
Saturday School Program)

comply, the students will be required to sign a “Tardy Card”. The tardy card will monitor the number of times the student is late to class. If the problem persists, the following consequences will be employed.



A STUDENT WHO WILLINGLY CONTINUES TO FAIL TO ABIDE BY THE SCHOOL CONTRACT SIGNED AT THE BEGINNING OF THE SCHOOL YEAR MAY BE ASKED TO RETURN TO THEIR HOME INTERMEDIATE SCHOOL. (*DISCRETION OF THE PRINCIPAL*)

MENDEZ DRESS CODE POLICY

The uniform and dress code is a fundamental part of the contract each family signs upon enrolling at Mendez Fundamental Intermediate. This policy is in place to reinforce appropriate dress and behavior, increase student safety and to reduce the cause for teasing and clothing competition among our students.

GENERAL GUIDELINES FOR MENDEZ SCHOLARS ATTIRE:

Model of dress for all students:

- SHIRTS/BLOUSES: Plain white, black, grey, navy blue or royal blue shirts/blouses with sleeves and a collar, tucked in at the waist (not bloused)
- BOTTOM WEAR: Navy blue, black, grey or khaki skirts, pants, shorts, culottes, skorts, Bermudas, dresses with sleeves and a collar, jumpers, or slacks; **no jeans, jeggings, leggings, sweatpants.**
- OUTERWEAR: Plain white, black, grey, navy blue or royal blue sweater, jacket, or sweatshirt
- Navy blue vests are permitted when worn over a blouse/shirt

MENDEZ SCHOLARS ARE:

**RESPECTFUL
RESPONSIBLE
READY TO ACHIEVE**

General Guidelines for School Attire:

- Clothing must be free from tears, rips, holes, etc.
- Clothing should not be oversized (*must fit appropriately*).
- Pants must fit *appropriately*, cannot be oversized, and must be hemmed.
- Socks will not be pulled up to meet bottom of shorts.
- There should be no visible initials, insignias, pictures, or logos on clothing, except for Mendez school logos.
- Shoes must be worn at all times and must be enclosed. Steel toes or western-type boots are not to be worn.
- Colored or thick shoe laces and black gloves are not permitted.
- Hats, bandanas, hair nets, and other head gear such as beanies are not permitted. Only those students, with the approval from the principal because of medical/religious purposes, may have an exception. Hoodies worn over

the head may be permitted during inclement weather.

- Hats are not to be worn indoors. No ball caps other than a school issued ball cap.
- Visible jewelry is limited to small watches, rings, necklaces, and bracelets; earrings should be a small stud or a hoop no larger than a dime. Wallet chains, and/or spiked and sharp jewelry are not allowed.
- Gang slogans and graffiti will not be

If students come dressed inappropriately, parents may be called to bring a change of clothes or take the students home to change. Students may need to put on P.E. clothes if no one at home can be reached and dress is inappropriate.

VIOLATIONS OF THE DRESS CODE WILL RESULT IN DISCIPLINARY ACTION.

DRESS CODE VIOLATIONS					
	Date	Violation	Referred by:	Parent Signature	Staff Initial
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

allowed on backpacks or purses.

- No shirts with gang, drug, graffiti or sexual connotations including OC or SA in old English lettering.
- Jerseys or shirts with team logos are not allowed.
- No belt buckles with logos or initials (including anything related to weapons, drugs, or of a sexual nature) are allowed.

As fashion trends change, there may be a need to modify the dress code. When this occurs, parents will be notified via a Parent Link Call out or by special written announcement. Students will be notified in the Good Morning Mendez announcements.

Concerning new fad clothing and hair styles, please call the school for clarification prior to clothing purchase or hair appointment at (714) 972-7800, or bring the clothing to school for approval.

*Other attire additions or changes can occur depending on style changes, and Administrator approval.

SPECIAL NOTE

As with all school rules, the dress code will be enforced and applied on the way to school, at school, on the way home, and at all school functions and events.

DRESS CODE VIOLATIONS

Each time a student violates the Mendez Dress Code parents will receive a written notice from the school listing the specific infraction and consequence. Students who

August

Sunday	Monday	Tuesday	Wednesday
July 26	July 27	July 28	July 29
2	3	4	5
9	10	11	12
16	17	18	19
23	24	25	26

2020

Thursday	Friday	Saturday	Notes
July 30	July 31	1	
6	7	8	
13	14	15	
20	21	22	
27	28	29	

Student SMART Goals
First Six-Week Grading Period

Student Name: _____

“Goals are dreams with a deadline.” — Tony Robbins

S	Make it <u>S</u>pecific	What do you want to accomplish? Be specific.
M	Make it <u>M</u>easurable	How will you know you have accomplished your goal? What will it look like when you have achieved your goal?
A	Make it <u>A</u>ttainable	How will you accomplish your goal? Be specific. List the steps involved and the people who will help you accomplish your goal.
R	Make it <u>R</u>elevant	Is this goal worth accomplishing and completing? Why is it important to you? Explain.
T	Make it <u>T</u>imely	By when will this goal be accomplished?

<p>Goals Check-in #1 <i>(1-3 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way? How do you plan to overcome them?</p>	<p>Goals Check-in #2 <i>(4-5 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way. How do you plan to overcome them?</p>
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Reflection

To be completed last week of 6-week period

<p>Were you successful in accomplishing your goal? Why or why not?</p>
<p>What will you do differently next time to help you accomplish your goals?</p>
<p>Brainstorming: What are some areas in which you can set new goals for the new six week period? You may also build on your previous goals.</p>

	MONDAY Jul. 27	TUESDAY Jul. 28	WEDNESDAY Jul. 29
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	6th Grade Summer Bridge Academy Tutoring Room: _____ Time: _____ Signature: _____	6th Grade Summer Bridge Academy Tutoring Room: _____ Time: _____ Signature: _____	6th Grade Summer Bridge Academy Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Jul. 30	FRIDAY Jul. 31	SATURDAY Aug. 1
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments	6th Grade Summer Bridge Academy	6th Grade Summer Bridge Academy	Math A B C D F
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S

	MONDAY Aug. 3	TUESDAY Aug. 4	WEDNESDAY Aug. 5
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Aug. 6	FRIDAY Aug. 7	SATURDAY Aug. 8
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
			Computer Lab M T W T F
			Talk to teacher
Math			Tutoring with teacher M T W T F _____
			Call a Study Buddy
			Talk to counselor
			Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
			ELA A B C D F
			Soc St A B C D F
P.E.			Math A B C D F
			Sci A B C D F
Elective			PE A B C D F
			ELEC A B C D F
Parent/Teacher Comments			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY Aug. 10	TUESDAY Aug. 11	WEDNESDAY Aug. 12
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	FIRST DAY OF SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Aug. 13	FRIDAY Aug. 14	SATURDAY Aug. 15
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY Aug. 17	TUESDAY Aug. 18	WEDNESDAY Aug. 19
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Aug. 20	FRIDAY Aug. 21	SATURDAY Aug. 22
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using? Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Math			
Science			Grade Check ELA A B C D F Soc St A B C D F Math A B C D F Sci A B C D F PE A B C D F ELEC A B C D F
P.E.			
Elective			
Parent/Teacher Comments	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	_____ Parent Signature _____ Weekly Healthy Living Assessment Nutrition Rating: Excellent Fair Poor Exercise: _____ minutes per day S M T W T F S

	MONDAY Aug. 24	TUESDAY Aug. 25	WEDNESDAY Aug. 26
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Aug. 27	FRIDAY Aug. 28	SATURDAY Aug. 29
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
			Computer Lab M T W T F
			Talk to teacher
Math			Tutoring with teacher M T W T F _____
			Call a Study Buddy
			Talk to counselor
			Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
			ELA A B C D F
			Soc St A B C D F
P.E.			Math A B C D F
			Sci A B C D F
Elective			PE A B C D F
			ELEC A B C D F
Parent/Teacher Comments			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

September

Sunday	Monday	Tuesday	Wednesday
30	31	1	2
6	7	8	9
13	14	15	16
20	21	22	23
27	28	29	30

2020

Thursday	Friday	Saturday	Notes
3	4	5	
10	11	12	
17	18	19	
24	25	26	

	MONDAY Aug. 31	TUESDAY Sep. 1	WEDNESDAY Sep. 2
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	Sep. 3	FRIDAY	Sep. 4	SATURDAY	Sep. 5
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
					Library Tutoring 7:00-7:55 2:30-3:30	M T W T F
					Computer Lab	M T W T F
					Talk to teacher	
Math					Tutoring with teacher	M T W T F _____
					Call a Study Buddy	
					Talk to counselor	
					Talk to parents / other family members	
Math					Which resource will you focus on? Why?	
Science					Grade Check	
					ELA	A B C D F
					Soc St	A B C D F
P.E.					Math	A B C D F
					Sci	A B C D F
Elective					PE	A B C D F
					ELEC	A B C D F
Parent/Teacher Comments	BACK TO SCHOOL NIGHT		MODIFIED DAY			
	Tutoring Room: _____ Time: _____		Tutoring Room: _____ Time: _____			
	Signature: _____		Signature: _____			
					<i>Parent Signature</i>	
					Weekly Healthy Living Assessment	
					Nutrition Rating:	Excellent Fair Poor
					Exercise:	_____ minutes per day
					S	M T W T F S

	MONDAY Sep. 7	TUESDAY Sep. 8	WEDNESDAY Sep. 9
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	Holiday-Labor Day Tutoring Room: _____ Time: _____ Signature: _____	Prepare for tomorrow's Weekly Organization Check Tutoring Room: _____ Time: _____ Signature: _____	 Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	Sep. 10	FRIDAY	Sep. 11	SATURDAY	Sep. 12
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
						Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
						Computer Lab M T W T F
						Talk to teacher
Math						Tutoring with teacher M T W T F _____
						Call a Study Buddy
						Talk to counselor
						Talk to parents / other family members
Math						Which resource will you focus on? Why?
Science						Grade Check
						ELA A B C D F
						Soc St A B C D F
P.E.						Math A B C D F
						Sci A B C D F
Elective						PE A B C D F
						ELEC A B C D F
Parent/Teacher Comments						<i>Parent Signature</i>
						Weekly Healthy Living Assessment
						Nutrition Rating: Excellent Fair Poor
						Exercise: _____ minutes per day
						S M T W T F S
	Tutoring Room: _____ Time: _____		Tutoring Room: _____ Time: _____			
	Signature: _____		Signature: _____			

	MONDAY Sep. 14	TUESDAY Sep. 15	WEDNESDAY Sep. 16
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	Sep. 17	FRIDAY	Sep. 18	SATURDAY	Sep. 19
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
Math					Library Tutoring 7:00-7:55 2:30-3:30 M T W T F	Computer Lab M T W T F
Math					Talk to teacher	Tutoring with teacher M T W T F _____
Science					Call a Study Buddy	Talk to counselor
P.E.					Talk to parents / other family members	Which resource will you focus on? Why?
Elective						
Parent/Teacher Comments			6 WEEK PROGRESS REPORT		Grade Check	ELA A B C D F
						Soc St A B C D F
						Math A B C D F
						Sci A B C D F
						PE A B C D F
						ELEC A B C D F
						<i>Parent Signature</i>
						Weekly Healthy Living Assessment
						Nutrition Rating: Excellent Fair Poor
						Exercise: _____ minutes per day
						S M T W T F S
	Tutoring Room: _____ Time: _____		Tutoring Room: _____ Time: _____			
	Signature: _____		Signature: _____			

	MONDAY Sep. 21	TUESDAY Sep. 22	WEDNESDAY Sep. 23
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Sep. 24	FRIDAY Sep. 25	SATURDAY Sep. 26
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
Math			Computer Lab M T W T F
Science			Talk to teacher
P.E.			Tutoring with teacher M T W T F _____
Elective			Call a Study Buddy
Parent/Teacher Comments			Talk to counselor
			Talk to parents / other family members
			Which resource will you focus on? Why?
			Grade Check
			ELA A B C D F
			Soc St A B C D F
			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

October

Sunday	Monday	Tuesday	Wednesday
4	5	6	7
11	12	13	14
18	19	20	21
25	26	27	28

2020

Thursday	Friday	Saturday	Notes
1	2	3	
8	9	10	
15	16	17	
22	23	24	
29	30	31	

	MONDAY Sep. 28	TUESDAY Sep. 29	WEDNESDAY Sep. 30
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	Oct. 1	FRIDAY	Oct. 2	SATURDAY	Oct. 3
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
						Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
						Computer Lab M T W T F
						Talk to teacher
Math						Tutoring with teacher M T W T F _____
						Call a Study Buddy
						Talk to counselor
						Talk to parents / other family members
Math						Which resource will you focus on? Why?
Science						Grade Check
						ELA A B C D F
						Soc St A B C D F
P.E.						Math A B C D F
						Sci A B C D F
Elective						PE A B C D F
						ELEC A B C D F
Parent/Teacher Comments						<i>Parent Signature</i>
						Weekly Healthy Living Assessment
						Nutrition Rating: Excellent Fair Poor
						Exercise: _____ minutes per day
						S M T W T F S
	Tutoring Room: _____ Time: _____		Tutoring Room: _____ Time: _____			
	Signature: _____		Signature: _____			

	MONDAY	Oct. 5	TUESDAY	Oct. 6	WEDNESDAY	Oct. 7
Reading						
Writing						
Social Studies						
Math						
Math						
Science						
P.E.						
Elective						
Parent/Teacher Comments	NO SCHOOL PARENT CONFERENCE DAY Tutoring Room: _____ Time: _____ Signature: _____		Prepare for tomorrow's Weekly Organization Check Tutoring Room: _____ Time: _____ Signature: _____		Tutoring Room: _____ Time: _____ Signature: _____	

	THURSDAY	Oct. 8	FRIDAY	Oct. 9	SATURDAY	Oct. 10
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
Math					Library Tutoring 7:00-7:55 2:30-3:30 M T W T F	Computer Lab M T W T F
Math					Talk to teacher	Tutoring with teacher M T W T F _____
Science					Call a Study Buddy	Talk to counselor
P.E.					Talk to parents / other family members	Which resource will you focus on? Why?
Elective					Grade Check	ELA A B C D F
Parent/Teacher Comments					Soc St A B C D F	Math A B C D F
					Sci A B C D F	PE A B C D F
					ELEC A B C D F	
					<i>Parent Signature</i>	
					Weekly Healthy Living Assessment	Nutrition Rating: Excellent Fair Poor
					Tutoring Room: _____ Time: _____	Exercise: _____ minutes per day
					Signature: _____	S M T W T F S
					Signature: _____	

	MONDAY Oct. 12	TUESDAY Oct. 13	WEDNESDAY Oct. 14
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	MONDAY Oct. 19	TUESDAY Oct. 20	WEDNESDAY Oct. 21
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Oct. 22	FRIDAY Oct. 23	SATURDAY Oct. 24
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____		

	MONDAY Oct. 26	TUESDAY Oct. 27	WEDNESDAY Oct. 28
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		<p align="center">Prepare for tomorrow's Weekly Organization Check</p>	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Oct. 29	FRIDAY Oct. 30	SATURDAY Oct. 31
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments		12 WEEK PROGRESS REPORT	Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

November

Sunday	Monday	Tuesday	Wednesday
1	2	3	4
8	9	10	11
15	16	17	18
22	23	24	25
29	30		

2020

Thursday	Friday	Saturday	Notes
5	6	7	
12	13	14	
19	20	21	
26	27	28	

Student SMART Goals
Second Six-Week Grading Period

Student Name: _____

"You have to set goals that are almost out of reach. If you set a goal that is attainable, without much work or thought, you are stuck with something below your true talent and potential." —Steve Garvey

S	Make it <u>S</u>pecific	What do you want to accomplish? Be specific.
M	Make it <u>M</u>easurable	How will you know you have accomplished your goal? What will it look like when you have achieved your goal?
A	Make it <u>A</u>ttainable	How will you accomplish your goal? Be specific. List the steps involved and the people who will help you accomplish your goal.
R	Make it <u>R</u>elevant	Is this goal worth accomplishing and completing? Why is it important to you? Explain.
T	Make it <u>T</u>imely	By when will this goal be accomplished?

<p>Goals Check-in #1 <i>(1-3 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way? How do you plan to overcome them?</p>	<p>Goals Check-in #2 <i>(4-5 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way. How do you plan to overcome them?</p>
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Reflection

To be completed last week of 6-week period

<p>Were you successful in accomplishing your goal? Why or why not?</p>
<p>What will you do differently next time to help you accomplish your goals?</p>
<p>Brainstorming: What are some areas in which you can set new goals for the new six week period? You may also build on your previous goals.</p>

	MONDAY Nov. 2	TUESDAY Nov. 3	WEDNESDAY Nov. 4
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	Nov. 5	FRIDAY	Nov. 6	SATURDAY	Nov. 7
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
					Library Tutoring 7:00-7:55 2:30-3:30	M T W T F
					Computer Lab	M T W T F
					Talk to teacher	
					Tutoring with teacher	M T W T F _____
					Call a Study Buddy	
					Talk to counselor	
					Talk to parents / other family members	
					Which resource will you focus on? Why?	
					Grade Check	
					ELA	A B C D F
					Soc St	A B C D F
					Math	A B C D F
					Sci	A B C D F
					PE	A B C D F
					ELEC	A B C D F
Parent/Teacher Comments			NO SCHOOL STUDENT FREE DAY			
						<i>Parent Signature</i>
						Weekly Healthy Living Assessment
					Nutrition Rating:	Excellent Fair Poor
					Exercise:	_____ minutes per day
					S	M T W T F S
	Tutoring Room: _____	Time: _____	Tutoring Room: _____	Time: _____		
	Signature: _____		Signature: _____			

	MONDAY Nov. 9	TUESDAY Nov. 10	WEDNESDAY Nov. 11
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		<p align="center">Prepare for tomorrow's Weekly Organization Check</p> <p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>	<p align="center">VETERANS' DAY HOLIDAY NO SCHOOL</p> <p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>

	THURSDAY Nov. 12	FRIDAY Nov. 13	SATURDAY Nov. 14
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
			Computer Lab M T W T F
			Talk to teacher
Math			Tutoring with teacher M T W T F _____
			Call a Study Buddy
			Talk to counselor
			Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
			ELA A B C D F
			Soc St A B C D F
P.E.			Math A B C D F
			Sci A B C D F
Elective			PE A B C D F
			ELEC A B C D F
Parent/Teacher Comments			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY	Nov. 16	TUESDAY	Nov. 17	WEDNESDAY	Nov. 18
Reading						
Writing						
Social Studies						
Math						
Math						
Science						
P.E.						
Elective						
Parent/Teacher Comments			Prepare for tomorrow's Weekly Organization Check			

	THURSDAY	Nov. 19	FRIDAY	Nov. 20	SATURDAY	Nov. 21
Reading						
Writing					NOTES	
Social Studies					Successful Planning	
					Which resources have you been using?	
					Library Tutoring 7:00-7:55 2:30-3:30 M T W T F	
					Computer Lab M T W T F	
					Talk to teacher	
					Tutoring with teacher M T W T F _____	
					Call a Study Buddy	
					Talk to counselor	
					Talk to parents / other family members	
					Which resource will you focus on? Why?	
					Grade Check	
					ELA A B C D F	
					Soc St A B C D F	
					Math A B C D F	
					Sci A B C D F	
					PE A B C D F	
					ELEC A B C D F	
					<i>Parent Signature</i>	
					Weekly Healthy Living Assessment	
					Nutrition Rating: Excellent Fair Poor	
					Exercise: _____ minutes per day	
					S M T W T F S	
Parent/Teacher Comments						

	MONDAY Nov. 23	TUESDAY Nov. 24	WEDNESDAY Nov. 25
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	THANKSGIVING HOLIDAY NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	THANKSGIVING HOLIDAY NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	THANKSGIVING HOLIDAY NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Nov. 26	FRIDAY Nov. 27	SATURDAY Nov. 28
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check ELA A B C D F Soc St A B C D F Math A B C D F Sci A B C D F PE A B C D F ELEC A B C D F
P.E.			
Elective			
Parent/Teacher Comments	THANKSGIVING HOLIDAY NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	THANKSGIVING HOLIDAY NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	<i>Parent Signature</i> Weekly Healthy Living Assessment Nutrition Rating: Excellent Fair Poor Exercise: _____ minutes per day S M T W T F S

December

Sunday	Monday	Tuesday	Wednesday
		1	2
6	7	8	9
13	14	15	16
20	21	22	23
27	28	29	30

2020

Thursday	Friday	Saturday	Notes
3	4	5	
10	11	12	
17	18	19	
24	25	26	
31			

	MONDAY Nov. 30	TUESDAY Dec. 1	WEDNESDAY Dec. 2
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Dec. 3	FRIDAY Dec. 4	SATURDAY Dec. 5
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY Dec. 7	TUESDAY Dec. 8	WEDNESDAY Dec. 9
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Dec. 10	FRIDAY Dec. 11	SATURDAY Dec. 12
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using? Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Math			
Science			Grade Check ELA A B C D F Soc St A B C D F Math A B C D F Sci A B C D F PE A B C D F ELEC A B C D F
P.E.			
Elective			
Parent/Teacher Comments	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	_____ Parent Signature _____ Weekly Healthy Living Assessment Nutrition Rating: Excellent Fair Poor Exercise: _____ minutes per day S M T W T F S

	MONDAY	Dec. 14	TUESDAY	Dec. 15	WEDNESDAY	Dec. 16
Reading						
Writing						
Social Studies						
Math						
Math						
Science						
P.E.						
Elective						
Parent/Teacher Comments			Prepare for tomorrow's Weekly Organization Check		MODIFIED DAY	

	THURSDAY Dec. 17	FRIDAY Dec. 18	SATURDAY Dec. 19
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
			Computer Lab M T W T F
			Talk to teacher
Math			Tutoring with teacher M T W T F _____
			Call a Study Buddy
			Talk to counselor
			Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
			ELA A B C D F
			Soc St A B C D F
P.E.			Math A B C D F
			Sci A B C D F
Elective			PE A B C D F
			ELEC A B C D F
Parent/Teacher Comments	MODIFIED DAY	END OF 1ST SEMESTER MODIFIED DAY	
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S

	MONDAY	Dec. 21	TUESDAY	Dec. 22	WEDNESDAY	Dec. 23
Reading						
Writing						
Social Studies						
Math						
Math						
Science						
P.E.						
Elective						
Parent/Teacher Comments	WINTER RECESS NO SCHOOL		WINTER RECESS NO SCHOOL		WINTER RECESS NO SCHOOL	

	THURSDAY Dec. 24	FRIDAY Dec. 25	SATURDAY Dec. 26
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
			Computer Lab M T W T F
			Talk to teacher
Math			Tutoring with teacher M T W T F _____
			Call a Study Buddy
			Talk to counselor
			Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
			ELA A B C D F
			Soc St A B C D F
P.E.			Math A B C D F
			Sci A B C D F
Elective			PE A B C D F
			ELEC A B C D F
Parent/Teacher Comments	WINTER RECESS NO SCHOOL	WINTER RECESS NO SCHOOL	<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S

January

Sunday	Monday	Tuesday	Wednesday
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27

2021

Thursday	Friday	Saturday	Notes
	1	2	
7	8	9	
14	15	16	
21	22	23	
28	29	30	

	MONDAY Dec. 28	TUESDAY Dec. 29	WEDNESDAY Dec. 30
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	WINTER RECESS NO SCHOOL	WINTER RECESS NO SCHOOL	WINTER RECESS NO SCHOOL

	THURSDAY	Dec. 31	FRIDAY	Jan. 1	SATURDAY	Jan. 2
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
					Library Tutoring 7:00-7:55 2:30-3:30	M T W T F
					Computer Lab	M T W T F
					Talk to teacher	
					Tutoring with teacher	M T W T F _____
					Call a Study Buddy	
					Talk to counselor	
					Talk to parents / other family members	
					Which resource will you focus on? Why?	
					Grade Check	
					ELA	A B C D F
					Soc St	A B C D F
					Math	A B C D F
					Sci	A B C D F
					PE	A B C D F
					ELEC	A B C D F
Parent/Teacher Comments	WINTER RECESS NO SCHOOL		WINTER RECESS NO SCHOOL		<i>Parent Signature</i>	
					Weekly Healthy Living Assessment	
					Nutrition Rating: Excellent Fair Poor	
					Exercise: _____ minutes per day	
					S M T W T F S	

Student SMART Goals
Third Six-Week Grading Period

Student Name: _____

"When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps." ---Confucius

S	Make it <u>S</u>pecific	What do you want to accomplish? Be specific.
M	Make it <u>M</u>easurable	How will you know you have accomplished your goal? What will it look like when you have achieved your goal?
A	Make it <u>A</u>ttainable	How will you accomplish your goal? Be specific. List the steps involved and the people who will help you accomplish your goal.
R	Make it <u>R</u>elevant	Is this goal worth accomplishing and completing? Why is it important to you? Explain.
T	Make it <u>T</u>imely	By when will this goal be accomplished?

<p>Goals Check-in #1 <i>(1-3 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way? How do you plan to overcome them?</p>	<p>Goals Check-in #2 <i>(4-5 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way. How do you plan to overcome them?</p>
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Reflection

To be completed last week of 6-week period

<p>Were you successful in accomplishing your goal? Why or why not?</p>
<p>What will you do differently next time to help you accomplish your goals?</p>
<p>Brainstorming: What are some areas in which you can set new goals for the new six week period? You may also build on your previous goals.</p>

	MONDAY Jan. 4	TUESDAY Jan. 5	WEDNESDAY Jan. 6
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	<p>SCHOOL RESUMES FIRST DAY OF 2ND SEMESTER</p> <p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>	<p>Prepare for tomorrow's Weekly Organization Check</p> <p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>	<p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>

	THURSDAY	Jan. 7	FRIDAY	Jan. 8	SATURDAY	Jan. 9
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
					Library Tutoring 7:00-7:55 2:30-3:30	M T W T F
					Computer Lab	M T W T F
					Talk to teacher	
					Tutoring with teacher	M T W T F _____
					Call a Study Buddy	
					Talk to counselor	
					Talk to parents / other family members	
					Which resource will you focus on? Why?	
					Grade Check	
					ELA	A B C D F
					Soc St	A B C D F
					Math	A B C D F
					Sci	A B C D F
					PE	A B C D F
					ELEC	A B C D F
					<i>Parent Signature</i>	
					Weekly Healthy Living Assessment	
					Nutrition Rating:	Excellent Fair Poor
					Exercise:	_____ minutes per day
					S	M T W T F S
Parent/Teacher Comments						
	Tutoring Room: _____	Time: _____	Tutoring Room: _____	Time: _____		
	Signature: _____		Signature: _____			

	MONDAY Jan. 11	TUESDAY Jan. 12	WEDNESDAY Jan. 13
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		<p align="center">Prepare for tomorrow's Weekly Organization Check</p> <p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>	<p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>

	THURSDAY Jan. 14	FRIDAY Jan. 15	SATURDAY Jan. 16
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using? Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Math			
Science			Grade Check ELA A B C D F Soc St A B C D F Math A B C D F Sci A B C D F PE A B C D F ELEC A B C D F
P.E.			
Elective			
Parent/Teacher Comments	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Parent Signature _____ Weekly Healthy Living Assessment Nutrition Rating: Excellent Fair Poor Exercise: _____ minutes per day S M T W T F S

	MONDAY Jan. 18	TUESDAY Jan. 19	WEDNESDAY Jan. 20
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	MARTIN LUTHER KING JR. BIRTHDAY: NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	Prepare for tomorrow's Weekly Organization Check Tutoring Room: _____ Time: _____ Signature: _____	 Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Jan. 21	FRIDAY Jan. 22	SATURDAY Jan. 23
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY Jan. 25	TUESDAY Jan. 26	WEDNESDAY Jan. 27
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	Jan. 28	FRIDAY	Jan. 29	SATURDAY	Jan. 30
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
					Library Tutoring 7:00-7:55 2:30-3:30	M T W T F
					Computer Lab	M T W T F
					Talk to teacher	
					Tutoring with teacher	M T W T F _____
					Call a Study Buddy	
					Talk to counselor	
					Talk to parents / other family members	
					Which resource will you focus on? Why?	
					Grade Check	
					ELA	A B C D F
					Soc St	A B C D F
					Math	A B C D F
					Sci	A B C D F
					PE	A B C D F
					ELEC	A B C D F
					<i>Parent Signature</i>	
					Weekly Healthy Living Assessment	
					Nutrition Rating:	Excellent Fair Poor
					Exercise:	_____ minutes per day
					S	M T W T F S
Parent/Teacher Comments						
	Tutoring Room: _____	Time: _____	Tutoring Room: _____	Time: _____		
	Signature: _____		Signature: _____			

February

Sunday	Monday	Tuesday	Wednesday
31	1	2	3
7	8	9	10
14	15	16	17
21	22	23	24
28			

2021

Thursday	Friday	Saturday	Notes
4	5	6	
11	12	13	
18	19	20	
25	26	27	

	MONDAY Feb. 1	TUESDAY Feb. 2	WEDNESDAY Feb. 3
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Feb. 4	FRIDAY Feb. 5	SATURDAY Feb. 6
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
			Computer Lab M T W T F
			Talk to teacher
Math			Tutoring with teacher M T W T F _____
			Call a Study Buddy
			Talk to counselor
			Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
			ELA A B C D F
			Soc St A B C D F
P.E.			Math A B C D F
			Sci A B C D F
Elective			PE A B C D F
			ELEC A B C D F
Parent/Teacher Comments			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY Feb. 8	TUESDAY Feb. 9	WEDNESDAY Feb. 10
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		<p align="center">Prepare for tomorrow's Weekly Organization Check</p> <p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>	<p>Tutoring Room: _____ Time: _____</p> <p>Signature: _____</p>

	THURSDAY Feb. 11	FRIDAY Feb. 12	SATURDAY Feb. 13
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments		HOLIDAY-LINCOLN'S BIRTHDAY NO SCHOOL	Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY Feb. 15	TUESDAY Feb. 16	WEDNESDAY Feb. 17
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	HOLIDAY-WASHINGTON'S BIRTHDAY NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	Prepare for tomorrow's Weekly Organization Check Tutoring Room: _____ Time: _____ Signature: _____	 Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Feb. 18	FRIDAY Feb. 19	SATURDAY Feb. 20
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments		NO SCHOOL STUDENT FREE DAY 6 WEEK PROGRESS REPORT	Math A B C D F
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S

Student SMART Goals
Fourth Six-Week Grading Period

Student Name: _____

“A goal is not always meant to be reached, it often serves simply as something to aim at.” – Bruce Lee

S	Make it <u>S</u>pecific	What do you want to accomplish? Be specific.
M	Make it <u>M</u>easurable	How will you know you have accomplished your goal? What will it look like when you have achieved your goal?
A	Make it <u>A</u>ttainable	How will you accomplish your goal? Be specific. List the steps involved and the people who will help you accomplish your goal.
R	Make it <u>R</u>elevant	Is this goal worth accomplishing and completing? Why is it important to you? Explain.
T	Make it <u>T</u>imely	By when will this goal be accomplished?

<p>Goals Check-in #1 <i>(1-3 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way? How do you plan to overcome them?</p>	<p>Goals Check-in #2 <i>(4-5 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way. How do you plan to overcome them?</p>
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Reflection
To be completed last week of 6-week period

<p>Were you successful in accomplishing your goal? Why or why not?</p>
<p>What will you do differently next time to help you accomplish your goals?</p>
<p>Brainstorming: What are some areas in which you can set new goals for the new six week period? You may also build on your previous goals.</p>

	MONDAY Feb. 22	TUESDAY Feb. 23	WEDNESDAY Feb. 24
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Feb. 25	FRIDAY Feb. 26	SATURDAY Feb. 27
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

March

Sunday	Monday	Tuesday	Wednesday
	1	2	3
7	8	9	10
14	15	16	17
21	22	23	24
28	29	30	31

2021

Thursday	Friday	Saturday	Notes
4	5	6	
11	12	13	
18	19	20	
25	26	27	

	MONDAY Mar. 1	TUESDAY Mar. 2	WEDNESDAY Mar. 3
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	Mar. 4	FRIDAY	Mar. 5	SATURDAY	Mar. 6
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
					Library Tutoring 7:00-7:55 2:30-3:30	M T W T F
					Computer Lab	M T W T F
					Talk to teacher	
					Tutoring with teacher	M T W T F _____
					Call a Study Buddy	
					Talk to counselor	
					Talk to parents / other family members	
					Which resource will you focus on? Why?	
					Grade Check	
					ELA	A B C D F
					Soc St	A B C D F
					Math	A B C D F
					Sci	A B C D F
					PE	A B C D F
					ELEC	A B C D F
					<i>Parent Signature</i>	
					Weekly Healthy Living Assessment	
					Nutrition Rating:	Excellent Fair Poor
					Exercise:	_____ minutes per day
					S	M T W T F S
Parent/Teacher Comments						
	Tutoring Room: _____	Time: _____	Tutoring Room: _____	Time: _____		
	Signature: _____		Signature: _____			

	MONDAY Mar. 8	TUESDAY Mar. 9	WEDNESDAY Mar. 10
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	Mar. 11	FRIDAY	Mar. 12	SATURDAY	Mar. 13
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
Math					Library Tutoring 7:00-7:55 2:30-3:30 M T W T F	Computer Lab M T W T F
Math					Talk to teacher	Tutoring with teacher M T W T F _____
Science					Call a Study Buddy	Talk to counselor
P.E.					Talk to parents / other family members	Which resource will you focus on? Why?
Elective						
Parent/Teacher Comments					Grade Check	ELA A B C D F
						Soc St A B C D F
						Math A B C D F
						Sci A B C D F
						PE A B C D F
						ELEC A B C D F
						<i>Parent Signature</i>
						Weekly Healthy Living Assessment
						Nutrition Rating: Excellent Fair Poor
						Exercise: _____ minutes per day
						S M T W T F S
	Tutoring Room: _____ Time: _____		Tutoring Room: _____ Time: _____			
	Signature: _____		Signature: _____			

	MONDAY Mar. 15	TUESDAY Mar. 16	WEDNESDAY Mar. 17
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Mar. 18	FRIDAY Mar. 19	SATURDAY Mar. 20
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using? Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Math			
Science			Grade Check ELA A B C D F Soc St A B C D F Math A B C D F Sci A B C D F PE A B C D F ELEC A B C D F
P.E.			
Elective			
Parent/Teacher Comments	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Parent Signature _____ Weekly Healthy Living Assessment Nutrition Rating: Excellent Fair Poor Exercise: _____ minutes per day S M T W T F S

	MONDAY Mar. 22	TUESDAY Mar. 23	WEDNESDAY Mar. 24
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Mar. 25	FRIDAY Mar. 26	SATURDAY Mar. 27
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

April

Sunday	Monday	Tuesday	Wednesday
4	5	6	7
11	12	13	14
18	19	20	21
25	26	27	28

2021

Thursday	Friday	Saturday	Notes
1	2	3	
8	9	10	
15	16	17	
22	23	24	
29	30	1	

	MONDAY Mar. 29	TUESDAY Mar. 30	WEDNESDAY Mar. 31
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments			

	THURSDAY	Apr. 1	FRIDAY	Apr. 2	SATURDAY	Apr. 3
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
						Library Tutoring 7:00-7:55 2:30-3:30 M T W T F
						Computer Lab M T W T F
						Talk to teacher
Math						Tutoring with teacher M T W T F _____
						Call a Study Buddy
						Talk to counselor
						Talk to parents / other family members
Math						Which resource will you focus on? Why?
Science						Grade Check
						ELA A B C D F
						Soc St A B C D F
P.E.						Math A B C D F
						Sci A B C D F
Elective						PE A B C D F
						ELEC A B C D F
Parent/Teacher Comments						<i>Parent Signature</i>
						Weekly Healthy Living Assessment
						Nutrition Rating: Excellent Fair Poor
						Exercise: _____ minutes per day
						S M T W T F S

	MONDAY Apr. 5	TUESDAY Apr. 6	WEDNESDAY Apr. 7
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	SPRING BREAK NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	SPRING BREAK NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____	SPRING BREAK NO SCHOOL Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Apr. 8	FRIDAY Apr. 9	SATURDAY Apr. 10
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments	SPRING BREAK NO SCHOOL	SPRING BREAK NO SCHOOL	Math A B C D F
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S

	MONDAY Apr. 12	TUESDAY Apr. 13	WEDNESDAY Apr. 14
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	SCHOOL RESUMES Tutoring Room: _____ Time: _____ Signature: _____	Prepare for tomorrow's Weekly Organization Check Tutoring Room: _____ Time: _____ Signature: _____	 Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Apr. 15	FRIDAY Apr. 16	SATURDAY Apr. 17
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments	Tutoring Room: _____ Time: _____ Signature: _____	12 WEEK PROGRESS REPORT Tutoring Room: _____ Time: _____ Signature: _____	Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S

	MONDAY Apr. 19	TUESDAY Apr. 20	WEDNESDAY Apr. 21
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		<p align="center">Prepare for tomorrow's Weekly Organization Check</p>	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Apr. 22	FRIDAY Apr. 23	SATURDAY Apr. 24
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

May

Sunday	Monday	Tuesday	Wednesday
2	3	4	5
9	10	11	12
16	17	18	19
23	24	25	26
30	31		

2021

Thursday	Friday	Saturday	Notes
6	7	8	
13	14	15	
20	21	22	
27	28	29	

	MONDAY Apr. 26	TUESDAY Apr. 27	WEDNESDAY Apr. 28
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY Apr. 29	FRIDAY Apr. 30	SATURDAY May 1
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments	OPEN HOUSE	MODIFIED DAY	Math A B C D F
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor Exercise: _____ minutes per day
			S M T W T F S

Student SMART Goals
Fifth Six-Week Grading Period

Student Name: _____

“The only limit to the height of your achievements is the reach of your dreams and your willingness to work for them.” – Michelle Obama

S	Make it <u>S</u>pecific	What do you want to accomplish? Be specific.
M	Make it <u>M</u>easurable	How will you know you have accomplished your goal? What will it look like when you have achieved your goal?
A	Make it <u>A</u>ttainable	How will you accomplish your goal? Be specific. List the steps involved and the people who will help you accomplish your goal.
R	Make it <u>R</u>elevant	Is this goal worth accomplishing and completing? Why is it important to you? Explain.
T	Make it <u>T</u>imely	By when will this goal be accomplished?

<p>Goals Check-in #1 <i>(1-3 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way? How do you plan to overcome them?</p>	<p>Goals Check-in #2 <i>(4-5 weeks after initial goal-setting)</i></p> <p>How are you doing in reaching your goal? Do you need to change or modify your goals? What extra supports do you need to achieve your goal? Have there been any obstacles along the way. How do you plan to overcome them?</p>
--	--

Reflection
To be completed last week of 6-week period

<p>Were you successful in accomplishing your goal? Why or why not?</p>
<p>What will you do differently next time to help you accomplish your goals?</p>
<p>Brainstorming: What are some areas in which you can set new goals for the new six week period? You may also build on your previous goals.</p>

	MONDAY May 3	TUESDAY May 4	WEDNESDAY May 5
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY	May 6	FRIDAY	May 7	SATURDAY	May 8
Reading						
Writing					NOTES	
Social Studies					Successful Planning	Which resources have you been using?
					Library Tutoring 7:00-7:55 2:30-3:30	M T W T F
					Computer Lab	M T W T F
					Talk to teacher	
					Tutoring with teacher	M T W T F _____
					Call a Study Buddy	
					Talk to counselor	
					Talk to parents / other family members	
					Which resource will you focus on? Why?	
					Grade Check	
					ELA	A B C D F
					Soc St	A B C D F
					Math	A B C D F
					Sci	A B C D F
					PE	A B C D F
					ELEC	A B C D F
					<i>Parent Signature</i>	
					Weekly Healthy Living Assessment	
					Nutrition Rating:	Excellent Fair Poor
					Exercise:	_____ minutes per day
					S	M T W T F S
Parent/Teacher Comments						
	Tutoring Room: _____	Time: _____	Tutoring Room: _____	Time: _____		
	Signature: _____		Signature: _____			

	MONDAY May 10	TUESDAY May 11	WEDNESDAY May 12
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY May 13	FRIDAY May 14	SATURDAY May 15
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY May 17	TUESDAY May 18	WEDNESDAY May 19
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments		Prepare for tomorrow's Weekly Organization Check	
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY May 20	FRIDAY May 21	SATURDAY May 22
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments			Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S
	Tutoring Room: _____ Time: _____ Signature: _____	Tutoring Room: _____ Time: _____ Signature: _____	

	MONDAY May 24	TUESDAY May 25	WEDNESDAY May 26
Reading			
Writing			
Social Studies			
Math			
Math			
Science			
P.E.			
Elective			
Parent/Teacher Comments	MODIFIED DAY Tutoring Room: _____ Time: _____ Signature: _____	MODIFIED DAY Tutoring Room: _____ Time: _____ Signature: _____	LAST DAY OF SCHOOL End of 2nd Semester Tutoring Room: _____ Time: _____ Signature: _____

	THURSDAY May 27	FRIDAY May 28	SATURDAY May 29
Reading			
Writing			NOTES
Social Studies			Successful Planning Which resources have you been using?
Math			Library Tutoring 7:00-7:55 2:30-3:30 M T W T F Computer Lab M T W T F Talk to teacher Tutoring with teacher M T W T F _____ Call a Study Buddy Talk to counselor Talk to parents / other family members
Math			Which resource will you focus on? Why?
Science			Grade Check
P.E.			ELA A B C D F
Elective			Soc St A B C D F
Parent/Teacher Comments	STUDENT FREE DAY Tutoring Room: _____ Time: _____ Signature: _____		Math A B C D F
			Sci A B C D F
			PE A B C D F
			ELEC A B C D F
			<i>Parent Signature</i>
			Weekly Healthy Living Assessment
			Nutrition Rating: Excellent Fair Poor
			Exercise: _____ minutes per day
			S M T W T F S

NOTES

STUDY BUDDIES

Subject	NAME	PHONE	Email
English Language Arts			
Social Studies			
Math			
Science			
Electives			
PE			
Other			

Tutoring Log

Teacher Name & Subject	Monday	Tuesday	Wednesday	Thursday	Friday
_____ ELA					
_____ Math					
_____ Social Studies					
_____ Science					

X _____
Student Signature

X _____
Parent Signature

Student Resources

Tutoring in the morning (7:00 am – 7:55 am) or after school (2:30 pm – 3:30 pm)

I will seek out tutoring when....

- *I need help on one or two problems that I didn't complete for homework last night*
- *I need help with my homework after school or just a quiet place to study*

Tutoring with my teacher

I will ask my teacher about tutoring when....

- *I don't understand some of the material in class*
- *I did poorly on my last quiz or test*

Nurse

I will see the nurse when....

- *I have an injury*
- *I feel extremely sick and have a fever*
- *I have a health issue*

Study Buddy

I will call my study buddy when....

- *I forget to write my homework down in my agenda*
- *I struggle with my homework at night*

Computer Lab

I will use the computer lab when....

- *My printer runs out of ink*
- *My computer at home is broken*

Teacher

I will talk to my teacher when....

- *I am absent and I need to make up work*
- *I am struggling in my class*
- *Issues arise in the classroom*

Counselor

I will talk to my counselor when....

- *I have any type of personal issue*
- *I want to discuss ways to improve my grades*
- *I want to learn more about colleges and careers*

Administration

I will talk to the administrators when....

- *I need to report a fight or I am being physically bullied by another student*
- *I see something suspicious on campus*

Parents

I will talk to my parents when....

- *I am struggling in school*
- *I have parent notifications for them to sign*



MENDEZ FUNDAMENTAL ACCELERATED READER

NAME: _____
LANGUAGE ARTS TEACHER: _____

My ZPD (Fall) - _____
My ZPD (Spring) - _____

TITLE OF THE BOOK:	AUTHOR:	LEVEL:	TEST DATE:	POINTS:



Student Goal Setting Worksheet

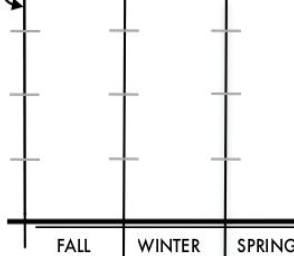
Mendez Fundamental 2019-2020

Name: _____

ID#: _____

Mathematics (MAP: Math 6+ CA 2010 (CCSS))

Label your y-axis with the appropriate numbers/scale. Then, create a bar graph documenting your growth.

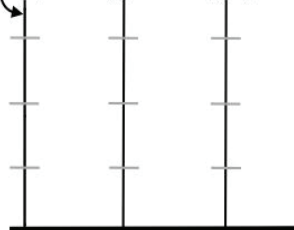


Projected RIT _____
 My Goal _____
 RIT Growth _____

	FALL 2019	WINTER 2019	SPRING 2020
Overall RIT Score			
Goal Performance	Write down your score range for each of the following categories below. This will help you determine which areas you need to focus on.		
OPERATIONS AND ALGEBRAIC THINKING			
THE REAL & COMPLEX NUMBER SYSTEMS			
GEOMETRY			
STATISTICS & PROBABILITY			

Reading (MAP: Reading 6+ CA 2010 (CCSS) V2)

Label your y-axis with the appropriate numbers/scale. Then, create a bar graph documenting your growth.



Projected RIT _____
 My Goal _____
 RIT Growth _____

	FALL 2019	WINTER 2019	SPRING 2020
Overall RIT Score			
Goal Performance	Write down your score range for each of the following categories below. This will help you determine which areas you need to focus on.		
LITERATURE			
INFORMATIONAL TEXT			
VOCABULARY ACQUISITION & USE			

My LEXILE range or Reading Level:

FALL	WINTER	SPRING

STUDENT ACTION PLAN

Directions: Please write down what actions or steps you will need to take to reach your goal by the next time you take this test. What can you do to continue to show growth OR what areas do you still need to focus on? You may write your plan for both math and English in the box provided for each test.

FALL 2019

Parent Signature: _____

Teacher's initials: _____

WINTER 2019

Parent Signature: _____

Teacher's initials: _____

SPRING 2020

Parent Signature: _____

Teacher's initials: _____

Explanatory Notes

RIT ranges may indicate an **area of relative strength** or **area of possible concern** determined by comparing the student's Goal Performance score with the student's Overall RIT Score for the test event.

* Projected RIT is only reported when there is growth norm data and a test event in the initial term. RIT Growth is only reported when there are test events in both the initial and final terms.

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Modified for student use by
 Mendez Fundamental
 Intermediate School

Mendez's Physical Education Locker Room Guidelines/ Procedures

Entering the Locker Room Procedures

Before Class-

- Must get permission from a PE teacher before entering the locker rooms
- **ALL electronic devices MUST be turned OFF and stored in your backpack before entering the locker rooms**
- Students are to line up on assigned number lines by grade level

Before exiting the locker rooms at the end of the period-

- Students should lock their little locker (where the PE clothes are stored)
- Throw all trash away
- Tuck in their shirts and exit in a civilized manner

Procedures for Lining Up On Roll Call Numbers:

- Students must go directly to their roll call numbers, be seated and be prepared for roll call (they will be marked tardy if this procedure is not followed). Students that do not follow the guidelines will lose citizenship and/or performance grade points.

Locker Room Guidelines:

- Do not share lockers unless authorized by a PE teacher
- Do not share lock combinations with anyone unless you are instructed by a PE teacher, and are instructed to share a locker
- Do not share clothes
- Clothes must be washed on a regular basis for health purposes
- Only Stick deodorant is permitted - No spray or pump deodorants
- No Lotions of any type (Except Sun Screen)
- All backpacks must be properly stored before leaving the locker rooms for their PE class
- Check your lock to be sure the combination is reset and stays in a locked position
- Absolutely no food, drinks or gum in the locker rooms
- Do not bring/store inappropriate items in the locker rooms (i.e. iPods, cell phones, etc.,) The P.E. Department will not be held responsible for your child's negligence.
- When bringing PE clothes or taking PE clothes home, they **must be stored inside** the backpacks at all times on campus.
- No loaner clothes will be provided

Please sign and have your child return this entire document to their Physical Education teacher. I have read and understand all of the Physical Education Guidelines and Regulations set forth for the 2020-2021 school year.

Student Name: _____ Student Signature: _____

Parent Signature: _____ Date: _____

Parent's Cell Phone Number:(_____) _____

NAME	STUDENT NO.	BIRTHDATE	GRADE
------	-------------	-----------	-------



Santa Ana Unified School District

STUDENT CONDUCT AND DISCIPLINE

Bring this form (signed) to registration

DISCIPLINE POLICY

The schools provide each student with the opportunity to develop to the highest possible degree his talents, capacities, and interests in a climate reflecting the high standards of good citizenship demanded of members of our society.

Effective learning cannot take place without a positive program of discipline. This program shall encourage the individual student to develop desirable qualities of self-discipline, shall hold the student responsible for his/her actions under the supervision of school authorities, and will protect the student from the individual whose behavior continually disrupts an effective learning program.

Certificated and classified employees are essential to the positive management of all educational programs. At all times, they shall enjoy full protection from abuse, threats, and violence by students.

The responsibility for the basic behavior development rightfully belongs with the individual and his/her parents. The schools will not accept the sole responsibility for the actions of students. Parents should therefore cooperate with and assist the schools in promoting and maintaining acceptable social and moral standards of conduct.

Legal basis for the following disciplinary actions are provided by the Discipline Policy: Loss of privileges, detention, special tasks, suspension, adjustment transfer, expulsion, or Saturday work program.

SATURDAY WORK/STUDY PROGRAM

This program will operate every Saturday throughout the year. It is designed as an alternative to suspension. The following could warrant assignment to the program:

- 1) Continual classroom behavioral problems
- 2) Forged notes
- 3) Missing assigned detention
- 4) Throwing food or littering campus
- 5) Vandalism (writing on walls/graffiti)
- 6) Unresolved attendance and tardy problems

If a student fails to report for the Saturday Work/Study Program, he/she may be suspended on the following instructional day.

SUSPENSION AND EXPULSION

SUMMARY LIST OF SUBDIVISIONS UNDER THE CALIFORNIA EDUCATION CODE, SECTION 48900. Students may be subject to suspension or expulsion for committing any of the acts listed below :

- (A) Caused, attempted, or threatened to cause physical injury
- (B) Possessed, sold, furnished a weapon, dangerous object, explosives
- (C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants).
- (D) Offered, arranged, or negotiated to sell any controlled substance and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material and represented the liquid, substance, or material as a controlled substance
- (E) Committed or attempted to commit robbery or extortion.
- (F) Caused or attempted to cause damage to school or private property
- (G) Stole or attempted to steal school or private property

- (H) Possessed or used tobacco or tobacco products
- (I) Committed an obscene act or engaged in habitual profanity
- (J) Possessed, offered, or arranged to sell paraphernalia
- (K) Disrupted school activities or willfully defied valid authority
- (L) Knowingly received stolen school or private property
- (M) Possessed an imitation firearm
- (N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4
- (O) Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that student by being a witness or retaliating against that student by being a witness
- (P) Offering to sell or selling SOMA
- (Q) Hazing
- (R) Engaged in the act of bullying, included but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel.
- (S) Engaged in sexual harassment (Grades 4-12 only), vulgarity
- (T) Engaged in hate crime (Grades 4-12 only)
- (U) Harassment, threat, intimidation (Grades 4-12 only)
- (V) Terrorist threats against school officials, school property or both

EXPULSION

IT IS ILLEGAL FOR STUDENTS TO POSSESS OR BE UNDER THE INFLUENCE OF DRUGS AND/OR ALCOHOL OR TO POSSESS WEAPONS OR OTHER DANGEROUS OBJECTS.

The Santa Ana Board of Education has stated that students who are guilty of any of the above on campus or school related events will be subject to disciplinary action ranging from suspension to a recommendation for expulsion (BP 5144.1.).

EXPULSION: BP 5144.1 6.8-6.9, EC 48900, 48915-24

The law provides that expulsion of pupils for disciplinary reasons can only be ordered by the Governing Board.

The Principal or the Superintendent may recommend a pupil's expulsion.

PLEASE SIGN AND RETURN

We have read and discussed the attendance and student conduct rules, as well as the provisions for suspension and expulsion.

Signature of Student

Date

Signature of Parent/Guardian

Date

PLEASE READ AND SIGN.

EN ESPAÑOL AL REVERSO

NOMBRE DEL ALUMNO

Nº. DEL ALUMNO

FECHA DE NACIMIENTO

GRADO



Distrito Escolar Unificado De Santa Ana

NORMAS DE CONDUCTA DE Y DISCIPLINA DE LOS ALUMNOS

Traiga este formulario (firmado) a la matriculación

NORMAS DE DISCIPLINA

Las escuelas ofrecen a cada alumno la oportunidad de desarrollar al máximo sus talentos, habilidades e intereses en un ambiente que refleja las más altas normas de buena conducta que exigen los miembros de nuestra sociedad.

El aprendizaje eficiente no se puede llevar a cabo sin un programa positivo de disciplina. Este programa exhortará al individuo a desarrollar las cualidades esperadas de auto-disciplina, considerará al alumno responsable de sus actos bajo la supervisión de la autoridad escolar y protegerá al alumno del individuo cuya conducta interrumpe continuamente un programa efectivo de aprendizaje.

Los empleados certificados y clasificados son esenciales en la administración positiva de todo programa educativo y por lo tanto, en todo momento gozarán de plena protección contra el abuso, las amenazas y la violencia de parte de los alumnos.

La responsabilidad del desarrollo de la conducta básica pertenece al individuo y a sus padres. Las escuelas no aceptarán la responsabilidad única de las acciones de los alumnos. Por lo tanto, los padres de familia deben cooperar y ayudar a las escuelas a promover y mantener normas de conducta sociales y morales aceptables.

Los fundamentos legales de las siguientes acciones disciplinarias se encuentran en la Norma de Disciplina: Pérdida de privilegios, detención, tareas especiales, suspensión, cambio de escuela, expulsión o programa de trabajo los sábados.

PROGRAMA DE TRABAJO O DE ESTUDIO LOS SÁBADOS

Este programa estará en operación todos los sábados del año. Está diseñado como una alternativa a la suspensión. La siguiente conducta puede justificar la participación en el programa.

- 1) Continuos problemas de conducta en el salón de clase
- 2) Notas falsificadas
- 3) No asistir a la detención asignada
- 4) Arrojar comida a tirar basura en la escuela
- 5) Vandalismo (escribir en las paredes, pintadas, dibujos o inscripciones)
- 6) Problemas de asistencia o de tardanzas sin resolver Si un(a) alumno(a) no se presenta al programa de trabajo o estudio de los sábados, puede ser suspendido(a) el siguiente día hábil.

SUSPENSIÓN Y EXPULSIÓN

LISTA DEL RESUMEN DE SUBDIVISIONES BAJO EL CÓDIGO DE EDUCACIÓN DE CALIFORNIA, SECCIÓN 48900.

Los alumnos podrán ser objeto de suspensión o expulsión si cometieran cualquiera de los actos enumerados a continuación:

- (A) Causó, intentó causar o amenazó con causar daño físico a otra persona.
- (B) Poseyó, vendió o proporcionó armas de fuego, objetos peligrosos o explosivos.
- (C) Poseyó, usó, vendió o estuvo bajo la influencia de una sustancia controlada (Ej.: marihuana, cocaína, alcohol, intoxicantes)
- (D) Ofreció, hizo arreglos o negoció para vender drogas, alcohol, etc.
- (E) Cometió o intentó cometer robo o extorsión.

- (F) Causó o intentó causar daño a propiedad escolar o a propiedad privada.
- (G) Robó o intentó robar propiedad escolar o propiedad privada.
- (H) Poseyó o usó tabaco o productos de tabaco.
- (I) Cometió un acto obsceno o se vio envuelto en actos profanos y vulgares.
- (J) Poseyó, ofreció o negoció para vender elementos relacionados con drogas.
- (K) Interrumpió las actividades escolares o desafió a la autoridad válida.
- (L) A sabiendas recibió objetos robados de propiedad escolar o privada.
- (M) Poseyó la réplica de un arma de fuego.
- (N) Cometió o intentó cometer una agresión sexual según lo define el C.P. 261 o asalto sexual C.P. 243.4
- (O) Acosó, amenazó o intimidó a un alumno quien actúa como testigo demandante en un proceso disciplinario, con el propósito de evitar que tal alumno sea un testigo o de vengarse contra el mismo por serlo.
- (P) Ofreció de vender o vendió SOMA
- (Q) Novatadas
- (R) Participó en el acto de intimidar, incluido pero no limitado a la intimidación cometida por medio de un acto electrónico.
- (S) Se vio envuelto en hostigamiento sexual (4to. al 12vo. Solamente).
- (T) Se vio envuelto en un delito por aversión.
- (U) Acusa, amenazas o intimidación (4to. al 12vo. Solamente).
- (V) Hizo amenazas terroristas contra personal o propiedad escolar.

EXPULSIÓN

ES CONTRA LA LEY QUE LOS ALUMNOS POSEAN DROGAS O ALCOHOL, O ESTÉN BAJO SU INFLUENCIA O QUE POSEAN ARMAS U OTROS OBJETOS PELIGROSOS.

La Junta Educativa de Santa Ana ha declarado que los alumnos que sean culpables de lo mencionado anteriormente, en la escuela o un evento relacionado con la escuela, pueden ser sujetos a medidas disciplinarias que van desde la suspensión a la recomendación de expulsión. (N.J.D. 5144.1).

EXPULSIÓN: N.J.D. 5144.1 6.8 al 6.9, C.E. 48900, 48915 al 48924

La ley estipula que solo la Junta Directiva puede ordenar la expulsión de los alumnos por razones de disciplina. El director o el Superintendente pueden recomendar la expulsión de un alumno.

POR FAVOR FIRME Y DEVUELVA ESTA HOJA

Hemos leído y considerado las reglas de asistencia y de conducta de los alumnos y las provisiones de suspensión y expulsión.

Firma del alumno

Fecha

Firma del padre, madre o tutor legal

Fecha

Por favor lea y firme este documento
ENGLISH ON REVERSE SIDE

NAME

STUDENT NO.

BIRTHDATE

GRADE



Santa Ana Unified School District

STUDENT CONDUCT AND ATTENDANCE POLICY

Bring this form (signed) and returned

CONDUCT WHILE AT SCHOOL

The Education Code and the California Administrative Code set forth duties of pupils concerning their attendance in the public school. As a matter of law, the admittance to and the continued attendance in a public school is a privilege and duty dependent upon compliance with the laws of the State of California, the Rules and Regulations of the State Board of Education and the Rules and Regulations of the Board of Trustees. The pupil's duties are set forth in the following:

STUDENT CODE OF BEHAVIOR.

As a student in the Santa Ana Unified School District, I realize that I have the responsibility to exercise self-discipline so that a good learning environment can be maintained and the rights of all individuals are respected.

I understand that I shall be held responsible for understanding and complying with the **STUDENT CODE OF BEHAVIOR**. I also understand that, should I violate any part of this code, I will be subject to disciplinary action which can include suspension and/or expulsion.

I further understand and agree that I will:

- 1.0 Demonstrate acceptable behavior in the classroom, on the school grounds and on the way to and from school.
- 2.0 Follow all directions of the classroom teacher and other school staff, obey the rules and regulations of each classroom, and avoid disturbing others.
- 3.0 Comply with the school dress code.
- 4.0 Make every possible effort to complete work assigned, make up work missed due to absences, and complete the required course of study.
- 5.0 Attend class on time and every day unless ill or with a valid excuse.
- 6.0 At no time make any threat to commit, attempt to commit, or commit any physical violence against school personnel or other students.
- 7.0 At no time deface, damage, destroy, steal, or litter school district property or the property of other persons.
- 8.0 At no time use profane or vulgar language or make obscene or suggestive gestures.
- 9.0 At no time loiter on or near school grounds.
- 10.0 At no time use, possess, or distribute tobacco, any controlled substance (including marijuana), narcotics, alcohol or intoxicants, weapons, or other contraband on a school campus or at times when I am under the jurisdiction of the school.
- 11.0 At no time possess or distribute "look-alike" drug substances or drug paraphernalia.
- 12.0 At no time participate in any form of "hazing."
- 13.0 At no time bring any form of radio, tape player or recorder, or electronic telephone beeper onto the campus.

CONDUCT AT ATHLETIC GAMES AND SCHOOL-SPONSORED ACTIVITIES

All students are reminded that school-sponsored activities, (athletic games, dances, field trips, etc.) whether at school or off campus, and regardless of time, are under the jurisdiction of the school. All those attending such functions will be expected to follow all school regulations governing proper school conduct which prohibits smoking or drinking. Violation of school regulations will result in disciplinary action.

ATTENDANCE IS IMPORTANT

Regular school attendance is important, because:

1. It contributes toward high achievement and good grades. Other than the parent, the most influential person in reducing absenteeism is the classroom teacher. Working cooperatively, the parent and teacher can positively influence student attendance, behavior and achievement.
2. IT IS THE PARENTS' RESPONSIBILITY TO CALL THE SCHOOL TO CHECK ON THEIR STUDENT'S ATTENDANCE.

The following reasons constitute valid excuse for absence:

- 1) Pupil illness
- 2) Quarantine
- 3) Medical, dental, optometrist, chiropractic appointments.
- 4) Funeral services of member of pupil's immediate family.
- 5) Jury duty

EXTENDED ABSENCES

Parents or Guardians must call the Attendance Office to report any extended absences for any reason. An extended absence is defined as MORE THAN THREE (3) DAYS.

SARB

School Attendance Review Board (SARB) diverts students with school attendance or school behavior problems from the juvenile justice system by providing guidance and coordinated community services to meet their special needs. A District SARB is made up of representatives from the district and various youth serving agencies who help a truant or insubordinate student and the student's parent(s)/guardian(s) solve problems by using community resources. If the SARB determines available community services cannot correct attendance and behavior problems, the parent will be referred to Truancy Response Program with the juvenile justice system.

SARBs guarantee students with truancy or school behavior problems a SARB hearing and review, and provide that available school and community resources are exhausted before the student is referred to juvenile court. (Ed. Code, § 48320.)

PLEASE SIGN AND RETURN .

We have read and discussed the attendance and student conduct rules, as well as the provisions for suspension and expulsion.

Signature of Student

Date

Signature of Parent/Guardian

Date

EN ESPAÑOL AL REVERSO

NOMBRE DEL ALUMNO

NO. DEL ALUMNO

FECHA DE NACIMIENTO

GRADO



Distrito Escolar Unificado De Santa Ana

NORMA DE CONDUCTA Y DE ASISTENCIA DE LOS ALUMNOS

Traiga este formulario (firmado) a la matriculación

CONDUCTA DE LOS ALUMNOS EN LA ESCUELA

El Código Educativo y el Código Administrativo de California establecen los deberes de los alumnos concierne a su asistencia a una escuela pública. Por ley, la admisión a una escuela pública y la asistencia continua a la misma es un privilegio y un deber, que dependen del cumplimiento con las leyes del Estado de California, las Reglas y Reglamentos de la Junta Directiva del Estado, y las Reglas y Reglamentos de la Junta Directiva del Distrito. Los deberes de los alumnos están en el siguiente:

CÓDIGO DE COMPORTAMIENTO ESTUDIANTIL

Como alumno del Distrito Escolar Unificado de Santa Ana, me doy cuenta de que tengo la responsabilidad de controlar mi conducta para que exista un buen ambiente de aprendizaje y se respeten los derechos de los demás. Comprendo que es mi responsabilidad entender y cumplir con el CÓDIGO DE COMPORTAMIENTO ESTUDIANTIL. También comprendo que, si infrinjo cualquier parte de este código, estoy sujeto a acción disciplinaria que puede incluir mi suspensión o expulsión de la escuela. También entiendo y estoy de acuerdo en que voy a:

- 1.0 Demostrar un comportamiento aceptable en el salón de clases, en los terrenos de la escuela y en el camino a la escuela y de regreso a mi casa.
- 2.0 Seguir todas las instrucciones que me dé el profesor de la clase y demás personal escolar, obedecer las reglas y reglamentos de cada salón y evitar perturbar a los demás.
- 3.0 Cumplir con el código de vestimenta de la escuela.
- 4.0 Hacer el mayor esfuerzo posible por terminar los trabajos que me asignen, ponarme al corriente con los que perdí a causa de faltas y completar el curso de estudios obligatorio.
- 5.0 Asistir a clases a tiempo y a diario, a menos que esté enfermo o tenga una justificación válida.
- 6.0 Nunca amenazar con cometer, intentar cometer o cometer algún acto de violencia física contra el personal escolar u otros alumnos.
- 7.0 Nunca estropear, dañar, destruir, robar o echar basura en la propiedad del Distrito Escolar o de otras personas.
- 8.0 Nunca usar lenguaje profano o vulgar, o hacer señas obscenas o que sugieran obscenidades o vulgaridades.
- 9.0 Nunca andar de vago en o cerca de los terrenos de la escuela.
- 10.0 Nunca usar, poseer o distribuir tabaco, alguna clase de sustancia controlada (incluyendo la marihuana), narcóticos, alcohol o intoxicantes, armas u otro tipo de contrabando en los terrenos de la escuela o mientras estoy bajo la jurisdicción de la escuela.
- 11.0 Nunca poseer o distribuir sustancias que "parezcan" drogas o accesorios de drogas.
- 12.0 Nunca participar en ninguna clase de "novatadas".
- 13.0 Nunca traer a la escuela ninguna clase de radio, grabadora o dispositivo electrónico para llamadas o beeper.

CONDUCTA EN JUEGOS ATLÉTICOS Y ACTIVIDADES PATROCINADAS POR LA ESCUELA

Se les recuerda a todos los alumnos que todas las actividades patrocinadas por la escuela, (juegos atléticos, bailes, excursiones, etc.) ya sean en la escuela o fuera de sus terrenos, y sin importar a la hora que sean, están bajo la jurisdicción de la escuela. Todos los que asistan a dichas funciones deben seguir las reglas escolares en vigor y llevar la conducta adecuada que prohíbe fumar y tomar bebidas alcohólicas. La infracción de las reglas escolares resultará en acción disciplinaria.

¡LA ASISTENCIA REGULAR A CLASES ES MUY IMPORTANTE!

1. La asistencia regular a clases es muy importante porque: Contribuye a un mayor grado de aprovechamiento y a buenas calificaciones. Aparte de los padres, la persona con más influencia para reducir el absentismo es el maestro de la clase. Trabajando en cooperación, los padres y el maestro pueden influenciar positivamente la asistencia a clases, el comportamiento y el aprovechamiento del alumno.
2. **ES RESPONSABILIDAD DE LOS PADRES LLAMAR A LA ESCUELA PARA INFORMARSE SOBRE LA ASISTENCIA ESCOLAR DE SU HIJO O HIJA.**

Las razones siguientes son una justificación válida para faltar a clases:

- 1) Enfermedad del alumno.
- 2) Cuarentena.
- 3) Citas con el médico, dentista, optometrista y/o quiropráctico.
- 4) Funeral de un miembro de la familia inmediata del alumno.
- 5) Ser llamado para ser miembro de un jurado.

FALTAS DE ASISTENCIA A CLASES POR MÁS DE TRES DÍAS

Los padres o tutores tienen la obligación de llamar a la Oficina de Control de Asistencia para informar a la escuela su hijo o hija va a faltar a clases POR MÁS DE TRES (3) DÍAS CONSECUTIVOS, por cualquier razón.

JUNTA REVISORA DE ASISTENCIA ESCOLAR

La Junta Revisora de Asistencia Escolar tiene como fin desviar del sistema penal juvenil a los alumnos con problemas de asistencia a clases o mal comportamiento en la escuela, proporcionándoles orientación y servicios comunitarios coordinados para satisfacer sus necesidades especiales. Los miembros de esta Junta son personas del Distrito y representantes de diferentes agencias que sirven a la juventud y ayudan al alumno que deja de asistir a clases sin una razón válida para hacerlo o es insubordinado como así también a sus padres o tutores legales a solucionar sus problemas usando recursos comunitarios. Si la Junta determina que los servicios comunitarios disponibles no pueden corregir los problemas de asistencia y mal comportamiento, remitirá a los padres a la Junta del Condado para satisfacer las necesidades de los alumnos problema. Si esto no da resultado, se remitirá a los padres y al alumno al sistema penal juvenil.

La Junta Revisora de Asistencia Escolar garantiza a los alumnos con problemas de asistencia a clases o mal comportamiento en su escuela una audiencia con los miembros de esta Junta para revisar su caso y se asegura que se agoten los recursos escolares y comunitarios antes de enviar su caso a un tribunal de menores. (Sección No. 48320 del Código de Educación)

POR FAVOR FIRMEN Y DEVUELVAN ESTA HOJA.

Ya leímos y hablamos sobre las reglas de asistencia y de conducta, al igual que las razones para suspensión y expulsión de un alumno.

Firma del alumno/a

Fecha

Firma del padre, madre o tutor legal

Fecha

ENGLISH VERSION ON REVERSE SIDE

Mendez Fundamental Intermediate School

Principal, Gabriel Moreno

714-972-7800



Technology use plays an integral part of students' lives. In order to meet increasing demands of 21st Century learning, Mendez has instituted a voluntary Bring Your Own Device (BYOD) program. Use of personal devices is not required. Personal mobile devices allowed in the classroom include cell phones, Smart phones, iPods/ iPads and tablets with Internet capabilities.

Mendez Fundamental Bring Your Own Device (BYOD) Policy

1. BYOD refers to student-owned mobile devices. This policy encompasses all electronic devices used on campus including those owned by the student and those provided by the school.
2. Student use of personal electronic devices requires adherence to the District's Technology Use Policy.
3. The school district IT department is not responsible for the maintenance and repair of personal electronic devices used under the BYOD policy. The school district is not responsible for damaged, lost, or stolen devices used under the BYOD policy.
4. **Student use of electronic devices in the classroom is for educational purposes and done only at the discretion of the teacher. Any personal use of devices is not allowed during classroom instruction.**
5. Student use of electronic devices must not disrupt the learning environment of the classroom.
6. Students may not use an audio recording device, video camera, or camera (or any device with one of these functions, including but not limited to a cell phone, laptop, or tablet) to record media or take photos during school unless they have permission from a staff member and those whom they are photographing or recording.
7. Personal electronic devices shall be charged prior to bringing the device to school and shall be capable of running off its own battery while at school.
8. All Internet access in the BYOD program shall be through the district's server/website. Access to the district WiFi is for Internet access for district-approved educational purposes only. No access to other network resources is provided.
9. Students not following the above stated guidelines will be prohibited from the use of personal electronic devices on campus, in accordance with the Technology Use Policy.
10. Students who do not have a device but wish to use a device in class in accordance with this document shall contact the teacher.
11. **Electronic devices may NOT be used in restrooms, locker rooms, hallways or during passing periods.**

Digital Code of Conduct

1. Students will only use images that are appropriate and have legal permission to use (i.e. in the public domain or original).
2. Students may not post photos or videos showing themselves or classmates without their permission.
3. Students may use posts to discuss school-related content only.
4. Students must use a respectful tone of voice when posting. All school rules and consequences related to harassment apply.
5. Students must use appropriate grammar and punctuation on assignments (No texting language etc.)
6. Students may not use posts to promote personal causes, websites or chat rooms.
7. Students may not reveal any personal information online. This includes telephone numbers, addresses, emails, etc...

Failure to follow these policies will result in school consequences.

Parents, please sign below to confirm that you have reviewed the above policy with your son/daughter and agree to its terms. Students, please sign to confirm that you will abide by these policies then return this letter to your 1st period teacher.

Student ID # _____ Grade _____

Print Parent/Guardian Name: _____ Print Student Name: _____

Parent/Guardian Signature _____ Student Signature _____

Date _____ Date _____



Mendez Fundamental Intermediate School

A California Distinguished School



2020-2021 COMPACT

As a **STUDENT** of Mendez Fundamental Intermediate School, I will:

- Strive for Excellence in **Academic work** by
1. Completing all assignments neatly, accurately, and on time.
 2. Completing all missed assignments due to absences within the time frame established by the teacher.
 3. Participating in all class and online activities.
 4. Writing in my agenda daily, preparing for weekly organization checks, and frequently checking my grades online.
 5. Taking responsibility of my own success.
 6. Asking for help when necessary.

Strive for Excellence in **Citizenship** by:

7. Be Respectful, Responsible and Ready.
 8. Complying with all requirements of the Mendez Code of Student Conduct as described in the student agenda.
 9. Showing respect for all students, teachers, administrators, staff members and guests.
 10. Exhibiting behavior that supports learning within the classroom, online and throughout the campus.
 11. Attending all classes punctually.
 12. Complying with the Mendez uniform/dress code policy.
 13. Giving my parent/guardian all school correspondence and having my parent/guardian read and sign such correspondence to be returned to school the following day.
- I UNDERSTAND THAT FAILURE TO COMPLY WITH THE STANDARDS AND REQUIREMENTS SET FORTH IN THIS AGREEMENT WILL BE GROUNDS FOR TRANSFER FROM MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL AT THE DISCRETION AND RECOMMENDATION OF THE SCHOOL PRINCIPAL.

I have read the above agreement and will abide by it.

Student's Signature _____

Date _____

As a **PARENT** of a Mendez Fundamental Intermediate School student, I will support the goals and philosophy of the fundamental school program by:

1. Being responsible for my child's regular attendance and punctuality.
2. Assisting my child in achieving the required academic standards necessary for grade level proficiency.
3. Reviewing my child's schoolwork, agenda, and online grades regularly and contacting my child's teachers or other staff members via phone, e-mail or agenda, when concerns arise.
4. Participating in conferences with school personnel when requested and supporting decisions that have been mutually agreed upon between the school and me.
5. Knowing and enforcing the Mendez Homework Policy and providing conditions at home that are conducive to studying.
6. Being responsible for reading the school's Code of Student Conduct with my child and ensuring my child abides by all of Mendez's policies and procedures concerning behavior and citizenship.
7. Knowing and enforcing Mendez's uniform and dress code policy.
8. Reading, understanding and signing all school correspondence and ensuring that correspondence is returned to school the following day.
9. Attending Back to School Night, Open House, other important school functions and a **minimum of 2 parent meetings per year.**
10. Volunteering at Mendez a **minimum of 2 hours per year per family.**
11. Support fundamental school policies and procedures

I understand that Mendez Fundamental Intermediate School provides an alternative program, that no transportation is provided, and that instruction is in English only. I further understand that a bilingual program may be available in my neighborhood school, but I elect for my child to attend Mendez Fundamental Intermediate School.

I understand that I must live or work within the boundaries of Santa Ana Unified School District in order for my child to attend Mendez Fundamental Intermediate School. I also understand that my child will be transferred if I no longer live or work within those boundaries.

I UNDERSTAND THAT FAILURE TO COMPLY WITH THE STANDARDS AND REQUIREMENTS SET FORTH IN THIS AGREEMENT MAY BE GROUNDS FOR TRANSFER FROM MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL AT THE DISCRETION AND RECOMMENDATION OF THE SCHOOL PRINCIPAL.

I have read the above agreement and will abide by it.

Parent's Signature _____

Date _____



Mendez Fundamental Intermediate School

A California Distinguished School

2020-2021 COMPACT



As a **TEACHER/ STAFF MEMBER** of Mendez Fundamental Intermediate School, I will:

1. Support the Mendez Fundamental Intermediate School philosophy consistently and enforce the rules with all students. This includes, but is not limited to Mendez Dress Code, Assignment Cards, and Tardy Cards.
 2. Clearly communicate school expectations, instructional goals, and grading systems to students and parents.
 3. Maintain a classroom environment conducive to outstanding student achievement.
 4. Provide a challenging and rigorous academic program to all students through the development of lessons, activities, and assessments, which focus on student engagement and mastery of the Common Core Standards and the integration of technology.
 5. Develop a progressive classroom discipline plan, which fosters student responsibility and adherence to the Student Code of Conduct.
 6. Show respect for all students, parents, staff members and guests.
 7. Serve as a positive role model.
 8. Notify parents of academic and behavioral progress in a timely manner including, but not limited to maintaining up-to-date student grades online.
 9. Recognize outstanding student achievement.
 10. Actively participate in all staff, department, collaborative team meetings and staff development opportunities.
 11. Support and promote school programs, extracurricular activities and clubs on campus.
 12. Recognize the uniqueness of the middle school child and their varying levels of maturity.
 13. Adhere to and support implementation of schoolwide PBIS strategies.
- As a representative for all of your child's teachers and Mendez staff, I have read the above agreement and will abide by it.

Period 1 Teacher's Signature

August 2020

Date

As the **PRINCIPAL/SITE ADMINSTRATORS** of Mendez Fundamental Intermediate School, I will:

1. Communicate to all students, parents, and staff the philosophy of Mendez Fundamental Intermediate School.
 2. Provide instructional leadership by supporting teachers in their classrooms, allocating for important instructional resources and making available appropriate training for staff and parents.
 3. Reinforce and support the partnership between parents, students, and staff by creating a welcoming environment.
 4. Ensure a safe, clean, and orderly school environment where academic achievement is the focus.
 5. Consistently enforce the rules and regulations of Mendez Fundamental Intermediate School.
 6. Inform parents of academic or behavioral concerns about their children in a timely manner.
 7. Provide access and opportunities for all parents, including those with limited English proficiency, parents with disabilities and parents of migratory students.
 8. Be responsible for the operation of the school.
 9. Support fundamental school policies and procedures.
 10. Ensure high quality curriculum and instruction which will enable students to meet the challenges of high school and their post-secondary educations.
 11. Work with parents regarding academic and behavior concerns.
- As a representative for all Mendez administrators, I have read the above agreement and will abide by it.



Principal's Signature

August 2020

Date

Mendez Fundamental Intermediate School Incomplete

Assignment Card (*trabajos incompletos*)

1st Semester

Name _____

ID _____ Grade _____

Date	ELA	SOC. STUD	MATH	SCI	ELECTIVE	PE	Assignment	Reason for not completing. MUST write in reason	Parent Signature	Staff Initials

State the reason why you did NOT complete your assignment		
Lost the assignment	Left it at home	Had too much other HW
Was too tired	Was ill/sick	Family emergency
Did not understand it	Did not write in agenda	Did not check agenda
Did not have materials	No computer/internet	Did not want to do it

someone like me

Resource List

www.teenlineonline.org

Teen Line – Read through questions and answers on the message boards, or ask a question yourself. Seek help from other teens who understand. Find answers about drug prevention, pregnancy, abuse and more.

Text "TEEN" to 839863 between 5:30pm and 9:30pm PST to speak with a peer counselor.

www.teencentral.net

Teen Central – Totally anonymous. A secure environment to search for, request and receive health information on topics such as alcohol, drugs, and teen bullying. Teen Central is the place to get teen help for teen problems. Talk freely about what's on your mind. Share your stories in the teen blog.

www.cdc.gov/bam

BAMI Body and Mind – Learn about fitness, food and nutrition, exercise, disease and safety. Take a quiz, play a game.

www.stopbullying.gov

Stop Bullying - Bullying can happen anywhere and to anyone. Provides information on what bullying is, what cyberbullying is, who is at risk, how you can prevent and respond to bullying.

<http://teena.webmd.com>

WebMD Teen Health Center – Find information for teens on sex, puberty and lifestyle.

<http://us.reachout.com>

Reach Out – Find information on depression, eating disorders, body image, bullying, stress, conflict, drugs, alcohol and more.

Crisis Intervention

800-448-3000

24-Hour National Crisis Hotline

Suicide

800-SUICIDE (800-784-2433)

National Suicide Prevention

Abuse

800-4-A-Child (800-422-4453)

National Child Abuse Hotline

Alcohol/Drugs

800-821-4357

Alcohol and Drug Helpline

GLBT (Gay, Lesbian, Bisexual & Transgender)

888-THE-GLNH (888-943-4564)

Gay, Lesbian, Bisexual & Transgender National Hotline

educational theatre
KAISER PERMANENTE

someone like me

Resource List

Teen Line – Read through questions and answers on the message boards, or ask a question yourself. Seek help from other teens who understand. Find answers about drug prevention, pregnancy, abuse and more.

Text "TEEN" to 839863 between 5:30pm and 9:30pm PST to speak with a peer counselor.

Download the free Teen Line app.



800-448-3000

Crisis Intervention

24-Hour National Crisis Hotline

800-SUICIDE (800-784-2433)

Suicide

National Suicide Prevention

800-4-A-Child (800-422-4453)

Abuse

National Child Abuse Hotline

800-821-4357

Alcohol/Drugs

Alcohol and Drug Helpline

888-THE-GLNH (888-943-4564)

GLBT (Gay, Lesbian, Bisexual & Transgender)

Gay, Lesbian, Bisexual & Transgender National Hotline

educational theatre
KAISER PERMANENTE

MUSTANG BEHAVIOR EXPECTATION MATRIX

	All Areas	Assembly	Restroom	Class	Hall	Lab	Library	Lunch Area	P.E.	Stairwell
Respectful	Treat others with kindness; use only appropriate language. Encourage others to do their best.	Sit quietly. Applaud at the end. Wait to be dismissed by the teacher.	Enter quietly. Keep the restroom clean.	Follow all rules. Use inside voices. Respect all property.	Line up in assigned areas quietly. Follow all directions.	Use computers properly.	Use whisper/quiet voice.	Be polite to cafeteria staff and other students.	Show good sportsmanship.	Stay on the right when walking up or down stairs.
Responsible	Keep the campus clean. Help clean up if needed.	Give the speaker your full attention.	Use facilities properly. Wash your hands.	Complete work on time and ask for help when needed.	Walk on the right. Walk quietly.	Use only district approved websites. Log out when finished.	Return library books promptly.	Clean up your area and throw away trash.	Use equipment safely and properly.	Use the correct stairwell to get to/from class.
Ready	Always do your best. Be on time with all materials.	Arrive on time. Leave your backpack in the classroom.	Have a hall pass during class.	Come prepared to learn with all materials.	Arrive on time.	Have your ID and login/ passwords. KEEP SECURE.	Have your ID ready to check out materials.	Have your ID ready when buying food.	Be dressed and on your number when class begins.	Don't stop at the bottom of the stairs – continue walking to your destination.



everyone deserves a safe space to live and learn
 GET INVOLVED! Youth Empowered To Act - YETA@thecenteroc.org - 714.953.5428 x 206

