Lincoln Middle School
Welcome

Welcome to the Lincoln Middle School 2019-2020 Binder Reminder. The purpose of this book is to provide a place for students to record their assignments on a daily basis, keep track of important dates, manage time, as well as to be used as a hall pass. Included in this Binder Reminder is a student handbook that contains information on academic policies, special services available to students, and school regulations. For a more detailed description of policies and student services, please visit our district website under Student Services Department at www.smmusd.org/StudentServices.

Daily Class Schedule
Mon, Tues, Thurs, Fri

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LINCOLN MIDDLE SCHOOL’S PLAN
FOR STUDENT SUCCESS
(For Parent Reference)

We’re very excited about the upcoming school year!
We’d like to share some strategies that will support success in school.
The following is a list of proven methods compiled by teachers, counselors, and
administrators as well as by successful students and parents.

Directions: As you employ each strategy, please record the starting date.

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
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<tbody>
<tr>
<td>✓ Check to see that your child fills out his/her Binder Reminder. It is important to implement a concrete reward for engaging in this practice; likewise, there should be a concrete consequence if your child does not follow through. (Date Started_______)</td>
<td>✓ Check grades online via Illuminate and discuss progress. Online grades can be found on the Lincoln website under “Parents.” (Date Started_______)</td>
</tr>
<tr>
<td>✓ Visit teachers’ websites to determine the daily homework in case your son or daughter has not written down the assignments. <strong>The websites can be reached by clicking on the teacher’s name at <a href="http://www.lincoln.smmusd.org/staff.html">www.lincoln.smmusd.org/staff.html</a></strong> Remember to bookmark each teacher’s website. (Date Started_______)</td>
<td>✓ Help your child stay organized! Set time aside each week to help your child organize his/her binder, backpack, etc. Please do not throw materials away until you are sure a unit is over. (Date Started_______)</td>
</tr>
<tr>
<td>✓ Compare each completed assignment against the Binder Reminder or teacher’s website to make sure that all homework is appropriately completed. (Date Started_______)</td>
<td>✓ Encourage your child to speak directly with each teacher. It’s so important at this age for students to understand that they can and should self-advocate. (Date Started_______)</td>
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<td>✓ Designate a quiet time and place at home without distractions (no electronics) to complete homework. (Date Started_______)</td>
<td>✓ Create a schedule for your child to stay after school during published guided study and/or teacher office hours to get extra help from teachers and/or to have a quiet space to do homework. (Date Started_______)</td>
</tr>
</tbody>
</table>

Please implement several of these strategies at home until the next grading period.
If you still find that your child’s work habits are not improving, then please contact us so that we can work towards the next step. This “Student Success Plan” should be brought to any meeting concerning your child’s success.
IMPORTANT THINGS YOU NEED TO KNOW

MAIN OFFICE: This is the home of transcripts and school records. The main office is primarily for teachers – it is where teachers’ mailboxes are and where they get supplies.

COUNSELING OFFICE: This is where students see their counselor for academic guidance. Students may also sign up to see their counselor if they are having social conflicts.

COMMUNITY LIAISON: Serves as a link between the school and our community as well as assisting with parental needs. Services provided include general information, Spanish translation, and student support services. Located in our Family Center in Room 105.

ATTENDANCE OFFICE: This is where families pick up children to leave school early or drop them off when getting to school late. This is the first place students must go when returning from an absence. This is also where parents go if you have moved to report a change of address.

Reporting an Absence
Barring illness, students are expected to attend all classes and to be on time to each class. When a student is absent, parents may report the absence online.

Clearing an Absence
If a student is absent from school they are expected to return with a note from their parent, unless the absence was reported online. An absence note MUST include:

- date(s) of absence
- reason for absence
- student name and I.D. number
- parent signature and phone number

Students returning to school without a note will be given an “Absence Pending Clearance” form and will have 72 hours to clear their absence. If the absence remains unresolved, the student may be marked truant and disciplinary action will be taken.

The following are the only reasons recognized by the state of California as excused absences:

- illness
- medical or dental appointments
- bereavement of immediate family
- religious holidays
- mandatory court appearances

All other absences, including family vacations, are unexcused.

MULTIPLE UNEXCUSED ABSENCES AND TARDIES VIOLATE STATE LAW AND ARE CATEGORIZED AS TRUANCIES. A CLASS CUT IS A TRUANCY.

Early Dismissal
If a student is to be dismissed early, the office should be notified before 1st period with a parent note stating who will pick the student up and at what time. (Phone calls will not be accepted.) This person needs to have a state issued ID and be over the age of 18. This will expedite the process to allow your child to be ready at time of dismissal. Students must sign out with their parent/guardian in the Attendance Office if leaving campus before the end of the school day, and must sign in with the Attendance Office if they return to school the same day. Otherwise, students are required to remain on campus during the entire school day. Students who leave campus without permission will be considered truant. THERE ARE NO EXCEPTIONS.
Tardy Policy
A Lincoln Middle School student's job is to be in class on time and ready to learn. When students are tardy to class, it jeopardizes their academic success, and it is also disruptive to classroom instruction.

- Students arriving to school less than 10 minutes late report directly to their first class.
- Students arriving to school more than 10 minutes late report directly to the Attendance Office with a note from their parent/guardian.

Tardy Consequences:
Students arriving late to class, for any period, will have the following consequences:
- Tardies 1-4 = teacher consequences (one of which will include a parent contact)
- Fifth tardy and above = referral to an administrator for intervention or disciplinary action (Tardies reset at the semester for eligibility to school activities.)
- Consequences will be assigned by the Attendance Office to students who are late to school without a note.
- Students habitually late to school more than 30 minutes are referred to the School Attendance Review Board (SARB).

Truancy Letters
We want all families to make attendance a priority. In SMMUSD, we utilize an attendance program called Attention2Attendance or A2A for short. We use A2A to systematically monitor attendance, and to inform parents about the legal requirements for attendance. A2A pulls attendance data from our student information system and generates letters when students' absences exceed designated thresholds. There are two types of absences; excused and unexcused. **Excused absences** include reasons such as illness, medical appointments, or legal obligations. **Unexcused reasons** include vacations or family activities that occur during school time. **Each three unexcused days of absences triggers a “Notice of Truancy” letter. Being tardy in excess of 30 minutes three times also triggers the truancy letters.** Attendance is critically important for students to be successful in school. Students with too many **excused** absences will receive “Excessive Excused Absence” letters. **A2A will start to generate letters for students with eight or more excused absences.**

After two A2A (Tardy, Unexcused or Excused Absence) letters, parents will be contacted for a conference with an administrator. Students may be placed on a School Attendance Review Team (SART) contract, and future attendance will be monitored. Ultimately, students who receive three or more A2A letters may be referred to the School Attendance Review Board (SARB). When receiving letters, we ask parents to understand that we are responsible for notifying parents regarding your child’s attendance. For questions, contact the attendance office.

STAFF COMMUNICATION
As a district, staff will strive to return emails and phone calls within 48 business hours of receipt. Messages sent after school hours or on weekends/holidays may not be viewed until the next school day, and that is when the 48-hour window will begin.

- Contact **TEACHERS** directly first regarding assignments, academic progress and/or classroom issues and concerns.
- Contact **COUNSELORS** regarding social-emotional needs, personal issues, and/or academic supports.
- Contact **ASSISTANT PRINCIPALS** regarding concerns not resolved at teacher or counselor level.
- Contact **PRINCIPAL** when a situation has not been resolved at the assistant principal level or to discuss school-wide programs or systems.

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**HOW TO OPEN YOUR LOCKER**

**Step 1**
Turn the lock dial once in a clockwise direction. After one full turn, stop when you get to your first number.

**Step 2**
Next, turn the lock dial in the opposite direction (counter clockwise) two turns after a full turn. Stop when you get to your second number.

**Step 3**
Finally, turn the lock dial slowly clockwise until you get to your third number.

**Step 4**
Pull the lock open.

*Note:*
If the lock fails to open, repeat the above steps. If you accidentally go past a number in one of the steps above, you must start over.

If you continue to experience locker problems, please see one of our campus security officers.
Student Safety
Your safety on campus is a top priority. We need students to report inappropriate activities and threats to help us keep you safe. Our goal is for you to have at least one adult that you feel comfortable going to if you ever need support. Your guidance counselor, assistant principal and principal are available to help you, so please don’t hesitate to come talk to us. We know that sometimes students feel pressured not to report inappropriate things that are happening. In most cases, you can make anonymous reports to us but we have a few other methods you can use too.

To report bullying, harassment, vandalism, substance abuse or other illegal activities, use WeTip by calling (800) 78–CRIME or (800) 782-7463.

If you or someone you know is depressed or talking about suicide, don’t hesitate to report. You can save a life!
- Come see a counselor, teacher or administrator.
- Contact Teen Line 310-855-4673 or TEXT “TEEN” to 839863.
- Contact Suicide Crisis Line 1-800-273-TALK or 1-800-303-7432 (Espanol)
- Text HOME to 741741. (www.crisistextline.org)

Anti-Harassment Policy
Lincoln is a safe learning environment free from verbal, physical, and visual forms of harassment. All harassment is prohibited whether due to race, skin color, national origin, ancestry, sexual orientation, religion, age, disability or perceived disability, political ideology, or any other reason. Violators will receive consequences including suspension (Ed Code 48900) and up to expulsion.

With respect to sexual harassment, examples of the conduct we prohibit include:
Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender. This conduct must be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. The violator may be suspended or recommended for expulsion. (Ed Code 48900.2)

Strategies to Avoid Conflict
1. Keep cool; take some deep breaths.
2. Wait before acting.
3. Think of the other person’s perspective.
4. Express yourself in a positive way (don’t insult).
5. Show willingness to solve the problem.
6. Seek help from an adult if necessary.

Lincoln Lottery
Lincoln proudly implements the Character Counts! Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship to promote good citizenship. Students are given a lottery ticket when they are caught emulating one of the six pillars. This ticket entitles students to enter into a monthly drawing for prizes.

Students of the Pillar
Every six weeks, teachers nominate students who embody the qualities of a selected pillar of character (see Character Counts pillars above). These students are honored for their dedication to being good citizens of the Lincoln community.

Detention
Detention is held from 3:00 – 4:00PM daily in Room 121. Students must serve school detention on the same day assigned. Students may notify families about the detention. If a student does not serve a detention when assigned, the student must serve double time the next day. Doctor notes or family emergencies are the only excuses accepted.

Lockers (Hall and PE)
1. Do not give out your locker combination to any other student. Lockers may not be shared.
2. Lockers are a privilege that may be taken away in the event of misuse or as a consequence.
3. The school district or school is not responsible for items damaged, lost or stolen from lockers.
4. No special locks are permitted.
5. Do not store food or valuables overnight.

Each and every locker in the school building shall be subject to random inspection by any person, including a police officer, authorized by the administration, with or without the presence of the student and without advance notice. The student shall be responsible for any and all items found in the locker, regardless of whether the student claims or admits to be the owner or custodian thereof; in addition, any item found subsequently to be the possession of any other student not authorized to use the locker in question may be the basis of additional proceedings against such other student.

Item Drop Off
Students should come to school prepared with their materials including lunch, assignments, and P.E. clothes. On the rare occasion that parents need to drop off items for a student, parents need to check in with campus security at our front gate. The student must be aware of the drop-off as they will NOT be notified of deliveries. LINCOLN MIDDLE SCHOOL IS NOT RESPONSIBLE FOR ANY LOST OR MISSING ITEMS.
Homework
Homework is assigned on a regular basis to help students become more self-reliant, learn to work independently, improve skills taught, master concepts and complete assigned projects.

Please view the SMMUSD website at www.smmusd.org for the current homework policy.

Guided Study
Research says that students who keep up with assigned schoolwork are more successful in school than students who do not finish required assignments. Guided Study is a supervised time for core teachers to work with students to finish missing/incomplete assignments or to re-do assignments that were done incorrectly.

• Guided Study can be assigned by a teacher for a student to complete homework or to get additional support. If assigned by a teacher, the student must attend Guided Study that same day (20 minutes for each assignment). Students will be allowed to contact a parent or guardian to inform them of their Guided Study.
• Students may also go to Guided Study on their own if they want help with homework.
• Students who are assigned Guided Study by a teacher and do not show up, will receive 30 minutes detention the following day if prior arrangements were not made with the teacher.

Peer Tutoring Center
A grade level counselor and eighth grade peer tutors are available in the library classroom to help students with homework and assignments.

Hours:
3:15 P.M. - 4:15 P.M. Mon, Tues, Thurs
9:15 A.M. - 9:55 A.M. - Wednesday

Computer Lab, Room 223
Computers are available for student use in our supervised computer lab.

Hours:
3:00 P.M. - 4:30 P.M. Monday – Thursday

Independent Study
The purpose of Independent Study is to allow students who will be absent for five days or more due to family emergency to have an opportunity to complete assigned classwork/homework while absent and receive class credit. Parents must apply in the Attendance Office at least ten (10) school days prior to the absence and be approved by an administrator. Family trips/vacations do not qualify for Independent Study. All completed assignments must be photocopied upon the student’s return.

Progress Reports and Report Cards
Students will receive grades in a “Progress Report” every six weeks of school. At the end of each semester, students will receive a “Report Card”. The grades on a student’s Report Card become part of his/her permanent transcripts.

Promotion Requirements/Retention Policy
• Eighth grade students who fail three semester courses (first and second semester combined) may not be eligible to participate in the 8th Grade Promotion Ceremony.
• Students who fail both semesters of English or both semesters of math will be considered for retention.

Lincoln Library & Media Center
www.lincoln.smmusd.org/library.html

Hours:
8:00 A.M. - 4:30 P.M. - Mon, Tues, Thurs
9:30 A.M. - 4:30 P.M. - Wednesday
8:00 A.M. - 3:15 P.M. – Friday
Lunch - Monday - Friday

Visit the library in person or online to find books and access electronic resources. Please have your I.D. card available for checking out library books, textbooks, and for computer privileges. All library books are checked out for three weeks and then must be returned or renewed. You are responsible for your library books and textbooks. You will be charged for lost or damaged materials. Failure to return or pay for lost books may lead to consequences such as detention or ineligibility for school events, though no overdue fines are charged. We look forward to working with you.

Textbooks issued to a student:
• Students will receive a set of textbooks to keep at home. Thanks to our PTSA, Lincoln has classroom sets of textbooks so students do not have to carry heavy textbooks back and forth.
• Students/families are responsible for lost or damaged textbooks. Families may be required to submit payments for textbooks that are lost or damaged.
• Contact school librarian regarding textbook issues and questions.

District-Issued Chromebooks
Students are expected to bring their district issued chromebook to school fully charged every day. Students/families are responsible for the replacement fee of lost or damaged chromebooks. If a chromebook is stolen, a police report must be filed by the family and submitted to the librarian. Refer to district mobile device policy for more info.
**Important Dates at a Glance**

### First Semester

**August**
- 22: 1st Day of School
- 26: 6th Grade Camp Lincoln
- 30: Back-to-School Picnic

**September**
- 2: No School - Labor Day
- 6: School Picture Day
- 12: ASB New Student Lunch
- 13: 6th Grade Movie Night
- 20: 7th Grade Movie Night
- 27: ASB Color Battle Prize Day
- 8th Grade Movie Night

**October**
- 2: Bike It Walk It Day
- 4: Progress Reports go home
- 9: Local Holiday - No School
- 16: Picture Make-Up Day
- 17: Great Shakeout Drill
- 18: 6th Grade Exploratory Rotation 1 Ends
- 23: 6th Grade Student Led Conferences

**November**
- 1: Halloween Carnival
- 8: 2nd Grading Period Ends; 7th Grade Exploratory Rotation 1 Ends
- 11: No School – Veterans Day
- 15: Progress Reports go home
- 20: 7th Grade Attitude of Gratitude Breakfast
- 21: Winter Orchestra Concert
- 28-29: Thanksgiving Break

**December**
- 5: Winter Choir Concert
- 12: Winter Band Concert
- 13: 5th Grade Tour
- 20: 1st Semester Ends; 6th Grade Exploratory Rotation 2 Ends

**December 23 – January 6**

### ADDITIONAL SCHOOL INFO

**Homebase**

Homebase meets every day except on Wednesdays. During Homebase, students may participate in assemblies, academic interventions and support, Mindfulness activities, silent sustained reading, core/grade level activities, Student T.V., and more.

**PA Announcements**

Students learn about activities happening on campus through our daily PA announcements. The daily announcements are also posted on our webpage each day. Pay attention when the announcements are read and check the webpage if you need more information.

**Cafeteria/Food Services**

For your convenience, there are two indoor lines and four outdoor carts to make food purchases. Snacks and non-carbonated beverages can be purchased at all outlets. Money may be put into a student’s account by using their student I.D. number in the Counseling Office or online through www.MySchoolBucks.com. This account may be used to purchase meals in the cafeteria or at the campus carts (not for use at vending machines). Lunch applications for free & reduced lunch are available in the counseling office.

Students may eat lunch/nutrition in the cafeteria and patios (east, main, and west) only. After students finish eating, students may go to the basketball courts, field, or library.

**Ball Box**

Students are allowed to check out basketballs and playground equipment from the ball box during lunch. A student I.D. is required. The student is responsible to financially replace any lost or damaged equipment.

**Clean Campus and Vandalism**

It is the responsibility of each student and adult to keep our campus clean and safe. Students who damage property will be required to pay for repairs and may receive consequences up to and including suspension. Police will be notified. Students who litter or eat in non-designated eating areas will be assigned campus beautification.

**Selling Items on Campus**

While we love students’ entrepreneurial spirit, only school-sponsored items may be sold on campus. (No selling of candy/snacks, Girl Scout cookies, supplies, toys, slime, etc.) Items will be confiscated and consequences assigned.

**Letters of Recommendation**

Please understand that our teachers and staff members are focused on supporting our students while at school and are unable to provide letters of recommendation for students applying for private school. When parents visit the Main Office to request student records, they may request a letter from our school explaining that our policy regarding letters of recommendation does not reflect on you as a student.
Field Trip/Student Activities
Field trips require a parent permission slip. Teachers have the authority to deny participation on a field trip/activity that requires missing a class where the student is in academic jeopardy. Students scheduled to attend a school-sponsored activity MUST have a signed “Permit to be Absent from Class” form excusing them from classes they are scheduled to miss. Arrangements must be made with the teacher to turn in any assignments due the day of the activity.

After School Sports and Clubs
Sports and clubs offer an opportunity for students to develop friendships and interests. This is a voluntary program and is sponsored by Lincoln staff, PTSA, and the Santa Monica Parks and Recreation Department. Athletic/CREST flyers and information are available outside the main office and online each season. Sports options include: Basketball, Volleyball, Football, Tennis, Track, and more. Some of the school clubs may include: Homework Club, Builders’ Club, S.A.F.E. Club, Botball, Game and Chess Club, and more.

Lincoln Clubs and Activities: www.lincoln.smmusd.org/clubs.html
Information updated throughout the year

Santa Monica Parks & Recreation  Boys and Girls Club  Teen Center
(310) 458-8540   (310) 393-9629   (310) 395-9438

Lincoln Middle School Style Sheet
Remember to follow the guidelines below and use this document as a checklist while you edit any formal typewritten assignment:

- Proper heading, top right hand corner, single spaced
- 1½ line spacing for text of paper
- No extra space between paragraphs
- Arial font, size 11 (Google Docs);
  Cambria or Times font, size 12 (Word Document)
- 1” margins all around
- Essay’s title font size remains the same as above; do not underline your title
- In order to cite text of four lines or shorter: type the line(s) and place the page number within parentheses using a period after the parenthesis, i.e., “The little birds were chirping and Rontu-Aru sat beside me” (186).
- In order to cite text of longer than four lines: double indent; double space away from the text of your paper; single space quotation; and place punctuation before the page citation; place page number in parentheses.

  My brother Ramo was only a little boy half my age, which was twelve. He was small for one who lived so many suns and moons, but quick as a cricket. Also foolish as a cricket when he was excited. For this reason and because I wanted him to help me gather roots and not go running off, I said nothing about the shell I saw or the gull with folded wings. (9)

- Writing tips: use an active writing voice and always write about literature in the present tense.

  (quote from *Island of the Blue Dolphins by Scott O’Dell*)

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Important Dates at a Glance

Second Semester

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<td>No School - Pupil Free Day</td>
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<td>7</td>
<td>School Resumes</td>
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<td>10</td>
<td>Semester 1 Report Cards go home with student</td>
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<td>20</td>
<td>No School – MLK Holiday</td>
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<tr>
<td>24-26</td>
<td>Drama Performances</td>
</tr>
<tr>
<td>27</td>
<td>SAMOHI Experience (evening event at SAMO for 8th grade students)</td>
</tr>
</tbody>
</table>

March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>6th Grade Exploratory Rotation 3 Ends</td>
</tr>
<tr>
<td>16</td>
<td>Stairway of the Stars Choir</td>
</tr>
<tr>
<td>20</td>
<td>Stairway of the Stars Orchestra</td>
</tr>
<tr>
<td>25</td>
<td>Spring Orchestra Concert</td>
</tr>
<tr>
<td>26</td>
<td>Stairway of the Stars Band</td>
</tr>
</tbody>
</table>

April

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spring Band Concert</td>
</tr>
<tr>
<td>3</td>
<td>5th Grading Period Ends</td>
</tr>
<tr>
<td>12-15</td>
<td>Spring Break</td>
</tr>
<tr>
<td>20</td>
<td>School Resumes</td>
</tr>
<tr>
<td>23</td>
<td>8th Grade 12 Hours of Community Service Due</td>
</tr>
</tbody>
</table>

April 28–May 8: CAASPP Testing
(Modified Bell Schedule)

May

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Bike It Walk It Day</td>
</tr>
<tr>
<td>11-15</td>
<td>Book Fair</td>
</tr>
<tr>
<td>13</td>
<td>Spring Choir Concert</td>
</tr>
<tr>
<td>14</td>
<td>12:50 Dismissal</td>
</tr>
<tr>
<td>20</td>
<td>Open House</td>
</tr>
<tr>
<td>26</td>
<td>Pano Photo</td>
</tr>
<tr>
<td>29</td>
<td>Grade 8 CS Presentations</td>
</tr>
<tr>
<td>20</td>
<td>International Breakfast</td>
</tr>
<tr>
<td>25</td>
<td>No School - Memorial Day</td>
</tr>
<tr>
<td>28</td>
<td>POPS Concert</td>
</tr>
<tr>
<td>29</td>
<td>8th Grade Dance</td>
</tr>
</tbody>
</table>

June

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5</td>
<td>7th Grade WWL Interviews</td>
</tr>
<tr>
<td>5</td>
<td>8th Grade Beach Day</td>
</tr>
<tr>
<td>9-10</td>
<td>12:50 Dismissal</td>
</tr>
<tr>
<td>20</td>
<td>Last Day of School</td>
</tr>
<tr>
<td>29</td>
<td>8th Grade Promotion</td>
</tr>
<tr>
<td>29</td>
<td>Jade Core 9:00</td>
</tr>
<tr>
<td>29</td>
<td>Onyx Core 11:00</td>
</tr>
</tbody>
</table>

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Health Office Information

A full-time registered nurse is assigned to Lincoln Middle School. Students must have a written pass from their teacher to visit the health office. During a passing period, students must proceed to their next class for a pass.

**Medication:** All medication, including prescription medication, asthma inhalers, antibiotics, aspirin, decongestants, vitamins, etc., are **REQUIRED** to have a “Request For Medication To Be Taken During School Hours” form filled out by the prescribing physician. The form must include student name, method, dosage, time, purpose, and date in order for the medication to be administered at school. This form may be obtained in the Nurse’s office. In order for our school nurse to dispense acetaminophen or ibuprofen to a student, authorization for medication must have been provided by parent/guardian during online registration at the start of the year or on the emergency form at enrollment for any new students during the year. All medications are to be brought to school in the original prescription container and be stored in the Nurse’s office (even if it is over-the-counter medication).

**Crisis Preparedness:** Students who take medications at home on a daily basis should have a three-day supply of medication kept with our emergency supplies. These medications will need to be in a prescription container accompanied by a completed medical form.

**Communicable Disease:** Readmittance following exclusion from school from communicable disease (pediculosis, chicken pox, conjunctivitis, strep throat, etc.) requires written clearance by a physician or the school nurse. School Board regulations require students to be free of nits as well as treated by pediculocide for pediculosis. Chicken pox requires exclusion for at least five (5) days after onset of rash and scabs must be dry before student may return.

**Return to School After Other Illness:** Students should be symptom free (without the use of medication) for 24 hours prior to returning to school for the safety of themselves and others.

**Crutches/Cast/Wheelchair:** Students returning to school with ace wraps, braces, boots, slings, a cast, crutches, wheelchair or other mobility aids, must bring a **WRITTEN** medical note from a doctor.

**Physical Education:** Students may be excused from P.E. activity for five (5) consecutive days or less with a parent’s note. A **WRITTEN** medical excuse from a physician is required for all excuses of six (6) days or more for all serious illnesses. If your daughter chooses to be excused from swimming during her menstrual cycle, she must submit a parent note directly to her P.E. teacher.

**Screening:** Vision and hearing will be screened in October for all 8th grade students. All students new to SMMUSD will be screened for vision and hearing within the first semester of school. Scoliosis screening for 7th grade girls and 8th grade boys will be conducted in the spring.

**Immunizations:** Students must be up-to-date on ALL other required immunizations in order to attend school in August. The California Health Department requires all students entering the 7th grade to have proof of Tdap (Pertussis/Wooping Cough) immunization after their 7th birthday and two Varicella immunizations.

We are here to promote and assist your child in obtaining optimal health, both physically and emotionally. These are district policies that have been formulated to assist your child. We appreciate your cooperation.

**Emergency Preparedness:** Make sure emergency cards are updated.
Physical Education

The physical education curriculum is designed to provide an environment that challenges all students to work to their potential. Students need the opportunity to learn skills without intimidation and to experience the joy and exhilaration of physical activity. This philosophy drives our program and it is the hope that all students learn to enjoy movement, become fit, and value positive living. The following is a list of activities students may be exposed to while attending Lincoln Middle School.

6th Grade
Focus on psycho-motor development and interpersonal skills
Project Adventure
Juggling
Circus Tricks
Toss, Catch, Throw
Dance
Jump Rope
Running & Tag Games
Fitness Training
Stomp
Yoga
Rock Climbing

7th Grade
Focus on individual sports and meeting challenges and making decisions
Spin & Rebound
Indoor Skills and Games
Track & Field
Body Conditioning
Paddle Tennis
Dance
Outdoor Skills and Games
Self–Defense
Orienteering
Golf

8th Grade
Focus on team sports and working as a team to solve problems.
Basketball
Football
Soccer
Hockey
Team Handball
Volleyball
Fitness Training
Project
Adventure
Dance

Success for All Students
Our program’s focus on the whole person is achieved by focusing on three areas that are equally important:
1. Movement Skills and Movement Knowledge
2. Self-Image and Personal Development
3. Social Development

Lock and Locker Policy
All students will be issued a PE locker for the entire school year. Students are responsible for damaged lockers. All students are provided a built-in lock in their locker. Secure your locker before you leave the locker room. The Physical Education Department assumes no responsibility for damaged, lost, or stolen items. Lockers may not be shared.

Excuses and Dressing Policy
If students are able to attend school, they are required to dress for their Physical Education class. If it is necessary to be excused from class activity, a note written by a parent or physician must be presented to the instructor prior to roll call that day. If a student becomes ill or injured during the school day, he/she must obtain a temporary note from the nurse. A parent note must be presented the following day. A student excused for more than 5 school days by a parent's note will be required to obtain a doctor’s excuse and clear it with the nurse’s office before class on the sixth excused day. Students excused more than a week may be assigned an alternate program or written assignment. Extended injuries or illnesses of three weeks or more may require alternative scheduling.

Written Assignments
Written assignments are an integral part of Lincoln’s PE curriculum. We assess our students learning in a holistic way via motor skills, cognitive knowledge, social development, fitness, and effort/improvement. Some examples of cognitive assessments would be through journals, self-reflections, projects, quizzes, and materials provided by the teacher.

Uniform Policy
For your child’s safety and health we require all students to dress appropriately and wear proper athletic shoes. The approved PE attire consists of:

- Clean Lincoln logo T-shirt (or solid light gray T-shirt)
- Clean Lincoln logo black shorts (or solid black shorts)
- Clean Lincoln logo black sweatshirt and/or sweatpants (or solid black sweatshirt and/or solid black sweatpants)
- Non-marking, rubber soled, closed-toe athletic soles designed for court sports and games.
- Socks
- Oversized or “sagging” shorts are not allowed.
- Student’s last name must be printed clearly on all items of PE clothing, last name and first initial. No other markings are allowed on PE clothing.

If students forget their PE clothes, it is their responsibility to obtain loaners. They are allowed three loaners per semester from their P.E. teacher. After the three loaners option has been exhausted, students who do not dress for PE will receive a nonsuit.

Failure to dress in appropriate physical education attire will result in the following progressive discipline:

- 3 non-suits per semester will result in teacher discipline.
- If noncompliance continues, parent contact and a referral to school administrator may occur.

Students who need assistance with obtaining a Lincoln PE uniform should see their grade level counselor.

Materials
At the beginning of the year, students will receive a course syllabus from their P.E. teacher and a list of any additional recommended materials needed for class.
## Standards for Mathematical Practice

<table>
<thead>
<tr>
<th>Practice</th>
<th>Questions for Demonstrating the Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Make sense of problems and persevere in solving them.</strong></td>
<td>• How would you describe the problem in your own words?</td>
</tr>
<tr>
<td></td>
<td>• What do you know that is not stated in the problem?</td>
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<tr>
<td></td>
<td>• Could you try this with simpler numbers? Fewer numbers?</td>
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<tr>
<td></td>
<td>• Would it help to create a diagram? Make a table?</td>
</tr>
<tr>
<td></td>
<td>• Draw a picture?</td>
</tr>
<tr>
<td><strong>2. Reason abstractly and quantitatively.</strong></td>
<td>• What does it mean when…</td>
</tr>
<tr>
<td><strong>3. Construct viable arguments and critique the reasoning of others.</strong></td>
<td>• What do you think about what ___________ said?</td>
</tr>
<tr>
<td></td>
<td>• Do you agree? Why/why not?</td>
</tr>
<tr>
<td></td>
<td>• Can you explain what ___________ is saying?</td>
</tr>
<tr>
<td></td>
<td>• Can you explain why his/her strategy works?</td>
</tr>
<tr>
<td></td>
<td>• How is your strategy similar to ___________’s?</td>
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<tr>
<td></td>
<td>• Can you convince the rest of us that your answer makes sense?</td>
</tr>
<tr>
<td><strong>4. Model with mathematics.</strong></td>
<td>• What number sentence represents your drawing, picture, or representation?</td>
</tr>
<tr>
<td></td>
<td>• How could we use symbols to represent what’s happening?</td>
</tr>
<tr>
<td><strong>5. Use appropriate tools strategically.</strong></td>
<td>• How did using that tool help you solve the problem?</td>
</tr>
<tr>
<td></td>
<td>• If we didn’t have access to that tool, what other one would you have chosen?</td>
</tr>
<tr>
<td><strong>6. Attend to precision.</strong></td>
<td>• Can you tell me why that is true?</td>
</tr>
<tr>
<td></td>
<td>• How did you reach your conclusion?</td>
</tr>
<tr>
<td></td>
<td>• How does your answer connect to the question? Does it make sense?</td>
</tr>
<tr>
<td></td>
<td>• What new words did you use today? How did you use them?</td>
</tr>
<tr>
<td><strong>7. Look for and make use of structure.</strong></td>
<td>• How do you know your rule/equation will always work?</td>
</tr>
<tr>
<td><strong>8. Look for and express regularity in repeated reasoning.</strong></td>
<td>• Is there a shortcut / algorithm you could use?</td>
</tr>
<tr>
<td>GRADE 6</td>
<td>GRADE 7</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>1. accurate</td>
<td>1. assess</td>
</tr>
<tr>
<td>2. analyze</td>
<td>2. articulate</td>
</tr>
<tr>
<td>3. clarify</td>
<td>3. contradict</td>
</tr>
<tr>
<td>4. cite</td>
<td>4. credible</td>
</tr>
<tr>
<td>5. compare</td>
<td>5. determine</td>
</tr>
<tr>
<td>6. contrast</td>
<td>6. differentiate</td>
</tr>
<tr>
<td>7. compile</td>
<td>7. distinguish</td>
</tr>
<tr>
<td>8. comprehend</td>
<td>8. evaluate</td>
</tr>
<tr>
<td>9. conclude</td>
<td>9. feature</td>
</tr>
<tr>
<td>10. context</td>
<td>10. formulate</td>
</tr>
<tr>
<td>11. define</td>
<td>11. impact</td>
</tr>
<tr>
<td>12. demonstrate</td>
<td>12. imply</td>
</tr>
<tr>
<td>13. develop</td>
<td>13. incorporate</td>
</tr>
<tr>
<td>14. elaborate</td>
<td>14. indicate</td>
</tr>
<tr>
<td>15. essential</td>
<td>15. infer</td>
</tr>
<tr>
<td>16. evidence</td>
<td>16. integrate</td>
</tr>
<tr>
<td>17. identify</td>
<td>17. interpret</td>
</tr>
<tr>
<td>18. implement</td>
<td>18. isolate</td>
</tr>
<tr>
<td>19. justify</td>
<td>19. objective</td>
</tr>
<tr>
<td>20. paraphrase</td>
<td>20. relevant</td>
</tr>
<tr>
<td>21. significant</td>
<td>21. subjective</td>
</tr>
<tr>
<td>22. summarize</td>
<td>22. sufficient</td>
</tr>
</tbody>
</table>
Socratic Stems

During a Socratic seminar or class discussion, you are expected to apply good listening skills and keep an open mind. In turn, you are also expected to contribute using academic language when you speak. Use the following sentence frames in order to incorporate strong academic language structures into your natural discourse and deepen the level of intellectual discussion.

Referencing the Text
When I read ...
When I learned...
When I discovered that...
When I came to find out that...
One line that struck me was...
One line that made me think was...
I was shocked/surprised to learn...
When I came to understand that...
I was impressed that...
I was inspired by the fact that...

Expressing an Idea/Opinion
Based on my understanding, ...
I feel/think/believe ...
I don't accept/fcel/think/believe ...
What puzzles me about this is ...
In my opinion, ...
From my perspective, ...
It seems to me that, ...
Not everyone will agree with me, but ...
I would argue that ...
I see a parallel/connection/link between ... and ...
This idea is significant because ...

Asking an Open-ended Question
I wonder about ...?
How does this idea connect to ...?
If ... is true, then ...
Why is ... important?
How does ... impact ...
How would ... impact ...
I would like to know more about ...
Does anyone agree that ...
Does anyone disagree that ...
I wonder what others may think about ...
Can someone explain to me ...

Building on What Others Say
I agree with what ... said because ...
I'd like to echo/add/piggyback on ...'s comment about ...
You bring up an interesting point, however I also think ...
I had a similar thought as ... in that ...
I had a different thought as ... in that ...
I hadn't thought of that before. Now I wonder ...
Based on ...'s and ...'s comments, we seem to all think ...
My idea builds upon ...'s idea that ...

Clarifying an Idea/Opinion
Could you explain what you mean when you say ...
So, what I am hearing you say is ... is that accurate?
I think what ...is trying to say is ...
So, do you mean ...?
Let me see if I understand you correctly ...
Do you mean ... or ...
I'm not sure I understand that. Could you provide an example?

Inviting Others into the Dialogue
Does anyone agree/disagree that ...
I wonder what others think about ...
We haven't heard from many people in the group.
Could someone new offer an idea or question?

Disagreeing
I don't agree with that viewpoint because ...
I see it another way. I think ...
My idea/position is different from yours in that ...
I have a different interpretation in that ...
I have a different perspective in that ...
Transition Tools

Transitional words and phrases create links between ideas in your writing and help the reader understand your logic. Use the transitions below to assist you in your writing. Vary the way in which you begin your sentences. Depending on the function of a sentence, select the appropriate sentence starter.

When introducing reasoning or evidence, consider using:

- For example,
- For instance,
- In support of this,
- First,
- To begin,
- Second,
- This is evident by...
- This is shown by...
- According to Source X,
- Source X states that...
- Source X claims that...
- X asserts that...
- Source X takes the view that...
- Source X contends that...
- X believes that...
- Source X proposes that...
- X maintains that...

When providing analysis of textual evidence, consider using:

- This suggests...
- This means...
- This implies...
- In essence,
- In short,
- To put it differently,
- In other words,
- To put it another way,
- Essentially,

When adding reasoning, consider using:

- Also,
- Besides,
- Next,
- Moreover,
- Furthermore,
- Again,
- Similarly,
- Essentially,
- As a result,
- In fact,
- Therefore,
- As you can see,
- Obviously,
- For this reason...
- In addition,

When concluding your argument, consider using:

- For the reasons above...
- In conclusion,
- As you can see,
- To sum up,
- In summary,
- In short,
- As these examples show,
- As these examples suggest,
- Without question,

It is important to note that the transitional words and phrases listed above all have different meanings, nuances, and connotations. Before using a particular transition in your writing, be sure you understand its meaning and usage completely and that it's the right match for the logic in your writing.
**A Three Story Intellect!**

**BLOOM’S TAXONOMY and Costa’s Levels of Questioning**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn specific facts, ideas, vocabulary; remembering/recalling information or specific facts.</td>
<td>Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material.</td>
<td>Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations.</td>
<td>Ability to break down material into its component parts and perceive interrelationships.</td>
<td>Ability to put parts together to form a new whole; use elements in new patterns and relationships.</td>
<td>Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgment is based on given criteria.</td>
</tr>
</tbody>
</table>

**Introduction of knowledge**

**Level One—the basement**

By doing the following...

| collect, copy, define, describe, examine, find, group, identify, indicate, label, list, locate, match, name, omit, observe, point, provide, quote, read, recall, recite, recognize, repeat, reproduce, say, select, sort, spell, state, tabulate, tell, touch, underline, who, when, where, what alter, associate calculate, categorize, change, communicate, convert, distinguish, expand, explain, inform, name alternatives, outline, paraphrase, rearrange, reconstruct, relate, restate (own words), summarize, tell the meaning of, translate, understand, verbalize, write |

**Practice knowledge learned**

**Level Two—the ground floor**

By doing the following...

| acquire, adopt, apply, assemble, capitalize, construct, consume, demonstrate, develop, discuss, experiment, formulate, manipulate, organize, relate, report, search, show, solve novel problems, tell consequences, try, use, utilize analyze, arrange, break down, categorize, classify, compare, contrast, deduce, determine, diagram, differentiate, discuss causes, dissect, distinguish, give reasons, order, separate, sequence, survey, take apart, test for, try, why |

**Demonstrates mastery of knowledge learned**

**Level Three—the penthouse**

By doing the following...

| alter, build, combine, compose, construct, create, develop, estimate, form a new, generate, hypothesize, imagine, improve, infer, invent, modify, plan, predict, produce, propose, reorganize, rewrite, revise, simplify, synthesize appraise, argue, assess, challenge, choose, conclude, criticize, critique, debate, decide, defend, discriminate, discuss, document, draw conclusions, editorialize, evaluate, grade, interpret, judge, justify, prioritize, rank, rate, recommend, reject, support, validate, weigh |
|-----------------------------------|------------------------------------------|---------------------------------|-------------------------------|--------------------------------|---------------------------------|
| • Observation and recall of       | • Understanding information              | • Use information               | • See ideas                  | • Compare and discriminate     | • Compare and discriminate     |
| information                        | • Grasp meaning                         | • Use methods, concepts,        | • Organization of parts      | between ideas                   | between ideas                   |
| • Knowledge of dates, events,     | • Translate knowledge into new context  | • Theories in new situations    | • Recognition of hidden      | • Assess value of theories,    | • Assess value of theories,    |
| places                            | • Interpret facts, compare, contrast     | • Solve problems using          | facts                          | presentations                   | presentations                   |
| • Knowledge of major ideas        | • Order, group, infer causes             | • required skills or knowledge  | • Generalize from given      | • Make choices based on        | • Make choices based on        |
| • Master of subject matter        | • Predict consequences                  |                                 | facts                          | reasoned argument              | reasoned argument              |
| What is ?                         | How would you classify the type of ?     | How would you use ?             | What are the parts of ?       | Do you agree with the actions  | Do you agree with the actions  |
| How is ?                          | How would you compare/contrast ?        | What examples can you find to ? | How is ______ related to ?    | with the outcomes ?            | with the outcomes ?            |
| Where is ?                        | Will you state or interpret in your own | How would you solve ______ using | Why do you think ?            | What is your opinion of ?      | What is your opinion of ?      |
| When did ______ happen?           | words ?                                 | what you have learned ?         | What is the theme ?           | How would you prove ?          | How would you prove ?          |
| How did ______?                   | How would you rephrase the meaning ?    | How would you organize _______ to | What motive is there ?        | Disprove ?                     | Disprove ?                     |
| Why did ______?                   | What facts or ideas show ?              | show ?                         | Can you list the parts ?      | Can you assess the value or   | Can you assess the value or   |
| How would you describe ______?    | What is the main idea of ______ ?        | How would you show your         | What inference can you make ? | importance of ______ ?         | importance of ______ ?         |
| When did ______?                  | Which statements support ______ ?       | understanding ?                 | What conclusions can you draw ?| Would it be better if ______?  | Would it be better if ______?  |
| Can you recall ______?            | Can you explain what is happening ______ | How would you classify ______?  | How would you rate ______?    | Why did they (the character)   | Why did they (the character)   |
| How would you show ______?        | What is the best answer ______?         | How would you categorize ______?| What would you recommend ______?| choose ______?                  | choose ______?                  |
| Can you select ______?            | How would you apply what you learned to | Can you identify the different | What would you recommend ______?|             | What would you recommend ______?|
| Who were the main ______?         | ______?                                 | parts ______?                   |             |             |             |
| Can you list three ______?        | How would you apply ______?             | What evidence can you find ______?|             |             |             |
| Which one ______?                 | What other way would you plan to ______?| What is the relationship ______?|             |             |             |
| Who was ______?                   | What would result if ______?            | Can you make a distinction ______?|             |             |             |
|                                  | Can you make use of the facts ______?   | What is the function of ______? |             |             |             |
|                                  | What elements would you choose to change | What ideas justify ______?      |             |             |             |
|                                  | ______?                                 | How would you estimate the      |             |             |             |
|                                  | ______?                                 | results for ______?             |             |             |             |
|                                  | ______?                                 | What facts can you compile ______?|             |             |             |
|                                  | ______?                                 | Can you construct a model that  |             |             |             |
|                                  | ______?                                 | would change ______?             |             |             |             |
|                                  | ______?                                 | Can you think of an original    |             |             |             |
|                                  | ______?                                 | way for the ______?             |             |             |             |
# The Five Phases of the Focused Note-Taking Process

| Taking Notes | **Create the notes.** Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective. |
| Processing Notes | **Think about the notes.** Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes. |
| Connecting Thinking | **Think beyond the notes.** Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know. |
| Summarizing and Reflecting on Learning | **Think about the notes as a whole.** Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective. |
| Applying Learning | **Use the notes.** Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned. |
# Focused Note-Taking Reflection Tool (Secondary)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Newbie</th>
<th>Developing Skills</th>
<th>Like a Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Taking Notes</strong></td>
<td>I can follow the format for my notes if my teacher shows it to me.</td>
<td>I know how to use several formats of notes but pretty much stick to the same one unless my teacher tells me what to do.</td>
<td>I consider the purpose for my notes and select the best format based on what I will use the notes for.</td>
</tr>
<tr>
<td></td>
<td>My notes contain complete sentences, and I often copy or use the same words as the speaker or text.</td>
<td>My notes are shorter than the original. I use some abbreviations and try to write in phrases rather than sentences.</td>
<td>I’m always thinking about how to get the ideas into my notes in the shortest way possible while keeping the original meaning.</td>
</tr>
<tr>
<td></td>
<td>I don’t really think about how my notes look on the page.</td>
<td>I try to follow an organizational pattern and leave breaks between sections of my notes.</td>
<td>A person looking at my notes could see how the ideas are organized and distinguish the main ideas from the details. I leave plenty of room for later additions.</td>
</tr>
<tr>
<td><strong>Processing Notes</strong></td>
<td>If my teacher tells me to revise my notes, I underline, highlight, or circle words without much thought. Otherwise, I rarely go back to my notes until I have to study or use them.</td>
<td>I revisit my notes once after taking them to mark main ideas, clarify, add information, and divide them into chunks.</td>
<td>I realize my notes are a work in progress and routinely revisit them to make them as clear and complete as possible. Each new encounter with my notes adds a layer of written interaction.</td>
</tr>
<tr>
<td><strong>Connecting Thinking</strong></td>
<td>The answers to questions I write on my notes can usually be found in the notes. I don’t spend much time thinking about how the information in my notes relates to me or to ideas outside my notes.</td>
<td>I write questions in my notes that help me understand the content and think about it more deeply. I add my thoughts about how the ideas in my notes relate to me, to other learning, and to the wider world.</td>
<td>The questions I write about the content are ones I would enjoy discussing intellectually with others to get a deeper grasp on the topic. I try to make as many connections outside the notes as possible to link my learning to a bigger picture.</td>
</tr>
<tr>
<td><strong>Summarizing and Reflecting on Learning</strong></td>
<td>I wouldn’t summarize my notes if I didn’t have to. I don’t find that it helps me understand what I’ve studied. I sometimes make general reflections at the end of my summary.</td>
<td>I write a clear summary that captures the main ideas of the notes. I include a reflection at the end to show how my notes will help me reach my learning objective.</td>
<td>Writing my summary provides me with another opportunity to review my notes, this time to capture the most important ideas to make sure I understand the big picture. I include several sentences of thoughtful reflection because I know that reflection makes learning meaningful.</td>
</tr>
<tr>
<td><strong>Applying Learning</strong></td>
<td>I sometimes find my notes to be useful in studying or in doing things to show what I have learned.</td>
<td>My notes help me to be successful on assessments and learning experiences that require me to demonstrate my learning. They are a useful study tool.</td>
<td>My notes—with their layers of interaction—are the key to my success in applying what I have learned to a new situation. The process of note-taking has increased my long-term understanding, and I can apply my learning in whatever ways I am asked.</td>
</tr>
</tbody>
</table>
Science Safety Contract

**Purpose**
Science is a hands-on laboratory class. You will be doing laboratory activities which will require the use of chemicals and the Bunsen burner. Safety in the science classroom is #1 priority for students, teachers, and parents. To ensure a safe science classroom, a list of rules has been developed and provided to you in this student safety contract.

**General Guidelines**
1. Conduct yourself in a responsible manner at all times.
2. Follow all written and verbal instructions carefully. If you don’t understand a direction, ask the instructor.
3. No student may work at the lab stations without an instructor present.
4. When first entering a science room, do not touch any equipment, chemicals, or other material until you are instructed to do so.
5. Do not eat food, drink beverages, or chew gum in the classroom. Do not use lab glassware as containers for food or beverages.
6. Perform only those experiments authorized by the instructor.
7. Horseplay, practical jokes and pranks are dangerous and prohibited.
8. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times. Bring lab sheets, worksheets, and/or reports to work area. Other materials should be left at your desks.
9. Know the locations and operating procedures of all safety equipment.
10. Always work in a well-ventilated area.
11. Be alert and proceed with caution at all times at lab stations.
12. Dispose of all chemical waste properly. Never dump chemicals into the sinks.
13. Keep hands away from face, eyes, mouth, and body while using chemicals or preserved specimens. Wash your hands with soap and water after performing all experiments. Clean, rinse, and wipe dry equipment at the end of the experiments.
14. Experiments must be personally monitored at all times. You will be assigned laboratory stations at which to work. Do not wander around the room, distract other students or interfere with other workstations.
15. Students are never permitted in the science storage room or preparation areas unless given specific permission by the instructor.
16. Know what to do if there is a fire drill during a lab period; containers must be closed, gas valves turned off, and any electrical equipment turned off.
17. When using dissection tools or other sharp instruments, always carry tips and points pointing down and away from you.

**Failure to comply with the above contract could result in removal from the class, disciplinary actions, and possible suspension.**

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**Student signature**

**Parent signature**

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**Clothing**
18. Any time chemicals or heat are used, students will wear laboratory goggles. There will be no exceptions to this rule. Eyeglasses (corrective lenses) do not protect your eyes.
19. Contact lenses should not be worn in the laboratory unless you have permission from your instructor.
20. Dress properly during a lab activity. Long hair, dangling jewelry, and loose or baggy clothing are a hazard in the lab. Long hair must be tied back and dangling jewelry and loose or baggy clothing must be secured. Shoes must completely cover the feet.

**Accidents and Injuries**
21. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) no matter how trivial it may appear.
22. If a chemical should splash in your eye(s) or on your skin, immediately flush with running water from the eye wash station for at least 20 minutes. Notify the instructor at once.

**Handling Chemicals**
23. All chemicals in the lab are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so. The proper technique for smelling chemical fumes will be demonstrated to you.
24. Check the label on chemicals before using.
25. Never return unused chemicals to their original containers.
26. Acids must be handled with extreme care.
27. Never remove chemicals or other materials from the lab.
28. Take great care when transferring acids.

**Handling Glassware and Equipment**
29. Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated glass container.
30. Inserting and removing glass tubing from rubber stoppers can be dangerous. Always protect your hands with towels or cotton gloves when inserting glass tubing into or removing it from a rubber stopper.
32. If you do not understand how to use a piece of equipment, ask the instructor for help.
33. Do not immerse hot glassware in cold water - it may shatter.

**Heating Substances**
34. Exercise extreme caution when using a gas burner. Take care that hair, clothing, and hands are a safe distance from the flame at all times. Do not put any substance into the flame unless specifically instructed to do so. Never reach over an exposed flame. Light gas burners only as instructed by the teacher.
35. Never leave a lit burner unattended. Never leave anything that is being heated or is visibly reacting unattended. Always turn the burner or hot plate off when not in use.
36. Heated metals and glass remain very hot for a long time. They should be set aside to cool and picked up with caution. Use tongs or heat-protective gloves if necessary.
37. Never look into a container that is being heated.
38. Do not place hot apparatus directly on the laboratory desk. Allow plenty of time for hot apparatus to cool before touching it.
39. If you catch on fire, stop, drop and roll. Never run.
Student Code of Conduct

It is a privilege and honor to be a student at Lincoln Middle School. Lincoln Students are trustworthy, respectful, responsible, fair, caring and good citizens of our community. Students will be honored for good behavior by receiving Lincoln Lottery Tickets and Student of the Pillar of Character recognition.

Lincoln’s Anti-Bullying Rules

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

A Lincoln Middle School Student is RESPECTFUL and
- Shares only positive comments with others. If you don’t have anything nice to say, don’t say anything at all. Be a trustworthy, respectful, responsible, fair, and caring citizen of our community. (Bullying and harassment will NOT be tolerated.)
- Uses appropriate language at all times.
- Says “please” & “thank you,” uses manners, helps others, and is aware of the environment by throwing away trash.

A Lincoln Middle School Student who follows DRESS CODE
- Wears clothing that does not depict any form of profanity, violence, drugs, alcohol, vandalism, weapons, tobacco, sexual acts, affiliation to an exclusionary group and is not offensive to any gender, race, culture, or any groups.
- Does not use hats, hoods, or any other item to conceal their face. Student faces are visible so we can verify they belong on our campus. Please note that hats/hoods will be confiscated or removed if used in a distracting way.
- Wears pants, shorts, skirts, and other clothing that ensures coverage of the entire buttocks and upper thighs at all times including when standing, sitting, kneeling or walking up and down stairs. Underwear should not be visible.
- Wears tops that do not expose their stomach, bellies, chest, lats, cleavage or mid and lower back. Tops are not strapless, backless, or side-less. (Racer backs and spaghetti straps are fine. Shirts that are cut lower on the sides or in the back should be worn with a tank top or camisole underneath so that the chest, stomach, side and back are not visible through the opening.)
- Wears shoes with closed toes and heels.
- Consequences: Students violating the dress code will be required to change into PE clothes. First offense is a warning. Subsequent offenses will result in detention.

A Lincoln Middle School Student is an ENGAGED LEARNER and
- Is on time and ready to learn to every class each and every day and is always where you are supposed to be.
- Has a signed pass when not in class during class time. Your job is to be in class on time, every day, ready to learn.
- Comes to class prepared with all materials and homework complete so students may learn to the best of their ability.
- Pays attention and stays on task. Your actions not only affect your learning but your classmates’ learning as well.
- Leaves gum, toys, slime, balloons, permanent markers, games, and expensive items at home. Your job is to learn. Leisure activities and toys are appropriate at home, after school.
- Locks bicycles, scooters, and skateboards in appropriate areas. For safety reasons, students may not ride these items on school campus.
- Keeps his/her cell phone off and put away in a secure location during school hours. Phones may not be used in restrooms or locker rooms at any time. Consequences: Phone will be confiscated. First offense, student may pick up the phone from counseling office. All subsequent offenses will require a parent to pick-up the phone. Three or more offenses will result in 30-minute detention each.

A Lincoln Middle School Student is a GOOD CITIZEN who
- Complies with school rules and safety regulations.
- Follows directions the first time they are given. Lincoln teachers and staff members have your best interest at heart in terms of safety and education. Do what you are told unless you feel you will be physically harmed.
- Follows all school and classroom rules. Knowing that you are breaking a rule or doing something you are not supposed to do is called “defiance.”
- ALWAYS does his/her best and is honest. Doing something that is wrong over and over is also called “defiance.”

Every Lincoln Student should have at least one trusted adult on campus to go to in a time of need.
Lincoln Middle School Discipline Rubric

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV *</th>
<th>Level V *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruption of the learning environment</td>
<td>Disrespect to self and/or others</td>
<td>Defiance of school rules and pillars of character</td>
<td>Minor violations of Ed Code 48900.</td>
<td>Violation of Ed Code 48900.</td>
</tr>
<tr>
<td><strong>Detention</strong></td>
<td><strong>Detention</strong></td>
<td><strong>Discipline Referral</strong></td>
<td><strong>In Lieu of Suspension</strong></td>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td>15 minutes</td>
<td>30 minutes</td>
<td>45 minutes, or class suspension</td>
<td>In-School Suspension, or Parent Shadow</td>
<td>Suspension from school 1-5 days</td>
</tr>
<tr>
<td><strong>Assigned by Lincoln Staff</strong></td>
<td><strong>Assigned by Lincoln Staff</strong></td>
<td><strong>Referred by Lincoln Staff</strong></td>
<td><strong>Referred by Lincoln Staff</strong></td>
<td><strong>Referred by Lincoln Staff</strong></td>
</tr>
<tr>
<td><strong>Staff contacts parent</strong></td>
<td><strong>Staff contacts parent</strong></td>
<td><strong>Staff AND Administrator contacts parent</strong></td>
<td><strong>Administrator contacts parent</strong></td>
<td><strong>Administrator contacts parent</strong></td>
</tr>
<tr>
<td>Disrupting class activities and learning</td>
<td>Conflict with others</td>
<td>Cheating/copying; Plagiarism</td>
<td>Behavior endangering self or others</td>
<td>Damaging school property</td>
</tr>
<tr>
<td>Roughhousing, play fighting</td>
<td>Inappropriate language/gestures</td>
<td>Class cut; leaving class without permission</td>
<td>Defiance of school official</td>
<td>Disruption of school activities</td>
</tr>
<tr>
<td>Inappropriate item on campus – gum, toys, permanent markers, electronics, phones, etc. (Items will be confiscated)</td>
<td>Misrepresentation of facts, Forgery</td>
<td>Teacher referral for consistent misbehavior after previous teacher interventions</td>
<td>Failure to complete 45 minutes detention</td>
<td>Smoking or possession of a controlled substance, including tobacco, e-cigarettes, vape pens</td>
</tr>
<tr>
<td>No show to teacher detention</td>
<td>No show to Guided Study</td>
<td>Inappropriate conflict with others</td>
<td>Inappropriate conflict with staff</td>
<td>Fighting/Physical Conflict</td>
</tr>
<tr>
<td>Off task</td>
<td>Substitute teacher referral</td>
<td>Repeated offenses of Level II</td>
<td>Pattern of negative behavior</td>
<td>Harassment/Threats/Intimidation</td>
</tr>
<tr>
<td>Failure to lock scooter, skateboard, bike, etc. in designated areas or for riding them on campus. (Items will be confiscated.)</td>
<td>5 or more tardies to any one class period</td>
<td>Possession of inappropriate or prohibited material, including lighters/matches and other drug/alcohol-related paraphernalia</td>
<td>Insults/Profanity/Vulgarity to others and/or Sexual Harassment</td>
<td></td>
</tr>
<tr>
<td>Dress Code Violation (2 or more offenses)</td>
<td>No show to Level I detention</td>
<td>Roughhousing leading to student conflict</td>
<td>Hate crimes, Hate speech</td>
<td></td>
</tr>
<tr>
<td>Repeated offenses from Level I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated offenses from Level III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td>Extortion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated offenses from Level IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession of a weapon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulling of fire alarm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated pattern of negative behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*45 minutes will be added to detention record for each Level IV and Level V infraction.*

**Alternative consequences and interventions may be assigned at the discretion of administration.
### Lincoln Middle School

**CONSEQUENCE FLOW CHART**

#### 6\textsuperscript{TH} Grade – Semester 1

<table>
<thead>
<tr>
<th>Minutes Accrued</th>
<th>Consequence</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 60</td>
<td>Detention</td>
<td>Teachers</td>
</tr>
<tr>
<td>75</td>
<td>Parent Contact</td>
<td>Administrator</td>
</tr>
<tr>
<td>90</td>
<td>Ineligibility: No carnival; No assemblies; No field trips; No school dances</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>120</td>
<td>Ineligibility: No special school-wide events</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>210</td>
<td>Student and Parent Conference</td>
<td>Administrator</td>
</tr>
<tr>
<td>300</td>
<td>Parent Shadow</td>
<td>Administrator</td>
</tr>
<tr>
<td>360</td>
<td>Other intervention as deemed appropriate by administration</td>
<td>Administrator</td>
</tr>
</tbody>
</table>

- Students begin each six-week grading period with zero (0) minutes during Semester 1.
- Ineligibility: Students will be ineligible from activities when student reaches 90 minutes.

#### 6\textsuperscript{TH} Grade – Semester 2

<table>
<thead>
<tr>
<th>Minutes Accrued</th>
<th>Consequence</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 75</td>
<td>Detention</td>
<td>Teachers</td>
</tr>
<tr>
<td>90</td>
<td>Parent Contact</td>
<td>Administrator</td>
</tr>
<tr>
<td>150</td>
<td>Ineligibility: No carnival; No assemblies; No field trips; No school dances</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>210</td>
<td>Ineligibility: No special school-wide events</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>360</td>
<td>Student and Parent Conference</td>
<td>Administrator</td>
</tr>
<tr>
<td>420</td>
<td>Parent Shadow</td>
<td>Administrator</td>
</tr>
<tr>
<td>500</td>
<td>Other intervention as deemed appropriate by administration</td>
<td>Administrator</td>
</tr>
</tbody>
</table>

- Detention minutes DO NOT get cleared each grading period during Semester 2.
- Ineligibility: Students will be ineligible from activities when student reaches 150 minutes.
- Participation in activities at the start of Semester 2 will be based on Semester 1 detention minutes.

*Our discipline policy states clear expectations and consequences and includes periodic parent notification, meetings with core teachers, counselors, and administrator intervention, with progressive consequences as infractions increase.

**Administration reserves the right to determine student ineligibility for events at any time.*
Lincoln Middle School
CONSEQUENCE FLOW CHART

**7TH Grade**

<table>
<thead>
<tr>
<th>Minutes Accrued</th>
<th>Consequence</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 75</td>
<td>Detention</td>
<td>Teachers</td>
</tr>
<tr>
<td>105</td>
<td>Parent Contact</td>
<td>Administrator</td>
</tr>
<tr>
<td>150</td>
<td>Ineligibility: No carnival; No assemblies; No field trips; No school dances</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>210</td>
<td>Ineligibility: No special school-wide events</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>360</td>
<td>Student and Parent Conference</td>
<td>Administrator</td>
</tr>
<tr>
<td>420</td>
<td>Parent Shadow</td>
<td>Administrator</td>
</tr>
<tr>
<td>500</td>
<td>Other intervention as deemed appropriate by administration</td>
<td>Administrator</td>
</tr>
</tbody>
</table>

**8TH Grade**

<table>
<thead>
<tr>
<th>Minutes Accrued</th>
<th>Consequence</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 75</td>
<td>Detention</td>
<td>Teachers</td>
</tr>
<tr>
<td>105</td>
<td>Parent Contact</td>
<td>Administrator</td>
</tr>
<tr>
<td>150</td>
<td>Ineligibility: No carnival; No assemblies; No field trips; No school dances</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>180</td>
<td>Spring Semester: Ineligible to attend Yearbook signing in June</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>210</td>
<td>Ineligibility: No special school-wide events</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td></td>
<td>Fall Semester: Ineligible to attend 8th grade Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring Semester: Ineligible to attend 8th grade Beach Day</td>
<td></td>
</tr>
<tr>
<td>270</td>
<td>Spring Semester: Ineligible to attend 8th grade Dance</td>
<td>Counselor/Admin</td>
</tr>
<tr>
<td>360</td>
<td>Student and Parent Conference</td>
<td>Administrator</td>
</tr>
<tr>
<td>420</td>
<td>Parent Shadow</td>
<td>Administrator</td>
</tr>
<tr>
<td>500</td>
<td>Other intervention as deemed appropriate by administration</td>
<td>Administrator</td>
</tr>
</tbody>
</table>

- 7th and 8th grade students begin each semester with zero (0) minutes.
- Ineligibility: 7th/8th grade students will be ineligible from activities when student reaches 150 minutes.
- Participation in activities at the start of Semester 2 will be based on Semester 1 detention minutes.

*Our discipline policy states clear expectations and consequences and includes periodic parent notification, meetings with core teachers, counselors, and administrator intervention, with progressive consequences as infractions increase.

**Administration reserves the right to determine student ineligibility for events at any time.
SMMUSD—Suspension Information

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

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
    (2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stolen or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying, including, 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) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
  (1) While on school grounds.
  (2) While going to or coming from school.
  (3) During the lunch period whether on or off the campus.
  (4) During, or while going to or coming from, a school sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
SMMUSD Board Policy—Bullying
BP 5131.2

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

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention
To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention
Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1). As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation
Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student’s educational performance. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline
Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

WeTip Line: (855) 86-BULLY or www.wetip.com
SMMUSD Board Policy—Hate-Motivated Behavior
BP 5145.9

The Board of Education affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, immigration status, sexual orientation, gender, gender identity, gender expression, disability, physical/mental attributes, religious beliefs or practices, or based on association with a person or group with one or more of these actual or perceived characteristics shall not be tolerated.

Definition of Hate-Motivated Behavior
Hate-motivated behavior is an act, or attempted act, motivated by hostility toward a victim's actual or perceived race, ethnicity, culture, heritage, age, political affiliations, immigration status, sexual orientation, gender, gender identity, gender expression, disability, physical/mental attributes, or religious beliefs or practices, or based on association with a person or group with one or more of these actual or perceived characteristics.

Hate-motivated incidents include those actions that are motivated by bias, but may or may not meet the necessary elements required to prove a crime. This may include such behavior as non-threatening name-calling, using racial slurs or disseminating racist leaflets. Some hate-motivated behavior including, but not limited to, assault, threats, destruction of property, graffiti, and vandalism may also constitute a crime punishable by law.

Any student who feels that he/she is a victim of hate-motivated behavior or who has witnessed hate motivated behavior shall report to the school principal or designee immediately. Reports may be either oral or written. The school shall assist the student in the writing of the complaint if necessary. Such complaints shall be investigated pursuant to the investigation procedure detailed in AR 5145.9. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with District complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall immediately notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with applicable law, Board policy and administrative regulation. A District employee who knowingly allows an act or acts of hate motivated behavior to occur and/or fails to report such acts, shall be considered to have violated district policy and will be subject to appropriate discipline.

In addition, the district shall provide counseling and appropriate anti-bias training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior along with tools/methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Each school will adopt safe-school guidelines to be followed by every student at school or at school-sponsored or school-related activities.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior. Additionally, principals or designees shall provide appropriate instruction on the district's policy including examples of hate-motivated behaviors.

The district shall develop and implement strategies designed to raise the awareness and sensitivity of teachers, administrators, and school employees to potentially prejudicial and discriminatory behavior and to encourage the participation of these groups in appropriate programs.

Each teacher shall create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate-motivated behavior.
The Board of Education believes possession or use of drugs or alcohol on a school campus is a significant risk factor for any student. The Board desires to keep district schools free of alcohol, intoxicants and other drugs and believes that every effort should be made to inform students of risk factors inherent in controlled substance use.

The Board of Education strongly encourages any student who is using alcohol or drugs to inform his/her parent/guardian or any faculty or staff member such as a teacher, counselor or administrator. Students who self-refer and disclose past use of alcohol or drugs in order to seek assistance or intervention shall not be disciplined for such past use.

A student possessing, using or selling, being under the influence of, or otherwise furnishing to others a controlled substance, alcohol, intoxicant of any kind, or related paraphernalia at school, any school event, activity, field trip or on any school district property or adjacent public property shall be subject to disciplinary procedures including suspension or expulsion in accordance with law, Board policy and administrative regulations.

School administrators shall use a variety of developmentally appropriate interventions and discipline to address substance abuse, such as drug prevention education, counseling, parent meetings, loss of privileges, community service, suspension and expulsion.

Drug and alcohol education is a critical aspect of prevention. The school administrator and/or designee shall implement curriculum and supports to prevent, discourage and eliminate the use or possession of drugs, alcohol or tobacco and related paraphernalia at school, at any school event, activity, field trip or on any school district property or adjacent public property. These programs should be based on student needs and educationally sound and legally acceptable educational practices. Additionally, these programs should be developmentally and culturally appropriate instruction.

All secondary schools should include substance abuse support for students along with their drug prevention education program. The student support program should identify, assist and when appropriate, refer students with substance abuse problems to counseling and/or community resources. The initial administrative response to drug offenses shall be to address the psychoeducational needs of the students. Interventions should include, but not be limited to, parent conferences, Student Study Team, referrals to school-based or community-based programs.

The principal or designee shall notify law enforcement of any student violating this policy. This notification shall be made within one school day after suspension or expulsion (Education Code 48902).

**Discipline and Intervention Procedures Governing Use, Possession, Being Under the Influence of a Controlled Substance Alcohol, Intoxicant or Related Paraphernalia at School (Grades 1-12)**

Students possessing, using or selling a controlled substance, alcohol, intoxicant or related paraphernalia at school, at any school activity or on any school district or adjacent property shall be subject to disciplinary procedures including suspension or expulsion in accordance with law, Board policy and administrative regulations.

The principal or designee shall notify law enforcement of any student violating this policy. Whenever students are to be questioned by a law enforcement officer, either as a suspect or a witness, staff shall comply with Administrative Regulations 5145.11 regarding the questioning and apprehension of students. This includes, but is not limited to, notifying the parent, completing the Police on Campus Reporting Form (Board Policy 5144.1), sending the completed form to the Student Services' office, and retaining one copy in an administrative file created specifically for these reports.

**Middle School - First Offense:**

If the Superintendent or designee determines, in the presence of hard evidence, that the student possessed, used, was under the influence of a controlled substance, alcohol, intoxicant or related paraphernalia, the following steps shall be taken:

a. The student shall be suspended for three (3) days.

b. While the student is suspended, the student and his/her parent/guardian shall meet with a counselor trained in identifying drug or alcohol dependency, and/or co-occurring mental health issues. The counselor shall be a person identified by the Principal or designee. The counselor shall provide the parent/guardian with recommendations for developmentally appropriate interventions that the parent/guardian shall provide to the Principal or designee at the return from suspension meeting.

c. While the student is suspended, he/she shall complete an online education program that addresses the effects of alcohol, tobacco and drug use and how usage affects a person's life. The student shall complete the program before resuming attendance in his her classes. Appropriate accommodations may be made for a student with an Individualized Education Plan (IEP) or Section 504 Accommodation Plan.

d. After the suspension, the Principal or designee shall hold a return from suspension meeting with the student and parent/guardian to review the recommendations from the counselor and develop an Action Plan based on these recommendations. The Principal or designee's determination of the Action Plan is final.

e. The student shall complete five (5) hours of school or community service. The community service must be preapproved by the Principal or designee.

f. To be eligible to participate in the culmination/promotion ceremony, a student on an Action Plan shall provide documentation showing that he/she has satisfactorily complied with all requirements of the Plan. If a student has been on an Action Plan for a
period of time not long enough to have complied with all requirements of the Plan, then he/she shall provide documentation showing that he/she has made satisfactory progress towards compliance with all requirements that could have been completed prior to the ceremony. If the student does not complete and provide documentation for all of the above measures, he/she will not be allowed to participate in the ceremony and will remain on the Action Plan until all requirements are completed.
g. If a student is attending school in the district on an interdistrict permit, the principal will meet with the parents at the end of the three (3)-day suspension; the permit shall be revoked and the student directed to enroll in his/her neighborhood school.

Middle School - Second or Subsequent Offense:
If the Superintendent or designee determines, in the presence of hard evidence, that for a second time the student possessed, used, or was under the influence of a controlled substance, alcohol, intoxicant or related paraphernalia, the following steps shall be taken:
a. The student shall be suspended for five (5) days.
b. After the suspension, the Principal or designee shall hold a return from suspension meeting with the student and parent/guardian to review the Action Plan in place, or prepare a new Action Plan, as appropriate. The Action Plan may include an involuntary transfer to another school or program, as determined by the Principal or designee. The Principal or designee’s determination of the Action Plan is final.
c. The principal shall recommend that the student be expelled from the district, unless the Principal or designee determines that expulsion should not be recommended under the circumstances. During the period when the student is awaiting the expulsion hearing, make-up work or an alternate school placement shall be provided.
d. The student shall complete ten (10) hours of school or community service. The community service must be preapproved by the Principal or designee.
e. Section f (from first offense) regarding promotion/culmination applies for a student who commits a second offense.
f. If a student is attending school in the district on an interdistrict permit, the Principal will meet with the parents at the end of the five (5)-day suspension; the permit shall be revoked and the student directed to enroll in his/her neighborhood school.

Discipline and Procedures for Governing Sales of a Controlled Substance Alcohol, or Intoxicant (Grades 1-12)
In cases where the principal or Superintendent determines, in the presence of hard evidence, that the student sold a controlled substance, alcohol, or intoxicant to others, the following steps shall be taken:
1) The student shall be suspended for five (5) days. (Enrollment at Saturday School cannot be used in lieu of suspension.)
2) The Santa Monica Police Department or the Los Angeles County Sheriff shall be notified.
3) The principal shall inform the Superintendent or designee of the incident and actions taken.
4) The Superintendent or designee shall recommend that the student be expelled from school, unless the principal finds, and so reports to the Superintendent or designee in writing, that expulsion is deemed inappropriate under the terms of a Special Education student's Manifestation Determination meeting. During the period when the student is awaiting the expulsion hearing, make-up work or an alternate school placement shall be provided.

Definitions of Evidence
1) Hard Evidence:
   a. An admission by the student of possessing, using, selling, being under the influence of, or otherwise furnishing to others a controlled substance, alcohol, intoxicant or related paraphernalia
   b. Discovery of the controlled substance, alcohol, intoxicant or related paraphernalia in the student's person or in possessions such as cars, lockers, or backpacks under the student's control.
   c. Eyewitness testimony of any school personnel of the actual possession, sale, use or furnishing to others.
   d. Eyewitness testimony of two or more students of the actual possession, sale, use or furnishing to others.
2) Soft Evidence:
   Soft evidence is more subjective; it involves all other forms of evidence and is usually based on observation of student behavior.

Soft Evidence Procedures
Soft evidence cases will usually involve situations in which the student is suspected of being under the influence of a controlled substance, alcoholic beverage or intoxicant of any kind. In such a case, the administrator may consult with the school nurse.

SMMUSD Board Policy—Tobacco-Free Schools
BP 3513.3
The Board of Education recognizes the evident health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083) This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.
Prohibited products include any product containing tobacco or nicotine, include but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for use or possession of prescription nicotine products. (Ed. Code 48900) Smoking or the use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk within 25 feet of the playground. (Health and Safety Code 104495)
SMMUSD Board Policy—Weapons and Dangerous Instruments
BP 5131.7 & AR 5131.7

The Board of Education desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Possession of Weapons: The Board prohibits any person other than the authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Unless he/she has obtained prior written permission as specified below, any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board may set an earlier date for readmission on a case-by-case basis, in accordance with Board policy and administrative regulation. (Education Code 48915; 20 USC 7151)

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with the law, Board Policy, and administrative regulations. Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff, and the public, any school employee is authorized to confiscate a weapon, dangerous instrument, or imitation firearm from any person on school grounds. The principal or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 262.9, 626.10, 20USC 7151)

Possession of Pepper Spray: To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects: The Board encourages students to promptly report the presence of weapons, injurious objects, and other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law. The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student’s anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also provide a method of informing staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Weapons and Dangerous Instruments: Weapons and dangerous instruments include, but are not limited to:
1) Firearms: pistols, revolvers, shotguns, rifles, “zip guns”, “stun guns”, tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2) Knives: any dirks, daggers or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade (Education Code 48915)
3) Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
4) Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun (Penal Code 626.10)
5) Any other dangerous device, instrument or weapon, especially those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon.
6) Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm (Education Code 48900)

If an employee knows that a student possesses any of the above devices, he/she shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:
1) Confiscate the object and deliver it to the principal immediately
2) Immediately notify the principal, who shall take appropriate action
3) Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

The principal shall report any possession of a weapon or dangerous instrument, including imitation firearm, to the student’s parents/guardians by telephone or in person, and shall follow this notification with a letter.

CRIME PREVENTION HOTLINE
(800) 78-CRIME

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SMMUSD Board Policy—Student Use of Technology
BP 6163.4

The Board of Education intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement. District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, and any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, including, but not limited to computer files, email, text messages, instant messaging and other electronic communications, is not private and may be accessed by the district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and BP/AR 5125 – Student Records. Whenever a student is found to have violated Board policy or district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy. The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety
The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254) To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Harmful matter includes matters taken as a whole, which to the average person, applying contemporary state-wide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (PenalCode 313)

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:
1) Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
2) Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulated the data of any other user, including so called “hacking”
3) Distributing personal identification information, include the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.