

Welcome! Soo dhowow!
Bienvenue! Bienvenido!
to:



Address: 3429 45th Ave SW, Seattle WA 98116

Main Office: 206.252.9200

Attendance: 206.252.9204 or madisonms.attendance@seattleschools.org

Website: <http://madisonms.seattleschools.org/>

Principal: Dr. Robert Gary

Student Name: _____

If lost please return to Advisory teacher: _____ Room #: _____

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2019-20 SPS Academic Calendar

The 2019-20 School Year Calendar, dates listed below, was approved by the School Board in January 2019.

Students are released 75 minutes early every Wednesday, except for the first day of school. This is to support improved teacher collaboration and student academic performance.

Aug. 19 – 23 Jump Start, a sneak peek at school for incoming kindergartners.

Wed., Sept. 4, 2019 First day of school for 1st – 12 grade students (regular school hours apply, no early release)

Fri., Oct. 11 State In-service Day (no school)

Mon., Nov. 11 Veterans Day (no school)

Nov. 25 – 27 Elementary conference days (no school for elementary and K-8 students; varies by school).

Madison Middle School will have school these days.

Nov. 28 – 29 Thanksgiving break (no school) Nov. 28 Thanksgiving, Nov. 29 Native American Heritage Day

Fri., Dec. 20 1-hour early dismissal (winter break)

Dec. 23, 2019 – Jan. 3, 2020 Winter break (no school)

Mon., Jan. 20 Martin Luther King Jr. Day (no school)

Tues., Jan. 28 Day between semesters (no school) *possible snow make-up day (1 of 3)

Feb. 17 – 21 Mid-winter break including Presidents Day (no school)

April 13 – 17 Spring break (no school)

Mon., May 25 Memorial Day (no school)

Thurs., June 18, 2020 Last day of school (1-hour early dismissal) *possible snow make-up days June 19 and 22.



Our School Mission

Focus on Learning, Every Student, Every Adult, Every Day, Growth for all.

Madison Middle School is a cooperative partnership of *students, parents, staff, and community members* who have a vision of our school as a challenging and fun place to learn. Our school will provide memorable learning experiences for all students so that they can grow to be successful adults. We accept the challenges facing us today, and dedicate ourselves, individually and together, to the fulfillment of this vision. In order to make this happen, we will:

- Create a safe, clean, caring community.
- Take pride in the many races and backgrounds of the people who make up our school, honoring those things that make us different from each other.
- Find daring and exciting ways to teach, so students will work hard to learn as much as they can.
- Use the arts and modern technology in our teaching and learning.
- Learn how to take better care of the world’s resources.

Focus on Academics:

Grade Checkpoints

All dates below are ***tentative*** but provide a general cycle of our academic feedback.

Quarter	1	2	3	4
Mid-quarter: All teachers will update their gradebooks. (Parents can expect a letter to be mailed home soon after if their child has a D or E.)	10/02/19	12/5/19	2/26/20	5/14/20
Bulldog Bash: Afternoon celebration or stay-back rooms to make up missed or incomplete work.	About 2 weeks <i>before</i> report card due date of: 11/14/19	About 2 weeks <i>before</i> report card due date of: 2/04/20	About 2 weeks <i>before</i> report card due date of: 4/22/20	About 2 weeks <i>before</i> report card due date of: 6/25/20
Report Cards: mailed home	11/20/19	2/10/20	4/27/20	6/30/20

Please refer to the directions on the next page to access The Source and Schoology where teachers maintain gradebooks and class reference/activity pages.



Logging on to SPS Student Resources

1st: **Username:** For the 19-20 school usernames will no longer start with mad_.

They will now begin with a 1username. Ex: mad__jrsmith to 1jrsmith

2nd: **Password:** 8 digit birthdate (2 digits for month + 2 digits for day + 4 digits for year) Ex: 01091979

3rd: **New password:** at least 7 digits long (can include letters and/or numbers). It should be something you can remember easily.

4th: Write your new password on a secret page in your planner.

Once you learn your username and password, you have access to a wide-range of online resources! Go to Madison Middle School's home page: madisonms.seattleschools.org and click on the link "Student Portal" (shown below).

Madison Middle School

Together We're Better

School Hours: 8:55 a.m. - 3:45 p.m.
Early Release Wednesday: 8:55 a.m. - 2:30 p.m.

View the School Bell Schedule

contact attendance: 206-252-9204
madisonms.attendance@seattleschools.org

Seattle Public Schools
Not your district?

Log in with Active Directory

Having trouble? [Get help signing in!](#)

Click on "Log in with Active Directory"

4. When it asks for your "email or phone," enter your **username followed by @seattleschools.org**. If it asks for a password, use the password that you use to log on to the computers at school.
Ex: 1username@seattleschools.org

5. A list of available apps should pop up with Schoology, the Source, and Typing Agent at the top. From here, you should be able to click on these apps without needing further logon credentials.

6. In addition you have access to *several research and content databases*. To login from home: **Username:** studentps **Password:** access



Bell Schedules

Students arriving early are to report to the Main Entrance hallway or Commons and remain there until 8:45 AM. At 8:45 you are welcome to go to your lockers and classrooms. When you are released to your lockers you need to **remove** your earbuds and hoods and silence and put away cell phones.



**Are you
on time?!**

You should:

Be in your
seat

and

Have your
materials out
and ready.

Daily Schedule

Period	Bell Times	Length of Class
1	8:55-9:48	53
2	9:53-10:46	53
Advisory	10:51-11:21	30
1st Lunch	11:21- 11:51	30
4	11:56 -12:51	55
4	11:26- 11:51	25
2nd Lunch	11:51-12:21	30
4	12:26-12:51	25
4	11:26- 12:21	55
3rd Lunch	12:21-12:51	30
5	12:56- 1:49	53
6	1:54-2:47	53
7	2:52- 3:45	53

Students are to clear campus by 3:55 PM unless participating in an authorized activity supervised by an adult. Schedule will change for early dismissals, assemblies and other activities.

Early Release (Wednesday) Schedule

Period	Bell Times	Length of Class
1	8:55-9:40	45
2	9:45-10:30	45
4	10:35- 11:20	45
1st Lunch	11:20- 11:50	30
5	11:55 -12:50	55
5	11:25- 11:50	25
2nd Lunch	11:50-12:20	30
5	12:25-12:50	25
5	11:25- 12:20	55
3rd Lunch	12:20-12:50	30
6	12:55- 1:40	45
7	1:45-2:30	45

Activity Bell Schedule

Period	Bell Times	Length of Class
1	8:55-9:40	45
2	9:45-10:30	45
4	10:35- 11:20	45
1st Lunch	11:20- 11:50	30
5	11:55 -12:50	55
5	11:25- 11:50	25
2nd Lunch	11:50-12:20	30
5	12:25-12:50	25
5	11:25- 12:20	55
3rd Lunch	12:20-12:50	30
6	12:55- 1:35	40
7	1:40-2:20	40
Advisory	2:25-2:30	5
Activity	2:30- 3:45	75



Attendance Information

It is very important that each student is here every day, arriving on time and staying for the entire day. First period begins with students seated in class by 8:55 am.

Madison adheres to the Seattle Public Schools' attendance policy. At the middle school level, attendance is tracked by the period. **All absences must be cleared within 2 days** by email, phone or parent-signed note. For your convenience, we have a printable/editable form for you to use, just fill it out and have your child bring it in. For an absence to be excused a parent/guardian must provide a **reason** for the absence to the attendance specialist. **email: madisonms.attendance@seattleschools.org or phone: 206.252.9204 (Please, do not call the main line to report absences)**

Every absence matters. Education in the middle grades provides a solid foundation upon which students will build their futures. Missing **just two days a month** can mean a student accumulates enough absences over the course of the school year to be categorized as **chronically absent** by the state (whether the absences are excused absences or unexcused). Furthermore, chronic absenteeism is one sign (of three) that a 6th grader may be on the road to dropping out of school later. By ninth grade, attendance is a better predictor of future graduation than one's test scores. Late arrivals and early dismissals add up too—**missing 10 minutes of a class** is considered an absence, according to district policy. If you're interested in reading more about how attendance impacts a student's future, there is an informative document at this link. http://awareness.attendanceworks.org/wp-content/uploads/AW_HS-flyer-1-pager.pdf

Wondering if you should stay home during an illness? Check out this link for guidance about when to keep your child home for illness, please refer to the document at <http://bit.ly/tooSickForSchool>

Tardy Policy: Students are considered tardy if they arrive within the first 10 minutes of class. Students arriving later than that are considered absent for that period. All students who arrive late to school should sign in at the attendance office on the “Late Student Sign-In” sheet. *In addition, if students are not present for longer than 10 minutes from any class period they are considered absent for that class.* Students who are late due to an appointment should come with a parent or health-care/service provider note or send one in an email.

Although many Madison Middle School students ride metro buses, being late due to a metro delay is not an acceptable excuse, according to district policy. Being late due to a parent’s car trouble is also not accepted as an excuse by the district. Students late due to a delayed yellow bus are excused, however.

Categories for Absences

Planned absences include:

- participation in a school-approved activity (field trips, etc.)
- religious holiday (you must notify the attendance office)
- medical appointments
- high school visits
- family event
- vacation

For planned absences the expectation is that you notify the attendance office 3 days in advance of the absence, via email, phone or parent-signed note/form. It may be appropriate to use the pre-planned absence form (if the absence is longer than a day, or is an educational trip). The Pre-Planned Absence Form is available in the attendance office, and in the forms section of the Madison website. It should be turned in 2 days in advance of the absence.

Unplanned absences include:

- illness or injury
- family emergencies
- babysitting
- Absences are not excused for:
 - vacations
 - late/missed metro bus
 - sleeping late
 - a car breaking down or traffic

Attendance Procedures

Robo emails & calls

Middle schools and high schools in the district use an automated email and calling system to notify parents/guardians of absences that have not been cleared in the attendance record-keeping system by 4:30 pm. If you get a call and you know you reported an absence, please give the attendance specialist another day to get the absence cleared before reporting the absence again. Every effort is made to get all the absences cleared on the same day, but sometimes the calls go out before the attendance specialist is able to make the change.

Early dismissals

Students who need to leave campus early should bring a note to the attendance office requesting an early dismissal. Parents may also email or call attendance the day before to notify the attendance office of an early release. Without early, advanced notice parents should allow extra time for an office TA to run a pass to the student’s class. If a student is in gym at the scheduled release time, you will also need to allow extra time to allow the student to change into school clothes. To keep students safe, students will only be released to a person on the contact list provided to us at the beginning of the school year or on the list from the previous year (if there were no changes). **We verify the identity of anyone picking up a child** from Madison Middle School, so please be prepared to show an ID/passport, etc. The adult must come to the attendance window and sign the student out, noting the adult’s name, the student’s name and the time out. If the student returns to school after leaving, he/she should sign back in at the attendance office and provide the attendance specialist with any documentation from the healthcare provider, if the student had an appointment.

Students who are **going home sick** need to be **evaluated by the school nurse** before being released.



Focus on Academics: Middle School Pathways



Literacy at a Glance

	6 th Grade	7 th Grade	8 th Grade
1st Qtr	<p style="text-align: center;"><u>Identity through Culture</u></p> <p>What is the definition of culture? How do we define ourselves? How do cultural experiences influence who we are and how we tell our story? How do we understand other perspectives and cultures through literature and informational text?</p>	<p style="text-align: center;"><u>Personal Identity and Beliefs</u></p> <p>How do our personal experiences and culture influence our identity and shape our values and beliefs? Who am I as an individual and how do I participate in society?</p>	<p style="text-align: center;"><u>Power and Me</u></p> <p>What is power and how does it affect our lives? Who has power? How is power used? What is our response to power? How is power obtained, held, and shared between or among groups in society? How does power shape political and economic access to influence people?</p>
2nd Qtr	<p style="text-align: center;"><u>Courage</u></p> <p>What is courage? What different kinds of courage are necessary to face challenges in life? What are the intended and unintended effects of personal courage on other people's lives? How do writers use language to convey personal experiences of courage?</p>	<p style="text-align: center;"><u>Power</u></p> <p>What makes a person influential? How do powerful people influence others? How does one develop power to affect others and society?</p>	<p style="text-align: center;"><u>Society and the World</u></p> <p>What is a society? What kinds of groups exist within society? How do these groups interact within society? How do groups in society affect people? How do groups alter society?</p>
3rd Qtr	<p style="text-align: center;"><u>Equity and Fairness</u></p> <p>How do we define equity and fairness? Is fairness the same as equality? How have people in the real world and characters in literature struggled with issues and fairness, justice, and equality?</p>	<p style="text-align: center;"><u>Justice (Privilege)</u></p> <p>What is justice and who decides what is just? How does power relate to what is "just" or right? How and when do we determine and act on what is right, wrong, or in between? How do we influence others around what is "just"?</p>	<p style="text-align: center;"><u>Transformation</u></p> <p>What is change? What is transformation? How do societies change? How do societies and people respond to change and transformation? How do change and transformation occur?</p>
4th Qtr	<p style="text-align: center;"><u>Perspective</u></p> <p>How does perspective influence how we interpret a story? How do readers determine the variety or perspectives presented in complex text? How do characters' perspectives shape the telling of a story? How do readers' perspectives influence their understanding of the text to develop and support claims about the text?</p>	<p style="text-align: center;"><u>Conflict and Transformation</u></p> <p>How do people respond to conflict? When is conflict necessary for change? How does change emerge from conflict? How can we imagine change, and why?</p>	<p style="text-align: center;"><u>Voices</u></p> <p>What does it mean to be a human? How are people connected to other people? How are people connected to the world? What is our voice in humanity? What makes individuals unique?</p>

Social Studies at a Glance



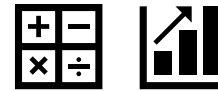
	6 th Grade	7 th Grade	8 th Grade
1 st Semester	<p><u>Ancient World History</u></p> <ul style="list-style-type: none"> • Geography • Early Humans • Mesopotamia • Egypt 	<p><u>World History</u></p> <ul style="list-style-type: none"> • Ancient Rome • Islam • Tang/Song China and Mongols • Medieval Europe • Pre-Columbian America 	<p><u>United States History- Beginnings</u></p> <ul style="list-style-type: none"> • Early colonies • Revolutionary War • US Constitution
2 nd Semester	<p><u>Ancient World History</u></p> <ul style="list-style-type: none"> • Ancient India • Ancient China • Ancient Greece • Ancient Persia 	<p><u>Washington State History*</u></p> <ul style="list-style-type: none"> • Physical Geography • Native peoples • European incursion and Resources • Progressive era • People on the Move • Bureaucracy in action <p>* = HS graduation requirement</p>	<p><u>United States History- Pre and Post Civil War</u></p> <ul style="list-style-type: none"> • New Nation • Westward Expansion • Civil War • Reconstruction

Science at a Glance



	6 th grade	7 th grade	8 th grade
1 st Semester	<ul style="list-style-type: none"> • Microbiomes • Metabolism • Traits and Reproduction • Thermal Energy 	<ul style="list-style-type: none"> • Geology on Mars • Plate Motion • Rock Transformations • Phase Change 	<ul style="list-style-type: none"> • Harnessing Human Energy • Force and Motion • Magnetic Fields • Light Waves
2 nd Semester	<ul style="list-style-type: none"> • Ocean, Atmosphere, and Climate • Weather Patterns • Earth's Changing Climate 	<ul style="list-style-type: none"> • Chemical Reactions • Populations and Resources • Matter and Energy in Ecosystems 	<ul style="list-style-type: none"> • Earth, Moon, Sun • Natural Selection • Evolutionary History

Math at a Glance



Grade Level	College Readiness Pathway	Accelerated Pathway	HCC Pathway
K-5	<i>Math in Focus</i> ; grade level standard	<i>Math in Focus</i> ; one grade level ahead	<i>Math in Focus</i> ; two grade levels ahead
6	Grade 6 Math	Grade 7 Math	Grade 8 Math
7	Grade 7 Math	Grade 8 Math	Algebra 1
8	Grade 8 Math	Algebra 1	Geometry
9	Algebra 1	Geometry	Honors Algebra 2
10	Geometry	Algebra 2	Pre-calculus
11	Algebra 2	Pre-calculus, Statistics, or IB Math	AP AB Calculus
12	Pre-Calculus, Statistics, or IB Math	Calculus, Statistics, or IB Math	AP BC Calculus/ AP Statistics

Both the “College Readiness Pathway” and the “Accelerated Pathway” satisfy state requirements for graduation.

Please note, students may substitute a state-approved option for Algebra 2 but should check with colleges regarding admission requirements. More information about substitutions for Algebra 2 are found at the Washington State Board of Education website.

Electives



	6 th Grade	7 th Grade	8 th Grade
Full Year Course	<ul style="list-style-type: none"> • Band or Orchestra • **Math Empowerment • **Reading Improvement 	<ul style="list-style-type: none"> • Band or Orchestra • Spanish 1A • French 1A • Yearbook • **Math Empowerment • **Reading Improvement 	<ul style="list-style-type: none"> • Band or Orchestra • Spanish 1B • French 1B • Yearbook • **Math Empowerment • **Reading Improvement
Semester Course	<ul style="list-style-type: none"> • Communications • Study Skills • Art • Intro to technology • **AVID 	<ul style="list-style-type: none"> • Journeys in film • Creative writing • Personal Growth • Leadership • Visual arts • Gateway to technology • Photography • * Teacher/Office assistant 	<ul style="list-style-type: none"> • Journeys in film • Creative writing • Personal Growth • Leadership • Visual arts • Gateway to technology • Photography • * Teacher/Office assistant

* = requires student application

** = by teacher and admin recommendation only



Advisory:

Academic and school culture support

Advisory meets every day except Wednesday, due to our early release. The students follow the same general schedule for an effective use of advisory time. Fill out your weekly activities in advisory below:

Monday	
Tuesday	
Thursday	
Friday	

Community Service: *All hours must be with a community organization.*

Description:

- The student earned hours are tracked through paperwork (see next page) given to you by your Advisory teacher.
- Middle school community service is meant to prepare you for the considerable requirement needed for high school graduation.

Grading:

- Your hours must be completed by the **first week of June with a suggested half of those hours being completed by the end of first semester**. If a student has not completed half of their community service hours by the first semester the advisory teacher will indicate this by putting a **N (Not passing)** on the first semester report card.
- Students will also earn a N for advisory if their number of hours are not completed by the end of the school year. 8th graders also lose the opportunity to go on the end of year field trip if hours are not completed.

7th graders: Need 10 hours

8th graders: Need 12 hours

High School: 60 hours

Suggestions for Service:

- Volunteer at an elementary school or preschool;
- Work with younger children at a community center or church;
- Visit a person at a retirement center and read them a book;
- Work at a community event serving food or helping with logistics;
- Organize a group of friends to pick up trash for a school or other organization
- Collect items and donate them to a charity organization.
- Community Organizations to work with:
 - Seattle Public Library Branches
 - West Seattle Senior Center
 - Emerald City Pet Rescue
 - West Seattle Food Bank



Community Service Log

Student Name _____ Advisory Teacher _____

Date	Location	Task	Hours Logged	Supervisor's Signature

Example:

Date	Location	Task	Hours Logged	Supervisor's Signature
11/2/2017	Alki Comm Center	Played basketball w/elem students	2	Will Byers 206-935-7430

I confirm that my child performed the above community service hours:

Parent Signature _____ Date _____



Focus on Behavior: The B.A.R.K.

Description of PBIS

Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior.

- The focus of PBIS is prevention, not punishment.
- According to several studies, PBIS leads to better student behavior. In many schools that use PBIS, students receive fewer detentions and suspensions, and get better grades. There's also some evidence that PBIS may lead to less bullying.

How PBIS Works: PBIS sets up three tiers of support for students and staff in a school.

1. Tier 1 is a schoolwide, universal system for everyone in a school. Kids learn basic behavior expectations, like to be respectful and kind. School staff regularly recognize and praise kids for good behavior. They may also use small rewards, like tokens or prizes, to encourage kids.
2. Tier 2 provides an extra layer of support for kids who continue to struggle with behavior. Kids get a set of evidence-based interventions and instruction. A Tier 2 strategy might be a "social skills club" to help kids learn how to get along with peers.
3. Tier 3 is the most intensive level. It's for kids who need individualized supports and services because of behavior issues.

At Madison Middle School our school follows the Bulldog Bark. (See next page for two examples)

When we **BARK**, we do our best to follow these expectations:

Be prepared to learn **A**lways be safe **R**espect self and others **K**indness is Key

Throughout the building you will see signs showing how we BARK in:

- Hallways - Classrooms - Bathrooms - Commons/outside - Assemblies - Busses

When I am following the BARK, I can expect:

- Dog tags from my teachers
- Reward parties if I earn three or more dog tags per month
- Entry into dog tag prize drawings each week
- Possible nomination as the 6th grade's Dog Star, the 7th grade's Golden Bulldog, or the 8th grade's Top Dogs

When I am struggling to follow the BARK, I can expect:

- Reminders and re-teaching of expectations from my teachers and positive incentives programs
- Phone calls home from the school staff
- Lunch detention or Afterschool detention
- Parent and Team conferences or Other interventions

For more information visit: <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/pbis-how-schools-support-positive-behavior>



In the cafeteria....

B

Be prepared to learn

- Sit at tables and eat for the first 10 minutes
- Bring our lunch or lunch money
- Keep personal devices unseen and unheard

A

Always be safe

- Keep backpacks in lockers
- Keep hands, feet, and objects to ourselves always
- Ask adults for help solving problems

R

Respect self and others

- Follow adult instructions the first time given
- Clean up completely
- Use inside voices only
- Keep food and drink at the tables

K

Kindness is key

- Use school-appropriate language
- Use "excuse me," "please" and "thank you"
- Be welcoming to others

Madison Middle School



In the classroom....

B

Be prepared to learn

- Bring materials and supplies to class
- Be seated with materials before the bell rings
- Start on assigned task right away
- Ask questions
- Use personal devices only as permitted

A

Always be safe

- Keep backpacks in lockers
- Keep hands, feet, and objects to ourselves always
- Ask adults for help solving problems

R

Respect self and others

- Follow adult instructions the first time given
- Use one voice at a time
- Actively listen to each other
- Keep our community space clean

K

Kindness is key

- Use school-appropriate language
- Give adults the time and space to help other students manage their behavior
- Show support in words & actions
- Keep an open mind

Madison Middle School



Focus on Social-Emotional Supports

School Counseling Staff:

6th grade: Sue Quigley (Head Counselor)
(206) 252-9132

7th grade: Ilana Malone
(206) 252-9214

8th grade: Rebecca Creagh
(206) 252-9121

Counseling Services

Madison Wellness Center (Neighbor Care)	206-933-7842
Navos	206-248-8226
Sound Mental Health	206-302-2300
Southwest YFS	206-937-7680
Asian Counseling Referral	206-695-7600
Alcohol/Substance Abuse Services	
Al-Anon/Al-Ateen	206-625-0000
Ryther Child Center	206-525-5050
Lakeside Milam	800-231-4303
WAPI (Drug/Alcohol Screening)	wapiseattle.wordpress.com

Guidance and counseling

Madison's school counselors are available to all students. Often, problems concerning both school and one's personal life appear over-whelming and can impact school performance. In many situations, these problems can be helped by talking with a counselor. School counselors' role is to be an advocate for students in achieving their best academically and social/emotionally.

Students may arrange for an appointment with their counselor, **during advisory, lunch, or drop in for a visit if their teacher has given permission** Working together with teachers, administrators, and parents/guardians; school counselors encourage a student's academic and personal growth. The following services are provided:

- Conflict mediation
- Group guidance
- Individual and group counseling
- High school registration
- Referrals to community agencies
- New Student Orientation
- Connecting students to Pro-social activities and organizations



Safety Information and Expectations

Identification: All students are to identify themselves by first and last name to any staff member upon request. If a student sees an unknown adult in the building, they should notify a staff member immediately.

Emergency Evacuations and Drills:

Fire and evacuation drills: Fire drills are held throughout the school year and are to be taken seriously. The signal for a drill is a long continuous sounding on the fire horn. Exit procedures are posted in each room and will be reviewed by teachers. Students are expected to file out in a quiet and orderly manner. Students should follow their class plan and line up with their Advisory teacher on the field. Wait for directions before reentering the building. Activating a false alarm is a criminal offense and will result in disciplinary action.

Earthquake procedures: Students within buildings at the beginning of an earthquake should drop to a crouched position with head down toward knees, holding the legs of the table, arms covering head, eyes closed and backs toward windows. The safest places would be under a desk or table, against inner walls or doorways to provide protection from falling plaster, light fixtures, or other heavy overhead objects. Students who are outside should stay outside and move away from the buildings, light fixtures and tall trees. Remain in place until teachers give directions for evacuation to the field.

Safety walking or bicycling to and from school: Please remember if you ever see strange behavior, have incidents coming to or from school, or if something happens which makes you uncomfortable or upset, tell a trusted adult immediately. If you have a problem on the way home from school, you can return to school for help. It is important that we communicate with each other when things such as this happen. By working together, we can assure everyone's safety in the community and school.

All students should follow a few basic safety rules when walking to and from school. To help assure your safety, we recommend you:

1. Walk on well-lit, well-traveled streets. Avoid quiet residential streets.
2. Use the buddy system - do not walk to or from school alone.
3. Change your route so that you don't use the same route each day.
4. Try to walk to school and to home in the daylight, if possible.

Disciplinary action may occur for incidents that occur on a student's way to school and on the student's way home from school. Students riding bicycles must wear helmets

Shelter-In Place and Lockdown Information

	What is it and what is the goal?	Staff Should:	Students Should:	Families Should Know:
Lockdown	<p>A Lockdown is the process of protecting students and staff from external and internal dangers. A Lockdown is used when there is an immediate threat of violence in, or immediately around, the school.</p> <p>Maximum cover and concealment should be attempted; stay as quiet as possible</p>	<p>Close and lock all classroom doors and windows.</p> <p>All window shades will be closed or covered.</p> <p>All classroom lights will be turned off.</p>	<p>Remain calm and silent.</p> <p>Follow staff instructions EXACTLY and quickly.</p> <p>Sit quietly in a secure place on the floor away from the door or window for maximum cover. Remain silent until the lockdown is completed.</p>	<p>No one will be allowed inside the school once the lockdown is announced and the doors are locked</p>
Shelter-In-Place (can become a Lockdown at any time)	<p>The process of keeping students and staff safe from dangers within the community. Schools would Shelter-In-Place in events such as a hazardous material incident, snowstorm, vague threats, or violence in the community that is not directed at the school.</p> <p>Close all doors/windows and take immediate shelter.</p>	<p>Close and lock all classroom doors and windows.</p> <p>All window shades will be closed or covered.</p> <p>Academics are ongoing, a normal schedule should be kept as much as possible.</p>	<p>Remain calm and silent.</p> <p>Follow staff instructions EXACTLY and quickly.</p> <p>Academics are ongoing.</p> <p>Bathroom pass use is okay.</p> <p>All current gym classes will be moved to the library and Lab 102. This will allow staff to transition students to their next class and keep a normal schedule</p>	<p>If you choose to pick up students during a shelter-in-place, please report to the gym. The main building will remain locked and only students, staff and emergency response is permitted.</p> <p>Parents/guardians in the gym will need to provide proper identification for staff to document and sign students out. Staff will communicate with runners in the main building to pick up and deliver students to the gym. We can only release students to their legal guardians or emergency contact on file.</p>



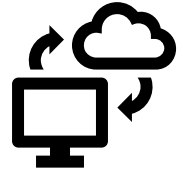
Student Agreements and Policies

Internet Policy

Use of the Seattle Public Schools network is a privilege. You must read and agree to follow the network rules below to use your network account.

Seattle Public Schools makes available to students, access to computers and the Internet. Through the Internet students may have access to databases, web sites, and publishing.

Use of the Seattle Public Schools network is a privilege to be used for school related purposes only. Violations of conditions of use may result in that privilege being taken away in whole or in part by school district personnel. All other related student policies are applicable and other consequences including suspension or expulsion may follow. Please review the "Student Rights and Responsibilities" pamphlet.



As a condition of my right to use the Seattle Public Schools Internet service, I understand and agree with the following:

I will use computing resources responsibly _____ (student initials)

I will use the Internet and other computer resources for academic activities only.

I will only play educational games authorized by my teacher, instructor, or librarian.

I will follow the guidelines for printing set by my teacher or school.

I will only save material in my folder appropriate for educational use.

I will not transmit or deliberately access obscene, indecent, harassing, defamatory, or otherwise offensive material in any form.

I will use computing resources safely _____ (student initials)

I will not give out my name, picture, address, e-mail, or any other personally identifying info online.

I will only access chat rooms, bulletin boards, blogs, or post to an Internet site with explicit teacher permission.

I will use computing resources respectfully _____ (student initials)

I will not deliberately attempt to harm or destroy data on any system on the network or internet.

I will not damage computer equipment or alter computer settings.

I will not alter other students' files.

I will use computing resources in a manner that respects the intellectual property of others. _____ (Student initials)

I will not install, store, or distribute unauthorized copyrighted software or materials. I will turn in work that I have created myself. If I borrow or copy material from other sources, I will properly cite those sources.

Cell Phone Policy

The use of personal electronic devices at Madison is allowed ONLY under the direction and approval of the teacher. Phones/ earbuds/pods should not be:

- Visible
- Audible
- Accessible to the student during class time as this proves to be a distraction to the educational environment.



Acceptable Use: For educational purposes allowed by Madison staff.

For example: Using the Internet for research, checking grades on the Source, creating multimedia projects, reading eBooks, typing notes or word processing for class, using calculators and graphing software.



Unacceptable Use: For non-educational purposes, not approved by Madison staff.

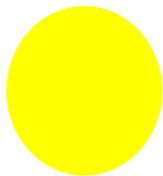
For example: Playing games, texting friends or family, taking photos of self or friends, checking social networking sites such as Snapchat, Instagram, etc.”

BRING YOUR OWN DEVICE

Levels of Use



No electronic devices allowed.



Limited time with device. Proceed with permission.

Used for academic purposes only.



Proceed with permission.

Used for academic purposes only.

I acknowledge that I understand the proper use of electronic devices.

Student Signature: _____

Dress Code

The Seattle School Board supports student self-expression and the promotion of a safe and respectful learning environment. In relation to student dress, the Board's primary concern is preserving a positive and welcoming learning environment, while assuring the safety and well-being of students. The Board believes that regulation of student dress must be free from bias. The keys to bias-free dress enforcement is treating every student with respect and objectivity regardless of their: sex; race; religious belief; sexual orientation; gender expression or identity; ethnicity; physical characteristics; or the presence of any sensory, mental, or physical disability.

The student and parent/guardian hold the main responsibility in determining the student's personal dress standards, provided that the student's dress include both a shirt with pants or skirt, or the equivalent (dresses, leggings, shorts), and shoes, and meets the below requirements.



YOU LOOK FABULOUS!	NOT ALLOWED
<p>Students must wear:</p> <ul style="list-style-type: none"> • Bottoms For example: pants, jeans, sweatpants, leggings, shorts, a skirt or a dress • Tops With opaque fabric (not see through) in the front, back and on the sides under the arms • Secure footwear with coverage behind heel (no slides) • Clothing that covers ribcage, buttocks, nipples, and genitals with opaque materials. <p>Students may wear:</p> <ul style="list-style-type: none"> • Non-brimmed hats, including religious headware. 	<ul style="list-style-type: none"> • Earbuds/pods and hoodies with hoods up • Backpacks unless you have OFFICE OR NURSE permission • Hats with a brim • Clothing that depicts pornography, nudity, sexual acts, drug, tobacco, alcohol-related messages, gang affiliation, profanity or derogatory language • Clothing with depicted hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups • Clothing that intentionally show private parts (nipples, genitals, buttocks) • Clothing that shows undergarments (visible bra straps and waistbands are excluded) • Clothing that covers the student's face (except clothing/headgear worn for a religious or medical purpose) • Clothing that creates a health or safety hazard to others • Perfumes, colognes, after-shave scent or heavily scented hair-spray or hand lotions

Locker Use

Search and seizure: School administrators may conduct a search of a student if they have good reason to believe or information a student has drugs, weapons, alcohol, or other materials in violation of school rules or state law. The search may include purses, wallets, backpacks, lockers, desks, book bags, a student's computer network access including, but not limited to, internet activity and student folders on the SPS network, and/or asking students to turn out their pockets.

Personal belongings: Students are discouraged to bring personal belongings to school. Madison staff will not be responsible if personal items are lost, broken/damaged, or stolen. All personal items must be put away upon entering the building and left in the student's locker. If seen by staff, these items may be confiscated and returned at the end of the day. Students are not allowed to ride their bicycles, skateboards, scooters, or roller blades on school property before, during and after school.

Lockers: Locks and lockers are the property of Seattle Public Schools.

1. Each student is assigned a locker for the storage of school supplies, equipment, and clothing. For reasons of safety and theft prevention, it is a school rule that these items are kept in your locker during the school day:
 - Bags, Purses, Backpacks
2. It is the student's responsibility to see that her/his locker is kept locked at all times.
3. School combinations for lockers will be issued to each student. Only school locks will be permitted.
4. Since lockers are a permanent part of the building, students are expected to keep them in good condition.
5. Students will be fined for lost, stolen, or damaged locks and lockers.
6. Do not share your locker combination with other students. *Most thefts district-wide are the result of students sharing combinations.*

I have read and agree to these locker-use rules:

Student signature



In the hallway...

B

Be prepared to learn

- Get materials needed for our next class
- Walk directly to where we need to go
- Keep personal devices unseen and unheard

A

Always be safe

- Keep backpacks in lockers
- Walk on the right
- Report any problems to an adult
- Keep hands, feet, and objects to ourselves always

R

Respect self and others

- Follow adult instructions the first time given
- Keep our community space clean
- Use inside voice only
- Keep food and drink in the cafeteria

K

Kindness is key

- Greet others positively
- Use school-appropriate language
- Show support in words & actions

Madison Middle School

School Supplies



Supplies and materials-Every student must come to school with supplies (please see grade specific supply list). Should there be a problem in obtaining these items, please see a counselor or staff member.

P.E. classes: All students are required to wear a PE uniform during class. A PE uniform includes: gym shorts or sweat pants, a Madison PE t-shirt or sweatshirt, sweat socks, and athletic shoes (soft sole). All students will be required to purchase a Madison gym shirt. *A student's name should be printed in permanent ink on all pieces of clothing.* Each student is issued a gym lock and all rules that apply to building lockers apply to gym lockers.



Lost and found-A place in the Dog Pound is provided for articles of clothing and personal items that are found. Textbooks, workbooks, and notebooks are held until claimed. *Students should write their names in all school materials.* Personal property items should be labeled. Please report any lost or stolen items to office personnel.

Fines- Any textbook, library book, gym lock, locker lock, or other school issued material that is damaged, stolen, or lost is the student's responsibility and a fine will be assessed. Fines that are not paid or cleared will result in the holding of yearbooks and final report cards. These fines will follow students to high school. Once a student has checked out a textbook, they are responsible for the care of the checked out textbook. It is the obligation of the student to write their name in the front of the textbook and protect it from rain or other damage. Students must NOT loan or give their textbooks to anyone else. If it is lost or stolen, the replacement price will be charged. Students should report any existing damage to their textbook on the form passed out at the beginning of the school year.

PLEASE NOTE: The criteria above are only a guideline. This is what you may be charged. Damage is assessed on an individual basis. It is up to the discretion of the teacher



Bulldogs Read 2019-20

To enter the monthly **Bulldogs Read** prize drawing, read a book from the list and then fill out an online form for each book read at: <https://tinyurl.com/y6zhxhlq>. Be sure to track the books you've read and submitted on the form below. Bulldogs Read winners will be announced monthly and receive prizes. Students who read and submit 30+ Bulldogs Read books will also be invited on an end-of-year field trip. Each Madison student is encouraged to read at least one Bulldogs Read book per year!

TURN BACK TIME Books:

***Where the Red Fern Grows* by Wilson Rawls**
Billy has long dreamt of owning not one, but two dogs. When he's finally able to save up enough money for two pups to call his own- Old Dan and Little And—he's ecstatic. Soon Billy and his hounds become the finest hunting team in the valley. But tragedy waits for these determined hunters and Billy will learn that hope can grow out of despair and that the seeds of the future can come from the scars of the past.
 Read Submitted

***The Witch of Blackbird Pond* by Elizabeth George Spear**
In 1687 in Connecticut, Kit Tyler, feeling out of place in the Puritan household of her aunt, befriends an old woman considered a witch by the community and suddenly finds herself standing trial for witch craft.
 Read Submitted

***24 Hours in Nowhere* by Dusti Bowling**
Thirteen-year-old Gus, having been saved from a bully by Rossi Scott who agreed to trade her dirt bike in exchange for Gus being left alone, agrees to go into Dead Frenchman Mine with Rossi and two other kids to find a piece of gold to buy the bike back.
 Read Submitted

***42 is Not Just a Number* by Doreen Rappaport**
A look at the life and legacy of Jackie Robinson, the man who broke the color barrier in major league baseball and became an American hero.
 Read Submitted

****After the Shot Drops* by Randy Ribay**
Bunny takes a basketball scholarship to an elite private school to help his family, leaving behind Nasir, his best friend, in their tough Philadelphia neighborhood.
 Read Submitted

***Aru Shah and the End of Time* by Roshani Chokshi**
Twelve-year-old Aru stretches the truth to fit in at her private school, but when she is dared to prove an ancient lamp is cursed, she inadvertently frees an ancient demon.
 Read Submitted

***Auma's Long Run* by Eucabeth Odhiambo**
When AIDS devastates thirteen-year-old Auma's village in Kenya during the 1980s, Auma must choose between staying to help her family and working toward a track scholarship that will take her away from home.
 Read Submitted

***Aurora Rising* by Aime Kaufman**
Eighteen-year-old Tyler Jones, top graduate of Aurora Academy, and a group of misfits and troublemakers embark on their first mission with Auri, a stowaway from the distant past.
 Read Submitted

***Be Prepared* by Vera Brosgol**
All Vera wants to do is fit in--but that's not easy for a Russian girl in the suburbs. When her mom sends her to Russian summer camp, Vera is sure she's found the one place she can fit in, but camp is far from what she imagined.
 Read Submitted

***Blended* by Sharon Draper**
Piano-prodigy Isabella, eleven, whose black father and white mother struggle to share custody amidst a bitter divorce, never feels whole, especially as racial tensions affect her school and her parents both become engaged.
 Read Submitted

***The Bridge Home* by Padma Venkatraman**
Four determined homeless children make a life for themselves in Chennai, India.
 Read Submitted

***Catwoman: Soulstealer* by Sarah J. Maas**

Selina Kyle is playing a desperate game of cat and mouse, forming unexpected friendships and entangling herself with Batwing by night and her devilishly handsome neighbor Luke Fox by day. But with a dangerous threat from the past on her tail, will she be able to pull off the heist that's closest to her heart? Catwoman's coming-of-age-story!

Read Submitted

***Children of Blood and Bone* by Tomi Adeyemi**

Zélie, her older brother Tzain, and rogue princess Amari fight to restore magic to the land and activate a new generation of magi, but they are ruthlessly pursued by the crown prince, who believes the return of magic will mean the end of the monarchy.

Read Submitted

****Cold Day in the Sun* by Sara Biren**

Holland Delviss, the only girl on the boys' high school hockey team, is forced to confront gender role expectations and her self-doubts when she is selected to be featured during HockeyFest and finds herself falling for her bossy team co-captain.

Read Submitted

***Crush* by Svetlana Chmakova**

Jorge seems to have it all together. He's big enough that nobody really messes with him, but he's also a genuinely sweet guy. The only time he ever really feels off his game is when he crosses paths with a certain girl...

Read Submitted

****Dance of Thieves* by Mary Pearson**

When an outlaw leader meets a reformed thief, a cat-and-mouse game of false moves ensues, bringing them intimately together in a battle that may cost them their lives--and their hearts.

Read Submitted

***The Darkdeep* by Ally Condie**

Middle-schoolers Nico, Tyler, Ella, and Opal discover a hidden island in a forbidden cove that appears uninhabited, but something ancient has awakened, knowing their wishes, dreams, and darkest secrets.

Read Submitted

***Dry* by Neal Shusterman**

A lengthy California drought escalates to catastrophic proportions, turning Alyssa's quiet suburban street into a warzone, and she is forced to make impossible choices if she and her brother are to survive.

Read Submitted

***Echo's Sister* by Paul Mosier**

Eleven-year-old Echo finds the courage to help her younger sister fight cancer, and, in the process, finds the love and support of an entire community.

Read Submitted

***Ending: The Last* by Katherine Applegate**

Byx, the last of the dairnes, sets out to find others of her kind and along the way meets new allies. The group soon uncovers a secret that threatens the lives of every creature in their world.

Read Submitted

***The Faithful Spy* by John Hendrix**

The story of Dietrich Bonhoeffer, a German pastor who spoke out against the Nazi regime.

Read Submitted

***Four Dead Queens* by Astrid Scholte**

Keralie is the best pickpocket in all of the kingdoms of Quadara, but when she steals a "comm disk" and realizes a royal murder plot is afoot, she must learn who to trust and fast.

Read Submitted

***Front Desk* by Kelly Yang**

Recent immigrants from China and desperate for work and money, ten-year-old Mia Tang's parents take a job managing a rundown motel even though the owner, Mr. Yao, exploits them. While her parents do the cleaning, Mia works the front desk and tries to cope with demanding customers and other recent immigrants.

Read Submitted

***Grenade* by Alan Gratz**

When the Americans invaded the island of Okinawa, Japan on April 1, 1945, fourteen-year-old native Okinawan Hideki is handed two grenades and told to go kill American soldiers. His struggle across the island will bring him face-to-face with Ray, an American marine in his very first battle, and the choice he makes then will change his life forever.

Read Submitted

****Hey, Kiddo* by Jarrett Krosoczka**

Author and illustrator Jarrett J. Krosoczka discusses growing up in a family grappling with addiction.

Read Submitted

***Internment* by Samira Ahmed**

A terrifying, futuristic United States where Muslim-Americans are forced into internment camps, and seventeen-year-old Layla Amin must lead a revolution against complicit silence.

Read Submitted

***In the Country We Love: My Family Divided* by Diane Guerrero (Adult or Young Reader's Edition)**

Television actress Diane Guerrero recalls the day her parents were detained and deported when she was 14, and how she was able to remain in the country, finish her education, and build a successful acting career.

Read Submitted

***Ivy Aberdeen's Letter to the World* by Ashley Herring Blake**

Twelve-year-old Ivy Aberdeen's house is destroyed in a tornado and, in the aftermath of the storm, she begins to develop feelings for another girl at school.

Read Submitted

***The Last Voyage of Poe Blythe* by Ally Condie**

Seeking to avenge the murder of her true love while on a dredge ship searching for gold, fifteen-year-old captain Poe Blythe becomes the architect of new defenses designed to destroy her enemies.

Read Submitted

****Let's Go Swimming on Doomsday* by Natalie Anderson**

Forced to become a child soldier, sixteen-year-old Somali refugee Abdi must confront his painful past.

Read Submitted

***Louisiana's Way Home* by Kate DiCamillo**

When Louisiana's granny wakes her up in the middle of the night to tell her that the day of reckoning has arrived and they have to leave home immediately, Louisiana struggles to oppose the winds of fate (and Granny) and find a way home to her best friends, Raymie and Beverly.

Read Submitted

****The Marrow Thieves* by Cherie Dimaline**

The indigenous people of North America are being hunted and harvested for their bone marrow, which carries the key to recovering something the rest of the population has lost: the ability to dream.

Read Submitted

***Meg, Jo, Beth and Amy* by Rey Terciero**

A modern retelling of "Little Women" set in New York City. Meg, Jo, Beth, and Amy are having a really tough year: Not only is their father overseas with the military and they're working overtime to make ends meet, but each girl is struggling with her own unique problems. Whether it's school woes, health issues, boy troubles, or simply feeling lost, the March sisters all need the same thing: support from each other.

Read Submitted

***The Miscalculations of Lightning Girl* by Stacy McAnulty**

A lightning strike made Lucy a math genius but, after years of homeschooling, her grandmother enrolls her in middle school and she learns that life is more than numbers.

Read Submitted

***No Fixed Address* by Susin Nielsen**

When Felix's mom loses her job and they get evicted from their latest shabby apartment, they have to move into a van. Astrid swears him to secrecy; he can't tell anyone about their living arrangement or he'll be taken away from her and put in foster care. As their circumstances go from bad to worse, Felix gets a chance to audition for a trivia game show and he's determined to earn a spot on the show. Winning the cash prize could make everything okay again. But things don't turn out the way he expects.

Read Submitted

***Nyxia* by Scott Reintgen**

Emmett accepts an interstellar space contract but learns en route that to win the promised fortune he and nine other recruits face a brutal competition, putting their very humanity at risk.

Read Submitted

****On the Come Up* by Angie Thomas**

Sixteen-year-old Bri hopes to become a great rapper and, after her first song goes viral for all the wrong reasons, must decide whether to sell out or face eviction with her widowed mother.

Read Submitted

***Opposite of Always* by Justin Reynolds**

When Jack and Kate meet at a party, Jack knows he's falling--hard. But then Kate dies. And their story should end there. Yet Kate's death sends Jack back to the beginning, the moment they first meet, and Kate's there again—healthy, happy, and charming as ever. Jack isn't sure if he's losing his mind. Still, if he has a chance to prevent Kate's death, he'll take it. Even if that means believing in time travel.

Read Submitted

***Playing Atari with Saddam Hussein* by Jennifer Roy**

For forty-two days in 1991, eleven-year-old Ali Fadhil and his family struggle to survive as Basra, Iraq, is bombed by the United States and its allies.

Read Submitted

***The Prince and the Dressmaker* by Jen Wang**

Prince Sebastian is looking for a bride--or rather, his parents are looking for one for him. Sebastian is too busy hiding his secret life from everyone. At night he puts on daring dresses and takes Paris by storm as the fabulous Lady Crystallia. Sebastian's secret weapon is the brilliant dressmaker Frances--one of only two people who know the truth: sometimes this boy wears dresses.

Read Submitted

***Rebound* by Kwame Alexander**

In the summer of 1988, after the death of his father, twelve-year-old Chuck Bell is sent to stay with his grandparents, where he discovers jazz and basketball and learns more about his family's past.

Read Submitted

***The Remarkable Journey of Coyote Sunrise* by Dan Gemeinhart**

Twelve-year-old Coyote and her father rush to Poplin Springs, Washington, in their old school bus to save a memory box buried in a park that will soon be demolished.

Read Submitted

***Sky in the Deep* by Adrienne Young**

Raised to be a warrior, seventeen-year-old Eelyn fights alongside her Aska clansmen in an ancient rivalry against the Riki clan, but when faced with her brother's betrayal, and driven by a growing love for her brother's friend Fiske, she attempts to unite the two clans.

Read Submitted

***Skyward* by Brandon Sanderson**

When a long-term attack against her world by the alien Krell escalates, Spensa's dream of becoming a pilot may come true, despite her deceased father being labeled a deserter.

Read Submitted

***Sweep: the Story of a Girl and Her Monster* by Jonathan Auxier**

In nineteenth-century England, after her father's disappearance, Nan Sparrow works as a "climbing boy," aiding chimney sweeps. But when she gets stuck in a chimney fire, she unwittingly creates a golem.

Read Submitted

***To Night Owl from Dogfish* by Holly Goldberg Sloan**

Originally unhappy about being sent to the same summer camp after their fathers start dating, Bett and Avery eventually begin scheming to get the couple back together after a break-up. It's "Parent Trap" with a twist!

Read Submitted

***Truly Devious* by Maureen Johnson**

New at Ellingham Academy, Stevie Bell tries to both solve a murder on campus and the cold case of a double kidnapping.

Read Submitted

***The Truth as Told by Mason Buttle* by Leslie Connor**

Mason Buttle is the biggest, sweatiest kid in his grade, and everyone knows he can barely read or write. His learning disabilities are compounded by grief. Fifteen months ago, Mason's best friend, Benny, turned up dead in the Buttle family's orchard and Lieutenant Baird won't believe the story Mason has told about that day. When Mason's other friend, Calvin, goes missing, Mason is desperate to figure out what happened to Calvin, and eventually, Benny. But will anyone believe him?

Read Submitted

***The Way You Make Me Feel* by Maureen Goo**

Clara Shin lives for pranks and disruption. When she takes one joke too far, her dad sentences her to a summer working on his food truck, the KoBra, alongside her enemy Rose Carver. Nightmare! But maybe Rose isn't so bad. Maybe the boy named Hamlet crushing on her is pretty cute. Maybe Clara actually feels invested in her dad's business. What if taking this summer seriously means that Clara has to leave her old self behind?

Read Submitted

***We are Displaced* by Malala Yousafzai** Malala Yousafzai not only explores her own refugee story, but she also shares the personal stories of some of the incredible girls she has met on her various journeys-- girls who have lost their community, relatives, and often the only world they've ever known.

Read Submitted

Plot summaries provided by publisher.

*** = Contains mature content**

2019-2020 Bulldogs Read (by genre)

* = Contains mature content

Realistic Fiction YA	Realistic Fiction Middle Grade	Fantasy/ Science Fiction	Action/Adventure/ Dystopian	Mystery / Paranormal	Historical Fiction	Non Fiction	Graphic Novels
<i>*After the Shot Drops</i> by Randy Ribay	<i>The Miscalculations of Lightning Girl</i> by Stacy McAnulty	<i>Skyward</i> by Brandon Sanderson	<i>Catwoman: Soulstealer</i> by Sarah Maas	<i>The Darkdeep</i> by Ally Condie	<i>Playing Atari with Saddam Hussein</i> by Jennifer Roy	<i>42 is Not Just a Number</i> by Doreen Rappaport	<i>Be Prepared</i> by Vera Brosgol
<i>*On the Come Up</i> by Angie Thomas	<i>Front Desk</i> by Kelly Yang	<i>Aurora Rising</i> by Aime Kaufman	<i>Dry</i> by Neal Shusterman	<i>Truly Devious</i> by Maureen Johnson	<i>Grenade</i> by Alan Gratz	<i>We are Displaced</i> by Malala Yousafzai	<i>Crush</i> by Svetlana Chmakova
<i>Internment</i> by Samira Ahmed	<i>Blended</i> by Sharon Draper	<i>*Sky in the Deep</i> by Adrienne Young	<i>*The Marrow Thieves</i> by Cherie Dimaline	<i>Four Dead Queens</i> by Astrid Scholte	<i>Auma's Long Run</i> by Eucabeth Odhiambo	<i>The Faithful Spy</i> by John Hendrix	<i>*Hey Kiddo</i> by Jarrett Krosoczka
<i>The Way You Make Me Feel</i> by Maurene Goo	<i>The Remarkable Journey of Coyote Sunrise</i> by Dan Gemeinhart	<i>Children of Blood and Bone</i> by Tomi Adeyemi	<i>The Last Voyage of Poe Blythe</i> by Ally Condie	<i>The Truth as Told by Mason Buttle</i> by Leslie Connor	<i>Sweep: the Story of a Girl and Her Monster</i> by Jonathan Auxier	<i>*In the Country We Love: My Family Divided</i> by Diane Guerrero (Adult or Young Reader's edition)	<i>Meg, Jo, Beth and Amy</i> by Rey Terciero --OR-- <i>Little Women</i> by Louisa May Alcott (graphic novel or chapter book)
<i>*Cold Day in the Sun</i> by Sara Biren	<i>Louisiana's Way Home</i> by Kate DiCamillo	<i>Aru Shah and the End of Time</i> by Roshani Chokshi	<i>24 Hours in Nowhere</i> by Dusti Bowling		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare (Turn Back Time)		<i>The Prince & the Dressmaker</i> by Jen Wang
<i>Echo's Sister</i> by Paul Mosier	<i>No Fixed Address</i> by Susin Nielsen	<i>Nyxia</i> by Scott Reintgen	<i>The Bridge Home</i> by Padma Venkatraman				
<i>Opposite of Always</i> by Justin Reynolds	<i>Ivy Aberdeen's Letter to the World</i> by Ashley Herring Blake	<i>*Dance of Thieves</i> by Mary Pearson	<i>*Let's Go Swimming on Doomsday</i> by Natalie Anderson				
<i>Rebound</i> by Kwame Alexander	<i>To Night Owl from Dogfish</i> by Holly Goldberg Sloan	<i>Endling: The Last</i> by Katherine Applegate	<i>Where the Red Fern Grows</i> by Wilson Rawls (Turn Back Time)				



Privilege Passes (Only found in planner)

If students need to leave the classroom or lunchroom at any point during the day they must have a pass with them. Students use their 5-minute passing periods to travel to the next class or lunchroom, get materials from their locker, use the restroom, and get water. (Water bottles permitted in class).

Privilege Passes	Daily Calendar Passes	Paper passes
<ul style="list-style-type: none">- Used if a student needs to leave the classroom, after it has begun. (Ex: bathroom or locker)- Given 4 per quarter- Teachers have the right to ask the student to wait, so instruction isn't interrupted.	Signed by teachers for errands that might include: <ul style="list-style-type: none">- Emergencies- Library- Main office	Students may use a paper pass for: <ul style="list-style-type: none">- A Request to Report- A Lunch Time Detention- From lunch staff, if you need to leave the lunch room.

