

MY CLASS SCHEDULE

Student Name _____ Grade _____

WIN

TERM	Class	Teacher	Room #
1			
2			
3			
4			

1ST SEMESTER

A	Period	Subject	Teacher	Room #
	1			
	2			
	3			
	4			
B	5			
	6			
	7			
	8			

2ND SEMESTER

A	Period	Subject	Teacher	Room #
	1			
	2			
	3			
	4			
B	5			
	6			
	7			
	8			

SEPTEMBER 2025

MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (L)	9	10	11	12
15	16	17	18	19
22 (L)	23	24	25	26
29 (L)	30			

OCTOBER 2025

MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	31

NOVEMBER 2025

MON	TUE	WED	THU	FRI
3 (L)	4	5	6	7
10	11	12	13	14
17 (L)	18	19	20	21
24	25	26	27	28

DECEMBER 2025

MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8 (L)	9	10	11	12
15 (L)	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY 2026

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12 (L)	13	14	15	16
19	20	21	22	23
26	27 ✓	28	29	30

FEBRUARY 2026

MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026

MON	TUE	WED	THU	FRI
2 (L)	3	4	5	6
9 (L)	10	11	12	13
16 (L)	17	18	19	20
23	24	25	26	27
30 (L)	31			

APRIL 2026

MON	TUE	WED	THU	FRI
		1	2	3
6 (L)	7	8	9	10
13	14	15	16	17
20 (L)	21	22	23	24
27 (L)	28	29	30	

MAY 2026

MON	TUE	WED	THU	FRI
				1
4 (L)	5	6	7	8
11	12	13	14	15
18 (L)	19	20	21	22
25	26	27	28	29

JUNE 2026

MON	TUE	WED	THU	FRI
1 (L)	2	3	4	5
8 (L)	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

SCHOOL HOURS

**Alder, Davis, Glenfair, Hartley, Margaret Scott, Salish Ponds,
Sweetbriar, Wilkes, Woodland:**

7:45a to 2:15p
(8:55a Monday late start)

Fairview and Troutdale:

8:15a to 2:45p
(9:25a Monday late start)

CALENDAR KEY



First and Last Day of School (First = 9/2; Last = 6/12)



No School (9/15; 10/10; 10/13; 11/10; 11/11; 11/24-28; 12/22-1/5; 1/19; 1/26; 2/16; 2/23; 3/19-27; 4/10; 4/13; 5/11; 5/25)



Conferences, No School (11/25-26)

(L) Late Start



New Semester (1/27)

REYNOLDS MIDDLE SCHOOL 25-26 BELL SCHEDULE

REGULAR SCHEDULE (TUESDAY – FRIDAY)

PERIOD	TIME		
0	8:15 – 8:53		
1/5	8:58 – 10:16		
2/6	10:21 – 11:39		
Lunch & 3/7	<u>8th Grade</u> (lunch) 11:44 – 12:14 (3/7) 12:19 – 1:37	<u>6th Grade</u> (3/7) 11:44 – 12:22 (lunch) 12:27 – 12:57 (3/7) 1:02 – 1:37	<u>7th Grade</u> (3/7) 11:44 – 1:02 (lunch) 1:07 – 1:37
4/8	1:42 – 3:00		

LATE START SCHEDULE (MONDAY)

PERIOD	TIME		
0	9:25 – 9:45		
1/5	9:50 – 10:55		
2/6	11:00 – 12:05		
Lunch & 3/7	<u>8th Grade</u> (lunch) 12:10 – 12:40 (3/7) 12:45 – 1:50	<u>6th Grade</u> (3/7) 12:10 – 12:40 (lunch) 12:45 – 1:15 (3/7) 1:30 – 1:50	<u>7th Grade</u> (3/7) 12:10 – 1:15 (lunch) 1:20 – 1:50
4/8	1:55 – 3:00		

CODE DAY SCHEDULE

PERIOD	TIME		
0 & CODE Celebration	8:15 – 9:00		
1/5	9:05 – 10:10		
2/6	10:15 – 11:20		
Lunch & 3/7	<u>8th Grade</u> (lunch) 11:25 – 11:55 (3/7) 12:00 – 1:05	<u>6th Grade</u> (3/7) 11:25 – 11:55 (lunch) 12:00 – 12:30 (3/7) 12:35 – 1:05	<u>7th Grade</u> (3/7) 11:25 – 12:30 (lunch) 12:35 – 1:05
4/8	1:10 – 2:15		
CODE Assembly	2:15 – 3:00		

2-HOUR DELAY SCHEDULE

PERIOD	TIME		
0	** No 0 Period **		
1/5	10:15 – 11:12		
2/6	11:17 – 12:14		
Lunch & 3/7	<u>8th Grade</u> (lunch) 12:19 – 12:49 (3/7) 12:54 – 1:59	<u>6th Grade</u> (3/7) 12:19 – 12:49 (lunch) 12:54 – 1:24 (3/7) 1:29 – 1:59	<u>7th Grade</u> (3/7) 12:19 – 1:24 (lunch) 1:29 – 1:59
4/8	2:04 – 3:00		

LANCER CODE CELEBRATION

	Attendance No Tardies Per. 1-8	Behavior No Major Referrals	Caring	Organized	Dependable	Engaged	Celebration Students must have 5 stamps to attend
Sept	Completed CODE Passport						September 20
Oct			Teacher Choice	Organized Locker	No Missing Assign- ments	5 Shield Tickets	October 25
Nov/Dec			Teacher Choice	Organized Lancer Binder	Planner Check	All ABCs	December 13
Jan			Teacher Choice	Organized Locker	No Missing Assign- ments	5 Shield Tickets	January 31
Feb/Mar			Teacher Choice	Organized Lancer Binder	Planner Check	All ABCs	February 28
April			Teacher Choice	Organized Locker	No Missing Assignemnts	5 Shield Tickets	April 25
May			Teacher Choice	Organized Lancer Binder	Planner Check	All ABCs	May 30

ACADEMICS

GRADING SYSTEM

Grades reflect what a student has earned in each class. Grades are a measure of skill mastery and growth. Grades are a combination of assessments, project work, participation, and homework. Each teacher will have an identified grading system for their class.

REPORT CARDS

Parents/guardians will receive an electronic notification at the end of each quarter to view student report cards in ParentVue.

2025-2026 Quarter Grade Dates			
Q1: November 7	Q2: January 22	Q3: April 9	Q4: June 12

ATTENDANCE

Oregon Law requires parents/guardians to see that children between the ages of 7 and 18 years attend school regularly. Good attendance is essential to provide the greatest opportunity for students to learn and develop habits that result in responsible behavior. It is vital that parents and the school communicate and work together to maintain good attendance for our students' success.

REPORTING AN ABSENCE

Student absences may be excused two ways:

Phone call: Parents/guardians may phone in the excuse for students who are absent. To report your student's absence, call: **503-665-8166 ext. 3501 before 8:45am on the day of the absence.** Parents/guardians can leave a message 24-hours a day. If the student is absent for more than one day, the parent/guardian will need to phone the school each day they are absent. The following information should be included in the message:

- Student's full name
- Date(s) of absence
- Reason for absence
- Name and relationship to the student

Excused Note: Excused notes may also be accepted to the Main Office. Notes must be turned into the Main Office within 48 hours of the student's absence and contain the following information:

- Student's full name
- Date(s) of absence
- Reason for absence
- Telephone number for parent/guardian
- Signature of parent/guardian

AUTO-DIALER REPORTING SYSTEM

If an absence is not excused, parents/guardians will receive a phone call in mid-morning and in mid-afternoon from our auto-dialer system. Please keep your contact information at school current to ensure that you receive all notifications.

TYPES OF ABSENCES

Excused Absences:

Parents/Guardians must contact Reynolds Middle School for absences to be excused. The following reasons are valid excuses for student absences:

- Student Illness
- Illness of an immediate family member requiring the student's presence
- Death in family
- Emergency situations requiring the student's presence
- Medical/dental appointments
- Religious holiday
- School-sponsored activities
- Other reasons deemed appropriate by the principal. These absences must be prearranged **prior** to the absence either by telephone or a note to the attendance secretary. Each absence will be considered for "excused absence" designation according to the circumstances surrounding the request.

Unexcused Absences:

Unexcused absences are a violation of compulsory attendance law (ORS.339.010). The following are examples of unexcused absences:

- Truancy (skipping)
- Babysitting/home duties
- Oversleeping
- Missing the bus/lack of transportation
- Leaving school during the day without checking out through the Main Office
- Excused absences that have not been excused within 48 hours
- Any other reasons deemed inappropriate by principal

Uncounted Absences:

School-related absences (such as field trips) are not counted as part of a student's overall attendance record.

TARDY POLICY

Any student arriving late to school must check in at the Attendance Window to receive a tardy pass before proceeding to class. When a student comes to school late, a parent will need to check them in or send a note stating the reason.

For all other classes during the day, a student is considered tardy when they are not in the room or assigned area by the time the bell rings. If a student is more than 30 minutes late for a period, they will be considered absent for that period. An auto-dialer message will go out with an absence for that period.

Excessive Tardiness: It is very important that students are in class on time. When a student comes in late to class, they lose vital instruction and must get caught up with others in class. If a student is consistently late to class, the following steps will be followed in an effort to resolve the issue:

- 1-2 tardies: Reinforce expectations, warning(s)
- 3 tardies: Classroom teacher calls home
- 4 tardies: Classroom teacher calls home and makes a referral to counselor for support

Student Support: An intervention plan will be developed that may include: restorative practices, attendance contract, increased supervision, loss of privileges, lunch and/or after-school detention.

CHECKING OUT EARLY

If a student must leave for an appointment during the day, please turn in a note to the Main Office at the beginning of the day. The student will be issued a pass to come to the office ready to check out. A student checking out during the day must be signed out in the office by a parent/guardian.

PROLONGED ILLNESS

When a student is absent for more than 3 days, parents/guardians can call the Main Office (503-665-8166) and request make-up work. Please allow 24 hours for your request to be processed.

COUNSELING AND SUPPORT SERVICES

COUNSELING DEPARTMENT

The primary goal of the counseling department is the promotion of individual growth. Reynolds Middle School has three counselors who assist students with their academic, personal, social, and emotional needs. They are available to work with parents and students in the following ways:

- Help select appropriate classes
- Problem-solving
- Prepare students for the next grade level
- Confer with parents to help identify, recognize, and solve concerns
- Assist families in accessing resources

If a student wishes to meet with their counselor, they may fill out a "**Counselor Appointment Request**" form available in the Main Office. Students may fill out forms before school, during passing time, or after school. The counselor will then send for the student at the first available moment. This will prevent a student losing valuable classroom instruction. However, a student may see the counselor immediately in case of an emergency (worried about the safety of self or others).

Parents/guardians may contact the counseling office any time they have questions or concern regarding their student's educational welfare.

GENERAL INFORMATION

SCHOOL HOURS

School hours for Reynolds Middle School are 9:25-3:00 on Mondays and 8:15-3:00 Tuesday through Friday.

STUDENT PLANNERS

Each student at Reynolds Middle School will be issued a student planner. Students are required to bring their planner to every class. All assignments including due dates and all school activities should be written in the planner. Hall passes are in student planners.

LOCKERS

Students are responsible for the condition of their locker. It is important for students not to share their locker combination with anyone. Reynolds Middle School is not responsible for the security of a student's locker or its contents. Students are cautioned not to keep money or other valuables in lockers. Lockers are the property of the school and therefore may be inspected at any time. The district reserves the right to inspect all lockers.

ELECTRONIC DEVICES

We acknowledge that students regularly use personal electronic devices like cell phones in their daily lives. However, the use of those devices at school frequently interferes with the focus on learning as students can become distracted from academics by social media, texts, video games, etc. Sometimes personal devices are used to harass and bully other students, which creates a negative environment and can harm other students. To address these issues, we require **all personal devices** must be turned off and stored in **lockers** during the school day, including lunch and recess. **Ear buds/headphones** must be tucked away in pockets or binders, they are not allowed in ears, around necks or on heads while walking in the halls. Any personal electronic device, including ear buds/headphones used during the school-day will be confiscated by staff. A parent/guardian will be required to pick up the device at the school.

Please note if a student refuses to surrender their device to a staff member, refuses to follow an electronics contract, and/or is found with a device in the locker room, they will be immediately referred to their grade level administrator to determine a potential consequence.

The school is not responsible for the security of personal devices. If a student believes their device was lost or stolen, school staff will do their best to investigate the situation, but the school cannot guarantee that the device will be located, nor will it be replaced. Families concerned about the security of personal devices should remind their student to not share their locker combination and/or ask their student to leave all devices at home.

TELEPHONE/CELL PHONE USE

The office telephone is only to be used in the event of an emergency. Students will not be allowed to phone home for such things as permission to go to a friend's house or if they forgot to get a note for a bus pass. If the student is ill, the office will place a call to the parent/guardian. **Cell phones are to be off and not to be used during school hours.**

DRESS CODE

The school dress code is established to create a positive school culture and enhance academic success by providing a supportive learning environment, preventing disruption, and avoiding safety hazards.

Parent/Guardian Responsibility: The responsibility for the dress and grooming of a student rests primarily with the student and their parents/guardians. It is expected that all parents/guardians review the school's dress code with their student at the beginning of each school year.

Student Responsibility: All students are responsible for complying with the school dress code during school hours and while representing the school (athletics, activities, etc.).

Staff Responsibility: To equitably enforce our school's dress code, all school staff will be notified at the beginning of the school year in regard to its purpose and spirit, and how to enforce it in a way that does not shame students or disproportionately impact certain student groups.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants, dress, skirt, or shorts, or the equivalent, and shoes.
- An adequate coverage of body is required.
 - Shirts and dresses must have fabric in the front, back, and on the sides.
 - Clothing covering all private parts must not be see-through
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.

Non-Allowable Dress & Grooming

- Clothing and/or tattoos may not depict, advertise, or advocate the use of weapons, alcohol, tobacco, marijuana, or other controlled substances, pornography, sexual innuendo, nudity, or sexual acts.
- Clothing may not depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other individual and/or group(s) of people.
- Items that inhibit the identification of the individual during all school activities.
- Backpacks, purses, make-up bags, fanny packs.

Enforcement

- Students found in violation of these standards may be asked to change the clothing that does not meet that standard.
- Staff discussing a dress code or grooming violation with a student should present options for obtaining appropriate clothing (extra clothes in locker, backpack, school clothes closet)
- When possible, student will be provided the opportunity to wear school-owned replacement garments.
- If the student does not have extra clothing to change into, they may be asked to call home and have parents/guardians bring appropriate clothing.
- Every attempt will be made to minimize a loss of instructional time.

MEDICATIONS

All medications, over the counter or prescription, to be taken by a student during the school day must be signed in at the front office by a parent/guardian, along with authorization papers with parent/guardian signatures.

UNAUTHORIZED AREAS

For student safety, students are not to be in restricted areas without permission of school staff. Restricted areas include all parking lots, academic hallways, sheds, gym lobby, and athletic fields, etc. Students may pass through restricted areas with passes issued by staff.

AFTER-SCHOOL ACTIVITIES

Students are encouraged to support their classmates by attending after-school games and concerts. Student conduct during these events shall meet the following expectations:

- Students must be accompanied by an adult.
- Students shall follow all school policies as stated in this Handbook.
- Students shall remain in the area of activity.
- Students absent or suspended from school on the day of an activity or event will not be admitted to the activity or event.
- Students needing to make a phone call will make the request to the supervising coach or staff member.

SUN: Reynolds Middle School is proud to partner with SUN (Schools Uniting Neighborhoods). As a SUN school, RMS offers many opportunities for students to take part in classes and activities after school. SUN school has three terms: Fall, Winter, and Spring. Applications and information about SUN classes are provided prior to each session. Applications can be found in the Main Office.

Sports: Reynolds Middle School offers a variety of athletic opportunities for students. Students who wish to participate must have a current physical examination on file. Families may use a physician of their choosing or the Student Health Center at Reynolds High School to obtain clearance. Students may be required to maintain passing grades as well as satisfactory attendance and behavior in order to play.

TRANSPORTATION

School bus transportation is provided to students if they live more than one and a half miles from Reynolds Middle School. Students are expected to follow both state and district rules governing students riding school buses and activity buses. School bus transportation is considered a privilege and riding privilege may be revoked if a student fails to follow transportation rules.

A student wishing to ride a school bus other than that to which they are assigned by home address is to have a note from a parent/guardian giving permission; the note must include the date, student's name, and the parent/guardian's signature. If the ride is after school, the student must also get a Bus Pass from the Main Office.

WALKERS/EARLY ARRIVAL

Students who walk to school should not arrive before 8:00am (9:10am on Mondays). Students are to remain at school upon arrival, as Reynolds Middle School is a "closed campus." We do not provide supervision for student prior to 8:00am (9:10am on Mondays).

SKATEBOARDS/SCOOTERS

Students who use a skateboard or scooter as a method of transportation to and from school must keep the skateboard or scooter out of sight while on campus. Upon arrival and departure, skateboarding and scooter riding is prohibited on school campus and school sidewalks. Students will need to check their skateboard or scooter into the front office when arriving for the day.

BICYCLES

Upon arrival and departure, bicycles must be walked on campus and school sidewalks. It is highly encouraged that parked bicycles are locked; Reynolds Middle School does not assume responsibility for the theft or destruction of students' bicycles.

HALL PASSES

All students who leave their classroom during the period must have a hall pass signed by their teacher with date, time, and destination. Hall passes are located in student planners. Students will abide by the 10/10 policy. All students are to be in class every day for the first 10 minutes and last 10 minutes of class.





REYNOLDS MIDDLE SCHOOL POSITIVE BEHAVIOR EXPECTATIONS

	Caring	Organized	Dependable	Engaged
School Wide	<ul style="list-style-type: none"> Take care of each other & our school Respect yourself & others Follow directions the first time Use kind words 	<ul style="list-style-type: none"> Use Lancer binder & planner Keep locker clean 	<ul style="list-style-type: none"> Report unsafe situations immediately to an adult Take responsibility for your actions Keep hands & feet to yourself Walk at all times 	<ul style="list-style-type: none"> Always do your best Be on time to school & classes
Arrival	<ul style="list-style-type: none"> Wait in designated area until bell rings Be patient with each other 	<ul style="list-style-type: none"> Be on time & prepared to learn 	<ul style="list-style-type: none"> Remain on school grounds once you have arrived Walk your bike & skateboard on school property 	<ul style="list-style-type: none"> Turn off & put away all personal electronics
Hallway	<ul style="list-style-type: none"> Say excuse me if you bump into someone 	<ul style="list-style-type: none"> Always use a hall pass 	<ul style="list-style-type: none"> Walk at all times on the right side of hall 	<ul style="list-style-type: none"> Walk directly to the location on your hall pass
Locker	<ul style="list-style-type: none"> Wait patiently if there is a crowd at your locker Allow other students to get to their lockers 	<ul style="list-style-type: none"> Keep locker clean Close lockers gently 	<ul style="list-style-type: none"> Learn & remember your combo Keep combo to self Only use your assigned locker 	<ul style="list-style-type: none"> Access your locker before school, at the beginning of lunch & after school Open your locker & put away/gather items quickly
Lancer Binder	<ul style="list-style-type: none"> Always know where your binder is 	<ul style="list-style-type: none"> Keep binder stocked with necessary supplies 	<ul style="list-style-type: none"> Always bring binder to class 	<ul style="list-style-type: none"> Leave binder in locker during lunch & recess
Electronic Devices	<ul style="list-style-type: none"> Treat school devices with respect Encourage others to follow the cell phone policy 	<ul style="list-style-type: none"> Personal electronic devices should be off & stored in your locker 	<ul style="list-style-type: none"> Use technology appropriately 	<ul style="list-style-type: none"> Stay on task when using technology
Restrooms	<ul style="list-style-type: none"> Respect the privacy of others Leave the restroom neat & clean 	<ul style="list-style-type: none"> Use restroom before school or at lunch Do your best to stay in class 	<ul style="list-style-type: none"> Report issues to staff Wash your hands Use the restroom as intended 	<ul style="list-style-type: none"> Use the restroom & go back to class in a timely fashion
Assemblies & Events	<ul style="list-style-type: none"> Be an active listener: voices off, eyes on speaker Model expectations 	<ul style="list-style-type: none"> Sit in designated area 	<ul style="list-style-type: none"> Be mindful of keeping to your personal space 	<ul style="list-style-type: none"> Leave all belongings in classroom Participate appropriately
Detention ISS, Lunch, After School	<ul style="list-style-type: none"> Respect other people's space Be respectful to staff & follow directions 	<ul style="list-style-type: none"> If assigned, attend on your assigned date Arrive on time & be prepared 	<ul style="list-style-type: none"> Remain in assigned seat Clean up after self & respect classroom 	<ul style="list-style-type: none"> Do homework or read a book quietly Listen to adult directions

	Caring	Organized	Dependable	Engaged
Cafeteria	<ul style="list-style-type: none"> • Be patient with each other • Invite others to sit with you • Keep food & drinks in cafeteria 	<ul style="list-style-type: none"> • Keep cafeteria clean • Use appropriate voice volume • Remain seated until dismissed 	<ul style="list-style-type: none"> • Walk at all times carrying tray with both hands • Throw away your trash 	<ul style="list-style-type: none"> • Eat your food • Listen to adult directions
Recess/Outside	<ul style="list-style-type: none"> • Include everyone, play fairly, & take turns • Keep school grounds litter free by keeping food & drink inside 	<ul style="list-style-type: none"> • Put equipment away promptly when bell rings • Bring coat with you to lunch 	<ul style="list-style-type: none"> • Stay within the school boundaries 	<ul style="list-style-type: none"> • Listen to adult directions • Listen for the whistle & go inside promptly
Library	<ul style="list-style-type: none"> • Use appropriate voice level • Treat books, materials, & computers with care 	<ul style="list-style-type: none"> • Keep library clean • Return materials when they are due • Make sure you have a pass 	<ul style="list-style-type: none"> • Exit & enter in an orderly manner 	<ul style="list-style-type: none"> • Follow the library staff's directions • Participate in the activities
Office	<ul style="list-style-type: none"> • Honor the privacy of others • Politely state your purpose using "please" & "thank you" • Use a quiet voice 	<ul style="list-style-type: none"> • Have a pass & stay in front of counter until a staff person can help you • Obtain permission to use the phone 	<ul style="list-style-type: none"> • Always be calm & quiet 	<ul style="list-style-type: none"> • Listen to the office staff's directions • If waiting, read a book or do homework quietly
Emergency Drills	<ul style="list-style-type: none"> • Follow adult directions 	<ul style="list-style-type: none"> • Exit quickly & silently to designated area 	<ul style="list-style-type: none"> • Practice as if all drills are real emergencies • Remain calm & silent 	<ul style="list-style-type: none"> • Remain at attention for additional drill instructions
Dismissal	<ul style="list-style-type: none"> • Respect your property & others • Walk at all times 	<ul style="list-style-type: none"> • Unless involved in after school activity, bus riders exit to buses & walkers leave school grounds promptly 	<ul style="list-style-type: none"> • Prearrange transportation • Walk your bike & skateboard on school property 	<ul style="list-style-type: none"> • Be aware of your surroundings
After School	<ul style="list-style-type: none"> • Represent our school with pride • All school rules apply at after school events 	<ul style="list-style-type: none"> • Make transportation arrangements prior to event 	<ul style="list-style-type: none"> • Stay in designated area • Hallways close at 2:30pm 	<ul style="list-style-type: none"> • Be aware of your surroundings
Bus Zone	<ul style="list-style-type: none"> • Wait calmly in boarding area 	<ul style="list-style-type: none"> • Board bus one at a time 	<ul style="list-style-type: none"> • Be safe around buses • Use crosswalks 	<ul style="list-style-type: none"> • Listen to the bus driver's directions • Be aware of your surroundings
Guest Teachers	<ul style="list-style-type: none"> • Be kind to the guest teacher & your peers 	<ul style="list-style-type: none"> • Arrive on time & prepared • Sit in assigned seat 	<ul style="list-style-type: none"> • Treat the guest teacher with respect 	<ul style="list-style-type: none"> • Listen to the guest teacher's instructions • Stay on task

ELEMENTARY SCHOOL VS. MIDDLE SCHOOL

Topic	Elementary School	Middle School
Teachers	Same core teacher for the day – different teachers for PE, music, art.	Foundations teacher, plus 5-6 different teachers a day depending on student's schedule.
Schedule	Same schedule every day with the exception of specials.	Every day starts with Foundations (period 0). RMS is on an A/B day schedule. Periods 1-4 are on A days and 5-8 are on B days.
Personal Belongings	Classroom hangers, closets or cubbies for backpacks and coats.	Each student has their own locker with their own combination to store their personal belongings. Coats, backpacks, purses, bags must always remain in lockers. Students should never share locker combinations with friends.
Lunch/Recess	Students sit with class at lunch, recess has playground equipment.	Lunch is by grade level for one period. Students can sit where they want or go directly outside for recess. There are a variety of activities during recess and students can check out board games from the student store.
PE	Students participate with their class in their regular school clothes	Students dress down for PE. RMS shirts and shorts can be purchased from the office. PE grades are dependent on dressing down and participation.
Tardies	Students move with their class and are not held accountable for their time during the day.	Students are marked tardy for not showing up to class on time. Being late to class can result in lunch detention or after school detention.
Discipline	Students can receive minor and major referrals. Oregon laws provide different guidance for suspending elementary students.	Students can receive minor and major referrals. Students can be suspended for major referral infractions at the middle school level. Other forms of consequences include: Lunch Detention After School Detention Loss-of-Full-Privilege In-School Suspension Out-of-School Suspension

ACADEMIC LANGUAGE

CAUSE AND EFFECT

Word Bank	
found, revealed, led, result, effect, due, so, because of, as a result of, outcome, factors, discovered, influenced, since, produced, due, because, resulted in, led to, had an impact on, found that, brought about, due to, it follows that, which in turn	
Introduce Topic	<p>_____ had a significant impact on _____.</p> <p>The major causes of _____ can be traced to _____.</p> <p>The critical factors which led to _____ were _____.</p>
Discuss Causes and Effects	<p>Due to _____, _____.</p> <p>_____ contributed to _____ because of _____.</p> <p>_____ happened when _____.</p> <p>One cause was _____.</p> <p>The reason for _____ was _____.</p>
To Conclude	<p>The end result was _____.</p> <p>This suggests that _____.</p> <p>Therefore _____.</p> <p>Subsequently _____.</p>

ELABORATION AND DESCRIPTION

Word Bank	
includes, explain, describe, discuss, displays, illustrates, refers, belongs, contains, consists, exhibits, indicates, defines, for example, such as, is known for, understood as, associated with, defined by, considered to be, is also called, demonstrates, put another way, tends to	
Introduce Topic	<p>_____ is best described as _____.</p> <p>To define _____, it is necessary to _____.</p> <p>_____ is known for _____ and is important because _____.</p> <p>_____ can be explained as _____.</p>
Explain and describe	<p>_____ is an illustration of _____.</p> <p>_____ is frequently referred to as _____.</p> <p>Critical attributes of _____ include _____.</p> <p>The defining characteristics of _____ is _____.</p> <p>The key components are _____.</p> <p>One example of _____ is _____.</p>
To Conclude	<p>The end result was _____.</p> <p>This suggests that _____.</p> <p>Therefore _____.</p> <p>Subsequently _____.</p>

COMPARE AND CONTRAST

Word Bank	
like, similarly, same, both, share, in common, share common attributes, just like, compared to, are similar because, yet, share common attributes, just as, but, however, unlike, whereas, contrary, although, on the other hand, as opposed to, a distinction between, in contrast, difference between, on the other hand, by comparison	
Introduce Topic	<p>The similarities between _____ and _____ indicate _____.</p> <p>By comparing _____ to _____, it becomes clear that _____.</p> <p>A comparison of _____ to _____ reveals _____.</p>
Tell Similarities	<p>_____ and _____ share the same _____.</p> <p>Both _____ and _____ can be described as _____.</p> <p>Their similarities outweigh their differences because _____.</p> <p>Their common characteristics include _____.</p>
Tell Differences	<p>Although _____ and _____ are _____, _____ is _____.</p> <p>The most obvious difference between _____ and _____ is _____.</p> <p>_____ is _____, whereas _____ is _____.</p> <p>_____ is different than _____ because _____.</p> <p>Their differences outweigh their similarities because _____.</p>
To Conclude	<p>By comparing _____ to _____, it becomes clear that _____.</p> <p>The differences between _____ and _____ are important because _____.</p> <p>The similarities between _____ and _____ are important because _____.</p> <p>Therefore _____.</p> <p>Subsequently _____.</p>

SEQUENCE

Word Bank	
first, before, after, then, later, eventually, during, following, yet, initially, meanwhile, now, today, currently, within, throughout, prior to, for the past, over time, at present, it wasn't long before, finally, soon thereafter, while, subsequently, simultaneously, preceding	
Introduce Topic	<p>_____ began when _____.</p> <p>During the _____, _____.</p> <p>First _____.</p>
To sequence	<p>Several (years, decades, days, hours) later, _____.</p> <p>The next (step, phase, stage) was _____.</p> <p>As _____ continued _____.</p> <p>The following (year, day stage), _____.</p> <p>Immediately after _____, _____.</p>
To Conclude	<p>By the end, _____.</p> <p>_____ finally, _____.</p> <p>Thus, _____.</p>

ARGUMENTATION

Word Bank	
position, assert, persuade, agree, disagree, convince, believe, opinion, state, argue, propose, prove, validate, according to, as stated by, in fact, strongly supports, argues against, argues in favor of, supports the position, asserts that, makes the claim, believe, for example, in fact suggests, states, evidence, defends, therefore, ultimately, nevertheless, yet	
Introduce Topic	In regard to _____, I believe _____. My opinion on the issue of _____. _____ presents the position that _____.
State a position or give support	_____ proves the _____. My views are based on _____. Many experts claim that _____. According to _____. Further evidence can be found in _____. An example of this problem is _____.
To Conclude	There is little doubt that _____. _____ urges us to _____. In sum, the evidence suggests that _____. Thus, _____. Therefore _____. Subsequently _____.

SUMMARIZATION

Word Bank
examines, describes, introduces, compares, emphasizes, explains, focuses, discusses, is a key detail, is a powerful example, is essential information, supports, confirms, clarifies, reinforces, recommends argues
This (lesson, reading, article, film, lab) focused on _____. The (lesson, reading, article, film, lab) explained that _____. The author uses (details/dialogue/description/action) to (illustrate, suggest, describe) _____. _____ is important information about the topic of _____. A key detail from the (text, book, film) is _____. _____ explains _____. Another important point from the (text, article, film, lecture) is _____. The thesis is _____.

SENTENCE FRAMES

	TO POSE A QUESTION	TO INTRODUCE AN IDEA
SIMPLE	Do you think ___? What if ___? Can you explain ___? What do you mean by ___?	I think _____. In my opinion _____. I believe _____. I noticed that _____.
AVERAGE	What was meant by ___? Can you give me an example of ___? What did you mean by ___? Can you restate that in another way?	I found it interesting that _____. I didn't realize that _____. One way to look at it is _____. I am convinced that _____.
ADVANCED	How is ___ related to ___? What did the author mention ___? What is the connection between ___ and ___?	I was struck by _____. Something to consider is _____. It occurred to me that _____. To begin, I propose _____.

	TO BUILD ON AN IDEA	TO CHALLENGE AN IDEA RESPECTFULLY
SIMPLE	I agree that ___ because _____. I also think that _____. That reminds me of _____.	How do you know ___? I disagree because _____. Another way to look at it is _____.
AVERAGE	Another example of ___ is _____. To add to your idea, _____. A similar point is _____.	On the other hand, _____. Have you considered ___? The (author/data) also suggests _____.
ADVANCED	To take it one step further, consider _____. Along those lines, _____. Based on your idea, I'd like to add _____.	Isn't it possible that ___? Another way of looking at it is _____. An opposing viewpoint might be _____.

	TO GIVE HELPFUL FEEDBACK	PARAPHRASE/CHECK FOR UNDERSTANDING
SIMPLE	I liked _____. ___ worked well. You did a good job (when/with) _____. I was confused by _____.	I think ___ said _____. Do you mean ___? Are you saying ___?
AVERAGE	I liked how you ___ because _____. ___ worked well because _____. You should consider _____. I suggest ___ because _____.	I think ___ means _____. Can you rephrase that for me? What do you mean when you say ___?
ADVANCED	I was impressed by ___ because _____. You should be proud of ___ because _____. I think you should revise ___ because _____.	When you said ___, I understood it as _____. Can you restate that, please? When you said ___, it helped me understand _____.