# Table of Contents

School Information ........................................................................................................... 3  
Bell Schedule ................................................................................................................... 4  
Uniform Policy ............................................................................................................... 5  
AVID Resources ............................................................................................................. 6-12  
  - Focused Notes  
  - Costa’s Level of Thinking  
  - Costa’s Question Stems: Math, Science, Language Arts, Social Studies  
Classroom Resources ..................................................................................................... 13-16  
  - United States Map  
  - Parts of Speech  
  - Transition Words  
  - Multiplication Table  
  - Unit Conversions  
  - Cell Structure  
  - Solar System Data  
Services and Offices ....................................................................................................... 17-18  
  - Library  
  - Main Office  
  - Bussing Information  
  - Attendance Office  
  - Health Room  
General Information ...................................................................................................... 19-21  
  - Address or Telephone Change  
  - Closed Campus  
  - Arrival at School  
  - Bicycles  
  - Office Telephone Use  
  - ASB  
  - Replacement or Lost ID Cards  
  - Flag Salute  
  - Lost and Found  
  - Fines  
  - Yearbooks  
  - Personal Celebrations  
  - Personal Electronic Devices  
  - PE Clothing and Lockers  
School Dances and Assemblies ......................................................................................... 22  
Academic ......................................................................................................................... 23-24  
  - Internet/Computer Use by Students  
  - Textbooks  
  - Field Trips  
  - Visitors/Volunteers  
  - Guest Teachers  
Student Safety Plan ......................................................................................................... 25-26  
Athletics ......................................................................................................................... 27-28  
Discipline Policies .......................................................................................................... 29-30
SCHOOL INFORMATION

Jason Lee Staff

ADMINISTRATION
Principal – Christine Brandt
Assistant Principal – Michael Knuckles
Dean of Students – Anna Kang

COUNSELORS
Geno Munoz
Erin Riordan

OFFICE STAFF
Office Coordinator – Kim Allen
Attendance Secretary – Lynne Nordi
Guidance Secretary – Kendra Stewart

NURSES
Beth Magden
Debora Buck

HEAD CUSTODIAN
Tom Harris

School Phone Numbers

Main Office ................................. 571-7700
Principal ................................. 571-7700
Assistant Principal ................. 571-7700
Attendance Office ................ 571-7693
Guidance Office ......................... 571-7740
Library ................................. 571-7717
Nurse ................................. 571-7750
Teachers ................................. 571-7700

Teachers are available to speak with parents by telephone between 7:35am and 8:05am and 2:50pm to 3:05pm. Teachers also have voice mailboxes for messages and are available for conferences by appointment. Please call 571-7700 if you need to speak to a Jason Lee teacher.

Emergency School Closures

In the event of severe weather, school may be closed or school starting time may be changed. If this happens, an announcement will be made over several radio stations including:
KOMO (AM1000) KLAY (AM1480) KIRO (AM710) KMPS (FM 94.1)
Please listen carefully for announcement concerning “Tacoma School District # 10.”
Emergency closure information is also available on our district website at:
www.tacomaschools.org

School Hours

The building opens for breakfast at 7:30. The first bell rings at 8:05 for students to go to lockers and get prepared for class. Classes start promptly at 8:10 each day. The school day ends at 2:50. Students must leave campus at this time, unless they are involved in athletics or other school sponsored and supervised activities.
# Bell Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Breakfast</strong></td>
<td>7:30-8:05</td>
</tr>
<tr>
<td><strong>8:05-8:10</strong></td>
<td>Locker Visit</td>
</tr>
<tr>
<td><strong>8:10-9:11</strong></td>
<td>1st Period</td>
</tr>
<tr>
<td><strong>9:15-10:11</strong></td>
<td>2nd Period</td>
</tr>
<tr>
<td><strong>10:15-11:11</strong></td>
<td>3rd Period</td>
</tr>
<tr>
<td><strong>11:15-11:45</strong></td>
<td>1st Lunch</td>
</tr>
<tr>
<td><strong>11:49-12:45</strong></td>
<td>4th Period Locker Visits</td>
</tr>
<tr>
<td><strong>11:15-12:11</strong></td>
<td>4th Period Locker Visits</td>
</tr>
<tr>
<td><strong>12:15-12:45</strong></td>
<td>2nd Lunch</td>
</tr>
<tr>
<td><strong>12:49-1:50</strong></td>
<td>5th Period</td>
</tr>
<tr>
<td><strong>1:54-2:50</strong></td>
<td>6th Period Locker Visit</td>
</tr>
<tr>
<td><strong>2:50-3:00</strong></td>
<td>Dismissal</td>
</tr>
<tr>
<td><strong>3:00-5:00</strong></td>
<td>After-School Programming</td>
</tr>
</tbody>
</table>
Uniform Policy
Jason Lee Dress Code Standards
2019-2020

- **ALL CLOTHING:** No exposed skin from collar bones to three inches above the knees and no see-through material.
- All colors and patterns including logos are permitted within all below guidelines.
- Students **MUST** have/purchase a Jason Lee sweatshirt or t-shirt which will be worn on all field trips and on school special event days. (Online orders available or purchase through our Bobcat Shack ran by PTA)

- **TOPS:**
  - No tears, holes or cuts on or below the collar bone
  - On game days, **sports jerseys must be worn with a crew neck t-shirt underneath.**

- **BOTTOMS:**
  - Shorts no higher than 3 inches above the knee.
  - **No sagging** all pants worn at the waistline or belted.
  - Dresses or skirts no higher than 3 inches above the knee and must be worn with leggings or shorts under them.
  - No tears, holes or cuts higher than 3 inches above the knee.

- **FOOTWEAR:**
  - Must have toe covering and back/heel straps and soles.
  - No flip flops, sandals slides, slippers or moccasins.
  - No heels taller than 2 inches.
  - No wooden, metal or plastic shoes.

- **ACCESSORIES:**
  - Every Friday will be **College Gear Day.** We encourage students to wear college logos on Friday.
  - **Hats and hoods are not to be worn inside the building.** Religious/cultural items excluded.
  - Clothing items can never promote or reference the following:
    - Alcohol, Bigotry, Drugs, Gangs, Racism, Sex, Suicide, Tobacco, Vandalism, Violence

- **PE gear is required:**
  - Students will need shorts/sweats, t-shirt and athletic shoes.

- **SWIMMING Class** and **Club**:
  - One piece swimsuit or swim shorts with top are only acceptable.

*Only required for 6th grade THRIVE students.

** Swimming club is offered through our Bobcat Learning Center and begins in October. Any student can participate in the swim club at People’s Community Center. More info to follow in the fall.
Taking Notes: Formats

Focused Note-Taking
Phase 1

- Cornell Notes
- Graphic Organizers
- Two- and Three-Column Notes
- Mind Maps
- Interactive Notebooks

Focused Note-Taking
Phase 2

Processing Notes

- underlining, highlighting, circling
- questioning
- deleting
- classifying, organizing, chunking
- main ideas
  - less important ideas
    - details

Source: AVID Center: https://www.avid.org/
Connecting Thinking

Think beyond the notes:

- Ask questions about the notes
- Add original thinking

Wonderment questions
- Comprehension
- Prediction
- Anomaly Detection
- Application
- Planning and Strategy

Costa’s Levels of Thinking

Make connections to:
- what you already know
- content from the course or from outside the course
- your life or the world around you
- your note-taking purpose

Summarizing and Reflecting on Learning

Think about the notes as a whole.

Summarize
- What have I learned?
- Capture the most important aspects of your notes
- Answer the Essential Question

Reflect
- How will this be useful?
- Consider how the learning helps you meet the note-taking objective
- Plan where you go from here

Applying Learning

- Use Notes for their intended purpose.
- Demonstrate what you have learned or apply it

Source: AVID Center: https://www.avid.org/
## Costa’s Level of Thinking:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember:</td>
<td>Use Understanding:</td>
<td>Create:</td>
</tr>
<tr>
<td>Define</td>
<td>Dramatize</td>
<td>Compose</td>
</tr>
<tr>
<td>Repeat</td>
<td>Practice</td>
<td>Design</td>
</tr>
<tr>
<td>Name</td>
<td>Operate</td>
<td>Propose</td>
</tr>
<tr>
<td>List</td>
<td>Imply</td>
<td>Combine</td>
</tr>
<tr>
<td>State</td>
<td>Apply</td>
<td>Construct</td>
</tr>
<tr>
<td>Describe</td>
<td>Use</td>
<td>Draw</td>
</tr>
<tr>
<td>Recall</td>
<td>Compute</td>
<td>Arrange</td>
</tr>
<tr>
<td>Memorize</td>
<td>Schedule</td>
<td>Formulate</td>
</tr>
<tr>
<td>Label</td>
<td>Relate</td>
<td>Organize</td>
</tr>
<tr>
<td>Match</td>
<td>Illustrate</td>
<td>Compile</td>
</tr>
<tr>
<td>Identify</td>
<td>Translate</td>
<td>Revise</td>
</tr>
<tr>
<td>Record</td>
<td>Change</td>
<td>Write</td>
</tr>
<tr>
<td>Show</td>
<td>Pretend</td>
<td>Devise</td>
</tr>
<tr>
<td>Understanding:</td>
<td>Discover</td>
<td>Modify</td>
</tr>
<tr>
<td>Give examples</td>
<td>Solve</td>
<td>Assemble</td>
</tr>
<tr>
<td>Restate</td>
<td>Interpret</td>
<td>Prepare</td>
</tr>
<tr>
<td>Discuss</td>
<td>Prepare</td>
<td>Generate</td>
</tr>
<tr>
<td>Express</td>
<td>Demonstrate</td>
<td></td>
</tr>
<tr>
<td>Rewrite</td>
<td>Infer</td>
<td></td>
</tr>
<tr>
<td>Recognize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generalize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contrast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criticize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discriminate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Evidence:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prove your answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support your answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give reasons for your answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain your answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why or why not?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do you feel that way?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Costa’s Question Stems – Math:

Level 1
- What information is given?
- What are you being asked to find?
- What formula would you use in this problem?
- What does _____ mean?
- What is the formula for...?
- List the...
- Name the...
- Where did...?
- What is...?
- When did...
- Explain the concept of...
- Give me an example of...
- Describe in your own words what ______ means
- What mathematical concepts does this problem connect to?
- Draw a diagram of...
- Illustrate how _____ works.

Level 2
- What additional information is needed to solve this problem?
- Can you see other relationships that will help you find this information?
- How can you put your data in graphic form?
- What occurs when...?
- Does it make sense to...?
- Compare and contrast _____ to ______
- What was important about...
- What prior research/formulas support your conclusions?
- How else could you account for...?
- Explain how you calculate...
- What equation can you write to solve the word problem?

Level 3
- Predict what will happen to _____ as _____ is changed.
- Using a math principle, how can we find...?
- Describe the events that might occur if...
- Design a scenario for...
- Pretend you are...
- What would the world be like if...
- How can you tell if your answer is reasonable?
- What would happen to ______ if ______ variable were increased/decreased?
- How would repeated trials affect your data?
- What significance is this formula to the subject you're learning?
- What type of evidence is most compelling to you?
Costa’s Question Stems – Science:

Level 1
What information is given?
What are you being asked to find?
What formula would you use in this problem?
What does ______ mean?
What is the formula for...?
List the...
Name the...
Where did...?
What is...?
When did...
Describe in your own words what ______ means
What science concepts does this problem connect to?
Draw a diagram of...
Illustrate how _____ works.

Level 2
What additional information is needed to solve this problem?
Can you see other relationships that will help you find this information?
How can you put your data in graphic form?
How would you change your procedures to get better results?
What method would you use to...
Compare and contrast _____ to ______
Which errors most affected your results?
What were some sources of variability?
How do your conclusions support your hypothesis?
What prior research/formulas support your conclusions?
How else could you account for...?
Explain the concept of...
Give me an example of...

Level 3
Design a lab to show...
Predict what will happen to ______ as ______ is changed
Using a science principle of, how can we find ...?
Describe the events that might occur if...
Design a scenario for...
Pretend you are...
What would the world be like if...
What would happen to ______ if ______ variable were increased/decreased?
How would repeated trials affect your data?
What significance is this experiment to the subject you're learning?
What type of evidence is most compelling to you?
Do you feel ______ experiment is ethical?
Are your results biased?
Costa’s Question Stems – Language Arts:

Level 1
What information is given?
Locate in the story where...
When did the event take place?
Point to the...
List the...
Name the...
Where did...?
What is...?
Who was/were...?
Illustrate the part of the story that...
Make a map of...
What is the origin of the word _________?
What events led to ________?

Level 2
What would happen to you if...
Would you have done the same thing as...?
What occurs when...?
Compare and contrast _______ to _______
What other ways could _______ be interpreted?
What is the main idea of the story (event)?
What information supports your explanation?
What was the message in this piece (event)?
Give me an example of...
Describe in your own words what ________ means.
What does _________ suggest about _________’s character?
What lines of the poem express the poet’s feelings about ________?
What is the author trying to prove? What evidence does he present?

Level 3
Design a _______ to show...
Predict what will happen to _______ as _______ is changed
Write a new ending to the story (event)...
Describe the events that might occur if...
Add something new on your own that was not in the story...
Pretend you are...
What would the world be like if...
Pretend you are a character in the story.
Rewrite the episode from your point of view.
What do you think will happen to _______?
Why?
What is most compelling to you in this _______? Why?
Could this story have really happened? Why or why not?
If you were there, would you...
How would you solve this problem in your life?
Costa’s Question Stems – Social Studies:

Level 1
What information is given?
What are you being asked to find?
When did the event take place?
Point to the...
List the...
Name the...
Where did...?
What is...?
Who was/were...?
Make a map of...

Level 2
What would happen to you if...
Can you see other relationships that will help you find this information?
Would you have done the same thing as...?
What occurs when...?
If you were there, would you...
How would you solve this problem in your life?
Compare and contrast ______ to _______
What other ways could _____ be interpreted?
What things would you have used to....
What is the main idea of the event?
What information supports your explanation?
What was the message in this event...
Explain the concept of...
Give me an example of...
Describe in your own words

Level 3
Design a ______ to show...
Predict what will happen to ______ as ______ is changed
What would it be like to live...
Write a new ending to the event...
Describe the events that might occur if...
Pretend you are...
What would the world be like if...
How can you tell if your analysis is reasonable?
What do you think will happen to ______?
Why?
What significance is this event in the global perspective?
What is most compelling to you in this ______? Why?
Do you feel ______ is ethical? Why or why not?
CLASSROOM RESOURCES

Maps:
Parts of Speech:

<table>
<thead>
<tr>
<th>part of speech</th>
<th>function or &quot;job&quot;</th>
<th>example words</th>
<th>example sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td>action or state</td>
<td>(to) be, have, do, like, work, sing, can, must</td>
<td>EnglishClub.com is a web site. I like EnglishClub.com.</td>
</tr>
<tr>
<td>Noun</td>
<td>thing or person</td>
<td>pen, dog, work, music, town, London, teacher, John</td>
<td>This is my dog. He lives in my house. We live in London.</td>
</tr>
<tr>
<td>Adjective</td>
<td>describes a noun</td>
<td>a/an, the, 2, some, good, big, red, well, interesting</td>
<td>I have two dogs. My dogs are big. I like big dogs.</td>
</tr>
<tr>
<td>Adverb</td>
<td>describes a verb, adjective or adverb</td>
<td>quickly, silently, well, badly, very, really</td>
<td>My dog eats quickly. When he is very hungry, he eats really quickly.</td>
</tr>
<tr>
<td>Pronoun</td>
<td>replaces a noun</td>
<td>I, you, he, she, some</td>
<td>Tara is Indian. She is beautiful.</td>
</tr>
<tr>
<td>Preposition</td>
<td>links a noun to another word</td>
<td>to, at, after, on, but</td>
<td>We went to school on Monday.</td>
</tr>
<tr>
<td>Conjunction</td>
<td>joins clauses or sentences or words</td>
<td>and, but, when</td>
<td>I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.</td>
</tr>
<tr>
<td>Interjection</td>
<td>short exclamation, sometimes inserted into a sentence</td>
<td>oh!, ouch!, hi!, well</td>
<td>Ouch! That hurts! Hi! How are you? Well, I don't know.</td>
</tr>
</tbody>
</table>

Transition Words:

Common line of reasoning:
- consequently
- clearly, then
- furthermore
- additionally
- and
- in addition
- moreover
- because
- besides that
- in the same way
- following this further
- also
- pursuing this further
- in the light of the... it is easy to see

To change the line of reasoning:
- however
- on the other hand
- but
- yet
- nevertheless
- on the contrary

To restate a point:
- in other words
- point in fact
- specifically

General use:
- admittedly
- assuredly
- certainly
- granted
- no doubt
- nobody denies
- obviously
- of course
- to be sure
- true
- undoubtedly
- unquestionably
- generally speaking
- in general
- at this level
- in this situation

To signal conclusion:
- finally
- lastly
- therefore
- this
- hence
- in final analysis
- in conclusion
- in final consideration
- indeed

Sequence or time:
- after
- afterwards
- as soon as
- at first
- at last
- before
- before long
- finally
- first... second... third...
- in the first place... also... lastly
- in the first place... pursuing this further... finally
- to be sure... additionally... lastly
- in the first place... just in the same way... finally
- basically... similarly... as well
## Multiplication Table:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>22</td>
<td>24</td>
<td>26</td>
<td>28</td>
<td>30</td>
<td>32</td>
<td>34</td>
<td>36</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>39</td>
<td>42</td>
<td>45</td>
<td>48</td>
<td>51</td>
<td>54</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
<td>40</td>
<td>44</td>
<td>48</td>
<td>52</td>
<td>56</td>
<td>60</td>
<td>64</td>
<td>68</td>
<td>72</td>
<td>76</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>55</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>90</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
<td>60</td>
<td>66</td>
<td>72</td>
<td>78</td>
<td>84</td>
<td>90</td>
<td>96</td>
<td>102</td>
<td>108</td>
<td>114</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>35</td>
<td>42</td>
<td>49</td>
<td>56</td>
<td>63</td>
<td>70</td>
<td>77</td>
<td>84</td>
<td>91</td>
<td>98</td>
<td>105</td>
<td>112</td>
<td>119</td>
<td>126</td>
<td>133</td>
<td>140</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>40</td>
<td>48</td>
<td>56</td>
<td>64</td>
<td>72</td>
<td>80</td>
<td>88</td>
<td>96</td>
<td>104</td>
<td>112</td>
<td>120</td>
<td>128</td>
<td>136</td>
<td>144</td>
<td>152</td>
<td>160</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>54</td>
<td>63</td>
<td>72</td>
<td>81</td>
<td>90</td>
<td>99</td>
<td>108</td>
<td>117</td>
<td>126</td>
<td>135</td>
<td>144</td>
<td>153</td>
<td>162</td>
<td>171</td>
<td>180</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td>110</td>
<td>120</td>
<td>130</td>
<td>140</td>
<td>150</td>
<td>160</td>
<td>170</td>
<td>180</td>
<td>190</td>
<td>200</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>22</td>
<td>33</td>
<td>44</td>
<td>55</td>
<td>66</td>
<td>77</td>
<td>88</td>
<td>99</td>
<td>110</td>
<td>121</td>
<td>132</td>
<td>143</td>
<td>154</td>
<td>165</td>
<td>176</td>
<td>187</td>
<td>198</td>
<td>209</td>
<td>220</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
<td>72</td>
<td>84</td>
<td>96</td>
<td>108</td>
<td>120</td>
<td>132</td>
<td>144</td>
<td>156</td>
<td>168</td>
<td>180</td>
<td>192</td>
<td>204</td>
<td>216</td>
<td>228</td>
<td>240</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>26</td>
<td>39</td>
<td>52</td>
<td>65</td>
<td>78</td>
<td>91</td>
<td>104</td>
<td>117</td>
<td>130</td>
<td>143</td>
<td>156</td>
<td>169</td>
<td>182</td>
<td>195</td>
<td>208</td>
<td>221</td>
<td>234</td>
<td>247</td>
<td>260</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>28</td>
<td>42</td>
<td>56</td>
<td>70</td>
<td>84</td>
<td>98</td>
<td>112</td>
<td>126</td>
<td>140</td>
<td>154</td>
<td>168</td>
<td>182</td>
<td>196</td>
<td>210</td>
<td>224</td>
<td>238</td>
<td>252</td>
<td>266</td>
<td>280</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
<td>120</td>
<td>135</td>
<td>150</td>
<td>165</td>
<td>180</td>
<td>195</td>
<td>210</td>
<td>225</td>
<td>240</td>
<td>255</td>
<td>270</td>
<td>285</td>
<td>300</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>32</td>
<td>48</td>
<td>64</td>
<td>80</td>
<td>96</td>
<td>112</td>
<td>128</td>
<td>144</td>
<td>160</td>
<td>176</td>
<td>192</td>
<td>208</td>
<td>224</td>
<td>240</td>
<td>256</td>
<td>272</td>
<td>288</td>
<td>304</td>
<td>320</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>34</td>
<td>51</td>
<td>68</td>
<td>85</td>
<td>102</td>
<td>119</td>
<td>136</td>
<td>153</td>
<td>170</td>
<td>187</td>
<td>204</td>
<td>221</td>
<td>238</td>
<td>255</td>
<td>272</td>
<td>289</td>
<td>306</td>
<td>323</td>
<td>340</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>36</td>
<td>54</td>
<td>72</td>
<td>90</td>
<td>108</td>
<td>126</td>
<td>144</td>
<td>162</td>
<td>180</td>
<td>198</td>
<td>216</td>
<td>234</td>
<td>252</td>
<td>270</td>
<td>288</td>
<td>306</td>
<td>324</td>
<td>342</td>
<td>360</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>38</td>
<td>57</td>
<td>76</td>
<td>95</td>
<td>114</td>
<td>133</td>
<td>152</td>
<td>171</td>
<td>190</td>
<td>209</td>
<td>228</td>
<td>247</td>
<td>266</td>
<td>285</td>
<td>304</td>
<td>323</td>
<td>342</td>
<td>361</td>
<td>380</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>100</td>
<td>120</td>
<td>140</td>
<td>160</td>
<td>180</td>
<td>200</td>
<td>220</td>
<td>240</td>
<td>260</td>
<td>280</td>
<td>300</td>
<td>320</td>
<td>340</td>
<td>360</td>
<td>380</td>
<td>400</td>
</tr>
</tbody>
</table>

## Unit Conversions:

<table>
<thead>
<tr>
<th>ENGLISH TO METRIC</th>
<th>METRIC TO ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LENGTH (APPROXIMATE)</strong></td>
<td><strong>LENGTH (APPROXIMATE)</strong></td>
</tr>
<tr>
<td>1 inch (in) = 2.5 centimeters (cm)</td>
<td>1 millimeter (mm) = 0.04 inch (in)</td>
</tr>
<tr>
<td>1 foot (ft) = 30 centimeters (cm)</td>
<td>1 centimeter (cm) = 0.4 inch (in)</td>
</tr>
<tr>
<td>1 yard (yd) = 0.9 meter (m)</td>
<td>1 meter (m) = 3.3 feet (ft)</td>
</tr>
<tr>
<td>1 mile (mi) = 1.6 kilometers (km)</td>
<td>1 kilometer (km) = 0.6 mile (mi)</td>
</tr>
<tr>
<td><strong>AREA (APPROXIMATE)</strong></td>
<td><strong>AREA (APPROXIMATE)</strong></td>
</tr>
<tr>
<td>1 square inch (sq in, in²) = 6.45 square centimeters (cm²)</td>
<td>1 square centimeter (cm²) = 0.16 square inch (sq in, in²)</td>
</tr>
<tr>
<td>1 square foot (sq ft, ft²) = 0.09 square meter (m²)</td>
<td>1 square meter (m²) = 12 square yards (sq yd, yd²)</td>
</tr>
<tr>
<td>1 square yard (sq yd, yd²) = 0.8 square meters (m²)</td>
<td>1 square kilometer (km²) = 0.4 square mile (sq mi, mi²)</td>
</tr>
<tr>
<td>1 square mile (sq mi, mi²) = 2.6 square kilometers (km²)</td>
<td>10,000 square meters (m²) = 1 hectare (ha) = 2.5 acres</td>
</tr>
<tr>
<td><strong>MASS - WEIGHT (APPROXIMATE)</strong></td>
<td><strong>MASS - WEIGHT (APPROXIMATE)</strong></td>
</tr>
<tr>
<td>1 ounce (oz) = 28 grams (gm)</td>
<td>1 gram (gm) = 0.035 ounce (oz)</td>
</tr>
<tr>
<td>1 pound (lb) = 0.45 kilogram (kg)</td>
<td>1 kilogram (kg) = 2.2 pounds (lb)</td>
</tr>
<tr>
<td>1 short ton = 2,000 pounds (lb) = 908.04 kilogram (kg) = 1.1 short tons</td>
<td></td>
</tr>
<tr>
<td><strong>VOLUME (APPROXIMATE)</strong></td>
<td><strong>VOLUME (APPROXIMATE)</strong></td>
</tr>
<tr>
<td>1 teaspoon (tsp) = 5 milliliters (ml)</td>
<td>1 milliliter (ml) = 0.03 fluid ounce (fl oz)</td>
</tr>
<tr>
<td>1 tablespoon (tbsp) = 15 milliliters (ml)</td>
<td>1 liter (l) = 2.1 pints (pt)</td>
</tr>
<tr>
<td>1 fluid ounce (fl oz) = 30 milliliters (ml)</td>
<td>1 liter (l) = 1.06 quarts (qt)</td>
</tr>
<tr>
<td>1 cup (c) = 0.24 liter (l)</td>
<td>1 liter (l) = 0.26 gallon (gal)</td>
</tr>
<tr>
<td>1 pint (pt) = 0.47 liter (l)</td>
<td>1 gallon (gal) = 3.8 liters (l)</td>
</tr>
<tr>
<td>1 quart (qt) = 0.96 liter (l)</td>
<td>1 cubic foot (cu ft, ft³) = 0.03 cubic meter (m³)</td>
</tr>
<tr>
<td>1 gallon (gal) = 3.78 liters (l)</td>
<td>1 cubic yard (cu yd, yd³) = 0.77 cubic meter (m³)</td>
</tr>
<tr>
<td><strong>TEMPERATURE (EXACT)</strong></td>
<td><strong>TEMPERATURE (EXACT)</strong></td>
</tr>
<tr>
<td>[(°F-32) / 180] °C = y °C</td>
<td>[(°F-32) / 180] °C = x °F</td>
</tr>
</tbody>
</table>
Cell Structure:

Solar System Data:

<table>
<thead>
<tr>
<th>Object</th>
<th>Mean Distance from Sun (millions of km)</th>
<th>Period of Revolution</th>
<th>Period of Rotation</th>
<th>Eccentricity of Orbit</th>
<th>Equatorial Diameter (km)</th>
<th>Mass (Earth = 1)</th>
<th>Density (g/cm³)</th>
<th>Number of Moons</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUN</td>
<td>—</td>
<td>—</td>
<td>27 days</td>
<td>—</td>
<td>1,392,000</td>
<td>333,000.00</td>
<td>1.4</td>
<td>—</td>
</tr>
<tr>
<td>MERCURY</td>
<td>57.9</td>
<td>88 days</td>
<td>59 days</td>
<td>0.206</td>
<td>4,880</td>
<td>0.553</td>
<td>5.4</td>
<td>0</td>
</tr>
<tr>
<td>VENUS</td>
<td>108.2</td>
<td>224.7 days</td>
<td>243 days</td>
<td>0.007</td>
<td>12,104</td>
<td>0.815</td>
<td>5.2</td>
<td>0</td>
</tr>
<tr>
<td>EARTH</td>
<td>149.6</td>
<td>365.26 days</td>
<td>23 hr 56 min 4 sec</td>
<td>0.017</td>
<td>12,756</td>
<td>1.00</td>
<td>5.5</td>
<td>1</td>
</tr>
<tr>
<td>MARS</td>
<td>227.9</td>
<td>687 days</td>
<td>24 hr 37 min 23 sec</td>
<td>0.093</td>
<td>6,787</td>
<td>0.1074</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>JUPITER</td>
<td>778.3</td>
<td>11.86 years</td>
<td>9 hr 50 min 30 sec</td>
<td>0.048</td>
<td>142,800</td>
<td>317.896</td>
<td>1.3</td>
<td>16</td>
</tr>
<tr>
<td>SATURN</td>
<td>1,427</td>
<td>29.46 years</td>
<td>10 hr 14 min</td>
<td>0.056</td>
<td>120,000</td>
<td>95.185</td>
<td>0.7</td>
<td>18</td>
</tr>
<tr>
<td>URANUS</td>
<td>2,869</td>
<td>84.0 years</td>
<td>17 hr 14 min</td>
<td>0.047</td>
<td>51,800</td>
<td>14.537</td>
<td>1.2</td>
<td>21</td>
</tr>
<tr>
<td>NEPTUNE</td>
<td>4,496</td>
<td>164.8 years</td>
<td>16 hr</td>
<td>0.009</td>
<td>49,500</td>
<td>17.151</td>
<td>1.7</td>
<td>8</td>
</tr>
<tr>
<td>PLUTO</td>
<td>5,900</td>
<td>247.7 years</td>
<td>6 days 9 hr</td>
<td>0.250</td>
<td>2,300</td>
<td>0.0025</td>
<td>2.0</td>
<td>1</td>
</tr>
<tr>
<td>EARTH'S MOON</td>
<td>149.6 (0.388 from Earth)</td>
<td>27.3 days</td>
<td>27 days 8 hr</td>
<td>0.055</td>
<td>3,476</td>
<td>0.0123</td>
<td>3.3</td>
<td>—</td>
</tr>
</tbody>
</table>
Services and Offices

Library
Library hours are 7:50am – 3:00pm daily. In addition to books, magazines, and newspapers, the library has computer services to offer students, which include an online magazine database, encyclopedias, atlases, and other reference tools. Students may check out three items for two weeks.

Main Office
All visitors/guests are required to sign in at the main office and receive a visitor’s badge. Any concerns about the facilities or school grounds should be brought to the attention of the Main Office so that the chief custodian or security officer can correct the problem. Services provided by the Main Office include:
- Receiving payment of any type (ASB, fines, fees, clothing, yearbooks, etc.)
- Lost and Found for keys, glasses, wallets, and cell phones (larger items will be put in the cafeteria receptacle)

Bussing Information
Bus transportation is provided for any Jason Lee student living outside a mile radius, as the crow flies, from school. Students must be on the bus manifest in order to ride it. In addition, a Jason Lee student ID card is required to ride the bus. Students intending to ride another bus must have a note requesting a one-day exception signed by a parent/guardian. The note must be taken to the main office before school to receive a bus pass. Riding the bus is a privilege, not a right. Proper behavior is expected on all buses at all times. Any student abusing the privilege of riding the bus could have his/her riding privileges revoked. (Reg. 6605R)

After School Activity (ASA) Bus
An After School Activities (ASA) bus will be provided for students who participate in sports or other after school clubs and activities. Transportation phone numbers include:
- Durham: 253-475-0334
- Special Education: 253-571.1855
- District Transportation Office: 253-571.1853
- After School Activity Bussing: 253-571.1857
Route schedules may be found on the web at www.tacoma.k12.wa.us/distinfo/transportation.

Attendance Office
Attendance is the single-most important factor in determining academic achievement. Jason Lee strongly encourages scheduling appointments and family vacations outside of the school day.
Following an absence, students must obtain a re-entry from the Attendance Office. To report an excused absence:
- The parent/guardian telephones the Attendance Office (571-7649) on the day of the absence.
- The student brings a note from a parent/guardian to the Attendance Office following an absence.
An absence will be considered unexcused if the student fails to bring a note from his/her parent/guardian within two days following the student’s return to school. The Becca process will be followed for unexcused absences.
Arriving Late or Leaving Early: All students must check in/out with the Attendance Office when arriving late or leaving early. A note from a parent/guardian must be submitted to the attendance secretary upon late arrival to school. Notes for early dismissal must be brought to the Attendance Office before school on the day of the early release. Students will receive a red slip if arriving late without a District defined excused reason (see bottom of page).
Pre-Arranged Absence: Forms are available in the Attendance Office. Students must provide a note from a parent/guardian with absence date(s) and reason to obtain this form. Make the request at least three days prior to the planned absence.
Requests for Homework: For an absence of one or two days, please check the teachers’ websites for work. Parents/Guardians may call the Attendance Office to request homework when a student has not attended school for three days or more.
Washington State Attendance Requirements

State law and district policies and regulations require daily and punctual attendance of all students unless officially excused. Parents/Guardians and students are both responsible for assuring attendance.

Complete District Attendance Policies can be found on the District Website, Policy 3122, Reg. 3122R, RCW 28A.225 or in the Student Rights, Responsibilities & Regulations in the school calendar.

**Excused Absences:** Parents must provide the school with a valid reason for an absence before it can be excused. The following constitute valid reasons for excused absences according to state law:

- Personal illness, health condition, or medical or dental appointment
- Appearance in court when required by law
- Disciplinary action, i.e., in-school, short-term, or long-term suspension
- Religious observance
- Family emergency, i.e., funeral, death, hospitalization
- School-approved activities, field trips, pre-arranged absence approved by the principal.

Guidance Office

The Guidance Office staff processes student enrollment and withdrawals. They maintain student records, schedule classes, and can assist with online grading information. Counselors are located in the Guidance Office.

The counselors provide the following services:

- Advise students about school work and career planning
- Talk with students one on one or in groups about personal, social, or emotional needs
- Discuss school progress, student behavior, and social/emotional growth with parents
- Meet with teachers and other staff members regarding students
- Refer parents, students, and staff to community resources
- Interpret students’ standardized tests and school records
- Schedule students into classes
- Provide instruction on Career Cruising

Students may request any of the services listed above. Counselors are available from 7:45am - 3:00pm.

**Student Withdrawals:** If a student will be moving outside of the Jason Lee attendance boundary, a parent/guardian must notify the Guidance Office with the following information: last day attending Jason Lee and provide the name of the new school. Jason Lee will not forward grades to your new school until all obligations, financial or otherwise, have been fulfilled.

Health Room

The Health Room is available for students who are not well enough to attend class. The Health Room is available for temporary care, and is not intended for long-term care or for issues that can wait until the end of the school day. Students may also visit the Health Room to take pre-arranged medication. Students must have a timed and signed pass upon arrival in the Health room, unless it is during their lunch period. If students are too ill to return to class, a parent/guardian will be contacted and arrangements will be made for early dismissal.

Immunizations: All students in Tacoma Public Schools must provide proof of up-to-date immunization records before enrolling. Attendance at Jason Lee Middle School is dependent upon accurate and current immunization information.

Medication: District Policy allows only oral medication, specifically prescribed by a physician, to be given at school if there is no other way to schedule the administration of the medication. Medication includes drugs which are traditionally viewed as over-the-counter products: Advil, Tylenol, Claritin, cough drops, etc.) The following procedures must be followed if your student needs to take medication at school:

- The medication must be in a container labeled by the pharmacist at the time the prescription was filled.
- Please send only the amount the student will need to take at school.
- Each medication must be accompanied by a form. Forms are available in the Health Room or on the District website; Department & Programs, Health Services, forms, Physician's Orders...

If the student needs to carry an inhaler on his/her person, the physician must indicate this in writing.
General Information

Closed Campus
Tacoma School District maintains a closed campus policy. A student may not leave campus for any reason without permission until the dismissal bell at the end of the day. Students attending after school activities may not leave campus then return to the after school activity for any reason without permission from the principal or designee. Violation of this policy will result in disciplinary action.

Address or Telephone Change
If, for any reason, a student’s telephone number or address changes, even temporarily, please notify the guidance secretary immediately. The office must have current information for emergency purposes.

Arrival at School
Students should not arrive at school before 7:30 am. The bell to report to class rings at 8:05 am. Classes begin at 8:10 am.

Bicycles
Despite our attempts to provide security, the school is not responsible for the theft or damage of bikes. If the choice is made to ride a bike to school, please remember:

◊ For safety reasons, while on campus, bikes should be walked. Do not ride bikes on school property.
◊ Lock bikes carefully and securely. The student, not the school, is responsible for the bike's security and other personal items.

Office Telephone Use
Students may use the telephone in the office for emergency calls only. Calls should be limited to one minute. Parents are encouraged not to call for their student at school unless it is an emergency. If your student will be leaving school mid-day, please make arrangements through the attendance office and notify your student prior to the start of the school day.

Associated Student Body (ASB)
The ASB is comprised of students who have paid the $15.00 membership fee. All ASB members will have an ASB designation on their Jason Lee ID card. ASB membership is required for any student who participates in a club, activity, or sport. ASB membership also provides members discounted admissions to ASB events.

Replacement of Lost ID Cards
We furnish an initial Jason Lee Identification (ID) card to each student at no cost. It is the responsibility of the student to keep this ID card with him/her at all times during school. ID cards are required to purchase meals and ride the bus. Although the first ID card is provided at no cost, there will be a $5.00 charge for each replacement card.

Flag Salute
Jason Lee Middle School adheres to the Washington State Law regarding the United States flag procurement, display and exercises. RCW 28A.230.140 states, in part, “They (School Board) shall cause appropriate flag exercise to be held in each classroom at the beginning of the school day, and in every school at the opening of all school assemblies, at which exercises those pupils so desiring shall recite the following salute to the flag: “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.” Students not reciting the pledge shall maintain a respectful silence. The salute to the flag or the national anthem shall be rendered immediately preceding interschool events when feasible.”
Lost and Found
When found, all cell phones, jewelry, wallets, eye glasses, etc. will be kept in a secure location in the main office. All larger items, like lost clothing, books, and notebooks will be kept in a lost and found receptacle in the cafeteria. Students should report to the main office as soon as possible after it is realized that an item has been lost. All items will be donated to charity if not claimed by the last day of school in June. The school is not responsible for lost or stolen personal items. Students bring items to school at their own risk.

Fines
While at Jason Lee, students will be using items such as tools, books, instruments, and locks that belong to the school. If school equipment or property is damaged, lost or stolen it is the student’s responsibility. There will be a fine issued to cover repair or replacement. Fines must be paid prior to report cards being issued.

Yearbooks
Yearbooks may be purchased online directly from the publisher. Ordering information and prices will be available later in the school year. Yearbooks are distributed during the last week of school.

Personal Celebrations, i.e. Birthdays
In order to ensure the orderly operation of Jason Lee Middle School, we must take steps to eliminate personal celebration items that cause a significant disruption to the learning environment. **Items such as, but not limited to: flowers, balloons, tiaras, cakes, cupcakes, cookies, etc. will no longer be acceptable in the building during the school day.** Our office is not equipped to store such items and lockers have very limited space, so please do not have celebration items delivered to school. Please celebrate birthdays and other congratulatory occasions with your family outside of the school day.

PE Clothing and Lockers
Students are required to dress for Physical Education (PE) every day, unless excused by a doctor. Students are required to provide their own physical education clothes. You may provide your own gray t-shirt and black shorts or purchase PE clothes from Jason Lee. Clothes should be non-confining and allow for freedom of movement. Hooded sweatshirts are not allowed to be worn in PE for safety reasons. Names should be written on the front of the shirt and inside the shorts. Tennis shoes should be marked with the student’s last name. PE clothes should remain in assigned PE lockers until Fridays, at which time they should be taken home and laundered for the following week.

**Make sure your locker is always locked when you are not present. If you love it, lock it!!**

Jason Lee Middle School and Tacoma Public Schools are not responsible for lost or stolen items.
**Personal Electronic Devices**

*Jason Lee does not allow the use of personal digital devices during classes unless requested by a teacher to use as an educational resource. Cell phones are not required for any class – alternative technology will be provided as necessary.*

Students should not share their device or their passwords with any other students.

Students who bring personal digital devices to school must abide by all staff directives, follow the school and district rules of conduct, and follow the Acceptable Use of District Technology Resources (6973R) which states, in part:

- “Personal digital devices such as laptops, notebook computers, tablets, smart phone, and other personal electronic devices are permitted to connect to the District’s networks via the TPS Guest Wireless Network for appropriate use in the same manner as district owned equipment.”

- “Student use of District Technology Resources is expected to be related to legitimate educational activities.”

- “Student use of the District’s Technology Resources must comply with the District’s Student Code of Conduct, Policies, Regulations, and school rules that apply to students, including but not limited to prohibitions concerning harassment, intimidation and bullying as provided in Policy No. 3207 and its associated Regulation, 3207R.”

- “Violations may constitute cause for revocation of access privileges, suspension of access to District Technology Resources, other disciplinary action, and/or appropriate legal action. Specific disciplinary measures will be determined on a case-by-case basis.”

Students are responsible for securing their personal digital devices (cell phone, iPod, Tablets, etc.) while at Jason Lee. During class, devices must be turned off and secured in the student's lockers. Having such devices visible in class (unless requested by teacher) and/or using a cell phone for talking, texting, taking/viewing photos/video, playing games, or listening to music, is considered disruptive to the learning environment. Failure to follow technology guidelines may result in the phone being confiscated by any staff member and progressive discipline.

Once a cell phone is confiscated or turned into the office by a staff member, the following progressive discipline will occur:

- Violation #1: Student Pick-Up – End of Day
- Violation #2: Student Pick-Up – End of Day and Phone Call Home
- Violation #3+: Parent Pick-Up

If a parent is unable to pick up the cell phone, administration will make arrangements.

Students who fail to abide by the above policy will be subject to progressive discipline, up to and including suspension.

**The school is not responsible for lost or stolen devices. Students bring items at their own risk.**
School Dances and Assemblies

Dances
Jason Lee students look forward to school dances because they are a fun way to socialize with friends. These popular events will be schedules throughout the year. Dances are a privilege for responsible students. Therefore, only students who have demonstrated good citizenship traits and appropriate behavior can attend. Students will be asked to leave the dance in the event of lewd or inappropriate conduct. No refund will be issued if a student is asked to be removed from the dance. Tickets to the dance are sold during lunch time in the cafeteria. Dances start at 3:00pm and end at 4:30pm. Activity busses are available for students on these days.

Expectations for Dances
Teachers and parents supervise dances, and expect students to obey the following rules:
- Use proper entrance and exits.
- Store your belongings in designated areas.
- Dance appropriately.
- Students must have their bracelet or ticket on their person at all times.
- Once the student enters the dance, he or she may not leave until the end. (An exception will be made when the parent or guardian comes into the building to get the student.)
- Students are required to follow the supervisors’ directions at all times.
- Students are not allowed to bring guests to dances.
NOTE: Purchase an ASB card ($15) and it will reduce the fee for all dances.

Assemblies
Assemblies are an important part of your education at Jason Lee Middle School. Each year, we will have school assemblies to celebrate important people, to remember others, to show our school pride and to learn. These assemblies are a privilege and only students who act respectfully and responsibly will be allowed to attend.

Assembly Expectations
- Enter and leave the assembly through the designated doors in an orderly manner.
- Sit in your assigned seat or assigned seating area.
- Watch for the “Give Me Five” signal from the stage to start each assembly.
- Stay in your assigned seats until you are dismissed by an adult in charge.
- Be respectful to performers and speakers during the assembly.
Academics

Internet/Computer Use by Students
Tacoma Public Schools (TPS) offers access through its digital resources to library materials, databases, and the Internet. TPS utilizes Internet filtering for all computers networked in district facilities. However, it is not possible for us to completely limit access to materials with inappropriate content. Therefore, it is important that each student’s parent/guardian consider carefully and make an informed decision about whether to permit his/her student access to the district’s digital resources, including the Internet. A summary of the regulation follows. Complete text is available on the TPS site: www.tacomaschools.org/schoolboard/policies.

In using the district digital resources, students accept the responsibility to:
1. Utilize the digital resources for educational purposes only;
2. Abide by district policies and federal/state laws, including Copyright laws;
3. Adhere to school guidelines on use of the network, and notifying staff prior to using the Internet;
4. Use good behavior and respect district property; do not destroy, modify, delete, or add software to district computers without permission.
5. Use digital resources in a legal, moral, and ethical manner. Do not access or process obscene, pornographic, or other inappropriate materials.

Tacoma Public Schools reserves the right to remove a user’s privilege to access the network at any time the District determines that the user is engaged in unauthorized activity or for violating the Policy. Disciplinary actions, if any, shall be consistent with the district’s standard policies and procedures.

Textbooks
Textbooks are property of Tacoma Public Schools, but are the student’s responsibility when checked out. Students should:

- Write first and last name in each book in ink.
- When textbooks are distributed, survey them for damage and have the teacher note the previous damage.
- Keep books covered at all times.
- Keep your books with you or in your locker, do not leave them unattended.
- If a textbook is misplaced or lost, check to see if it has been returned to the library or your teacher.
- The replacement cost for textbooks and related items range from $6.00 to $90.00.
- Textbook fines may be assessed for exceptional wear, including, but not limited to: writing in the book, cover damage, broken spines, lost bar codes, etc.
- All textbook obligations must be paid before report cards are issued.

Visitors/Volunteers
Parents are welcome at Jason Lee Middle School during the day and in the evening for student events. Classroom visitations must be pre-arranged through the principal’s office. Upon entering the building, visitors must sign in at the main office. Students attending other schools from within or outside the district will not be allowed to visit the building during school.

The Tacoma Public School’s volunteer registration process requires all parents and community volunteers to complete a Volunteer Form and a Washington State Patrol Criminal History background check before being able to volunteer. Forms are available at Jason Lee in the Main Office. Volunteers must supply Jason Lee with a copy of their current driver’s license. Forms should be completed a minimum of two (2) weeks prior to volunteering. Registration forms must be completed and approved if participating in any of the following ways at any time during the school year:

- observing in your student’s classrooms
- chaperoning on field trips
- chaperoning at dances
- coaching or assistant coaching a sport
- working in the building or classroom
- any other activity where students are present
Guest Teachers
In the teacher’s absence, the guest teacher is in charge. Even though he or she may not handle things exactly as the regular teacher would, students need to comply with his/her requests and procedures. Students are expected to go out of their way to cooperate and help the guest teacher with the difficult task of substituting. Failure to cooperate with a guest teacher will result in disciplinary action, which may include suspension.

Field Trips
Field trips are an important part of the educational program. Students are expected to follow all school rules on field trips. Students are expected to follow the instructions of all of the adults supervising the field trip. Students are to ride to and from field trips on District approved transportation.

Behavior: Failure to comply with field trip behavior expectations will result in, but are not limited to the following:

- Return to school
- Detention
- Suspension
- Loss of future field trip privileges
- Loss of end-of-the year activity privileges

Participation: Field trips may be prohibited if one or more of the following apply:

- The student does not have an ASB card.
- The student owes a fine/obligation.
- The student has been suspended.
- The student does not meet grade expectations.
- The student has not had behavior acceptable to the classroom teacher or administration.

Gradebook: Field trips are an important element of Jason Lee’s educational program.

- Academic field trips experiences will be linked to standards, graded, and inputted into gradebooks.
- If a student is unable to attend the field trip then an alternative assignment that carries the same weight will be completed in the hold back rooms or at home.

Permission slips/Paperwork:

- The deadline for turning in permission slips is final – NO EXCEPTIONS. This includes forms turned in incomplete.
- Forms can only be turned into the person in charge of accepting them – no subs, no other teachers, no office staff, and no phone consent.
Student Safety Plan

Safety is our most important responsibility at Jason Lee Middle School. Please make sure you understand these procedures and review them with your family. In all situations, if the principal is out of the building, the assistant principal assumes building responsibility.

Regardless of which type of emergency we are dealing with, three procedures remain constant in order to maintain a safe environment.

1. All students remain under the supervision of Jason Lee Staff.
2. All information is funneled through the main office staff.
3. If evacuation is necessary, students MUST be checked out through our front office staff. Our parent service area will be in the front of the school.

The media does not have access to any of our staff and/or students. All information to the media comes from the administration only.

FIRE AND FIRE ALARM PROCEDURES
We practice fire drills once per month. Each practice drill should be treated as an actual emergency and all steps must be followed. Teachers will discuss fire drill procedures and exit routes before the first fire drill of the year. If a fire starts anywhere in the building, the nearest fire alarm will be pulled. Our fire alarm is a loud beeping tone.

If Inside
Students will be instructed to stop what they are doing, put down any supplies or materials, and exit the building following posted evacuation routes. Students are expected to WALK at all times. Teachers will take attendance rosters with them as they exit the building and guide their students out of the building to the designated line up area.

If Outside
Teachers and students will move to their designated line up area and attendance will be taken to account for all students. No staff member or student should re-enter the building until the alarm stops AND the “all clear” bell rings.

During Lunchtime or an Assembly
Students will listen to and follow the directions of adult supervisors in the gymnasium or cafeteria. Students and staff will immediately exit the building using specified evacuation routes.

EARTHQUAKE ALARM PROCEDURES
The first indication of an earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures or hear objects wobbling on shelves. You may be jarred first by a violent jolt (similar to a sonic boom) or you may hear a low, rumbling noise. A second or two later you may feel some real shaking. It is VERY important to take “quake-safe” action at the first indication of ground shaking. Don’t wait until you are certain an earthquake is occurring.

During any earthquake, the greatest immediate hazard to people in or near a building is the danger of being hit by falling objects or flying glass.

If Inside
Stay inside—move away from windows, shelves, and heavy objects and furniture that may fall. Take cover, under a table or desk, or in a strong doorway. Although doorways have traditionally been regarded as a safe location, it is important to anticipate that doors may slam shut during an earthquake. In halls, stairways, or other areas where no cover is available, move to an interior wall, turn away from windows, kneel alongside a wall, bend head close to knees, and cover sides of head with elbows and clasp hands firmly behind neck. In the library, immediately move away from windows and bookshelves. Take appropriate cover under tables, desks or in the doorway. In science classrooms, extinguish all burners (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

If Outside
Move to an open space away from the buildings and overhead or fallen power lines. Lie down or crouch low to the ground and cover head. Keep looking around to be aware of dangers that may demand movement. NEVER re-enter any building.

Earthquake Drill Procedures
Upon notification of an earthquake drill or at the first sign of ground shaking, staff and students must demonstrate their ability to react immediately and appropriately.

1. Drop, take cover, and hold on to table legs if possible.
2. Stay under shelter until shaking stops or until told to move.
3. Listen for instructions via intercom, loud speaker, or by the administrator.
4. Teachers will take roll to determine which students are present and give destinations to the office or administrative team of any student who was sent from the classroom prior to the emergency.

**Evacuation:** You will be directed to evacuate the building when deemed safe. This will be accomplished by an intercom, loud speaker, or staff messenger.

**Once outside:** Teachers will accompany students to their assigned area and keep their classes separate from other classes. Teachers will need to take attendance upon reaching their assigned area.

**Dismissal:** Students and staff will be dismissed to return to the building at the completion of the drill.

*Emergency supply kits are located around the building and out in the shed, and will be distributed as necessary.*

**INTRUDER PROCEDURES**

The presence of an intruder on campus will be signaled by an intercom announcement saying: “We are now in lockdown.” This alert will signal staff and students to follow lockdown procedures. In a lockdown situation, our goal is to get all staff and students into a locked, secure room inside the building as quickly as possible.

**If Inside**
Teachers will go to their door and ask identifiable students in the hallway to come into their classroom immediately. Once students are inside the classroom, the door should be locked and remain locked until the “all clear” announcement is made. All windows must be covered and blinds will be drawn on windows to the outside. Students will be instructed to get under desks or tables and stay away from doors and windows. Everyone in the room should remain silent until the lockdown is over. Roll will be taken as soon as possible. An intercom announcement or a visit from a member of the response team will signal the end of a lockdown.

**If Outside**
Students and staff members outside the building during an intruder alert should enter the nearest secure space inside the building and report to the teacher and/or supervisor of that space. Staff and students should not attempt to move through the building to their assigned space unless it is the nearest secure area.

**During Passing Time**
Students should enter the nearest classroom. Teachers will accept any and all students into their room immediately. Teachers will lock their doors and instruct students to get under desks or tables. All windows must be covered and blinds will be drawn on windows to the outside. Everyone in the room should remain silent until the lockdown is over. When possible, teachers will take roll by asking each student to state their name and grade level. Teachers will write down each student’s name and be prepared to give the list to a member of the response team. Teachers and students will remain in lockdown until the “all clear” announcement is made.

**During Lunchtime or an Assembly**
If an intruder alert occurs during lunchtime, students should follow the directions of the supervisor in charge. Staff members eating lunch at the time of the alert will report immediately to the lunchroom to assist supervisors. If possible, lockdown procedures will be followed in the cafeteria. If necessary, students will be evacuated to smaller surrounding classrooms, and lockdown will occur. Students outside the building at lunch should follow their area supervisor to the nearest secure area inside the building.

If an intruder alert occurs during an assembly in the gym or cafeteria, students will stay where they are and staff members will follow lockdown procedures. Students should listen to and follow the directions of adult supervisors in the gym or cafeteria. No student should leave the gym or cafeteria without specific instructions from the adult supervisor in charge.
Athletics

Tacoma Public School’s philosophy on middle school activities is that “athletics is a vital part of the total school program.” Specific program guidelines are as follows:

1. The program should be challenging and stimulating for those students who are participating.
2. The program should offer as much participation as is feasible within available resources.
3. Coaches will attempt to develop among their players a sense of the value of clean, hard, yet friendly, competition.
4. The coach must teach the proper reactions toward winning and losing and, most importantly, to assist the athlete in developing a positive self-image.
5. Situations requiring additional coaches, teams, or quarters and/or games will be treated on a case-by-case basis and final approval granted by the Tacoma Public Schools Athletic Office.
6. Coaches work to ensure that all eligible athletes participate in contests. Individual sport guidelines will regulate playing time.
7. Student will ride home on the bus when transportation has been provided by the district to the contest or practice. Athletes will be released only to a parent or legal guardian provided prior written arrangements have been made with the coach. Each situation will be reviewed on a case-by-case basis.

Practice/Turnouts

1. Practice sessions will be 5 days a week for 2 hours.
2. Turnouts shall be limited to school days after school.
3. Coaches may have additional requirements which must be approved by the building administration.
4. Attendance will be recorded on a roster sheet.

Equipment

1. Issued equipment belongs to the school’s ASB and must be returned at the completion of each season.
2. Loss of issued equipment is the student’s financial responsibility. Until the financial obligation is fulfilled, the student will not be allowed to participate in further competition.
3. Equipment issued to coaches is their responsibility.

Supervision

1. The building principal and the building Athletic Director are responsible for coordinating supervision of contests on their campus.
2. A school representative other than the coach will be in attendance at the Jamboree.
3. Visiting schools will not encourage their students to attend away contests.
4. No transportation will be provided for non-participants.
5. Athletes will be under direct supervision of their coach at all times before, during, and after a contest, both at home and away.

Transportation

1. The Athletic Director will notify coaches and players of dismissal and departure schedules as well as game locations. Teachers will be provided with this schedule prior to each athletic season.
2. The coach is responsible for players during bus loading.
3. Building level Athletic Directors coordinate the supervision of students waiting to ride the ASA buses.
Requirements for Participating in Sports

The following must be complete BEFORE students participate in their first practice:

- Middle School Activities Contract & Eligibility Form
  - Current for the entire season (within the last 13 months)
  - Signed by parent and student
  - Completed and signed by physician
  - Wrestlers must have minimum weight circled
- Proof of Medical Insurance
  - Included on the above form
  - Must be personally insured or purchased through the school
- Emergency Medical Information Card
- Concussion Information Form

The above forms are available online.

The following must be complete BEFORE students participate in their first competition:

- Purchase an ASB Membership
- View a mandatory video
- Have all fees and fines paid in full
- Complete 10 practices

In addition to the above, all student athletes must:

- Be drug, alcohol, and tobacco free
- Adhere to the district’s grade/academic policy
- Students must attend a full day in order to participate in a competition, excluding medical appointments
- Follow team rules
- Use positive sportsmanship
- Stay with the team at all times during games and practices
- Ride the team bus to and from all games, unless parents have previously arranged in writing to pick up their student
- Be responsible for the equipment and uniform issued, and return at the season’s end
- Receive no out of school suspensions during the athletic season, as a minimal behavior standard

Students must maintain academic eligibility:

Students must maintain a 2.0 GPA or higher with no failing marks throughout the season to be eligible to participate in interscholastic competition. This eligibility will be determined by progress reports. Progress reports will be done at a minimum of every other week during each season, monitored by the school’s athletic director. If a student is ineligible to play, he/she will be placed on probation. During this time, the student will be allowed to practice but will not be allowed to play in a game until the student meets the academic standard stated above. The grade requirement may be waived by the building administration upon written request by the teacher and/or athletic director.
Jason Lee Middle School Discipline Policies

Jason Lee’s discipline philosophy is that all students practice behavior which contributes to a positive school climate and does not interfere with teaching and learning. Students are expected to take ownership of their own behavior, follow directions, treat each other with kindness and respect, and learn the value of productive work and good citizenship.

The Discipline Referral Process

Most discipline is handled by the classroom teacher or other staff members. If a student fails to correct his or her behavior, a student is then referred to the office. Repeated violations and exceptional misconduct are addressed by the building administrators or designee. Administrators make the final decision concerning consequences depending on the nature, severity, duration, and mitigating circumstances in each situation. Repeat offenders can expect progressive consequences.

Each classroom teacher has a process for communicating and enforcing expectations. Usually, a teacher will give a warning, redirect, or call the parent. In cases in which a student’s conduct substantially disrupts the classroom or is a safety concern, a student may be sent immediately to the school office.

Substantial disruption occurs when speech, expression, or conduct results in the actual material disruption of learning activities or otherwise prevents the orderly operation of the school. School officials may also act to prevent student speech, expression, or conduct if they are aware of the facts that produce a reasonable forecast of substantial disruption.

“Self-Referrals”

If a student leaves class without permission or refuses to return to class, they are “self-referring” to the office. “Self-referrals” are considered unexcused absences and are subject to further progressive discipline if the behavior continues.

Progressive Discipline - Consequences for Inappropriate Behavior

Discipline at Jason Lee Middle School is progressive, which means consequences get tougher as the offense becomes more severe or if you don’t follow through with the consequences assigned for prior offenses.

◊ Lunch Detention – Student will be removed from lunch privileges
◊ After School Detention – Student will remain in an assigned classroom after school. They will be tasked with academic assignments and released in time for the ASA bus.
◊ Short-Term Suspension – Student is removed from school for up to ten (10) days.
◊ Long-Term Suspension – Student is removed from school for eleven (11) or more days, or until the beginning of the next semester.
◊ Emergency Expulsion – Imposed when a student is considered a danger to himself/herself or others, or is considered a continuing disruption to the educational process. This may also be issued for investigative purposes. The student is removed from school and an administrator will arrange a parent conference within three (3) days.
◊ Expulsion – Student will lose the right to attend district schools and programs, and will no longer be allowed on district property.

NOTE: Any student suspended from school is denied the right to be on any Tacoma School District property or to attend any district or school sponsored events, such as dances, athletic events, evening activities, etc.

Discipline Transfers

A principal may initiate an intra-district transfer when there is clear indication that corrective action alternatives have failed and a transfer to another school or program might correct a student’s behavior and establish a positive educational experience. Due process requirements related to a student’s rights are to be followed when an intra-district transfer for disciplinary reasons is proposed. (Policy 3131)

Loitering

A student shall leave the school campus at the official close of the school day unless permission to do otherwise has been granted. Offenders will be disciplined accordingly. Law enforcement may be notified.

Protocols for Attending Events at Jason Lee

After school events at Jason Lee Middle School are intended for the enjoyment of our community, students and staff. Students are expected to follow Jason Lee behavior expectations at all events. To ensure the safety and supervision of our students, the following protocols will be adhered to at events and activities that occur after the school day.

◊ Most events at Jason Lee will be for Jason Lee students only. Athletic events and concerts are for the public.
Students must be in attendance during the majority of the school day to participate in school activities, including athletics, clubs, concerts, etc.

For activities occurring right after school, students must arrive at the start of the event.

To attend or participate in the event, tickets must be retained or bracelets worn for the duration.

**Once students leave the event, they may not return.**

Make transportation arrangements prior to the event. Pick students up promptly when the event ends.

**Exclusion from School Activities**
Students who demonstrate poor conduct at school may be excluded from participating in school events and activities.

Students may not be able to attend field trips, assemblies, dances, athletic competitions, or special activities if they violate school rules or policies. School administration may remove or exclude a student from any activity if they believe the student’s conduct should prevent him/her from participating.

**Fundraising/Selling Items**
Students may only sell approved Jason Lee fundraising items on campus. The sale of any other personal or outside fundraising items is against school policy and ASB regulations. Offenders will be disciplined accordingly.

**Use of Spray/Aerosol Items**
For the safety of our staff and students, spraying items such as cologne, body spray, air freshener, etc. is prohibited. These items could cause an allergic or respiratory reaction and pose a health risk.

**Body Markings**
Marking on yourself or others is disruptive to the educational environment. Do not use pens, markers, etc. to draw on the face, hands, arms, or other exposed areas of yourself or someone else. This includes using make-up products outside their intended use. Staff members have the authority to send students to the office when necessary to wash away body markings. Offenders will be disciplined accordingly.

**Search and Investigation Policy**
The principal, assistant principal, dean of student, and/or an authorized representative possess the authority to investigate and correct student misconduct. To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may search a student and his/her effects and may seize any illegal or unauthorized materials discovered in the search.

As used in this policy, the term “unauthorized” means any item dangerous to the health or safety of students or school personnel, any item considered disruptive to the functions and mission of the school, or any item described as unauthorized in the school rules cited in this handbook.

A student’s failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive. In other words, a student’s person and personal effects are searched only when a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.