



# HARRIET EDDY MIDDLE SCHOOL

International Baccalaureate Middle Years Programme World School  
National Junior Honor Society Charter Member  
A California Distinguished School  
A National Blue Ribbon School

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Elk Grove, CA 95758  
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## ELK GROVE UNIFIED SCHOOL DISTRICT

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Richard Gutierrez, Director Secondary Education  
Jane Ross, Director Secondary Education

## MIDDLE SCHOOL ADMINISTRATION

C Norma Gillis - Principal  
Marina Hammon Adams - Vice Principal  
Brandon Lewis - Vice Principal

Property of: \_\_\_\_\_

First Period: \_\_\_\_\_

In case of emergency, please notify:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_



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There are some important forms at the back of this handbook.  
 Please review, sign and return to your child's school.



## HARRIET G. EDDY

Harriet G. Eddy Middle School, Elk Grove's fourth middle school, opened in the fall of 1994 as the feeder school for Laguna Creek High School. The school is named for the legendary principal, Miss. Harriet G. Eddy, of Elk Grove Union High School who served from 1907 to 1909. Miss Eddy was a dynamic woman who got the high school accredited with the formation of the first rural library in California. Miss Eddy went on to create libraries all over the state and in other countries.

**HEMS Vision:** Harriet Eddy provides an exceptional educational experience for all students.

**HEMS Mission:** The mission of Harriet Eddy Middle School is to inspire students to become global, responsible, and compassionate lifelong learners. To meet this end, Harriet Eddy will cultivate a collaborative environment with high standards of social and academic excellence in an inquiry-based setting.

## HIGH ACADEMIC STANDARDS

Harriet Eddy Middle School students will demonstrate high academic achievement by:

- Mastering essential skills and concepts as well as demonstrating competence in specific academic areas.
- Engaging in frequent writing using the formal writing process.
- Reading a wide variety of challenging articles, texts, and books at home and at school.
- Solving problems through the use of critical thinking skills.
- Demonstrating proficiency in data-gathering, evaluation, synthesis, and technology.

## PARENT & FAMILY INVOLVEMENT

Harriet Eddy Middle School is committed to student achievement and recognizes the important connection between home and school.. We know that all families can help their children learn by doing several things: creating a home environment that encourages learning, sharing high but reasonable expectations for learning, and getting involved with their children's education through school and community programs.

Parent involvement helps schools, too. The support for education works both ways: from school to home and home to school. We know that when parents are welcome partners in education, the quality of our schools increases greatly. Harriet Eddy Middle School is pleased to welcome you as an equal partner in the education of your child. Here are just a few ways parents can meaningfully support their students.

**Communicate with the School Regularly** – Teachers can be easily contacted via Synergy email available through the Parent Vue App. Please allow up to 24 hours for a teacher to respond to your email or phone call. You may also come visit the school and your student's classes with a 24-hour advance notice to our school. Please call the front office at (916) 683-1302 to have your visit prearranged with your student's teachers. You will be asked to sign in at the front office with a valid identification on the day of your visit.

**Advocate for Your Child** – You know your child better than anyone. Make sure the teachers, counselors and staff know of any special needs your child may have. Contact school staff anytime you have a question or concern.

**Attend Parent/Teacher Conferences**– This gives parents and teachers a chance to discuss how children can do their best work. Parents may request a conference at any time. For example:

- Anytime they would like to share information about their child.
- When they have a concern or want information about their child's progress.
- When family needs may be having an impact on their child's progress.



During a parent conference, parents may want to discuss:

- Information about their child such as hobbies, talents and study habits.
- Ways they can work with the teacher to help the child be successful.
- An outline of subjects covered in the course or grade.
- How the child will be evaluated or graded.

**Join or Attend the School Site Council** - The School Site Council is an elected body consisting of school staff, teachers, students, and parents charged with setting the school's mission and goals and monitoring student achievement. The School Site Council meets 5 times a year and these meetings are open to the public. The School Site Council is responsible for writing and monitoring the School Improvement Plan, which provides strategies for creating school and student success.

**Volunteer** – Share your talent, time and treasure with us! Visit your child's classes and chaperone school activities and field trips. If you would like to volunteer at Harriet Eddy, contact the School Secretary, Kim Genereux at [kgenereu@egusd.net](mailto:kgenereu@egusd.net) and request a Volunteer Request Form. All volunteers will need to be fingerprinted and cleared through the EGUSD Fingerprinting Department prior to volunteering.

**Join the Parent Teacher Organization** – You can support students and teachers through the PTO or Booster activities like curriculum nights, book fairs and fundraising events. To join the HEMS PTO, please visit the HEMS website for information on membership and dues.

**Attend Workshops on Education and Parenting Issues** – Throughout the year, our school site provides training on matters of interest to parents and families. For more information, contact the Counseling Department.

### **ACADEMIC PROMOTION REQUIREMENTS**

**8<sup>th</sup> Grade End of the Year Requirements:** In order to participate in any 8<sup>th</sup> grade end of year activities including the 8th grade field trip, 8th grade Promotion dance or the Promotion Ceremony. ) Students must be on pace to have at least 66 credits for the current school year (no more than 3 F's in all four quarters) and library fines cleared. Students who earn one or more suspensions in the fourth quarter may not be able to participate in the end of the year activities. Students that are referred for expulsion procedures during the year and return to campus may not be eligible to participate in any activities unless allowed by site administration.

### **ACCIDENTS OR ILLNESS**

Students are to report any accidents to their teachers or to the main office. Teachers will complete accident reports and turn them into the main office. If a student becomes ill at school, he/she is to report or send word to the main office immediately. Students who are ill must first obtain a pass from their teacher to leave the classroom. A student who is ill may leave campus with a parent/guardian only if excused by the office. All health information should be updated annually. Any changes in address, parent home and work phone numbers, and emergency contact names and phone numbers should be reported immediately so that the school can make immediate contact if the student is injured or becomes ill.

### **ADDRESS CHANGES**

Parent/guardians are to notify the office immediately of any change in address, telephone number, or change in guardianship. In order to change an address, proof of new residence is required, i.e. current utility bill (SMUD, PG&E or county utilities bills only, no phone or cable bills will be accepted), new rental agreement, or closing papers on a newly purchased home.



## ATTENDANCE

Harriet Eddy Middle School and the Elk Grove Unified School District firmly believe that a strong home and school partnership will help our students achieve in a positive and effective academic environment. To that end, your assistance is critical in ensuring that your child misses as little school as possible. There is great academic value in a student being present in class, in hearing the lessons and explanations of teachers, and in discussing subjects with other students. While there may be instances when extenuating circumstances require you to pull your student out of school, please make every effort to plan any family vacations during the summer or holiday breaks.

Because family vacations are defined by California Education Code as unexcused absences, teachers may elect to provide make-up work for the student, although they are not required to do so. In the event that students have two or more concurrent weeks of unexcused absences, they will be dropped from their school and will need to re-enroll upon their return.

Studies show that students who have a high rate of absenteeism do not perform well in class or on tests. Parents/Guardians should stress to their child(ren) the importance of attending school regularly. Please feel free to contact the school at 916-683-1302 and check your student(s) attendance at any time. Attendance may also be viewed in the ParentVUE app.

### How to Clear Absences

Parents may call the school to report absences on the day the absence occurs, or when the student returns, provide a written note stating the reason for the student's absence. Please include in the note: students' name, identification number, dates of absence(s), reason for absence, and a telephone number where parent/guardian can be reached to verify the note and a parent/guardian signature.

### Leaving School Early

Parents/guardians must notify the front office if a student will be released from school early that day by providing their student a note. The note should contain all of the information noted above as well as the date and time the student needs to be excused from class and the expected date/time of return. The student must take the note to the front office immediately when they arrive at school. The student should present this note to their teacher at the beginning of the class period. At the designated time when the teacher releases the student, the student must check out with the front office. If a student is unable to return by the designated time, the parent/guardian should follow up with a call or note. **Harriet Eddy students must have a parent/guardian sign students out before a permit to leave will be issued.**

## ATHLETICS/EXTRA CURRICULAR ACTIVITIES

All students who wish to participate in athletics or extra-curricular activities must:

- Have earned a 2.0 G.P.A or above in their overall grade program for the grading period prior to their participation in the sport with no more than 1 fail. This G.P.A. must be maintained for each succeeding grading period during participation. A student who receives a failing progress report in more than one class during the participating season will be removed from participation in the activity, placed on academic probation, and will remain on probation until he/she again earns a passing grade in the designated class/classes.
- Meet standards of satisfactory or excellent citizenship. No unsatisfactory citizenship grades.
- Maintain a satisfactory attendance record.



<b>Sport</b>	<b>Season</b>
Cross Country	August through October
Girls Volleyball	August through October
8th grade Basketball	October through December
Wrestling Co-ed	November through February
7th grade Basketball	January through February
Boys Volleyball	March through May
Track and Field Co-ed	March through May

### **BACKPACKS**

Lockers are only available in P.E. Students with disabilities or other physical limitations, which prohibit them from carrying a full backpack, may request assistance from the student's counselor. Students must provide the school with written verification from their doctor.

### **BELL SCHEDULES**

Below is the 2023-2024 Bell Schedule. Some important items to note regarding this schedule:

1. Students will attend all class periods on Mondays.
2. Students will attend **Odd Periods (1, 3, 5, & 7)** on Tuesdays and Thursdays.
3. Students will attend **Even Periods (2, 4, & 6)** on Wednesdays and Fridays.
4. **BREAK:** Each day students will get a 14-minute break in the morning.
5. **Early Release Wednesday and Fridays.** Students will be dismissed at **2:12**. Students will have a **Keeping TRACK Advocacy** course each Wednesday and Friday.

### **Keeping TRACK (Teachers Reaching Out and Connecting with Kids)**

Keeping TRACK is a program designed to build positive student and staff relationships, monitor and assist student academic progress, and teach appropriate student behavior. Staff members will mentor a group of students and meet twice a week. During these meetings, staff will review student grades, behavior, and other academic or student needs. Students will be expected to develop academic and behavioral goals, while being held accountable and supported by the staff mentor. On Wednesdays, students will have a 30 minute **Keeping TRACK Tutorial** class that will support students in achieving academic success. On Fridays, students will have a Keeping TRACK Advocacy course that will provide social and emotional support for our students.

### **Early Out Wednesdays & Fridays**

The Early Out Schedule provides collaboration time for our staff to structure curriculum, develop assessments, and improve instructional practices. Our staff is committed to refining and tailoring our instruction to meet the needs of our students. This schedule ensures students are receiving enough instructional minutes and a variety of courses while providing time for our staff to collaborate.



## Harriet Eddy Middle School Bell Schedules 2023-24

### Monday Schedule - 7th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 1	8:30	-	9:18	48 min
Period 2	9:22	-	10:10	48 min
Break	10:10	-	10:24	14 min
Period 3	10:24	-	11:12	48 min
Period 4	11:16	-	12:04	48 min
7th Grade Lunch	12:04	-	12:36	32 min
Late Period 5	12:40	-	1:28	48 min
Period 6	1:32	-	2:20	48 min
Period 7	2:24	-	3:12	48 min

### Monday Schedule - 8th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 1	8:30	-	9:18	48 min
Period 2	9:22	-	10:10	48 min
Break	10:10	-	10:24	14 min
Period 3	10:24	-	11:12	48 min
Period 4	11:16	-	12:04	48 min
Early Period 5	12:08	-	12:56	48 min
8th Grade Lunch	12:56	-	1:28	32 min
Period 6	1:32	-	2:20	48 min
Period 7	2:24	-	3:12	48 min

### Tues/Thurs - 7th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 1	8:30	-	9:57	87 min
Break	9:57	-	10:11	14 min
Period 3	10:11	-	11:38	87 min
7th Grade Lunch	11:38	-	12:10	32 min
Late Period 5	12:14	-	1:41	87 min
Period 7	1:45	-	3:12	87 min

### Tues/Thurs - 8th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 1	8:30	-	9:57	87 min
Break	9:57	-	10:11	14 min
Period 3	10:11	-	11:38	87 min
Early Period 5	11:42	-	1:09	87 min
8th Grade Lunch	1:09	-	1:41	32 min
Period 7	1:45	-	3:12	87 min

### Wed/Fri - 7th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 2	8:30	-	9:56	86 min
Break	9:56	-	10:10	14 min
Keeping Track (P8)	10:10	-	10:40	30 min
7th Grade Lunch	10:40	-	11:12	32 min
Late Period 4	11:16	-	12:42	86 min
Period 6	12:46	-	2:12	86 min

### Wed/Fri - 8th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 2	8:30	-	9:56	86 min
Break	9:56	-	10:10	14 min
Keeping Track (P8)	10:10	-	10:40	30 min
Early Period 4	10:44	-	12:10	86 min
8th Grade Lunch	12:10	-	12:42	32 min
Period 6	12:46	-	2:12	86 min



## Minimum Day Schedules, Dismissal 12:47 pm

### Tues/Thurs - 7th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 1	8:30	-	9:24	54 min
Period 3	9:28	-	10:21	53 min
<b>7th Grade Lunch</b>	<b>10:21</b>	-	<b>10:53</b>	<b>32 min</b>
Late Period 5	10:57	-	11:50	53 min
Period 7	11:54	-	12:47	53 min

### Tues/Thurs - 8th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 1	8:30	-	9:24	54 min
Period 3	9:28	-	10:21	53 min
Early Period 5	10:25	-	11:18	53 min
<b>8th Grade Lunch</b>	<b>11:18</b>	-	<b>11:50</b>	<b>32 min</b>
Period 7	11:54	-	12:47	53 min

### Wed/Fri - 7th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 2	8:30	-	9:42	72 min
<b>7th Grade Lunch</b>	<b>9:42</b>	-	<b>10:14</b>	<b>32 min</b>
Late Period 4	10:18	-	11:30	72 min
Period 6	11:34	-	12:47	73 min

### Wed/Fri - 8th Grade Lunch

Zero Period	7:30	-	8:15	45 min
Period 2	8:30	-	9:42	72 min
Early Period 4	9:46	-	10:58	72 min
<b>8th Grade Lunch</b>	<b>10:58</b>	-	<b>11:30</b>	<b>32 min</b>
Period 6	11:34	-	12:47	73 min





## **BICYCLES/SKATEBOARDS/ SCOOTERS/HELMETS**

If you ride a bike to school, park and lock your bike in the enclosed, fenced bike rack area when you arrive. Each bike should be locked with its own individual lock. The bike area is locked throughout the school day. If you need to leave campus during school hours, report to the office and request that the gate be unlocked. If you have an after-school activity, leave your bike locked in the rack area until you are ready to leave school. All bikes should be recovered before 6:00 pm and no bikes should be left overnight. Harriet Eddy Middle School is not responsible for unlocked bicycles or for bicycles left overnight. **State law requires that students wear helmets when riding bikes to and from school.**

Students using skateboards, roller blades, skates, or electric scooters must store them in the school's security office. The office will not be used for storage. Riding on campus is prohibited before, during, and after school hours. **The school is NOT responsible for lost, stolen or damaged bicycles, skateboards, or scooters.**

## **BIRTHDAYS**

Celebrations of students' birthdays must remain positive, appropriate, and safe. Leadership students will be striving to acknowledge student birthdays as well. Any kind of physical hitting/spanking/slapping of a celebrant on his/her birthday will not be tolerated. "Birthday bashing" is a violation of school policy and will result in consequences, which may include home suspension. Flowers, balloons, or candy, other than those available at school-sponsored events, may not be delivered to a student to acknowledge a special occasion. These items disrupt the educational process. If these items are delivered to school, they will be kept in the administration office until the end of the school day.

## **BUS RULES**

In order to ensure the safety of students being transported, all students must abide by the bus conduct rules established by the Elk Grove Unified School District. Students can be denied transportation if there is any infraction of the rules. For further information regarding bussing and transportation, please call the EGUSD Transportation Department at 686-7733.

1. Be courteous and respectful to the bus operator, other students and passersby. Do not use profane language, obscene gestures, or create excessive or unnecessary noise.
2. Arrive at the bus stop five (5) minutes before the bus is scheduled to arrive. Use only his/her appropriate bus stop. A note must be written by the parent/guardian and pre-approved by the office to ride the bus to a different stop or with a friend. When wishing to transport live animals, insects, or reptiles, to or from school, arrange for those to be transported other than on the bus.
3. Refrain from transporting hazardous or destructive objects of any kind, such as firearms, weapons, glass objects or containers, explosives, sharp or pointed objects, skate boards or ball bats.
4. Respect the rights and property of others on the bus and at the bus stop. Do not damage or deface any part of the bus, tamper with the radio, controls, emergency exits or other equipment, shoot or throw any objects inside/outside or at the bus, or in any way endanger the safety of others. Avoid all fighting and rough play while at the bus stop, on the bus, or when getting on or off the bus.
5. Always enter and leave the bus through the entrance door, except in emergencies. Remain seated, facing forward with feet, legs and other objects clear of the aisle while the bus is in motion. Keep all parts of the body inside the bus. Keep windows closed unless otherwise instructed by the bus operator. When necessary to cross the street, always cross in front of the bus.
6. Remain quiet at railroad crossings.
7. Help keep the bus safe and free from litter by not eating, drinking, or smoking on the bus.



## CAFETERIA

Harriet Eddy Middle School participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. The FNS department is committed to improving the health and academic success of students and offers breakfast and lunch daily. Breakfast is offered before the start of the school day. Students may select from a variety of hot bread items or cereals, fruit or juice, and milk to make a complete nutritious breakfast. A healthy school breakfast is a great way to begin a day of learning. Lunches are analyzed to ensure that meals meet the nutritional needs of students and the Dietary Guidelines for Americans. The selection of à la carte lunch items offered has also been revised to meet the new Wellness Policy Guidelines.

For additional information please contact Food and Nutrition Services at 686-7735 or refer to the Food & Nutrition website at: <https://egusdschoolmeals.com/>

During breakfast and lunch times, students will be expected to follow the criteria below:

1. Cafeteria food and drink must be consumed in the cafeteria; any food/drink consumed outside will result in consequences. Students who bring food and drink from home may consume food/drink outside and must deposit all litter in wastebaskets.
2. Students will be seated as they exit the lunch lines. The tables and floor are to be left in a clean condition. Failure to do so may result in the loss of privileges and/or assignment of school consequences.
3. **All classrooms and hallways are off limits during lunch, except for students under the supervision of a teacher or possess a pass. Students are to stay in the quad and any student crossing the yellow line without a pass may receive consequences.**

## CITIZENSHIP STANDARDS

At Harriet Eddy Middle School, the following grades are issued for the evaluation of citizenship: O, S, N, and U. This citizenship evaluation is consistently expected and required by all teachers.

### **O = Outstanding**

A student who enthusiastically comes to class each day prepared and motivated to independently learn, leads class discussion and initiates a leadership role in group work. He/she consistently models class rules, is an optimistic and constructive role model for other students to follow, and seeks to surpass class expectations.

### **S = SATISFACTORY**

A student who comes to class each day prepared, takes responsibility for his/her own learning, participates in classroom discussions and group work, follows class and school rules, and is a positive and constructive role model for other students.

### **N= NEEDS IMPROVEMENT**

A student that is frequently unprepared for class. This student occasionally fails to follow class, school rules and/or teacher directives. He/she may have an irregular attendance record.

### **U = UNSATISFACTORY**

A student who is minimally prepared for class, inadequately participates in classroom discussions and rarely participates in group work. He/she may have an irregular attendance record. This student's behavior may be disruptive and warrant behavior consequences. This student fails to follow class, school rules and/or teacher directives. Students receiving U's in citizenship will be placed on the No Activities List and not be able to participate in any athletic or extracurricular activities.



## CLOSED CAMPUS

The Elk Grove Unified School District has a “CLOSED CAMPUS” policy at Harriet Eddy Middle School. Students are expected to stay on campus once they arrive unless they have legal permission to leave. Permission to leave is obtained through the attendance office. Teachers may not excuse students to leave campus for any reason. Students reported on another school campus will be subject to disciplinary action.

## CLUBS

Harriet Eddy Middle School’s club program is designed to make available as many different interests and activities as possible to meet the needs of the student body. All clubs meet at times convenient to their members. With the help of an advisor, the plans, activities, and functions of each club are decided upon and carried out by the members and their elected officers. The success of each activity depends upon the loyalty and work of the clubs’ members and the capabilities of its officers. A club is only as good as its members make it. Students are encouraged to make their time productive through active participation in one of these clubs. Clubs vary and may change from year to year.

## COUNSELING

The counseling program is an integral part of our total school program. School counselors work closely with the Harriet Eddy Middle School staff, families, and community to provide a supportive, effective and safe environment in which all students can succeed. The counseling program provides academic and behavioral guidance. Counselors assist students in identifying academic and career goals and in planning courses of study that will lead to the achievement of these goals. Students and families are encouraged to contact the counseling office to set up appointments if they would like to meet with a member of the counseling staff.

## DANCES

When students attend a dance, they do so to enjoy a social event. Dances will be chaperoned by staff and parent volunteers. Students are expected to comply with all school rules and with all directions and requests given by chaperones. Only one ticket per student will be sold. The following rules are intended to guarantee that all participate and enjoy these events:

- Only Harriet Eddy Middle School students may attend school dances. No guests will be allowed. Students must show their current ID card to enter dances.
- Each person attending a dance is expected to behave as a lady or gentleman at all times. The school dress code applies to all dances. **A Dance Policy and Permission Form (available in the student store) must be signed and on file before attending dances.**
- No one will be allowed to leave a dance before it is over unless an adult who is listed on the emergency card picks him or her up.
- Parents/guardians are responsible for providing transportation at the close of the dance. **Students who do not have rides 15 minutes after the end of the dance will be placed on the No Activities List.**

## ELECTRONIC DEVICES, CELL PHONES AND ALL TYPES OF HEADPHONES

**Cell phones, headphones of any type, and other electronic communication devices must be turned off from when students enter campus until the bell at the end of the school day. Items must be kept in the student’s backpack, and should not be visible in pockets.** These items disrupt classes and are often stolen or lost. Video game units or any other electronic devices are not permitted at school either. **When cell phones or any other prohibited items are found on campus, they will be confiscated and**



**turned in to the office. Parents/guardians must recover the items from the front office.** These confiscated items will not be released to students. The school is not responsible for lost or stolen items. Any student determined to have conducted any unauthorized audio and/or video recording may face consequences aligned with California Education Code and EGUSD Board Policy.

## **DRESS CODE**

Parents or guardians have the primary responsibility for appropriate standards of dress and grooming. However, as an educational entity, the Secondary Division of the Elk Grove Unified School District has the responsibility to establish and maintain standards of dress and grooming that support a positive, appropriate, and safe learning and teaching environment. The purpose of a dress and grooming code is to facilitate education, not to inhibit any person's taste in attire or appearance. Students should be clean and neatly dressed in a manner that will be appropriate to the school setting, not hazardous to the health and safety of the students, and not disruptive or distracting from the educational program of the school. In addition, no articles of clothing, apparel or school materials, including hats, backpacks, and binders, may have pictures, printing, or writing that is crude, vulgar, profane, sexually suggestive, racially, ethnically, or religiously intolerant, that contain images of weapons, tobacco, drugs and/or alcohol, or which the school's administration reasonably predicts will disrupt the learning environment.

Specifically, the students at Harriet Eddy Middle School are expected to abide by the following dress code:

### **1. PANTS, SHORTS, SKIRTS:**

- No undergarments showing
- No holes, rips or frays higher than mid-thigh.
- No "sagging pants"
- No "short shorts" or "short skirts." Shorts, skirts and dresses must not be shorter than mid-thigh.
- No pajamas except for designated spirit days
- Belts must be tucked around the waist.

### **2. TOPS, SHIRTS, BLOUSES:**

- No undergarments showing (including clear bra straps)
- No bare midriffs: tops must completely cover the skin and overlap the waistband of pants, shorts, or skirts. When arms are raised above the student's head, if the garment does not fall naturally below the midriff area, the student is in violation.
- No low cut tops
- No "see-through" or fishnet fabrics
- No halter tops, strapless tops, off the shoulder tops, or bra-like tops
- No muscle shirts

### **3. FOOTWEAR:**

- Shoes must be worn at all times
- No house slippers, "slides", flip flops, or "wheelies" are allowed Crocs must be worn in sports mode

### **4. HAT/HEAD COVERING POLICY:**



The Elk Grove Unified School District allows students to wear certain types of hats on campus to protect them from damage caused by exposure to the sun. At Harriet Eddy Middle School, students may not wear baseball caps and visors with writing and/or images that are deemed by school administration to be disruptive to the learning environment. All cap bills must face forward.

In addition, the following rules regarding hats on campus must be observed:

- Bandanas or masks are not permitted on campus
- Grooming items and headwear such as hair rollers, skull/wave caps, shower caps, hair rags, picks worn in the hair, etc., are not allowed

Please note that teachers may prohibit the wearing of hats within their individual classrooms as consistent with their respective classroom policies

The school administration may limit or prohibit specific clothing that has been determined by law enforcement or gang experts to be affiliated with an actual gang. In consultation with law enforcement or other gang experts, the school administration may limit clothing or apparel where there is a reasonable basis for identifying such clothing or apparel as gang affiliated. Limitations and prohibitions on gang-related clothing or apparel will be applied equally to all students, and in no instance will a student's clothing or apparel be identified as gang-related based solely on the student's race, national origin or ancestry. Students failing to comply with the dress code may be asked to call their parents or guardians to bring a change of clothing, may have inappropriate items confiscated, or in the case of repeated violations, may be subject to progressive disciplinary consequences.

## EGUSD Discipline Guidelines

Harriet Eddy follows the EGUSD Discipline Guidelines to support a safe school environment. The guidelines can be found on the District website, school website and at this link:

<https://www.egusd.net/District/About-EGUSD/PoliciesProceduresNotices/index.html>

**The NEST** - Is a support center ran by an intervention teacher designed for students to reflect on their behavior and what changes they can make in the form of a restorative conversation. Students may be assigned to the NEST for infractions of the discipline policy. Students will be able to reflect, remind, & re-learn school wide behavior expectations. This is a safe space and an opportunity for students to take responsibility for their behaviors.

- **The Nest Procedures**

A student that receives two or more Nest referrals in a single day may receive further disciplinary action. Your student's teacher will call home to schedule a parent/student/teacher conference and inform administration of student serving class suspension in the NEST.

**Class Suspension/Afterschool Campus Beautification/Restorative Assignments –**

Class Suspension happens when your student is sent to the NEST by their teacher and the student is not allowed to return back to the classroom environment. Class suspension can be assigned for 1 or 2 class periods for a single behavior infraction. One period of class suspension is equal to .25 of a day of suspension and is added to students disciplinary record and suspension totals.

Afterschool Campus Beautification is 1 hour of supervised campus cleaning after school from 2:15 - 3:15 pm on Wednesday and/or Friday. If the student fails to attend Campus Beautification, further consequences will be assigned including assignment to the No Activities List.

Restorative Assignments often students are assigned restorative reports for behavior infractions. Examples of restorative assignments are oral presentations, book reports, research projects.



- **PBIS Field Trips:** Students who are suspended, class suspended, or receive two or more NEST referrals within 10 days of a Field Trip may not be allowed to participate. PBIS/5-Star points will not be refunded.

### **PROHIBITION ON POSSESSION AND USE OF TOBACCO AND NICOTINE PRODUCTS**

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. “Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems, and hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to “electronic cigarettes” as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k)(1), and/or other applicable laws. [E.C. 48901]

### **PROHIBITION OF DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING, AND RELATED COMPLAINT PROCEDURES**

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student’s actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. The district has a policy of nondiscrimination in accordance with federal law and Title IX, and also prohibits sexual harassment of or by any student or by anyone in or from the district. More detailed information regarding the district’s prohibition of discrimination, harassment, intimidation, and bullying or the prohibition against sexual harassment is contained in the district’s Parent & Student Handbook and is also available on the district’s website.

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants’ identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

Pursuant to California Education Code 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with



his or her gender identity, irrespective of the gender listed on the pupil's records. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.

### **UNIFORM COMPLAINT PROCEDURES**

The Elk Grove Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, complaints alleging violation of state or federal laws governing educational programs, and complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, homeless education, foster youth services, reasonable accommodation for a lactating student on a school campus, assignment of a student to a course without educational content for more than a week in one semester or to a course the student has previously completed, noncompliance with the physical education instructional minutes for students in elementary school, alleged retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, and noncompliance with the Local Control and Accountability Plan (LCAP).

More detailed information regarding the Uniform Complaint Procedures, including the timeline for resolving complaints and the complaint appeal process, is contained in the district's Parent & Student Handbook. If you have questions regarding the Uniform Complaint Procedures, you can contact the district's Legal Compliance Specialist in Human Resources at (916) 686-7795.

### **FIRE DRILL INSTRUCTIONS**

Students are to follow these procedures when the fire signal sounds:

1. Evacuate all buildings. Quietly and safely exit the school according to the directions given by your teacher and posted in your classroom.
2. Remain with your teacher during the duration of the drill and when you return to the classroom.
3. Do not run or loiter.
4. If you are not in a classroom, move immediately with other students/another class to the nearest designated area.
5. Stay at least fifty (50) feet away from all buildings.
6. When the all-clear signal is given, return to class immediately.

### **LOCK DOWN INSTRUCTIONS**



When the Lock Down alert is given, students and teachers are to do the following:

1. Remain seated on the floor in the classroom away from doors and windows.
2. Lock classroom doors, close windows and blinds and turn off lights.
3. Reserve classroom phone for emergency use only.
4. If outside, go immediately to the nearest classroom or building.
5. Remain quiet and await further instructions from school officials.

Note: During a Lock Down situation, students will not be released to parents/guardians. Parents are asked to stay away from the school and roads leading to the school to allow access to emergency and law enforcement personnel.

### **LIBRARY**

Students and staff use the library for research, class projects and pleasure reading throughout the school day. Quiet and polite behavior is expected. Every student must carry an official Student ID card in order to take advantage of library privileges. Items are checked out for a two week loan period. Library computers are for educational use only and provide access to internet resources, word processing software and the library catalog. Printers and copy machines are available for students at a cost of 10 cents per sheet.

Students with overdue books or damaged materials will be placed on the No-Activities List until their account is cleared. A theft detection system is used and students who leave the library with materials that are not properly checked out are subject to disciplinary action.

The library is also a great location for students to gather during their lunch time. Fun board games or card games are available and all students are welcome to gather with their friends. No eating or drinking will be allowed in the library.

### **MAKE-UP WORK**

Nothing can replace the learning and experience that takes place in the classroom; therefore, it is important that students attend class every day. In those instances, when students must be absent, they may collect missed assignments or an alternative assignment approved by the teacher. Parents/guardians may call in to request homework on the third consecutive day of absence. On excused absences or a suspension, students have the same number of days to complete the work as they were absent. Example: if a student is absent three days, he/she has three days to complete and return the make-up work after they return from their absence.

### **MEDICATION**

Students are not permitted to bring medication to school (prescription or non-prescription) without written doctor's approval. If your student must take medication at school, a parent/guardian must come in and pick up an authorization sheet to be filled out by the doctor before medication can be administered. A parent must bring the medication to the school, in its original container, with the physician's instructions for administering the medication along with the authorization sheet. The medication and/or a reserve supply should be kept in the office at all times and will be kept securely locked. State law provides that students may carry and self-administer prescription auto-injectable epinephrine and inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's physician, surgeon, and parent/guardian. [E.C.49423 and 49423.1] Except for personal asthma inhalers and personal





epi-pens, a student may not independently possess medication during the school day or while on district property. There are no exceptions to this requirement due to health and safety concerns, including the potential theft of the medication or the potential for sharing/use of the medication by other students who may then suffer unexpected allergic or other negative reactions. Failure to follow this procedure may result in school consequences. Please contact the school to obtain forms and information regarding this procedure.

### **NO ACTIVITIES LIST**

A “No Activities List” is kept at Harriet G. Eddy Middle School to reinforce our expectations that all students behave responsibly. **A student may not participate in any school activities, including sports activities, when placed on the No-Activities List.** To participate in school-sponsored activities at Eddy, a student must:

- Maintain a 2.0 GPA
- Maintain satisfactory citizenship (no “U” grades)
- No overdue library book (s), lost textbook (s), or any unpaid fees.
- Meet behavior eligibility criteria
- Each Suspension Day = 1 Week on the No Activities List

If a student does not meet the academic or citizenship criteria for participation in school-sponsored activities, his/her name will be placed on the No-Activities List until improvement of his/her academics and/or citizenship is achieved.

If a student’s behavior warrants a home suspension, his/her name will be placed on the No Activities List. Each day the student is suspended will result in a week on the No Activities List. For example, a student who is suspended for 3 days cannot participate in any school activity for 3 weeks following the suspension.

If a student has 7 or more tardies to class the student will be placed on the No Activities List until he or she completes a 1 hour campus beautification to clear the 7 tardies. 1 hour of campus beautification clears 7 tardies.

If a student fails to complete an assigned disciplinary action including campus beautification or lunch detention he or she will be placed on the No Activities List.

Students who owe fines or materials to the library are placed on the No Activities List. Library fines must be paid to clear a student from the list.

### **PARENT CONCERNS**

Parents want the best for their children, and so does Harriet Eddy Middle School. With that in mind, the school encourages parents to call if they have concerns or suggestions. If a parent has a school-related concern, they should seek resolution at the individual school by contacting: **first, the teacher, second, the vice principal and third, the principal.** If the issue remains unresolved, then parents should contact the Director of Secondary Education who can be reached by calling the District Office at 916-686-7700.

### **PERSONAL RESPONSIBILITIES**



It is the responsibility of students not to leave personal items unattended. This responsibility includes not bringing to school excessive amounts of money or valuable items, sharing or leaving PE lockers unlocked or not properly secured, or storing backpacks in unsecured areas. Harriet Eddy will not be held responsible for personal items that are brought to campus and left unsecured.

### PHYSICAL EDUCATION TARDY/NON-DRESS/MEDICAL POLICIES

Students will be considered tardy for PE if not at a roll call position when class begins. Attire for participation in physical education consists of appropriate dress for safety, health and motivational reasons. A student will receive a PE non-dress if he/she refuses to dress for PE using his/her own clothes or loaners. Parents should inform the school if medical conditions exist that may interfere with their child's participation in physical education activities so an adapted program can be provided, as needed. Students with exercise induced asthma should arrange to take appropriate medicine before participation in any activity requiring strenuous exercise. Students on a temporary medical excuse must bring a doctor's note.

### POSITIVE BEHAVIOR INTERVENTION & SUPPORTS (PBIS)

PBIS is a behavior education program that is designed to teach, promote, and reward students for appropriate behavior. It is the mission of the Harriet Eddy PBIS program to provide all stakeholders a safe and nurturing environment through effective teaching and learning of positive behavioral expectations. Student behavior expectations are categorized under the banners of **Let's Be Safe, Let's Be Respectful, and Let's Be Responsible**. Our students are given explicit instruction and complete lessons on how to "Be Safe, Be Respectful, and Be Responsible". These three Be's are the pillars of the Harriet Eddy PBIS program. All students are expected to follow the three Be's in order to become positive members of Harriet Eddy Middle School.

<b>Area/Rule</b>	<b><u>Safe</u></b>	<b><u>Responsible</u></b>	<b><u>Respectful</u></b>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Be in seat ready to work when bell rings</li> <li>• Sit up properly and keep feet under desk</li> </ul>	<ul style="list-style-type: none"> <li>• Try your best</li> <li>• Have all necessary materials for class.</li> <li>• Always work to the best of your ability</li> <li>• Turn work in on time</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome all opinions</li> <li>• Stay in seat unless instructed otherwise</li> <li>• Practice active listening</li> <li>• Participate in class</li> <li>• Positive language</li> <li>• Respect property -yours and others</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Eat only your own food</li> </ul>	<ul style="list-style-type: none"> <li>• Wait in line patiently</li> <li>• All food and drink stays in cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Clean up your area</li> </ul>
<b>Gym</b>	<ul style="list-style-type: none"> <li>• Sit properly in bleachers/chairs</li> <li>• Use equipment properly</li> <li>• Consume food, drink, gum outside</li> </ul>	<ul style="list-style-type: none"> <li>• Show good sportsmanship</li> <li>• Return equipment to designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Be a team player, encourage others</li> <li>• Positive attitude towards student/staff</li> </ul>



<b>Assemblies/Special Events</b>	<ul style="list-style-type: none"> <li>• Sit quietly during presentation</li> <li>• Wait for dismissal instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Listen respectfully</li> <li>• Applaud appropriately</li> </ul>
<b>Quad/Common Areas</b>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Keep hands and feet to yourself</li> <li>• Move to class on time</li> </ul>	<ul style="list-style-type: none"> <li>• No food, drink or gum</li> <li>• Use drinking fountains appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions</li> <li>• Respect property, yours and others</li> </ul>
<b>Front of School/Bike Rack</b>	<ul style="list-style-type: none"> <li>• Move off-campus quickly</li> <li>• Walk and ride bikes safely</li> <li>• Wear helmets</li> <li>• Secure bicycles</li> <li>• Use crosswalk</li> </ul>	<ul style="list-style-type: none"> <li>• Touch others' property only with permission</li> <li>• Pick up litter</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions</li> <li>• Respect property, yours and others</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>• Keep water in sink</li> <li>• Wash hands</li> <li>• Put towels in garbage</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilets</li> <li>• Inform adults of vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Give people privacy</li> <li>• Respect property, yours and others</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Use chairs and tables appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• State your purpose politely</li> <li>• Obtain permission to use phone</li> <li>• Consume food &amp; drink outside</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions</li> <li>• Keep hands and feet to yourself</li> </ul>

### RENAISSANCE PROGRAM

Renaissance is an academic incentive program that creates an environment in which academic achievement is applauded and celebrated by all students. Students who earn Renaissance recognition will entitle them to a variety of rewards, both on campus and in the community. Students must apply for Renaissance after each grading period. Students may qualify for the following Renaissance Stickers:

- Students receiving 4.0 GPA
- Students receiving minimum of 3.0 GPA
- Students improving GPA by .5

### SCHOOL/PRIVATE PROPERTY

It is everyone's responsibility to help maintain a clean and safe campus. Students are expected to assist the custodial staff in keeping the building clean by not throwing trash, papers, sunflower seeds, etc. on the floors and hallways. Writing and carving on walls, desks and chairs are inconsiderate to the many other students who use the facilities. Students will be charged for all damages or losses occurring to school buildings, books, or equipment. Students will also be responsible for monetary losses suffered by another student as the direct result of their inappropriate actions. Vandalism at Harriet Eddy Middle School will not be tolerated and students will receive severe disciplinary consequences as a result of these actions.

### SILVER HORNET



Students may earn letters for their achievement in seven out of eight areas of responsibility. To achieve Hornet Honor Society status and receive the highest award at Harriet Eddy Middle School, the Silver Hornet Award, students must complete 16 hours or more of service in 7 out of 8 different areas of responsibility. The areas of responsibility are: **school service, scholastic achievement, class achievement, leadership, arts, club participation, athletics, and community service.** Students can learn more about this opportunity from their teachers, counselors, and/or the daily bulletins.

### **STUDENT IDENTIFICATION CARDS**

At the beginning of each school year, student ID photos are taken at school and students are issued ID cards. These ID cards include a barcode label for library checkout. This label must not be damaged or tampered with in any way. Replacement of the ID card and/or bar code due to loss, damage, or tampering will cost the student \$3.00 and can be obtained in the Library. In addition, students will lose checkout privileges pending student ID card replacement. **Students are required to carry this card with them on campus and must present the ID when requested by a staff member.** These measures guarantee our students' security and prevent non-students from disrupting the school. Students not presenting an ID card on request may receive school consequences.

### **STUDENT STORE**

The Student Store is a place for students to purchase many needed school supplies, school clothing items (PE clothes and "spirit wear"), and food items throughout the school year. All items are moderately priced. The Student Store is open during lunch only. All profits from the store are used by the student body for student activities. Signing up and paying for field trips also take place in the student store.

### **SEXUAL HARASSMENT**

The Governing Board of Elk Grove Unified School District prohibits sexual harassment of or by students. Any student who engages in the sexual harassment of another person may be subject to disciplinary action up to and including expulsion. The Board of Education expects students or staff to contact the principal or designee immediately in order to file a complaint. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to; unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature (Education Code 212.5).

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors programs, or activities available at or through the school.



Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects, writing or clothing.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

#### **TARDY POLICY**

A student is tardy unless physically seated in their assigned seat inside the classroom when class is scheduled to begin. The number of tardies is counted by each teacher per quarter. Campus Beautification will be assigned for chronic tardies exceeding 6 per quarter. Parents will be notified by phone or through Talking Points that their student has been placed on the No Activities List until they have served a 1 hour Campus Beautification to clear themselves from the No Activities List.

#### **TELEPHONES**

The office telephone is a business phone to be used by students for emergencies and only with permission from the office staff. Teachers will not allow students to use classroom phones during class time. **Though students are permitted to carry their cell phones in their backpacks during the school day, cell phones and other communication devices must be turned off and their use is prohibited during school hours and on the school campus. Use of cell phones and other communication devices during the school day (receiving or sending calls and/or text messages, photos/video/music or other) will result in the cell phone or device being confiscated for parent pickup.**

#### **TEXTBOOKS**

Harriet Eddy is committed to providing the necessary textbooks and resources for all approved courses. Having textbooks that align with the instructional program is an inherent component of the teaching and learning process. Equally important is the expectation that students and parents will be accountable for textbooks issued during the school year. HEMS provides textbooks on loan to students and students must have an ID card to check out textbooks. Each student is responsible for the textbooks issued to him/her. Students are expected to return textbooks in good condition, allowing for wear occurring from normal use. Textbooks are to be returned at the end of the school year or when a student withdraws from school. Fees will be charged for books not returned, lost and/or damaged. Most textbooks cost at least \$60-\$90 to replace. It is important that students cover textbooks, handle them with care and keep them in a secure location. It is recommended that students do not leave textbooks in the classroom. Most, if not all, hardcover textbooks are available in the student EGUSD Portal.

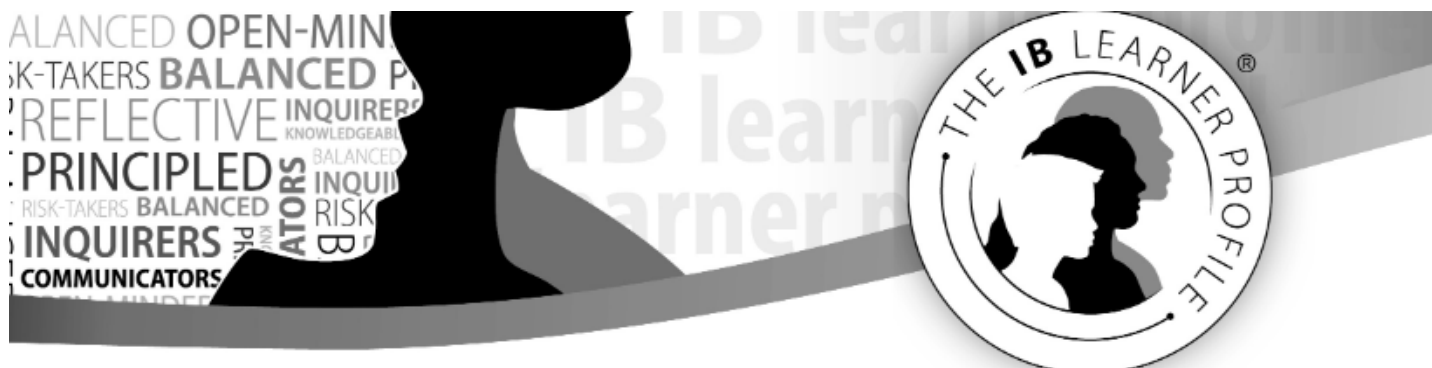


**Students who choose to store books in a classroom do so at his/her own risk. Students are responsible for their textbooks even if a teacher grants permission for the student to store their books in the classroom. Students will be responsible for any lost, damaged, or stolen textbooks. It is the responsibility of the student to manage and safeguard all school related items checked out or loaned to the student. They will be charged for books that are damaged or not returned promptly at the end of the term. Any student with an unpaid book bill will be placed on the No Activities List.**

### **WEBSITE**

<http://www.hems.egusd.net/>

The HEMS Website offers up-to-date information and provides daily bulletins, as well as departmental information, club and athletic information, testing information, calendars, staff profiles, bell schedules, and much more.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



## Laguna Creek Region IB Programmes (MYP and DP) Academic Integrity Policy

### **ACADEMIC INTEGRITY IN THE LAGUNA CREEK REGION IB PROGRAMMES**

The Laguna Creek Region IB Programmes are committed to teaching and promoting academic integrity through the development of the IB Learner Profile and Approaches to Learning (ATL) skills so that students are best prepared for success with further academic study and careers. “Academic Integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work” (*Academic Integrity Policy* 3). This policy has been developed to define and clarify expectations for students, staff, and parents so that misconduct can be prevented.

### **PURPOSE**

- To maintain **fairness**. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student’s achievement.
- To maintain **trust** and credibility. All stakeholders must be accountable for the validity of the assessment process.
- To develop **respect** for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice, it is expected that information is appropriately acknowledged. (*Academic Integrity Policy* 5)

### **CITATION**

According to the IB, “An authentic piece of work is one that is based on the student’s individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student’s own language, expression and ideas. Where the ideas or work of another person are represented within a student’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas of the work must be fully and appropriately acknowledged... When using the words of another person, it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified, along with the quotation, and not reside in the bibliography alone.”

- *Modern Language Association* (MLA) citation is commonly utilized in the Laguna Creek Region.

### **RESPONSIBILITIES OF STUDENTS, TEACHERS, PARENTS, AND ADMINISTRATION**

- **The student is expected to:**
  - complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities and give credit to used sources in all work submitted;
  - report any acts of student academic misconduct in courses and during examinations to their teachers and/or programme coordinators;





- follow the EGUSD Acceptable Use Policy and show a responsible use of the internet and associated social media platforms;
- refrain from using non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing website;
- not give undue assistance to peers in the completion of their work.
- **Teachers and staff are expected to:**
  - have a full understanding of all expectations outlined in this policy;
  - ensure that students have a full understanding of the expectations and citation guidelines of all subjects
  - ensure that students understand what constitutes academic misconduct and its possible consequences
  - plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations;
  - ensure that all student work is appropriately labeled and saved to avoid any error when submitting assessment to the IB;
  - develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion (LCHS)
  - report student academic misconduct or school maladministration and support the school's and IB's investigations.
- **Parents/Guardians are expected to:**
  - understand and support their student's understanding of IB and school policies and procedures in regard to subject courses and assessments;
  - support their student in planning a manageable workload so that they may effectively demonstrate time management skills;
  - understand what constitutes student academic misconduct or school maladministration and its consequences;
  - report any potential cases of student misconduct or school maladministration to the school's administration or IB programme coordinator;
  - submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their student;
  - refrain from giving or obtaining assistance in the completion of work to their student; and
  - read and sign the acknowledgement page of the Student Handbook at the beginning of the year
- **School Leadership Team and Coordinators are expected to:**
  - ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions of academic misconduct;
  - ensure that teachers, students and parents and legal guardians have a copy, read, and understand the school's academic integrity policy and IB regulations;(posted on school website)
  - establish a yearly "Academic Calendar" with clearly listed deadlines of DP internal and external assessments;



- report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB; and
- supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

### **EXAMPLES OF GOOD PRACTICE/ACTING WITH INTEGRITY**

- Always act with honesty and in a responsible and ethical manner.
- Don't try to gain an unfair advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone.
- Stand up for what is right - alert a staff member if you suspect that someone has cheated.
- Take responsibility for your own actions and their consequences.
- Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.
- Familiarize yourself with the school's rules and ensure that you understand what academic integrity means and consists of.
- Always reference and cite other people's work that you have used in your assignments.
- Try to overcome procrastination and manage your time wisely to avoid stress-induced, last-minute work which increases the likelihood of cheating. ("Ten tips for acting with integrity.")

### **DEFINITION OF ACADEMIC MISCONDUCT (ACADEMIC DISHONESTY)**

"The IB defines **academic misconduct** as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components" (*MYP: From Principles into Practice* 95 ).

Academic misconduct includes:

- *plagiarism*—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement
- *collusion*—supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- *duplication of work*—the presentation of the same work for different assessment components

### **EXAMPLES OF STUDENT ACADEMIC MISCONDUCT AND IB PENALTY MATRICES** (*Academic Integrity Policy* 31-45)

### **PROCEDURES FOR REPORTING, RECORDING, AND MONITORING OF ACADEMIC INTEGRITY ISSUES**

1. The teacher investigates and collects evidence.
2. The teacher chooses to inform the appropriate Coordinator or to handle the matter individually. Teachers may choose the consequence within their own classrooms and grading systems.
3. If the teacher chooses to involve the coordinator, the coordinator examines the evidence that is presented by the teacher. If the evidence indicates that an IB assessment is involved, then the coordinator begins a formal investigation.



- a. Parents are informed that an investigation is underway.
  - b. A meeting with the student and the teacher is scheduled. Students may include their parents in this meeting. The purpose of this meeting is to assess the student's actions and motivations.
  - c. Statements from the student and the teacher may be collected at this time.
  - d. The student's actions and motivations are compared with the school's Academic Honesty policy and with the relevant documents from IB.
4. The coordinator involved decides the outcome where IB assessment is involved and ensures the outcome is consistent with IB rules and regulations.
  5. Parents will be informed of the outcome of any misconduct investigation, including the impact in the course and/or student's ability to earn the IB diploma.
  6. Each incident will be recorded in the appropriate Coordinator's files regarding that student and, documented in Synergy, along with any follow-up required by IB.

### **RIGHTS OF THE SCHOOL COMMUNITY**

- Students, parents, and teachers each have individual rights in the procedures for reporting, recording, and monitoring of academic misconduct as outlined above.

### **CONSEQUENCES**

- The teacher and/or administration will handle incidents of misconduct according to the HEMS and LCHS school handbooks and/or district policy.

The consequences for Academic Dishonesty are progressive:

- 1st Offense: If a student violates the Academic Integrity Policy, the student will receive a zero for the entire assignment or test, parents will be notified by the teacher, and an academic dishonesty notation will be made in the student's Synergy record. Other consequences as noted below could apply to any violation.
- 2nd Offense: The student will receive a zero for the entire assignment or test; the teacher will contact the parent, add an academic dishonesty notation to the student's Synergy record, and notify administration. The student will be placed on the "No Activities List" for one week.
- 3rd Offense: The student will receive a zero for the entire assignment or test; the teacher will contact the parent, add an academic dishonesty notation to the student's record, and notify administration. The student will be placed on the "No Activities List" for two weeks.

For International Baccalaureate Diploma Programme students:

- Possible disqualification from testing in the IB subject in which the misconduct occurred.
- Possible disqualification from the IB diploma—a single case of confirmed misconduct on an IB assessment results in an N in that subject. One N disqualifies the student from successfully completing the diploma.
- Severe difficulties in getting positive letters of recommendation from faculty members. These letters are used for both college admission and scholarship purposes.



- In addition any student who is investigated for academic misconduct more than once will have a school disciplinary record. When students apply for college the existence of such a record is shared with the colleges to which a student applies.

**DOCUMENT REVIEW**

- This policy will be reviewed annually, no later than April of each year, by the Laguna Creek Region site leadership teams.

**RESOURCES**

"Academic Honesty in the Diploma Programme." IBO. 2014. Pamphlet.  
*Academic Honesty in the IB Education Context.* IBO. 2014.  
*Academic Integrity Policy.* IBO. 2019.  
 "Ten tips for acting with integrity." IBO. 2022.  
*DP: From Principles to Practice.* IBO. 2010.  
*MYP: From Principles to Practice.* IBO. 2014.  
 "Academic Honesty Policy." Bloomfield Middle School.  
 ---.Claremont High School.  
 ---. Mira Loma High School.



**Laguna Creek Region IB Middle Years Programme (MYP)  
 Assessment Policy**



**Harriet Eddy Middle School Mission Statement**

The mission of Harriet Eddy Middle School is to inspire students to become global, responsible and compassionate lifelong learners. To meet this end, Harriet Eddy will cultivate a collaborative environment with high standards of social and academic excellence in an inquiry based setting.

**Laguna Creek High School Mission Statement**

The mission of Laguna Creek High School is to develop inquiring, knowledgeable, and caring young people who attain academic excellence. Our students strive for responsible citizenship and help create a more peaceful world through life-long learning, productive employment, and intercultural understanding and respect in a global society.



### **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **I. PHILOSOPHY**

In the Middle Years Programme at Harriet Eddy Middle School, as well as at Laguna Creek High School, student success, guided by assessment, is our number one priority. As it is an integral part of the teaching and learning process, assessment provides students with multiple methods and opportunities to measure their progress toward meeting subject area objectives. Assessment also provides students with information they need in order to be responsible for their own learning and support their personal growth as lifelong learners.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunities for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitude toward learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including one of its model principles, the development of the whole student.



## II. TYPES OF ASSESSMENT

### Formative Assessment

- Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning.
- Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential.
- Formative assessments provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement.
- Formative assessments identify the learning needs of students, shape learning, and prepare students for success with summative assessments.

### Summative Assessment

- Summative assessment is part of every MYP unit.
- Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.
- Summative assessment tasks in the Laguna Creek Region MYP may be created using the GRASPS (Goal, Role, Audience, Situation, Product, and Standards) format.
- Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material.
- Summative assessments are used to communicate information on student achievement to students, teachers, parents and guardians, and others.

## III. MYP ASSESSMENT CRITERIA AND ACHIEVEMENT LEVELS

### MYP Assessment Criteria

The MYP assessment criteria across subject groups can be summarized as follows.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts



<b>Arts</b>	Investigating	Developing	Creating/Performing	Evaluating
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP Projects</b>	Planning	Applying skills	Reflecting	
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	

- The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught.
- They encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge.
- Each MYP assessment criterion has multiple strands that measure student performance toward meeting objectives.
- **Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.**
- In the Laguna Creek Region MYP, we aim to introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements.
- **Each strand of each criterion must be assessed at least twice per year in each subject area.**

#### **Determining Achievement Levels**

- Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors.
- All criterion have four bands, each of which represents two achievement levels, with a maximum achievement level of 8.
- MYP criteria are equally weighted.
- Through the standardization of the assessment process, teachers at HEMS and LCHS will work collaboratively to come to a common understanding on the assessment criteria and achievement levels.

#### **IV. GRADING AND REPORTING STUDENT ACHIEVEMENT**

- EGUSD teachers are required to employ Edupoint's Student Information System (SIS), Synergy, to comply with local requirements for grade reporting (A-F grade scale).
- Teachers at HEMS and LCHS communicate student achievement in each subject group to families at regular intervals.



- At HEMS, students receive one progress report and one report card per quarter.
- At LCHS, students receive three progress reports and one report card per semester.
- Student achievement levels for each MYP assessment criterion should be recorded in the Synergy gradebook.
- The following scale is utilized in the Laguna Creek Region to convert MYP achievement levels to local grading percentages:

<b>MYP Achievement Level</b>	<b>Local Grading Percentage</b>
8	96-100%
7	90-95%
6	85-89%
5	80-84%
4	75-79%
3	70-74%
2	60-69%
1	59%
0	0%

- The chart above can only be used to convert MYP Achievement Levels to Local Grading Percentages. It cannot be used to do the reverse (convert percentages to MYP Achievement Levels).

## **V. EXPECTATIONS**

### **MYP Teachers**

When creating MYP units, teachers at HEMS and LCHS will ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply a recall of factual knowledge).





In addition, MYP teachers at HEMS and LCHS will:

- organize learning and assessment so that it is consistent with the prescribed MYP objectives and criteria
- ensure that all MYP units include summative tasks that are assessed according to one or more MYP criteria
- utilize the assessment criteria, and their published achievement levels, for any MYP summative assessments
- provide students with assessment criteria prior to assessments and ensure that students clearly understand the criteria
- provide students with feedback on learning activities or formative assessments prior to completing summative tasks
- provide students with opportunities for reflection and self-evaluation

### **MYP Students**

The primary responsibilities of MYP students are to take an active role in their learning and to follow the Academic Integrity Policy. Students at HEMS and LCHS must:

- be accountable for their learning, produce quality products, and perform to the best of their ability
- know how their work will be assessed and refer to assessment criteria before and while they are completing their work
- be aware of due dates and meet them
- always turn in original work, upholding a culture of academic integrity and authentic intellectual engagement
- ask questions when they do not understand an assessment task, the course content, or how to complete a task
- report behavior of others which creates an unfair advantage or might be considered misconduct

### **VI. DOCUMENT REVIEW**

- This policy will be reviewed annually, no later than April of each year, by the Laguna Creek Region site leadership teams.

### **References**

- *MYP: From Principles into Practice* Updated 2022



## Laguna Creek Region IB Programmes (MYP & DP)

### Language Policy

#### I. Introduction

One of the foundational requirements of all International Baccalaureate (IB) World Schools is a written Language Policy. The purpose of this document is to inform teaching and learning in the classroom, to guide curriculum and to involve families in our goal to educate children in an internationally – minded environment. This document outlines the philosophy and practices of language instruction at Harriet Eddy Middle School (HEMS) and Laguna Creek High School (LCHS). The information contained within this document demonstrates how both schools support students' acquisition of our language of instruction (English) and, at least one instruction of a World Language, as a second language option of student choice (French, Japanese, and/or Spanish). It also shows how both schools support continued use of a student's "mother tongue" (the language spoken in the student's home).

#### II. Philosophy:

In the Laguna Creek Region MYP:

- All teachers are language teachers.
- Language is a primary means of learning and communicating.
- Language acquisition is to be promoted as a partnership between all members of our community including parents, students, teachers and staff.
- Mother Tongue languages help form cultural and personal identity and should be respected.
- The shared experience of learning language creates cohesion among students from diverse backgrounds and promotes international – mindedness.
- Learning world languages is an integral part of becoming a global citizen.

#### III. Language Profile

- In the 2022-2023 school year, Laguna Creek High School and Harriet Eddy Middle School have a combined population of approximately 3,171 students.
- Laguna Creek High School and Harriet Eddy Middle School's top 6 Mother Tongue languages, other than English, are Spanish, Cantonese, Farsi, Filipino (Tagalog), Hmong, and Vietnamese.
- A combined total of 48 different languages is spoken by over 810 students who have a Mother Tongue other than English, representing 32.3% of our schools' population.
- 20% of the 2023 graduating seniors from Laguna Creek High School are projected to earn the California Seal of Biliteracy, leading all other high schools in the Elk Grove Unified School District. This result is attributed to our region's celebration of diversity and continuous commitment to our



language philosophy.

#### **IV. Aims**

Teachers and staff at HEMS and LCHS work to:

- Enable students to learn and use language confidently in a variety of contexts.
- Increase students' ability of written and oral communication through intentional assessment.
- Promote student understanding and enjoyment of literature.
- Allow students to explore different perspectives through language.
- Encourage students to have fun and express themselves through language.

#### **V. Support of Mother Tongue Languages**

Mother Tongue languages are supported in the following ways:

- District bulletins, websites and other publications are available in English, Spanish, Cantonese, and Hmong, our 4 most common Mother Tongue languages.
- The schools and families have access to translators in all of these languages.
- Materials in the library support continued use of the Mother Tongue.
- Designated and Integrated English Language Development in content areas, to support language and culture of Mother Tongue through the teaching of diverse selections (MYP/PD Units), grammar structures, cognates, translations, function and forms.



## **VI. Support of the Language of Instruction:**

English is the Language of Instruction at HEMS and LCHS.

HEMS and LCHS will support students with Limited English Proficiency in language acquisition in the following ways:

- Scheduled daily English Language Development and small group instruction with a Highly Qualified English ELD teacher. CA ELD Standards drive instruction during ELD and are integrated during sheltered content instruction.
- Currently, English Language Acquisition is assessed annually and individually with ELPAC (English Language Proficiency Assessment of California). Academic growth is assessed through multiple measures in order to monitor progress. Multiple data points are used to determine levels of support needed for each individual student and as a vehicle for placement within Designated and Integrated ELD.
- Road to Reclassification and Data Chats are incorporated to ensure student success through this progress monitoring.
- Designated and Integrated ELD to scaffold acquisition of vocabulary and concepts central to learning is enhanced by providing visual cues, collaborative learning experiences and consistent assessment of prior knowledge.
- Every educator receives additional training around the Instructional Framework and Understanding the Power of Language Acquisition.

HEMS and LCHS will support all students in language acquisition in the following ways:

- Implementing reading and writing strategies across the curriculum.
- Selecting and providing access to literature from a variety of cultural backgrounds from all over the world.
- Providing multiple opportunities at all levels of instruction for students to write in a variety of genres.
- Allowing students ample choice in their reading materials and encouraging reading for enjoyment.
- Providing differentiated instruction for students with special needs, including students with learning disabilities and students who are academically gifted and talented (GATE).
- Assessing students formally and informally in the classroom using check-ins, writing prompts, reading comprehension checks, reading skills assessments, speeches, and essays.
- Participating in the Smarter Balanced Assessment Consortium (SBAC) each year.

## **VII. Support of Second Language Instruction**

- HEMS and LCHS offer three second language acquisition options for students to choose at least one language. The second language acquisition courses are French, Japanese, and Spanish.
- All students enroll in a second language acquisition course upon matriculation at HEMS. The student



maintains enrollment in the same language throughout the MYP and DP.

- All courses are taught as regular elective and year-long courses.

### **VIII. Policy Feedback and Review**

- The Laguna Creek Region IB Programme Language Policy will be reviewed annually by MYP stakeholders.
- These stakeholders will include administrators, IB Coordinators, and representatives from the Leadership Teams at HEMS and LCHS.
- These stakeholders will review the current document, make necessary revisions, and plan how to communicate current practices to staff.
- This policy will be available to all stakeholders in the HEMS and LCHS learning communities.



## **Laguna Creek Region International Baccalaureate Programme Laguna Creek Region Access & Admission Policy**



All students at Harriet Eddy Middle School (HEMS) and Laguna Creek High School (LCHS) will have access to a standards-aligned curriculum and receive high-quality instruction to promote college, career, and life readiness and eliminate the achievement gap. Our students benefit from high-quality instruction where they understand learning targets and success criteria, engage in student dialogue, and actively participate with opportunities for regular assessment and feedback. Our teaching and learning model helps every student progress and better understand where they need to grow and develop socially and emotionally, behaviorally, and academically.

All students at HEMS (grades 7 and 8) and LCHS (grades 9 and 10) participate in IB Middle Years Programme (MYP) courses. All students are strongly encouraged to challenge themselves further through enrollment in Honors, Advanced Placement, an/or International Baccalaureate (IB) courses. Successful completion of Honors/AP/IB courses may result in extra grade point calculations on the student's GPA and in earning college-credit upon successful performance on AP/IB exams.

Students living within the Elk Grove Unified School District boundaries and wishing to participate in the IB Programme are encouraged to apply for enrollment at HEMS or LCHS via the annual open-enrollment process. MYP informational nights are hosted at HEMS and LCHS each year prior to the open-enrollment deadline.



All students who matriculate into LCHS as 9th graders have access to prerequisite courses allowing them to complete the full diploma programme. Any LCHS student wishing to take an IB Diploma Programme pathway may choose to do so. Students wishing to enter into the IB Diploma Programme are given information regarding the rigorous program requirements to ensure appropriate placement and academic success. Our IB Counseling Staff and DP Coordinator work closely with these students in choosing appropriate pathways and courses.

### **Document Review**

This policy will be reviewed annually, no later than April, of each year by the Laguna Creek Region site leadership teams.



## **Laguna Creek Region International Baccalaureate Programme Laguna Creek Region Inclusion Policy**



### **Rights and Responsibilities of the School Community**

Laguna Creek High School and Harriet Middle School are committed to support access to all **students** in accordance with Federal, State, and Local laws. The Elk Grove Unified School District's **Board of Education** recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. **The Superintendent or designee** shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment (Education Code 56301).

**The Superintendent or designee** shall establish a method whereby **parents/guardians, teachers, appropriate professionals, and others** may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of **students** with needs that cannot be met with modifications to the regular instructional program (Education Code 56302).

**The Superintendent or designee** shall notify **parents/guardians** in writing of their rights related to



identification, referral, assessment, instructional planning, implementation and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services (Education Code 56301).

**The Laguna Creek Region faculty** support inclusive education and strive to build a community that is supportive of all **students** who choose to participate in the International Baccalaureate Programme. We accommodate **students** who have assessment access requirements and/or learning support requirements (special needs) thus creating a program that is fair and equitable.

### **Process for Inclusive Access Arrangements for DP Assessments**

1. In addition to employing teaching strategies that include differentiation for students with special needs, students are supported also through special arrangements as necessary.
2. All teachers and the DP Coordinator(s) can access copies of any 504 plans and/or Individual Education Plans (IEP) for any IB student seeking accommodations.
3. The DP Coordinator(s) will review all 504 plans and IEPs to determine if an applicable alternative arrangement needs to be submitted to the IB Special Needs Office.
4. Parents and/or students will make the DP Coordinator(s) aware of any necessary accommodation or modification of examination prior to assessment registration. The IB DP Coordinator(s) will contact IBO via IBIS and complete the appropriate documentation for Inclusive Assessment Arrangements. Parents must provide all documentation needed for IB accommodation requests.
5. Once approved, the DP Coordinator(s) will contact the student and parents to arrange for the appropriate accommodations during the assessment.

### **Document Review**

This policy will be reviewed annually, no later than April of each year, by the Laguna Creek Region site leadership teams.

### **References**

Claremont High School. IB Special Needs Policy. Claremont, CA.

Foothill High School. IB Diploma Program: Inclusion/Special Educational Needs Policy. Tustin, CA.

### **MYP Command Terms**

*MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups. These instructional verbs indicate the level of thinking and type of performance (or behavior) that is required of students. They are closely related to general and subject-specific ATL skills, and they make explicit a shared academic vocabulary that informs teaching and learning in the MYP. The MYP incorporates the command terms used to establish learning outcomes and assessment objectives in the DP. Terms specific to the MYP are identified with an asterisk.*



<b>COMMAND TERM</b>	<b>DEFINITION</b>	<b>COMMAND TERM</b>	<b>DEFINITION</b>
<b>Analyze</b>	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)	<b>Discuss</b>	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
<b>Annotate</b>	Add brief notes to a diagram or graph.	<b>Distinguish</b>	Make clear the differences between two or more concepts or items.
<b>Apply</b>	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also “Use”.)	<b>Document*</b>	Create sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
<b>Calculate</b>	Obtain a numerical answer showing the relevant stages in the working.	<b>Draw</b>	Represent by means of a labeled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
<b>Classify</b>	Arrange or order by class or category.	<b>Estimate</b>	Obtain an approximate value for an unknown quantity.
<b>Comment</b>	Give a judgment based on a given statement or result of a calculation.	<b>Evaluate</b>	Make an appraisal by weighing up the strengths and limitations. (See also “Critique”.)
<b>Compare</b>	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.	<b>Examine</b>	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
<b>Compare and contrast</b>	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.	<b>Explain</b>	Give a detailed account including reasons or causes. (See also “Justify”.)
<b>Construct</b>	Display information in a diagrammatic or logical form.	<b>Explore</b>	Undertake a systematic process of discovery.
<b>Contrast</b>	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.	<b>Find</b>	Obtain an answer showing relevant stages in the working.
<b>Create*</b>	Evolve from one’s own thought or imagination, as a work or an invention.	<b>Formulate</b>	Express precisely and systematically the relevant concept(s) or argument(s).





<b>Critique*</b>	Provide a critical review or commentary, especially when dealing with works or art or literature.	<b>Hence</b>	Use the preceding work to obtain the required result.
<b>Deduce</b>	Reach a conclusion from the information given.	<b>Identify</b>	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
<b>Define</b>	Give the precise meaning of a word, phrase, concept or physical quantity.	<b>Interpret</b>	Use knowledge and understanding to recognize trends and draw conclusions from given information.
<b>Demonstrate</b>	Make clear by reasoning or evidence, illustrating with examples or practical application.	<b>Investigate</b>	Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
<b>Derive</b>	Manipulate a mathematical relationship to give a new equation or relationship.	<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusions. (See also “Explain”.)
<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.	<b>Label</b>	Add a title, levels or brief explanation(s) to a diagram or graph.
<b>Design</b>	Produce a plan, simulation, or model.	<b>List</b>	Give a sequence of brief answers with no explanation.
<b>Determine</b>	Obtain only the possible answer.	<b>Measure</b>	Obtain a value for a quantity.
<b>Develop*</b>	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.	<b>Organize*</b>	Put ideas and information into a proper or systematic order.




### MYP Command Terms

COMMAND TERM	DEFINITION
<b>Otherwise</b>	It is suggested that the preceding work is used, but other methods could also receive credit.
<b>Outline</b>	Give a brief account or summary.
<b>Plot</b>	Mark the position of points on a diagram.
<b>Predict</b>	Give an expected result of an upcoming action or event.
<b>Present</b>	Offer for display, observation, examination or consideration.
<b>Prioritize*</b>	Give relative importance to, or put in an order of preference.
<b>Prove</b>	Use a sequence of logical steps to obtain the required result in a formal way.
<b>Recall*</b>	Remember or recognize from prior learning experiences.
<b>Select*</b>	Choose from a list or group.
<b>Show</b>	Give the steps in a calculation or derivation.
<b>Show that</b>	Obtain the required result (possibly using information given) without the formality of proof. “Show that” questions do not generally require the use of a calculator.
<b>Sketch</b>	Represent by means of a diagram or graph (labeled as appropriate). The sketch should give a general idea of the required shape of a relationship, and should include relevant features.



<b>Solve</b>	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
<b>State</b>	Give a specific name, value, or other brief answer without explanation or calculation.
<b>Suggest</b>	Propose a solution, hypothesis or other possible answer.
<b>Summarize*</b>	Abstract a general theme or major points(s).
<b>Synthesize*</b>	Combine different ideas in order to create new understanding.
<b>To what extent</b>	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
<b>Trace</b>	Follow and record the action of an algorithm.
<b>Translate*</b>	Express the meaning of a text in another language or dialect.
<b>Use</b>	Apply knowledge or rules to put theory into practice. (See also “Apply”.)
<b>Verify</b>	Provide evidence that validates the result.
<b>Write down</b>	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

### HEMS Annotation

Steps of Annotation	Reading 1-2-3
1. <b>Reading 1,2,3</b> 2. <b>Chunk</b> 3. <b>Skim &amp; Circle</b> (unfamiliar vocab) 4. <b>Read for Main Idea</b> (highlight) 5. <b>Read for Key Details</b> (underline) 6. <b>Read &amp; Summarize</b> (5 word bullet)	<b>1 – Purpose</b> <ul style="list-style-type: none"> <li>What is your <b>purpose</b> for reading?</li> <li><i>What are you trying to find out?</i></li> </ul> <b>2 – Preview Text Structure &amp; What You Know</b> <ul style="list-style-type: none"> <li>What do you know about this kind of text?</li> <li>How is the “text” organized? (<b>Title? Subheadings or Sections?</b>)</li> <li>What features do you notice are included in the text? (<b>Tables? Charts? Photos? Art?</b>)</li> <li>What do these tell you about the topic or where to find info? What do you know about this topic? Consider what the title is telling the reader.</li> </ul> <b>3 – Strategy for Reading</b> <ul style="list-style-type: none"> <li><b>How</b> will you get information from this text/source?</li> <li><b>Plan</b> your attack in order to focus your reading and make it purposeful and meaningful.</li> </ul>
 [   ]	<b>Main Idea-</b> When you determine the <b>main idea</b> of a paragraph or section of text, <ul style="list-style-type: none"> <li><b>bracket it</b> and <b>draw a star</b> in the margin</li> <li>OR <b>highlight</b> it</li> </ul>
	<b>Unfamiliar Vocabulary-</b> When you encounter an unfamiliar word or phrase that you have trouble deciphering even with context clues, <ul style="list-style-type: none"> <li><b>circle</b> it.</li> <li><i>When you finish reading, look up the words or ask someone who might know what it means</i></li> <li><i>Paraphrase the definition in the margin!</i></li> </ul>
	<b>Key Details-</b> When you find information, evidence, or examples that explain or prove the main idea of the paragraph or section,



	<ul style="list-style-type: none"> <li>• <b>underline</b> them</li> </ul>
<b>F</b>	<p><b>Need Formula-</b> When you are reading a science or math text and realize that you should use a formula to help you solve a problem or understand how something works,</p> <ul style="list-style-type: none"> <li>• <b>draw an F</b> in the margin</li> </ul>
<b>?</b>	<p><b>Confused/Have a Question-</b> When you don't understand what the author means, an idea confuses you, or you have an actual question about the text, <b>draw a question</b> mark in the margin. <b>Write your question in the margin</b> if you have a specific one</p>

### MYP Global Contexts

Global Context	Focus Question(s) and Description	Example Explorations
<b>Identities &amp; Relationships</b>	<p><i>Who am I? Who are we?</i> Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<ul style="list-style-type: none"> <li>• competition and cooperation; teams, affiliation and leadership</li> <li>• identity formation, self-esteem, status, roles and role models</li> <li>• personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</li> <li>• physical, psychological and social development, transitions, health and well-being, lifestyle choices</li> <li>• human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind</li> </ul>
<b>Orientation in Time &amp; Space</b>	<p><i>What is the meaning of 'where' and 'when'?</i> Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the</p>	



	interconnectedness of, individuals and civilizations, from personal, local and global perspectives.	<ul style="list-style-type: none"> <li>● civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange</li> <li>● epochs, eras, turning points and ‘big history’</li> <li>● scale, duration, frequency and variability</li> <li>● peoples, boundaries, exchange and interaction</li> <li>● natural and human landscapes and resources</li> <li>● evolution, constraints and adaptation</li> </ul>
<b>Personal &amp; Cultural Expression</b>	<p><i>What is the nature and purpose of creative expression?</i></p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; and our appreciation of the aesthetic.</p>	<ul style="list-style-type: none"> <li>● artistry, craft, creation, beauty</li> <li>● products, systems and institutions</li> <li>● social constructions of reality; philosophies and ways of life; belief systems; ritual and play</li> <li>● critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument</li> <li>● metacognition and abstract thinking</li> <li>● entrepreneurship, practice and competency</li> </ul>
<b>Global Context</b>	<b>Focus Question(s) and Description</b>	<b>Example Explorations</b>
<b>Scientific &amp; Technical Innovation</b>	<p><i>How do we understand the worlds in which we live?</i></p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific</p>	<ul style="list-style-type: none"> <li>● systems, models, methods; products, processes and solutions</li> <li>● adaptation, ingenuity and progress</li> <li>● opportunity, risk, consequences and responsibility</li> <li>● modernization, industrialization and engineering</li> </ul>



	<p>principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<ul style="list-style-type: none"> <li>● digital life, virtual environments and the information age</li> <li>● the biological revolution</li> <li>● mathematical puzzles, principles and discoveries</li> </ul>
<p><b>Globalization and Sustainability</b></p>	<p><i>How is everything connected?</i> Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<ul style="list-style-type: none"> <li>● markets, commodities and commercialization</li> <li>● human impact on the environment</li> <li>● commonality, diversity and interconnection</li> <li>● consumption, conservation, natural resources and public goods</li> <li>● population and demography</li> <li>● urban planning, strategy and infrastructure</li> </ul>
<p><b>Fairness &amp; Development</b></p>	<p><i>What are the consequences of our common humanity?</i> Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none"> <li>● democracy, politics, government and civil society</li> <li>● inequality, difference and inclusion</li> <li>● human capability and development ; social entrepreneurs</li> <li>● rights, law, civic responsibility and the public sphere</li> <li>● justice, peace and conflict management</li> <li>● power and privilege</li> <li>● authority , security and freedom</li> <li>● imagining a hopeful future</li> </ul>



## Approaches to Learning (ATL) Skills



Category: **Communication**  
Cluster: **Communication Skills**

### ***Inquiry Focus: How can students communicate through interaction?***

Description: **Exchanging thoughts, messages and information effectively through interaction**

1. Give and receive meaningful feedback
2. Use intercultural understanding to interpret communication
3. Use a variety of speaking techniques to communicate with a variety of audiences
4. Use appropriate forms of writing for different purposes and audiences
5. Use a variety of media to communicate with a range of audiences
6. Interpret and use effectively modes of non-verbal communication
7. Negotiate ideas and knowledge with peers and teachers
8. Participate in, and contribute to, digital social media networks
9. Collaborate with peers and experts using a variety of digital environments and media
10. Share ideas with multiple audiences using a variety of digital environments and media

### ***Inquiry Focus: How can students demonstrate communication through language?***

Description: **Reading, writing, and using language to gather and communicate information**

1. Read critically and for comprehension
2. Read a variety of sources for information and for pleasure
3. Make inferences and draw conclusions
4. Use and interpret a range of discipline-specific terms and symbols
5. Write for different purposes
6. Understand and use mathematical notation
7. Paraphrase accurately and concisely
8. Preview and skim texts to build understanding
9. Take effective notes in class
10. Make effective summary notes for studying
11. Use a variety of organizers for academic writing tasks
12. Find information for disciplinary and interdisciplinary inquiries, using a variety of media
13. Organize and depict information logically
14. Structure information in summaries, essays, and reports

Category: **Social**  
Cluster: **Collaboration Skills**

### ***Inquiry Focus: How can students collaborate?***

Description: **Working effectively with others**

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|--|--|
| <ol style="list-style-type: none"> <li>1. Use social media networks appropriately to build/develop relationships</li> <li>2. Practice empathy perspectives and ideas</li> <li>10. Negotiate effectively</li> <li>4. Help others to succeed contribute</li> <li>5. Take responsibility for one's own actions on a variety of roles within groups</li> </ol> | <ol style="list-style-type: none"> <li>8. Make fair and equitable decisions</li> <li>9. Listen actively to other</li> <li>3. Delegate and share responsibility for decision-making</li> <li>11. Encourage others to</li> <li>12. Exercise leadership and take</li> </ol> |
|--|--|



- 6. Manage and resolve conflict and work collaboratively in teams feedback
- 7. Build consensus and needs

- 13. Give and receive meaningful
- 14. Advocate for one's own rights

**Category: Research**

**Cluster: Information Literacy Skills**

***Inquiry Focus: How can students demonstrate information literacy?***

Description: **Finding, interpreting, judging, and creating information**

1. Collect, record, and verify data
2. Access information to be informed and inform others
3. Make connections between various sources of information
4. Understand the benefits and limitations of personal sensory learning preferences when accessing, processing, and recalling information
5. Use memory techniques to develop long-term memory
6. Present information in a variety of formats and platforms
7. Collect and analyze data identify solutions and make informed decisions
8. Process data and report results
9. Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
10. Understand and use technology systems
11. Use critical literacy skills to analyze and interpret media communications
12. Understand and implement intellectual property rights
13. Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
14. Identify primary and secondary sources

**Cluster: Media Literacy Skills**

***Inquiry Focus: How can students demonstrate media literacy?***

Description: **Interacting with media to use and create ideas and information**

1. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks)
2. Demonstrate awareness of media interpretations of events and ideas (including digital social media)
3. Make informed choices about personal viewing experiences
4. Understand the impact of media representations and modes of presentations
5. Seek a range of perspectives from multiple and varied sources
6. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
7. Compare, contrast, and draw connections among (multi)media resources

**Category: Self-Management**

**Cluster: Organization Skills**

**Cluster: Reflection Skills**

**Cluster: Affective Skills**



<p><b><i>Inquiry Focus: How can students demonstrate organization skills?</i></b></p> <p>Description: <b>Managing time and tasks effectively</b></p> <ol style="list-style-type: none"> <li>1. Plan short and long term assignments; meet deadlines</li> <li>2. Create plans to prepare for summative assessments (examinations and performances)</li> <li>3. Keep and use a weekly planner for assignments</li> <li>4. Set goals that are challenging and realistic</li> <li>5. Plan strategies and take action to achieve personal and academic goals</li> <li>6. Bring necessary equipment and supplies to class</li> <li>7. Keep an organized and logical system of information files/notebooks</li> <li>8. Use appropriate strategies for organizing complex information</li> <li>9. Understand and use sensory learning preferences (learning styles)</li> <li>10. Select and use technology effectively and productively</li> </ol>	<p><b><i>Inquiry Focus: How can students be reflective?</i></b></p> <p>Description: <b>(Re)Considering the process of learning; choosing and using ATL skills</b></p> <ol style="list-style-type: none"> <li>1. Develop new skills, techniques and strategies for effective learning</li> <li>2. Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>3. Demonstrate flexibility in the selection and use of learning strategies</li> <li>4. Try new ATL skills and evaluate their effectiveness</li> </ol> <p><u>Consider content</u></p> <ol style="list-style-type: none"> <li>5. What did I learn about today?</li> <li>6. What don't I yet understand?</li> <li>7. What questions do I have now?</li> </ol> <p><u>Consider ATL skills development</u></p> <ol style="list-style-type: none"> <li>8. What can I already do?</li> <li>9. How can I share my skills to help peers who need more practice?</li> <li>10. What will I work on next?</li> </ol> <p><u>Consider personal learning strategies</u></p> <ol style="list-style-type: none"> <li>11. What can I do to become a more efficient and effective leader?</li> <li>12. How can I become more flexible in my choice of learning strategies?</li> <li>13. What factors are important for helping me learn well?</li> <li>14. Focus on the process of creating by imitating the work of others</li> <li>15. Consider ethical, cultural, and environmental implications</li> <li>16. Keep a journal to record reflections</li> </ol>	<p><b><i>Inquiry Focus: How can students manage their own state of mind?</i></b></p> <p>Description: <b>Managing state of mind</b></p> <p><b><u>Mindfulness awareness</u></b></p> <ol style="list-style-type: none"> <li>1. Practice focus and concentration</li> <li>2. Practice strategies to develop mental focus</li> <li>3. Practice strategies to overcome distractions</li> <li>4. Practice being aware of body-mind connections</li> </ol> <p><b><u>Perseverance</u></b></p> <ol style="list-style-type: none"> <li>5. Demonstrate persistence and perseverance</li> <li>6. Practice delaying gratification</li> </ol> <p><b><u>Emotional management</u></b></p> <ol style="list-style-type: none"> <li>7. Practice strategies to overcome impulsiveness and anger</li> <li>8. Practice strategies to prevent and eliminate bullying</li> <li>9. Practice strategies to reduce stress and anxiety</li> </ol> <p><b><u>Self-motivation</u></b></p> <ol style="list-style-type: none"> <li>10. Practice analyzing and attributing causes for failure</li> <li>11. Practice managing self-talk</li> <li>12. Practice positive thinking</li> </ol> <p><b><u>Resilience</u></b></p> <ol style="list-style-type: none"> <li>13. Practice “bouncing back” after adversity, mistakes, and failures</li> <li>14. Practice “failing well”</li> <li>15. Practice dealing with disappointment and unmet expectations</li> <li>16. Practice dealing with change</li> </ol>
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Category: Thinking		
Cluster: <b>Critical Thinking Skills</b>	Cluster: <b>Creative Thinking Skills</b>	Cluster: <b>Transfer Skills</b>
<p><b><i>Inquiry Focus: How can students think critically?</i></b></p>	<p><b><i>Inquiry Focus: How can students be creative?</i></b></p>	<p><b><i>Inquiry Focus: How can students transfer skills and knowledge</i></b></p>





<p><b>Description: Analyzing and evaluating issues and ideas</b></p> <ol style="list-style-type: none"> <li>1. Practice observing carefully in order to recognize problems</li> <li>2. Gather and organize relevant information to formulate an argument</li> <li>3. Recognize unstated assumptions and bias</li> <li>4. Interpret data</li> <li>5. Evaluate evidence and arguments</li> <li>6. Recognize and evaluate propositions</li> <li>7. Draw reasonable conclusions and generalizations</li> <li>8. Test generalizations and conclusions</li> <li>9. Revise understanding based on new information and evidence</li> <li>10. Evaluate and manage risk</li> <li>11. Formulate factual, topical, conceptual and debatable questions</li> <li>12. Consider ideas from multiple perspectives</li> <li>13. Develop contrary or opposing arguments</li> <li>14. Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>15. Propose and evaluate a variety of solutions</li> <li>16. Identify obstacles and challenges</li> <li>17. Use models and simulations to explore complex systems and issues</li> <li>18. Identify trends and forecast possibilities</li> <li>19. Troubleshoot systems and applications</li> </ol>	<p><b>Description: Generating novel ideas and considering new perspectives</b></p> <ol style="list-style-type: none"> <li>1. Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>2. Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>3. Create novel solutions to authentic problems</li> <li>4. Make unexpected or unusual connections between objects and/or ideas</li> <li>5. Design improvements to existing machines, media, and technologies</li> <li>6. Design new machines, media, and technologies</li> <li>7. Make guesses, ask “what if” questions and generate testable hypotheses</li> <li>8. Apply existing knowledge to generate new ideas, products, or processes</li> <li>9. Create original works and ideas; use existing works and ideas in new ways</li> <li>10. Practice flexible thinking - develop multiple opposing, contradictory, and complementary arguments</li> <li>11. Practice visible thinking strategies and techniques</li> <li>12. Generate metaphors and analogies</li> </ol>	<p><b><i>across disciplines and subject groups?</i></b></p> <p><b>Description: Using skills and knowledge in multiple contexts</b></p> <ol style="list-style-type: none"> <li>1. Use effective learning strategies in subject groups and disciplines</li> <li>2. Apply skills and knowledge in unfamiliar situations</li> <li>3. Inquire in different contexts and gain a different perspective</li> <li>4. Compare conceptual understanding across multiple subject groups and disciplines</li> <li>5. Make connections between subject groups and disciplines</li> <li>6. Combine knowledge, understanding and skills to create products or solutions</li> <li>7. Transfer current knowledge to learning of new technologies</li> <li>8. Change the context of an inquiry to gain different perspectives</li> </ol>
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<b>Category: Thinking</b>		
<b>Cluster: Critical Thinking Skills</b>	<b>Cluster: Creative Thinking Skills</b>	<b>Cluster: Transfer Skills</b>



<p><b><i>Inquiry Focus: How can students think critically?</i></b></p> <p>Description: <b>Analyzing and evaluating issues and ideas</b></p> <ol style="list-style-type: none"> <li>1. Practice observing carefully in order to recognize problems</li> <li>2. Gather and organize relevant information to formulate an argument</li> <li>3. Recognize unstated assumptions and bias</li> <li>4. Interpret data (cont'd)</li> <li>5. Evaluate evidence and arguments</li> <li>6. Recognize and evaluate propositions</li> <li>7. Draw reasonable conclusions and generalizations</li> <li>8. Test generalizations and conclusions</li> <li>9. Revise understanding based on new information and evidence</li> <li>10. Evaluate and manage risk</li> <li>11. Formulate factual, topical, conceptual and debatable questions</li> <li>12. Consider ideas from multiple perspectives</li> <li>13. Develop contrary or opposing arguments</li> <li>14. Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>15. Propose and evaluate a variety of solutions</li> <li>16. Identify obstacles and challenges</li> <li>17. Use models and simulations to explore complex systems and issues</li> <li>18. Identify trends and forecast possibilities</li> <li>19. Troubleshoot systems and applications</li> </ol>	<p><b><i>Inquiry Focus: How can students be creative?</i></b></p> <p>Description: <b>Generating novel ideas and considering new perspectives</b></p> <ol style="list-style-type: none"> <li>1. Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>2. Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>3. Create novel solutions to authentic problems</li> <li>4. Make unexpected or unusual connections between objects and/or ideas</li> <li>5. Design improvements to existing machines, media, and technologies</li> <li>6. Design new machines, media, and technologies</li> <li>7. Make guesses, ask “what if” questions and generate testable hypotheses</li> <li>8. Apply existing knowledge to generate new ideas, products, or processes</li> <li>9. Create original works and ideas; use existing works and ideas in new ways</li> <li>10. Practice flexible thinking*develop multiple opposing, contradictory, and complementary arguments</li> <li>11. Practice visible thinking strategies and techniques</li> <li>12. Generate metaphors and analogies</li> </ol>	<p><b><i>Inquiry Focus: How can students transfer skills and knowledge among disciplines and subject groups?</i></b></p> <p>Description: <b>Utilizing skills and knowledge in multiple contexts</b></p> <ol style="list-style-type: none"> <li>1. Utilize effective learning strategies in subject groups and disciplines</li> <li>2. Apply skills and knowledge in unfamiliar situations</li> <li>3. Inquire in different contexts and gain a different perspective</li> <li>4. Compare conceptual understanding across multiple subject groups and disciplines</li> <li>5. Make connections between subject groups and disciplines</li> <li>6. Combine knowledge, understanding and skills to create products or solutions</li> <li>7. Transfer current knowledge to learning of new technologies</li> <li>8. Change the context of an inquiry to gain different perspectives</li> </ol>
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### TBEAR - Structured Paragraphs

**NOTE:** You can always use more than one sentence in a step if necessary.

<b>T: <u>Topic Sentence (s)</u> should:</b>	
<b>1. transition from the previous paragraph</b> <b>2. and state the point you want to discuss or prove.</b>	
One of the most important reason(s) _____ happened is _____.	
I believe _____ happened because of _____.	
<b>B: <u>Bridge to evidence</u> should:</b>	<b>CONNECT</b> the topic sentence to your first piece of evidence: T
<b>understand the</b>	<b>How:</b> <b>Explain the context of the evidence so that the reader can</b>
<b>evidence)</b>	<b>evidence</b> and why it's important. ( <i>background information about the evidence</i> )
Document ___ is a ( <u>report/chart/letter/etc.</u> ) that reveals ( <u>briefly summarize information in provided by the document</u> ).	
A ( <u>author/important person and who they were</u> ) wrote a ( <u>letter/report/essay/cartoon/etc.</u> ) in ( <u>year/time</u> ) which ( <u>briefly summarize the information in the document.</u> )	
<b>E: <u>Evidence</u> should:</b>	<b>Introduce a piece of evidence that proves topic sentence, supporting your reason.</b>
<b>Text Evidence:</b> This is a direct quote that integrates within your own sentence. Include correct citation.	
<b>Paraphrased Evidence:</b> This is when you explain the evidence in your own words.	
According to this ( <u>letter/report/article/photo/etc.</u> ), " <u>(direct text evidence).</u> "	
Document __, ( <u>the speech/letter/etc.</u> ) from ( <u>author/source</u> ), explains that " <u>(direct text evidence).</u> "	
Document__ is a ( <u>photo.cartoon. engraving.etc</u> ) which depicts ( <u>describe what you see in the visual that helps prove your point</u> ).	
<b>A: <u>Analysis</u> should explain:</b>	
	<ul style="list-style-type: none"><li>• what the evidence means</li><li>• <b>how</b> the evidence <b>proves or supports</b> the <u>point or reason you mentioned in your topic sentence.</u></li></ul>
This ( <u>fact/ statistic/description/etc.</u> ) reveals that ( <u>explain what the evidence means and how it supports your point.</u> )	
This evidence is important because it highlights the fact that _____.	



(Author) is making an important point in his (letter/speech/etc.). What he means is that \_\_\_\_\_ and this supports my (position that /decision to) because \_\_\_\_\_.

**R: Return to Topic** (WRAP UP) should:

Be a final statement that ***circles back to the main point/reason*** of your paragraph and reminds reader of the point you are making in this paragraph.

The fact that \_\_\_\_\_, is a major reason why (restate your point).

It is because of \_\_\_\_\_ that (restate your point).

TRANSITIONS: When you write, you need to **create coherence** for the reader. Coherence is when the writing makes sense to the person reading it! How? Incorporate strong transitions between ideas. Transition sentences and phrases should connect not only paragraphs, but sentences within paragraphs. **You create coherence by showing the reader how your ideas are related. Here are some example transition words/phrases.**

**Transition Starters** (Transitions are not just one word/phrase!)

<b>Again</b>	<b>Because</b>	<b>Furthermore</b>	<b>Since</b>
<b>Although</b>	<b>But</b>	<b>In addition to</b>	<b>Therefore</b>
<b>As a result</b>	<b>Consequently</b>	<b>In other words</b>	<b>Thus</b>
<b>Another</b>	<b>Even though</b>	<b>Similarly</b>	<b>While</b>

**What Does a Good Transition Look Like?**

**Previous Paragraph** { When the men who fought with you are dying for their country, whether it is from a war wound or sickness, you don't just let them die for nothing! True soldiers fight on in their honor. True soldiers make their deaths meaningful.

**Next Paragraph** { Another reason soldiers should have re-enlisted in the Revolutionary Army is that the new government deserves loyalty. **(Yuck! ☹️ WEAK transition - doesn't show how ideas in previous paragraph are connected.)**

**True soldiers are also loyal! Just as a true soldier wouldn't abandon the cause his fellow soldiers died for,** a true soldier would re-enlist because he is loyal to his country. **(Woohoo!!! ☺️ STRONG transition- connects ideas in previous paragraph to the next idea.)**

**Teaching Analysis:** Q's for kids to ask themselves when they evaluate their evidence.

<b>Argument Analysis Questions</b>	<b>Informational Analysis Questions:</b>
1. How does the evidence support your thesis? 2. <b>How does the evidence disprove an opposing viewpoint?</b> 3. <b>How does the evidence support/prove another argument?</b> 4. Is there a bias apparent in the evidence and how is it important?	1. How does the evidence support your thesis? 2. How does this evidence connect to what you already know? 3. How does this evidence reflect what was going on in the country at the time of the incident? 4. What contributions does this evidence make to our understanding of history?



<p>5. How does this evidence connect to what you already know?</p> <p>6. How does this evidence reflect what was going on in the country at the time of the incident?</p> <p>7. What contributions does this evidence make to our understanding of history?</p>	<p><b>If Applicable:</b> Is there a <b>bias</b> apparent in the evidence and how is it important?</p>
---	---

**IDEA: Consider choosing 5-6 Analysis verbs to teach explicitly at the beginning of the year. Then require students to use them when writing. Analysis VERBS:** *implies, suggests, clarifies, asserts, qualifies, affirms, criticizes, depicts, illustrates, emphasizes, supports, questions, recommends, argues, indicates, proposes.*

<p><b>Implies-</b> strongly hint at or suggest without directly stating</p>	<p>To snarl or shout would <b>imply</b> that some resistance to her authority exists, and none does.</p>
<p><b>Clarifies-</b> to make something clear – usually by explaining</p>	<p>Charlie Brown <b>clarifies</b> his point to Lucy by giving her an example of what he means.</p>
<p><b>Asserts-</b> to state with confidence; maintain or defend a position</p>	<p>It would be foolish to <b>assert</b> that animals don't feel emotions.</p>
<p><b>Qualifies-</b> to modify or limit in some way</p>	<p>Miss Animal Lover <b>qualified</b> her argument by stating that animals may not be able to express the variety of emotion humans can, but they do feel basic emotions like loneliness.</p>
<p><b>Affirms-</b> to express agreement with: to maintain as true</p>	<p>The expert witness, a veterinarian, <b>affirmed</b> Miss Animal Lover's claim that animals do have feelings.</p>
<p><b>Indicates-</b> to show or make known</p>	<p>In her recent report, Miss Animal Lover <b>indicates</b> that there are numerous examples proving her claim that animals experience emotions.</p>
<p><b>Depicts-</b> to show; portray; describes</p>	<p>As further evidence of her claim, Miss Animal Lover produced a photograph <b>depicting</b> a killer whale mother coming to the rescue of its obviously distressed baby.</p>



## MLA FORMATTING of DOCUMENTS

- 1. FONT:** Times New Roman font or Arial - Size 12 font.
- 2. MARGINS:** Set one-inch margins on all sides of the text. (See margin model below). Indent the first line of paragraphs one half-inch from the left margin. Use the Tab key as opposed to pushing the Space Bar five times.
- 3. SPACING:** The paper must be double-spaced throughout, including quotations, notes, and the list of works cited. Do not single-space any part of the document. **Do not include an *additional double space between paragraphs.***
  - **WORD-** Home, Paragraph, Click on the arrow to expand, Line Spacing, Double
  - **Google Docs-** Format, Line Spacing, Double
- 4. HEADER (Running Head): See Figure A**
  - A. Be flush with the right hand margin and be one half inch from the top. Type your last name followed by the page number. Begin with page number 1
  - B. Include your last name and consecutive page numbers for all pages.
    - **Google Docs/WORD-** Insert, Header, Right Align, Enter Once, Type Your Last Name
- 5. HEADING AND TITLE: (1<sup>st</sup> page only) See Figure B**
  - A. Do not include a title page
  - B. After the header with your last name and page number, hit enter and be flush with the left margin. Type your name, your instructor's name, the course title and/or number, and the date on separate lines. Dates in MLA are written in this order: day, month, and year (23 October 2017)
  - C. After the header, hit enter once and center your title using Times New Roman font or Arial, 12 point. Do not **bold**, underline, *italicize*, put "quotation marks", or type in ALL CAPS. (**See Figure C**)
  - D. After the title, hit enter once and be flush with the left margin. Hit tab once to indent and begin to type your paper.
- 6. TITLES of Text:**
  - A. Books/Movies- the title should be typed in *italics*. Example: In Harper Lee's *To Kill a Mockingbird*...
  - B. Articles/Short Stories/Poems/Song Titles- Put quotation marks around the title. Example: The article "Academic Performance Suffers Due to Concussions" argues that...

### MODEL:

Figure B	Figure A
Laura N. Josephson	Josephson 1
Mrs. Smith	
CP English 10	
15 January 2017	



## Heroic Bonds: Bravery and Sacrifice

Author and educator, Christina Baldwin, once wrote, “Words are how we think. Stories are how we link.” She understood the power of a story to generate cultural and psychological bonds by creating a shared experience understanding of what ...

Figure C

MTHS Regional Writing Program Citing Sources in MLA Format		How to Cite Sources in MLA Format	
Source	Format	Example- Double space and not single space as shown. Indent any line after the first line per entry.	In-text citations (parenthetical)
<b>Book with one author</b>	Last name, First name of author(s). <i>Title of Book</i> . Publisher, Year of Publication.	Gleick, James. <i>Chaos: Making a New Science</i> . Penguin, 1987.	(Gleick 12)
<b>Book with more than 1 author</b>	Last name, First name, and First name Last name of author(s). <i>Title of Book</i> . Publisher, Year of Publication.	Gill, Paula, and Neal Lerner. <i>The Allyn and Bacon Guide to Peer Tutoring</i> . Allyn, 2000.	(Gill and Lerner 32)
<b>Book with no Author</b>	<i>Title of Book</i> . Publisher, Year of Publication.	<i>Encyclopedia of Indiana</i> . Somerset, 1993.	( <i>Encyclopedia of Indiana</i> 32)
<b>Selection in an anthology</b>	Last name, First name. "Title of Essay." <i>Title of Collection</i> , edited by Editor's Name(s), Publisher, Year, Page range of entry.	Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." <i>A Tutor's Guide: Helping Writers One to One</i> , edited by Ben Rafoth, Heinemann, 2000, pp. 24-34.	(Harris 38)
<b>Article in a Magazine/ Newspaper</b>	Author(s). "Title of Article." <i>Title of Periodical</i> , Day Month Year, pages. (For newspapers, list the section like A10 for pages)	Buchman, Dana. "A Special Education." <i>Good Housekeeping</i> . 5 March 2006: 143-148.	(Buchman 143 - 148)
<b>Recorded Film or Movies</b>	<i>Title of film</i> . Director name. The film studio or distributor. Release year. If relevant, list performer names after the director's name.	<i>Ed Wood</i> . Dir. Tim Burton. 1994. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, DVD.	( <i>Ed Wood</i> )
<b>Citing an entire Web Site</b>	Editor, author, or compiler name (if available). <i>Name of Site</i> . Version number. Name of institution/organization affiliated	Felluga, Dino. <i>Guide to Literary and Critical Theory</i> . Purdue U, 28 Nov. 2003. owl.english.purdue.edu/owl/resource.	(Fulluga 32)



	with the site (sponsor or publisher), date of resource creation (if available). URL, DOI or permalink.		
<b>A Page on a Web Site</b>	List the author or alias if known, followed by the information covered above for entire Web sites.	"How to Make Vegetarian Chili." eHow, www.ehow.com/how_10727_make-vegetarian-chili.html.	("How to Make")
<b>An Online Article</b>	Author(s) name. "Article name." <i>Title of the Web source</i> . Publisher name. Publication date. URL, DOI or permalink.	Bernstein, Mark. "8 Reasons Why Rome Fell." <i>History.com</i> . A&E Television Networks, 16 Aug. 2002. www.history.com/news/history-lists/8-reasons-why-rome-fell.	(Bernstein par. 8)
<b>An Online Image</b>	Artist's name. <i>Work of Art Name</i> . Date of creation, Institution's Name, Institution's Location. <i>Name of Website</i> .	Monet, Claude. <i>Water Lilies</i> . 1920, The Museum of Modern Art, New York. <i>MOMA</i> .	(Monet)
n.p. = no publisher listed		n.d. = no publishing date is listed	par = paragraph

**SAMPLE WORKS CITED PAGE (IN MLA FORMAT)**

Works Cited

Bernstein, Mark. "8 Reasons Why Rome Fell." *History.com*. A&E Television Networks, 16 Aug. 2002.

www.history.com/news/history-lists/8-reasons-why-rome-fell.

Buchman, Dana. "A Special Education." *Good Housekeeping*. 5 March 2006: 143-148.

*Ed Wood*. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette.

Touchstone, 1994. DVD.

*Encyclopedia of Indiana*. New York: Somerset, 1993. Print.

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003.

owl.english.purdue.edu/owl/resource.

Gill, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn, 2000.

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

"How to Make Vegetarian Chili." *eHow*, www.ehow.com/how\_10727\_make-vegetarian-chili.html.





Monet, Claude. *Water Lilies*. 1920, The Museum of Modern Art, New York. *MOMA*.

Note:

- The sources are in alphabetical order
- The first line of every source starts at the far left margin. The second and any subsequent lines are indented
- This page is titled- Works Cited. Only capitalize the W and C in the title
- Everything is double-spaced. There is no extra space between the title and the first citation.

**For more information on citing sources:**

- Monterey Trail High School/Edward Harris, Jr. Middle School's Library webpage -NoodleTools, Resources and Tutorials
- Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/>
- Ask MLA: <https://style.mla.org/category/ask-the-mla/>



### **ACKNOWLEDGEMENT OF THE 2023-2024 STUDENT HANDBOOK**

In accordance with Section 35291 of the Education Code, the district will notify the parent or guardian of every pupil enrolled in grades 7 and 8 of the fact the district's regulations concerning student discipline are available on request at the principal's office in any district school. The principal of each school shall ensure that every pupil enrolled at the beginning of each school year will be advised of all the student discipline regulations of the district and school. Transfer students will also be advised at their time of enrollment.

#### **PLEASE PRINT**

Student's Last Name \_\_\_\_\_ Student's First Name \_\_\_\_\_

Student ID # \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**I have read and understand the Harriet Eddy Middle School 2022-2023 Student Handbook**

Parent/Guardian Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_



**ELK GROVE UNIFIED SCHOOL DISTRICT  
HARRIET EDDY MIDDLE SCHOOL  
VIDEO POLICY**

It is the policy of the Elk Grove Unified School District to provide for students visual materials (film, video or television) which are appropriate to student viewing and which support the instructional program. Parents will be informed if controversial media, such as Family Life Media or films rated “PG” or “PG-13” (grades 6-8), will be used in the classroom. Parents may elect the option of restricting their child from viewing such films for the entire year or may ask that the child be given an alternative assignment in lieu of watching a particular film. Information regarding the use of controversial media will be communicated in course syllabi distributed at the beginning of the school year. In addition, letters allowing parents to remove their child from watching particular films will be sent home prior to the film viewing.

**Parents wishing to remove their child from the viewing of controversial media for the entire year must complete and sign below:**

I do **NOT** wish my daughter/son \_\_\_\_\_ Student ID # \_\_\_\_\_  
to participate in the viewing of PG and PG-13 rated films (6-8) during the current school year. I prefer that  
my student be given an alternative assignment that is compatible with the assignment for the film viewing.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_



## APPLICATION FOR USE OF THE INTERNET

**The completion of this form is mandatory for all EGUSD students who use the Internet at school**

- Use of the Internet is considered a privilege
- It will be the option of HEMS to revoke the use of the Internet by any student not abiding by the application articles. Parents will be notified of any infractions.

### **INTERNET: Terms and Conditions**

**1) Acceptable Use** -The use of your access/account must be in support of education and research and consistent with the educational objectives of your school.

**2) Unacceptable Use** -Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. ***Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges.***

**3) Privileges** -The use of information technology is a privilege and unacceptable use will result in a cancellation of those privileges.

**4) Network Etiquette** -You are expected to abide by the generally accepted rules of network etiquette. They include (but are not limited) to the following:

- Be polite.
- Use appropriate language.
- Do not reveal your personal address or phone numbers or those of students or colleagues.
- Note that e-mail is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.

activities may be reported to the authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

**5) The EGUSD makes no guarantees of any kind**, whether expressed or implied, for the service it is providing. The EGUSD will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the INTERNET is at your own risk.

**6) Security** -Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem, notify Information Systems at 686-7710. Do not use another individual's account without written permission from that individual. Attempts to login to any network server as a system administrator will result in cancellation of user privileges.

**7) Vandalism** -Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, network, or any of the above listed agencies or other networks that are connected to the INTERNET. This includes, but is not limited to, the uploading or creation of computer viruses.

**8) School Loop:** The school has the right to monitor student accounts to ensure appropriate conduct. This includes but not limited to student email and electronic files.

**I understand and will abide by the above Terms and Conditions for use of information technologies. I further understand that any violation of the regulations above is unethical and may constitute a**



Elk Grove Unified School District



Risk Management Department



**criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.**

USER NAME \_\_\_\_\_ ID# \_\_\_\_\_ Grade \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_



2023-2024

**AGREEMENT FOR ACTIVITY PARTICIPATION**  
**(INCLUDING WAIVERS AND RELEASES OF POTENTIAL CLAIMS AND STATEMENT OF OTHER OBLIGATIONS)**

**All sections of this Agreement must be completed, with the signed original delivered to the School Office, before a Student will be allowed to participate in any manner in the Activity defined below**

Name of Student:	Address:
Grade:	DOB:
School:	Telephone:
Activity/Club/Class/Program:	

In Consideration for the Student’s ability to participate in a Student Activity, Student Club, and/or a Special Class or Program (including after-school programs or classes involving special risks of harm or injury) listed above (the “Activity”), including any try out or process used to select members to join or participate in the listed Activity, or attendance or participation in any Activity meeting, class, competition, show, event, or presentation, including travel to and from any meeting, class, competition, show, event, or presentation (“Activities”), the Student and the Parent or Legal Guardian (“Adult”) signing this Agreement agree as follows:

1. It is a privilege, not a right, to participate in extra-curricular activities, including Activities. The privilege may be revoked at any time, for any reason, that does not violate Federal, State or District laws, policies or procedures. There is no guarantee that the Student will make the Team, remain on the Team, or actively participate in Team events, shows, performances, or competitions. Such matters shall remain exclusively within the judgment and discretion of the District and its employees.

2. The Student and Adult understand the nature of the Activity, and its associated Activities, and the Student voluntarily wishes to participate in the Activities. The Adult consents to the Students involvement in the Activities.

3. The Student shall comply with the instruction and directions of Activity teachers, coaches, supervisors, chaperones, and instructors. During the Student’s participation in Activities, as well as academic and/or other school activities, the Student shall comply with all applicable Codes of Conduct. The Student shall also generally conduct himself/herself at all times in keeping with the highest moral and ethical standards so as to reflect positively on himself/herself, the Activity and the District. Failure to meet these obligations may, in the discretion of the District, result in immediate removal from Activities and a prohibition against any future involvement in Activities or other extra-curricular activities. Should the violation of these obligations also result in bodily injury or property damage during Activities, the Adult will (a) pay to restore or replace any property damaged as a result of the Student’s violation, (b) pay any damages caused to bodily injury to an individual, and (c)



defend, protect and hold the District harmless from such property damage or bodily injury claims.

4. Participation in Activities might result in injuries, potentially including serious or life threatening injuries or death. Injuries might arise from the Student's actions or inactions, the actions or inactions of another Student or participant in Activities, or the actual or alleged failure by District employees, agents or volunteers to adequately coach, train, instruct, or supervise Activities. Injuries might also arise from an actual or alleged failure to properly maintain, use, repair, or replace physical facilities or equipment available for Activities. All such risks are deemed to be inherent to the Student's participation in Activities. By this Agreement, the Student and Adult are deemed to fully assume all such risks and, in consideration for the right of the Student to participate in Activities, understand and agree that to the fullest extent allowed by law they are waiving and releasing any potential future claim they might otherwise have been able to assert against the District, or any Board Member, employee, agent or volunteer of the District ("Released Parties") by or on behalf of the Student or any parent, administrator, executor, trustee, guardian, assignee or family member and further understand that transportation to or activities at another location are "field trips" or "excursions" for which there is complete immunity pursuant to Education Code § 35330..

5. If the Student believes that an unsafe condition or circumstance exists, or otherwise feels or believes that continued participation in Activities might present a risk of Injury, the Student will immediately discontinue further participation in Activities, notify School personnel of the Student's belief, and notify a parent or guardian of the Student's belief. Any parent or guardian of the Student shall, thereafter, not allow the Student to participate in Activities until the unsafe condition or circumstance is remedied, with any question or concern regarding the alleged existence of the unsafe condition or circumstance addressed to their satisfaction.

6. Emergency medical information regarding the Student is on file with the District and is current. The Adult agrees to provide updated medical information during the course of the Student's participation in Activities. If an injury or medical emergency occurs during Activities, District employees, agents or volunteers have my express permission to administrator or to authorize the administration of urgent or emergency care, including the transportation of the Student to an urgent care or emergency care provider. In such circumstances, notice to me and/or the Emergency Contact of the injury or medical emergency may be delayed. Therefore, any urgent or emergency care provider has my express authority to conduct diagnostic or anesthetic procedures, and/or to provide medical care or treatment (including surgery), as they may deem reasonable or necessary under all existing circumstances. All costs and expenses associated with such care are solely my responsibility. An Adult can only withhold this authorization by filing an Objection to Medical Care (Education 49407) that is based on their personally held religious beliefs.

7. Employees, agents or volunteers of the District, members of the press or media, or other persons who may attend or participate in Activities, may photograph, videotape, or take statements from the Student. Such photographs, videotapes, recordings, or written statements may be published or reproduced in a manner showing the Student's name, face, likeness, voice, thoughts, beliefs, or appearance to third parties, including, without limitation, webcasts, television, motion pictures, film newspapers, yearbooks, and magazines. Such published or reproduced items, whether or not for a profit, may be used for security, training, advertising, news, publicity, promotional, informational, or



any other lawful purpose. I hereby authorize and consent to any such publications or reproductions, without compensation, and without reservation or limitation.

8. This Agreement shall be governed by the laws of the State of California. This Agreement is to be broadly construed to enforce the purposes and agreements set forth above, and shall not be construed against the Released Parties solely on the basis that this Agreement was drafted by the District. If any part of this Agreement is deemed invalid or ineffective, all other provisions shall remain in force. No oral modification of this Agreement, or alleged change or modification of its terms by subsequent conduct or oral statements is allowed. This Agreement contains the sole and exclusive understanding of the parties, with no other representation relied upon by the Adult or Student in determining whether to execute this Agreement or in agreeing to participate in Activities.

**BY SIGNING BELOW: (1) I AM GIVING UP SUBSTANTIAL ACTUAL OR POTENTIAL RIGHTS IN ORDER TO ALLOW THE STUDENT TO PARTICIPATE IN ACTIVITIES; (2) I HAVE SIGNED THIS AGREEMENT WITHOUT ANY INDUCEMENT OR ASSURANCE OF ANY NATURE, AND WITH FULL APPRECIATION OF THE RISKS INHERENT IN ACTIVITIES; (3) I HAVE NO QUESTION REGARDING THE SCOPE OR INTENT OF THIS AGREEMENT; (5) I, AS A PARENT OR LEGAL GUARDIAN, HAVE THE RIGHT AND AUTHORITY TO ENTER INTO THIS AGREEMENT, AND TO BIND MYSELF, THE STUDENT, AND ANY AND ANY OTHER FAMILY MEMBER, PERSONAL REPRESENTATIVE, ASSIGN, HEIR, TRUSTEE, OR GUARDIAN TO THE TERMS OF THIS AGREEMENT; (6) I HAVE EXPLAINED THIS AGREEMENT TO THE STUDENT, WHO UNDERSTANDS HIS/HER OBLIGATIONS.**

\_\_\_\_\_  
*Printed Name of Parent/Guardian*                      *Signature*                      *Date*

As the Student, I understand and agree to all of obligations placed on me by this Agreement.

\_\_\_\_\_  
*Printed Name of Student*                      *Signature*                      *Date*