

PLANADA SCHOOL DISTRICT
P.O. BOX 236
161 S. PLAINSBURG RD.
PLANADA, CA 95365
TEL: 382-0768 - FAX: 382-0775

PLANADA SCHOOL BOARD OF TRUSTEES

YOLANDA PINO	BOARD PRESIDENT
IGNACIO YANEZ	BOARD CLERK
AMANDA CHAVEZ-GRAHAM	BOARD MEMBER
MARY FUREY	BOARD MEMBER
MARK MENDEZ	BOARD MEMBER

STEVE GOMES
SUPERINTENDENT

CESAR E. CHAVEZ MIDDLE SCHOOL

ILDEFONSO NAVA
PRINCIPAL

DISTRICT MISSION STATEMENT

The Planada School District Community will work together to create and maintain a standards-based, data driven program to educate and develop independent, motivated and responsible learners who take pride in their cultural heritage and academic achievement and who master grade level standards and attain school expectations.

**Cesar E. Chavez Middle School
Regular Day Period Schedule
Monday, Tuesday, Thursday & Friday**

7:50	Warning Bell
7:55 - 8:51	1st Period (HR)
8:55 - 9:51	2 nd Period
9:51 – 10:01	Break
	(9:57 Warning Bell)
10:01 - 10:57	3rd Period
11:01 - 11:47	4th Period
11:51 - 12:37	5th Period
12:37 - 1:14	Lunch / 6th Pr.
	(1:10 Warning Bell)
1:14 - 2:00	7th Period
2:04 - 2:50	8th Period

56 & 46 min. Periods - 10 min. Break - 4 min. Passing Time

**Cesar E. Chavez Middle School
Wednesday (Minimum Day) Schedule**

7:50	Warning Bell
7:55 - 8:30	1st Period (HR)
8:34 – 9:09	2nd Period
9:13 - 9:48	3rd Period
9:48 – 9:58	Break
	(9:54 Warning Bell)
9:58 - 10:33	4th Period
10:37 - 11:12	5th Period
11:16 - 11:51	7th Period
11:55 - 12:30	8th Period
12:30 - 1:05	Lunch/6 th Pr.
	(1:05 Warning Bell)
1:09 - 1:15	(Homeroom)

35 – 36 min. Periods - 10 min. Break - 4 min Passing Time

Revised 6/19/2008

STAFF

DISTRICT STAFF

Planada School District

382-0756

Gomes, Steve	Ext. 110
Lourenco, Mary	Ext. 102
Umada, Lisa	Ext. 103
Gonzalez Carmen	Ext. 101

CECMS STAFF

Cesar E. Chavez Middle School

382-0768

Alvarado, Ernesto	Ext. 502	Leffard, Robert	Ext. 205
Barerra, Holly	Ext. 122	Lopez, Katie	Ext. 503
Blaine, Wendy	Ext. 107	Lopez-Nava, Ilda	Ext. 505
Buchner, Todd	Ext. 202	Martinelli, L. Reno	Ext. 203
Busch, Christopher	Ext. 603	Murillo, Christina	Ext. 111
Chen, Sharon	Ext. 207	Nava, Ildefonso	Ext. 106
Cowie, Becky	Ext. 122	Nava, Maria Y.	Ext. 202
Esquivel, Michelle	Ext. 507	Sanchez, Maggie	Ext. 203
Fishman, Teresa	Ext. 601	Mahacek, Marissa	Ext. 501
Lema, Daniel	Ext. 204	Yang, Ying	Ext. 206

REQUIREMENTS FOR GRADUATION

Students completing the requirements for graduation will participate in graduation exercises, receive a Diploma of graduation, and participate in other special activities sponsored by the district.

I. ACADEMIC

1. Satisfactory completion of the school district's academic standards will be required; The criteria demonstrating satisfactory completion are:
 - a. A 2.0 minimum grade point average during the student's 6th, 7th and 8th grade years based on a 4 point scale using semester grades: A = 4, B = 3, C = 2, D =1 and F=0.
 - b. Achieving a minimum satisfactory score of 70% on the District 8th grade proficiency examinations in the areas of Reading, Mathematics, Language (writing), and the U.S. Constitution.
2. For students failing to meet district graduation requirements by the first grading period of each year the following will be done:
 - a. The ineligible student will meet with a specific teacher for conferencing.
 - b. The parents of such students will be notified by phone or in writing at each grading period.
 - c. Upon the completion of the first semester of the year, the ineligible student's circumstances which may be preventing the student from meeting the eligibility requirements for graduation will be reviewed by the Student Study Team. The Student Study Team will make its recommendation regarding each student who is not eligible for graduation.
 - d. Students who have not passed proficiency exams will be assigned to a tutorial.
 - e. During the third grading period if a student is ineligible to graduate, the school administration will request that a parent conference be held, and parents will be notified in writing.
3. Students whose combined 6th, 7th, and 8th grade GPA is less than 2.0, but have shown significant improvement their 8th grade year, may be allowed to graduate upon the recommendation of the Student Study Team.
4. Students who transfer to Cesar E. Chavez Middle School as 6th, 7th, or 8th graders have all available grades counted towards meeting their graduation requirements.

REQUIREMENTS FOR GRADUATION CONT.

II. BEHAVIORAL (If noncompliant, the student will not participate in graduation ceremonies.)

1. Attendance

- a. No more than 8 unexcused absences per any one period per school year. (Exceptions may be considered by the administration). Notes must be returned within 3 days of issuance.

2. Discipline

- a. No more than 15 notes of original detention per year.
- b. No more than 27 periods of suspension allowed per school year.
 - i. Suspensions may be in-school or out-of-school.
 - ii. A suspension must meet the criteria established in California Educational Code 48900 and Planada Elementary School Policy.

3. Appeal Process:

- a. The District Superintendent will hear appeals by parents who wish to challenge the school's decision to not allow a student's participation in graduation ceremonies.
- b. Any student not meeting graduation requirements and/or repeating 8th grade will be given a certificate of attendance for the 8th grade specifying that next year's grade assignment is to be 9th grade.
- c. The student may be able to attend Summer School in order to fulfill graduation requirements.

III. EXCEPTIONS TO ACADEMIC REQUIREMENTS

Special Education Students: Any student who has a current IEP or has been enrolled in a Special Education Program at Planada Elementary School District or another District.

- a. Special Education students are expected to work towards achieving district performance standards, including passage of district proficiency examinations. However, if in the judgment of the appropriate professional staff and to the satisfaction of the Director of Special Education if the severity of the disabling condition is such that the special education student cannot meet the performance standards of the district, the student shall be excluded from the district competency program.
- b. Each Special Education student has the responsibility to satisfactorily achieve the goals and objectives set forth in the students Individualized Educational Program as determined by the IEP Team including the classroom teacher and approved by the principal or designee.

CODE OF CONDUCT

“All students shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.” California Education Code (CEC) Section 48908.

The intent of the student discipline policy is to influence students to choose acceptable behaviors while at school and as a part of everyday life.

CLASSROOM MANAGEMENT

Students are expected to follow rules and comply with the reasonable requests of teachers. Each teacher is responsible for enforcing State, District, and School Site rules and policies. In addition, each teacher may establish individual classroom policies, procedures, and rules and inform students of those rules and their consequences. Additional rules and procedures will pertain to safety in the labs, physical education facilities, and activity-based classrooms.

No student will be allowed to interfere with the teacher's right to teach or other students' right to learn.

Students committing minor rule infractions or minor class disturbances will be issued consequences by the teacher. These consequences might include verbal or written warnings, moving a student's assigned seat, isolation or benching, loss of participation points, phone call to parent, parent conference, etc. Teachers may also assign students to Detention.

More serious disturbances or persistent rules violations may result in 1 or 2 periods of Suspension from class. Class Suspensions are issued by the teacher.

In cases of serious or persistent rules violations, teachers may refer the student to the Principal for further disciplinary action, including Suspension.

CAMPUS MANAGEMENT

Students are expected to follow rules and comply with the reasonable requests of all District staff members, including administrators, teachers, teachers' aides, campus supervisors, cafeteria staff, custodial and maintenance staff, and bus drivers.

Students who violate State, District, or School Site rules or policies, or who fail to comply with the reasonable requests of District staff will be referred to the Principal for disciplinary action.

STUDENT RESPONSIBILITIES

First and foremost, students are responsible for the choices they make. Students understand that they have a responsibility to use, care for, and return school property (textbooks, library books, athletic equipment, etc.) in good repair and that they will be held responsible to pay for any damaged, lost, or stolen. Students are expected to be prepared for school each day. In addition, students are expected to actively participate in class. Corrective measures only become necessary when a student chooses to act in a manner that is inappropriate and unacceptable. Corrective measures are intended to reflect the severity of each incident of inappropriate behavior.

CODE OF CONDUCT CONT.

PARENT RESPONSIBILITIES

Parents that are actively involved in their child's education make a difference. Parents are a child's first teacher. As such, parents have the responsibility of demonstrating acceptable behavior to their child. Parents are expected to see that their child uses school property (textbooks, library books, athletic equipment, etc.) in a respectful and appropriate manner and understand that they will be held responsible to pay for any damaged, lost or stolen property. Parents are expected to see that their child comes to school prepared to learn and participate in daily activities. Parents are expected to support school personnel in guiding their child towards making acceptable choices.

SCHOOL PERSONNEL RESPONSIBILITIES

Schools exist to educate pupils to enable them to function effectively in society. To accomplish this, academic excellence must be combined with socially acceptable behaviors. School personnel shall set and maintain high standards for all students, holding students accountable for the choices they make. School personnel shall work cooperatively with parents in guiding their child in making acceptable choices.

DISCIPLINARY PROCEDURE

Discipline helps maintain an atmosphere that will encourage learning. Students have a legal right to an education and they have a legal obligation to attend school. The main reasons for these Rules and Regulations are to encourage individual students to be active learners; to provide an atmosphere whereby teaching and learning can flourish; to maintain order, health, and safety; and to comply with the laws of our society.

Students are responsible for their own behavior and they will be held accountable for their actions.

Students can expect to be treated in a fair, consistent, equitable, and timely manner by the Principal who will also explain the consequences of persistent refusal to comply with school rules.

The ultimate goal in the disciplinary process is to get the student to modify his/her behavior so he/she can be a successful learner.

CODE OF CONDUCT CONT.

CORRECTIVE MEASURES

The following measures may be taken to help guide a student towards making appropriate behavioral choices:

- Counseling by school personnel
- Parent conferences
- Detention
- Suspension from one or more class periods
- Saturday School
- In-House or Home Suspension
- Expulsion

The student's parent/guardian will be contacted by phone and /or in writing each time the student receives a detention or suspension. When a pupil is suspended from a class for any reason a parent/teacher or parent/ administrator conference will be scheduled. The student's parent/guardian may be required to attend class with his/her child following a suspension.

Student discipline may be imposed for acts occurring:

- While on school grounds.
- While going to or coming from school.
- During, or while going to, or coming from a school sponsored activity.
(CEC Section 48900 (p)).

DETENTION

Detention is usually held on Monday and Thursday afternoons from 2:50 until 3:50. (Additional or alternative days may be announced during the school year.) The Detention notice will indicate when Detention will be held.

Students are required to be on time, to bring homework or other quiet work to do, and to stay for the entire time. Students are required to sign in properly in order to receive credit for attending

Students who fail to serve Detention will be assigned to Saturday School or In-House Suspension for Defiance of Authority. Students who are asked to leave for disciplinary reasons or who fail to serve the entire time period will also face additional disciplinary consequences. Parents are responsible for their child's transportation after detention is over.

Should a student accumulate six (6) notes of detention in any given quarter, he/she will be assigned one day of suspension in addition to the detentions.

When a student receives six (6) detention notes or seven (7) periods of home suspension in any given quarter, he/she will be disqualified from participation in any extra curricular activities, including but not limited to: school dances, participation in athletics, and field trips for the remainder of the quarter. Students on the detention list shall be disqualified from any extra curricular activities until he/she has cleared the detentions.

CODE OF CONDUCT CONT.

PERIOD SUSPENSION

A teacher may suspend a student from class for the remainder of the class period plus the same class period on the following school day. The teacher is required to notify the parent of the suspension, by phone or in writing. The student is required to go to the In-House Suspension Center to complete his/her Corrective Plan. On the Corrective Plan, the student will write down the things he/she will have to do to change their behavior and not return to In-House. The student must obtain a parent signature on the Corrective Plan and return it to the teacher for approval before he/she will be allowed to return to class. If the Corrective Plan is deemed acceptable, the student will be readmitted to class. If the Corrective Plan is deemed unacceptable, or if the student fails to return the plan to the teacher with the required signatures, the student will be sent back to the In-House Suspension Center for an additional class period. If, after this second period of suspension from class, the student fails to present an acceptable Corrective Plan to the teacher, he/she will be referred to the Principal for further disciplinary action.

Eating, drinking, and other disturbances are prohibited in the In-House Suspension Center. Misbehavior in the In-House Suspension Center will result in referral to Administration for further disciplinary action

SATURDAY SCHOOL

Saturday School may be assigned to students for one or more of the following reasons:

- Failure to serve Detention
- Unexcused absences, tardies, or class cuts (truancy)
- Failing or low grades in one or more classes
- Other infractions covered under Ed. Code Sec. 48900

Failure to serve on the assigned date may result in the student being assigned to In-House Suspension or Home Suspension. This will be at the discretion of the site Administrator based on the nature of and circumstances surrounding the offense. Parents are responsible for transportation to and/or from Saturday School. Saturday School is from 8:30AM to 12:00 PM. Lunch will be provided for students attending Saturday School.

CODE OF CONDUCT CONT.

IN-HOUSE SUSPENSION

In-House Suspension is intended to provide students and parents an alternative to out-of-school suspension. Although students are removed from regular classes, the In-House Suspension Center is designed to provide productive study time. Students will receive full credit for assignments completed in the In-House Suspension Center and will be allowed makeup for tests or quizzes missed during the suspension. Students failing to do the work provided and/or not returning it to the teacher will not be allowed further make-up. Students are expected to have the necessary materials (books, pencils, paper, etc.) with them when they report for In-House Suspension. Students may be expected to complete learning packets assigned by the Supervisor of the In-House Suspension Center.

Any student who arrives late or does not have study materials may be sent home, lose breaks, or be assigned additional disciplinary consequences.

In-House Suspension is from 8:00 AM until 2:50 PM. Lunch is scheduled at a time other than the regular lunch period subject to certain restrictions. Students who are ill on the day of a scheduled In-House Suspension will need to have their parent contact the school by phone on the date of the illness. After proper verification, the suspension will be rescheduled for the day that the student returns to school. Students serving in-house suspension will be required to complete any assignments and tests missed during the suspension. (CEC Section 48913) The pupil is responsible for contacting his/her teacher or teachers to receive assignments to be completed while serving in-house suspension (CEC Section 48911.1(c)(4)). Students suspended off campus will not be allowed to make up assignments.

HOME SUSPENSION

Home Suspensions may be assigned in accordance with California Education Code. During Home Suspension, the student is expected to remain at home under adult supervision and may not attend school activities or be on or around the school campus. Students may be allowed to make up the work missed during the suspension at the discretion of the teacher, as provided in the Education Code. It is a violation of the terms of a Home Suspension to loiter on public streets without adult supervision during regular school hours. Failure to abide by these rules is a violation of law which can be punished by arrest and/or incarceration in the County Juvenile Hall or other appropriate law enforcement facility (Calif. Penal Code, Sections 626.2, 626.4, and 653-g). These prohibitions remain in effect until CECMS permits the student to return to school.

C O D E O F C O N D U C T C O N T.

CAUSES FOR MANDATORY EXPULSION

AR 5144 H

Upon recommendation by the Principal, Superintendent of Schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

- 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2) Due to the nature of the act, the present of the pupil causes a continuing danger to the physical safety of the pupil or others.

The Principal or Superintendent of Schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

CAUSES FOR MANDATORY RECOMMENDATION FOR EXPULSION

AR 5144 H, E.C. 48915

Except as provided in subdivisions (c) and (e), the Principal or the Superintendent of Schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or Superintendent finds that expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

C O D E O F C O N D U C T C O N T.

CAUSES FOR SUSPENSION ON THE FIRST OFFENSE
ED CODE SECTION 48900, AR 5144.1 (B)

A student may be suspended or expelled for any of the acts listed below if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances:

1. While on school grounds
2. While going to or coming from school
3. During, going to, or coming from a school-sponsored activity.

Students may be subject to suspension or expulsion for committing any of the acts listed below and shall be suspended and/or expelled when so required by law:

NOTE: Depending on the seriousness of the act, expulsion may be immediately recommended on the 1st Offense.

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense. (Ed Code Sec 48900 a, P.C. 415, 415.5)

1st Offense: 3-day suspension, parent conference, notification of law enforcement at the discretion of the administration, possible recommendation for expulsion

2nd Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, possible recommendation for expulsion.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Ed Code Sec 48900 b)

1st Offense: 5-day suspension, parent conference, notification of law enforcement, mandatory recommendation for expulsion.

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in the Health and Safety Code 11-53-11058, alcoholic beverage, or intoxicant of any kind; possession of, or unlawfully offered, arranged, or negotiated to sell any

drug paraphernalia, as defined in Sections 11364.5 and 11364.7 of the Health and Safety Code. (Ed Code Sec 48900 c)

1st Offense: 5-day suspension, parent conference, notification of law enforcement, referral to substance abuse counseling program, possible recommendation for expulsion.

A future occurrence will result in a recommendation for expulsion.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Ed Code Sec 48900 d)

1st Offense: 5-day suspension, parent conference, notification of law enforcement, possible recommendation for expulsion.

A future occurrence will result in a recommendation for expulsion.

5. Committed or attempted to commit robbery or extortion. (Ed Code Sec 48900 e)

1st Offense: 5-day suspension, parent conference, notification of law enforcement, mandatory recommendation for expulsion.

6. Caused or attempted to cause damage to school property or private property; cutting, defacing, tagging, computer hacking, or otherwise injuring any school district property, or the malicious injury or destruction of any other person's real or personal property. (Ed Code Sec 48900 f)

1st Offense: 1-3 day suspension, parent conference, notification of law enforcement at the discretion of the administration.

2nd Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration.

3rd Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, recommendation for expulsion.

Parent or guardian will be held responsible for damages to school district property and restitution for damages. The parent or guardian is also liable for the amount of a reward paid for information leading to the apprehension of the person(s) causing the damage.

NOTE: Grand Theft or felony cases will result in notification of appropriate law enforcement agency.

7. Stole or attempted to steal school property or private property; being in unlawful possession of the personal property of another. (Ed Code Sec 48900 g, P.C. Sec 487, 488)

1st Offense: 1-3 day suspension, parent conference, notification of law enforcement at the discretion of the administration.

2nd Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration.

3rd Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, recommendation for expulsion.

Parent or guardian will be held responsible for damages to school district property and restitution for damages. The parent or guardian is also liable for the amount of a reward paid for information leading to the apprehension of the person(s) causing the damage.

NOTE: Grand Theft or felony cases will result in notification of appropriate law enforcement agency.

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Ed Code Sec 48900 h, 48900 k, 48901)

1st Offense: 1-3 day suspension, parent conference

2nd Offense: 3-day suspension, parent conference

3rd Offense: 5-day suspension, parent conference, possible recommendation for expulsion

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed Code 48900 i)

1st Offense: 1-3 day suspension, parent conference

2nd Offense: 3-day suspension, parent conference

3rd Offense: 5-day suspension, possible recommendation for expulsion

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Ed Code Sec 48900 c)

1st Offense: 5-day suspension, parent conference, notification of law enforcement, referral to substance abuse counseling program, possible recommendation for expulsion

2nd Offense: 5-day suspension, parent conference, notification of law enforcement, possible recommendation for expulsion

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Ed Code Sec 48900 k)

1st Offense: 1-3 day suspension, parent conference, possible recommendation for expulsion, notification of law enforcement at the discretion of the administration.

2nd Offense: 5-day suspension, parent conference, possible recommendation for expulsion, notification of law enforcement at the discretion of the administration.

12. Knowingly received stolen school property or private property. (Ed Code Sec 48900 l)

1st Offense: 1-3 day suspension, parent conference, notification of law enforcement at the discretion of the administration.

2nd Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration.

13. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Ed Code Sec 48900 b)

1st Offense: 5-day suspension, parent conference, notification of law enforcement, mandatory recommendation for expulsion.

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, Penal Code 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Ed Code Sec 48900 a, n)

1st Offense: 5-day suspension, parent conference, notification of law enforcement, mandatory expulsion.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both. (Ed Code Sec 48900 o, P.C. 415, 415.5)

1st Offense: 1-3 day suspension, parent conference.

2nd Offense: 5-day suspension, parent conference.

16. Made a terrorist threat against school officials or school property as defined in Education Code section 48900 (b); fire setting, attempted fire setting, or bomb threat, including the activation of false alarms or tampering with emergency equipment. (Ed Code Sec 48900 b, f), 48900.7, 48900 k, P.C. 148.1, 148.4)

1st Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration. Restitution for damages may be a condition of re-admittance.

17. Committed sexual harassment such that considered from the perspective of a reasonable person of the same gender as the victim, to be sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment; engaging in or having any part in hazing, sexual harassment, or committing any act that injures, degrades, or disgraces any other person attending the school. (Ed Code Sec 48900.4, 48900 k, 32050-2052, P.C. 415)

1st Offense: 1-3 day suspension, parent conference, student counseled for understanding of seriousness of offense.

2nd Offense: 5-day suspension, parent conference.

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence including injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation. (Ed Code Sec 48900.3, 48900.4, P.C. 415)

1st Offense: 5-day suspension, parent conference, notification of law enforcement at the discretion of the administration, possible recommendation for expulsion.

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Ed Code Sec 48900.3, 48900.4, 32050-2052, P.C. 415)

1st Offense: 1-3 day suspension, parent conference.

2nd Offense: 5-day suspension, parent conference.

3rd Offense: 5-day suspension, parent conference, possible recommendation for expulsion.

20. As deemed by the administration, based on input from the Merced County Sheriff's Office as well as themselves, students exhibiting gang-like behavior such as but not limited to: writing on clothing or school or student property, wearing articles of clothing commonly associated with gangs, "flashing signs", associating in groups with other students known to be gang affiliated. Gangs (as referred to in California Penal Code 186.22) are associated with drug use and/or violent or disruptive behavior. Incidents of gang behavior will be reported to law enforcement. (Ed Code 48900 k, P.C. 186.22)

1st Offense: 1-3 day suspension, parent conference, notification of law enforcement, restitution of any damage to property.

2nd Offense: 3-5 day suspension, parent conference, notification of law enforcement to determine if student meets validation as a gang member in accordance with Penal Code, restitution of any damage to property.

3rd Offense: 5-day suspension, parent conference, recommendation for expulsion, notification of law enforcement, restitution of any damage to property.

21. Disrupting school activities or otherwise defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Ed Code Sec 48900 k)

1st Offense: 1-3 day suspension, parent conference, possible removal from class

2nd Offense: 5-day suspension, parent conference, possible removal from class

NOTE: Threatening or intimidating school personnel requires mandatory notification of law enforcement agencies. (Ed Code Sec 44014, P.C. Sec 71)

22. Failing to identify oneself or giving false information to school personnel. (Ed Code Sec 48900 k)

1st Offense: 1-3 day suspension, parent conference.

2nd Offense: 5-day suspension, parent conference.

23. Forging, falsifying, or altering school correspondence, passes, or absence vouchers. (Ed Code Sec 48900 k)

1st Offense: 1-3 day suspension, parent conference.

2nd Offense: 5-day suspension, parent conference.

CAUSES FOR LESS THAN SUSPENSION ON THE FIRST OFFENSE

Alternative consequences may include, but not be limited to warning, counseling, benching, detention, class suspension, in school suspension, Saturday School, work detail, community service, intervention groups, social suspension from one or more school activities, and Alternative Educational Programs. (Ed Code Sec. 48900.1, 48900.5, 48900.6, 48910, 48911)

1. BICYCLES, SKATEBOARDS, ETC.

Improper or unsafe use of bicycles, mopeds, motorcycles, roller skates, in-line skates, or skateboards on campus. (Ed Code Sec 48900 k)

1st Offense: Parent contact, alternative consequences may be assigned. The item may be confiscated.

2nd Offense: 1-3 day suspension, parent contact. The item may be confiscated.

NOTE: The school cannot guarantee the safety of the items confiscated and assumes no responsibility for the theft of or damage to such articles. Parents may be required to pick up articles from school officials.

2. CELL PHONE VIOLATIONS

Students violating the established cell phone policy. (Ed Code Sec 48900 k)

1st Offense: Cell phone will be confiscated and released only to a parent/guardian. Written warning.

2nd Offense: 1-3 day suspension. Cell phone will be confiscated and released only to a parent/guardian.

3rd Offense: 3-5 day suspension. Cell phone will be confiscated and released only to a parent/guardian. Student may not be allowed to be in possession of a cell phone at school.

3. CHEATING

Cheating or helping a person to cheat on an assignment, test, or exam.

1st Offense: Parent contact. Discipline by the teacher and an "F" on the assignment or test.

2nd Offense: 1-3 day suspension, parent contact. "F" on the assignment or test.

3rd Offense: 3-5 day suspension, parent contact. "F" on the assignment or test.

4. CLOSED CAMPUS VIOLATION

Leaving the campus without authorization. (Ed Code Sec 48900 k)

1st Offense: Parent contact. 1 day In-House Suspension.

2nd Offense: 1-3 day suspension, parent contact.

3rd Offense: 3-5 day suspension, parent contact.

5. COMPUTER VIOLATIONS

Improper use of computers in violation of the PESD Acceptable Use Contract. (Ed Code Sec 48900 k)

1st Offense: Parent contact. Student's log-in capability will be disabled at the discretion of the teacher and/or administrator. Alternative consequences may be assigned. Law enforcement may be notified, if appropriate.

2nd Offense: Parent contact. Student's log-in capability may be disabled for the remainder of the school year. Alternative consequences may be assigned, including suspension. Law enforcement may be notified, if appropriate.

6. CUTS / TRUANCY

Cutting class, leaving class without permission, missing class without proper authorization, going to a destination other than where authorized by a teacher or staff member. (Ed Code Sec 48900 k)

1st Offense: Parent contact. A Detention, Saturday School, or In-House Suspension—may be assigned.

2nd Offense: Parent contact. Detention, Saturday School, or In-House Suspension assigned.

7. DANCE VIOLATIONS

Obscene or inappropriate dancing.

1st Offense: Parent notification and removal from the dance area. Students will be excluded from attending the next dance. Guests in violation will be denied approval for dances for the remainder of the school year.

2nd Offense: 1-3 day suspension, parent notification. Student will be excluded from attending the next two dances. Guests in violation will not be approved to attend future CECMS-sponsored dances.

8. DISPLAYS OF AFFECTION

Students are not permitted to engage in excessive displays of affection, which includes long body-to-body contact, long kisses, or displays that may cause concern from parents, staff, or other students. (Ed Code Sec 48900 k)

1st Offense. Parent contact, written warning.

2nd Offense: 1-3 day suspension, parent contact.

9. DISRUPTIONS

Interfering with the peaceful conduct of the campus or classroom causing class or campus disruption of a minor but annoying nature. (Ed Code Sec 48900 k)

1st Offense: Parent contact. Alternative consequences may be assigned.

2nd Offense: 1-3 day suspension, parent contact.

3rd Offense: 3-5 day suspension, parent conference.

10. DRESS CODE

Violations of district dress code. NOTE: The wearing and/or carrying of symbols, paraphernalia that symbolizes gang membership or advocating racial, ethnic, sexual, religious group prejudice or tends to detract from the educational process, is not permitted. (Ed Code 48900k)

1st Offense: Parent contact, alternative consequences may be assigned. Student may be sent home to dress properly, if necessary.

2nd Offense: 1-3 day suspension, parent contact.

3rd Offense: 3-5 day suspension, parent conference

11. FAILURE TO SERVE DETENTION OR WORK DETAIL

Students who fail to serve an assigned Detention or Campus Beautification (Work Detail). (Ed Code Sec 48900 k)

1st Offense: Parent contact. Alternative consequences will be assigned.

12. ITEMS OF NO EDUCATIONAL PURPOSE

Possession of unauthorized articles/items on campus that are of no educational purpose or value at school. (Ed Code Sec 48900 k)

1st Offense: Parent contact, alternative consequences may be assigned. The item may be confiscated.

2nd Offense: 1-3 day suspension, parent contact. The item may be confiscated.

NOTE: The school cannot guarantee the safety of the items confiscated and assumes no responsibility for the theft of or damage to such articles. Parents may be required to pick up articles from school officials.

13. LOITERING/TRESPASSING

Loitering on campus without any apparent lawful purpose. (Ed Code Sec 48900 k, P.C. 639 9, 647 b)

1st Offense: Parent contact, Alternative consequences may be assigned.

2nd Offense: 1-3 day suspension, parent contact.

3rd Offense: 3-5 day suspension, parent conference.

14. OBSCENITY/PROFANITY

Commit an obscene act or use profane or indecent language either verbally or in writing. (Ed Code Sec 48900 i, 48900 k)

1st Offense: Parent contact, alternative consequences may be assigned.

2nd Offense: 1-3 day suspension, parent contact.

15. OFF-LIMITS VIOLATION

Being in a parking lot or out-of-bounds area without authorization. (Ed Code Sec 48900 k)

1st Offense: Parent contact. Alternative consequences may be assigned.

2nd Offense: 1-3 day suspension, parent contact.

16. PASSES

Being out of class without a pass or proper authorization.

1st Offense: Student will be escorted back to class by campus supervisor or other staff member.

2nd Offense: Parent contact. Alternative consequences may be assigned.

17. TARDY TO CLASS

1st Tardy: Warning.
Document tardy.

2nd Tardy: Warning.
Document tardy.

3rd Tardy: & Subsequent Tardies:
Document tardy Administration will assign one or more of the following:

Detention, In-House, Saturday School

NOTE: Students who are habitually tardy may be declared ineligible for athletics, extracurricular activities, and social activities.

18. TAMPERING WITH PROPERTY

Tampering with property of the school district or belongings of any other person. (Ed Code Sec 48900 f)

1st Offense: Parent contact. Alternative consequences may be assigned.

2nd Offense: 1-3 day suspension, parent contact.

19. TRANSPORTATION VIOLATIONS

Misconduct on a school bus. (Ed Code Sec 48900 k, Title 5 Administrative Code Sec. 14103)

Courtesy Warning: Bus Driver may issue a written warning for minor misconduct. School site may issue a warning or alternative consequences, at the discretion of the administration.

Transportation Citation: Bus Driver may issue a citation for more serious violations:

Level 1: 1-day suspension from Bus, parent contact, additional alternative consequences may be issued by site administrator

Level 2: 10-day suspension from Bus, parent contact, additional alternative consequences may be issued by site administrator.

Level 3: 30-day suspension from Bus, parent contact, additional alternative consequences may be issued by site administrator.

NOTE: It shall be the responsibility of the parents of students, in cases of suspension of transportation privileges, to provide transportation to and from school during the period of suspension.

GUM, CANDY, AND OTHER FOODS

At CECMS we are very proud of our clean and new campus. Therefore, gum and flower seeds or nuts in the shell are **NOT ALLOWED** on campus. Foods may only be consumed as part of the student’s lunch and eaten during lunch. In other words, gum, candy, sunflower seeds, seeds in a shell and other foods are **NOT ALLOWED** on the grounds from the time students arrive on campus until school is dismissed.

FOOD ITEMS AND DRINKS ARE NOT ALLOWED IN THE CLASSROOMS

PASSES AND RESTROOM

Any student out of class during the school day **MUST** have a pass from a school employee granting permission for student to be out of class. Students are expected to use the restrooms during passing periods, breaks and lunch.

TEXTBOOK POLICY

All textbooks will be checked out through the library. Teachers will check out classroom sets and students will check out textbooks that will be kept at home. Students will complete and sign a “textbook check sheet” contract for each textbook checked out.

Students are responsible for the textbooks they check out. Students who lose or damage or have textbooks stolen will be held responsible for fines up to the current price of the book (including tax, shipping, and processing of a replacement).

All 8th grade students must have textbooks returned or paid for before school ends in order to participate in graduation activities, including the annual 8th grade class trip at the end of the school year.

OBLIGATIONS

Students are placed on an “obligation list” when they owe fees or must replace school property (textbooks, library books, athletic equipment, etc.) that has been damaged, lost or stolen. Students are to pay all obligations as they occur. Participation in extra-curricular sports and extra-curricular school functions require that all obligations be cleared. Failure to pay such charges will result in withholding of report cards, graduation activities and diplomas. (Reimbursement will be made for any item that is paid for but recovered in the same fiscal year

DRESS CODE POLICY (PESD BP 5132 (a))

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The expression of a student's uniqueness and individuality by means of his/her dress is sanctioned by the Board of Trustees as being consistent with stated purposes of the school. It should be recognized that any apparel, or lack thereof, which draws undue attention to the wearer tends to detract from the educational process and is, therefore, inappropriate. The dress code is not an attempt to censor student expression. Rather it is an attempt to promote good taste and good grooming as part of learning. In addition, it is recognized that the school shares with the parents a responsibility for teaching young people appropriateness of dress. It is a mark of maturity when students can freely choose apparel that demonstrates individuality without deviating from the standard appropriateness. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

- a. unsafe either for himself/herself or those around him/her.
- b. disruptive of school operations and the educational process in general.
- c. contrary to law and the substantial interest of the Board.

Specifically:

- No clothing, jewelry, etc., which advertises, encourages or promotes the use of illegal drugs, tobacco, alcohol, displays profanity, vulgarity or is sexually suggestive.
- No attire which affiliates with outside groups, organizations, or gangs. This includes, but is not limited to: brand names often times associated with gangs such as Southpole, Indigo, Anchor Blue; color bandannas, gang-related initials or symbols, or gang type writing on clothing or personal belongings.
- **Blouses/Shirts:** No attire which is extremely brief, such as low-cut garments, strapless or off-the-shoulder tops, tube tops, spaghetti straps, bare midriffs exposing the mid-section while walking or standing, tank tops or muscle shirts, undershirts, spandex, see-through tops, torn outer garments, clothing that allows exposure of undergarments, etc. All blouses and shirts must be tucked.
- **Belts:** Dangerously decorated belts, Gang-affiliated belts or excessively long belts are not permitted.
- **Pants:** Pants must be worn at the waist. Pants exposing undergarments are not allowed. No sagging pants that exceed waist measurements by more than two inches or spandex type pants will be permitted.
- **Shorts / Skirts:** Short and skirts must be finger tip length when students are standing.
- **Hats:** Planada hats only. Hat must be worn properly, bills forward. Students may not wear hats which are altered in any manner or have inappropriate writings.
- **Shoes:** No bare feet. Shoes are required to be worn at all times. No steel-toe shoes, flip flops, strapless sandals or open toe shoes will be allowed. Gang-affiliated shoelaces are not permitted.

Students found to be in violation of the Dress Code Policy are subject to disciplinary action.

SCHOOL-STUDENT-PARENT/GUARDIAN COMPACT

THE TEACHER AGREEMENT

I understand the importance of the school experience to every student and my role as a teacher and model.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Teach the necessary concepts to your child before regular homework is assigned.
- Strive to be aware of the individual needs of your child.
- Regularly communicate with you regarding your child's progress.

THE STUDENT AGREEMENT

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parent(s)/guardian(s) want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Turn in completed classroom and homework assignments on time.
- Return corrected work to my parents.
- Arrive at school on time every day unless I am ill.
- Be responsible for my own behavior at school and on the bus.
- Be a cooperative learner.
- Follow the rules and procedures at Cesar E. Chavez Middle School.
- Use school property (textbooks, library books, athletic equipment, etc.) in an appropriate and respectful manner and return them in good condition.

THE PARENT'S / GUARDIAN'S AGREEMENT

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her attitude and achievement.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Read and support the rules and procedures at Cesar E. Chavez Middle School.
- Provide a quiet place for my child to study.
- Encourage my child to complete his/her homework.
- Make sure my child gets an adequate night's sleep.
- See to it that my child arrives at school on time each day that he/she is in good health.
- Spend at least 20 minutes per day reading with my child.
- Attend Back to School Night, Parent Conferences and Open House.
- Assure that my child uses school property (textbooks, library books, athletic equipment, etc.) in a respectful and appropriate manner and returns them in good condition.

HOMEWORK POLICY

According to school district policy, homework is considered a necessary and very valuable part of the learning process. At Cesar E. Chavez Middle School we expect that parents will be involved in homework in the following ways:

- expecting that there is homework
- checking and signing student planner
- asking about the assignment
- checking to see that it is done
- providing a time and place for homework to be done
- checking to see if the child understands the assignment
- talking with the teacher if there are questions or problems

We assign homework for these five reasons:

1. **RESPONSIBILITY:** To encourage student self-discipline and independence.
For example: do something at home, bring something back to school everyday, according to directions
2. **PREPARATION:** To help students prepare for the next day's lesson.
For example: write questions for a discussion, bring materials
3. **PRACTICE:** To review and reinforce what has been taught
For example: practice spelling words and math facts
4. **EXTENSION:** To carry things learned in class to the next step.
For example: after studying a specific subject in class, the students read something else and report to the class
- 5 **CREATION:** To encourage students to develop their own ideas related to a class topic.
For example: design and make campaign buttons for your favorite candidate

Just as your employers are different in what they expect, you should explain to your child that each teacher, even at the same grade level, will have different types of homework and slightly different expectations. There are things you can expect to be the same across the school. There will be an average amount of homework assigned at each grade level. Some teachers will assign every night and others will send home weekly folders so that you have a flexible schedule to work with children on the week's homework. The teachers will explain their system of assigning homework at Back to School Night and by a letter at the beginning of the year. District policy states that students will receive homework Monday through Thursday. The **minimum time** for homework each night in grades 6, 7, and 8 is 45 minutes each night.

In addition, every child's is expected to read at least 20 minutes every day of the week. The consequences for not doing homework could be:

- Your child will learn less and consequently, grades may be lower.
- Your child may not earn classroom awards or school awards.
- Your child will not be prepared for classroom participation.
- The teacher will make timely contact with you if there is a pattern of missed homework.

You will receive written notification of any major changes in the homework system or of any significant extra credit work available during the year.

HOMEWORK POLICY CONT.

STEPS TO TAKE FOR STUDENTS WITHOUT MATERIALS

1. Verbal warning by teacher.
2. Teacher phones parents to inform them of the problem and tell them of the next steps.
3. Teacher assigns students one hour of detention with teacher.
4. Office Assigns one hour of detention.
5. Office assigns one day of "in-house" suspension.
6. Office assigns one day of home suspension.

If books are lost or stolen, send student to the school office to get the price of the book. At the end of the quarter all students will start again with Step 1.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued at the end of each quarter. These, along with personal conferences, positive and negative comments including deficiency notices, all serve to inform parents of their child's academic progress in relation to Planada School District Standards.

Prior to giving a report card grade of D or F, the teacher is to notify both the student and the parents of the impending grade, making an opportunity for improvement available. The notice shall be in the form of a deficiency notice mailed to the student's last known address, or a parent-teacher conference.

Deficiency Notices will be sent home on the following dates:

September 12	November 14
February 6	April 24

The four quarters end on the following dates, Report Cards will be distributed soon thereafter:

October 10	December 19
March 13	June 4

ATTENDANCE

Excused Absences

According to California Education Code, Absences can only be considered excused if they occurred for the following reasons:

Illness
Medical, dental appointments
Funeral Services of the student's immediate family
Quarantine

[Students will be allowed to make up work missed under these circumstances providing the absence is verified with in three days.]

Unexcused Absences

Absences are unexcused when a student is absent for any reason other than those allowed by California Education Code, which are listed above.

Verified Absences

It is necessary to verify an absence ("excused" or "unexcused") within two days in order for student to be eligible to make up work missed during their absence.

A parent's call or note verifies the absence, regardless if it was "excused" or "unexcused" for State accounting purposes. **A note is still required even though parents call in to report the absence. Students with verified absences other than suspensions may be allowed to make up work missed during their absences.**

Absence slips will be issued before school in the Office. (An "unexcused tardy" will be issued for coming to class AFTER the bell, or for LEAVING class to get a slip.) Slips MUST be signed by each teacher and left with the eighth period teacher.

Unverified Absences

Any absence that is not verified within three days by a call or note from a parent becomes an "unverified absence" which will be posted as an "unexcused absence" or truancy. After six truanancies, a referral will be made to Student Study Team for evaluation and possible informal probation.

Note: Students who are truant will not be allowed to make up missed work!

Early Dismissal

Students will be allowed to leave school for medical appointments and other important matters. Parents must come to the office to sign a student out before leaving school. Parents must also sign students returning to school the same day in at the Office. It's the student's responsibility to make up any work missed in the process.

TRANSPORTATION POLICIES

Contact the PSD Transportation Department at 382-1650 for specific information related to bus transportation.

Students who ride the bus are under the direct supervision of the driver. Any student who exhibits disorderly conduct or refuses to comply with the directions of the driver may be suspended from bus transportation privileges and may also face school disciplinary action.

BUS REGULATIONS

In order to insure the safety of students being transported, all students must abide by the following rules.

- Be on time at the bus stop.
- Enter the bus quickly and sit down.
- Remain seated and do not change seats while bus is in motion.
- Boisterous conduct, profanity, whistling, unnecessary noise, calling or waving to people from the bus is prohibited.
- Refrain from loud conversation.
- Eating on the bus is prohibited.
- Keep all parts of the body inside the bus and feet on the floor.
- Live animals or pets are not permitted on the bus.
- Throwing objects on or from the bus is prohibited.
- Help keep the bus clean and sanitary. Do not damage the equipment or leave articles on the bus.
- Be courteous to the driver and fellow students.
- Do not talk unnecessarily with the driver.
- In case of personal emergency, request the driver to stop.
- Only musical instruments of the size that may be held in the lap may be carried on the bus.
- Items in glass jars or bottles are not permitted on the bus.
- Students will not be allowed to disembark at places other than their usual stop except by parent's written permission.
- Temporary or permanent suspension from the use of transportation is regulated by the principal of
the school. However, the bus driver may suspend a pupil until a parent has responded to his discipline report form or until parent or guardian has contacted the principal.

Suspension from bus can be for the following reasons:

- A. Persistent refusal to submit to the authority of the bus driver or to obey the regulations.
- B. Any act that the driver sees as a possible danger to the safety of the other passengers, or motorists.

STUDENT COUNCIL

The Cesar E. Chavez Middle School Student Council is an elected representative body of students. The Council meets weekly under the direction of the Student Body Advisor. Its officers (President, Vice President, Secretary, Treasurer and Reporter) are elected in a school wide election complete with candidates, campaigns and speeches. Additional representatives are elected in each homeroom to represent their class. The purpose of the Student Council is to act as a voice of the students and to sponsor activities of a beneficial nature for the student body. All representatives and officers must maintain a "C" average with no grade lower than a "D" in order to participate.

Student Council

Advisor: Mr. Bob Leffard Ext. 202

Club Live

Advisor: Mrs. Michelle Esquivel Ext. 506

MEChA Club

Advisor: Mrs. Ilda Lopez Nava Ext. 504

DANCES

School dances are considered to be a privilege and a reward to those who are eligible and exhibit responsible citizenship. The following rules apply:

Dances may only be attended by eligible Cesar E. Chavez Middle School Students. Students whose behavior during the dance is inappropriate will forfeit the privilege of participation.

Dance tickets must be purchased a least one day prior to the dance.

Students will not be allowed to leave the dance early unless a parent is present to pick them up or a chaperone calls home for permission to allow the student to leave. Any student who leaves the dance early will **NOT BE ALLOWED TO RETURN!**

Eligibility for **ALL** dances (including the Graduation Dance):

- All obligations are paid
- Eligible under the Discipline Management System
- Must not be on the Detention List on the day of the dance.
- Attendance at school the day of the dance, unless permission granted ahead of time.
- **No suspension within the quarter.**

Note: Dance privileges may be denied at any time due to inappropriate behavior.

SCHOOL VISITATION

CECMS is a Closed Campus. No unauthorized persons are allowed on campus during the school day. Students are not allowed to bring visitors to campus during the school day, including lunch. Exceptions to this policy may be granted if the visitor is part of a planned program for a class that has been pre-approved by the teacher and Administration. The approved guest must register in the School Office upon arrival.

Parents are encouraged to visit the school anytime at their convenience. We ask that parents not confer with the teacher during class, but rather make an appointment after school or prior to school on a day convenient to both of you. Parents wishing to observe a classroom in progress need to make arrangements twenty-four (24) hours in advance.

ALL VISITORS ARE REQUIRED TO SIGN THE VISITOR'S SIGN-IN/SIGN-OUT BOOK IN THE SCHOOL OFFICE.

A "Visitor" pass will be issued at that time. This pass must be worn at all times during the school/classroom visitation.

ITEMS OF NO EDUCATIONAL PURPOSE

Any items of no educational purpose or value are not permitted on campus during the school day. Examples include Game Boy type electronic devices, disc players, MP3 players, laser pointers, water toys (squirt guns, water balloons, etc.), implements of graffiti (marking pens, spray paint, paint tips, etc.), and other items. Violators will be subject to having these items confiscated. Confiscated items will be released only to parents. Items held over 30 days may be disposed of without warning. The school will exercise all reasonable caution to keep confiscated items secure but is not responsible for them.

SCHOOL TELEPHONE

Telephones are available in the office for students' use if there is an emergency or serious situation.

ACADEMIC ASSESSMENTS

In the Spring of each year, the CAT-6 and APRENDA in Language Arts, Science, Social Studies, Science, Writing and Mathematics are administered to students.

DISTRICT PROFICIENCY REQUIREMENTS

In compliance with State requirements, the Planada School District also conducts minimum proficiency testing. Students' skills are assessed in Math, Reading, and Written Expression in English.

Proficiency requirements for Math and Reading may be met through the CAT-6 testing process in the Spring. Parents and students will be notified whether or not proficiency requirements are met.

Proficiency retakes are scheduled periodically throughout the year. It is the student's responsibility to meet with his/her teachers for remediation. It is also the student's responsibility to take advantage of any tutoring responsibilities.

If a student has not passed proficiency requirements by the end of the year, a strong recommendation will be made for the student to attend Summer School.

CAFETERIA

The Planada Cafeteria offers carefully planned hot breakfasts and lunches that are nutritionally balanced for growing children. Planada School District participates in the Universal Free Lunch Program. All student are entitled to receive free breakfast and lunch. Breakfast is served daily from 7:15 a.m. to 7:45 a.m. Adult lunches cost \$3.00 with an additional charge for milk.

MEDICATION

Students needing to take prescribed medication during the school day are required to register their medication in the Administration Office through the school nurse. Students may not carry medication with them. An exception for inhalers, EpiPens, etc., may be granted with proper prior authorization from a physician and from the school nurse.

School personnel will assist with the administering of such medication as necessary. The following statements are required before such assistance is given: (1) a written statement from the student's physician detailing the method, amount, and time schedules for taking of the medication, and (2) a written statement from the student's parent/guardian requesting the District to assist the student in taking the prescribed medication. (Ed. Code 49423). (Forms are available in the office for this purpose.)

CELL PHONE POLICY

Students are allowed to have cell phones in their possession during the school day. Students may not use cell phones during class time, including during visits to the restroom or to the office. Cell phones must be turned off and stored out of sight during class time. Teachers and staff members are directed to confiscate the cell phone of any student who violates this policy. In addition, students who violate this policy will be subject to disciplinary action. NOTE: Confiscated cell phones will be released only to parents. All items held over 30 days may be disposed of without warning. The school will exercise all reasonable caution to keep confiscated items secure but is not responsible for them.

LIBRARY

The CECMS Library is open before school, during the school day, and after school to serve a variety of student needs including textbook services, recreational reading, research, and computer access.

DELIVERIES TO CAMPUS OR CLASSES

Flowers, gifts, or other personal items will not be delivered to students by the School Office. These items will be kept in the office until the end of the day.

BICYCLES, SKATEBOARDS, ROLLERBLADES, ETC.

CECMS is not responsible for loss or damage to bicycles, so please lock them securely. Bicycles are not to be ridden on school grounds before, during, or after school, including the sidewalk areas by classrooms, buses, office, library, restrooms, and groups of people. Skateboards, rollerblades, and roller blade tennis shoes are not allowed on campus at any time and may be confiscated by school staff.

CLOSED CAMPUS POLICY

Cesar E. Chavez Middle School is a Closed Campus. Students may not leave school premises at any time during the school day without obtaining a valid Permit to Leave. A Permit to Leave may be issued when the student is under the direct supervision of a school employee, parent/guardian, or, in the case of an emergency, with the approval of a school administrator (Title 5, Sec. 303). Excessive requests for Permits to Leave will be denied by Administration.

IMPORTANT NOTE: The school cannot release a student to any person who is not listed on the student's Authorized Contact List.

EMERGENCY PROCEDURES
FIRE DRILL

State law mandates a minimum of one fire drill each month. If you are in the classroom and hear the alarm (short bursts), follow the instructions of your teacher and evacuate in a quiet, organized manner. If an alarm sounds during a passing period, report to your next period teacher at the open grass area away from the buildings. All persons are to remain out of the buildings until directed by an Administrator to return to class.

EMERGENCY PROCEDURES
INJURY/ACCIDENT

If an injury or accident occurs on campus, please notify a teacher or administrator immediately. If the injury appears serious, make the person as comfortable and calm as possible, but do not move him/her unless the person's life is in danger. School personnel may contact the appropriate person(s) designated on the Emergency Contact list provided for the student by the parent/guardian, the school nurse, and/or emergency personnel.

HONOR ROLL

GOLD HONOR ROLL

For a student to obtain a Gold Honor Roll he /she must meet the following requirements:

Requirements for Gold Honor Roll for the Quarter.

- Must have a 3.75 grade point average or above
- Must have all A's and B's
- Can't have any C's, D's or F's

Requirements for Gold Honor Roll for the Year.

- Must have a cumulative 3.75 grade point average or above
- Must have all A's, B's, or C's
- Must have received Silver or Gold Honor Roll in all 4 quarters
- Can't have any D's or F's

SILVER HONOR ROLL

For a student to obtain a Silver Honor Roll he /she must meet the following requirement:

Requirements for Silver Honor Roll for the Quarter.

- Must have a 3.00 grade point average or above
- Must have all A's, B's and C's
- Can't have any D's or F's

Requirements for Silver Honor Roll for the Year.

- Must have a cumulative 3.00 grade point average or above
- Must have all A's, B's or C's
- Must have received Silver or Gold Honor Roll in all 4 quarters
- Can't have any D's or F's

ATHLETICS

The Cesar E. Chavez Middle School Athletic Program Philosophy is to provide an opportunity for students to enhance their educational experience through a competitive sports program. This athletic program will serve to build character through hard work and dedication. Athletes and Coaches will demonstrate exemplary behavior and good sportsmanship at all times. The program will enhance, not supplant, the academic program.

Not everyone is talented enough or competitive enough by nature to compete on an athletic team. Playing to be successful and/or win is the driving force behind competitive athletics.

Athletes must remember that for a team to be successful, the team must come before the individual. Playing time will be determined by effort, ability, attitude, and performance. Coaches will attempt to provide playing time for all athletes whenever possible.

Regardless of the level of competition, an athlete may forfeit his/her opportunity to play in games due to a lack of effort, missing practice, poor attitude, demonstrating lack of respect for authority, or other reasons.

CESAR E. CHAVEZ MIDDLE SCHOOL ATHLETIC PROGRAM OFFERINGS		
FALL	WINTER	SPRING
(mid-August to mid-November)	(November through February)	(February through May)
Volleyball Girls "A" Team Girls "B" Team	Basketball Boys "A" Team Boys "B" Team	Baseball Boys
Soccer Boys	Basketball Girls "A" Team Girls "B" Team	Softball Girls
Cross Country Boys & Girls		Track Boys & Girls

RISK WARNING

Participating in competitive athletics may result in severe injury, including paralysis or death. Changes in rules, improved conditioning programs, better medical treatment, and improvements in equipment have reduced these risks, but it is impossible to totally eliminate such occurrences.

Players can reduce the chance of injury by obeying all safety rules in their sport, reporting all physical problems to their coaches, following a proper conditioning program, and inspecting their own equipment daily. Damaged equipment must be reported immediately.

Even if all these requirements are met, and even if the athlete is using excellent protective equipment, a serious injury may still occur. As a condition of participation in athletics, athletes and their parents must acknowledge this and accept the risk.

ATHLETICS CONT.

1. Academic Standards

- 1) Eligibility is determined by using the 1st Quarter, 1st Semester, 3rd Quarter, and 2nd Semester grades, whichever is most recent.
- 2) Students must have a 2.0 GPA and no "F" on a Quarter Report Card in order to be eligible. Students with less than a 2.0 GPA and no "F" grades will be on probation for one Quarter. Student on probation for two consecutive Quarters are ineligible.
- 3) Incoming 6th grade students are eligible regardless of previous academic performance.

2. Duration of Eligibility

Athletes who become academically eligible after the deadlines are not eligible to come out for a team during the season. A student may not practice with a team while ineligible. Any student who is ineligible shall be ineligible until the next grading period. Eligibility or ineligibility shall start on the Monday following the date on which the student's grades are distributed by the office to the parents.

If any athlete quits or is removed from a team, he/she may not go out for another sport until the following sport's season is complete.

TRY-OUTS

Coaches will determine the number of players to be kept for the team based on the following criteria:

1. The number of uniforms available.
2. The number of coaches available for supervision and player safety.
3. The reasonable number of players who can actively participate in practices and games.
4. The Coach will conduct try-outs of all potential players and determine which members are kept using the following criteria:
 - a. Attitude toward team play.
 - b. Athletic ability.
 - c. Skills and physical characteristics that can help the team are successful.

Athletes not making the team will be notified by the Coach.

TRANSPORTATION

Athletes and support personnel must travel to and from contests in school transportation or school-arranged transportation. Exceptions may be granted to parents who wish to transport their own student home, as long as parents have signed out properly with the Coach.

Bus transportation is a privilege. Athletes being transported in a school bus will be under the authority of, and be responsible directly to, the driver of the bus. Students may be denied transportation due to misconduct and thus be unable to compete.

Note: Under unsafe weather conditions, bus drivers may refuse to drive the bus. Parents must anticipate this possibility and ensure that students are prepared with necessities such as blankets, phone numbers, and money.

ATHLETICS CONT.

EQUIPMENT

Athletes who lose or damage equipment or uniforms will be charged accordingly. All articles will be returned or paid for before the athlete may receive an award or participate in the next sport. Detentions may be assigned. Students who are delinquent in returning equipment will be placed on the Obligation List which must be cleared before graduation.

UNSPORTSMANLIKE CONDUCT

Any athlete removed from a contest for fighting or unsportsmanlike conduct will not be allowed to participate in the next scheduled contest. Any athlete participating in the above infractions in the final scheduled contest will not be allowed to participate in the next playoff contest or first contest in the next sport, whichever is applicable.

DISCIPLINE

The Coach shall have the authority to discipline athletes for inappropriate behavior, insubordination, or lack of cooperation. *Suspension or termination of the participation privilege is within the discretion of the coach and School Administration.*

PRACTICE

All athletes are required to attend mandatory, established, team practices unless specifically excused for medical or other reasons deemed appropriate by the coach. Athletes who miss practice without a valid excuse shall be subject to discipline by the coach.

Athletes are not allowed to try out for a team after the deadlines stated above. The coaches and the Athletic Director must clear any exceptions to this standard.

ATTENDANCE

Students must be in attendance more than 50% of the school day to participate in extra-curricular activities that day. If the absence is discovered at a later date, ineligibility will be enforced at that time. Students that have 8 or more unexcused absences may be declared ineligible.

Violation of School Rules, District Policy, or State Law

by An athlete while under the jurisdiction of the school, including participation on school athletic teams, who violates School rules, District policy, and/or State Law, shall be subject to discipline the School and the District. Students who receive an In-House suspension for rule violations will also be suspended from the team for that same day and are subject to further discipline from the coach. Student on the Detention List on the day of a game will not be allowed to play. Students that are absent on game day will not be allowed to play. A student may be declared ineligible by the Principal, upon consultation with the coach, for persistent or severe misbehavior. Students who are expelled from school are ineligible for athletic participation for the full period of the expulsion.

IMPORTANT INFORMATION FOR PARENTS OF STUDENT-ATHLETES

POSITIVE ATHLETIC PARENTING

The role of the parent in the education of a student is vital. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school and in life. There is a value system—established in the home, nurtured in the school—which young people are developing. Their involvement in classroom and other activities contributes to that development. Trustworthiness, citizenship, caring, fairness, and respect are lifetime values taught through athletics. These are the principles of good sportsmanship and character. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results.

As a parent of a student-athlete at Cesar E. Chavez Middle School, your goals should include:

- a) Realize that athletics is part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- b) Encourage our students to perform their best, just as we would urge them on with their class work;
- c) Participate in positive cheers that encourage our student-athletes; discourage any cheers that would redirect that focus—including those that taunt and intimidate opponents, their fans, and officials;
- d) Learn, understand, and respect the rules of the game, the officials who administer them, and their decisions;
- e) Respect the tasks our coaches face as teachers and support them as they strive to education our youth;
- f) Respect our opponents as student-athletes, and acknowledge them for striving to do their best;
- g) Develop a sense of dignity and civility under all circumstances.

You can have a major influence on your student's attitude about academics and athletics. The leadership role you take will help influence your child and our community for years to come.

PARENTAL CONCERNS

Our coaches are selected because they are uniquely qualified to work with student-athletes in a competitive sports setting. Due to the nature of athletic competition, however, it is possible that from time to time parents may have concerns regarding the decisions, philosophies, or actions of a particular coach. When these concerns arise, it is important to keep in mind that while no coach is perfect, each coach is trying to do what is best for each athlete and the team.

If a parent has concerns regarding the coaches' decisions, please take the following steps:

1. Do not attempt to speak with the coach at a practice or competition, but rather schedule an appointment to speak with the coach privately. Coaches are given a huge responsibility and deserve the opportunity to respond personally to questions/concerns regarding how they are leading the team.
2. If, after speaking with the coach, a parent feels the need to go further, he/she should meet with the Athletic Director.
3. If a parent still feels the situation has not been resolved, the next step is to meet with the Principal.

Athletic Director
Mr. Christopher Busch 382-0768 Ext. 603

2008-2009 Sports Schedules

Soccer & Volleyball

September 9
Planada at Mc Swain

September 11
Mariposa at Planada

September 16
Planada at OLM

September 18
Weaver at Planada

September 23
Planada at Le Grand

September 25
Planada at Winton

September 30
Livingston at Planada

October 2
Mc Swain at Planada

October 7
Planada at Mariposa

October 9
OLM at Planada

October 14
Planada at Weaver

October 16
Le Grand at Planada

October 21
Winton at Planada

October 23
Planada at Livingston

'A' Boys & Girls Basketball

November 13
Planada at Winton

December 2
Planada at Livingston

December 4
OLM at Planada

December 9
Planada at McSwain

December 10
LeGrand at Planada

December 16
Mariposa at Planada

January 6
Weaver at Planada

January 8
Winton at Planada

January 13
Mc Swain at Planada

January 15
Planada at Le Grand

January 20
Planada at OLM

January 22
Livingston at Planada

January 27
Planada at Weaver

January 29
Planada at Mariposa

'B' Boys & Girls Basketball

November 12
Planada at Mc Swain

November 17
Planada at Livingston

November 19
Planada at OLM

December 1
Planada at Winton

December 3
Weaver at Planada

December 10
Le Grand at Planada

December 15
Mc Swain at Planada

December 17
OLM at Planada

January 7
Livingston at Planada

January 12
Winton at Planada

January 21
Planada at Weaver

Baseball & Softball

March 11
Planada at Mariposa

March 12
Mc Swain at Planada

March 17
Planada at Le Grand

March 19
Winton at Planada

March 24
OLM at Planada

March 26
Planada at Livingston

March 31
Weaver at Planada

Playoffs
April 6, 7, and 9

* Mariposa does not have a Soccer Team

* Le Grand and Mariposa only have "B" Boys Teams, they will play on the same day the "A" Team.

The California Content Standards for Grade Six

English–Language Arts

READING

Word Analysis, Fluency, and Systematic Vocabulary

Development

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Reading Comprehension (Focus on Informational Materials)

- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Literary Response and Analysis

- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

WRITING

Writing Strategies

- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Writing Applications (Genres and Their Characteristics)

- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

- Students write and speak with a command of standard English conventions appropriate to this grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Speaking Applications (Genres and Their Characteristics)

- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

History—Social Science

The intellectual skills noted below are to be learned through, and applied to, content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

CHRONOLOGICAL AND SPATIAL THINKING

Students:

- Explain how major events are related to each other in time.
- Construct various time lines of key events, people, and periods of the historical era they are studying.
- Use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

RESEARCH, EVIDENCE, AND POINT OF VIEW

Students:

- Frame questions that can be answered by historical study and research.
- Distinguish fact from opinion in historical narratives and stories.
- Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

HISTORICAL INTERPRETATION

Students:

- Explain the central issues and problems of the past, placing people and events in a matrix of time and place.
- Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

- Recognize the role of chance, oversight, and error in history.
- Recognize that interpretations of history are subject to change as new information is uncovered.
- Interpret basic indicators of economic performance and conduct cost/benefit analyses of economic and political issues.

World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Students:

- Describe what is known through archeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews.
- Analyze the geographic, political, economic, religious and social structures of the early civilization of Ancient Greece.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- Analyze the geographic, political, economic, religious, and social structures in the development of Rome.

Mathematics

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

NUMBER SENSE

Students:

- Compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages.
- Calculate and solve problems involving addition, subtraction, multiplication, and division.

ALGEBRA AND FUNCTIONS

Students:

- Write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.
- Analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
- Investigate geometric patterns and describe them algebraically.

MEASUREMENT AND GEOMETRY

Students:

- Deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.
- Identify and describe the properties of two-dimensional figures.

STATISTICS, DATA ANALYSIS, AND PROBABILITY

Students:

- Compute and analyze statistical measurements for data sets.
- Use data samples of a population and describe the characteristics and limitations of the samples.
- Determine theoretical and experimental probabilities and use these to make predictions about events.

MATHEMATICAL REASONING

Students:

- Make decisions about how to approach problems.
- Use strategies, skills, and concepts in finding solutions.
- Move beyond a particular problem by generalizing to other situations.

Science

FOCUS ON EARTH SCIENCE

Plate Tectonics and Earth's Structure

- Plate tectonics explains important features of Earth's surface and major geologic events.

Shaping of the Earth's Surface

- Topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment.

Heat (Thermal Energy) (Physical Science)

- Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.

Energy in the Earth System

- Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

Ecology (Life Science)

- Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

Resources

- Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content of the other three

strands, students should develop their own questions and perform investigations.

The California Content Standards for Grade Seven

English–Language Arts

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Reading Comprehension (Focus on Informational Materials)

- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Literary Response and Analysis

- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

WRITING

Writing Strategies

- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Writing Applications (Genres and Their Characteristics)

- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

- Students write and speak with a command of standard English conventions appropriate to the grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Speaking Applications (Genres and Their Characteristics)

- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

History–Social Science

The intellectual skills noted below are to be learned through, and applied to, content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

CHRONOLOGICAL AND SPATIAL THINKING

Students:

- Explain how major events are related to one another in time.
- Construct various time lines of key events, people, and periods of the historical era they are studying.
- Use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

RESEARCH, EVIDENCE, AND POINT OF VIEW

Students:

- Frame questions that can be answered by historical study and research.
- Distinguish fact from opinion in historical narratives and stories.
- Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

HISTORICAL INTERPRETATION

Students:

- Explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- Recognize the role of chance, oversight, and error in history.
- Recognize that interpretations of history are subject to change as new information is uncovered.
- Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of those ideas in the world today.

Students:

- Analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- Analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.
- Analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- Analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- Analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
- Analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- Compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- Analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- Analyze the historical developments of the Reformation.

- Analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- Analyze political and economic change in the 16th, 17th, and 18th centuries.

Mathematics

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic threedimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

NUMBER SENSE

Students:

- Know the properties of, and compute with, rational numbers expressed in a variety of forms.
- Use exponents, powers, and roots and use exponents in working with fractions.

ALGEBRA AND FUNCTIONS

Students:

- Express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.
- Interpret and evaluate expressions involving integer powers and simple roots.
- Graph and interpret linear and some nonlinear functions.
- Solve simple linear equations and inequalities over the rational numbers.

MEASUREMENT AND GEOMETRY

Students:

- Choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.
- Compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.
- Know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.

STATISTICS, DATA ANALYSIS, AND PROBABILITY

- Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.

MATHEMATICAL REASONING

Students:

- Make decisions about how to approach problems.
- Use strategies, skills, and concepts in finding solutions.
- Determine a solution is complete and move beyond a particular problem by generalizing to other situations.

Science

FOCUS ON LIFE SCIENCE

Cell Biology

- All living organisms are composed of cells that number from just one to many trillions and whose details usually are visible only through a microscope.

Genetics

- A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.

Evolution

- Biological evolution accounts for the diversity of species developed through gradual processes over many generations.

Earth and Life History (Earth Science)

- Evidence from rocks allows us to understand the evolution of life on Earth.

Structure and Function in Living Systems

- The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.

Physical Principles in Living Systems (Physical Science)

- Physical principles underlie biological structures and functions.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content of the other three strands, students should develop their own questions and perform investigations.

The California Content Standards for Grade Eight

English–Language Arts

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

Reading Comprehension (Focus on Informational Materials)

- Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Literary Response and Analysis

- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

WRITING

Writing Strategies

- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Writing Applications

- Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

- Students write and speak with a command of standard English conventions appropriate to this grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Speaking Applications (Genres and Their Characteristics)

- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

History–Social Science

The intellectual skills noted below are to be

learned through, and applied to, content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

CHRONOLOGICAL AND SPATIAL THINKING

Students:

- Explain how major events are related to one another in time.
- Construct various time lines of key events, people, and periods of the historical era they are studying.
- Use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

RESEARCH, EVIDENCE, AND POINT OF VIEW

Students:

- Frame questions that can be answered by historical study and research.
- Distinguish fact from opinion in historical narratives and stories.
- Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

HISTORICAL INTERPRETATION

Students:

- Explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Explain the sources of historical continuity

and how the combination of ideas and events explains the emergence of new patterns.

- Recognize the role of chance, oversight, and error in history.
- Recognize that interpretations of history are subject to change as new information is uncovered.
- Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Students:

- Understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
- Analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- Understand the foundation of the American political system and the ways in which citizens participate in it.
- Analyze the aspirations and ideals of the people of the new nation.
- Analyze U.S. foreign policy in the early Republic.
- Analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
- Analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
- Analyze the divergent paths of the American people in the West from 1800 to the mid-

1800s and the challenges they faced.

- Analyze the early and steady attempts to abolish slavery and realize the ideals of the Declaration of Independence.
- Analyze the multiple causes, key events, and complex consequences of the Civil War.
- Analyze the character and lasting consequences of Reconstruction.
- Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Science

FOCUS ON PHYSICAL SCIENCE

Motion

- The velocity of an object is the rate of change of its position.

Forces

- Unbalanced forces cause changes in velocity.

Structure of Matter

- Elements have distinct properties and atomic structure. All matter is composed of one or more of the elements in the periodic table.

Earth in the Solar System (Earth Science)

- The structure and composition of the universe can be learned from the study of stars and galaxies and their evolution.

Reactions

- Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.

Chemistry of Living Systems (Life Science)

- Principles of chemistry underlie the functioning of biological systems.

Periodic Table

- The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.

Density and Buoyancy

- All objects experience a buoyant force when immersed in a fluid.

Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content in the other three strands, students should develop their own questions and perform investigations.

2008-2009 School Calendar

School Year / Año Escolar

Aug. 11, 2008 - Jun. 4, 2009

Regular Schedule / Horario Regular

7:50am - 2:50pm

Minimum Days / Días Mínimos

Each Wednesday/*Cada miércoles* 7:50am - 1:15pm

Aug.	28	Back to School Night	(1:50)
Oct.	13 – 21	Parent Conf. / <i>Conferencias</i>	(1:15)
Mar.	16 - 20	Parent Conf./ <i>Conferencias</i>	(1:15)
Apr.	9	Open House (6:30 pm)	(1:15)
Apr.	TBA	CAT-6 Test	(1:15)
Apr.	24	Track Meet	(1:15)
Jun.	4	Last Student Day	(11:55)

Holidays / Días festivos

Sep.	1	Labor Day
Nov.	11	Veteran's Day
Nov.	17	Thanksgiving Day
Dec.	25	Christmas Day
Jan.	1	New Year's Day
Jan.	19	Martin Luther King Jr. Day
Feb.	16	President's Days
May	25	Memorial Day

School Breaks / Vacaciones

Nov.	24 - 28	Thanksgiving Break
Dec.	Mon 22-Fri Jan 9	Winter Break
Feb.	16-20	Presidents' Break
Apr.	13-17	Spring Break

Deficiency Reports / Informe de Progreso Académico

Sep.	12	Nov.	14
Feb.	6	Apr.	24

End of Academic Period / Fin de Periodo Académico

Oct.	10	End of 1st Period / <i>Fin del 1 Periodo</i>
Dec.	19	End of 2 nd Period / <i>Fin del 2 Periodo</i>
Mar.	13	End of 3 rd Period / <i>Fin del 3 Periodo</i>
Jun.	4	End of 4th Period / <i>Fin del 4 Periodo</i>

Parent /Teacher Conferences / Conferencias

Day/Dia 1:30pm-3:00pm Night/Noche 6:30pm - 8:00pm

Oct.	13-21	Parent Conf./ <i>Conferencias</i>
Oct.	15	Night Conf./ <i>Conferencia de Noche</i>
Mar.	16-20	Parent Conf./ <i>Conferencias</i>
Mar.	18	Night Conf./ <i>Conferencia de Noche</i>

School Calendar / Calendario Escolar

Aug.	11	Student's First Day
Aug.	18	Picture Day
Aug.	28	Back to School Night
Sep.	5	Student Body Elections
Oct.	6-10	8th Gr. Proficiency Tests
Sep.	12	Deficiency Reports Due
Sep.	22	Picture Retakes
Sep.	22-26	Sixth Grade Camp
Oct.	10	1st Quarter Ends
Oct.	13-21	Parent Teacher Conf.
Oct.	15	Night Conf. (6:30-8:00)
Oct.	23	Wellness Bowl
Nov.	14	Deficiency Reports Due
Dec.	3	Spelling Bee 6 th Grade
Dec.	4	Spelling Bee 7 th / 8 th Grades
Dec.	19	2 nd Quarter Ends
Feb.	6	Deficiency Reports Due
Feb.	13	Constitution Exam
Feb.	25	Speech Festival
Mar.	3	Speech Festival Awards
Mar.	13	3rd Quarter Ends
Mar.	16-20	Parent Teacher Conf.
Mar.	18	Night Conf. (6:30-8:00)
Mar.	28	Academic Pentathlon
Mar.	31	CEC Celebration
Apr.	1	Spring Pictures
Apr.	4	Writing Festival
Apr.	9	Open House 6:30 pm
Apr.	TBA	STAR Test (Grades 2-8)
Apr.	24	Track Meet (CEC) 1:15
Apr.	24	Deficiency Reports Due
May	TBA	8th Gr. Sacramento Trip
May	11-15	6th & 7th Proficiency Test
May	19	5th Gr. Visit to CECMS
May	21& 22	Poetry Festival
May	28	8th Gr. Awards Ceremony
May	29	8th Gr. to Great America
Jun.	2	Tiger Day
Jun.	3	8th Gr. Graduation
Jun.	4	Student's Last Day (11:55)
Jun.	4	4th Quarter Ends
Jun.	5	Teacher's Last Day

NOTE: Subject to changes

Puede haber cambios.

