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NAME

# Parent Handbook

## 2011-2012

### **Jeanne Donovan**

*Principal*

**594-2668**

[jdonovan@piedmont.k12.ca.us](mailto:jdonovan@piedmont.k12.ca.us)

### **Kech Carera**

*Counselor*

**594-2769**

[kcarera@piedmont.k12.ca.us](mailto:kcarera@piedmont.k12.ca.us)

### **Eric M. Mapes**

*Assistant Principal*

**594-2664**

[emapes@piedmont.k12.ca.us](mailto:emapes@piedmont.k12.ca.us)

### **Ashley English**

*Counselor*

**594-2689**

[aenglish@piedmont.k12.ca.us](mailto:aenglish@piedmont.k12.ca.us)

### **Ruth Sowell**

*Administrative Assistant to the Principal*

**594-2668**

[rsowell@piedmont.k12.ca.us](mailto:rsowell@piedmont.k12.ca.us)

### **Evangeline Walsh**

*Counseling Secretary*

**594-2669**

[ewalsh@piedmont.k12.ca.us](mailto:ewalsh@piedmont.k12.ca.us)

**740 Magnolia Avenue  
Piedmont, CA 94611**

**Attendance Line: (510) 594-2663**

**Telephone/Bulletin Board: (510) 594-2660**

**Website: [www.piedmont.k12.ca.us](http://www.piedmont.k12.ca.us)**

**PIEDMONT MIDDLE SCHOOL CALENDAR  
2011-2012**

**AUGUST**

22 Walk-through Registration:  
1:00pm – 6:00pm  
Teacher Work Day  
23 Staff Development Day  
24 First Day of Classes

**SEPTEMBER**

1 Early Dismissal – 12:45pm  
Back to School Night – 7:00pm  
5 Labor Day - no school  
9 PMS Parents Club Meeting - 8:30am  
13-27 Magazine Sale  
14 Common Planning Early Release at 12:45pm  
16 Welcome Back Dance: 6:30-8:30pm-Grades 7/8  
19 8<sup>th</sup> Grade Glean-a-thon  
23 Progress Reports mailed  
28 Common Planning Early Release at 12:45pm  
28 Rosh Hashanah begins at sundown

**OCTOBER**

7 Yom Kippur begins at sundown  
10 Teacher Furlough Day–Non Tchr/Non Student  
12 Common Planning Early Release at 12:45pm  
14 PMS Parents Club Meeting - 8:30am  
17-21 Alameda County Community Food Drive  
26 Common Planning Early Release at 12:45pm  
28 End of First Quarter  
31 Halloween Costume Parade - both lunches

**NOVEMBER**

3 PMS Parents Club Meeting – 7:00pm  
3-4 Peer Mediation Training  
4 Report Cards mailed  
6 Daylight Savings Time ends  
9 Common Planning Early Release at 12:45pm  
11 Veteran's Day - no school  
21-23 Non Teacher/Non Student Days  
24-25 Thanksgiving Holidays  
30 Common Planning Early Release at 12:45pm

**DECEMBER**

1 PMS Visual Arts Show 7:00pm -8:30pm  
5-9 Toys for Tots  
9 Progress Reports mailed  
9 PMS Parents Club Meeting - 8:30am

Dec16-Jan 2 Winter Recess

**JANUARY**

3 Classes Resume  
6 Nightmare on Puberty Street – Grades 7/8  
11 Common Planning Early Release at 12:45pm  
11 Band Winter Concert - 7:30pm  
12 Orchestra Winter Concert - 7:30pm  
13 PMS Parents Club Meeting -8:30am  
16 Martin Luther King, Jr. Day - no school  
23 Asian Lunar New Year

**JANUARY (continued)**

24 Final Exams begin - dismissal at 2:15pm  
25-27 Final Exams - dismissal at 12:15pm  
27 End of First Semester  
30 Semester Break – No Students/Teachers

**FEBRUARY**

3 Report Cards mailed  
8 Common Planning Early Release at 12:45pm  
10 PMS Parents Club Meeting - 8:30am  
20-24 February Recess (2/20-2/21 Presidents' Day)  
(2/23-2/24-Tchr, Prof. Dev. Furlough Days)  
29 Common Planning Early Release at 12:45pm

**MARCH**

6-7 STAR Writing- 7<sup>th</sup> Grade  
8 PMS Parents Club Meeting – 7:00pm  
9 Progress Reports mailed  
11 Daylight Savings Time begins  
14 Common Planning Early Release at 12:45pm  
28 Common Planning Early Release at 12:45pm  
29 Talent Show - 7:00pm

**APRIL**

6 End of Third Quarter  
6 PMS Parents Club Meeting – 8:30am  
9-13 Spring Recess  
20 Report Cards mailed  
24 5<sup>th</sup> Grade Student Orientation  
5<sup>th</sup> Grade Parent Orientation – 7:00pm  
25 Common Planning Early Release at 12:45pm  
27 Magazine Sale Dance  
Grade 6: 4:30pm-6:00pm  
Grade 7-8: 6:30pm-8:30pm

**MAY**

4 Diversity Day  
9 Common Planning Early Release at 12:45pm  
11 PMS Parents Club Meeting - 8:30am  
16-18 STAR Testing  
18 Progress Reports Mailed  
21-22 STAR Testing make-up  
22 Orchestra Spring Concert 7:30pm  
23 Common Planning Early Release at 12:45pm  
23 Band Spring Concert – 7:30pm  
28 Memorial Day - no school

**JUNE**

2 8<sup>th</sup> Grade Boat Dance  
8 PMS Parents Club Meeting -8:30am  
8 Final Exams begin - dismissal at 12:45pm  
11-13 Final Exams - dismissal at 12:15pm  
12 8<sup>th</sup> Grade Celebration rehearsal - 12:30pm  
8<sup>th</sup> Grade Celebration - 4:00pm  
13 Last Day of Classes -12:15pm dismissal  
PHS Graduation – 5:00pm  
14 Teacher Instructional Furlough Day  
15 Teacher Furlough Workday

Piedmont Middle School

**BELL SCHEDULES**

2011-2012

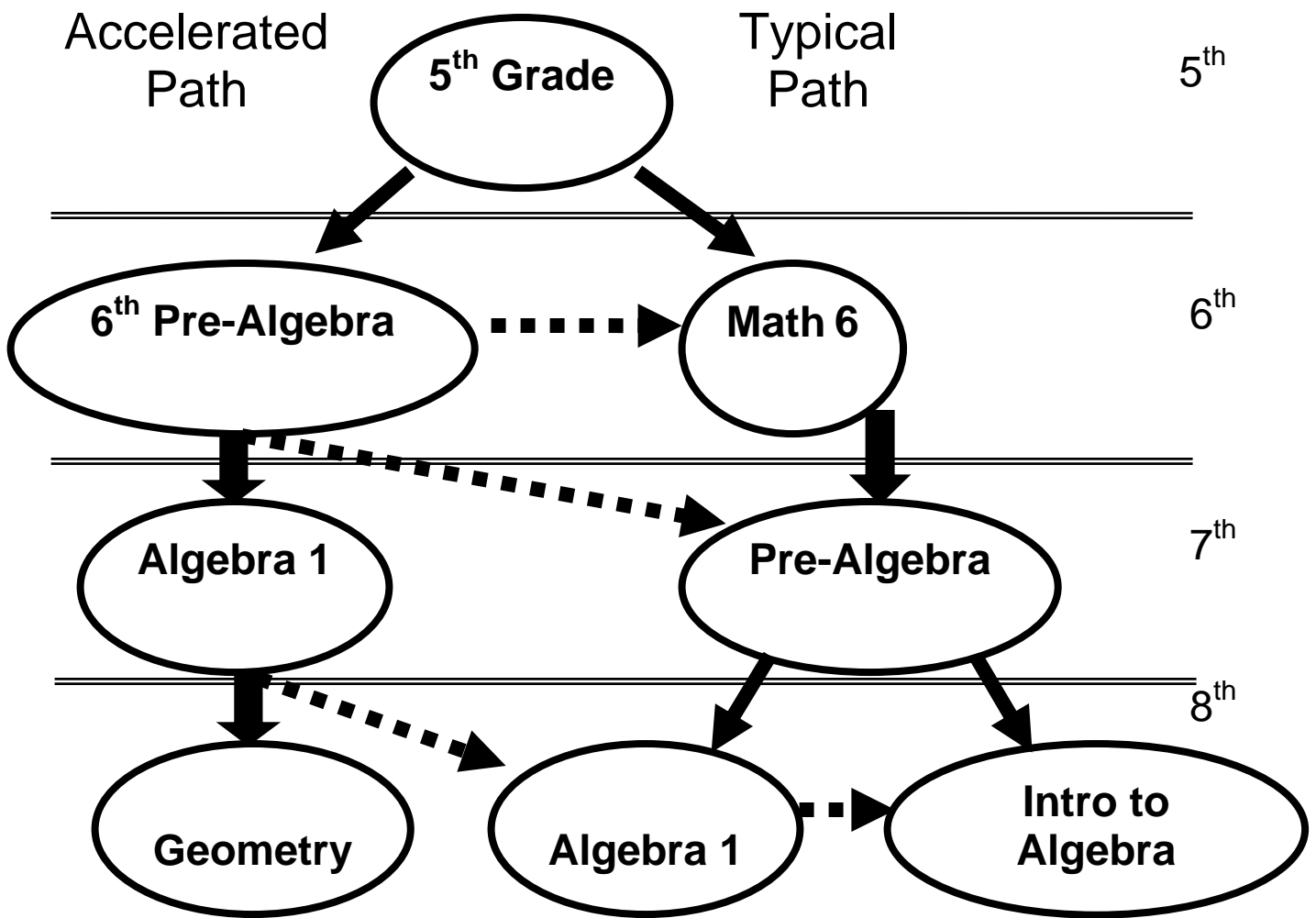
<b>DAILY BELL SCHEDULE</b>	<b>COMMON PLANNING EARLY RELEASE BELL SCHEDULE</b>
Period 1            7:55 – 8:50	Period 1            7:55 – 8:35
Period 2            8:55 – 9:45	Period 2            8:40 – 9:15
Period 3            9:50 – 10:40	Period 3            9:20 – 9:55
Brunch              10:40 – 10:50	Period 4            10:00 – 10:35
Period 4            10:55 – 11:45	BRUNCH            10:35 – 10:45
Lunch A            11:45 – 12:20	Period 5            10:50 – 11:25
Period 5            12:25 – 1:15	Period 6            11:30 – 12:05
<i>OR</i>	Period 7            12:10 – 12:45
Period 5            11:50 – 12:40	
Lunch B            12:40 – 1:15	
Period 6            1:20 – 2:10	
Period 7            2:15 – 3:05	

**PIEDMONT MIDDLE SCHOOL  
FACULTY AND STAFF  
2011-2012**

<b>Teacher Name</b>	<b>Assignments</b>
Alvarez, Mark	Custodian
Berenson-Lopez, Lauren <a href="mailto:lberenson@piedmont.k12.ca.us">lberenson@piedmont.k12.ca.us</a>	Speech Therapist
Bjork, Hannah <a href="mailto:hbjork@piedmont.k12.ca.us">hbjork@piedmont.k12.ca.us</a>	Spanish
Bolourchi, Zahra	Para-Educator
Brenneman, Lisa <a href="mailto:lbrenneman@piedmont.k12.ca.us">lbrenneman@piedmont.k12.ca.us</a>	Core 7
Bricetti, Kathy <a href="mailto:kbricetti@piedmont.k12.ca.us">kbricetti@piedmont.k12.ca.us</a>	School Psychologist
Butler, Jan	Para-Educator
Carera, Kech <a href="mailto:kcarera@piedmont.k12.ca.us">kcarera@piedmont.k12.ca.us</a>	7/8 Counselor
Cartusciello, Marie <a href="mailto:mcartusciello@piedmont.k12.ca.us">mcartusciello@piedmont.k12.ca.us</a>	Core 6 Shakespeare 6/Drama 6/Study Skills 6
Chetkowski, Robin	Para-Educator
Clark, Diane	Food Service
Denman, Lucas	Para-Educator
DeVos, Cathy <a href="mailto:cdevos@piedmont.k12.ca.us">cdevos@piedmont.k12.ca.us</a>	Music
Donovan, Jeanne <a href="mailto:jdonovan@piedmont.k12.ca.us">jdonovan@piedmont.k12.ca.us</a>	Principal
Dunn, Tony	Custodian
English, Ashley <a href="mailto:aenglish@piedmont.k12.ca.us">aenglish@piedmont.k12.ca.us</a>	6 <sup>th</sup> Grade Counselor
Gann, Linda <a href="mailto:lgann@piedmont.k12.ca.us">lgann@piedmont.k12.ca.us</a>	Science
Greenebaum, Ted <a href="mailto:tgreenebaum@piedmont.k12.ca.us">tgreenebaum@piedmont.k12.ca.us</a>	Science
Gulassa, Jennifer <a href="mailto:jgulassa@piedmont.k12.ca.us">jgulassa@piedmont.k12.ca.us</a>	Teacher Librarian
Hickman, Jane <a href="mailto:jhickman@piedmont.12.ca.us">jhickman@piedmont.12.ca.us</a>	English Journalism/Creative Writing 7/8
Holland, Annie <a href="mailto:aholland@piedmont.k12.ca.us">aholland@piedmont.k12.ca.us</a>	Core 7 History
James, Don <a href="mailto:djames@piedmont.k12.ca.us">djames@piedmont.k12.ca.us</a>	Math
Jarvis, Linda <a href="mailto:lj Jarvis@piedmont.k12.ca.us">lj Jarvis@piedmont.k12.ca.us</a>	P.E.
Johnston, Patty	Para-Educator
Kao, Patsie <a href="mailto:pkao@piedmont.k12.ca.us">pkao@piedmont.k12.ca.us</a>	Program Specialist
Kelleher, Joci <a href="mailto:jkelleher@piedmont.k12.ca.us">jkelleher@piedmont.k12.ca.us</a>	Core 6 Drama 6/Shakespeare 6/Study Skills 6
Kelly, Ali <a href="mailto:atrippe@piedmont.k12.ca.us">atrippe@piedmont.k12.ca.us</a>	Core 7 English/Study Skills 7/8
Kennedy, Stella <a href="mailto:skennedy@piedmont.k12.ca.us">skennedy@piedmont.k12.ca.us</a>	Core 6/Green Team 6
Kerwin, Michelle <a href="mailto:mkerwin@piedmont.k12.ca.us">mkerwin@piedmont.k12.ca.us</a>	Core 6
Knapp, Tamara <a href="mailto:tknapp@piedmont.k12.ca.us">tknapp@piedmont.k12.ca.us</a>	Math
Lane, Brett <a href="mailto:blane@piedmont.k12.ca.us">blane@piedmont.k12.ca.us</a>	P.E.
Lavis, Cynthia <a href="mailto:clavis@piedmont.k12.ca.us">clavis@piedmont.k12.ca.us</a>	Core 7 History
Li, Melissa <a href="mailto:mli@piedmont.k12.ca.us">mli@piedmont.k12.ca.us</a>	Math
Lima, Miguel	Para-Educator

Lipkin, Kim <a href="mailto:klipkin@piedmont.k12.ca.us">klipkin@piedmont.k12.ca.us</a>	Art/Ceramics 7/8 ASB 7/8
Lubin, Kerry <a href="mailto:klubin@piedmont.k12.ca.us">klubin@piedmont.k12.ca.us</a>	Science
MacMillan, Anne <a href="mailto:amacmillan@piedmont.k12.ca.us">amacmillan@piedmont.k12.ca.us</a>	Audiologist
Manalo-LeClaire, Stefanie	Para-Educator
Mapes, Eric <a href="mailto:emapes@piedmont.k12.ca.us">emapes@piedmont.k12.ca.us</a>	Assistant Principal
Marshall, Dave <a href="mailto:dmarshall@piedmont.k12.ca.us">dmarshall@piedmont.k12.ca.us</a>	Computer Graphics 7/8 Woodshop
McKuen, Gina <a href="mailto:gmckuen@piedmont.k12.ca.us">gmckuen@piedmont.k12.ca.us</a>	Core 7 Shakespeare/Drama 7/8
McNulty, Toni	Para-Educator
Medura, Ras	Noontime Supervisor
Michael, Jan <a href="mailto:jmichael@piedmont.k12.ca.us">jmichael@piedmont.k12.ca.us</a>	Resource Specialist
Mullan, Andria <a href="mailto:amullan@piedmont.k12.ca.us">amullan@piedmont.k12.ca.us</a>	Music
Petch-Levine, Debbie <a href="mailto:dpetchlevine@piedmont.k12.ca.us">dpetchlevine@piedmont.k12.ca.us</a>	Nurse
Poole, Carrie <a href="mailto:cpoole@piedmont.k12.ca.us">cpoole@piedmont.k12.ca.us</a>	Resource Specialist
Privat-Gilman, Marcela <a href="mailto:mprivat@piedmont.k12.ca.us">mprivat@piedmont.k12.ca.us</a>	Core 7
Randick, Susan <a href="mailto:srandick@piedmont.k12.ca.us">srandick@piedmont.k12.ca.us</a>	Resource Specialist
Roberts, Karma <a href="mailto:kroberts@piedmont.k12.ca.us">kroberts@piedmont.k12.ca.us</a>	Yearbook 7/8/Computers 6
Savage, Amy <a href="mailto:asavage@piedmont.k12.ca.us">asavage@piedmont.k12.ca.us</a>	Resource Specialist
Scherman, Ted <a href="mailto:tscherman@piedmont.k12.ca.us">tscherman@piedmont.k12.ca.us</a>	Core 6/Noon Supervision
Smith, Anne <a href="mailto:asmith@piedmont.k12.ca.us">asmith@piedmont.k12.ca.us</a>	Animation 7/8 Film 7/8
Sorenson, Debby <a href="mailto:dsorenson@piedmont.k12.ca.us">dsorenson@piedmont.k12.ca.us</a>	English History
Sorenson, Kristin	Para-Educator
Soulier, Cindy <a href="mailto:ckopper@piedmont.k12.ca.us">ckopper@piedmont.k12.ca.us</a>	Science 7/ P.E. 6
Sowell, Ruth <a href="mailto:rsowell@piedmont.k12.ca.us">rsowell@piedmont.k12.ca.us</a>	Administrative Assistant
Sullivan, Penelope <a href="mailto:psullivan@piedmont.k12.ca.us">psullivan@piedmont.k12.ca.us</a>	Core 6 Communications 6
Thayer, Camilla <a href="mailto:cthayer@piedmont.k12.ca.us">cthayer@piedmont.k12.ca.us</a>	Science
Thayer, Chris <a href="mailto:cthayer@piedmont.k12.ca.us">cthayer@piedmont.k12.ca.us</a>	Science
Tringali, Sharon <a href="mailto:stringali@piedmont.k12.ca.us">stringali@piedmont.k12.ca.us</a>	Core 6 Art 6
Voorhies, Mike <a href="mailto:mvoorhies@piedmont.k12.ca.us">mvoorhies@piedmont.k12.ca.us</a>	Tech Coordinator
Werner, Kate <a href="mailto:kwerner@piedmont.k12.ca.us">kwerner@piedmont.k12.ca.us</a>	Home Base Teacher
White, Carolyn <a href="mailto:cwhite@piedmont.k12.ca.us">cwhite@piedmont.k12.ca.us</a>	Teacher Librarian
White, John <a href="mailto:jwhite@piedmont.k12.ca.us">jwhite@piedmont.k12.ca.us</a>	French Public Speaking 7/8/Green Team 7/8
Wisniewski, Tim <a href="mailto:twisniewski@piedmont.k12.ca.us">twisniewski@piedmont.k12.ca.us</a>	P.E.
Wong, Michael	Para-Educator
Yu, Sunny <a href="mailto:syu@piedmont.k12.ca.us">syu@piedmont.k12.ca.us</a>	Mandarin

# MATH PATHWAYS



# Piedmont Middle School STUDENT HANDBOOK

We are most happy to welcome all of our students and their families to Piedmont Middle School. Our goal is to create a school community of students, parents, teachers, support staff, and administrators who coexist in an environment of mutual trust. The staff at Piedmont Middle School strives to observe and understand the intellectual, emotional, physical, and social needs of our students. We are committed to creating experiences and opportunities which will lead all students to academic success and personal growth.

*The following is an alphabetical list of school and discipline policies. Although we have made every effort to include information for priority awareness by students and parents, this document is not inclusive of every circumstance, school or district policy, or state/federal law. Piedmont Middle School may add or modify policies without advance notice.*

## **ATTENDANCE**

Satisfactory school progress is dependent upon regular attendance. Parents are requested to plan vacation trips and absences for personal reasons to correspond with school holidays so that the education process is not disrupted. Moreover, absences for personal reasons and trips result in loss of revenue to the district.

If a student does not attend his/her assigned class or activity and has not obtained teacher approval to be elsewhere, then the absence shall be presumed unexcused. The student will receive a referral to the office and consequences may include, but are not limited to, detention, parent conference, suspension, and/or police involvement.

### **Reporting Absences**

Parents or legal guardians must notify the school of their child's absence(s) on the day(s) of the absence(s). This applies to both full and partial day absences. Reporting absences can be accomplished by any of the following means:

- ✓ Call the Attendance Line 594.2663 or
- ✓ Speak directly with office personnel or
- ✓ Provide a written note to office personnel

### **Clearing an Absence**

A student is required to have a written note stating the date(s) and reason for absence(s) that is signed by the parent or legal guardian. After being absent, and before returning to class, the student must go to the office to obtain an *Admit Slip* which will allow the student back into class.

### **Reasons for Absence**

The California Education Code, in pertinent part, defines the following types of absences:

Excused Absence: Acceptable reasons verified by a parental note or phone call include illness, medical appointments, funerals, religious holidays, court appearances, and justifiable personal reasons as approved. Credit for make-up

work will be given for these types of absences.

Unexcused Absence: Absences for any reason not delineated above, including truancy, are considered unexcused absences. Make-up assignments are at the teacher's discretion.

### **Make-Up Work for Absences**

Homework assignments for one or two days of absence should be obtained by calling a classmate. For absences of three consecutive school days or more, please call the school office by 7:30 AM (594.2669) to request assignments from teachers. The homework may be picked up in the office after 3:05 p.m.

Failure to make up missing work due to an absence, either excused or unexcused, could have a negative effect on a grade if not excused by the teacher. Make-up assignments from a suspension are at the teacher's discretion.

### **Permit to Leave Campus:**

Students may not leave campus during the school day without a *Permit to Leave*. Students will not be released by phone call. A parent/guardian must come into the office. The following procedures outline the steps needed to be taken when obtaining a *Permit to Leave* and return to school:

- ✓ Bring a signed, written note from parent/guardian,
- ✓ Submit note to the office before school,
- ✓ Student must obtain pink *Permit to Leave* slip from the office and
- ✓ Upon returning to school, student must submit the pink *Permit to Leave* note to the teacher(s) to be signed for any and all periods that were missed during the previous school day,
- ✓ The pink *Permit to Leave* note must be returned to the office by the student on the day that the student returns.

### **Truancy (PUSD Board Policy)**

Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee.

Students must always report to the office for permission to leave campus for any reason, e.g. doctor's appointment, illness. Consequences for being truant may be administrative detention and/or after-school service to make up the time missed. Repeat offenders may be subject to additional administrative actions, such as referral to the district attorney, probation officer, or peace officer.

### **Tardies**

When a student arrives late to school, he/she must report to the office for an *Admit Slip* before going to their class. Teachers will not allow students into class without an *Admit Slip* during first period. If a student is tardy to a particular class during other periods of the school day, the teacher's tardy policy will govern. Five or more unexcused tardies in one quarter will result in a "U" in citizenship. Tardies can subject a student to be classified as truant (see *Truancy* above).

### **BEHAVIOR/ACADEMIC CONTRACT**

Students who do not meet standards in academic, effort, and/or behavior may be placed on an academic/behavior contract. If the student fails to meet the terms of the contract, he/she will be subject to disciplinary action up to and including expulsion.

### **BICYCLES**

Students must:

- ✓ Obey all rules and regulations of the road including riding on the right side of the road.
- ✓ Wear a helmet.
- ✓ Walk bike from street down and up ramp.
- ✓ Walk bikes on the patio.
- ✓ Walk bikes on sidewalks in front of the school.
- ✓ Walk bikes in the crosswalk.
- ✓ Not ride bicycles on school grounds at any time.
- ✓ Lock their bicycle in the bicycle rack.

### **BIRTHDAYS**

Birthdays should be celebrated outside of school. Students are not to bring posters, balloons,

flowers, cake, etc. to school for birthday celebrations. These materials are disruptive in the classroom and often require extra custodial time for clean-up.

### **BULLYING**

PMS' goal is to provide each student with a safe educational experience everyday. One of the deterrents to this goal is bullying, such as when students pick on or tease other students. At PMS we have no tolerance for any type of bullying. Students who bully will be disciplined to the fullest extent. We encourage students to inform a school staff member when he/she reasonably believes that they are victims of bullying or when they are witnesses to someone else being bullied.

### **CAMPUS HOURS**

School is opened between the hours of 7:45 AM and 4:00 PM. Students are encouraged not to arrive at school prior to 7:45 unless arriving with special permission to work with a teacher. Piedmont Middle School maintains a closed campus and students may not leave school grounds during school hours (7:50 – 3:05), including brunch and lunch, without first obtaining a written *Permit To Leave* from the office. Visitors or students from other schools (this includes relatives or friends) are not permitted on campus during school hours.

### **CAMPUS RULES AND REGULATIONS**

Depending on the severity of the infraction of the campus rule, one or more of the listed consequences may be assigned after a conference with the student and at the discretion of the teacher(s) and/or administrator involved. Parents will be notified of all discipline referrals.

#### Restricted Activities:

1. Items listed under *Suspensions and Expulsions*
2. Rudeness or disrespect to any adult or student
3. Harassment/hazing
4. Any type of graffiti
5. Throwing or deliberately dropping food, books, paper, or any object, especially from the 2<sup>nd</sup> or 3<sup>rd</sup> floor
6. Spitting
7. Littering
8. Excessive and unnecessary noise and/or rowdiness
9. Going to any restricted "off limits" areas during brunch and lunch
10. Congregating on front sidewalk, street, or Recreation Center before or after school or at lunch

11. Being present on campus prior to 7:45 AM or after 3:15 PM unless by prior appointment with a teacher/administrator or participating in a school/Recreation Department sponsored event or program
12. Leaving campus at brunch or lunch
13. Possession of skateboards, scooters, roller blades, iPods/Walkmans/Discmans, or any other inappropriate item
14. Use of cell phones during school hours
15. Gum
16. Food and/or drink in Patio Gym or Morrison Gym or Library
17. Gambling

Possible Consequences:

- ✓ Detention
- ✓ Work detail
- ✓ Service project
- ✓ Essay/letter
- ✓ Loss of brunch/lunch privileges
- ✓ Confiscation of inappropriate items
- ✓ Parent campus/classroom visitation
- ✓ Parent/teacher/administrator/student conference
- ✓ Suspension
- ✓ Expulsion

*CELL PHONES*

Students are not allowed to use cell phones, including text messaging, on school grounds **during the entire school day**. Cell phones ringing in or around classrooms are extremely disruptive to teachers and other students and are, therefore, unacceptable.

- ✓ Cell phones must be turned off during the entire school day.
- ✓ Cell phones must be securely put away as the school and district are not responsible for any lost or stolen articles.
- ✓ If cell phone is heard or seen on campus, it will be confiscated and must be picked up by the student at the end of the day in the office.
- ✓ If there is a second infraction, the student must turn in the cell phone to the office every morning. At the end of the day, the student can pick up his/her cell phone from the office. This policy will be enforced for that student for the remainder of the school year.
- ✓ Continued defiance to cell phone rules may result in suspension.

*CHEATING*

Cheating of any kind will result in the loss of credit for the project, assignment, test, or any

school work involved and may also result in disciplinary action. Repeated cheating may result in failing the course and/or in a multiple-day suspension. Copying someone else's work and/or loaning work to a peer to copy are considered cheating. (See *Code of Academic Integrity*)

*CLASSROOM MATERIALS*

All students will be given a list of required materials by each of their teachers. These materials may include: three-ring binder with dividers for each class, notebook paper, plastic pouch containing pencils, colored pencils, pens, erasers, metric ruler, small pencil sharpener, and tissue.

*CLASSROOM RULES*

Students must follow all individual classroom rules. Students are subject to individual classroom consequences that may include detention, removal from a class for a specified amount of time, and/or referral. Each classroom has basic rules and expectations that every student must follow. The fundamental expectations are as follows:

1. Follow directions
2. Keep hands and feet to self
3. Respect the rights, feelings, and possessions of others
4. Use appropriate language
5. Eating and chewing gum are prohibited

Rewards for Following Class Rules:

1. Recognition
2. Positive note sent home
3. Other positive validations as determined by the teacher

Consequences for Breaking Classroom Rules:

- |                 |   |
|-----------------|---|
| 1. First time:  | 15 minute detention<br>Notice sent home to be signed  |
| 2. Second Time: | Warning or office referral in addition to above   |
| 3. Third Time:  | Office referral<br>Parent notified by office<br>Suspended from class<br>Possible suspension from school |

*CLOSED CAMPUS*

Restricted "Off Limits" Areas: Piedmont Middle School is a closed campus. Students are to

remain on campus for brunch and lunch. In addition, students cannot congregate on the front sidewalk, street, or Piedmont Recreation Department before school, during brunch, lunch, or after school.

Piedmont Middle School is a closed campus and does not permit friends of students or family members who are not enrolled in Piedmont Middle School to visit or shadow enrolled students.

#### *CODE OF ACADEMIC INTEGRITY*

The following principles are paramount:

- ✓ Honesty
- ✓ Respect and consideration for the rights, feelings, and privacy of other people
- ✓ Adherence to the rules agreed upon by the school community

We have found that governing our behavior by these principles promotes growth of both intellect and character.

Plagiarism and cheating in all forms are unacceptable. Plagiarism, more fully detailed below, is presenting another person's ideas or phrasing as one's own, whether that person is a friend, a parent, or the author of a book or article.

Cheating is copying or obtaining information or help from another person in a context that is described below.

#### Plagiarism and Cheating:

- ✓ Communicating what is on the test, quiz, or exam, including text messaging.
- ✓ Finding out what is going to be on a test, quiz, or exam from anyone.
- ✓ Looking at someone else's test, quiz, or exam while you are taking it.
- ✓ Communicating your answers while taking a test, quiz, or exam.
- ✓ Bringing notes or looking at any materials during a test, quiz, or exam without specific instruction from the teacher.
- ✓ Copying homework from someone else.
- ✓ Giving someone the answers to homework assignments.
- ✓ Turning in a paper as your own when it is actually written, in part or in whole, by someone else.
- ✓ Not participating in your share of a cooperative learning project by allowing another member(s) of your group to do your work while giving the teacher the impression that you have participated.
- ✓ Using whole sentences and phrases from books, articles, or websites without giving credit to the source.

- ✓ Using citations given in a secondary text or website without acknowledging that you have used the secondary source or website.
- ✓ Telling someone what you want to say and having him/her write it for you.
- ✓ Forgery
- ✓ The above examples are not all inclusive of cheating or plagiarism.

#### Consequences of Plagiarism and Cheating to Include One or More of the Following:

- ✓ A zero on the particular assignment, test, or quiz.
- ✓ Notification to parents
- ✓ A citizenship grade of "U" for the semester with written explanation.
- ✓ Lowering the student's academic grade in the class by an entire letter grade for the semester or the year.
- ✓ Notification of a conference with the Assistant Principal and/or parents.
- ✓ Expulsion from class (if there is a second infraction).
- ✓ Suspension from an athletic team.
- ✓ Expulsion from an athletic team (if there is a second infraction).
- ✓ Suspension from school.

#### Acceptable Ways to Obtain Help:

- ✓ Obtaining help from a parent, friend, or tutor is a great idea. However, there is a difference between getting help and letting someone else do your work for you.
- ✓ Discuss assignment topic ideas with a parent, friend, or tutor in order to get your ideas flowing.
- ✓ Ask a parent, friend, or tutor to proofread your essay and to give you suggestions for improvement.
- ✓ Listen to these suggestions and decide whether you agree or disagree, then make changes accordingly. The ideas and language need to be your own.
- ✓ If you are having difficulty in class or difficulty completing your work, plagiarism and cheating are not justified by your difficulty, nor do they solve the problem. Discussing the difficulty with your teacher and taking appropriate steps to address your difficulties are appropriate.

#### *COMMON PLANNING EARLY-RELEASE DAYS*

Common planning early-release days will typically fall on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesdays each month. Dismissal will be at 12:45 pm. Please refer to the *Piedmont Middle School Calendar*

2011-2012 for the common planning early-release dates and for dates that have been scheduled for Back-to-School Night and Final Exam days.

Appropriate supervision should be arranged for students on their way home. Students should also display appropriate behavior on their way home that reflects admirably and respectfully on the school and district.

#### *COMMUNICATION STRATEGIES*

We welcome the opportunity to have parents call or to email us about concerns. When your child comes to the middle school, there may be bumps in the road. So, part of the transition to middle school for you, the parents, is how to navigate the bumps in the road for yourselves. Our staff is very communicative. The expectation is that they return emails and phone calls within 24 hours in hopes that we will all be on the same page as to what our children's needs are.

The following are some guidelines for parents to consider as they are trying to resolve difficulties or conflicts at school:

1. How should I approach an issue in the classroom or at school that is of concern to my child?
  - Approach the issue in an objective, methodical manner. Engage in fact-finding and listen to and reflect on all sides of the story before reaching a conclusion.
  - Teach your child to self-advocate by encouraging him/her to talk directly to his/her teacher or school personnel. Brainstorm and role play strategies with your child on how to approach the situation and resolve it on his/her own.
2. If I have concerns about something that happened at school, where should I start?
  - The best place to begin is with the teacher. The teacher knows your child best of all school personnel. The teacher has the most accurate information.
3. What is the best way to communicate with the teacher?
  - If it is a minor issue or question, a quick phone call or

a short email is most appropriate and fastest. More serious issues might require making an appointment to talk to the teacher.

4. Will my child suffer retribution if I voice concerns to a teacher?
  - No. Although it may be difficult to make the call, teachers appreciate hearing about issues in a candid, respectful way. By remaining silent or anonymous, your concern will never be resolved.
5. How should I approach a teacher about a problem?
  - Teachers appreciate when parents approach a conflict from an information-gathering perspective. Articulate what you see as the issue and offer ideas you have as to how the issue might be resolved.
6. When should I contact administration about a problem with a teacher?
  - Contact administration by phone or email or make an appointment to see an administrator. In this initial contact, please let administration know that you have already had a meeting with the teacher.
  - If communication between you and the teacher did not occur, be prepared to explain why. In almost all cases, the administrator will share your concerns with the teacher and request that the teacher make an appointment to speak with you directly.

We want your child to be successful and happy at school. Together we can make that happen.

#### *COUNSELING*

A 6<sup>th</sup> grade and 7<sup>th</sup>/8<sup>th</sup> grade counselors are available to serve the needs of our students. During the year there are several ongoing counseling groups in addition to individual counseling services. Students may come to the office to fill out a *Counselor Request* form to see the counselor. Students should indicate on the form the reason for the request. The counselor is also available to work on academic scheduling.

Parents who would like to arrange a conference with the counselor may do so by making an appointment with the counseling secretary at 594.2669

### *DANCES*

Piedmont Middle School sponsors dances each year for seventh and eighth grade students. Dances are strictly for PMS students and are subject to the following:

- ✓ Each student is required to have a signed permission slip from his/her parent or guardian before purchasing a dance ticket.
- ✓ Permission from phone call is not acceptable.
- ✓ It is extremely important that parent/guardian include a phone number where they can be reached during the dance.
- ✓ Students must attend school on the day of the dance to be able to attend the dance.
- ✓ Dances are from 6:30 p.m. to 8:30 p.m. Students arriving after 7:00 p.m. must have a note or be accompanied by a parent/guardian. Students leaving before 8:30 p.m. must be picked up at the dance by a parent/guardian.
- ✓ Students are not eligible to attend school dances if they have two (2) or more "U" in the quarter. The purpose of this rule is to reinforce our message that success in school is our most important goal.
- ✓ If a student with two (2) or more "U" is discovered at the dance, he/she will be removed from the dance, and the parent/guardian will be called. He/she will not be refunded the cost of the ticket and will be automatically ineligible for the next dance. Defiance to school rule may result in suspension.
- ✓ Students are to be picked up promptly at 8:30 p.m.
- ✓ Parents/guardians are expected to make transportation arrangements prior to the date of the dance.

### **ALL SCHOOL RULES AND CONSEQUENCES FOR MISCONDUCT WILL BE IN EFFECT AS WELL AS THE FOLLOWING:**

- ✓ School dress code and the no gum policy will be enforced.
- ✓ All dancing must be on student's feet.
- ✓ No slam dancing, break dancing, bumping or grinding, freak dancing, etc.
- ✓ No public display of affection.

### *DETENTION POLICY*

- ✓ Detentions are served on the day assigned.
- ✓ It is the student's responsibility to call his/her parent to indicate that they will be staying after school.

- ✓ If a student fails to report to detention on the first day that it is assigned, they will be required to serve a double detention on the following day.
- ✓ If a student fails to report to detention on the second consecutive day, an office referral will result and parents will be notified.
- ✓ If a student has a previous medical or dental appointment, he/she must bring a note and will serve detention on the following day. Detentions are postponed only for medical or dental appointments.
- ✓ Teachers may assign detention before and after school and at brunch or lunch.
- ✓ Students who have detention with more than one teacher are responsible for bringing a written note from the first teacher assigning detention so that postponement can be arranged, i.e. multiple detentions shall be served consecutively, not concurrently.

### *DONATIONS*

Piedmont Middle School provides P.E. uniforms and consumable supplies for specific elective classes, e.g. art, woodshop, film/animation, foreign language, and science lab experiments. In addition, many classes go on curriculum-related field trips throughout the school year.

Due to the cost of the above, donations are requested. Although we depend on continual parent donations to maintain the current level of activities and materials used, donations are strictly voluntary and are not required for participation in any class activity.

### *DRESS CODE*

- ✓ Students are not permitted to wear clothing that could potentially detract from the learning environment of the school.
- ✓ Clothing with objectionable or obscene words or pictures is not to be worn.
- ✓ Clothing with alcohol or tobacco advertising is not to be worn.
- ✓ Clothing that is torn or with holes is not to be worn.
- ✓ Clothing with suggestive gang/drug or signs is not to be worn.
- ✓ Low-cut tank tops, tube tops, tops that show bare midriffs, tops with spaghetti straps less than 1½ in. wide, cut off jerseys, or see through tops are not to be worn. Undergarment straps must not be visible.
- ✓ Hats or hoods are not to be worn indoors. If there is a medical or religious reason that a head covering must be worn, parents should contact the office.
- ✓ Hats must be worn facing forward or backward. No hats worn sideways or they will be confiscated.

- ✓ Shorts and skirts must be at fingertip length. If the length of either skirt or shorts is questionable, the administration will make the decision if the item is appropriate. Cut-off shorts are not allowed.
- ✓ Pants must be worn securely at the waistline or top of the hipbone. No sagging pants and no underwear showing. No pajama pants are to be worn.
- ✓ Loose chains and hanging belts are not allowed.
- ✓ Hairnets, bandanas, swimsuits, overly loose clothing, overly large tank tops, and overly tight clothing are not to be worn.
- ✓ Students are expected to do their grooming at home or in the restrooms.
- ✓ If a student is sent to the office with inappropriate clothing and the school cannot reach the parent/guardian, he/she may be asked to wear his/her PE uniform for the rest of the day and/or a T-shirt from the office.
- ✓ Continued violation of the dress code will result in disciplinary consequences.

#### *EDUCATION CODE 48900*

California Education Code 48900 prohibits a variety of activities on school premises which includes, but is not limited to, the following:

1. Profanity, abusive language and gestures
2. Sexual harassment
3. Habitual harassment/hazing
4. Racial, religious or homophobic insults
5. Openly defying teacher or other adult in charge
6. Fighting, physically hurting, or threatening to hurt another person
7. Willfully destroying property -- vandalism
8. Bringing dangerous or unlawful materials on campus, including weapons or any type of explosive
9. Possession or under the influence of unlawful substances, including cigarettes, drugs, and alcohol
10. Theft or robbery or attempting to do either
11. Receiving stolen property

#### Consequences:

The following consequences are dictated by Ed Code 48900 and State Penal Code, depending on the infraction:

1. Subject to immediate suspension
2. Parent conference
3. Police involvement where appropriate
4. Expulsion

#### *EMERGENCY CARD/MEDICAL FORM*

It is essential that each student have an up-to-date *Emergency Card* and *Medical Information Form* on file in the office. Any change of address, phone number, or medical condition must be immediately reported in writing to the office. Parents who leave town on a trip should notify the school in writing about who will be responsible for the student(s) during their absence. The District does not have a nurse available daily, so it is essential that parents or their designee be accessible in case of illness or accident. In case of a serious emergency, the Piedmont Rescue Unit/Ambulance Service will be called.

#### *EXTRA-CURRICULAR ACTIVITIES*

##### Activities Code:

The Board of Education and the students, teachers, coaches, and administrators of Piedmont Middle School and co-sponsoring agencies believe that extra-curricular activities are an important part of the educational process and are designed to have a positive influence on the development of our students.

In addition to learning skills and developing talent, extra-curricular activities present a privileged opportunity to develop the proper attitudes toward citizenship, leadership, sportsmanship, and cooperation, as well as to build self-discipline and self-esteem.

The purpose of the Activities Code is to provide administrators, teachers, coaches, parents, and students with a common understanding of the conduct and attitude expected of student participants. It is expected that this code will help maintain a consistent and efficient extra-curricular program based on proper standards of sportsmanship and ethical conduct.

##### Eligibility Requirements:

Eligibility is determined by report cards on a quarterly basis and pertains to all Piedmont Middle School and Piedmont Recreation Department extra-curricular activities. Piedmont Middle School eligibility requirements are in effect for eighth grade students entering ninth grade. Please refer to *PUSD Discipline Code*.

##### Academic Eligibility:

A student failing to meet the academic eligibility standards at Piedmont Middle School will be placed on probation for the next grading period.

##### Citizenship Eligibility:

In order for any student to participate in any of the extra-curricular activities, he/she must receive no more than one **“U” in citizenship on any Quarter Report Card.**

Activities Code Expectations:

- A. Conduct In And Out Of The Classroom  
Personal conduct must be maintained that will reflect positively on oneself, the parents, school, students, teachers, co-sponsoring agencies, and coaches. Proper conduct will be maintained in the classroom, on the campus, at all functions of the school or co-sponsoring agencies, and while traveling to and from events.
- B. Attendance  
An acceptable attendance record is required. Cutting classes and/or frequent tardies are not acceptable.
- C. Sportsmanship In Athletics  
Cooperation & Responsibility In Other Activities  
Games will be played fairly and cleanly. Cooperation will be given to officials and gracious behavior will be present in both wins and losses. Behavior that is a credit to the team, the school, and to co-sponsoring agencies will be exhibited at all times. Regulations established for any activity will be adhered to, and respect will be given to those in charge.
- D. Grades And Classroom Behavior  
A GPA of at least 2.0 should be maintained. More than one unsatisfactory "U" in citizenship will result in ineligibility for the next quarter.
- E. Use Or Possession Of Alcohol Or Illegal Drugs (Including Tobacco)  
The use or possession of alcohol or illegal drugs during the school day, or during the course of a daytime or evening school activity (e.g., PHS football games), will not be permitted.

Consequences of Violation:

Violation(s) of Items A, B, and/or C

The penalty can range from suspension from the activity, to removal from the activity, to removal from subsequent programs and activities depending on the severity and frequency of the problem. This decision will be made by the assistant principal and may include input from a co-sponsoring agency.

Violation(s) of Item D

A student failing to improve grades below a 2.0 may be deemed ineligible until GPA is improved at the end of the next reporting period. More than one unsatisfactory "U" in citizenship in a report period will result in ineligibility for the next quarter.

Violation(s) of Item E

Any participant who uses or possesses illegal drugs or alcohol on the day before or the day of an event (including practices, rehearsals, meetings, or any function that includes group participation), will be dropped from the team, club, or activity for the duration of the school year. Any participant who uses or possesses illegal drugs or alcohol at school or at co-sponsored events will be suspended from all extra-curricular activities for 90 days.

*EXPULSION*

In ongoing disciplinary or academic situations or serious violation of school and district policy and rules, a student may be expelled from the Piedmont Unified School District for up to two full semesters. Expelled students are not allowed on or around any of the PUSD schools during the expulsion period. (*See Suspensions and Expulsions Section*)

*FIRST AID OR MEDICATION AT SCHOOL*

PMS office can only offer ice, bandages, and TLC for ill or injured students. It is imperative that we be able to contact someone to pick up your child in case of emergency or if he/she becomes ill at school. There is no nurse.

**Medication**

As per Piedmont Unified School District Board Policy (5141.21), before a designated employee permits a child to take any prescribed or non-prescribed medication during school hours, the district must receive the following:

- ✓ A written statement from the student's physician detailing the procedure, amount, and time schedule by which the medication is to be taken.
- ✓ A written statement from the student's parent/guardian requesting the District to permit the student to take the medication as prescribed by the physician or any over-the-counter medication as described by the parent.
- ✓ All medication kept at school must be in the original container with the physician's name, student's name, medication name, expiration date, and dosage on the label.
- ✓ All medication must be delivered to the school by the parent/guardian.

The office is not responsible for reminding students to take medication; that is the student's responsibility.

*FINAL EXAMS*

Final exam schedules for Semester One and Semester Two will be announced/posted at least one week prior to testing. Final exams are cumulative for the corresponding semester.

Semester grades are calculated by averaging the two corresponding quarters for 90% of the grade and adding the final exam for the remaining 10%. Although 6<sup>th</sup> grade students do not take final exams, they follow the same early release schedule as 7<sup>th</sup> and 8<sup>th</sup> grade students.

#### *FOOD SERVICE*

Food Service is opened daily at brunch and at both lunches except on minimum days. Menus and prices are posted daily and are printed in the Weekly Bulletin.

*Children's Choice* entrees can be ordered online for Monday, Tuesday and Wednesday.

#### *GRADES*

Academic grades are the following:

- ✓ A, B, C, D, and F
- ✓ I (Incomplete) may become 'F' if work is not completed.
- ✓ Pluses (+) and minuses (-) may be used

Citizenship grades are the following:

- ✓ O (Outstanding)
- ✓ S (Satisfactory)
- ✓ N (Needs Improvement)
- ✓ U (Unsatisfactory)

#### *GUM*

Piedmont Middle School has a "no chewing gum" policy. Consequences for chewing gum include litter pick-up, detention, and campus clean up. Repeated violations will result in disciplinary action.

#### *HOMEWORK POLICY*

##### Philosophy:

At Piedmont Middle School we believe that homework plays an important role in a child's education. Quality homework has positive effects in the following areas:

- ✓ Immediate Achievement and Learning
  - Better retention of factual knowledge
  - Increased understanding
  - Improved critical thinking
  - Curriculum enrichment
- ✓ Long-Term Activities
  - Learning is encouraged outside of school
  - Improved attitude towards accomplishment
  - Better study habits and skills
- ✓ Life Skills
  - Greater self-direction and discipline

- Better time management
- More independent problem solving

##### Guidelines:

The following guidelines include all subjects and are based on average expected achievement. They are provided only as approximations of time to be spent on homework. The time each student requires for homework will depend upon the student's abilities, study skills, and the particular assignments. However, a minimum of one hour of homework should be expected each school night.

- ✓ 6<sup>th</sup> Grade: 1½ per night
- ✓ 7<sup>th</sup> Grade: 2 hours per night
- ✓ 8<sup>th</sup> Grade: 2½ hours per night

If a student chooses to go above and beyond an assignment, he/she is choosing to extend the allotted time. Likewise, procrastinating on an assignment may have adverse consequences. Teachers make every effort to balance assignments. However, there may be occasions when the estimated homework time is exceeded. If a student sees a problem developing with any long-term project, he/she should speak to the teacher several days before the due date of the assignment.

##### Teacher Responsibility:

Teachers will explain the purposes of homework and establish clear homework guidelines. Teachers will clearly post all short and long-term assignments in the classroom. All teachers will give instruction to students during the first month of school in the use of the student agenda or other system for recording homework assignments. Teachers will make an effort to coordinate with other grade-level teachers regarding major projects and tests.

##### Student Responsibility:

Students are responsible for recording all assignments, completing them on time, and turning them into the teacher. Students will take responsibility for their own learning and understanding of the value and benefits associated with homework.

##### Parent Responsibility:

Parents are responsible for providing a desk with good lighting in a quiet place where students can work without excessive distractions. Parents will show an ongoing active interest in a child's school work, yet foster independence and pride in student's own work. Parents are also responsible for communicating with teachers if there is a pattern of too little or too much homework. We encourage parents to discuss

time-management with their children on a regular basis.

#### *HOMEWORK REQUESTS*

Homework may be requested only for excused absences. In such cases, the parent/guardian must call the school office by 7:30 AM to request homework. The homework assignments may be picked up in the office after 3:05 p.m. Any student who is truant, cuts classes, or leaves school without permission may receive a no credit for any missed assignments. In such situations make-up work is at the discretion of the teacher. In addition, that student will be given appropriate discipline. Teachers are not required to provide homework to students who are suspended from school.

#### *INAPPROPRIATE/ILLEGAL ITEMS*

All confiscated items will be kept in the office or turned over to the police. Only a parent or guardian may pick up a confiscated item. All items must be picked up on or before the last day of school. Items not picked up will be donated to a charity chosen by PMS or otherwise disposed of. Inappropriate items include, but are not limited to, the following:

Aerosol Cans	Permanent Markers
Alcohol/Drugs	Poker Chips/Cards
Cameras	Poppers
Cap Guns	Roller Blades/Shoes
*Cell Phones/Pagers	Rubber Bands
Chains	Safety Pins
Cigarettes	Scooters
CD/Walkmans	Skateboards
Distracting Materials	Spikes
Drug Paraphernalia	Toys
Electronic Devices	Trading Cards
Glass Containers	Water Balloons
iPods	Water Guns
Lasers	Weapons
Lighters	Weapon Look-a-Likes
Matches	Whistles
MP3 Players	

*\*Students are allowed to bring cell phones to school, but the phone **must be turned off** during school hours and kept in the student's backpack. (See Cell Phones section)*

#### *LIBRARY*

The library is opened from 7:45 a.m. to 4:00 p.m. for class and individual work. The library will be opened at both lunches, unless a research class is scheduled or supervision is unavailable (no pass necessary). Library books may be checked out for up to three weeks. Failure to return books on time will result in loss of privilege to check out additional books. If students do not return books after repeated requests, students will be billed for the unreturned items.

Students may access library databases from home at the library web page. (Instructions are on page 16.)

#### *LOST AND FOUND*

Items that are lost will be in the office. If a student has a lost item from his/her PE locker, the student should check with the PE teacher. A student may look for lost articles before and after school and during lunch. REMINDER: the school is not held responsible for lost or stolen items, nor for the lost items kept in the office. Furthermore, it is recommended that students do not bring any valuable items or large amounts of money to school. (See also *Valuables, Money Section*)

#### *LUNCH*

Eating areas for lunch are located on the first floor around Food Service, the lower court, and the Multi-Purpose Room (MPR) only.

Restricted areas during lunch include the second floor including the patio, third floor, sidewalk, and areas by the business office, woodshop, and Morrison Gym. Lunch students must not interact with any classes in session.

#### *MESSAGES TO STUDENTS*

In the case of an emergency, the school secretary will forward messages from the parent to the student. Non-emergency messages will not be delivered.

#### *NOONTIME ACTIVITIES*

Sports and other activities are available for students during both lunches. Foosball, ping-pong, basketball, and chess are a few of the organized activities. During the year, tournaments may be held. In addition, feature length films are shown each week in the MPR.

#### *PARENT CONFERENCES*

Parents are always welcome to make an appointment with a teacher or any other school employee to discuss student progress. Parents must obtain a visitor's pass from the office.

#### *P.E. EXCUSES*

Parents are required to send a note if their child cannot participate in P.E. for less than five consecutive school days due to illness or injury. Notes for excuse lasting less than five days are to be given to the P.E. teacher.

A doctor's note is required for all P.E. excuses of five consecutive school days or longer. A doctor's note is also required for any chronic condition that limits physical education

participation. The doctor's note is to be given to the office.

In rare circumstances, e.g. training for the Jr. Olympics, students may apply for P.E. Independent Study. Forms for this consideration are available in the office. Each application will be reviewed and evaluated by administration.

#### *PMS WEEKLY BULLETIN*

The PMS Weekly Bulletin is the official source of school information. It contains the weekly food service menu, reminders of special schedules, announcements of activities and events, etc. Parents can subscribe to the weekly bulletin through the PMS Parents Club which will mail (for a fee to cover postage) or email (free) the weekly bulletin to your home each Friday. Weekly bulletins are posted in every classroom and read over the P.A. system daily. It is also available on the school's website: [www.piedmont.k12.ca.us/pms/weeklybulletin/weekly.pdf](http://www.piedmont.k12.ca.us/pms/weeklybulletin/weekly.pdf).

#### *PROGRESS REPORTS*

Progress reports are used to advise students, parents, and the counselor of a student's status in each class. They are typically sent home at the mid-quarter when there are concerns regarding student performance (see *Piedmont Middle School Calendar 2009-2010*).

Parents/guardian may also request weekly progress reports from the counselor. Students are responsible to get a weekly progress report form from the office and to take the form to each teacher to fill in and to sign. It is also the student's responsibility to give the progress report to his/her parents/guardian.

#### *PUBLIC DISPLAY OF AFFECTION*

Public displays of affection are not appropriate and will not be tolerated at school. These displays include kissing, hugging, fondling, etc. Repeated offenses may result in parent notification.

#### *REFERRALS*

Students who receive referrals will be sent to the office to meet with an administrator. Each case will be handled independently and consequences will be based on the circumstances of the situation. Once a student receives a referral, that student will have an entry on his/her discipline tracker, and it will become part of the cumulative discipline history.

#### *SAFETY DRILLS*

Fire drills are required by law and are practiced monthly. Exit routes are posted in each classroom. When the alarm sounds, everyone is to evacuate the building promptly and quietly. When the all clear is given, everyone returns to his or her classroom in the same prompt and quiet manner. There must be **no talking** during the drill. Duck and Cover drills are practiced twice a year to prepare for an earthquake. All students are given the instruction to "duck and cover", and they should get under their desks and cover the backs of their heads with their hands. **These drills are to be taken seriously** as they are an important part of keeping our campus safe and are required by law.

#### *SALES ON CAMPUS*

Students may sell fundraising items on campus before and after school for school club events that have prior approval by administration. Products may not be sold for private or personal gain.

#### *SATURDAY SCHOOL*

Saturday School sessions are scheduled as a direct consequence for two specific student behaviors: **1) Cutting class:** Students who miss all or part of a school day, or even part of a class period without an excuse from school or home are considered truant and will be assigned to Saturday School. **2) Excessive tardies:** Students accumulating 6 or more tardies within a single grading period (quarter) be likewise be assigned.

#### *SCHEDULE CHANGES*

A schedule change in class requires the permission of the counselor and the completion of a *Change of Program* card. Changes in classes will not be permitted after the tenth school day of the semester, unless there is an exceptional reason that is approved by the Principal and/or an *Exception to Policy* form.

#### *SEARCHES*

If there is reasonable suspicion that a student has dangerous or illegal items on campus, a search may be conducted by an administrator. This typically involves having the student empty the contents of his/her backpack and/or pockets, socks, and shoes.

#### *SEXUAL HARRASSMENT*

The Piedmont Unified School District does not tolerate sexual harassment of any kind. Sexual harassment is any comment, gesture, or action that is of a sexual nature and that is perceived as hostile or unwanted by the recipient or persons in observance. If these comments, gestures, or

actions are severe or pervasive enough to have a negative impact on the victim's or observer's educational environment, serious consequences will follow.

Examples of sexual harassment include, but are not limited to:

- ✓ Unwelcome leering or flirtation
- ✓ Unwelcome sexual slurs, threats, or verbal abuse
- ✓ Graphic comments about another person's body
- ✓ Spreading rumors of a sexual nature about a person
- ✓ Jokes, stories, or pictures of a sexual nature
- ✓ Touching a student or his/her clothing in a sexual manner (i.e. pantsing or bra snapping)

Students should contact any member of the administrative staff, counselor, or teachers with concerns about sexual harassment.

#### *SKATEBOARDS, ROLLERBLADES, AND SCOOTERS*

Skateboards, rollerblades, scooters, and gasoline-powered or electric scooters are not allowed on campus

#### *SPORTS*

Piedmont Middle School and Piedmont Recreation Department jointly sponsor athletic teams year round for middle school students. Teams and individual sports include football, basketball, softball, track, tennis, and volleyball. Students are notified about sign-up dates in the weekly bulletin. Additional information for each sport is available in the office.

Students with two unsatisfactory citizenship grades (U's) on any quarterly report card are ineligible to participate in any PMS/Piedmont Recreation Department jointly sponsored sports teams for the following quarter.  
(See *Extra-Curricular Activities*)

#### *STUDENT BODY CARDS*

Every student needs a student body card. Student body cards are provided to each student after their school picture is taken. These cards are used as identification, to check out library books, and to receive discounts for some school activities.

#### *STUDENT GOVERNMENT*

The Associated Student Body at PMS operates under written by-laws. Control and direction is provided through the elected and appointed student body officers (student cabinet) and the staff advisor. It gives the students an opportunity to organize and participate in student activities,

promote school spirit, and support our community's goal for a united, safe, and clean campus. All student activities are designed to help increase school spirit and pride and to provide opportunities for every student to participate in the PMS experience. In addition to planning activities, members of student council will work on service projects, such as the Alameda County Food Bank Drive.

To become an elected official, students must maintain a 2.0 GPA with no failing grades and no "U's" in citizenship.

#### *STUDENT RECOGNITION*

Piedmont Middle School recognizes students in a variety of ways. Blue slips are awarded to students who go above and beyond what is normally expected for good citizenship. Students submit their blue slips in a box in the office and three names are randomly selected from the box each week, one from each grade. Those selected students are then given a prize (certificates to Food Service).

Student achievements are also recognized through daily morning announcements, showcase displays, and Board of Education presentations.

#### *SUSPENSIONS AND EXPULSIONS*

When a student is suspended, he/she is not allowed on or around school grounds at any time nor can he/she attend any school-sponsored or co-sponsored activity during the duration of the suspension. Teachers are not required to provide work for a student who has been suspended from school.

#### **GROUND'S FOR SUSPENSION AND EXPULSION California State Education Code 48900**

Students may be suspended or recommended for expulsion when the Superintendent or Principal (or designee of the Principal) determines that the student has:

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. **This particular item includes all fights that take place at school. It does not matter who threw the first punch in a fight in determining consequences. Any student that puts his/her hands on another student in an aggressive manner may face possible suspension.**

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous objects.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, or alcoholic beverage.
4. Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, or alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, or smokeless tobacco of any kind.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of school officials.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm.
14. Commit or attempted to commit a sexual assault.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary action.
16. Committed sexual harassment.
17. Caused/attempted to cause/threatened to cause injury while participating in an act of hate violence.
18. Engaged in harassment, threats, intimidation against student(s) or school personnel which disrupted classwork, created substantial disorder, invaded rights of student(s) or school personnel by creating an intimidating or hostile environment (Grades 4 – 12 only).
19. Made terrorist threats against school officials and/or school property.

### *TECHNOLOGY*

Students are expected to follow the rules regarding Internet and technology use. The technology and Internet are to be used in support of research and education and to be consistent with the educational objectives of Piedmont Unified School District schools. Equipment and Internet access are provided for educational purposes. Use **ONLY** with teacher **AND** parent permission.

#### Personal Safety:

- Students will not post personal contact information about themselves or other people.
- Personal contact information includes address, telephone number, school address, work address, etc.
- No purchases may be made from school computers.
- Students will promptly report to their teacher or other school employee any message or site they view on a computer that is inappropriate or make him/her feel uncomfortable.

#### Illegal Activities:

- Students will not attempt to gain unauthorized access to the school network or to any other computer system through the school network or to go beyond their authorized access. This includes attempting to log in through another person's account or to access another person's files. These actions are illegal, even if only for the purpose of "browsing." These actions will be considered "hacking."
- Students will not make deliberate attempts to disrupt the computer system or to destroy data by introducing or spreading computer viruses or by any other means. These actions are vandalism and illegal.
- Students will not use the school network to engage in any other illegal act, such as to arrange for a drug sale or to purchase alcohol, to engage in criminal gang activity, to threaten the safety of persons, to download or to distribute

- inappropriate images or information leading to illegal activities, etc.
- ☐ Possession or use of software tools that are expressly written to perform any of the actions described in the aforementioned sections is not allowed.
- ☐ Physical vandalism, including any modification of hardware or software, changing of system settings, changing file names, and deleting files not specifically authorized by a faculty member is forbidden.

#### System Security:

- ☐ Students may not use school computers for email purposes unless under the direct supervision of a teacher. All email on the school network is the property of the school district. Emails are not considered confidential.
- ☐ Students will immediately notify a teacher or the system administrator if they identify a possible security problem. Students must not go looking for security problems as this may be construed as an illegal attempt to gain access.
- ☐ Students will avoid the inadvertent spread of viruses by following the District virus protection procedures if they download software. Downloading any software requires faculty supervision.
- ☐ Network servers are property of the school district. Information stored on them is not confidential. Students should not have an expectation that any information stored on school or district computers or server is confidential.
- ☐ Students will not tamper with or delete other students' work from the group drive.

#### Inappropriate Language:

- ☐ Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- ☐ Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages, student files, and projects.
- ☐ Students will not post information that could cause damage or a danger of disruption.
- ☐ Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- ☐ Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is

told by a person to stop sending them messages, they must stop.

- ☐ Students will not knowingly or recklessly post false or defamatory information about a person or organization.

#### Respecting Resource Limits:

- ☐ Students will use the school network only for educational and career development activities and limited, high quality, personal research.
- ☐ Students will not download large files unless absolutely necessary. If necessary, students will download files at a time when the system is not being heavily used and will immediately remove the files from the system computer to their personal computer. Downloads must be supervised by a faculty member.
- ☐ Examples of unacceptable use are games, bulletin boards about games, fantasy leagues, real time sports, puzzles, shopping, personal email, instant messages, chat rooms of any kind, etc.

#### Plagiarism and Copyright Infringement:

- ☐ Students will not plagiarize works. Plagiarism is taking the ideas or writings of others and presenting them as the student's own original work. Students must cite sources for information and images. Bibliography instructions are available in the school library, in this handbook, and on the library web page.
- ☐ Students will respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, one should follow the expressed requirements. If unsure whether or not a work can be used, permission should be requested from the copyright owner. Copyright law can be very confusing. If there are questions, students should ask the teacher librarians.
- ☐ Copyright infringement includes unauthorized downloading and/or distribution of application software, copyrighted music, movies, games, etc.

#### Inappropriate Access to Material:

- ☐ Students will not use the school network to access or produce material that could be considered cruel, profane or obscene, e.g. pornography, that advocates violence or discrimination

towards other people, e.g. hate literature. A special exception may be made for hate literature if the purpose of access is to conduct research, and both the teacher and parent have approved it.

- ☐ If inappropriate information is mistakenly accessed, the student should immediately tell an appropriate school authority (teacher, librarian, or school administrator). This may protect students against a claim that they have intentionally violated this policy.
- ☐ Parents should instruct their student about additional material that they think would be inappropriate to access. The District fully expects that students will follow their parents' instructions.

#### Consequences for Inappropriate Use of the Internet:

- ☐ Students who violate these rules will be disciplined under the same guidelines as other inappropriate behavior and misconduct.

#### Consequences for Vandalizing Hardware and/or Unauthorized Access to or Manipulation of Data:

- ☐ refer to ED Code 48900, item 7, *Willfully destroying property.*
- ☐ Consequences:  
The following consequences are dictated by Ed Code 48900 and State Penal Code, depending on the infraction:
  - Subject to immediate suspension
  - Parent conference
  - Police involvement where appropriate
  - Expulsion

#### *TESTING SCHEDULE*

To avoid students having many tests scheduled on the same day, the schedule below will be followed. Short quizzes may be given at any time.

Monday:	English, Math, Science, Electives
Tuesday:	Electives, Math, P.E. Foreign Language
Wednesday:	English, Social Studies, Foreign Language, P.E.
Thursday:	Social Studies, Science, P.E., Foreign Language
Friday:	English, Science, Math, Electives, P.E.

**Note:** No tests will be given the day of or the day after religious holidays listed on the school calendar.

#### *TEXTBOOKS*

Each student is responsible for school textbooks and school equipment. When a textbook is issued to a student, the school expects that the same textbook will be returned. If a student turns in a textbook other than the one issued, he/she will not be credited with returning the book. The student would then be responsible for the replacement cost of the missing book that is missing. Students who lose or damage books or equipment will be charged for their replacement. Schedules for the following school year may be withheld until the fee has been paid.

#### *TOBACCO-FREE POLICY*

Piedmont Unified School District is declared "tobacco free" by School Board policy. This means that no tobacco products are to be used at any time on any campus. Students are not to be in possession of tobacco products. Students who wish to learn about programs that will help them to stop using tobacco products or any other controlled substance are encouraged to speak with the teacher, counselor, or administrator.

#### *VALUABLES, MONEY*

Students should not bring valuables, *including, but not limited to*, audio-video equipment, cameras, electronic toys, jewelry, Pokeman cards, iPods, MP3 Players, or large amounts of money to school. Things sometimes have a way of getting damaged or disappearing from backpacks and classrooms, and it is extremely difficult to recover them. **The school is not responsible for these items if they are lost, damaged, or stolen. If something has been taken, report it immediately to a school staff member.** (See also *Lost and Found* Section)

#### *VERIFICATION OF RESIDENCY*

Prior to enrollment, PUSD (Board Policy 5111) requires that a student provide proof that his/her legal guardian's residence is within the attendance boundary of the District. In addition to providing a grant or rental/lease agreement and business property tax license at the time of enrollment, parent/guardians/full-time caregivers must provide three other proofs of Piedmont residency as follows (AR 5111.1):

- ✓ Current Property Tax bill from Alameda County Tax Collector's Office.
- ✓ State or Federal tax return with current imprinted name and address filed within the past 12 months with W-2 forms attached.
- ✓ Current W-2 Form with current imprinted address
- ✓ Current Bank Statement with current imprinted name and address showing activity within the last 30 days.

- ✓ Original copy of entire PG&E bill or EBMUD bill within last 30 days which shows "Service to" portion of bill and name and address and proof of termination of service from former residence.
- ✓ One major credit card activity statement with current imprinted name and address portion.
- ✓ Rental agreements must have the Business Property Tax License attached.

**It is fraudulent to misrepresent you place of residence.**

*VISITORS – Parents and Non-Staff*

In the interest of safety for our entire school community and by PUSD School Board Policy, all visitors, volunteers, and guests on our campus must check in at the office and obtain a visitor/volunteer pass from the main office.

Piedmont Middle School is a closed campus and does not permit friends of students or family members who are not enrolled in Piedmont Middle School to visit or shadow enrolled students.

**If you need to drop off your child's lunch or school assignment, please do so at the office. Please do not go to the classroom.**

*WELLNESS CENTER*

The Wellness Center provides a range of resources to support students and families in meeting the challenges of adolescence through prevention, early-intervention, education, and drop-in support. Counseling services are available by the 6<sup>th</sup> and 7<sup>th</sup>/8<sup>th</sup> grade counselors or by Graduate Student Interns.

Student Leadership Services under the Wellness Center

- PMS Ambassadors are students who facilitate weekly lunchtime conversations. These discussions are open to any PMS student and include conversations about our school climate and culture, often taken from students' own questions or concerns.
- The Peer Mediators program utilizes trained 7<sup>th</sup> and 8<sup>th</sup> grade student facilitators to resolve conflicts between students on campus. The intended result is to promote better relations between all students and to empower students to resolve conflicts in a safe, supportive, non-judgmental setting. Students are to contact the school counselor to arrange for peer mediation.
- Youth Educators are trained PHS juniors who teach drug, alcohol, and decision-making curriculum to 8<sup>th</sup> grade students. Youth Educators teach seven one-hour lessons in the 8<sup>th</sup> grade English classes.

## Accessing Databases from Home Updated May 2009

The library subscribes to databases that may be accessed by students from home as well as from school. Links are available at our web site: <http://www.piedmont.k12.ca.us/pms/Library.html>.

Ed1stop is an on-line portal to a suite of learning and research resources including *World Book*, *Grolier's*, *Discovery Streaming*, BrainPOP and *Calisphere*.

1. Access from the library web page or from your browser at <http://ed1stop.net>.
2. The User I.D. is pmslibrary\_stu, and the password is research.
3. Click on School Help for *Discovery Streaming*; Research & Reference for *World Book and Grolier's*; and Project Help for *Calisphere*.

*SIRS Discoverer on the Web* contains articles on a variety of subjects for grades K-8.

1. Access from the library web page or from your browser at <http://discoverer.sirs.com>.
2. The Customer # is pmslibrary and the password is research.
3. Click on Access SIRS Discoverer Deluxe on the Web.

*EBSCOhost* provides access to several databases and includes full-text articles for over 560 magazines and newspapers. These resources are useful for science and research assignments as well as for pursuing personal interests and for recreational reading.

1. Access from the library web page or from your browser at <http://search.ebscohost.com/login.asp>.
2. The user I.D. is pmslibrary, and the password is research.
3. Click on Login and then on *EBSCOhost* or Student Research Center.
4. MAS Ultra is for magazine articles. Check any other databases that meet your interests or research needs.
5. Follow the directions on the screen to complete searches.

### HELPFUL HINTS:

1. Limit your search to Full Text.
2. If you are getting too many results with keyword searching, try a Subject search. Type in the term you think is the subject heading. This feature is cross-referenced and will give you related terms as well. (e.g., GREENHOUSE effect. Related Term: GLOBAL warming)
3. You may also limit your search to specific magazines such as *American History* or *American Heritage* by filling in the Publication box with the magazine title.

Gale e-books are electronic versions of science reference books.

1. Access from library web page or at <http://infotrac.galegroup.com/itweb/pmslibrary>.
2. I.D. is research.
3. Select desired e-book.

*ABC-CLIO American History* is a database of articles, images, and primary source documents.

1. Access from the library web page or at <http://www.americanhistory>.
2. User I.D. is pmslibrary; password is research.

*Teen Health and Wellness* is a database focusing on issues such as nutrition, healthy lifestyle and preteen and adolescent concerns.

1. Access from the library web page or at <http://www.teenhealthandwellness.com/>
2. User I.D. is pmslibrary; password is research.

## Creating a Works Cited Document in MLA Format Using Word

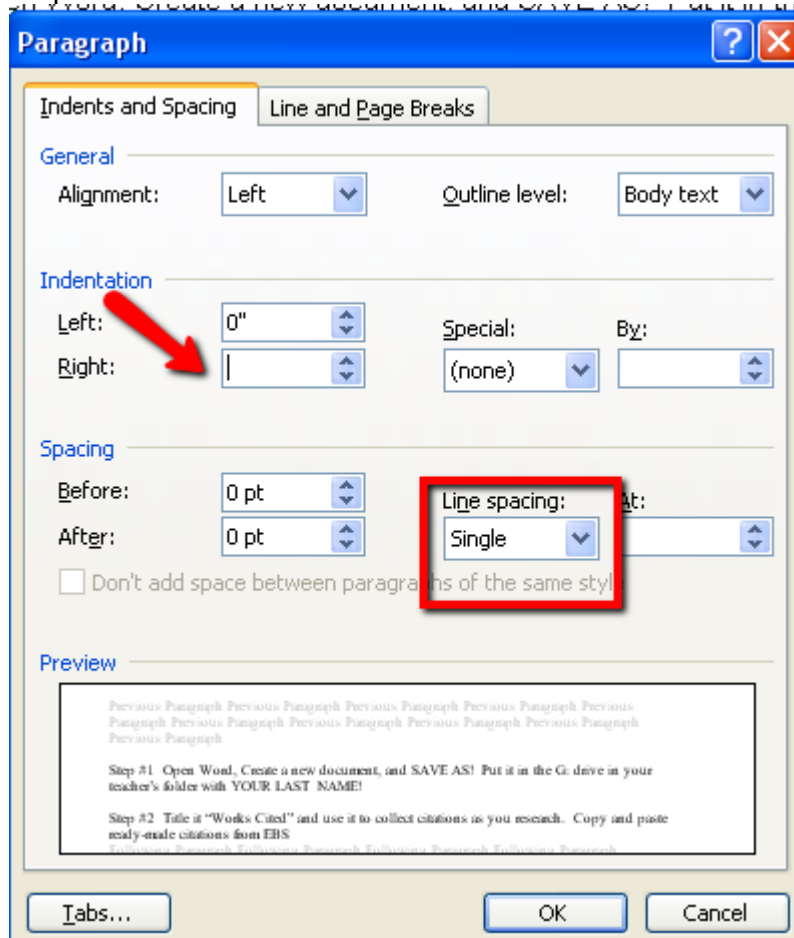
Step #1 Open Word, Create a new document, and SAVE AS! Put it in the G: drive in your teacher's folder with YOUR LAST NAME!

Step #2 Title it "Works Cited" and use it to collect citations as you research. Copy and paste ready-made citations from EBSCO, or ABC Clio, or create citations in EasyBib and copy and paste those into your document too. LEAVE the formatting until you are finished.

### Formatting

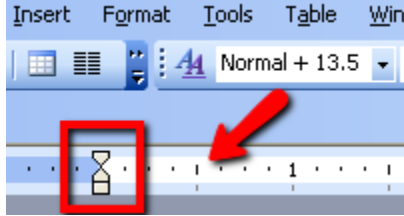
Step #1 Highlight the document, and click on "Format" in the menu bar. Scroll down and click on "Paragraph."

Step #2 CHECK that all the boxes are filled with zeros - see below.



Step #3 Choose "double" from the drop down menu – see above. Works Cited document should be DOUBLE SPACED throughout!

Step #4 Click ok, back to the document. **Highlight** citations. Now, go up to the ruler and hover near the little arrows – see box below - until you see the words “hanging indent.”



Step #5 Drag the indent in ½ inch – see arrow above; all lines but the first line of each citation should indent, if something does not it may mean you accidentally have a return in front of a line you are not aware of - go back and delete once.

Step #6 Alphabetize using the first word in each citation, sometimes it is the author’s last name, sometimes it is the title of the article. Do NOT use the words “the” or “a;” look to the next word in the citation.

A finished works cited document will look something like this, however it will have a header with your last name and final page number, since it will be the last page in your paper, right?

#### **Example Works Cited:**

##### Works Cited

Anderson, Peggy King. “The Long March.” *Highlights for Children*. Oct. 2002: 40-41.

*SIRS Discoverer*. Web. 5 March, 2011.

*The Cherokee Removal: A Brief History with Documents*. New York: Bedford Books, 1995.

Fixico, Donald L. “Trail of Tears.” *World Book Encyclopedia*. 2004 ed. Print.

Removal. Dir. Jack Leustig. 500 Nations Productions, 1994. Film.

“Trail of Tears National Historic Trail: Trail History.” *Trail of Tears*. National Park

Service. 23 May 2006. Web. 5 March 2011.

<http://www.nps.gov/trte/TRTE/history.htm>

## Works Cited

The examples below will show you how to construct simple MLA bibliographic citations for different types of material. This page, as well as directions for formatting the entire document, can be found in the planner and on Piedmont Middle School's library webpage at [www.piedmont.k12.ca.us/pms/Library.html](http://www.piedmont.k12.ca.us/pms/Library.html) in the Cool School Tools tab of the drop down menu.

**PRINT MATERIALS:** All necessary information found on title page & verso (reverse side).

**Books:** Author's Last Name, Author's First Name. *Title*. Place of Publication: Publisher, Year of Publication. Medium.

**Book with one author:**

Brill, Marlene Targ. *The Trail of Tears*. Brookfield: Millbrook, 1995. Print.

**Book with two or more authors:**

Echo-Hawk, Roger C. and Walter R. Echo-Hawk. *Battlefields and Burial Grounds*.

Minneapolis: Lerner, 1994. Print.

{If there are more than three authors, you may name only the first and add *et al.* ("and others").}

**Book with one or more editors:**

Perdue, Theda and Michael D. Green, ed. *The Cherokee Removal: A Brief History with*

*Documents*. New York: Bedford Books, 1995. Print.

**Books with no author**

*The American Story: Defiant Chiefs*. Alexandria: Time-Life, 1997. Print.

**Encyclopedias:** Author's Last Name, Author's First Name. "Article Title." *Encyclopedia Title*. Year ed. Medium.

**Encyclopedia article with an author:**

Fixico, Donald L. "Trail of Tears." *World Book Encyclopedia*. 2010 ed. Print.

**Encyclopedia article without an author:**

"Cherokee Indians." *North America in Colonial Times*. 1998 ed. Print.

**Magazine and newspaper articles (print version):** Author. "Article Title." *Magazine or Newspaper Title*. Day Abbreviated Month. Year: page numbers. Medium.

Graf, Christine, and Andrew Matthews. "Forced Removal." *Cobblestone*. Jan. 2008: 12-13. Print.

**PLEASE SEE OTHER SIDE FOR ELECTRONIC AND ONLINE FORMATS.**

## ELECTRONIC AND ONLINE RESOURCES

**TIP:** Some databases create MLA citations that you can copy & paste into your document!

**Magazine Articles** (possibly from EBSCO, SIRs, or RSS feeds): **Author's Last Name, First Name. "Title of Work." *Original Source of Article* (e.g., *Name of Magazine* or *Newspaper*) date of original source (day abbreviated Month year): page numbers.** {If page numbers are not available, use *N. p.*} **Product Name.** (If applicable, EBSCO or SIRs) **Medium. Date of access (day abbreviated Month year).**

### Examples:

Anderson, Peggy King. "The Long March." *Highlights for Children*. Oct. 2002:

40-41. *SIRS Discoverer on the Web*. Web. 5 Sept. 2010.

Remini, Robert V. "Andrew Jackson Versus the Cherokee." *American History*. Aug. 2001:

48-57. Web. 5 Sept. 2010.

**World Wide Web (Internet): Author's Last Name, First Name. "Title of work or webpage." *Title of website*. Publisher or Sponsor, Date of publication (day abbreviated Month year). Medium. (date accessed). <web URL can be copied here between brackets>**

"Trail of Tears National Historic Trail: Trail History." *Trail of Tears*. National Park Service, 23

May 2006. Web. 5 Mar. 2011. <<http://www.nps.gov/trte/TRTE/history.htm>>

**Motion Picture or Video: Title. Director. Distributor, Year. Medium.**

*Removal*. Dir. Jack Leustig,. 500 Nations Productions. 1994. Videocassette.

**Visual Art & Photographs: Artist's Last Name, First Name. Title. Year of Composition.** (If unknown write N.d.) **Medium.** (for example: lithograph, photograph, oil on canvas...) **Institution that houses work, City.** (If private collection: Collection of and name of collector instead of museum name, or if collector wishes to be anonymous say: Private Collection, and no city)

Bearden, Romare. *The Train*. 1974. Photogravure and aquatint. Museum of Modern Art, New York.

Evans, Walker. *Penny Picture Display*. 1936. Photograph. Museum of Modern Art, New York.

**Primary Source** (cartoon, diary entry, song, photograph, poster, etc.): **Author or artist. "Title of item." Descriptive label. Bibliographic information for source.**

Ross, John. "Letter in Answer to Inquiries from a Friend." 1836. Letter. *The Cherokee Removal*.

New York: Bedford Books, 1995. Print.

**Advertisement: Name of the Product or company. Advertisement. Publication. Day Month abbreviated Year.** (of source) **Medium.** (of source)

Head and Shoulders. Advertisement. *Newsweek* 17 Mar.2008: 2. Print.

**Unpublished Interview: Name. Kind of interview (personal or telephone), date.**

Donovan, Jeanne. Personal interview. 10 Sept. 2010.

# **APPENDIX A:**



**A Survival Guide**

**For**

**Parents**

# The Middle School Years

Piedmont Middle School  
740 Magnolia Avenue  
Piedmont, CA 94611  
(510) 594-2660

Dear Parents,

Welcome to ***A Survival Guide for Parents – The Middle School Years***. Over the years, our school has worked hard to cultivate open lines of communication among middle school staff, students, and their families to guide students along the path toward becoming independent learners and responsible young adults.

This guide was written to give you a broad perspective of the middle school years. If you are experiencing middle school for the first time, it helps to have a sense of what the range of so-called “normal” behavior is. If you have lived through these years already, it helps to be reminded of the current insights, information, and resources available to you when need assistance.

As you venture into the world of middle school parenting, be prepared for an action-packed, emotionally volatile set of years. Where the elementary years were more ‘hands-on’, expect your role as parents of middle school children to become one of consultant (for academics), active listener (for social issues), and referee/problem solver (for disciplinary issues).

We look forward to a strong partnership between our school and your family while your child attends Piedmont Middle School.

-- Piedmont Middle School Staff

## ***Middle School Life in a Nutshell***

We guarantee that your child will work hard and play hard here at the middle school. Life during the middle school years is much like a roller coaster ride – for students, staff, and parents.

In place to support this intensity of work and play are a team of teachers, administrators, counselors, library staff, and a caring support staff who function much like an enormously large family. Kids experience significant physical and emotional changes while simultaneously dealing with the academic rigors of middle school (letter grades, daily homework, and more long-term and group projects).

At Piedmont Middle School, parents and school staff join forces to provide the best collaborative team for helping your children to learn, grow, and become more independent. The staff believes in maintaining open lines of communication with students and parents to assist in setting clear guidelines, limits, acknowledgements and consequences for appropriate/inappropriate student behavior. Your support is essential to the process of continuous improvement and constructive problem-solving. We urge all parents to contact any of us whenever there may be questions or concerns about your child.

One of the primary goals of our school is to guide and educate your children to become more independent learners. To that end, you will notice that your child is expected to assume more responsibility in school-to-home communications, to bring home school assignments and test results, and to obtain parent signatures as required by teachers and staff. During their middle school years, we will work with your child on developing long-term planning goals as they decide what electives they would like to take the following school year. In the winter quarter, the school counselor meets with students to help them plan their course schedules for the coming year. Students learn to develop goals that are in line with their particular interests and strengths. As parents, we encourage you to support your children by reviewing the *Course Directory* with them, talking, listening, and serving as sounding boards in helping them in the course selection process.



## To Call or Not to Call, That is the Question ...



Maintaining open lines of communication among students, staff, and families is an important goal at our school. Please call us, even when friends, family, or that inner voice advise the contrary. And once you find the courage to make the call, please be patient in receiving a response. We serve the needs of about 600 students with just over 70 faculty and staff members. We make every effort to return calls within a reasonable period of time.

During these years as children take more risks, it is important for the schools and parents to advocate for the safety of all the children. You can call or e-mail any of us at the school at any hour of the day or night. The school's phone system records the time you call, so if something is bothering you at 1:00 am, just leave the message then. You may also leave messages by phone or e-mail anonymously. You might be worried about the well-being of another child ... You might see kids harassing others ... Your child might say something that scares you or has you worried ... Whatever the concern, the school urges parents to report such information. Even though it is difficult to make the call, ask yourself how you would feel if you had not reported the concern – and something happened to the child or children? Again, please remember that it takes time for the school staff to respond carefully and systematically to incoming calls.

On the academic front, contact your child's teacher or counselor if you observe a significant shift in attitude or performance. It is important for the school staff and teachers to know when this happens because it may indicate that the child is not finding sufficient avenues for success in school. Some parents become frustrated when their child spends inordinate amounts of time on certain subjects or projects, and far less time on subjects that are more difficult for the child. Again, the school urges parents to share with the teacher what they see at home in an effort to find ways to link the teacher with the student. It is important to the teachers and staff for students to develop a caring attitude about themselves and their school work.

### **PMS Office Staff and How to Reach Us:**

*Jeanne Donovan, Principal*  
594-2668 / [jdonovan@piedmont.k12.ca.us](mailto:jdonovan@piedmont.k12.ca.us)

*Ruth Sowell, Admin Asst to Principal*  
594-2668

*Dan Bonnin, Assistant Principal*  
594-2664 / [dbonnin@piedmont.k12.ca.us](mailto:dbonnin@piedmont.k12.ca.us)

*Kech Carera, 6<sup>th</sup> Grade Counselor*  
594-2769 / [kcarera@piedmont.k12.ca.us](mailto:kcarera@piedmont.k12.ca.us)

*Melanie Reed, Counseling Secretary*  
594-2669

*Brooke Zimmerman, 7<sup>th</sup>/8<sup>th</sup> Grade Counselor*  
594-2798 / [bzimmerman@piedmont.k12.ca.us](mailto:bzimmerman@piedmont.k12.ca.us)

# Tips on Maintaining **O P E N**

## Lines of Communication with Your Kids ...

As your kids get older they may share less information with you and confide more in their friends. In spite of this pattern it is still important to keep lines of communication open between you and your child. This is easier said than done.

Let your child take the lead in deciding when to talk. It might be late at night before falling asleep ... while in a car where eye contact is unnecessary ... or right after school while having a snack.

When your child comes to you with a problem, resist the urge to solve it for them. Instead, use what are called "**active listening skills**" to help them problem solve out loud. If you need a refresher course on this, the school counselors suggest reading the book, How to Talk So Kids Will Listen & Listen So Kids Will Talk, by Adele Faber and Elaine Mazlish. The general rules of active listening –

On the 'To Do' List:

1. **Repeat back what your child says.**
2. **Check for accuracy reflecting your understanding of what they are saying.**

On the '**Not** to Do' List:

1. **Interject your opinions on the matter.**
2. **Offer advice.**
3. **Use body language that would suggest you disagree with what your child is saying.**
4. **Do other tasks while listening (ie., answering the phone, reading, paying the bills).**

A common mistake that parents make when reflecting understanding is to talk about their own experiences as junior high school students. Your child does not want to hear about **your** experiences. They want **you** to understand what **they** are going through. Another approach that parents often use to find out what's going on with their child is to ask lots of questions, expecting the child to answer each question with sufficient detail. Although efficient, this approach is often met with resistance by the child.



## Learning the Ropes -- Consistently

Each year at registration, your child receives a Student Handbook that contains everything that students need to know about our school when it comes to rules and regulations. Because this handbook is given to students, parents often don't have easy access to this information. For this reason, we have taken excerpts from the handbook and included them in this guide.

The middle school years are ones in which your children begin to push and test the limits defined by the adult world. Mark Twain once said,

*"Good judgment comes from experience,  
and experience comes from bad judgment."*

An important thing to remember during these years is that even though your child may resist or question having rules, guidelines and limits placed before them -- without them, it's tough to develop "good judgment". To understand what limits must be placed on children of this age, use the school's approach to hosting dances as a model:

1. Written parent permission is required to attend.
2. Provide plenty of adult supervision.
3. Adhere to a set time period.
4. Agree on how the child is to get home once the party is over (preferably an adult should pick up the child).

If your child has been invited to a party, contact the parent(s) hosting the party and use the above parameters as a way to assess whether it is O.K. with you that your child attend. When hosting sleep-overs, be present at all times. If you have alcohol in the house, lock it up. And as your child aggressively tests her/his limits at home, know too that students are testing their limits at school.

The school-home partnership is an especially important relationship in these years. The relationship works particularly well when we work together to develop and apply consistent consequences for students when they use "bad judgment".

Please learn and become knowledgeable about our school rules and policies. As a public school, we are guided and must abide by the California Code of Education and our commitment as a school community to create a safe and stimulating learning environment for our students.



# Surviving Together

It is important for parents to network and communicate with one another as a way to learn what's going on with their kids in the middle school years. This can be done formally by attending school-sponsored forums or by joining a parent group -- or informally, for example, by making it a point to contact a family who is hosting a social function in their home. Most parents find it difficult to contact a parent they do not know. They might even be led to believe by their child that it is not appropriate to call. When in doubt, parents are encouraged to make the call. Yet another way of learning how best to support your middle school child is by checking our **Counseling Library** and the many books available on parenting and child-rearing in the pre-adolescent years.

**Parent Education Forums** – Organized by the Piedmont Middle School Parents' Club, the forums feature guest speakers and panelists who offer a more in-depth look at issues and topics of interest to middle school parents. Past speakers have included: Dr. Michael Riera, author of *Uncommon Sense for Parents of Teenagers*, *Surviving High School*, and *Field Guide to the American Teenager*, who spoke to parents about, "The Hidden Logic of Teenagers"; and Michael Pritchard, an inspirational speaker, who met with students and parents to discuss and reflect on an important theme of our school: RESPECT.

**Parent Groups** – Thanks to the energy and enthusiasm of a team of middle school parents wanting to help and support fellow middle school parents, parents of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students are forming into Parents Groups to meet informally throughout the school year. In a Piedmont Parent Network (PPN) group, you can:

- Meet the parents of your children's friends.
- Participate in discussions on a wide variety of topics concerning teens.
- Exchange information, ideas, and experiences with fellow parents.
- Let your child know you care.

If you are interested in joining a group, please contact parent coordinator, Dana Serleth, at (510) 482-4115, or [dserleth@sbcglobal.net](mailto:dserleth@sbcglobal.net) for more information:

**Counseling Library** - As a result of the generous support of the Parents' Club, we have an extensive counseling library for parents. The titles of books and references are noted below. Just give the Counseling Secretary, Melanie Reed, a call at 594-2669 and let her know the titles you would like. She will confirm that they are available and have them ready for pick up at the middle school office.



# FACT or Fiction?

## Alcohol and Drugs during the Middle School Years

As frightening as this may sound, drugs and alcohol are available to kids during the middle school years. Beginning in middle school, students take more risks and test and push at the family and school-defined envelopes.

Author Michael Riera notes in his book, *Uncommon Sense for Parents and Teenagers*,

*“What parents can do is educate themselves, model a healthy relationship with alcohol, provide clear guidelines, expectations, and consequences, and always emphasize safety as the bottom line.”*

When the school discovers or is informed of students who are in possession of alcohol and/or drugs, we are guided by the California Education Code to impose strict consequences. The following consequences are dictated by Ed Code 48900 and State Penal Code depending on the infraction:

- 1. Subject to immediate suspension**
- 2. Parent conference**
- 3. Police involvement where appropriate**
- 4. Expulsion**

Our experience indicates that alcohol and marijuana are the substances most commonly used by some middle school students. A proactive approach of talking with your child about your family's views on drinking and drug use long before the temptation arises is advised. In addition, if your child is caught or reported drinking or using drugs, try not to overreact. Instead, at the appropriate time, use the incident as an opportunity to honestly talk with your child about your concerns and reiterate what is or is not permissible in your home and under the law. Remember that many kids experiment once or a few times and then decide to stop.

As parents, it is vital for you to acknowledge the importance middle school children place on belonging to a group. Experimenting with drinking or drugs creates an immediate and accepting group for a young adolescent. For this reason, it is important for parents to support healthy alternatives to these groups. Parents can support their children by encouraging participation in school-sponsored after school programs, activities outside Piedmont, athletics, visual or performing arts groups.

If you believe your child is regularly experimenting with alcohol and/or drugs, seriously consider getting professional help for your child. Please remember that your child's safety and health are of the utmost importance to everyone. Parents who have weathered the storms of having a child suffer from serious substance abuse will say that in the end, denial was their worst enemy.



# ***The Art of Dealing with Homework***



## ***Our Philosophy . . .***

According to many parents and students, homework is one of the most talked about subjects as kids leave elementary school and head to the middle school. We have a great book in our counseling library entitled, Solve Your Child's School Related Problems, that has a helpful chapter on homework. In the chapter, they say that,

***“The function of homework is one point many educators agree upon: well-designed assignments boost achievement levels among all abilities of students because they not only augment classroom activity, but they teach responsibility and self-discipline, too.”***

We agree wholeheartedly with this statement. Homework plays a very important part in the academic program at Piedmont Middle School. Doing homework every night helps students to practice and reinforce basic skills, prepare for upcoming assignments that the teacher plans to introduce to them, review for tests or quizzes, and extend or apply something they learned in class to a special project.

## ***Your Experience . . .***

Even though there is lots of agreement on *why* homework is a good thing – we understand that you as parents are left with the challenge of using homework as a way to teach your kids about responsibility and time management – not an easy charge when there are competing forces at work, such as music lessons, sports practices, having dinner, and the distractions (or pleasures) of friends, television, and computers.

Although this is easier said than done, it might be beneficial to sit down with your child early in the school year and talk about how she/he would like to spend their time after school each day. Having surveyed students over a period of many years, the majority of students understand that doing homework helps them improve their grades in school. Helping them to develop an after-school schedule that includes enough time to do homework each day most likely will be viewed as a positive exercise.

## ***The Partnership . . .***

Bottom line: homework works best when the teacher, student, and parent know exactly what is expected of them. Take a look in the “*Information for Parents from the Student Handbook*” section of this guide under “***Homework Policy -- Philosophy***”, to learn about our respective roles and responsibilities.