# W.T. Eich Middle School Parent-Student Handbook 2021-2022

HOME OF THE WILDCATS
"Preparing Students for the Global Economy"

An International Baccalaureate (IB) World School
A California Distinguished School
A Project Fit America School
A National Blue Ribbon School

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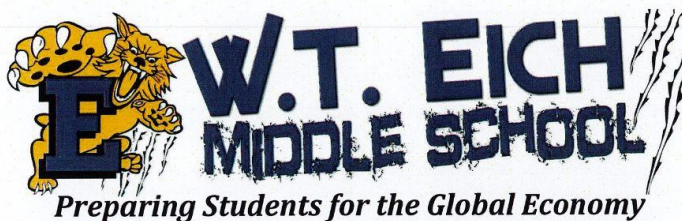
2021-2022 Bell Schedules

Bell Schedule #1: PLC Monday

Period	Monday	Minutes
1	9:05 – 9:42	37
2	9:45 – 10:18	33
3	10:21 – 10:54	33
4	10:57 – 11:30	33
5	11:33 – 12:06	33
LUNCH	12:06 – 12:39	33
6	12:42 – 1:16	34
7	1:19 – 1:53	34

Bell Schedule #2: Tuesday Rtl

Period	Tuesday and Friday	Minutes
1	9:05 – 9:42	37
2	9:45 – 10:18	33
3	10:21 – 10:54	33
4	10:57 – 11:30	33
5	11:33 – 12:06	33
LUNCH	12:06 – 12:39	33
6	12:42 – 1:16	34
7	1:19 – 1:53	34
ADVISORY	1:56 – 2:21	25
Rtl/ENR.	2:24 – 3:14	50

Bell Schedule #3: Wednesday-Friday

Period	Wednesday / Thursday	Minutes
1	9:05 – 9:53	48
2	9:56 – 10:41	45
3	10:44 – 11:29	45
4	11:32 – 12:17	45
LUNCH	12:17 – 12:50	33
5	12:53 – 1:38	45
6	1:41 – 2:26	45
7	2:29 - 3:14	45

Bell Schedule #4: Rally

Period	Monday	Minutes
1	9:05 – 9:45	40
2	9:48 – 10:26	38
3	10:29 – 11:07	38
4	11:10 – 11:48	38
LUNCH	11:48 – 12:21	33
5	12:24 – 1:02	38
6	1:05 – 1:43	38
7	1:46 – 2:24	38
RALLY	2:24 – 3:14	50

Rev. 6/7/21

General Information

Absences

Absence Hotline: 916-771-1770, Option 1

It is your responsibility to be in school every day. Excused absences are as follows:

1. Personal illness or injury;
2. Medical or dental appointment;
3. Immediate family member funeral.

If you are going to be out of school for the day or part of the day your parent must call the absence hotline number at 916-771-1770 (choose option #1) the morning of the absence. Please state the student's first and last name, date of absence, reason for the absence, and your relationship to the student. It is necessary that a phone call is made. If contact has not been made, the student must bring a written notice upon return to school. The written excuse must be presented to the attendance office upon your arrival at school following the absence. Failure to verify absences may result in a recorded day of truancy. For all classes missed, your work must be made up to the satisfaction of the teachers. In order to request homework for absent students, please contact your student's teachers via email. You may also check the school website to see if your student's teacher has class information available. If further assistance is needed, contact the office.

Assemblies/Rallies, Dances, and After School Activities

To be eligible to attend school assemblies, rallies, dances, sporting events or participate in extracurricular activities, a student must attend school the day of the activity.

Students who are not picked up after an activity within 20 minutes may be subject to consequences, which could include exclusion from the next activity.

All school rules apply to all extra-curricular activities. When attending school dances, students are expected to follow the school dress code. The administration reserves the right to decide the appropriateness of the student's attire. Inappropriately dressed students will be expected to change clothing.

Students are expected to be respectful to each other and to the chaperones at all student activities. At dances, students are expected to dance appropriately at all times. Students who violate these expectations will be subject to disciplinary action.

Backpack

Backpacks and contents within them, including cell phones and other electronic devices, are the responsibility of the student. The school accepts **no responsibility** for lost or stolen articles or books. **Keep your backpack with you at all times.**

Bicycles, Skateboards, Rollerblades, and Scooters

Bicycles are to be parked and locked in the bike racks located either behind the gym or on the Eich-West side near the front entrance. All scooters and skateboards are to be placed and locked in the tower racks located on Eich-West near the front entrance or on Eich-East located between the office and the B-Wing. Per *RMC 11.18.040* all bicycles, skateboards, rollerblades, scooters, and other vehicles **may not** be ridden on school grounds which also includes the blacktop area. Students tampering with another student's bicycle, skateboard, or scooter will be subject to disciplinary action. Students riding bicycles, skateboards, and scooters to and from school must obey all traffic rules and regulations in alignment with the city traffic safety ordinance. The bike rack will be locked at 9:05 a.m. and unlocked at 3:14 p.m.

Care of Property

Eich Pride can be shown by student respect of the buildings and campus by keeping desks, floors, and walls clean from all unnecessary marks and by throwing away all trash. Any student who destroys or damages school property is responsible for restitution.

Cell Phones, Tablets, Laptops, Speakers, and Electronics

Cell phones and electronic devices may be used before school, after school, and during lunch time. Cell phones and electronic devices may not be used in class unless the teacher permits use for a class assignment. Cell phones are not to be used by students in the hallways or restrooms when classes are in session. When the tardy bell rings, all cell phones shall be put on sleep/airplane mode and put away. Cell phones shall not be charged on school campus before/during/after school. Students observed texting, using other forms of social media, and/or listening to music without permission from the teacher during class time and/or instruction are in violation of the cell phone policy. Any use of a cell phone during testing is prohibited. The school accepts no responsibility for lost or stolen cell phones or electronic devices. The school will not reimburse for lost, stolen, or damaged cell phones, tablets, laptops, or other electronic devices. Portable/Bluetooth speakers are not permitted at school which includes before and after school hours as well as during the school day. Please keep these speakers at home where they are safest. Parents/guardians are asked to please carefully monitor all use of social media by their student to ensure that it does not negatively impact other students or impede the academic environment as improper use could result in disciplinary consequences. Illegal use of cell phones will be referred to the police.

Closed Campus

Eich Middle School maintains a closed campus. Our gates will be closed at 9:05 a.m. and opened at 3:14 p.m. All students/parents must enter through the front door of the administration building at 1509 Sierra Gardens Drive. Students leaving campus without permission after arriving at school or during school hours will be subject to disciplinary action.

School Safety Plan

Students are to follow the School Safety Plan posted in each classroom and must remain with their adult supervisor unless otherwise instructed. Students who do not follow proper procedures will be subject to disciplinary action.

Display of Affection

School is a place of business and should be treated accordingly. Inappropriate display of affection by students is not acceptable at school or at any school-sponsored activity and will result in disciplinary action.

Gum

Gum chewing is **NOT** permitted on the school campus.

Independent Study

If you are planning on being out of school for five (5) or more days then please call the Attendance Clerk at 771-1770, Ext. 23305, for Independent Study arrangements. **All arrangements must be made ahead of time and contracts signed before the student leaves. Please note we will <u>not</u> approve requests during CAASPP testing mid-March to Mid-May.**

Leaving Items/Messages for Students

Any items dropped off for students (including food) will be left at the front office designated with the student's name. The office staff is NOT responsible for informing students to pick up any items left. Food delivered by restaurants or food delivery services will not be accepted. The office staff will not deliver messages to students during the school day, unless it is deemed urgent.

Leaving School Early

If a student must leave school early, it is necessary that he/she brings a note from a parent or guardian stating the reason for leaving, date, time, and who will be picking up the student. Before leaving and upon returning to school, the student and parent must check in at the Attendance Clerk in the office per *Penal Code Section 627*. Only those listed on a student's emergency card and above the age of 18 will be allowed to check a student out of school early unless the legal parent(s) or guardian(s) give permission to the office in person or in writing and must present a current picture ID card at the front office.

Lost and Found

Lost and found is kept in the cafeteria and in the multipurpose room. You can check for any lost items before school, during lunch, and after school. All unclaimed items will be donated to charity at the beginning of winter break and summer recess.

Lunch Procedures and Rules

Students are to walk to lunch.
Students must keep the area in which they eat clean at all times and before they leave.
Students are not permitted to take food and/or drinks beyond the areas marked with a "yellow or red line".
Students are not permitted to go beyond the areas marked with a "red line" at any time during the lunch period.
Cell phone use is permitted in designated areas only.

Parent Teacher Organization (PTO)

W.T. Eich Middle School appreciates the active Parent Teacher Organization (PTO) and its generous support of our staff and students. We need you! Please contact the Assistant Principal, Kristina Allison, at 916-771-1770, Ext. 23306, if you want to become an active member in the Eich PTO.

Parents/Visitors on Campus

Per Penal Code Section 627 all parents and visitors must sign in with valid government issued identification at the office and wear a visitor's badge while on campus. Any person who would like to visit a classroom must make arrangements at least 24 hours in advance with the teacher(s) and office.

Permit to Leave Class

If a student needs to leave class at any time other than regular passing time, permission must be received from the teacher and the student must have a pass in his/her possession. A student MUST have a pass to come to the office during the school day. Students must use the attendance office door to enter the administration building.

Physical Education Program

The California Education Code states that all students must participate in Physical Education unless possessing a certified medical excuse from their physician. Students must dress out daily. P.E. clothes may be purchased through the P.E. Department; however, clothes may be brought from home as long as the clothes are the required colors as stated in the physical education syllabus. P.E. clothes brought from home must also have the student's last name and first initial written on them in permanent marker. Gym clothing should be marked with the student's name. Eich Physical Education sells a limited supply of clean, gently used gym clothes as well. You may check with your P.E. teacher about availability and pricing.

Prices of P.E. Clothes

Shirts	**$13.00***
Shorts	**$13.00***
Sweatpants	**$15.00***
Sweatshirt	**$20.00***

*Prices of P.E. clothes are subject to change.

Prohibited and/or Inappropriate Items

The following items are not appropriate for school: laser pointers, water guns, weapons, smoke or stink bombs, flowers, and balloons. It is not possible to list every item that is inappropriate; therefore, common sense should be used. Students that bring items which may cause a disruption to the learning environment as determined by administration, will receive consequences.

School Hours

Monday: 9:05 – 1:53 p.m.
Tuesday-Friday: 9:05 – 3:14 p.m.

Eich Middle School provides supervision twenty minutes before and twenty minutes after school. School begins at 9:05 a.m. each day. Therefore, students are **not** to be on campus before **8:45 a.m.** Students are to go directly home at dismissal time which is 1:53 p.m. on Mondays and 3:14 p.m. Tuesdays through Fridays. Students must be picked up by **3:35 p.m.** The exception of these hours is only for students involved in extra-curricular activities such as athletics or academic tutoring before and/or after school. Students may also be on campus outside the designated school hours for detention.

Student Identification Card

Student ID cards will be issued to all students after fall pictures. ID cards are required to check out library books, textbooks, and to gain admittance to extra-curricular activities. **The cost to replace a lost ID card is $5.00.**

Student Telephone Use

The student telephone in the office may be used before school, after school, or during lunch. During school hours the phone may be used with a pass from your teacher.

Students Walking To and From School

Those students who are within the designated walking area (2.8 miles from Eich) are to proceed to school via the safest route. They are to remain on sidewalks at all times, crossing streets only at intersections and marked crosswalks. Students are to respect and obey all crossing guards. **It is always recommended to walk in groups for safety purposes.** Students who interfere with other schools' campuses or private property on their way to or from school will be subject to disciplinary action. Students are expected to maintain safe, respectful, and responsible behavior coming to school and on the way home.

Tardy Policy

Warren T. Eich expects students to arrive at school on time. When the bell rings for each class, the student is expected to be in the classroom ready to learn. Attendance is taken at the beginning of each class period. Teachers must mark a student who is tardy to class in PowerSchool. Students who are late to school must first check in with the office, they will come to class with a tardy pass from the front office (the tardy will already be entered in PowerSchool). A student who has a medical/dental appointment before school starts and arrives late to school must bring a note from the medical/dental office. The following procedures will be in place for students who are tardy to school.

Tardy 1 - 2	Student will check in with attendance clerk in the office. No consequence for being tardy. Student will receive a reminder to be at school on time.
Tardy 3	Student will be referred to the school counselor to evaluate the needs of the student and to identify strategies and programs to assist the student to be at school on time. Parent will be contacted.
Tardy 5	Student will be referred to Assistant Principal. Arriving Late/Leaving Early Letter will be issued.
Tardy 10 +	Mandatory Parent and Student meeting with Assistant Principal.

Textbooks and Library Materials

Students are responsible for the care and return of all textbooks and library materials checked out in their name during the school year. The replacement cost for damaged or lost textbooks is the responsibility of the student and parent. A replacement fee for a lost

or damaged textbook that is no longer usable will be the current cost of replacing the book. All textbooks and library books must be returned or paid for by a predetermined date to ensure students may participate in special end-of-year activities.

Academics

Grade Program

The ability to monitor your child's grades, attendance, and any assignment information can be securely viewed from your internet browser at home. We are providing this access through Otus. This secured access requires an internet connection and a confidential username and password issued to the parent by the school. If parents have any questions, please contact the Registrar at 771-1770, Ext. 23308.

Student Academic Progress

It is highly recommended parents check their child's grades **weekly** in Otus to monitor his/her academic progress. If parents have any questions, please contact the Registrar at 771-1770, Ext. 23308.

Athletics/Extracurricular Activities

Roseville City School District (RCSD) Eligibility Requirement

Students participating in school-sponsored extracurricular activities shall demonstrate positive learning behaviors. Students are expected to not have a total of four or more "Rarely" scores (Buljan, Chilton, Cooley), or five or more for IB Schools (Eich).

Students are expected to meet school-wide behavior expectations as outlined in the school handbook. The athletic director, club advisor, or principal designee shall validate if the student is meeting school-wide behavior and learning behavior expectations.

If students do not meet the above criteria for participation in any extracurricular activities, the student has the right to appeal the decision to the site administration.

Behavior Eligibility Requirement

Athletes accept responsibility for their actions both on and off the court or field. An athlete's behavior should not embarrass himself/herself, the team, the school, the district, or the community. Since players are admired, respected, and are role models, they exert a significant influence over the actions and behavior of other students. To stress the importance of positive behavior the following behavior eligibility requirements must be met in order to participate in athletic activities:
1. Any student exhibiting inappropriate behavior at school or during a game or event may be removed from the team by the coach or administration at any time
2. Academic eligibility **does** carry over from one school year to the next within the Roseville City School District.
3. Students **must be** in attendance for at least half of the day on the day of the activity to be eligible to participate.

Athletics

Students who are selected for extra-curricular athletics, a voluntary donation will be suggested by each sports coach. Donations will help defray the costs associated with transportation, bus driver fees, field maintenance, referee/starter fees, and uniform upkeep.

Sports Offered

Eich participates in the Foothill Intermediate School Athletic League (FISAL). The following sports are offered at Eich:

Fall Sports: Flag Football, Girls' Volleyball, Cross Country; **Winter Sports:** Boys' Basketball, Girls' Basketball, Wrestling; **Spring Sports:** Boys' Volleyball, Track and Field.

Participation in Concurrent Sports

Students who wish to participate in school-sponsored athletics and have overlapping seasons in another sport, including dance and spirit team, may do so only if the student can meet the commitment of consistent attendance at practices and games of both sports.

Coaches shall have the authority of determining if the student's request for dual participation will work and the ability to decide whether a situation that has been approved is to continue or if a change is necessary.

Dress Code

Pants/Shorts/Skirts/Dresses:
- Oversized pants are not allowed and pants must stay up without a belt.
- Hanging belts are not allowed and suspenders or overalls must be worn over the shoulders.
- Skirts, dresses and shorts should be *mid-thigh or longer.*

***Shirts/Blouses/Tops*:**
- Low-cut, strapless or revealing tops are not allowed.
- Shirts/tops must be long enough to cover pants, skirts, and shorts so that the midriff is **NOT** visible.
- No "see-through" or "fishnet" blouses or shirts are to be worn. Under garments are not to be visible, such as bra straps,boxer shorts, etc.
- Spaghetti straps and halter tops are not allowed. Straps must be at least two (2) finger-widths wide.

***Shoes*:**
- Shoes will be worn at all times.
- High heel shoes and flip flops are considered unsafe and are not recommended.

***Hats*:**
- Hats can be a problem and can indicate gang affiliation or identification; however, state law allows students to wear appropriate hats outdoors to protect from the sun.
- Hoods cannot be worn in the classroom.
- Hats may be worn in classrooms only with teacher approval.
- No bandanas may be worn at any time.

***General*:**
- Pajamas, bedroom slippers, etc. are not allowed.
- Inappropriate buttons, pins, or jewelry will be confiscated. These are items bearing profanity, advertising sex, drugs, alcohol, tobacco, gangs, or violence.
- Inappropriate lettering, printing, message patches, or messages on T-shirts, backpacks, binders, book covers, and other personal items are prohibited. These include any references to drugs, alcohol, weapons, satanic themes, violence, sex, etc.
- Wearing of any gang symbols such as handkerchief, hanging suspenders, chains, shoestrings, earrings, jackets, colors, or devices associated with group intimidation or gang affiliation is strictly prohibited. Suspenders or overalls must be worn over the shoulders.
- Sunglasses may be worn when students are outside. They must be removed prior to entering the classroom or any building on campus. The school cannot take responsibility for lost sunglasses.
- Clothing and accessories which are unsafe and/or dangerous will be confiscated (for example: studded belts, wrist bands, metal belts, chains, handcuffs, earrings, etc.)
- The administration reserves the right to decide the appropriateness of the student's attire.

We reserve the right to assess the appropriateness of clothing, hair, and accessories and give consequences if deemed necessary.

Behavior/Discipline Policy

Student Behavior Philosophy

Warren T. Eich Middle School has implemented the Positive Behavioral Interventions and Supports (PBIS) program, a school-wide proactive and positive approach to student behavior. This is also known as "The Wildcat Way." As part of this program three school-wide expectations have been adopted for all students:

1. **Safe**
2. **Respectful**
3. **Responsible**

All staff, students, and parents will be expected to work together to ensure that a positive and safe learning environment exists at Eich. Students will receive instruction of the school-wide expectation grid by the staff at the beginning of the school year and throughout the school year as needed. "The Wildcat Way" recognizes the positive behaviors of students that lead to a safe, respectful, and responsible environment. The staff uses Cat Paw points to recognize students for making positive decisions. School-wide discipline is based upon a progressive form of discipline. As repeat behaviors occur, consequences and behavior interventions will become more severe. The expectations of conduct apply to all Warren T. Eich Middle School students when they are:

1. Going to or from school.
2. On school grounds, in school buildings, or on school-provided transportation.
3. Away from school grounds or school buildings when representing the school at a school activity

Warren T. Eich COMMON AREA EXPECTATIONS

	Safe	Respectful	Responsible
Office	**K**eep hands and feet to self **U**se chairs and desk appropriately	**U**se appropriate language **U**se kind words and actions **U**se an inside voice **W**ait patiently and quietly	**W**ritten pass obtained and visible **S**tate your purpose politely **S**ign in
Lunch/Cafeteria & Multi-purpose room	**W**alk at all times **S**it while eating	**U**se appropriate language **U**se kind words and actions **U**se garbage cans and recycling bins	**W**ait in line patiently **E**at at tables/designated areas **C**lean up after yourself
Lunch/Field	**W**alk at all times **K**eep hands and feet to self **F**ollow rules of games	**U**se appropriate language **U**se kind words and actions	**K**eep garbage picked up **R**eturn equipment
Common Areas Hallways/Quad	**W**alk at all times **K**eep hands and feet to self	**U**se appropriate language **U**se kind words and actions	**H**ave office/restroom pass visible during class hours **U**se garbage cans after eating.
Assemblies/Special Events	**K**eep hands and feet to self **S**tay seated **W**ait for dismissal instructions	**U**se appropriate language **U**se kind words and actions **L**isten respectfully **A**pplaud at appropriate times	**F**ocus on presentation **S**it quietly during presentation **S**tay with your class
Restrooms	**K**eep water in sink **W**ash hands **P**ut paper towels in garbage can	**U**se kind words and actions **G**ive people privacy **R**espect property – yours and others	**F**lush Toilets **W**ash Hands **K**eep the restroom clean **I**nform adults of vandalism
Bike Rack	**W**alk bikes and scooters	**U**se appropriate language **U**se kind words and actions **R**espect others property	**L**ock your bike

	Keep Hands and feet to self Use chairs and tables appropriately Maintain safety with regard to backpacks	Use appropriate language Use kind words and actions Use inside voices Follow classroom rules	Enter and exit quietly Sit in assigned seats Return items to proper place Stay on task Push chair in
Classrooms **(Library and Computer Room)**			
Cell Phones	Keep social media accounts private. Only interact with known peers and adults.	Only use photos with explicit permission of the student. Use appropriate, positive, and kind language.	Keep phone on silent mode during class time. Follow teacher directions during class time for use of electronic devices. Use of cell phones permitted during lunch.

Behavior Referral Levels

	Classroom Incident	Classroom/Office Referral	Office Referral
	Tier 1	**Tier 2**	**Tier 3**
A C T I O N	Expectation Violation Running Loud voices/yelling Off-task behavior Out of seat Missing homework Not being prepared Minor disruption Minor aggression Off task use of electronic devices Dress Code Tardy Gum	Repeated Tier 1 Violations Inappropriate Language Physical Contact Disrespect Disruption Technology Violation Property Damage/Misuse Skipping Class	Repeated Tier 2 Violations Abusive/Inappropriate Language Fighting/Serious Physical Aggression Major Disrespect Major Disruption Harassment - Teasing/Taunting Harassment - Racial/Religious Harassment - Sexual/Gender Harassment - Cyber Forgery/Theft/Lying/Cheating Tobacco/Alcohol/Drugs Vandalism/Property Damage Weapons
C O N S E Q U E N C E	Verbal warning Re-direct Move seat Parent call Parent Email Proximity Other per discipline plan	Mindfulness Minute Parent call Parent email Teacher Detention Class Suspension Referral to office Restorative student/admin created plan Parent Conference Counselor Referral	Admin assigned Lunch Detention Restorative student/admin created plan Parent Conference Counselor Referral Class Suspension Suspension

Suspensions and Expulsions

The following are causes for suspension and/or expulsion as defined by Education Code 48900:

A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   (2) Willfully used force or violence upon the person of another, except in self-defense.
B. Possessed, sold, otherwise furnished any firearm, knife, explosive, or other dangerous object unless the pupil has obtained written permission to possess the item from a certificated school employee.
C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
D. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
E. Committed or attempted to commit robbery or extortion.
F. Caused or attempted to cause damage to school property or private property.
G. Stole or attempted to steal school property or private property.
H. Possessed or used tobacco.
I. Committed an obscene act or engaged in habitual profanity or vulgarity.
J. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
L. Knowingly received stolen school property or private property.
M. Possession of imitation firearms.
N. Committed or attempted to commit sexual assault or sexual battery.

O. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding or retaliated against a complaining witness.
P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
Q. Engaged in, or attempted to engage in, hazing.
R. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
T. Aiding or abetting the infliction or attempted infliction of physical injury on another person.
   - 48900.2 Sexual Harassment: In grades 4-12, any inappropriate conduct of a sexual nature that negatively impacts another person or creates an intimidating, hostile, or offensive educational environment.
   - 48900.3 Hate violence: In grades 4-12, any student who has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence.
   - 48900.4: In grades 4-12, any student who intentionally engages in harassment, threats or intimidation directed against a pupil or groups of pupils.
   - 48900.7: Terroristic threats against school officials, school property or both.
   - 48915 (a): Mandatory Recommendation for Expulsion: (1) causing serious physical injury; (2) possession of a knife; (3) possession of controlled substance; (4) robbery or extortion; (5) assault or battery upon school employee.
   - 48915 (c): Mandatory Expulsion Requirement: (1) possession, selling, furnishing firearm; (2) brandishing a knife; (3) selling a controlled substance: (4) committing or attempting to commit sexual assault or battery; (5) possession of explosive.

In addition to the above offenses, Eich Middle School also recognizes the following as suspendable offenses:

- Pulling fire alarm
- Attempting to set – or – setting a fire
- Calling 911
- Assault or battery toward school personnel (e.g., threatening, attempting to, or striking, hitting, pushing a staff member)

Unlawful Harassment of Students

Warren T. Eich Middle School maintains **a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, mental or physical disability, sexual orientation, gender, gender identity, gender expression or any other basis protected by federal, state or local law, ordinance or regulation**. All such harassment is unlawful. Sexual harassment is a form of sexual discrimination under *Title IX of the Education Amendment of 1972* and is prohibited by both federal and state law. Irrespective of law, Warren T. Eich Middle School believes that all such harassment is offensive. Violation of this policy by another student may

result in discipline, which may include **suspension or expulsion**, depending on the nature and seriousness of the violation. Unlawful harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis includes, but is not limited to:

1. Verbal conduct such as derogatory comments, slurs, or unwanted sexual advances, invitations, comments, or epithets.
2. Visual conduct such as derogatory posters, photography, cartoons, drawings or gestures.
3. Physical conduct such as assault, unwanted touching, blocking normal movements, interfering with academic performance, or progress directed at a student because of sex or race or any other protected basis.
4. Retaliation for having reported or threatened to report harassment.

Other types of conduct which are prohibited in the District and which may constitute unlawful harassment include:

- Unwelcome repeated acts of leering, sexual flirtations or propositions.

- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.

- Graphic verbal comments about an individual's body, or overly personal conversation.

- Sexual jokes, stories, drawings, pictures, or gestures.

- Spreading sexual rumors.

- Teasing or sexual remarks about students enrolled in a predominately single-sex class.

- Touching a person's body or clothes in a sexual way.

· Purposely limiting a student's access to educational tools based on student's rejection of or protest against prohibited conduct of a sexual nature.

Gang Affiliation and Activity Per Board Policy 5136. Adopted: 10/15/15

The Board of Education desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall inform the parent/guardian.

Per Administrative Regulation 5136. Approved: 10/15/15

In order to discourage the influence of gangs, school staff shall take the following measures:

Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
1. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
2. The student may be sent home to change clothes if necessary.

Approach to Learning (ATL) Skills

IB Approaches to Learning Skills

Students Self - Rating Scale: R = Rarely; S=Sometimes, C=Consistently

ATL Skill	1st	2nd	3rd
COMMUNICATION			
I. Communication skills			
Exchanging thoughts, messages and information effectively through interaction			
Give and receive meaningful feedback			
Use intercultural understanding to interpret communication			
Use a variety of speaking techniques to communicate with a variety of audiences			
Use appropriate forms of writing for different purposes and audiences			
Use a variety of media to communicate with a range of audiences			
Interpret and use effectively modes of non-verbal communication			
Negotiate ideas and knowledge with peers and teachers			
Participate in, and contribute to, digital social media networks			
Collaborate with peers and experts using a variety of digital environments and media			
Share ideas with multiple audiences using a variety of digital environments and media			
Reading, writing, and using language to gather and communicate information			
Read critically and for comprehension			
Read a variety of sources for information and for pleasure			
Make inferences and draw conclusions			
Use and interpret a range of discipline-specific terms and symbols			
Write for a different purpose			
Understand and use mathematical notation			
Paraphrase accurately and concisely			
Preview and skim texts to build understanding			
Take effective notes in class (Cornell?)			
Make effective summary notes for studying			
Use a variety of organizers for academic writing tasks			
Find information for disciplinary and interdisciplinary inquiries, using a variety of media			
Organize and depict information logically			
Structure information in summaries, essays and reports			
Understand and implement intellectual property			
Create references and citations, using footnotes/endnotes and construct a bibliography according to recognized conventions			
Identify primary and secondary sources			
SOCIAL			
II Collaboration skills			
Work effectively with others			
Use social media networks appropriately to build and develop relationships			
Practice empathy			
Delegate and share responsibility for decision-making			
Help others to succeed			
Take responsibility for one's own actions			
Manage and resolve conflicts and work collaboratively in teams			
Build consensus			

ATL Skill	1st	2nd	3rd
SELF MANAGEMENT (continued			
V. Reflection			
(Re)considering what has been learned; choosing and using ATL skills			
Develop new skills, techniques, and strategies for effective learning			
Identify strengths and weaknesses of personal learning strategies (self-assessment)			
Demonstrate flexibility in the selection and use of learning strategies			
Try new approaches to learning and evaluate their effectiveness			
Consider content (What did I learn today? What don't I yet understand? What questions do I have now?)			
Consider ATL skills development (What can I already do? What will I work on next?)			
Consider personal learning strategies (How effectively am I learning? What can I do to become a more effective and efficient learner?			
Consider ethical, cultural, and environmental implications			
Keep a journal to record reflections			
RESEARCH			
VI Information Literacy			
Finding, interpreting, judging, and creating information			
Collect, record, and verify data			
Access information to be informed and inform others			
Make connections between various sources of information			
Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information			
Use memory techniques to develop long term memory			
Present information in a variety of formats and platforms			
Collect and analyse data to identify solutions and/or make informed decisions			
Process data and report results			
Evaluate and select information sources and digital tools based on their appropriateness to specific tasks			
Understand and use technology systems			
Use critical literacy skills to analyze and interpret media communications			
VII Media Literacy			
Interacting with media to use and create ideas and information			
Locate, organize, analyse, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital source media and online networks)			
Demonstrate awareness of media interpretations of events and ideas (including digital media sources)			
Make informed choices about personal viewing experiences			
Understand the impact of media representations and modes of presentation			
Seek a range of perspectives from multiple and varied sources			
Communicate information and ideas effectively to multiple audiences using a variety of media and formats			
Compare, contrast, and draw connections among multi(media) resources			
THINKING			
VIII. Critical Thinking			
Analyzing and evaluating issues and ideas			
Practice observing carefully in order to recognize problems			
Gather and organize relevant information to formulate an argument			
Recognize unstated assumptions and bias			

	Interpret data
Make fair and equitable decisions	Evaluate evidence and arguments
Listen actively to others perspectives and ideas	Recognize and evaluate propositions
Negotiate effectively	Draw reasonable conclusions and generalizations
Encourage others to contribute	Test generalizations and conclusions
Exercise leadership and take on a variety of roles within groups	Revise understanding based on new information and evidence
Give and receive meaningful feedback	Evaluate and manage risk
Advocate for your own rights and needs	Formulate factual, logical, conceptual and debatable questions
SELF MANAGEMENT	Consider ideas from multiple perspectives
III Organizational skills	Develop contrary or opposing arguments
Managing time and tasks effectively	Analyse complex concepts and projects to their constituent parts and synthesize them to create new understanding
Plan short and long term assignments; meet deadlines	Propose and evaluate a variety of solutions
Create plans to prepare for summative assessments (exams and performances)	Identify obstacles and challenges
Keep and use a weekly planner for assignments	Use models and simulations to explore complex systems and issues
Set goals that are challenging and realistic	Identify trends and forecast possibilities
Plan strategies and take action to achieve personal and academic goals	Troubleshoot systems and applications
Bring necessary equipment and supplies to class	**IX Creativity and innovation**
Keep an organized and logical system of files/notebooks	*The skills of invention - developing things and ideas that never existed before*
Use appropriate strategies for organizing complex information	Use brainstorming and mind mapping to generate new ideas and inquiries
Understand and use sensory learning preferences (learning styles)	Consider multiple alternatives, including those that might be unlikely or impossible
Select and use technology effectively and productively	Create novel solutions to complex problems
IV Affective skills	Use lateral thinking to make unexpected connections
Managing state of mind	Design improvements to existing machines, media and technologies
Mindfulness	Design new machines, medica and technologies
Practice focus and concentration	Make guesses and generate testable hypotheses
Practice strategies to develop mental quiet	Apply existing knowledge to generate new ideas, products or processes
Practice strategies to overcome distractions	Create original works and ideas
Perseverance	Practice flexible thinking - arguing both sides of an argument
Demonstrate persistence and perseverance	Use visible thinking strategies and techniques
Practice delaying gratification	Propose metaphors and analogies
Emotional management	**X Transfer**
Practice strategies to overcome impulsiveness and anger	*Utilizing skills and knowledge in multiple contexts*
Practice strategies to prevent and eliminate bullying	Utilize effective learning styles in subject groups and disciplines
Practice strategies to reduce anxiety	Apply skills and knowledge in unfamiliar situations
Practice being aware of body-mind connections	Inquire in different contexts to gain a different perspective
Self-motivation	Compare conceptual understanding across multiple subject groups and disciplines
Practice analyzing and attributing causes for failure	Make connections between subject groups and disciplines
Practice managing self-talk	Combine knowledge, understanding and skills to create products or solutions
Practice positive thinking	Transfer current knowledge to learning of new technologies
Resilience	Change the context of an inquiry to gain different perspectives
Practice "bouncing back" after adversity, mistakes, and failures	
Practice "failing well"	
Practice dealing with disappointment and unmet expectations	
Practice dealing with change	

IB Community Project (8th Grade)

The IB Community Project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community.

<div align="right">- MYP Projects Guide 2015</div>

The Basics

- Minimum of 15 hours between planning (during WEI) and implementation.
- Work individually or in groups with a maximum of three people.
- This is an 8th grade requirement.
- All 8th graders will be assigned to an Advisory Teacher at the beginning of 8th grade.
- Meet multiple times with your Advisory teacher during Enrichment time to:
  - Ask questions
  - Generate ideas
  - Work on your Process Journal
  - Prepare for your Presentation

Four types of service

- **Direct Service:** Involves interaction with people, the environment or animals. Examples: tutoring, working in a community garden, helping get animals adopted
- **Indirect Service:** Not directly involved but will see the benefit to the community or environment. Examples: redesigning an organization's website, writing original picture books to teach a language, raising fish to restore to a stream
- **Advocacy:** Speaking on behalf of a cause to provide action on an issue of public interest. Examples: initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, creating a video on sustainable water solutions
- **Research:** Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice. Examples: conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, compiling the most effective means to reduce litter in public spaces

School 8th Grade Community Project Website: https://eich.rcsdk8.org/8th-grade-community-project

Academic Integrity Policy

Introduction:

Academic Integrity is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Academic Integrity is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.

The Academic Integrity Policy is developed incorporating concepts and references from multiple documents used at Warren T. Eich Middle School (Eich). First, Eich's Mission Statement states, "To empower all students to develop into lifelong learners who are inquisitive, compassionate and accountable. Students will be encouraged to use critical thinking and integrity in their commitment to bettering our local and global community through service and embracing differences." Second, academic integrity is part of being "principled," a learner profile attribute where leaders strive to "act with integrity, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences." Last, the Academic Integrity Policy supports Eich's Wildcat Way school-wide philosophy of Safe, Respectful and Responsible.

These qualities, when applied in the classroom environment and production of student work, will establish skills that support sound practices in teaching, learning and assessment. These practices are expected to be introduced, modeled and used both in the school setting and in outside daily practices.

Definitions:

Plagiarism: to steal and pass off (the ideas or words of another) as one's own (Merriam-Webster online dictionary). The act of plagiarism can include, but is not limited to, written work, photos, art, music, etc.

Examples of plagiarism (not an exhaustive list):
- Directly copying the work of another person without proper documentation, or paraphrasing through online or electronic translators
- Paraphrasing the ideas of another person without proper documentation
- Failing to properly credit any work or answers that have been generated through electronic translation engines, literary summary sources and inappropriate collaboration with other students
- Recycling previously submitted work by oneself or another student
- Using artwork or pictures (including clip art) that was created by another person without proper citation

Collusion: secret cooperation for an illegal or dishonest purpose (Merriam-Webster online dictionary)

Examples of collusion (not an exhaustive list):
- Allowing your work to be copied by another student
- Giving intellectual property (their own or others) to a student with intent to cheat (e.g., divide and conquer method where you are not the sole author on an assignment given by the teacher, unless this is part of the assignment)
- Providing information on how to obtain another student's intellectual property
- Providing information on how to obtain assessment tasks (prior to examination)
- Forging documents for another student and/or helping copy documents for another student
- Providing unauthorized notes to another student during an assessment
- Sharing assessment information on content and questions with other students
- Sharing passwords or intentionally bypassing district firewalls

Misconduct: Intentional wrongdoing; improper behavior; behavior or activity that is illegal or morally wrong (Merriam-Webster online dictionary).

Example of misconduct (not an exhaustive list):
- refusing to follow directions, such as taking test materials from a classroom or using prohibited electronic devices

Roles and Responsibilities in Supporting Academic Integrity

Faculty (including teachers, counselors, media specialists, aides and support personnel)
The following are the expectations and responsibilities with regard to teaching students the concepts in the Academic Integrity Policy:
- Cover the contents of the Academic Integrity policy in the beginning-of-the-year packet and through the 8th grade Community Project
- Teach a recognized citation convention (e.g., MLA style in the Humanities) for written and non-written works
- Provide opportunities to practice the appropriate way to use citation conventions before a final product is due
- Communicate appropriate collaboration versus collusion with each assignment
- Demonstrate and model academic integrity in presentations and supporting materials (e.g, posters)
- Report and record academic disintegrity through a Major Referral
- Minimize temptation for malpractice in assignments/assessment situations
- Communicate with students, parents, counselors and administrators with concerns and malpractice offenses
- Teachers, administrators and counselors involve students in reflection/discussion in the instance of malpractice

Students

The following are the expectations and responsibilities with regard to producing authentic work:
- Confirm the understanding of the Academic Integrity Policy by teaching the policy using grade-level appropriate instruction checking for understanding, continued instruction, and signing the Academic Integrity Policy Contract at the beginning of the school year and 8th grade Community Project Contract
- Report collusion violations to the appropriate school personnel
- Cite any sources used in completing an assignment (this includes Web sites, videos, art, photos, music, etc.)
- Acknowledge and understand that by putting a name on a paper indicates the work is original and/or cited appropriately
- Ask for guidance when unsure of the appropriate reference expectations

Administration and MYP Coordinator

The following are the expectations and responsibilities with regard to producing authentic work:
- Support Academic Integrity Policy and investigate all counselor/teacher reports of plagiarism and collusion through the use of the Major Referral process
- Ensure that all staff, students and parents understand definitions, responsibilities and repercussions in the Academic Integrity Policy
- Ensure the Academic Integrity Policy is applied consistently throughout the school
- Confirm students' educational rights and the right to due process during investigations of possible violations of the Academic Integrity Policy
- Provide staff development and guidance on academic writing and referencing systems that are available
- Provide teachers with material to guide students in maintaining academic integrity
- Make parent and student contact to reflect on malpractice incidents

Parent and Guardian

The following are the expectations and responsibilities with regard to producing authentic work:
- Confirm the understanding of the Academic Integrity Policy by signing the Parent-Student Handbook Signature Page at the beginning of the school year
- Encourage your student to practice academic integrity as outlined in the annual Eich Parent-Student Handbook
- Encourage your student to help maintain the school culture on academic integrity by contacting appropriate personnel when violations occur
- Address concerns with your student and school personnel if plagiarism/collusion instances occur
- Monitor hired tutors or outside help to ensure academic integrity practices

Consequences for Academic Integrity:

Plagiarism, collusion and/or misconduct will be discussed with the student, reported to the parent(s) and the appropriate school personnel. Consequences will be administered in accordance with the school's discipline plan, based on frequency and severity of the violation. For a first offense, an "R" for rarely will be assigned under the Work Completion category of the report card. For a second offense, an "R" for rarely will be assigned under the Engagement category of the report card. Consequences should require the student to demonstrate a clear understanding of how they violated the academic integrity policy and why adherence to the policy is necessary. Additionally, the student will need to redo the given assignment or assessment.

Revision Timeline:
Review of the Academic Integrity Policy:
The plan will be reviewed every two years.

-Original plan created by: Mr. Beadle, Mrs. Gomez, Ms. Woolsey, Mr. Davis, Mrs. Wright, Mrs. Murray, Mr. Benedict, Mr. Stephens, Ms. Divelbiss, Ms. Pinder
-Revised 5/5/16: Ms. Shrider, Mrs. St. Germaine, Mr. Beadle, Mr. Buljan, Ms. Turner, Mrs. Atkinson, Mr. Benedict

-Revised 5/17/17: Mr. Beadle, Ms. Shrider, Ms. Atkinson, Ms. Allen, Mr. Padilla, Ms. Fasl

-Revised 3/2/20: Asst. Principal (Kristina Allison), Lang Lit Dept. Chair (Ms. Martin), 6th Core Dept. Chair (Mr. Padilla), Lang Lit and Ind. & Soc teachers, Librarian (Ms. Ivie), Counselor: (Ms. Stoppa) Minor revisions in language and consequences done by Ms. Shrider (MYP Coordinator), Mrs. Martin and Mrs. Allison on 4/23/20

Citation of schools and district used in creating this document:
International Baccalaureate, Academic Integrity in the IB Educational Context, 2014
Bloomfield Hills Middle and High School, "Academic Integrity Policy"
White Bear Lake Middle School, "IB MYP Academic Integrity Guidelines"

Warren T. Eich Middle School Anti-Bullying Pledge

As a student of Warren T. Eich Middle School I agree to join together with faculty and students to stamp out any potential bullying at our school.

I believe that everybody should enjoy our school equally, feel safe and secure, and be accepted regardless of beliefs, color, race, gender, popularity, athletic ability, intelligence, orientation, religion and nationality.

I understand bullying can include, but is not limited to, pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, and excluding someone. "Cyber bullying" is when a person is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person using the Internet, interactive and digital technologies or mobile phones. I also understand that by taking part in any of these bullying activities it will result in disciplinary action(s) as stated in the Parent-Student Handbook.

By signing this pledge, as a student at Warren T. Eich Middle School, I agree to:

1. Value individual differences and treat others with respect.
2. Not become involved in bullying incidents or be a bully.
3. Be aware of the school's policies and support system with regard to bullying.
4. Report honestly and immediately all incidents of bullying to a faculty member.
5. Support students who have been or are subjected to bullying.
6. Talk to staff members and/or parents about concerns and issues regarding bullying.
7. Work with other students and faculty, to help the school deal with bullying effectively.
8. Participate fully in school assemblies and programs dealing with bullying.
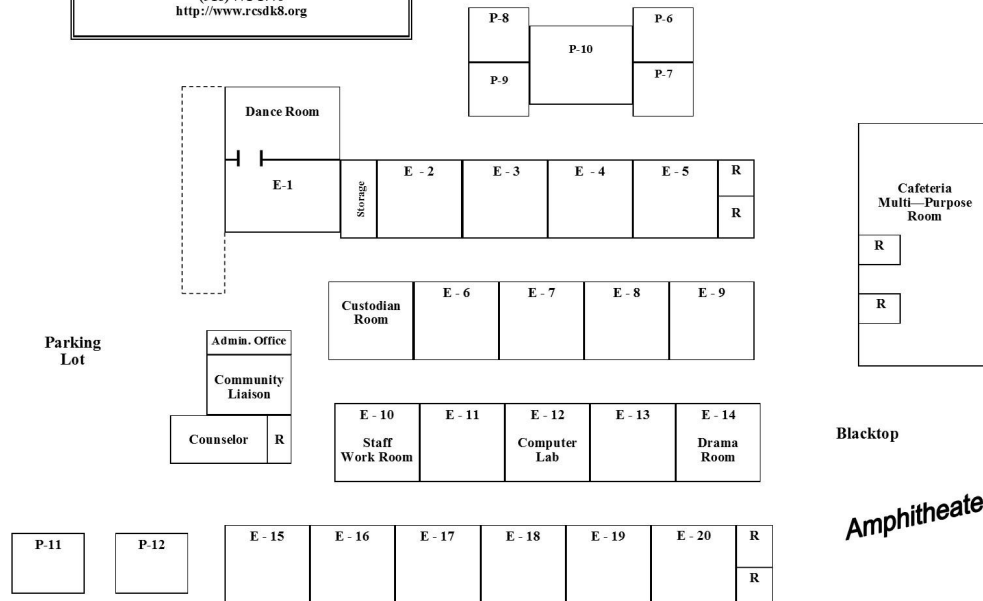
Print Name: _____

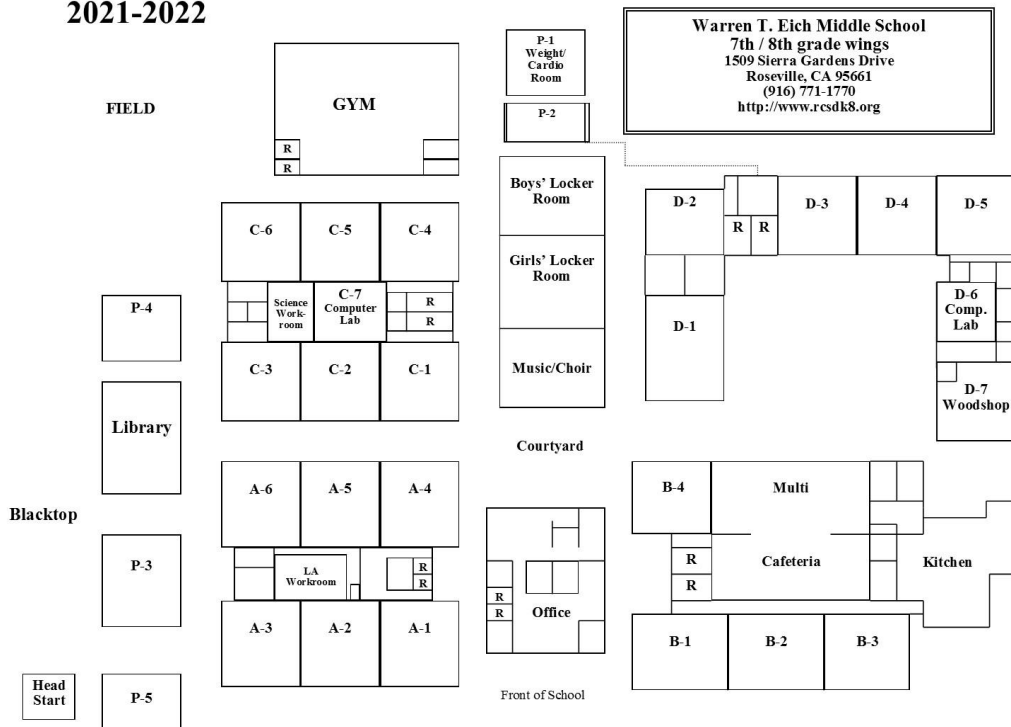Signature: _____

Date: _____

Rev. 5/31/17

Warren T. Eich Middle School
6th grade wings
1509 Sierra Gardens Drive
Roseville, CA 95661
(916) 771-1770
http://www.rcsdk8.org

2021-2022

P-8		P-6
	P-10	
P-9		P-7

Dance Room

E-1 | Storage | E - 2 | E - 3 | E - 4 | E - 5 | R / R

Cafeteria Multi—Purpose Room

R

R

Parking Lot

Admin. Office

Community Liaison

Custodian Room | E - 6 | E - 7 | E - 8 | E - 9

Counselor | R

Blacktop

E - 10 Staff Work Room	E - 11	E - 12 Computer Lab	E - 13	E - 14 Drama Room

P-11	P-12	E - 15	E - 16	E - 17	E - 18	E - 19	E - 20	R / R

Amphitheater

Updated 4/13/21

2021-2022

Warren T. Eich Middle School
7th / 8th grade wings
1509 Sierra Gardens Drive
Roseville, CA 95661
(916) 771-1770
http://www.rcsdk8.org

FIELD

GYM

R
R

P-1 Weight/ Cardio Room

P-2

C-6	C-5	C-4

Boys' Locker Room

| D-2 | R R | D-3 | D-4 | D-5 |

Science Work-room | C-7 Computer Lab | R / R

Girls' Locker Room

D-1

D-6 Comp. Lab

| C-3 | C-2 | C-1 |

Music/Choir

D-7 Woodshop

P-4

Library

Blacktop

P-3

Courtyard

| A-6 | A-5 | A-4 |

LA Workroom | R / R

| A-3 | A-2 | A-1 |

R / R | Office

B-4 | Multi

R

Cafeteria | Kitchen

R

B-1 | B-2 | B-3

Head Start

P-5

Front of School

Updated 4/25/20

19

RCSD Middle School Grading Practices

RCSD ROSEVILLE CITY SCHOOL DISTRICT
Est. 1869

Descriptions for The Learning Levels

Beginning (1-2)	Approaching (3-4)	Proficient (5-6)	Mastery (7-8)
The student may demonstrate a *few* elements of the standard.	The student can demonstrate *some* elements of the standard.	The student can demonstrate that the standard is met to a *sufficient* level of consistency, depth, or precision.	The student can demonstrate that the standard is met to a *greater* level of consistency, depth, precision, or originality.
The student may need *extensive* prompting, scaffolding, or support.	The student may need prompting, scaffolding, or support.		
Errors and/or mistakes *do* impede demonstration of meeting the standard.	Errors and/or mistakes *may* impede demonstration of meeting the standard.	Errors and/or mistakes *do not* impede demonstration of meeting the standard.	Errors and/or mistakes *do not* impede demonstration of meeting the standard.
Standard Not Met		**Standard Met**	

Learning Behaviors Rubric

Learning Behaviors	Rarely (R)	Sometimes (S)	Consistently (C)
ENGAGEMENT	Student rarely engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).	Student sometimes engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).	Student consistently engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).
WORK COMPLETION	Student rarely completes quality work in a timely manner.	Student sometimes completes quality work in a timely manner.	Student consistently completes quality work in a timely manner.

Extracurricular Activity Eligibility Policy

Students participating in school-sponsored extracurricular activities shall demonstrate positive learning behaviors. Students are expected to not have a total of four or more "Rarely" scores (Buljan, Chilton, Cooley), or five or more for IB Schools (Eich).

Students are expected to meet school-wide behavior expectations as outlined in the school handbook. The athletic director, club advisor, or principal designee shall validate if the student is meeting school-wide behavior and learning behavior expectations.

If students do not meet the above criteria for participation in any extracurricular activities, the student has the right to appeal the decision to the site administration.