

PGMS

Student-Parent Handbook

2024-2025



A California Distinguished School

Pacific Grove Middle School

835 Forest Avenue
Pacific Grove, California 93950
(831) 646-6568
www.pgmiddle.pgusd.org

“We are Rising Like the Tide”



**Pacific Grove Unified School District
Mission Statement**

Pacific Grove Unified School District, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The District will ensure opportunities for students to acquire and apply the knowledge and skills that develop insight and character necessary for a productive and rewarding life.

**Pacific Grove Middle School
Mission Statement**

The mission of the Pacific Grove Middle School is to provide a quality educational experience that teaches our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. PGMS is dedicated to equity in education. We are committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

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Dear PGMS Families,

It is with great excitement and pleasure that I invite you to read and familiarize yourselves with our Student-Parent Handbook as we look forward to the beginning of the school year at PGMS. This handbook contains essential information about the school calendar, student activities, school policies, guidelines for positive behaviors, and opportunities for parent involvement. Please read this handbook carefully with your student. Our administration and staff follow our handbook guidelines, so it's important that our students and their families understand our rules and expectations.

We are also proud to announce that Pacific Grove Middle School has been named a California Distinguished School once again! This prestigious recognition is a testament to the hard work and dedication of our entire school community.

Additionally, we are thrilled to announce our exciting new partnership with the Anti Bias Based Bullying initiative. This partnership aligns with our ongoing commitment to creating a safe and inclusive environment for all students.

Pacific Grove Middle School strives to create and maintain a culture of kindness among our students and staff members. Our facilities and grounds are well-maintained, our classrooms are designed to promote a safe place for learning, and there is a positive and supportive tone among our students and staff members. Simply put, what makes PGMS a great school is the partnership between our students, staff, and families!

As a school staff, we welcome the responsibility of educating your student while fostering a kind and safe learning environment. Our curriculum challenges our students and is delivered by highly qualified teachers. Each instructor is fully and appropriately credentialed in their field and is highly involved in our professional development opportunities. Our advisory class, which utilizes Character Strong, Open Parachute, Smart Social, and lessons on the impact of our words, supports our goal of a caring and supportive school climate. This dedicated time on Mondays provides students opportunities to engage in exercises that nurture kindness and respect school-wide.

PGMS students share in the responsibilities of a successful school life. Students are expected to attend school on time, complete their assignments, and demonstrate kindness and respect to their peers and school staff alike. We view middle school as a training ground for high school, and making mistakes is to be expected. As a Growth Mindset school, we see these mistakes as an opportunity to learn, and we expect students to learn from their mistakes and adhere to the rules and expectations of school.

Parents are another key to student success in school. With positive parental support, your student(s) will succeed in their academics, make positive social connections, and develop effective decision-making skills. Supportive parenting reflects a caring and supportive attitude and provides the foundation that makes middle school an integral part of your students' growth. Our goal is to forge a strong partnership with our families, and we look forward to working with you in the role of parent, volunteer, and/or committee member.

Working together as a learning community of staff, families, and students is essential to ensure students are successful at Pacific Grove Middle School. I strongly encourage you to read this handbook with your student, participate in parent groups, and collaborate with your students' teachers. Together, we can support your student(s) in making the most of their middle school experience!

Sincerely yours,

Sean Roach
Principal of Pacific Grove Middle School

Pacific Grove Unified School District - 2024-2025

180 Day School Calendar						Date	Event
July 2024	29	30	31	1	2	7/31	New Hire Orientation
	5	6	7	8	9	8/1	Welcome
	12	13	14	15	16	8/2	Professional Development Day (Non Student Day)
	19	20	21	22	23	8/5	Teacher Prep Day (Non Student Day)
	26	27	28	29	30	8/6	First day of School
Aug 2024							19
	2	3	4	5	6	9/2	Labor Day Holiday
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
Sept 2024	30	1	2	3	4	10/5	Butterfly Parade
	7	8	9	10	11	10/11	End of 1st Quarter (48 Days)
	14	15	16	17	18	10/14-10/18	Fall Break
	21	22	23	24	25		
	28	29	30	31	1		
Oct 2024							18
	4	5	6	7	8		
	11	12	13	14	15	11/11	Veterans Day Holiday
	18	19	20	21	22	11/27	Minimum Day for Students and Classified Staff
	25	26	27	28	29	11/28-11/29	Thanksgiving Holiday
Nov 2024							18
	2	3	4	5	6	12/20	End of 2nd Quarter (42 Days)
	9	10	11	12	13	12/20	End of 1st Semester (90 Days)
	16	17	18	19	20	12/20	Minimum Day for Students and Classified Staff
	23	24	25	26	27	12/23-1/3	Winter Break
	30	31	1	2	3	1/1	New Year's Holiday
Dec 2024	6	7	8	9	10	1/6	Teacher Prep Day (Non Student Day)
	13	14	15	16	17		
	20	21	22	23	24	1/20	Martin Luther King Jr. Holiday
	27	28	29	30	31		
	3	4	5	6	7		
Jan 2025							18
	10	11	12	13	14		
	17	18	19	20	21	2/14-2/21	Presidents' Break
	24	25	26	27	28		
	3	4	5	6	7		
Feb 2025							14
	10	11	12	13	14	3/14	End of 3rd Quarter (42 Days)
	17	18	19	20	21	3/17	Professional Development Day (Non Student Day)
	24	25	26	27	28		
	31	1	2	3	4		
March 2025							20
	7	8	9	10	11	4/11	Minimum Day for Students and Classified Staff
	14	15	16	17	18	4/14-4/18	Spring Break
	21	22	23	24	25		
	28	29	30	1	2	5/26	Memorial Day
April 2025							17
	5	6	7	8	9	5/30	End of 4nd Quarter (48 days)
	12	13	14	15	16	5/30	End of 2nd Semester (90 days)
	19	20	21	22	23	5/30	Last Day of School
	26	27	28	29	30	5/30	Minimum Day for Students /180-190 Classified Staff
May 2025							21
	First Day/Last Day of School						Breaks
	Professional Development Day/Teacher Prep Day						Holiday (8 total)
	Welcome						Local Holiday (5 total)
	Minimum Day for Students and Classified Staff (4 total)						
185 Work Days - Current Teachers			186 Work Days - New Teachers			Instructional Days 180	
Board Approved 1/11/24							

Bell Schedule

Regular Schedule (T, W, F)

7:45- 8:30 Period 1
8:30 Opening Bell
8:34- 9:28 Homeroom/Period 2
9:32- 10:22 Period 3
10:22- 10:39 Break
10:43- 11:33 Period 4
11:37- 12:27 Period 5
12:27- 1:12 Lunch
1:16- 2:06 Period 6
2:10- 3:00 Period 7

Thursday Schedule

7:45- 8:30 Period 1
8:30 Opening Bell
8:34- 9:18 Homeroom/Period 2
9:22- 10:02 Period 3
10:02- 10:19 Break
10:23- 11:03 Period 4
11:07- 11:47 Period 5
11:47- 12:32 Lunch
12:36- 1:16 Period 6
1:20- 2:00 Period 7

Assembly Schedule

7:45- 8:30 Period 1
8:30 Opening Bell
8:34- 9:18 Homeroom/Period 2
9:22- 10:02 Period 3
10:02- 10:19 Break
10:23- 11:03 Period 4
11:07- 11:47 Period 5
11:47- 12:32 Lunch
12:36- 1:16 Period 6
1:20- 2:00 Period 7
2:00- 3:00 Assembly

Minimum Day Schedule

7:45- 8:30 Period 1
8:30 Opening Bell
8:35- 9:08 Homeroom/Period 2
9:12- 9:42 Period 3
9:46- 10:16 Period 4
10:16- 10:29 Break
10:33- 11:03 Period 5
11:07- 11:37 Period 6
11:41- 12:11 Period 7

Directory

Pacific Grove Unified School District

Board of Education

Brian Swanson.....President
Dr. Elliott Hazen.....Clerk
Carolyn Swanson.....Trustee
Jennifer McNaryTrustee
Laura Ottmar.....Trustee

School District Administration

Dr. Porras, Superintendent 646-6520
Joshua Jorn, Asst. Superintendent 646-6509

Pacific Grove Middle School

Office Staff 646-6568
Mr. Roach, Principal..... X 5309
Mr. Tovani, Assistant Principal..... X 5308
Ms. Ginez, Counselor..... X 5304
Ms. Atofau, Office Manager..... X 5300
Mrs. Morgan, Clerk..... X 5305
Mrs. Gibson, Clerk..... X 5306
Mrs. Kirmil, Health Clerk..... X 5307
Ms. Kelley, Library Media Tech..... X 5310
Fax..... 646-6651

Advisory Day Schedule (Mondays)

7:45 - 8:30 Period 1
8:30 Opening bell
8:34 - 9:21 Period 2
9:25-10:08 Period 3
10:08-10:25 Break
10:29-11:07 ADVISORY
11:11-11:54 Period 4
11:58-12:41 Period 5
12:41 -1:26 Lunch
1:30 - 2:13 Period 6
2:17 - 3:00 Period 7

Coming and Going: To and From PGMS

SCHOOL / OFFICE HOURS

PGMS and the office is open daily from 7:40 a.m. to 4:00 p.m. Students who have a 1st period class, which begins at 7:45 a.m., are allowed in the building at 7:40 am to go to their locker and go to class. Students may also enter the building at 8 a.m. to go to the library only. Students who do not have a 1st period class are not allowed in the building until the opening bell at 8:25 a.m.

PARKING & STUDENT DROP-OFF AND PICK UP AREA

We encourage you to drop off and pick up your students at the back of the school at the cul-de-sac areas on Fountain Avenue. Drivers should always pull as far forward as possible in order to make room for others. Please do not park in the staff parking lots or drop off / pick up your student in the staff parking lots. Parking is also available along Forest Avenue in front of the school. Please do not block the driveways. Thank you for your cooperation in this critical safety consideration.

STUDENT TRANSPORTATION – Bus, Bicycles, Skateboards, Scooters

Bus Passes: Students must have a bus pass to ride the school bus to and from school. Bus applications and bus route information is available online at [Pacific Grove Unified School District - Transportation \(pgusd.org\)](http://Pacific Grove Unified School District - Transportation (pgusd.org)). Bus passes will be issued from the PGUSD District Office and mailed home. The buses pick up PGMS students between 3:15 and 3:25 Mon, Tues, Wed, and Fri, and by 2:15 on Thurs. Cost considerations can be seen at the district's website, www.pgusd.org, under Facilities, and Transportation.

Bicycles: We encourage students to ride their bicycles to school in a safe manner. California law currently requires ALL children under the age of 18 to wear helmets while riding bikes, scooters or skateboards. Students must wear a helmet and can store the helmet inside of their personal locker during the school day. *Bicycles and skateboards must be walked at all times while on the PGMS campus.* Bicycles are to be stored and locked inside of the bike locker area before school. Students should bring their own lock and chain to keep their bicycle secure in the bike locker area. Students who need to get their bicycle from the bike locker during the school day must inform the office. The school assumes no responsibility for bicycles, helmets, backpacks, etc. left unlocked or unattended in the bicycle locker area.

Skateboards & Scooters: *Skateboards/Scooters may not be stood on or ridden anywhere on campus at any time.* California law currently requires children to wear helmets while riding bikes, scooters, skateboards. Skateboard lockers are available for safe storage of skateboards and scooters. The school assumes no responsibility for skateboards/scooters, helmets, etc. left unlocked. Skateboards/scooters may NOT be stored in student lockers.

VISITORS & VOLUNTEERS

Any person, including parent(s), who would like to visit a class, should make an appointment by calling 646-6568 at least one day prior to the visit. All visitors must use the front doors of the school, check in at the front office, and obtain a guest badge to be worn while on campus. Visitors are not allowed to go directly to classrooms or the outside eating areas. Parent(s) interested in regularly volunteering on campus inside the Library or during lunch, should contact the office, at 646-6568. For the safety of our students and volunteers, all volunteers are required to complete LiveScan fingerprinting at the District Office prior to volunteering. Please call Angela Lippert at 646-6553 to schedule a fingerprinting appointment.

PTSA: The PGMS Parent Teacher Student Association is a volunteer organization of parents, educators, and community members who work together to promote the education and well-being of the children and youth in the home, in the school, and in the community. Elections of officers are held in the spring. The PTSA and PGMS collaborate by providing school volunteers, parent education programs, student activities, and various vital programs. The PTSA welcomes into membership anyone who is interested in children and youth. Check the school website for meeting times.

PG Pride: PG PRIDE, Pacific Grove Public Response In Dollars for Education, is a district-wide organization committed to providing each student in our community with a quality education. This group of district and community volunteers holds regular fundraisers and allocates money to each school based on requests received. Please see the PG Pride website for further information.

School Site Council: This committee is formed under mandate of state law and is composed of four parents, four teachers, a classified employee, two students and the school principal. School Site Council meets once per month to develop a Single Plan for Student Achievement, oversee school programs and make recommendations to the Board of Education. Committee meeting dates will be posted in the office and in the school newsletter. The public is invited and encouraged to attend.

Attendance

ATTENDANCE

Absences: Whenever a student is absent, parents should call the school at 646-6568 ext. 5305 on the day of the absence, preferably before 9:00 a.m. If a call is not received before 9:00 am, an automated system will call the number on file and send an email notifying the parent that their child has been marked absent from class. **All absences must be cleared by a telephone call or a note from the parent or guardian within 72 hours of the absence.** If the parent does not contact the school within 72 hours, the absence will be recorded as **unexcused**. A 24-hour voicemail is available for attendance calls. It is the responsibility of the student to make up work after an excused absence.

Excused absence: Ed code 46010, 48205 recognizes only illness, doctor appointments, court appearances, observance of a religious holiday, family bereavement, and quarantine as *excused* absences.

Unexcused absence: All other absences, including family vacations, oversleeping, transportation issues, and personal reasons, are considered unexcused. Parents are strongly discouraged from scheduling non-medical appointments, business or vacation travel during times when school is in session, as these are considered unexcused. A tardy of more than 30 minutes is considered an unexcused absence.

Justifiable Absence Request: Justifiable absence request forms are available in the school office or on the school website, <https://pgmiddle.pgusd.org> under Parents, Forms. This form must be completed by the parent. The student must take it to each teacher to obtain signatures. The form must be returned to the Assistant Principal *at least two weeks prior to the absence*. The Assistant Principal will determine if the absence will qualify. Students are responsible for obtaining and turning in all missed work during any absence, regardless of the absence justification. Approval for **allowable credit** due to an unexcused absence may be granted for up to **ten days per school year**, except under unusual circumstances.

Tardiness: Students are expected to report to school on time every day. Any student arriving late to any class period is considered tardy unless a valid excuse of illness, doctor appointment, funeral, court appearance, or justifiable personal necessity is given. Students who are tardy at the beginning of the school day must report to the Attendance Office and obtain an **Admit Slip** before being admitted to class. **Any unexcused tardy that is more than 30 minutes is considered a truancy.**

*See the Code of Conduct for consequences related to tardiness.

Early Dismissal: If your student will need to leave school for any reason, please call the office at least 30 minutes ahead of time or send them to school with a note for the Attendance Office. The student must remember to bring the note to the office. It is encouraged to call the office prior to picking up your student, so your student is waiting for you. Students must be picked up from the main office. Whenever possible, please schedule medical and dental appointments on Thursdays after 2:00 p.m. or during non-school hours.

Closed Campus: PGMS is a closed campus. If there is a need for a student to go home during the school day, a parent must inform the office and the parent/guardian must pick up the student from the office. The student must be released to the parent/guardian, or other adult, listed as the student's emergency contact. Even if the person is listed as an emergency contact, the parent/guardian must call the office to notify staff who will be picking up the student. Identification will be required. All PGUSD campuses are closed to other students during the school day.

Truancy: In accordance with Ed code 48260 (a) any student who accumulates three unexcused absences or three absences of 30 minutes or more or a combination thereof, in one school year, is considered **truant**, and the Monterey County Truancy Abatement Program process is initiated through the Monterey County District Attorney's office. Per PGUSD Board Policy [AR 5113], students with **excessive unexcused absences** (25% of the school days in a grading period) may receive a failing grade and may not receive credit for the class(es). Once 14 absences have accumulated for the school year, all subsequent absences are considered excessive. Any further absences for illness beyond the 14 must be verified by a physician. Any absence accompanied by a note from a physician or documentation from court will not count toward excessive absences. If a student is found to be truant, the following procedures will be followed:

First Truancy: Letter #1 sent to parents, detention assigned for each period missed.

Second Truancy: Letter #2 sent to parents, parent and student attend meeting with Assistant Principal, detentions assigned for each period missed.

Third Truancy and all subsequent truancies: Letter #3 sent to parents and a copy of the letter and student attendance record will be sent to the District Attorney's office, parent and student attend a meeting* with the Assistant Principal, with consequences determined in the meeting.

**Any scheduled truancy meeting missed by a parent will result in a copy of the letter and student attendance record being sent to the District Attorney's office.*

Student Wellness: If your student is ill, please do not send them to school. Monterey County Office of Education policy states that a student must be fever and vomit free for 24 hours before returning to school. This includes any student who has experienced a fever, vomiting, or diarrhea within the previous 24 hours. If a student becomes ill while at school, they should ask permission from the teacher to go to the office. Parents will be contacted if a student is unable to remain at school.

Confidential Medical Services: School authorities may excuse any student (grades 7-8) from school to obtain confidential medical services without the consent of the student's parent/guardian(s). (Education Code 46010.1)

Academics

ACADEMIC PROGRESS INFORMATION - Synergy

Synergy is a school information system which includes an online grade book. All PGMS students and their parents have online access to Synergy. Student and parent usernames and passwords are printed out and attached to the schedule the student receives at Registration Roundup. (For help creating or logging in to an account, contact the PGMS Office.) Once into the system, parents can look at assignments, grades, comments teachers may leave, and attendance in all classes. Parents can also email teachers, the counselor, or administration through this site.

Parents and students should use Synergy to check overall class grades and grades received on assignments. Teachers will update these grade books frequently, within nine school days of the assignment due date. PGMS will provide more information and family resources for Synergy early in the year.

ADVISORY (Mondays only)

In addition to academic classes, all PGMS students also attend an Advisory class. Advisory meets once each week (currently Mondays but subject to change) and provides time and place for all students to engage in curriculum intended to develop students' social-emotional awareness and character. The lessons are highly interactive, and focus on understanding and *practicing* social-emotional wellness and character development strategies and concepts. Students do not receive grades for Advisory.

ASB LEADERSHIP

The Leadership class sponsors a number of events that promote school spirit and a positive culture and climate at PGMS. Leadership class plans school wide activities, including noon activities, dances, dress-up days, spirit weeks, and are responsible for the allocation of the ASB budget. Officers include President and Activities Commissioner from the 8th grade, Vice President from the 7th grade, and Secretary and Treasurer from either 7th or 8th grade. Leadership class occurs daily during the designated period of the day in the room of the adult adviser/instructor.

COMMUNICATION – HOME TO SCHOOL

Daily Bulletin: PGMS Website: - The daily bulletin is posted on our school website (pgmiddle.pgusd.org). Students view a daily Video Bulletin in homeroom (Period 2) each day.

CatapultConnect: CatapultConnect is a communication tool designed specifically for schools to communicate with families. Parents will receive emails and/or text messages from the school or district through BrightArrow. These are important mass email notifications and should be read as soon as possible.

Synergy: Teachers communicate important information about student performance and grades through Synergy so that parents can remain informed about their child's progress. Parents should check Synergy regularly, and/or set up notifications to be sent to their smartphone or similar device. Parents can create their own login and password credentials for Synergy. **Parents and students should use Synergy to check overall class grades and grades received on assignments.**

Google Classroom: All teachers use Google Classroom as a place to post assignments, documents, due dates, and updates on course-related topics. Parents can log in using their student's login and

password credentials. **Parents and students should use Google Classroom to see what assignments have been assigned and to access class resources.**

Email & Phone: Teachers and other school staff can be reached by phone or email. Please be patient with your communication with teachers. Teachers may need to wait until the end of the school day, or their next break without students, or after meetings to check your message and respond. *Email is the preferred method of communication.*

COMMUNITY SERVICE

PGMS values community service and the concept that students should volunteer their time to improve the quality of life in their community. As part of our curriculum and as per board policy, all students are required to complete a minimum of **16 hours** of community service to be eligible to be promoted to high school. Students may complete more hours if they choose to do so. Hours may be earned by volunteering for **non-profit organizations**. Helping out with a family/neighbor project, babysitting, volunteering for a private (for profit) business, etc. does NOT qualify as community service, as those are not non-profit organizations. All hours must be completed outside of the regular school day. Pre-approval of projects is highly recommended. Questions or concerns about community service can be addressed by the **Counselor at 646-6568 ext. 304**. The deadline to complete all community service hours for eighth graders is April 25, 2025.

COURSE OUTLINES

A course outline from each teacher will be sent home with students at the beginning of the school year. The outline will include information specific to the class regarding grading procedures, policies for late or incomplete work, extra credit information, homework guidelines, and any special materials needed for the class. In addition, all PGMS teachers and departments use Synergy and/or Google Classroom to inform students and parents about assignments and grades.

COURSE REQUIREMENTS FOR GRADE LEVEL PROMOTION / RETENTION

Each student must take a minimum of six courses per semester unless assigned to a reduced day by the principal. Students may also sign up for some first period or eighth period classes that are offered. Each course completed (grade D-, 60% or better) will earn four units. A pass/fail grade will be given for all sixth grade elective-cycle classes and all assistant positions (teacher/library/office).

For promotion to the next grade level, all students must earn a minimum of 44/48 units during each year of attendance in middle school. In addition, all eighth grade students must perform 16 hours of community service in order to be promoted to high school.

Any student who fails **more than one semester class, either Semester 1 or Semester 2 (less than 44 units for the entire year)**, will not be promoted to the next grade level without attending summer school (if offered by PGUSD) or completing an accredited and approved online program over the summer. Traditionally, summer school begins the week after Semester 2 ends and lasts for 4 weeks, however this may change year to year.

Students not meeting grade level standards will be considered for retention. This decision will be made by the Principal and counselor in May. **Eighth grade students who fail more than one class during the eighth grade year will not be permitted to participate in the promotion ceremony, promotion dance, or eighth**

grade end-of-year trip to Santa Cruz Beach Boardwalk or Great America. Seventh grade students who fail more than one class during the seventh grade year will not be permitted to attend the promotion dance.

If your child has missed a great deal of school during any given quarter, “incompletes” may be given in the place of letter grades on the report card. Your child has ten (10) school days after the last day of the previous quarter in which to complete or make up missing work or assignments in order to receive a letter grade. If the “incomplete” is not rectified, a failing grade (F) will be assigned. Please contact the teacher assigning the “incomplete” mark to obtain a list of incomplete or make- up assignments, alternative test days, etc. **Per Board policy, there will be no grade changes after 10 days of school following the last day of the quarter.** Grades of “incomplete” are not available for the second semester. Please contact the school counselor if you have any questions.

	<u>6th Grade</u>		<u>7th Grade</u>		<u>8th Grade</u>	
	<i>Semester</i>		<i>Semester</i>		<i>Semester</i>	
	<i>Courses</i>	<i>Units</i>	<i>Courses</i>	<i>Units</i>	<i>Courses</i>	<i>Units</i>
English	2	8	2	8	2	8
History	2	8	2	8	2	8
Math	2	8	2	8	2	8
P.E.	2	8	2	8	2	8
Science	2	8	2	8	2	8
6 th Cycles	*	8	-	-	-	-
Electives	-	-	2	<u>8</u>	2	<u>8</u>
TOTAL	<u>48</u>		<u>48</u>		<u>48</u>	

Every effort has been made to provide your child with the best possible schedule of classes. If there is an issue or conflict within a student schedule, please contact the teacher directly. If the issue/conflict cannot be resolved, please contact the school counselor for assistance.

GRADING, REPORT CARDS & PROGRESS REPORTS

A, B, C, D and F grades are issued for each class each marking period. Academic grades are used when determining eligibility for student council, sports, extracurricular activities and overnight field trips. (See page 40 for more information on eligibility) Midway through each semester we issue quarterly report cards via email. Quarter 1 and Quarter 3 grades are similar to progress reports, as they show a student's achievement at that point in the semester. Semester report cards are mailed home the week after the end of the Semester (Early January/June). At least six weeks prior to the end of a semester, Progress Reports are sent via email to any student in danger of receiving a grade of D or F. Parents can access current grades at any time by checking Synergy. Student work should be graded within two weeks of the assignment's due date. Questions about grades on assignments or tests should be emailed to teachers.

HOMEWORK POLICY

Responsible completion of homework is an extremely important trait as your student progresses through middle school and prepares for high school. In addition to class instruction, each student will be expected to complete some schoolwork at home to achieve mastery. Some assignments are long range in nature and require planned study time for completion. It's important for students to begin working on long range assignments as soon as they are assigned, rather than waiting until the night before they are due. Major assignments, tests, and projects within each grade level are plotted on a grade level calendar to avoid common due dates. PGMS will not assign homework on weekends/breaks unless there are extenuating circumstances (if a student missed school time due to an excused absence).

Middle school homework for **core** subjects should average:

- 60 minutes per night four nights per week in 6th grade (240 minutes per week)
- 70 minutes per night four nights per week in 7th grade (280 minutes per week)
- 80 minutes per night four nights per week in 8th grade (320 minutes per week)

These times may vary slightly, and some subjects (such as advanced math) may require more time while others may require less. Parents are advised to establish a set routine at home so that students recognize the importance of homework and accomplishing the tasks assigned to them. Students are often provided time in class to begin their homework with the teacher present. Additional time is available for students to complete their homework after school four days a week in the Library, from 3:10-4:00. Teachers will outline their individual homework practices and policies for make-up work in their course syllabus.

HOMEWORK INFORMATION AND MAKE-UP WORK

While a student is home ill or away from school for any reason, the student should keep current on the day's assignments by having a student buddy in each class and checking their Agenda/Planner, Google Classroom, and Synergy. Students who are absent due to illness will be given a reasonable amount of time (one extra day per day absent) to make up missed assignments. Suspended students are also required to make up missed homework.

PARENT - TEACHER CONFERENCES

Parent-Teacher Conferences are held twice each year, once in late October, and again in March. Students who receive low marks on their report card will have priority in parent-teacher conference appointments. Parents of students at risk of failing second semester classes will be given a notice to attend an additional conference in the spring. Parents are encouraged to keep in touch with teachers as needed over the entire school year.

PHYSICAL EDUCATION

All students are expected to dress out for and participate in PE every day. Students must be in the locker rooms when the tardy bell rings. Additionally, all students are expected to remain in the presence of the teachers or supervisors after dressing.

PE Requirements: Beginning the third day of school, each student must have proper PE/athletic attire and footwear that allows for safe and functional movement. Students who do not dress appropriately for PE will receive a lower grade and/or disciplinary consequences. Remember to secure your clothing in your PE locker to prevent theft.

Uniform/Dressing Out Our expectation is that students dress out fully every day for credit. No partial credit will be given for single items of clothing. Students will adhere to all the following to receive credit.

Athletic Footwear Shoes should have flat athletic soles and cover the entire foot with adequate tension for proper support to prevent injury. Without this basic equipment, students may not participate and therefore earn no points. A suggestion is designating an appropriate pair of shoes to be left in the PE locker.

Shirt PGMS T-shirt with LAST NAME + FIRST INITIAL is preferred. Also acceptable is a plain royal blue or gray shirt.

Bottom PGMS printed sweats or shorts are preferred. Also acceptable are plain colored leggings, shorts, or sweat pants which may be worn in the colors of royal blue, gray, or black with LAST NAME + FIRST INITIAL printed on the item. If it is not possible to write on the outside, the tag or waistband will suffice.

Layers Only jackets or sweaters may be worn over the P.E. uniform. No other school layers are allowed under or over the P.E. uniform. Know that our weather changes dramatically throughout the day, so a variety of clothing items is recommended.

Hats Hats can be worn outside during PE only. Hoods are not allowed to be worn during PE at any time. A hood in class will earn a student a conduct check, repeated offenses may earn further disciplinary action.

PE Behavior Student behavior in PE is expected to be the same as in any other class. Pushing, grabbing, teasing, poking, tripping, and use of inappropriate language will not be tolerated. These behaviors will lead to referrals and disciplinary consequences. Gum is not allowed in PE nor on campus.

Excuses from PE participation If there is any change in your student's health which may affect their ability to take PE, or if they are placed on regular medication (ed. Code 12020), it is the parent's responsibility to notify the school. Make-ups for excused absences and medical excuses will be determined by the teacher.

- **Parents' notes** are good for **one to three days**, depending on the issue. The note must state the number of days excused, or the instructor will assume it is only for one day. The note should also be specific about what activities the student is prohibited to perform. A note must be presented the day the student is to be excused from PE activities. Students who are excused from PE activities for medical reasons are still expected to be on time to roll call and to be dressed out.
- **A medical doctor's note** is required for excuses lasting **longer than three days**. The note should include all the above information. The doctor should also recommend the type of activity, if any, that the student can perform while excused from PE and the length of time for that recommendation. Students who are excused from PE activities for medical reasons are still expected to be on time for roll call and to be dressed out, unless otherwise determined by the teacher, counselor, or administrator.
- **Students excused from PE per note from a parent/guardian or medical doctor will not be allowed to play on sports teams during the same duration.**

Fitness Testing Students will participate in the California Fitness Test at the end of their 7th grade year. Official testing begins in March-April for all 7th graders. Grade levels 6-8 will regularly practice the five different fitness assessments to help them meet the Healthy Fitness Zones for their age and gender.

STUDENT SUPPLIES

Each course/teacher may request that students have specific supplies to assist their learning. These supplies will be communicated in the Course Syllabus, which will be provided in the first week of the course. However, as a general rule, each student is asked to have at minimum a binder with subject dividers, ruled/lined paper, writing utensils and an assignment planner.

One planner will be supplied FREE to each student at the beginning of the school year. If this is lost or damaged, a replacement planner can be purchased in the front office for \$8.00 (cash or check). Each student is given a handbook entitled "*Common Core Writing for English Language Arts and Across Content Areas*" at the start of their 6th grade year. Students are to keep this handbook for their 6th, 7th and 8th grade years at PGMS. If a handbook is lost or damaged, a replacement handbook can be purchased for \$10.00 in the Library.

Course Offerings 2024-2025

Sixth Grade Classes

English 6 CORE

Students will be engaged in learning many aspects of Language Arts, including listening and speaking. They will read both fiction and nonfiction, and focus on comprehension, analysis, and vocabulary. In the area of writing, they will focus on narratives, inform/explain and argumentative essays, revision, and writing conventions. *Text: Study Sync (Online Text)*

History 6 CORE

Students will study the growth and development of Ancient Man, the ancient civilizations of Mesopotamia, Egypt, India, China, Greece, and Rome. The geography of these ancient civilizations will be a focus. During this process, students will increase their skills in chronological and spatial thinking, research and providing evidence, and historical interpretation. *Text: History Alive! The Ancient World (Online Text)*

Math 6

Math 6 is designed to develop the necessary skills outlined in the California Common Core Standards which include: connecting ratio and rate to whole number multiplication and division; using concepts of ratio and rate to solve problems; understanding division of fractions; extending the notion of numbers to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking. *Text: Desmos Math 6 (Online Text)*

Accelerated Math 6

Accelerated Math 6 is the first year of a two year accelerated plan to ensure students are ready for Integrated Math I in eighth grade. The course encompasses the middle school California Common Core Standards which include: connecting ratio and rate to whole number multiplication and division; using concepts of ratio and rate to solve problems; understanding division of fractions; extending the notion of numbers to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking. *Text: Desmos Math 6 and Desmos Math 7 (Online Text)*

Math Support 6

This course is to be taken in conjunction with Math 6 by students who need intensive and strategic assistance in developing skills necessary for Math 6. Students will be provided personalized academic support to address specific areas of challenge regarding the California Common Core Standards.

Enrollment in this class is based on current formative and summative assessments along with teacher recommendations, and parent requests. The purpose of the class is to develop competence and confidence while working through the students' grade level math curriculum. Grade level Math curriculum and necessary prerequisite skills are presented and reviewed. Current math achievement is assessed and any gaps in prerequisite skills are addressed and remediated. The course provides an opportunity to review, practice and master the skills needed to access and achieve success in the general education Math curriculum.

Integrated Science 6

6th grade Science is a course which includes an emphasis on providing background knowledge to support critical thinking. Students will learn about the scientific method, experimental design, and measurement. Students will study Science as an integrated discipline, learning about the diversity of life, cells, human body systems, heat transfer, weather and climate. The format of the class leans heavily on activities, demonstrations, and experiments.

PE Grade 6

Physical Education programs at PGMS consist of a wide variety of activities designed to develop proper basic motor skills, physical fitness, and fundamental movement patterns. Coinciding with the school philosophy, there is an emphasis on sportsmanship and cooperation. Students will learn individual skills and knowledge to promote lifelong physical fitness. Students are provided with an introductory exposure to a wide variety of activities, including individual and team sports.

Sixth Grade Elective Wheel

Sixth grade students who do not take music or a support class will be placed into the elective wheel. The wheel consists of the following four classes, and students will rotate to a new elective each quarter:

Art 6

This quarter-long course is an introductory art class examining many basic elements of art including line, shape, value, color, texture, form, and space. Students explore these elements through different media such as pencil, paper, pastels, markers, papier-mâché, ceramics, and paint. This creative, hands-on class is a great precursor to the semester-long elective class offered in grades 7 and 8.

Home Economics 6

This quarter-long course is an introduction into Basic Life Skills. Students evaluate their own skill- set through a Multiple Intelligence survey, develop better communication skills and learn to work in groups cooperatively. Students will begin to explore the role of food in maintaining good health, and work with the MyPlate framework as it relates to a balanced diet and healthy portions. Packaging, design, basic ingredients, flavors and kitchen skills will be studied through a weekly tea activity. Students will learn sewing safety and the basics of hand sewing during a hands sewing project. This class is a great precursor to the semester-long elective Home Economics class offered in grades 7 and 8.

Spanish 6

6th grade Spanish students can expect to begin learning the basics of learning a new language. We will use songs, short readings and stories to help establish a base set of meaning making skills that will help learners improve their vocabulary as well as listening and speaking skills. At the end of the quarter, students will be thoroughly prepared for advancing their emerging language skills in 7th grade and beyond. Learners will focus on building skills that will help them to figure ways to use their current vocabulary to explore new vocabulary.

Tech Essentials (TE)

This course offers 6th-grade students an opportunity to learn important and transferable technology skills while engaging in hands-on projects covering topics such as robotics, computer programming, digital design, and engineering. Students will learn to better use essential technology tools and platforms to enhance their digital literacy and critical thinking skills.

Seventh Grade Classes

English 7

Seventh Grade English is designed to increase students' fluency with reading, writing, speaking, and listening. Students will read fiction and nonfiction, with *The Outsiders* as a core novel. They will use their increased fluency with reading to produce writing, in the form of narrative, informative, and argumentative texts. They will use technology to conduct research, produce writing, revise, edit, and evaluate their texts. Students will also increase their familiarity and expertise in oral language, conventions of English, and figurative language.

History 7

Seventh Grade World History is a comprehensive course that covers both World History and Geography during the medieval and early modern time periods. It begins with the Roman Empire in 300 CE and traces the major world civilizations and religious powers through the Age of Enlightenment ending in 1789. The medieval and early modern periods provide students with opportunities to ask questions, investigate various historical concepts, and draw conclusions from evidence while studying the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. During these periods, the regions of the world became more and more interconnected. Students will learn that although societies were quite distinct from each other, there were more exchanges of people, products, and ideas in each century. *Text: History Alive! The Medieval World and Beyond*

Math 7

Seventh Grade Math is designed to develop the necessary skills outlined in the California Common Core Standards which include: developing understanding of and applying proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, two and three-dimensional shapes to solve problems involving area, surface area and volume and drawing inferences about populations based on samples. *Text: Desmos Math 7 (Online Text)*

Accelerated Math 7

Prerequisite: Accelerated Math 6 or 6th grade math students will be placed based on testing and teacher recommendation.

Accelerated Math 7 is the second year of a two year accelerated plan to ensure students are ready for Algebra I in eighth grade. The course encompasses the middle school California Common Core Standards which include: developing understanding of and applying proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations; formulating and reasoning about expressions and equations including modeling an association in bivariate data with a linear equation; solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; solving problems involving scale drawings and informal geometric constructions, two and three dimensional shapes to solve problems involving area, surface area, volume, distance, angle, similarity, and congruence; understanding and applying the Pythagorean Theorem; and drawing inferences about populations based on samples. *Text: Desmos Math 7 and Desmos Math 8 (Online Text)*

Math Support 7

This course is to be taken in conjunction with Math 7 by students who need intensive and strategic assistance in developing skills necessary for Math 7. Students will be provided personalized academic support to address specific areas of challenge regarding the California Common Core Standards. The enrollment for this class is based on NWEA MAP test scores, teacher recommendation, and parent request. The purpose of the class is to develop competence and confidence while working through the students' grade level math curriculum. Grade level Math curriculum and necessary prerequisite skills are presented and reviewed. Current math achievement is assessed and any gaps in prerequisite skills are addressed and remediated. The course provides an opportunity to review, practice and master the skills needed to access and achieve success in the general education Math curriculum.

Integrated Science 7

Seventh grade Science introduces students to many of the scientific ideas, concepts, and principles related to life, physical and earth science on earth. Students will learn science through active participation in demonstrations, collaborative learning activities, multimedia presentations, research, inquiry, and experimentation with an emphasis on developing critical thinking skills and a greater depth of knowledge of science. Topics include ecosystems, chemistry, geology, and environmental issues.

PE Grade 7

Physical Education programs at PGMS consist of a wide variety of activities designed to develop proper basic motor skills, physical fitness, and fundamental movement patterns. Coinciding with the school philosophy there is an emphasis on sportsmanship and cooperation including respect for one another. Students will learn individual skills and knowledge to promote lifelong physical fitness. Students are provided with an introductory exposure to a wide variety of activities, including individual and team sports. Seventh graders will participate in the California State Physical Fitness Testing.

PE Period 1

This PE class is offered for 8th graders taking support classes or music classes to allow room in their schedule for an additional elective. If there is space, 7th graders may be added.

Eighth Grade Classes

English 8

Eighth Grade English is designed to improve students' abilities to communicate in the English language. Students will learn to listen, speak, read, and write more effectively; and to expand and enrich their experiences and tastes in reading literature, fiction and nonfiction. Units from the StudySync online textbook help students develop Common Core ELA skills. *NOVELS: The Pearl*, excerpts from other works by John Steinbeck; *The Diary of Anne Frank*, *In My Hands* by Irene Gut Opdyke (a Holocaust rescuer), *Night* by Elie Weisel, and other Holocaust readings.

History 8

Eighth Grade US History covers such topics as the discovery of the New World and European colonies, the War of Independence and Revolutionary War, the US Constitution, the Westward Movement, the Civil War, Reconstruction, Industrialization, the Progressive Era and the Spanish-American War. Throughout the course students will examine the effects of geography on all historical events. Throughout the year, students will develop skills in historical analysis, multiple perspectives, research, note-taking, cooperative learning and presentation. Additionally, students will participate in a variety of classroom activities such as Socratic discussions and simulations. *TEXT: History Alive! The United States Through Industrialism*

Math 8

Eighth grade Math is designed to develop the necessary skills outlined in the California Common Core Standards which include: formulating and reasoning about expressions and equations including modeling an association in bivariate data with a linear equation; solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. *Text: Desmos Math 8 (Online Text)*

Integrated Math I

Prerequisite: Accelerated Math 7 or the equivalent.

Integrated Math I is the first course in the High School Common Core Math series. Instructional time will focus on exploring, discussing and examining the following concepts: systems of equations and inequalities, arithmetic and geometric sequences, linear and exponential function, features of functions, congruence, constructions, and proofs, connecting algebra and geometry, and modeling data. *Text: Big Ideas Integrated Mathematics 1*

Math Support 8

This course is to be taken in conjunction with Math 8 by students who need intensive and strategic assistance in developing skills necessary for Math 8. Students will be provided personalized academic support to address specific areas of challenge regarding the California Common Core Standards. The enrollment for this class is based on MAP test scores, Scholastic Math Inventory test scores, and teacher recommendation, and parent request. The purpose of the class is to develop competence and confidence while working through the students' grade level math curriculum. In the course, grade level Math curriculum and necessary prerequisite skills are presented and reviewed. Current math achievement is assessed and any gaps in prerequisite skills are addressed and remediated. The course provides an opportunity to review, practice and master the skills needed to access and achieve success in the general education Math curriculum.

Integrated Science 8

Eighth grade Science will focus on developing skills for students to analyze and interpret data from their own experiments as well as create evidence supported solutions that can enhance their proposed model. This science course content will include numerous hand-on activities, discussion and experimentation, as well as the development of creating evidence based claims. Possible topics of study include, genetic engineering, evolution of species, Earth's place in the Universe and Newtonian physics and motion.

PE Grade 8

Physical Education programs at PGMS consist of a wide variety of activities designed to develop proper basic motor skills, physical fitness, and fundamental movement patterns. Coinciding with the school philosophy there is an emphasis on sportsmanship and cooperation including respect for one another. Students will learn individual skills and knowledge to promote lifelong physical fitness. Students are provided with an introductory exposure to a wide variety of activities, including individual and team sports.

PE Period 1

This PE class is offered for 8th graders taking support classes to allow room in their schedules for an additional elective. Music students are also considered if space is available.

Special Education Classes

Ramp Up English Offered for all grade levels.

Prerequisite: Scholastic Reading Inventory test scores and teacher recommendation

Reading and Phonics programs such as System 44, Read 180, SRA, *Lexia* are designed for the most challenged readers in Grades 6-8. Targeted reading instruction with the use of these programs is proven to help students master the foundational reading skills required for success in school through explicit instruction in comprehension and writing and a personalized learning progression driven by technology.

Read 180 is an intensive reading intervention program used to accelerate the reading levels and test scores of struggling readers in Grades 6-8. Read 180 provides individualized instruction through teacher-directed lessons, adaptive software, age-appropriate nonfiction and fiction texts, and data-driven differentiation. Read 180 accelerates learning and enables struggling readers to experience success in middle school settings. System 44 is a reading program for the most challenged readers, and focuses on foundational reading skills, such as phonics, spelling, and comprehension.

Transitional English

Transitional English is designed to bridge the gap between Ramp Up English and general education English. It can be taken either concurrently with general education English or by itself. In the course, grade level English curriculum and necessary prerequisite skills are presented and reviewed. The course utilizes Excellence in Writing curriculum and Scholastic, in addition to other supplemental materials, such as Newsela and core novels. The course provides an opportunity to review, practice and master the skills needed to access and achieve success in the general education English curriculum.

ELA 6-8

ELA 6-8 is a specialized reading class designed to teach students who demonstrate lagging skills in decoding and fluency. It will use best practices such as systematic word recognition instruction through phonogram pattern study, using multisensory strategies and encoding skills through explicit instruction in spelling rules and patterns. Skills taught include: Phonemic Awareness, Sound/Symbol Correspondence and Sound Discrimination, Decoding Strategies – closed/open syllables, vowel-consonant-e syllables, vowel patterns, Writing Fluency (writing from dictation), and Spelling and Dictation.

Math 180 A

All grade levels. Must have an IEP to qualify. Students will be provided with personalized academic support to address specific areas of challenge regarding the California Common Core Standards primarily using the Math 180 Program. Math 180A focuses on Addition, Subtraction, Multiplication and Division.

Math 180 B

All grade levels. Must have an IEP to qualify. Students will be provided with personalized academic support to address specific areas of challenge regarding the California Common Core Standards primarily using the Math 180 Program. Math 180B focuses on Addition, Subtraction, Multiplication and Division of Fractions, Decimals and Integers.

Social Skills

Offered to all grades

Prerequisite: Teacher Recommendation

The objective of Social Skills class is to develop social language skills, build student confidence as communicators, reduce social anxiety, and teach social skills. The class will also teach strategies for self-regulation and expand students' emotional vocabulary, with the goal of raising his/her self-awareness. Conversation skills and social problem-solving will be addressed through video lessons and role-playing.

Learning Center/Resource Program Grades 6-8

Prerequisite: Special Education Recommendations.

Students who have an Individualized Education Plan (IEP) can be enrolled in Learning Center grades 6 through 8. The class will take the place of one elective course each semester. Learning Center is designed to teach identified students study skills and organizational strategies necessary to support them in their academic classes. This class provides students with additional academic support to ensure they understand the concepts taught in their mainstream classes (Math, English, Science and History). Learning Center also teaches students to become self-advocates and independent learners.

Read 180 - Grades 6-8

This course is to be taken in conjunction with ELA by students who need intensive and strategic assistance in developing skills necessary for Grade level ELA. Students will be provided with personalized academic support to address specific areas of challenge regarding the California Common Core Standards. Instructional time will focus on students' target deficit areas, such as parts of speech, essay writing, vocabulary, reading comprehension, and study skills. The enrollment for this class is based on Scholastic Reading Inventory test scores and teacher recommendation.

7th & 8th Grade Electives

Art

Prerequisite: None. Although not a requirement, this semester-long class builds on the skills learned in the 6th grade cycle class. Offered for 7/8 graders only.

Art is designed to increase the student's creative abilities, technical skills, and awareness of art while aligning to the California State Standards for Visual Arts. This course introduces students to the basic elements and principles of art through various activities such as painting with acrylic, watercolor, and ceramic glaze, exploring pattern and color theory with markers, colored pencils, and pastels. Students will create three-dimensional objects using some of the following materials: clay, cloth, paper, papier-mâché, and found objects. In addition, students will develop an understanding of art throughout history and across cultures.

AVID (Advancement Via Individual Determination) Grade 7 & Grade 8

Prerequisite: Minimum GPA 2.0; Application and Interview required.

AVID is a year-long course designed to prepare students for entrance into four year colleges/universities. The emphasis will be on preparation for rigorous High School academic classes, study skills, test taking, note taking, collaboration, and academic writing. Students will work two times per week with peers in collaborative tutorials, one day of motivational activities, as well as learning WICOR skills (Writing, Inquiry, Collaboration, Organization, and Reading).

Computer Video Bulletin

Prerequisite: None. 7/8 grade only.

This semester-long class teaches students how to produce a daily video bulletin using clipchamp.com and powtoons.com. Students will be instructed in filming and editing original videos, as well as how to create informational slides with effects. In addition, students will learn about laws and vocabulary pertaining to video production, and cyber citizenship. A team based class that keeps the school informed and entertained each morning. Students will also participate in self led google skills and coding skills courses to continue their computer literacy skills.

ELD

All grade levels. English Language Development (ELD) is a course designed for English Learners in sixth through eighth grade who have yet to be designated as proficient in English. This course is a combination of ELD levels I-V, and offers an integrated reading, writing, listening and speaking curriculum. The adopted curriculum will focus on the academic discourse and writing skills necessary for success in the students' core classes. Classroom activities include frequent opportunities for active speaking and listening with focused instruction of the essential vocabulary to perform in those skill areas. Students ask and answer questions, make interpretations, perform analysis, complete the different types of writing, develop vocabulary and engage in reflections about their readings. Students are guided and encouraged to become "real" readers, writers, speakers, and listeners of English.

Foods

Prerequisite: One semester of Home Economics. 8th graders only.

This year-long course offers the opportunity to continue advanced cooking skills through a variety of second level cooking experiences. Students will begin the year by cooking items to sell and advertise the items to build a restaurant startup fund. They will create balanced menus, research recipes; adjust yields, manage their time, prepare complex dishes, serve the food in our cafe and clean up. Students will also learn to manage earned money. Students will prepare a lesson to be taught to peers which includes a demonstration of a specific cooking technique. Regional and ethnic styles of food preparation will be explored.

Home Economics

Prerequisite: None. 7/8 graders only.

This semester-long course is designed to help prepare students for their futures, by teaching basic life skills utilizing hands-on projects to explore many areas of consumer and homemaking education. Units of study will include the skills needed to select and prepare foods, making nutritious food choices, managing money through budgeting, and using a variety of investing and accounts. Students will participate in a sewing unit including hand and machine sewing and will construct a simple sewing project. Students will participate in stress reduction techniques using a variety of breath work, quotes and sound. A special emphasis is placed on forming good communication skills, problem solving abilities, and creating a balanced life.

Leadership

Prerequisite: None. Open to 7th & 8th graders with priority for 8th graders. Teacher, counselor or administrator approval; minimum GPA of 3.0 or above.

This year-long class is designed to create a community of student leaders who organize, craft, and lead student activities at PGMS, as well as govern and represent the student body. Students create enjoyable activities that enhance the environment on campus and contribute to student growth. Students must maintain adequate grades in all their classes and demonstrate exceptional behavior commensurate with being a leader. Students will develop skills in communication, problem-solving, and teamwork. Students are required to attend one Leadership-type meeting a semester, i.e. PTSA, school board, school site council, city council, etc.

Spanish 1

The foundational course uses communicative activities, music, games, and story-based instruction to achieve novice-mid/high fluency in all four basic language skills: listening, speaking, reading and writing. Students will be immersed in the target language through a comprehensible approach to language learning. Authentic language and cultural sources will be integrated through storytelling, music, dance, conversations, hands-on projects, and the use of technology. Students will enjoy interactive and interpersonal instruction for purposes of communication in Spanish. By the end of this course, students will be able to communicate effectively in beginning conversations regarding family, hobbies, and interests. Students will be able to communicate in complete sentences and short paragraphs regarding familiar topics.

Technology Engineering and Design (TED)

This course serves as an extension of the Tech Essentials (TE) class that students typically take in 6th grade. TED takes a deeper dive into engineering, robotics, 3D Modeling, and digital design concepts. Students will gain practice in computational thinking as they *ask, research, imagine, plan, create, test, and improve* while collaborating with their peers on a range of technology-mediated design projects and activities. Both virtual and hands-on learning experiences reinforce students' understanding of technology's role in society.

Music

Chorus

Prerequisite: None. Grade 6-8.

Chorus is for students who are interested in vocal music performance. It is an outlet for the student who enjoys singing for their own pleasure. In this class you will learn about the following musical skills for ensemble singing: proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. The chorus will perform various styles of choral literature from classical to pop. Participation in various performance opportunities is a requirement of the class.

String Orchestra

Prerequisite: None. Grade 6-8.

String Orchestra is a year-long course that introduces students to new music and concentrates on improving the student's performance skills on the violin, viola, cello and bass. These skills include basic rhythms, melody, bowing, theory, and performance styles. Music skills will be taught by use of textbooks, workbooks, handouts, demonstrations, music technology, and from musical selections taken from classical to popular styles

Chamber Orchestra

Prerequisite: 1 year of String Orchestra or audition. Grade 7-8.

Chamber Orchestra is a year-long course that introduces the students to new music and concentrates on improving performance skills on the violin, viola, cello or bass. These skills include advanced rhythm, melody, bowing, theory, and performance styles. Music skills will be taught by use of instruments, textbooks, workbooks, handouts, demonstrations, music technology, and musical selections.

Concert Band

Prerequisite: None. Grades 6-8

Concert Band introduces students to new music and concentrates on improving the student's performance skills by learning a new wind, brass, or percussion instrument. These skills include rhythm, melody, theory, and performance styles. Music skills will be taught by use of textbooks, workbooks, handouts, demonstrations, music technology, and from musical selections taken from classical to popular styles.

Symphonic Band

Prerequisite: 1 year of Concert Band or audition. 7/8 graders. Symphonic Band is a year-long course that introduces students to new and larger works of music and concentrates on improving performance skills on wind, brass or percussion instruments. These skills include advanced rhythm, melody, theory, and performance styles. Music skills will be taught by use of instruments, textbooks, workbooks, handouts, demonstrations, music technology, and musicals.

Jazz Band/Jazz Class

Class Time: Period 8 Wednesday & Friday 3:00-4:15 p.m.

Prerequisite:

- *Enrolled in any of the day bands, chorus, or orchestras*
- *Jazz Band - by audition &/or instrumentation*

Grade Level: 6-8.

Jazz Band introduces the music student to new music and concentrates on improving the students' performance skills on their own instrument. These skills include advanced rhythms, melody, theory, improvisation, and performance skills in jazz, rock and other styles. Music skills will be taught by use of instruments, textbooks, worksheets, hand-outs, demonstrations, music technology, and from musical selections taken from varied styles of music.

*Parents please arrange after school appointments and athletics so that they do not conflict with these rehearsals. Grades are based on attendance as well as musicianship. Students missing rehearsals will need to make up time.

Textbook: Jazz Ensemble Method-Kjos

Scales, Chord, & Rhythm sheets (Provided)

Modern Band (Jazz Combo)

Class Time: Period 8 Tuesdays from 3:00-4:15 p.m. & Thursdays from 2:00-3:00 p.m.

Prerequisite: Audition only

Grade Level: 6/7/8.

The Modern Band component of Jazz Combo, introduces the music student to new music and concentrates on improving the students' performance skills on their own instrument. These skills include advanced rhythms, melody, theory, emphasis on improvisation and performance skills in jazz, rock and current alternative styles. Students will explore performance based music tech as well as lead and prepare an ensemble for performance. This is an advanced performance based class.

Resources and Supports

AWARDS AND RECOGNITION

The following are a few school sponsored awards designed to recognize students doing an outstanding job at PGMS.

Kindness Kards: Staff members recognize students who show exceptional attitude, effort, or courtesy with a Kindness Kard. Students may turn in their card to the office at the end of any given school day for a special treat. Once turned in, Kindness Kards are selected in monthly drawings for prizes.

Student of the Month: Students of the Month are selected by teachers each month to reward responsible behavior, good citizenship, and/or academic excellence. Students will be recognized with a certificate of appreciation, a bumper sticker, and a professional photograph, to be displayed in the main hall. Teacher participation is voluntary.

Honor Society: This form of recognition is reserved for students who excel in their academic work. Honor Roll is computed at the end of each quarter for students earning a 3.5 grade point average (GPA) or higher. The PGMS Parent Teacher Student Association (PTSA) sponsors quarterly Honors Breakfasts to honor these students. Invitations are distributed in the homeroom a few days prior to the event. Parents are encouraged to join their students for the event.

Honors Night: In the spring, we hold a school-wide Honors Night. Students who have made the Honor Roll for each semester are recognized. Community Service hours beyond the minimum will also be recognized.

CLUBS

Students are encouraged to get involved with the clubs at PGMS to meet new friends and stay actively involved in school. Most of our clubs meet during lunch on a weekly basis. Each year the clubs vary depending on student interest. If a student has a club idea, they should complete the PGMS Club Request Form, which can be found on the school website (www.pgmiddle.pgusd.org), under “Students”. The student(s) need(s) to establish who the club’s student leaders will be, a location, date and time to meet, and a faculty advisor for the club. The form should then be submitted for approval.

COUNSELING

Counseling services are available for every student in the school. The purpose of the counseling program is to support and meet the social, emotional and academic needs of our students. We also want our program to be proactive versus reactive. We use a collaborative approach by gathering input and support from teachers, students, parents, and community representatives.

Our comprehensive Guidance and Counseling Program facilitates student development in the areas of academic and personal/social growth. We utilize counseling staff, school psychologists, and outside providers, as needed, to provide services to students, parents, and staff. These services include assistance with educational planning, study techniques, and/or personal/social concerns.

Our school counselors organize **Student Study Teams** for students struggling with academic, behavioral or attendance challenges. Parents, teachers, student, administrator, and counselor are present to collaborate at these meetings. Additionally, if a student is having difficulty communicating with a peer or teacher(s) or if the student is having a conflict with another student, they should fill out an **“I want to see” form**, located in the office, and request to see the counselor.

DISCIPLINE

PGMS approaches all disciplinary matters with the intent to correct behaviors while maintaining respect for all students. To this end, a variety of disciplinary interventions are utilized. Please refer to the [PGUSD Discipline Matrix and Related Interventions for Grades K-12](#) (Exhibit 5144) for a range of interventions for a specific violation.

FOOD SERVICES

CA Universal Meals:

The Food Service Department is committed to providing students with nutritious meals and is aware of the importance and impact good nutrition has on student learning and achievement. We are happy to offer free school meals in SY 2024-25. We will make available one (1) breakfast meal and one (1) lunch meal to every PGUSD student every school day.

- A reimbursable breakfast meal consists of an entree, fruit and/or vegetable and optional milk.
- A reimbursable lunch meal consists of an entree, fruit, vegetable, and optional milk.

If the student wishes to take milk to complement their meal from home, we encourage the student to take two more food items to make the meal free and reimbursable. Otherwise, the student will have to pay for milk Individually.

- A reimbursable breakfast or lunch meal consists of three of the five food items offered.
 - Choose three items from milk, fruit, vegetable, protein, and grain (one item must be fruit/vegetable).
 - A student may also choose all components offered at each meal.

Meal Application:

The District encourages each household to complete a meal application every school year *on or after July 1* as the previous year's eligibility expires 30 days into the new school year. While a meal application is not required to receive free school meals, your household may qualify for education benefits or reduced utility and broadband rates if you qualify for free or reduced-priced meals by completing a meal application.

[Online meal applications](#) are available during registration as well as on the District [website](#) throughout the year. Paper applications are available at school offices and the District Office. We encourage online meal applications to ensure all fields are completed accurately. Completed meal applications will be processed within 10-business days of receiving and a notice of eligibility will be sent via mail or email.

Meal Account:

Every student has a meal account automatically linked to their name and student ID number. The meal account is a DEBIT account, not a credit account. At the time of receiving a meal, the student will need to input their student ID number into the Point of Sales. A reimbursable meal will be provided *at no cost to the student*.

If a student wishes to purchase a la carte items, an additional entree, a second meal, or individual milk there must be sufficient funds at the time of purchase.

Payment & Refunds on Meal Account:

- Cash or check payments can be made out to PGUSD Food Services and can be dropped off at the school sites or District Office.
- Refund requests may be made by contacting the School Nutrition Director.

FOOD RULES:

- **Gum is not allowed on campus.** Students caught chewing gum will be assigned trash duty.
- No food is allowed in the hallways or classrooms.
- Sodas, high sugar energy drinks, candy and other sugary snacks are not allowed at school.
- Glass containers are not allowed at school.
- Students are expected to be quiet and courteous in the lunch lines. Cutting in line, pushing or general horseplay is not acceptable conduct and will result in disciplinary consequences being issued.
- Stealing food from the cafeteria or other students will not be tolerated and will result in disciplinary consequences. Food must remain in plain sight while in the lunch lines.
- Students who tamper with the food serving lines and equipment will face disciplinary consequences
- Throwing food or drinks is prohibited. Students should maintain clean eating areas by using the trash cans and recycling bins.
- All food and drink must be consumed in the designated lunch table areas. No food or drink is allowed on the athletic field. Food and drinks are not allowed inside the school building, inside of classrooms, or to be stored in lockers if previously opened.
- Students may not have food delivered to campus by any vendor, including but not limited to Grubhub, Uber Eats, DoorDash, Postmates and similar businesses.

Please follow the guidelines of the District's Wellness Policy when sending treats to classroom celebrations. Board Policy 5030 states, "Parents are encouraged to support the District's nutrition education efforts by considering nutritional quality when selecting foods sent to school, either for an individual student or for class consumption."

HOMELESS/FAMILIES IN TRANSITION

Homeless children and youth have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth. (42 USC 11431[1]) If you have uncertain housing, a temporary address, or no permanent physical address, federal and California laws guarantee that your children may be enrolled in their previous school. (42 USC 11432[g][6][A][iv]) If this describes your family's living situation, or if you are a student not living with a parent or guardian, please contact our District Homeless Liaison, Clare Davies, at 646-6523.

LIBRARY

Library: The library is open from 8:00 a.m. to 3:00 p.m. daily. Library books may be checked out for two weeks at a time and then must be returned or renewed. Students must take responsibility for lost, stolen or damaged books. Overdue materials may result in the loss of library borrowing privileges. All fines must be paid in order to participate in the end-of-year field trips. Students are not allowed to bring food or drinks into the library. Students may use the library at lunch (days open to be announced) by signing up in the morning before school or at break.

The library has several desktop computers and ChromeBooks that students may use before school or during break or lunch time to work on assignments or print papers.

Tech Support: Technical support is available for students having trouble with school technology or online curriculum platforms. Students in need of tech help should go to the Library, where they are likely to find Mr. Fong. If he is not available, students should come to the Office window.

Textbooks/Library books: Textbooks are available to each student at the start of the school year through the library, however most classes make regular use of online versions of the textbooks. Hard copy texts are available upon request. When hard copy texts are issued, classroom teachers will direct students to take their book home for the year or to store it in their locker. Textbooks are to be covered for the entire year. Parents are liable for lost or damaged textbooks as well as other library books. Textbook and library book fines must be paid prior to the end of the year to remain eligible to attend end of the year activities such as Great America, Promotion Ceremony and Promotion Dance.

LOCKERS

All students will be assigned a book locker and a PE locker (assigned by PE teacher) at the start of the school year. Backpacks **MUST** be kept inside the locker the entire school day and should not be brought to the classrooms or field. The school accepts no responsibility for the contents of lockers, and reserves the right to search lockers if there is reasonable suspicion.

To maintain locker privileges, students must abide by the following rules:

1. Use only the locker assigned to you and keep it locked at all times.
2. Do not trade or share lockers.
3. Keep your locker combination secret. Sharing locker combinations may lead to theft.
4. If a student has concerns about locker security, they should report it immediately.
5. Do not write or mark on, or in, lockers. Do not affix stickers on, or in, the lockers.
6. Do not tape anything inside or outside the lockers, even for birthdays.
7. After locking your locker, spin the combination dial and double-check that it is securely locked before walking away.
8. Do not leave your locker 'popped.'
9. Do not store open food or drinks in your locker, or store any food overnight.

Students are responsible for the cleanliness and upkeep of their assigned lockers. Students who abuse, misuse, share, 'pop', or trade lockers may lose the privilege of using a locker for the remainder of that quarter. Parents/students will be required to pay for locker damages should they occur. A fee will be charged for locker repairs, cleanup, or changing the locker combination.

LOST AND FOUND

The Lost and Found areas are located outside the library, and inside the boys and girls locker rooms. Persons finding valuable items should turn them into the office immediately. Students are encouraged to write their name on all personal items, including lunch boxes and clothing. Lunch boxes will be held for one week before being disposed of or donated. Students and parents should check the lost and found regularly and only take items originally belonging to them. All unclaimed items will be donated to charity at the end of each quarter.

MESSAGES AND DELIVERIES

Sending messages and forgotten items to students while they are in class disrupts the learning process and will only be done in emergency situations. Forgotten homework, PE clothes, and lunches are not considered an emergency. Any item dropped off for a student will be held in the office until the student can retrieve it during a passing period or break. Please remind your students to always check the office when they realize they forgot their lunch, homework, binder, backpack, etc. Most of the time their lunch or various items are dropped off. If your student calls you to bring something to the office, it is their responsibility to come up to the

office to check if it is here. We will not send a pass to let your student know that it is in the office, as it interrupts learning in the classroom. If you bring something to the office that you think your student needs for a class, and your student does not come up to get it, we will place it in the teacher's box. We understand that after school plans do change and exceptions can be made. Special deliveries, such as balloons for birthdays, are not allowed on the PGMS campus. Please do not distribute party invitations at school to avoid inadvertently hurting the feelings of uninvited students. Thank you for your understanding, in this matter, to decrease the number of classroom disruptions.

MENTAL HEALTH SERVICES

Student mental health services are available through the Pacific Grove Unified School District by contacting:

Yolanda Cork-Anthony
Director of Student Services
435 Hillcrest Avenue
Pacific Grove, CA 93950
(831) 646-6523

SCHOOL SAFETY

Student safety is a top priority at PGMS. As such, the school conducts monthly safety drills to practice the districtwide protocols for potential school emergencies. These protocols are part of The Big Five, a county-wide framework for emergency responses in K-12 schools, and include the following: Duck, Cover & Hold On, Shelter In Place, Evacuation, Secure Campus, and Lockdown/Barricade. These protocols can be found, in detail, in the PGMS Safety Plan, on the school website. Some drills are performed in collaboration with PGPD.

TECHNOLOGY

Pacific Grove Middle School utilizes instructional technology to enhance teaching and learning and promote innovation and the development of 21st century skills. All classrooms are equipped with a class set of ChromeBooks, and all students have access to the Google Suite of Education Tools.

ALL Pacific Grove Middle School students and their parents/guardians are required to sign that they have read and understand the District's policy for acceptable use of technology, including web access, online textbooks, school computers/ChromeBooks, and other technology. A signed Agreement is required for all students.

Pacific Grove Unified School District
School Year 2024-2025

Online/Internet User Obligations and Responsibilities/Acceptable Use Agreement

Students are authorized to use the District's equipment to access the Internet or other online services in accordance with this Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the District's system safely, responsibly and primarily for educational purposes.
3. Students shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion or political beliefs. (PGUSD Bullying/Cyberbullying Board Policy #5131.3) Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors.
4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.
5. Students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify or use another individual's identity.
11. Students shall report any security problem or misuse of the services to the teacher or principal.

Whenever a student is found to have violated Board policy, administrative regulation, or the District's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the District's technological resources, as appropriate.

CODE OF CONDUCT

2024-2025

The PGMS Code of Conduct outlines the rules which shall be followed to provide a safe, orderly, and respectful environment so teachers can teach, students can learn, and so we can create a school everyone wants to come to every day. All school rules are based on district policy and state law. Policies and rules are enforced fairly, uniformly and consistently without regard to race, beliefs, economic status, or gender.

Disciplinary Interventions/Consequences: All avenues shall be utilized to encourage the positive interaction of students. However, when misconduct occurs and a warning or referral is issued, the interventions we employ are intended to help the student learn from their mistakes and to exercise self-control. These interventions include, but are not limited to, the following: Advising and counseling students; conflict resolution; written apologies; parental contacts and conferences; detention; work/trash detail at lunch or after school; community/school service; the restriction of participation in school activities (including participation in after-school sports, attendance at non-academic assemblies, school dances, and extracurricular activities); restricted use of school technology; alternative learning environments; creative scheduling; and, when necessary, suspension, expulsion, and/or involvement of the PGPD School Resource Officer. Disciplinary consequences will be issued on a progressive discipline system. Students who repeat inappropriate behaviors or who are frequently disruptive or defiant will be issued more aggressive interventions / consequences. These are to be determined by administration on an individual basis.

Referrals: If a student violates a school rule and/or policy, or is involved in misbehavior which disrupts school activities, they may be *referred* to speak to administration. Warnings are issued for minor disruptions or defiance, however, a referral may be given for repeating these behaviors. Teachers, substitute teachers, staff, or bus drivers may refer students to administration. Referrals are cumulative by quarter and may limit a student's eligibility for extracurricular activities. The teacher/staff member issuing the referral will make initial contact with parent(s). The administrator may follow up with additional parent contact when issuing a consequence.

Detention: Students may be assigned to serve a Thursday detention as a consequence for breaking school rules. While in detention, students will reflect on the incident that earned them the detention, make plans to avoid repeating the mistake, and figure out the best way to make amends with any victims. Staff will assist with this. Students who have been assigned a detention should report to the appropriate classroom by 2:05. Reminder slips will be given to students as a courtesy. Skipping detention will result in additional consequences.

I. Truancy

California State law requires students to attend school and all classes on a regular basis. California Education Code recognizes only illness, medical appointments, quarantine, observance of a religious holiday, or attendance at funeral services as excused absences. All other absences, including family vacations, oversleeping, personal reasons, or any absence not cleared within 72 hours are considered unexcused. A student will also receive an unexcused absence if they cut class or arrive at school without a valid parent excuse 30 minutes after the start of school. When a student receives an unexcused absence, parents are

notified, a referral may be written, and a detention may be assigned. After the third unexcused absence, California Ed Code considers a student truant and truancy proceedings are initiated with the Monterey County Truancy Abatement Program and the District Attorney's office. Please note: **Teachers are not required to accept make-up work from a student who receives an unexcused absence.**

II. Tardiness

A student is considered to be tardy if they are not seated and prepared to work when the class period begins. Tardies accompanied by a doctor's note or appointment card are excused; however, other tardies, whether the fault of the parent or student, cannot be excused. Tardies are cumulative by quarter. Each period is recorded separately. For each tardy that occurs the following consequence(s) will apply:

- **Tardy 1:** Teacher warning, possible teacher consequence
- **Tardy 2:** Teacher warning, possible teacher consequence, student will be issued a warning slip.
- **Tardy 3:** Student meets with Registrar, parent contacted by Asst. Principal
- **Tardy 4:** Student meets with Registrar, parent contacted by Asst. Principal
- **Tardy 5:** Student meets with Asst. Principal, parent contacted by Asst. Principal, Detention assigned
- **Tardy 6:** Parent conference with student and Asst. Principal, Detention Assigned
- **Tardy 7:** Saturday School or in-school suspension assigned, parent contacted by Asst. Principal
- **Tardy 8:** Loss of eligibility for extracurricular activities. Parent requested to shadow student, other consequences to be determined (may include additional parent conferences, Saturday School, in-house suspension, and/or loss of extracurricular privileges.)

III. Dress Code

The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Pajamas are not appropriate clothing for school, and should only be worn on occasional 'pajama day' spirit days.
4. Clothes shall be sufficient to conceal undergarments at all times. Exposed chest, sides, back of the body, midriffs, or buttocks are prohibited. See-through or fish-net fabrics, halter or strapless tops, and skirts or shorts shorter than mid-thigh are also prohibited.
5. Gym shorts may not be worn in classes other than physical education.

Consequences for Violating the Dress Code:

- First time offenders will receive a warning and be asked to address the issue. The student may call their parent/guardian to bring a change of clothing or the student may change into their PE clothes or clothes borrowed from a friend..
- Second time offenders will receive a referral and may be assigned detention. They will be asked to change, and their parents will be notified.
- Further offenses will, in addition to a referral, detention(s), and a change of clothing, require the parent(s) and student to attend a conference with the Assistant Principal and may result in additional detentions, community service, trash duty, or in-school suspension.

The above dress-code standards are also in effect for all extra-curricular events and activities. Determination of appropriate clothing will be made by school administration according to the criteria established above.

IV. Prohibited Items

Students are prohibited from bringing Sharpies, lighters, fireworks, poppers, stink bombs, pepper spray or mace, tobacco, E Cigarettes (vape), drugs, drug paraphernalia, alcohol, knives of any kind, guns of any kind, laser pointers, or any other dangerous objects/toys to school. Possession of such items may result in disciplinary consequences, up to and including suspension, expulsion and the involvement of the PGPD.

Students are also prohibited from chewing gum at school, and from bringing roller blades, digital cameras, perfume and deodorant sprays, *or other personal property/toys not related to school activities*. Per Board Policy, balloons of any sort are prohibited on all PGUSD campuses. Possession of these items may result in a referral and disciplinary intervention. Students should not bring large amounts of money to school and are also prohibited from selling *anything* on campus.

V. Drug Canine Units & Searches

Use of drug-detecting canines is one part of a comprehensive approach to drug and alcohol prevention in PGUSD. Reaching the goal of zero use and/or possession of drugs and alcohol on campus depends on students, parents, and staff members working together. Random searches by dogs will take place on campuses at unannounced times during the school year. Students and their belongings, including lockers and backpacks, are subject to search by school officials under any circumstances considered to justify "reasonable suspicion."

VI. Cell Phones and Other Electronic Devices

Per Education Code 48901.5 (a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. (b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (Amended by Stats. 2002, Ch. 253, Sec. 2.)

Cell phones, music devices, smart watches, and all portable media devices, including e-readers, **must be turned off and stored inside lockers during regular school hours and may not be used inside the school.** These items may only be used outside the school building before and after school. These items are the most commonly lost or stolen items at school, and we cannot and will not be responsible for such items. We strongly recommend that you keep all valuable items at home. Any time a student found to be using a cell phone or other electronic device, or with the item on or out during the school day, will receive a disciplinary intervention.

- First offense, the student will be issued a warning, and may reclaim the item no sooner than the end of the school day from the Assistant Principal and a parent will be contacted.
- Second offense, the student will be issued a referral, assigned a detention, and the parent must pick up the item from the Assistant Principal.

- Third offense, the student will be issued a referral, a parent conference will take place with the Assistant Principal, and the student will lose the privilege of having the cell phone/device on campus for the remainder of that quarter. Phone storage agreements will be made at the parent conference.

VII. Academic Honesty – Plagiarism/Cheating

Students who copy work from others, lend inappropriate assistance (allow others to copy work) to others, submit work that is not their own efforts, or engage in forgery are guilty of “academic dishonesty” and will have consequences.

Plagiarism includes taking someone else’s assignments or portions of an assignment and submitting it as your own, submitting material written by someone else (including online resources and class texts) without properly citing the source(s), and presenting the work of tutors, parents, siblings or friends as your own.

Cheating is copying another student’s work or lending/receiving outside assistance on any assignment, test or quiz, except when the teacher allows. When a student violates the Academic Honesty Policy at any time, they will be disciplined in a manner consistent with the nature of the infraction, and may include any or all of the following:

- Receive a zero for the academic exercise
- Referral to administration
- Parent conference
- Detention(s)
- Repeat offenders may earn an in-school suspension or Saturday School

VIII. Disruptive Classroom Behavior

When a student is disruptive in class, the teacher will follow their classroom discipline procedures and may issue the student a consequence. For repeated disruptive behaviors, a teacher may elect to refer the student to administration (a.k.a. a “referral”). Teachers will notify parents of the referral. The student will meet with the Assistant Principal and consequences will be issued, if deemed appropriate. Consequences may include a conference, warning, detention(s), class suspension, full-day suspension (in-school), Saturday school, community service or a parent shadow. Repeated disruptive behavior will result in more severe consequences. The Assistant Principal will contact a parent any time a disciplinary referral and consequence is being issued. Teachers have the right to suspend a student from their classroom for a total of two days, including the day of the disruption. If a student is suspended for a class period, they will complete class work in the office or library. All PGMS staff utilize a system of *progressive discipline*. This means that the same infraction will earn more aggressive consequences when it is repeated.

IX. Harassment, Bullying, Cyberbullying, and Intimidation

Students have the fundamental right to a safe and secure environment. Students and parents place their trust in school officials to take all reasonable steps to provide a setting that is free of humiliation, intimidation and threat. Accordingly, the district and staff shall not tolerate any incidents of bullying or harassment. To this end, the administration has the duty to implement programs that encourage students to behave with civility and common decency, and to establish and enforce codes of conduct that hold students accountable should they violate this policy. [BP 5145.3]

Harassment, bullying, cyberbullying, and intimidation will not be tolerated at PGMS.

Harassment consists of verbal or physical conduct relating to an individual's gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, age, economic status, sexual orientation or the perception of one or more such characteristics. [BP 5145.3]

Bullying occurs when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other persons.

Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships. [BP 5131]

Intimidation refers to actions that would inflict or attempt to inflict fear, humiliation, or injury. [BP 5145.3]

Students who engage in such behavior will be disciplined in a manner consistent with the nature of the infraction, with the goal of learning from the incident and "making it right" with the victim(s). Restorative practices will be utilized when possible. Students who repeatedly engage in harassment, bullying and intimidation will receive increasingly severe consequences up to, and including, suspension from school and/or recommendation for expulsion from the district. Students who engage in sexual, racial, ethnic, and religious harassment will be dealt with more severely.

At a minimum, students are subject to the following:

- First offense: Receive a referral, assigned to detention, participate in a Conflict Resolution, parent contacted by Assistant Principal.
- Second offense/breaking of CRT agreements: Receive a referral, assigned one day suspension, and a meeting to be held with student, parents, and Assistant Principal.
- Third offense: Suspended from school for two to five days.
- Fourth offense: Suspended from school for three to five days, possible involvement of the PGPD School Resource Officer, and possible recommendation for expulsion.

X. Internet and Technology Use

Access to PGMS computers and the network requires parent and student signatures on the Acceptable Use Agreement (See page 34) of this handbook for the conditions of the Agreement). Network administrators may review files and communications to ensure that students are using the system responsibly. Violations may result in a referral, restricted computer and network access, such as a technology suspension, and other disciplinary and legal actions when necessary. Violations of the Acceptable Use Agreement include but are not limited to:

- Using another student's username and password to access the network.
- Trespassing in another's folder, work, or files.
- Sending or displaying offensive messages, pictures, or media of any kind.
- Use of obscene or profane language.
- Harassing, intimidating or bullying others.
- Accessing online chat rooms, social networking sites, or instant messaging services.
- Accessing websites not directed to do so by a teacher or staff member.
- Chatting with other PGUSD students.
- Damaging PGUSD devices

XI. Physical Violence and Fighting

Students who physically harm another person will, at a minimum, receive a referral and disciplinary interventions. All parties involved in mutual combat will be suspended. Self-defense is limited to actions required to escape injury, and does not include fighting back when escape is possible.

XII. Profanity and Inappropriate Language

Students who use inappropriate and/or profane language will receive a warning and possible referral to administration. Disciplinary interventions will be issued by the Assistant Principal.

XIII. Public Displays of Affection

Students shall refrain from engaging in public displays of affection. Such displays include kissing, hand holding, romantic hugging, sitting on students' laps, or other behaviors that promote romantic relationships on campus.

- First time offenses result in a warning and parent phone call.
- Second offenses may result in a referral and/or detention.

XIV. Failure to Serve Assigned Detention

Students who fail to serve an assigned detention will receive a referral and have that detention time doubled. Repeated failure to serve detention will result in an in-school suspension.

XV. Scholastic and Behavioral Eligibility

While many school-wide activities are open to all students regardless of academic standing or behavioral status, others require clear standards of eligibility. Students must be currently enrolled in PGMS to be eligible to try out for or participate in school activities. All marks for eligibility are determined by grades on the most recently completed reporting period.

The end of the year 8th Grade field trip is open to all promoting 8th grade students (on track to earn 44 units) not involved in recurring and/or serious behavioral or disciplinary problems.

Extracurricular and co-curricular activities: All students in grades 6 through 12 must meet the following standards for extra-curricular and co-curricular eligibility. [AR 6145]

Definitions:

Extra-curricular: Activities not associated with the classroom and offered beyond regular school day (e.g., team and individual sports, spirit squad, drama, clubs, and the like).

Co-curricular: Activities that are an extension of the classroom and for which the student does not receive a grade, (e.g., Close Up, History Day, curriculum-related field trips).

Scholastic Eligibility for Students in Grades 6, 7, 8

Following are the scholastic eligibility standards of the District for grades six, seven and eight. These standards are part of the middle school's continuing high expectations for its students.

<u>Activities</u>	<u>Requirements</u>
Leadership, Student Council, Overnight Field Trips	A grade of C or better in every class; No suspensions.
Interscholastic Sports, School Dances, Drama and Music Performances and other Extracurricular Activities	2.0 GPA; no more than two referrals in the most recently completed quarter; present in school for one half of the instructional minutes on the day of the event.

To remain eligible for after school sports and extracurricular activities, a student must have received a GPA of 2.0 or higher on their most recent grade report, including fourth quarter/semester two of the previous year (*except for entering 6th graders), and must have no more than two referrals in the most recently completed quarter. A student's eligibility may be removed by the site administrator as part of a disciplinary action.

Students who are suspended from, expelled from, or on suspended expulsion status (probation) at a District school are ineligible to attend or participate in any extracurricular or co-curricular activities of the type identified above at Level I, or II, regardless of their academic standing with the District, during the entire period of the student's suspension, expulsion, or suspended expulsion.

If a student is absent from school due to illness or any other reason, they may not participate in practice or a game on the day of the absence. In order to practice or participate in a contest, game, or performance on any given day, a student must be present in classes for at least half of the instructional minutes of the day.

Eligibility Notification:

In Middle School and High School, students must be informed of the District's eligibility requirements. Notification shall, at a minimum, include:

1. Annual publication of eligibility criteria in the Student/Parent Handbook
2. Printed notice on student report card informing them of eligibility and steps that can be taken
3. Progress report notices which include the following "**bolded**" statement:
Students in all grades 6-8 must have a 2.0 GPA to participate in extra-curricular and co-curricular activities, interscholastic sports, Student Council, clubs, etc.

XVI. Athletics

A comprehensive after-school sports program is offered to all PGMS students. Our school is a member of the Mission Trails Junior Athletic League and the Coastal Counties Middle School Wrestling League. We compete against other schools in a variety of team sports. All students interested in trying out for a sports team must obtain a **sports physical** and have **proof of insurance documented on the Athletic Emergency/ Medical Information & Participation Form and submitted to the office.**

Students that have insurance: Your insurance policy may already cover your athlete during school sports activities. It does not matter where the event is, whether it is a home event or at another school. If necessary, you may want to contact your insurance company to confirm that your child is covered for school sports. **The insurance information needs to be put on the Athletic Emergency/ Medical Information & Participation Form. You must provide the name of your insurance company and the policy # on the bottom portion of this form. If the policy # is not present, your athlete will not be allowed to play.**

Students that do NOT have insurance: You will need to purchase insurance coverage in order for your student to participate in school sports. Myers-Stevens & Toohy & Co., Inc. provides insurance for student athletes at a minimal cost. Forms are available in the school office. There are several policy options available for purchase. The most recommended and least expensive plan is the "School Time Accident Plan." This plan provides coverage for your athlete during any type of school activity at any time and any place. Complete the order form and mail your check directly to the company. Do not send it to school.

Eligibility: All students participating in extracurricular sports must meet the Scholastic and Behavioral Eligibility criteria, above (Section XV of PGMS Code of Conduct, above).

XVII. Grounds for Suspension/Expulsion

By State law the following offenses by a student are grounds for suspension or expulsion, whether they occur while on school grounds, while going to or coming from school, during the lunch period (on or off the campus), during a school-sponsored activity, or while going to or coming from a school sponsored activity:

- 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, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled

substance listed in Chapter 2, commencing with Section 11053, Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 commencing with Section 11053, Division 10 of the Health and Safety Code, an 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, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, e-cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Section 261.266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p. Unlawfully offered, arranged to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed toward a pupil or school personnel.

s. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion.

48900.2: Sexual Harassment - A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

48900.3: Hate Violence Crime – A pupil in any grades 4-12 inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.

48900.4: Harassment/Intimidation - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

48900.7: Terrorist Threats - Terrorist threats against school officials, school property, or both.

Students may be expelled for any violation of Education Code 48900-48900.7 or for other serious infractions. Students who violate the School-Wide Contract may be recommended for expulsion.

Please be advised it is the policy of the Board of Education, in accordance with the educational code, that a suspended student:

1. Shall not be allowed to loiter on or around any school grounds at any time.
2. Shall not be allowed to participate in any school activities during the suspension period.
3. Shall have the right to have access to their records.
4. Shall have the right to request a meeting with the administrator to discuss matters pertinent to the suspension.
5. May be requested by teachers of any class from which a student has been suspended to complete any assignments and tests missed during the suspension.