

Wilson C. Riles Middle School

Registration Requirements

	Emergency Contact Form
	Enrollment Form
	Cumulative Records Release Form
	Health History Form
	Residence Verification Form
	Parent's Rights Form (Complete Last Page)
	CJUSD Rules for Accepted Use of Computers and Computer Networks
	Residence Questionnaire (if applicable)
	Student's current shot record
	Copy of last report card
	Proof of residency in District: Current utility bill (SMUD or PG&E)
	Checkout from previous school
	Birth Certificate
	7th OR 8th Grade Elective Form

Last Name		First Name		Middle Name		Grade	Birthdate (MM/DD/YYYY)								
Student's Address						Student's Home Phone									
Parent/Guardian 1 (Who Student Lives With)															
Name			Relationship			Cell Phone									
Employer						Work Phone									
Birthdate			CDL			Home Phone									
Signature						Email									
Parent/Guardian 2															
Name			Relationship			Cell Phone									
Employer						Work Phone									
Birthdate			CDL			Home Phone									
Signature						Email									
Siblings Attending C.J.U.S.D.						<i>For Office Use:</i> <table border="1"> <tr> <td>Overflow</td> <td></td> </tr> <tr> <td>Intradistrict</td> <td></td> </tr> <tr> <td>Interdistrict</td> <td></td> </tr> <tr> <td colspan="2">From: (school name)</td> </tr> </table>		Overflow		Intradistrict		Interdistrict		From: (school name)	
Overflow															
Intradistrict															
Interdistrict															
From: (school name)															
IF PARENT OR GUARDIAN CANNOT BE REACHED:															
Emergency Contact 1					Relationship										
Name															
Address															
Cell Phone			Home Phone			Work Phone									
Emergency Contact 2					Relationship										
Name															
Address															
Cell Phone			Home Phone			Work Phone									
Emergency Contact 3					Relationship										
Name															
Address															
Cell Phone			Home Phone			Work Phone									
Doctor Name			Phone			Medical ID#									
Health Insurance Co.															
MEDICATIONS					ALLERGIES										
KNOWN HEALTH PROBLEMS															
In case of accident or sudden illness, when a parent or guardian is unavailable, I authorize a school representative to obtain medical care for my child, including necessary transportation. I further authorize the doctor listed to provide the care or treatment that he/she considers necessary. If the physician designated on this form is unavailable, I authorize such care and to be performed by any licensed doctor or surgeon selected by the school representative.															
PARENT/GUARDIAN SIGNATURE						DATE									

CENTER JOINT UNIFIED SCHOOL DISTRICT
STUDENT ENROLLMENT FORM
8408 Watt Ave, Antelope, CA 95843
Telephone (916) 338-6400

Student Legal Name: _____ Date: _____

Other Name: _____ Last First Middle Residence Home Phone () _____ - _____

Birthdate _____ **Gender: Male or Female** **Registering Current Grade Level:** _____

Student Residence Address: _____ Street Apt. City State Zip Code

Previous School Information: _____ Name Address City State Zip Code Phone #

Legal Parents/Guardian Information

Student Lives With

Father/Step-Father/Grandfather/Guardian/Foster (circle one);

Mother/Step-Mother/Grandmother/Guardian/Foster (circle one):

Relationship to Child _____

Relationship to Child _____

Last Name First Middle

Last Name First Middle

Address: Street City State Zip

Address: Street City State Zip

Phone (H) () _____

Phone (H) () _____

Employer _____

Employer _____

Phone (W) () _____

Phone (W) () _____

Phone (C) () _____

Phone (C) () _____

Email Address _____

Email Address _____

Please initial if you do NOT wish to receive District related communication

Please initial if you do NOT wish to receive District related communication

Driver Lic.# _____

Driver Lic.# _____

Additional Parent/Guardian to Receive School Mail:

Name _____

Relationship to Student _____

Address: _____ Street City State Zip Code

*** OFFICE USE ONLY ***

Completed by School Personnel:

Received Registration _____

Proof of Residence _____

Shot Records Received _____

Student I.D.# _____

Grade Level _____

Teacher _____

Start Date _____

Name of School Enrolling _____

Cum Folder Requested _____

Program Code _____

Copy of Registration to EL _____

Registered by _____

Additional Emergency Contacts (other than those above):

If foster parent, must list Agency and social worker/foster family worker as an emergency contact

Contact 1: Name _____ Relationship _____

Address _____ Home Phone _____

Employer _____ Work Ph# _____ Cell # _____

Contact 2: Name _____ Relationship _____

Address _____ Home Phone _____

Employer _____ Work Ph# _____ Cell # _____

Home Language Survey:

Schools are required by law to determine the languages spoken at home by each student. This is important in order to provide meaningful instruction for all students.

When your son/daughter first began to speak, did he/she speak a language other than English? **Yes** **No**

If "yes", please answer 1-5:

1. Which language did your son/daughter learn when he/she first began to talk? _____
2. Which language does your son/daughter most frequently use at home? _____
3. What language do you most frequently use to speak to your son/daughter? _____
4. Name the language most often spoken by the adults at home. _____

Ethnicity (for survey purposes only):

Is this student Hispanic or Latino? (*Select only one*)

____ No, not Hispanic or Latino. (*In the list below, write #1 for primary ethnicity and #2 for secondary ethnicity*)

____ Yes, Hispanic or Latino. (*If there is a secondary ethnicity, please mark it as #2 below*)

- ____ (100) American Indian or Alaskan
- ____ (203) Korean
- ____ (206) Laotian
- ____ (301) Hawaiian
- ____ (304) Tahitian
- ____ (600) Black or African American

- ____ (201) Chinese
- ____ (204) Vietnamese
- ____ (207) Cambodian
- ____ (302) Guamanian
- ____ (399) Other Pacific Islander
- ____ (700) White (Not Hispanic)

- ____ (202) Japanese
- ____ (205) Asian Indian
- ____ (299) Other Asian
- ____ (303) Samoan
- ____ (400) Filipino

Special Programs:

1. Was your son/daughter a participant in the GATE (Gifted and Talented) Program in a former school?	Yes	No
2. Was your son/daughter retained in a former school?	Yes	No
3. Did your son/daughter have a 504 plan in a former school?	Yes	No
4. Did your son/daughter have an IEP and receive Special Education services in a former school?	Yes	No
5. Has your son/daughter been expelled or does he/she have a pending expulsion in a former school?	Yes	No
6. Does your child have a Probation Officer?	Yes	No
7. If "yes" P.O. Name _____ Phone # _____		

The Smarter Balanced Test requires all students in grades 3-8 and 11 to take assessments in both English-language arts/literacy and Mathematics. In addition, California will administer a test in the content area of Science in grades 5, 8 and 10. All of these assessments are part of the CAASPP system, which replaces the Standardized Testing and Reporting (STAR) Program.

To assist in meeting new California requirements, the CDE has produced a 3-Year Average CA Academic Performance Index (API) Report. Each school's API score is also compared to the API scores of other California Schools with similar demographic characteristics. These include: percentage of students in ethnic/racial groups, percentage of students who are non-English speakers, student mobility and attendance, percentage of students who participate in the free or reduced price meal program, teacher credentials, class size, and the average level of parent education.

Each public school is required to gather information on the highest level of education achieved by either of the parents or guardians of each student. This information is reported only in percentages; all individual data is kept confidential.

Please check the box that describes the highest level of education of either or both parents/guardians. Then sign and date this form. Thank you for your assistance with this state requirement.

Parent Education Level

Mother/Guardian Education Level (check one):

- 1. Not a High School Graduate
- 2. High School Graduate
- 3. Some College
- 4. College Graduate
- 5. Grad School/Post-Graduate Training
(Earned a Master's and/or Doctorate Degree)

Father/Guardian Education Level (check one):

- 1. Not a High School Graduate
- 2. High School Graduate
- 3. Some College
- 4. College Graduate
- 5. Grad School/Post-Graduate Training
(Earned a Master's and/or Doctorate Degree)

Armed Forces Family Member

Are any of your immediate family members currently serving in the US Armed Forces? **Yes** **No**

Printed name of Mother/Guardian

Printed name of Father/Guardian

Signature of Mother/Guardian Date

Signature of Father/Guardian Date

Wilson C. Riles Middle School

4747 PFE Road - Roseville, CA 95747

916-787-8100 - Fax: 916-773-4131

SUCCESS - The Only Option!

Cumulative Records Release:

PLEASE FAX ASAP
**Grades, immunization,
discipline and
IEP if applicable
to complete enrollment**

Date: ____/____/____

Name and Address of previous school attended:

To: _____ Phone: _____
School name

_____ FAX: _____
Address

_____ City State Zip code

Dear Registrar,

_____, grade _____, D.O.B. ____/____/____
(student's name)

is requesting enrollment in our school.

_____ Please FAX transcript of grades, transfer/withdrawal grades, immunizations and IEP if applicable to the FAX number listed above and send all academic records to the address listed above.

_____ Please mail cumulative file to the address listed above.

*****Please forward this release if applicable, or contact W. C Riles with forwarding information*****

Parent/guardian signature

Section 49068 of the California Education Code requires that a pupil's records or a copy of those records, be transferred upon the request of another school in which the student has enrolled.

Comments:

MAILED/FAXED _____
(date)

CENTER UNIFIED SCHOOL DISTRICT HEALTH HISTORY FORM

OFFICE USE ONLY

Grade/Track: _____

Out of State: _____

Today's Date: _____

School: _____

Name: _____
Last
First
Middle

Date of Birth: _____ Male: _____ Female: _____

Address: _____
 _____ Phone: _____

Father's Name: _____ Employer: _____ Phone: _____
 Mother's Name: _____ Employer: _____ Phone: _____
 Doctor: _____ Address: _____ Phone: _____

If there are any limitations to physical activity, please explain and also attach a doctor's note with diagnosis and specific limitations. This should be updated as necessary. _____

If your child is on medication at home, please list and explain. In order for medication to be given at school, parent's written permission and doctor's order and instructions are required. A form for this may be obtained at your school office.

Please Check & Comment on the Following:	Medical History of Diseases:	DATE
Asthma _____ Medication _____	Chicken Pox _____	_____
Diabetes _____ Medication _____	Tuberculosis _____	_____
Hypoglycemia _____	Other _____	_____
Epilepsy _____ Frequency _____		
Heart Problems _____	PLEASE COMMENT:	
Allergies _____	Wears Glasses _____	
Ear Problems _____ Frequency _____	When Worn _____	
Fainting Attacks _____ Frequency _____	Date of Last Exam _____	
Other _____	Surgery or Hospitalization _____	
	Reason _____	

Please list any other health information that will be helpful: _____

I hereby acknowledge that the above information is correct

Signed _____ (Parent or Guardian) Date: _____
IT IS IMPORTANT FOR SCHOOL PERSONNEL TO BE AWARE OF THESE CONDITIONS

Wilson C. Riles Middle School

4747 PFE Road • Roseville CA 95747

(916) 787-8100 • Fax (916) 773-4131

ANNUAL RESIDENCE VERIFICATION FORM

This form is required annually for each student attending Wilson C. Riles Middle School.

State Compliance Requirement:

Education Code Section 48200 states, in part, that "Each person subject to compulsory full-time education...shall attend the public full-time day school...in which the **residency** of either the parent or legal guardian is located and each parent, guardian, or person having control or charge of such pupil shall send the pupil to the public full-time day school...in which the residence of either the parent or legal guardian is locate."

I attest that the following information is true and accurate. I also understand that any changes of address must be reported to the school's Attendance Secretary. **Please print clearly.**

Parent/Guardian Name: _____ Date: _____

Student Name: _____

Student Address: _____

School of Residency: _____

Check this box if there is **no change** from the previous year. If this box is checked, fill in only the above information and return to your school office.

Parent(s) or legal guardian(s) must provide the school office with a copy of one of the following forms of residence verification:

Must include name of parent/guardian & location of service.

Choose 1: (we will not accept credit card bills or phone bills)

- Electric bill P G & E bill Garbage bill Water bill SMUD bill
 Copy of escrow/home ownership papers Lease Agreement

Check here if not a District resident. An interdistrict agreement must be on file.

ONE FORM MUST BE COMPLETED FOR EACH STUDENT –
PLEASE RETURN THE COMPLETED FORM TO THE SCHOOL NO
LATER THAN _____

School Office Staff
Reviewed by _____

CENTER JOINT UNIFIED SCHOOL DISTRICT

8408 Watt Avenue

Antelope, CA 95843-9116

(916) 338-6400

www.centerusd.org

EDUCATIONAL CODE REGULATIONS RELATED TO
RIGHTS OF PARENTS OR GUARDIANS OF MINOR PUPILS

(Revised 04-16-20)

Educational Code Regulations Related to the rights of Parents or Guardians of Minor Pupils must be provided to parents/guardians. Pursuant to Education Code 48980, notifications will be sent at the beginning of each academic year and will include a request that the parent/guardian sign the notice and return it to the school. Parents desiring more information regarding Education Codes may contact the District Office at the above address.

CONTINUOUS NON-DISCRIMINATION NOTICE (34 CFR 104.8, 106.9, BP 0410, AR 6178, BP 5146, EC 22.5)

Center Joint Unified School District is committed to equal opportunity for all individuals in education. District programs, activities and services shall be free from unlawful discrimination based on actual or perceived sex, race, color, national origin, immigration status, religion, age, sexual orientation, ancestry, ethnic group identification, gender, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or sexual harassment in any district service, program and/or activity that receives or benefits from state financial assistance. The district shall promote programs which ensure that unlawful discriminatory practices are eliminated in all district activities. The district does not discriminate on the basis of potential parental, family, or marital status, and does not exclude any person because of pregnancy or related conditions.

INTEGRATED PEST MANAGEMENT (E.C. 17611.5, 17612 48980.3, AR3514.2)

When pesticides are applied at school sites, warning notices must be posted at least 24 hours in advance. For a schedule of application and a list of ingredients of each pesticide, please call the Assistant Superintendent of Maintenance and Operations, 338-6417. Persons requesting a schedule of application will receive a 72 hour advance notice.

RIGHT TO REFRAIN FROM HARMFUL OR DESTRUCTIVE USE OF ANIMALS (E.C. 3225532255.6, 48980, AR 5145.8)

Except as otherwise provided in Section 32255.6, any pupil with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify his/her teacher regarding this objection. If the pupil chooses to refrain from participation in an education project involving the harmful or destructive use of animals, the teacher may work with the pupil to develop and agree upon an alternative education project for the purpose of providing the pupil an alternative avenue for obtaining the knowledge, information, or experience required by the course of study in question.

SCHOOL ACCOUNTABILITY REPORT CARD (EC 35256, EC 35258, BP 0510)

The governing board of each school district shall develop and cause to be implemented for each school in the school district a School Accountability Report Card. Hard copies of the School Accountability Report Card are available in the office at each school site.

DISTRICT AND SITE DISCIPLINE RULES (EC 35291, 48980, AR 5144, 5144.1, BP 5116.2)

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the school under its jurisdiction.

REQUIRED PARENTAL ATTENDANCE (EC 48900.1, BP 5144.1, AR 5144.1)

The Center Joint Unified Board of Trustees believes that parental involvement plays an important role in the resolution of classroom behavior problems. Whenever a student is suspended from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was suspended may require the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee.

The principal of each school shall take steps to insure that all rules pertaining to the discipline of pupils are communicated to continuing students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

ABSENCES FOR RELIGIOUS PURPOSES (EC 46014, 48980, BP 5113, AR 5113)

Permissive absence may be granted for governing board approved religious exercises or instruction upon receipt of written permission from parents.

ABSENCES FOR JUSTIFIABLE PERSONAL REASONS (EC 48205, 48980, BP 5113, AR 5113, AR 6154)

Students receive an excused absence when they are absent from school for: (1) personal illness or injury of the student; (2) death in the immediate family (one (1) day in state, three (3) days out of state); (3) justifiable personal reasons, including but not limited to personal medical or dental appointments, an appearance in court, observance of a holiday or ceremony of his/her religion.

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC 46010.1, BP 5113)

Students in grades 7-12 shall not be absent from school without their parents/guardians knowledge or consent except in cases of medical emergency or confidential medical appointment.

PARENT INVOLVEMENT POLICY (BP 6020)

The Superintendent or designee shall work with staff and parents to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities: advisory, decision making, and advocacy roles; and activities to support learning at home.

INSTRUCTION FOR STUDENTS WITH TEMPORARY DISABILITIES (EC 48980, 48206.3, 48207, 48208, AR 6183)

Any parent may request a home teacher for a child who will be confined to the home for a period of two weeks or more. Documentation by a physician is required prior to home teaching.

IMMUNIZATION OF PUPILS (EC 48980, 49403, BP 5141.31)

The county office of education or the governing board of the district of attendance shall exclude any pupil of the district who has not been immunized properly pursuant to Chapter 1 (commencing with Section 120325) of Part 2 Division 105 of the Health and Safety Code. The district may, in cooperation with local health services for the prevention and control of communicable disease, permit a licensed physician to administer immunizing agents to pupils whose parents have consented in writing to each immunization.

INTRADISTRICT OPEN ENROLLMENT AND ATTENDANCE OPTIONS (EC 48980, AR 5116.1, 5111.1, 5111.12, 5117)

The governing board desires to provide options that meet the diverse needs, potential and interests of district students and shall annually review enrollment options. Students who reside within district boundaries may apply for enrollment in any district school. The Superintendent or designee shall determine the capacity of each district school and establish a random, unbiased selection process for the admission of students from outside a school's attendance area. In accordance with law, no student currently residing within a school's attendance area shall be displaced by another student.

District residency status may be granted to an elementary grade student if the student's parent/guardian works within the district boundaries. Proof of the parent/guardian's employment within the district shall be required prior to initial enrollment.

SEXUAL HARASSMENT (EC 48980, 5 CCR 4917, 231.5, AR 5145.7 BP 4119.21)

The Center Joint Unified School District Board of Trustees shall not tolerate, and prohibits unlawful sexual harassment of or by any student by anyone in or from the district. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

MINIMUM DAYS (EC 48980, BP 6111)

Each school calendar shall show the beginning and ending school dates, legal and local holidays, orientation meeting days, minimum days, vacation periods, and other pertinent dates.

STUDENT ACCESS TO THE INTERNET (EC 48980, AR 6163.4)

The Superintendent or designee shall establish regulations governing student access to technology that are age appropriate. These regulations shall prohibit access to harmful matter on the Internet which may be obscene or pornographic and preclude other misuses of the system. In addition, these regulations shall establish the fact that users have no expectation of privacy and that district staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by district rules shall be subject to disciplinary action, revocation of the user account and legal action as appropriate.

STUDENT RECORDS AND PARENT RIGHTS (EC 49063, 49069, 20 USC1232g, 34 CFR 99.7, AR 5125)

Pupil records containing information on student achievement and health are maintained in the school office under the responsibility of the principal. A log of persons and organizations requesting or receiving information from the student's file is kept in the school office. Parents may inspect and review student records during regular school hours within five days of submitting a personal request to the school office. The school principal will

establish an appointed time and present the materials to the parent or guardian. Other than parents or guardians, only school officials and employees with legitimate educational interest as defined in board policy shall be allowed access to the pupil records.

AVAILABILITY OF COURSE PROSPECTUS (EC 49063, 49091.14, AR 5125, 5020)

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. Each school site shall make its prospectus available for review upon request. When requested, the prospectus shall be reproduced and made available. School officials may charge for the prospectus an amount not to exceed the cost of duplication.

CHALLENGE, REVIEW AND EXPUNGING OF RECORDS (EC 49063, AR 5125, 5125.3)

School districts shall notify parents in writing of their rights with regard to the availability of the following specific information: (1) the types of pupil records and information contained therein which are directly related to students and maintained by the institution; (2) the policies of the institution for reviewing and expunging those records; (3) the right of the parent to access pupil records; and the procedures for challenging the content of pupil records.

RELEASE OF DIRECTORY INFORMATION (EC 49063, 49073, 20 USC 1232g, 34 CFR 99.37, AR 5125.1)

The district shall adopt a policy identifying those categories of directory information which may be released. The district shall determine which individuals, officials, or organizations may receive directory information. No directory information shall be released regarding any pupil when a parent has notified the school district that such information shall not be released.

ADMINISTRATION OF PRESCRIBED MEDICATION FOR PUPILS (EC 49423, 49480, 48980, BP 5141.21)

Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the physician's instructions.

Parents are required to inform the school if a child is on a continuing program of medication as follows:

The parent or legal guardian of any public school pupil on a continuing program of medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdoses.

PHYSICAL EXAMINATIONS (EC 49451, 48980, 20 USC 1232h, BP 5141.3)

A child may be exempt from physical examination whenever the parents file an annual written statement with the school principal stating they will not consent to routine physical examination of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious or infectious disease, the child shall be excluded from school attendance.

INSURANCE PLAN (EC 49472, 49471, 48980, BP 5143)

The district will provide insurance at no cost for students participating in school-sponsored athletic contests, and will provide opportunity for purchase of insurance for the student by the parents for accidents to, at, or from school.

FREE AND REDUCED PRICE MEALS (EC 49520, 48980, 42 USC 1758, 7 CFR 245.5, BP 3553, AR 3551)
The Department of Education, in cooperation with the Department of Social Welfare, shall establish a statewide program to provide nutritious meals at school for pupils. The funds shall be allocated to the school districts in such a manner that priority shall be given to providing free meals to the neediest children.

HEALTH FAMILY LIFE SEX EDUCATION / INSTRUCTION ON AIDS/AIDS PREVENTION (EC 51938, 48980, AR 6142.1)

Parents shall be notified in writing prior to any instruction or class in which human reproductive organs and their functions or processes are described, illustrated, or discussed. Materials may be reviewed by the parents prior to instruction. Should any part of health family life sex education conflict with religious beliefs and training or personal moral convictions of the parent or guardian, the child shall be excused from that part of the instruction upon written parental request.

The school district shall ensure that all pupils in grades 7 to 12, inclusive, receive AIDS prevention instruction from adequately trained instructors in appropriate courses. Each pupil shall receive the instruction at least once in junior high or middle school and once in high school. The required AIDS prevention instruction shall accurately reflect the latest information and recommendation from the United State, Surgeon General, Federal Center for Disease Control, and the National Academy of Sciences, and shall include the following: (1) information on the nature of AIDS and its effects on the human body; (2) information on how the human immunodeficiency virus (HIV) is and is not transmitted, including information on activities that present the highest risk of HIV infection; (3) discussion of methods to reduce the risk of HIV infection; (4) discussion of the public health issues associated with AIDS; (5) information on local resources for HIV testing and medical care; (6) development of refusal skills to assist pupils to overcome peer pressure and use effective decision making skills to avoid high-risk activities; and (7) discussion about societal views on AIDS, including stereotypes and myths regarding persons with AIDS.

VISION, HEARING SCREENING (EC 49456, 17 CCR 2951, BP 5141.3)

Periodic vision and hearing screens have been scheduled by the district.

SPECIAL EDUCATION PLACEMENT (EC 56301, 56321, 56321.5, 56321.6, 56329, 20 USC 1415(d), 34 CFR 300.502, 300.503, BP 6159.1, 6159.1, 6164.4)

Parents have the rights to special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment.

California law requires school districts to make special programs available to certain exceptional pupils. If facilities or services are not available or cannot be reasonably provided, the district may arrange for a neighboring district to provide the special program. If a pupil is physically handicapped, mentally or severely mentally retarded, or multiple-handicapped and the district cannot provide a program, it must make a specified payment towards the tuition of such pupils who are eligible and who are enrolled in a public or private nonsectarian school or agency that offers the necessary special education facilities, services, and meets certain education requirements.

ALTERNATIVE SCHOOL (EC 58501, 48980, BP 6181)

Center Joint Unified School District provides for an alternative school which is operated in a manner designed to: (1) maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy; (2) recognize that the best learning takes place when the student learns because of his desire to learn; (3) maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests; (4) maximize the opportunity for the students, teachers, and parents to cooperatively develop the learning process and its subject

matter, and (5) maximize the opportunity for the student, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

SUPERVISED SUSPENSION CLASS ROOM (EC 48911.1, AR 5144.1)

A Pupil suspended from a school for any of the reasons enumerated in Sections 48900 and 48900.2 may be assigned, by the principal or the principal's designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils or staff, or if an action to expel the pupil has not been initiated.

AVAILABILITY OF MANAGEMENT REGARDING ASBESTOS (40 CFR 763.93 763.84, AR

3514) The District has made available to each school site a complete 3-year re-evaluation and management plan for asbestos-containing material in school buildings.

ADVANCED PLACEMENT EXAM FEES (ED 48980, 52244, AR 6141.5)

Notification of availability of state funds to cover the costs of advanced placement exam fees.

RIGHT OF PARENTS TO INSPECT INSTRUCTIONAL MATERIALS:

See Availability of Course Prospectus

ADMINISTRATION OF STUDENT SURVEYS, HEALTH EXAMINATIONS AND COLLECTION OF PERSONAL INFORMATION FOR MARKETING PURPOSES (51513, 20 USC 1232h, AR5022, BP 6162.8)

The Board prohibits staff from administering or distributing to students survey instruments that are designed for the purpose of collecting personal information for marketing.

PARENTS' RIGHT TO REQUEST INFORMATION RE: QUALIFICATIONS OF CHILD'S TEACHER AND PARAPROFESSIONAL (20 USC 6311, 34 CFR 200.61, AR 4112.24, AR4222)

Parents or guardians can request information on the professional qualifications of their child's teacher, and paraprofessional.

TOBACCO-FREE SCHOOLS (Health Safety 104420, BP3513.3)

The board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code 104420: Labor Code 6404.5; 20 USC 6083)

USE OF DRUG-DETECTION DOGS (BP5131.6, 5144, 5144.1)

In an effort to keep schools free of drugs, the district may use specially trained, non-aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board Policy. The dogs may sniff the air around desks or vehicles on district property or at district-sponsored events as long as they are not allowed to sniff within the close proximity of any students.

RECLASSIFICATION/REDESIGNATION OF ENGLISH LEARNERS (ED 313, 5 CCR 11303, AR

6174) An English Learner student who has been determined to be Reclassified as Fluent English Proficient; the parent or guardian shall be notified regarding the process for reclassifying. The parents/guardians have the opportunity to participate in that process.

ENGLISH LEARNER PARENT NOTIFICATION OF OFFICIAL CELDT AND ELPAC RESULTS AND PROGRAM PARTICIPATION (ED 440, 20 USC 7012, AR6174)

Parents/guardians of English Learners and Fluent English Proficient students are notified in writing of their child's assessment results in English and their home language (if available). Parent's notification of Proposition 227 Requirements are included in the Parent Notification Letter. This notification will have the student's Preliminary CELDT and/or ELPAC results attached. The Parent Notification of Official CELDT and/or ELPAC Results and Program Participation form has information of Parent Rights, Conference Request and Parent Involvement Opportunities.

TITLE III ACCOUNTABILITY REQUIREMENTS. PROGRAM IMPROVEMENT. (20 USC 6316, AR 0520.2, 20 USC, AR 5116.1, AR 0520.3)

The central premise of the TITLE III Improvement Plan is that the district is responsible for increasing the education performance of its English Learners. It guides the district to provide leadership, along with the fiscal, human and technical resources, to fully implement a sound and effective instructional program for all English Learners. Parents will be notified by written notification with explanation status and how parents can be involved and the availability of supplemental services available.

AVAILABILITY OF DENTAL FLUORIDE TREATMENT (Health Safety Code 104855, AR5141.6).

The Governing Board of each school district and the governing authority of each private school shall distribute to each pupil's parent or guardian or responsible relative or adult who has assumed responsibility for his or her care and custody (in the case of a minor), or the pupil (if an adult), a letter which may be returned to such district or authority in which the person to receive the letter may indicate that the treatment is desired and the pupil is to receive the treatment or that the pupil is not to receive the treatment for one of the following reasons: (i) the pupil has received the treatment from a dentist, or (ii) the treatment is not desired.

MENTAL HEALTH SERVICES (EC 49428)

Mental health services can be accessed at each site by contacting the site administrator.

STATEWIDE TESTING NOTIFICATION

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress

- **Smarter Balanced Assessment Consortium Assessments**

The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and math assessments can be used as in indicator of college readiness.

- **California Science Tests (CAST)**

The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five and eight, and once in high school. The new computer-based CAST replaces the California Standards (CST) for Science.

- **California Alternate Assessments (CAA)**

The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Tests items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

- **Standards-based Tests in Spanish (STS) for Reading/Language Arts**

California offers the optional STS for Reading/Language Arts, which are multiple-choice tests that allow Spanish-speaking English learners to demonstrate their knowledge of the California content standards. The California Spanish Assessment (CSA) will replace the optional STS. The CSA will be a computer-based assessment that is aligned with the California CCSS en Español.

Pursuant to California Education Code Section 60615 (AR 6162.51), parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California

California will transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) in 2017-18. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test (PFT) for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven and nine take the fitness test.

California Department of Education / January 2018

DISTRICT COORDINATORS

Title IX Coordinator

David Grimes

916-338-6413

davidgrimes@centerusd.org

8408 Watt Avenue

Antelope, CA 95843

Title 5 Coordinator

David Grimes

916-338-6413

davidgrimes@centerusd.org

8408 Watt Avenue

Antelope, CA 95843

Title II Coordinator

Mike Jordan

916-339-4697

mikejordan@centerusd.org

CJUSD District Office

3243 Center Court Lane

Antelope, CA 95843

504 Coordinator

Mike Jordan

916-339-4697

mikejordan@centerusd.org

CJUSD District Office

3243 Center Court Lane

Antelope, CA 95843

ADA Coordinator

Craig Deason

916-338-6337

cdeason@centerusd.org

CJUSD District Office

8408 Watt Avenue

Antelope, CA 95843

UNIFORM COMPLAINT PROCEDURES

The Center Joint Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state and federal laws governing educational programs.

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures (UCP) to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties (5 CCR 4622). The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge.

(5 CCR 4622) AR 1312.3

The district shall investigate and seek to resolve complaints at the local level using the policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability, or age or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Career/Technical, Indian Education, Migrant Education, Vocational Education, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs and Safety Planning Requirements, and Student Fees.

Complaints must be filed in writing with the following compliance officer: David Grimes, Director of Personnel 8408 Watt Ave.
Antelope, CA 95843
916-338-6413

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The District person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the District's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the District's Decision. The appeal must include a copy of the complaint filed with the District and a copy of the District's Decision.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures. Complainants may seek assistance from

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Center Joint Unified School District

Rules for Accepted Use of Computers and Computer Networks

This document will be kept on file for the duration of your child's education in Center Joint Unified School District

- When you use the school computers and the school's computer service, you agree to follow:
 - The directions of teachers and school staff,
 - Rules of the school and school district,
 - Rules of any computer network you access, and,
 - You agree to be considerate and respectful of other users.
- Use of school computers and access to the Internet is a privilege. If you do not follow the rules you may be disciplined, and you may lose computer privileges.
- Use of school computers and the school's computer network (including student's own devices) for school-related education and research only, Do not use school computers or networks for personal or commercial activities.
- Use of the Internet does not create any expectation of privacy. The District reserves the right to search any information sent, received, or stored in any format.
- Changes may be made only to documents you create.
- Do not produce, distribute, access, post, submit, publish, display, use or store information which is:
 - Unlawful;
 - Private or confidential;
 - Copyright protected (this includes but is not restricted to pictures, music and videos);
 - Harmful, threatening, disruptive, abusive, or denigrates others;
 - Obscene, pornographic, sexually explicit, or contains inappropriate language;
 - Harassing or disparaging of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;
 - Encourages the use of drugs, alcohol or tobacco;
 - Interferes with or disrupts the work of others; or,
 - Causes congestion or damage to systems or networks.
- The student in whose name an online Google service 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. This account will be valid as long as the student attends Center Joint Unified School District.
- Student use of district computers to access social networking sites is prohibited.

E-mail Etiquette

- Give only your address for communication. Never give out personal information such as your home address, telephone number, or other personally identifiable information.
- Protect the privacy of others. Never give out personal information about anyone.
- Check your E-mail frequently, and delete unwanted messages.
- End E-mail messages with your name, school name, Center Joint Unified School District, and your Internet address (no more than 4 lines allowed).

The undersigned understand and will abide by these rules for use of computers and computer networks within Center Joint Unified School District. The undersigned agrees not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The undersigned agrees to indemnify and hold harmless the district and district personnel for any damages or costs incurred. The undersigned realize that a violation of these rules may result in a loss of computer privileges. If you do not want your student to access the Internet, you must make that request in writing to the principal of the school your student attends. **This completed form must be on file within the District before access to school's computers and the network can be granted.**

Student _____ **Date** _____

Parent _____ **Date** _____

SHARED RESIDENCE AFFIDAVIT

This document is intended to address the McKinney-Vento Assistance Act. The information provided will help speed the enrollment process for the student.

Student: _____ (Male ___ Female ___)

Birth date: _____ Grade: _____

I, _____, the parent/guardian of the above-named student, am sharing the residence of

Name of owner/lease holder/renter / Relationship

Located at _____
Address Street Number

City Zip

Phone: (____) _____ Cell phone or pager #: (____) _____

This living arrangement is: Temporary ___ Permanent ___ Duration _____

My California driver's license or I.D card number: _____

Parent/Guardian Signature Date

I, _____ certify that
(Owner, lease, holder, landlord, qualified relative, friend, neighbor)

Parent/Guardian and _____
Student

are living with me at: _____
Address Street Number

City Zip

My California driver's license or I.D. card number: _____

Signature Date



Student Housing Questionnaire

If applicable, the answers to the following questions can help determine the services a student may be eligible to receive under the McKinney-Vento Act. The McKinney-Vento Act provides services and supports for children and youth experiencing homelessness. The information you provide is confidential. **To determine if your student is eligible for these services, please complete this Student Housing Questionnaire and return it to your child's school.** (If you have multiple children, please only fill out one questionnaire & add siblings.)

➡ **If you rent, lease or own your current place of residence, you do not need to complete this form. If your housing situation changes, please notify your child's school.**

➡ **If you do not rent, lease or own your current place of residence, please check all that apply.**

1. **Temporarily** in another family's/friend's house or apartment **due to loss of housing, due to financial problems (e.g. loss of job, eviction, or natural disaster)**
2. **In** in a **motel, hotel, car, garage, camping trailer, camping grounds or similar *inadequate accommodations***
3. **In emergency or transitional shelters** (name of shelter): _____
4. **Other** places not designed for, or ordinarily used as a regular sleeping accommodation for human beings (explain): _____
5. **Not** living with parent/guardian (unaccompanied youth). The student(s) lives with: a **relative** a **friend**
 an **adult** that is **not** the parent or legal guardian **alone** with no adults other: _____

Please list all children between the ages of birth and 22 years old (if still attending school) in the family.

Child's Name	Birth Date	School (if school aged)	Grade

Parent/Guardian: _____ Relationship to child(ren): _____
 Residential address (if available): _____
 Best Adult Contact Person: _____ Phone: _____

I declare under penalty of perjury under the laws of the State of California that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to do so.

Signature: _____

Thank you for taking the time to complete this form. We look forward to working with you to help your child be successful in school! **If you have any questions regarding this form or are in need of support, please call the Family Resource Center at (916) 338-6387.**

For school sites: Please send via Inter-District Mail to the CJUSD Family Resource Center.



Questionario de Vivienda Estudiantil

Si es aplicable, las respuestas a las siguientes preguntas pueden ayudar a determinar los servicios que un estudiante puede calificar para recibir bajo la Ley de McKinney-Vento. La Ley de McKinney-Vento provee servicios y apoyo para niños y jóvenes que actualmente viven sin techo. La información que usted entregue será confidencial. Para determinar si su estudiante califica para estos servicios, por favor llene este cuestionario de vivienda para estudiantes y devuelvalo a la escuela de su hijo/a. (Si tiene varios niños, por favor solo llene un solo cuestionario y añada a los hermanos/as.)

⇒ Si usted **alquila, arrenda o es dueño de la vivienda donde vive, no tiene que contestar este cuestionario. Si su situación de vivienda cambia, por favor comuníquese a la escuela de su hijo/a.**

⇒ Si usted **no alquila, arrenda o no es dueño de la vivienda donde vive, por favor marque todo lo que le concierne.**

1. **Temporalmente** en la casa de un familiar/ amigo/a o apartamento por pérdida de la vivienda, debido a problemas económicos, (eg pérdida del trabajo, desalojo, o un desastre natural)
2. **En un motel, hotel, carro, garage, trailer de camping, terreno de un camping, o situaciones de viviendas similares y inadecuadas.**
3. En un **refugio de emergencia o de transición** (nombre de refugio) : _____
4. **Otros** lugares no diseñados para, o normalmente usados como un lugar donde un ser humano puede dormir (explique): _____
5. **No viviendo** con padres/ guardianes (jóvenes que viven independientes). El estudiante vive con: un **familiar** un/una **amigo/a** Un **adulto** que no es el padre o guardián legal **sólo** con otros adultos
Otro: _____

Por favor escriba los nombres de todos los niños de la familia entre las edades de nacimiento y los 22 años (si todavía asisten la escuela).

Nombre del Niño/a	Fecha de Nacimiento	Escuela (si están de edad escolar)	Grado

Padre/Guardián: _____ Relación con niño/a(s): _____

Dirección residencial (si está disponible): _____

Mejor Persona de Contacto (Adulto): _____ Teléfono: _____

Yo declaro bajo pena de perjuicio bajo las leyes del estado de California que la información entregada aquí es verdadera y correcta y de mi conocimiento propio y si llamado a testificar, tengo la competencia para hacerlo.

Firma: _____

Gracias por su tiempo al llenar este cuestionario. Estamos ansiosos de colaborar con Usted para ayudar al éxito de su hijo/a en las escuela. Si tiene cualquier pregunta sobre este cuestionario o si necesita apoyo, por favor llame al Family Resource Center at (916) 338-6387

For school sites: Please send via Inter-District Mail to the CJUSD Family Resource Center. Distribution:

INFORMATION FOR PARENTS



IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter



In a motel or campground due to the lack of an alternative adequate accommodation



In a car, park, abandoned building, or bus or train station



Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
 - * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.



Local Liaison

State Coordinator

If you need further assistance with your children's educational needs,
contact the National Center for Homeless Education:
1-800-308-2145 * homeless@serve.org * <http://nche.ed.gov>

Wilson C. Riles Middle School

First Name and Last Name _____

**7th Grade Elective Request Form
2020-2021**

Student ID _____

Please number your **top 8** choices below. (1 = 1st choice, 2= 2nd choice, 3= 3rd choice...)

COURSES MAY NOT BE OFFERED IF NOT ENOUGH INTEREST

Students may not switch electives.

<u>Media & Visual Arts</u>		<u>Performing Arts</u>		<u>Additional Content Area Electives</u>	
	Advanced Broadcasting <i>application only:</i> http://bit.ly/RilesTVBroadcasting		Beginning Band		Creative Writing
	Beginning Art		Beginning Strings		Debate
	Beginning Ceramics		Choir		Literacy and Service Learning
	Computers and Multimedia Exploration		Creative Drama		Psychology
	History of Film		Performance Drama		Team Sports
	Photojournalism/Yearbook				Travel the World
<u>Leadership</u>		<u>Advancement via Individual Determination (AVID)</u>		<u>Engineering & Design</u>	
	Leadership _____ (Teacher signature)		AVID 7 <i>application only:</i> http://bit.ly/2020WCRAVID		Project Lead the Way (PLTW): Medical Detectives /Energy & The Environment

*STUDENTS **MAY NOT** BE ASSIGNED ANY OF THEIR TOP CHOICE ELECTIVES DUE TO AVAILABILITY, SCHEDULING CONFLICTS, OR THE NEED FOR ENGLISH OR MATH INTERVENTION AS DETERMINED BY DISTRICT SCREENING TOOLS.*

Student Signature _____

Parent Signature _____

Media & Visual Arts

Advanced Broadcasting: Riles TV Broadcasting is open to 7th and 8th grade students. Students in broadcasting will be responsible for the daily Riles TV News Show as well as some videotaping/photographing of school events such as basketball games, plays, and dances. Because students will be required to work in teams, meet deadlines, and work carefully with expensive equipment, they must be dedicated, responsible, and motivated. **This course is a DOUBLE BLOCK, meaning it will be daily and be counted as two elective courses.**

*** Interested students must complete the application form here: <http://bit.ly/RilesTVBroadcasting>

Computers and Multimedia Exploration: This exploratory class allows students to experience the digital world as it relates to computer technology, media arts, and video production through video story-telling, digital art, basic animation, graphic design, general computer applications, digital literacy, keyboarding, and basic coding. Students will use computers and cameras. Students will learn about general coding concepts, and use video editing software to produce their own stories. They will learn about the various roles of the news crew: co- anchor, special reporter, camera operator, technical director, audio director, floor director, script writer, and teleprompter operator. Students will also learn the following skills: videotaping and editing, audio and technical operation, and set design.

History of Film: An analysis of age appropriate films, from the beginnings of kid/family films, their evolution and impact on society and how society has impacted film. Will include fiction and non-fiction writing as well as public speaking.

PhotoJournalism/Yearbook: Journalism will introduce students to the world of mass media (print, television, internet) and how the world of media is changing. Students will learn the fundamental skills of producing both a newspaper and a yearbook publication, including journalistic writing and editing, layout and design, interviewing, and photography. We will cover an overview of media, photojournalism, news gathering and writing, features, sports, and opinion writing. The purpose of this course is to produce a quality newspaper employing the current standards of middle school journalism and the tenets of good newspaper design, and students will work collaboratively to produce a school newspaper each quarter. Students will also explore photojournalism and digital photography concepts as it relates to yearbook design with the chance to participate in the design and creation of this year's yearbook.

Beginning Art: An introductory course. Students will demonstrate an understanding of basic elements, principles and concepts of art as well as learn an appreciation for art through reading about, writing about, and making art. Each unit is centered on the elements and principles of design as well as the California State Content Standards.

Beginning Ceramics: This class is designed to teach students the three fundamental hand building techniques used in ceramics. These techniques are the fundamental root of almost all hand building projects. Students will also learn how the principles and elements of art/design are used when applied to sculpture. Students will create both decorative and functional art pieces that relate to art history and/or the real world. They will also use this art medium as a way to self express.

Additional Content Area Electives

Creative Writing: This semester course uses a fresh approach to writing using critical thinking skills and the inquiry process. It will help the student become a better thinker, problem solver, speaker, team player, planner, and researcher. Critical and creative thinking, problem solving, communication, and collaboration skills are used in developing unique pieces of writing for creative expression.

Debate: Students learn to support arguments on both sides of current topics following basic debate rules, familiarizing themselves with the art of persuasion. They will have the chance to try out live debates in the classroom and explore debates taking place outside the classroom.

Literacy and Service Learning: Do you want to learn how to use your creativity to become an activist for positive change? Want to be creative? Want to use technology? Want to develop real world skills? Want to inspire change? Want to help others? Want to do good? Want to take action towards issues *you* care about? Students will explore and research issues they personally care about. Then they will create a media-based advocacy campaign to promote awareness and ignite positive change. Students must be able to work both collaboratively and independently on projects that use their creativity and technology. Student led projects can include: writing songs, making short films, and creating digital media. YOUR VOICE. YOUR CHOICE. OUR WORLD. *Be the change you wish to see in the world.*- Gandhi

Psychology: This class would be an introductory course in the field of psychology. The course will examine such topics as perception, personality, development, and the learning process. The course will also examine the dynamics of human behavior as it is influenced by cultural and social stimuli. Students will also be exposed to techniques used for managing stress, reducing anxiety, achieving self-control, and developing character.

Team Sports: This course consists of a variety of individual and team sports with an emphasis on teamwork and positive social interaction. A place for all students interested in learning skills necessary to improve individual and team play for competition.

Travel the World: Students will explore the world through virtual field trips, games, discussion, videos and more. We will start with sites in the United States such as our National Parks. We will then move to the other continents of the world. We will learn of world cultures and create our own travel adventures for the future. We would like to have guest speakers share their travel adventures and have students share about their own experiences. We will be using three of the five themes of geography: location, place, and region to learn about our world. "Travel helps you understand and appreciate different cultures. It changes people. It broadens perspectives and teaches new ways to measure quality of life." Rick Steves

Leadership

Leadership: In Leadership students will learn how to be better leaders. Lessons are focused on building the skills of honesty, selflessness, kindness, respect, forgiveness, commitment, and humility. Character Dares are used to put the leadership skills taught into action. Using a wide variety of teaching methods (games, activities, videos, group interaction, etc.), students will learn all the ins and outs of being a better leader. Students will run rallies, publicize events, run the student store, run intramurals, etc. Students must have 1 signature from a teacher, and the teacher will be contacted for recommendation.

Engineering & Design

Project Lead the Way: Energy & The Environment/Medical Detectives: Today's students have grown up in an age of "green" choices. In this course, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software. In the second unit of this course, students will focus on being hypothetical Medical Detectives. Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Performing Arts

Beginning Band: Beginning instruction with emphasis on musicianship and performance practice. You will learn how to properly care for, assemble, and perform on a band instrument. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. The band will perform several times during the year, both at the school and in the community.

Beginning Strings: Beginning instruction with emphasis on musicianship and performance practice. You will learn how to properly care for, assemble, and perform on an orchestral string instrument. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. The orchestra will perform several times during the year, both at school and in the community.

Choir: Beginning and intermediate instruction for vocal music. Proper sound production, breathing, diction, and harmonizing will be taught. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Emphasis on performance manifests in various performance opportunities including field trips and concerts. The choir will perform several times during the year, both at the school and in the community.

Creative Drama: This is a class for those who want to explore drama, but do not wish to perform in public yet. It is a study of the history and different forms of drama including improvisation and theater games, reader's theater, and puppet theatre. Students will also participate in scenery design and painting and costume preparation.

Performance Drama: This is a class for students who enjoy performing. Students will spend their time rehearsing and preparing for two public performances, one in December and one in May. Attendance at the evening performances is mandatory.

Advancement via Individual Determination (AVID)

***What is AVID?** AVID is a program for students that began in California 25 years ago. AVID now exists in 44 states and 17 countries. This program is designed to support students for success in a college-preparatory path, and help prepare students in gaining career readiness and/or admittance to a four-year college or university. AVID is an academic, regularly scheduled elective class based on writing as a tool of learning, inquiry method, organization, critical reading and collaboration. AVID is also offered as a four-year program at Center High School.*

AVID 7: A program for “middle to upper middle” academic students. AVID provides support with class lessons on organization and college readiness as well as tutorials for assistance with core academic classes. Students participate in team building activities/field trips.

A completed application is required in order to be accepted into this course. Find the application at: <http://bit.ly/2020WCRAVID>

Wilson C. Riles Middle School

First Name and Last Name _____

**8th Grade Elective Request Form
2020-2021**

Student ID _____

Please number your **top 10** choices below. (1 = 1st choice, 2= 2nd choice, 3= 3rd choice...)

COURSES MAY NOT BE OFFERED IF THERE IS NOT ENOUGH INTEREST

Students may not switch electives.

All courses are YEAR LONG.

<u>Media & Visual Arts</u>		<u>Performing Arts</u>		<u>Additional Content Area Electives</u>	
Advanced Broadcasting <i>application only:</i> http://bit.ly/RilesTVBroadcasting		Beginning Band		Creative Writing	
Advanced Computer Science		Concert Band		Debate	
Advanced Art		Beginning Strings		Literacy and Service Learning	
Beginning Art		Strings Orchestra		Psychology	
Advanced Ceramics		Choir		Team Sports	
Beginning Ceramics		Creative Drama		Travel the World	
Computers and Multimedia Exploration		Performance Drama		<u>Engineering & Design</u>	
History of Film		<u>Advancement via Individual Determination (AVID)</u>		Project Lead the Way (PLTW): Design and Modeling / Automation & Robotics	
Photojournalism/Yearbook		AVID 8 <i>application only:</i> http://bit.ly/2020WCRAVID		<u>Leadership</u>	
** Student Aide selection will be on a separate form **				Leadership https://goo.gl/dxLLQF _____ (Teacher signature) _____ (Teacher signature)	

*STUDENTS **MAY NOT** BE ASSIGNED ANY OF THEIR TOP CHOICE ELECTIVES DUE TO AVAILABILITY, SCHEDULING CONFLICTS, OR THE NEED FOR ENGLISH OR MATH INTERVENTION AS DETERMINED BY DISTRICT SCREENING TOOLS.*

Student Signature _____

Parent Signature _____

Media & Visual Arts

Advanced Broadcasting: Riles TV Broadcasting is open to 7th and 8th grade students. Students in broadcasting will be responsible for the daily Riles TV News Show as well as some videotaping/photographing of school events such as athletic events, plays, and dances. Because students will be required to work in teams, meet deadlines, and work carefully with expensive equipment, they must be dedicated, responsible, and motivated. **This course is a DOUBLE BLOCK, meaning it will be daily and be counted as two elective courses.**

*** Interested students must complete the application form here: <http://bit.ly/RilesTVBroadcasting>

Advanced Computer Science: This course empowers students to dive deeper into the science of computers in addition to expanding their experience with digital art, graphic design, 3D digital design, basic animation, and digital literacy. Students will explore more specific coding, programming, and coding languages (Python, HTML, CSS, and Javascript) through building their own websites, programs, apps, and games. They will have an opportunity to practice physical computing with the use of Micro.bit and Circuit Playgrounds and continue to learn ways a variety of computer applications can benefit them both in and out of the classroom.

** Must have already completed the Computer Science (19-20) semester course.

Computers and Multimedia Exploration: This exploratory class allows students to experience the digital world as it relates to computer technology, media arts, and video production through video story-telling, digital art, basic animation, graphic design, general computer applications, digital literacy, keyboarding, and basic coding. Students will use computers and cameras. Students will learn about general coding concepts, and use video editing software to produce their own stories. They will learn about the various roles of the news crew: co- anchor, special reporter, camera operator, technical director, audio director, floor director, script writer, and teleprompter operator. Students will also learn the following skills: videotaping and editing, audio and technical operation, and set design.

PhotoJournalism/Yearbook: Journalism will introduce students to the world of mass media (print, television, internet) and how the world of media is changing. Students will learn the fundamental skills of producing both a newspaper and a yearbook publication, including journalistic writing and editing, layout and design, interviewing, and photography. We will cover an overview of media, photojournalism, news gathering and writing, features, sports, and opinion writing. The purpose of this course is to produce a quality newspaper employing the current standards of middle school journalism and the tenets of good newspaper design, and students will work collaboratively to produce a school newspaper each quarter. Students will also explore photojournalism and digital photography concepts as it relates to yearbook design with the chance to participate in the design and creation of this year's yearbook.

History of Film: An analysis of age appropriate films, from the beginnings of kid/family films, their evolution and impact on society and how society has impacted film. Will include fiction and non-fiction writing as well as public speaking.

Advanced Art: Students will build on their knowledge of the basic elements, principles, and concepts of art as well as analyze their own and others work for presentation. Advanced Art is a higher level course that prepares students to take classes beyond middle school. Each unit is centered on the Elements of Art & Principles of Design as well as the California State Content Standards.

*** Must have already completed the Art (19-20) semester course.*

Beginning Art: An introductory course. Students will demonstrate an understanding of basic elements, principles and concepts of art as well as learn an appreciation for art through reading about, writing about, and making art. Each unit is centered on the elements and principles of design as well as the California State Content Standards.

Advanced ceramics: This class builds on concepts from the Beginning Arts class but now has students learning more advanced techniques of hand building. They will learn how to further manipulate clay to create more intricate art pieces. They will continue to learn the history of art and how art is a form of language that is often used to send a message to the viewer.

*** Must have already completed the Exploratory Art (19-20) course.*

Beginning Ceramics: This class is designed to teach students the three fundamental hand building techniques used in ceramics. These techniques are the fundamental root of almost all hand building projects. Students will also learn how the principles and elements of art/design are used when applied to sculpture. Students will create both decorative and functional art pieces that relate to art history and/or the real world. They will also use this art medium as a way to self express.

Additional Content Area Electives

Creative Writing: This course uses a fresh approach to writing using critical thinking skills and the inquiry process. It will help the student become a better thinker, problem solver, speaker, team player, planner, and researcher. Critical and creative thinking, problem solving, communication, and collaboration skills are used in developing unique pieces of writing for creative expression.

Debate: Students learn to support arguments on both sides of current topics following basic debate rules, familiarizing themselves with the art of persuasion. They will have the chance to try out live debates in the classroom and explore debates taking place outside the classroom.

Literacy and Service Learning: Do you want to learn how to use your creativity to become an activist for positive change? Want to be creative? Want to use technology? Want to develop real world skills? Want to inspire change? Want to help others? Want to do good? Want to take action towards issues *you* care about? Students will explore and research issues they personally care about. Then they will create a media-based advocacy campaign to promote awareness and ignite positive change. Students must be able to work both collaboratively and independently on projects that use their creativity and technology. Student led projects can include: writing songs, making short films, and creating digital media. YOUR VOICE. YOUR CHOICE. OUR WORLD. *Be the change you wish to see in the world.*- Gandhi

Psychology: This class would be an introductory course in the field of psychology. The course will examine such topics as perception, personality, development, and the learning process. The course will also examine the dynamics of human behavior as it is influenced by cultural and social stimuli. Students will also be exposed to techniques used for managing stress, reducing anxiety, achieving self-control, and developing character.

Team Sports: This course consists of a variety of individual and team sports with an emphasis on teamwork and positive social interaction. A place for all students interested in learning skills necessary to improve individual and team play for competition.

Travel the World: Students will explore the world through virtual field trips, games, discussion, videos and more. We will start with sites in the United States such as our National Parks. We will then move to the other continents of the world. We will learn of world cultures and create our own travel adventures for the future. We would like to have guest speakers share their travel adventures and have students share about their own experiences. We will be using three of the five themes of geography: location, place, and region to learn about our world. "Travel helps you understand and appreciate different cultures. It changes people. It broadens perspectives and teaches new ways to measure quality of life." Rick Steves

Leadership

Leadership: In Leadership students will learn how to be better leaders. Lessons are focused on building the skills of honesty, selflessness, kindness, respect, forgiveness, commitment, and humility. Character Dares are used to put the leadership skills taught into action. Using a wide variety of teaching methods (games, activities, videos, group interaction, etc.), students will learn all the ins and outs of being a better leader. Students will run rallies, publicize events, run the student store, run intramurals, etc. Students must have 1 signature from a teacher, who will be contacted for a recommendation.

Engineering & Design

Project Lead the Way: Energy & The Environment/Medical Detectives: Today's students have grown up in an age of "green" choices. In this course, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software. In the second unit of this course, students will focus on being hypothetical Medical Detectives. Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Advancement via Individual Determination (AVID)

What is AVID? AVID is a program for students that began in California 25 years ago. AVID now exists in 44 states and 17 countries. This program is designed to support students for success in a college-preparatory path, and help prepare students in gaining career readiness and/or admittance to a four-year college or university. AVID is an academic, regularly scheduled elective class based on writing as a tool of learning, inquiry method, organization, critical reading and collaboration. AVID is also offered as a four-year program at Center High School.

AVID 8: A program for "middle to upper middle" academic students. AVID provides support with class lessons on organization and college readiness as well as tutorials for assistance with core academic classes. Students participate in team building activities/field trips.

A completed application is required in order to be accepted into this course. Find the application at: <http://bit.ly/2020WCRAVID>

Performing Arts

Beginning Band: Beginning instruction with emphasis on musicianship and performance practice. You will learn how to properly care for, assemble, and perform on a band instrument. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. The band will perform several times during the year, both at the school and in the community.

Beginning Strings: Beginning instruction with emphasis on musicianship and performance practice. You will learn how to properly care for, assemble, and perform on an orchestral string instrument. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. The orchestra will perform several times during the year, both at school and in the community.

Strings Orchestra: Intermediate instruction with emphasis on musicianship and performance practice. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Emphasis on performance manifests in various performance opportunities including field trips and concerts.

Choir: Beginning and intermediate instruction for vocal music. Proper sound production, breathing, diction, and harmonizing will be taught. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Emphasis on performance manifests in various performance opportunities including field trips and concerts. The choir will perform several times during the year, both at the school and in the community.

Concert Band: Intermediate instruction with emphasis on musicianship and performance practice. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Emphasis on performance manifests in various performance opportunities including field trips and concerts.

Creative Drama: This is a class for those who want to explore drama, but do not wish to perform in public yet. It is a study of the history and different forms of drama including improvisation and theater games, reader's theater, and puppet theatre. Students will also participate in scenery design and painting and costume preparation.

Performance Drama: This is a class for students who enjoy performing. Students will spend their time rehearsing and preparing for two public performances, one in December and one in May. Attendance at the evening performances is mandatory.