



2020 - 2021

STUDENT HANDBOOK

JUNIOR HIGH

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INTRODUCTION

WELCOME TO ARBORLAND MONTESSORI JUNIOR HIGH!

As you enter adolescence, Arborland Montessori is looking forward to working with you to help you explore your passions, challenge your mind, allow you to contribute, and help you understand how you can fit into the world around you. This student handbook was developed to provide guidelines for Arborland Junior High, the students, and the parents to ensure a successful partnership. We look forward to a productive year together!

Philosophy

Adolescents from ages 12 to 18 officially enter the Montessori “Third Plane of Development.” This period is characterized by an effort to construct a social personality beyond childhood. Adolescents strive for social and economic independence and a sense of control in their life. The first 3 years of the Third Plane of Development can often be a turbulent time as adolescents experience rapid and irregular physical growth, which seems to take the full focus of the adolescent. Thus, it is important that the learning environment provides opportunities for adolescents to challenge themselves physically while being held responsible for running their own communities in productive ways.

It is our belief that each adolescent is a unique individual with his/her own special needs and background, and should be recognized as someone special. In order for the adolescent to grow, he/she must first feel safe, accepted, and competent in an environment that is encouraging, nurturing, supporting, and challenging.

Arborland Montessori Children's Academy is directed towards the application of the highest standards and interpretation of the Montessori Method through the techniques and philosophy developed by Dr. Maria Montessori.

Dr. Maria Montessori

Born in 1870, Maria Montessori was the first woman to be granted a medical degree by an Italian university. At the age of 28, she was a medical professional assessing the physical needs of “defective” children. Influenced by the work of Sequin and Itard in France, Montessori designed materials and techniques that allowed the children to work in areas previously considered beyond their capacity. Montessori's great triumph came when these children took state examinations alongside normal children—and her “defective” children passed the exams. Montessori concluded that if children with disabilities could be brought to the same academic level as normal children, something must be drastically wrong with the education of normal children.

Her life's work began with a group of slum children in 1907 when she opened her famous "CASA DEI BAMBINI." Through her observations from working with the children, she discovered their remarkable, almost effortless ability to absorb knowledge from their surroundings. Children teach themselves. This simple profound truth inspired Montessori in her lifelong pursuit of educational reform, curriculum development, methodology, psychology, teaching, and teacher training—all based on her dedication to furthering the self-creating process of the child.

Dr. Montessori developed the term "erdkinder," meaning "children of the earth," to describe adolescents aged 12-18 who are preparing to enter a larger global community. She observed that adolescents are sensitive to social justice, heroes and role models, personal dignity and a sense of belonging and adjusted her Montessori adolescent program accordingly.

Though Dr. Montessori passed away in 1952, her Montessori Method lives on. Today, after 100 years of international application, the Montessori Method thrives in the United States, with more than 5000 schools established since 1957. Montessori schools are not only found in the private sector, but are also increasingly implemented within the public school systems and federal day care programs. The Montessori philosophy focuses on the development of the individual child, the peaceful unfolding of self, and the prepared classroom environment. It reminds the educators to think unconventionally while assisting the children.

Mission

The mission of Arborland Montessori Junior High School is to build social, emotional and economic independence through rigorous academics and service learning.

Goals

Our goals for the adolescents are to:

- Become confident, connected and knowledgeable problem solvers
- Acquire the skills necessary to be socially, emotionally, academically, and economically independent
- Find a meaningful purpose in life
- Recognize the value that real-life heroes and mentors can provide

The Student-Teacher-Parent Team

Unlike primary and elementary programs, adolescent education requires collaboration from the student himself/herself with the teachers, and parents to empower the student to take responsibility and an active role in the process. Arborland believes that:

The Adolescent is:

- An active, self-directed learner
- A vital member of the class, school, city and global community
- A vital member of the student-teacher-parent team
- Responsible and able to keep commitments
- Honest, empathetic, respectful and accountable

The Teachers are:

- Facilitators for learning
- Consultants for the students
- Creators of a positive, safe and interest-capturing learning environment
- Communicators with parents and the community
- Role models and mentors

The Parents are:

- Providers of a loving, stable and safe home environment
- Creators of an atmosphere of honesty, trust and respect
- Role models for core cultural and family values
- Partners in the adolescent's education
- Able to allow the adolescent to be held accountable for his/her own actions

DAILY SCHOOL OPERATION

Office Hours

The Hughes Campus Office is open from 8 a.m. to 6 p.m. each school day. Our administrative staff is responsible for assisting existing and prospective parents. In addition, they also substitute in the classroom, assist children with special needs, and support teaching staff members. Therefore, if we are away from our desks, please call (714) 871-5111. One of the administrative staff members will assist you as soon as possible. Please expect a wait during peak hours (drop-off and pick-up time). If it is not an urgent matter, you are welcome to email us: email@arborland.com. We will take care of your request as soon as possible after peak hours.

School Hours

Arborland Montessori Junior High school hours are from 8 a.m. to 3:45 p.m. Mondays through Fridays. Arrival begins at 7:50 a.m. in the 2111 Hughes Office building. It is of utmost importance that you arrive at school **ON TIME**. We also request that during class time, only staff members and students should be on the campus. After 3:45 p.m., if you prove yourself to be a responsible citizen, you may stay in the classroom without supervision until the Office

closes at 6:00 p.m. If you are unable to supervise yourself, you will be asked to call your parents and leave campus immediately after class. There will be no childcare services provided for adolescents since you are no longer a child and are expected to be responsible for yourselves.

Daily Sign-In & Sign-Out Sheet

Junior high students are responsible for your own attendance and learning. You do not need a daily sign-in and sign-out sheet and are expected to be responsible for your own whereabouts at all times.

COVID-19 Arrival Procedures

Due to the COVID-19 pandemic, Arborland is following strict guidelines for the safety of our students, parents, staff and community. Upon arrival, please adhere to the following:

1. Students will have their temperature measured. Anyone who is sick or with a temperature of 100.4°F and above will be asked to stay home.
2. Once your temperature has been taken, go directly to your classroom.
3. Everyone must wear a mask on campus except for children who are 2 or younger.
4. For everyone's safety, our campus is only open for students and employees. Parents and visitors must remain in the designated drop off or main lobby area and ask our office to help you.
5. Siblings and other family members not enrolled in our in-person learning need to stay at home or in the car to avoid the accumulation of crowds.
6. Social distance is expected at all times and we will remind the students to socialize with physical distance.

JUNIOR HIGH SCHOOL CALENDAR

Important Dates

Tues, Aug 11, 2020	First Day of School Q1/S1 Begins
Thurs, Aug 27, 2020	Back-to-School Night
Sat, Sept 5, 2020	Hiking
Tues, Sept 15, 2020	Portrait Day
Fri, Oct 9, 2020	Q1 Ends

Holidays/Non-Student Days

Mon, Sept 7, 2020	Labor Day
Wed, Nov 11, 2020	Veterans' Day
Mon, Nov 23 - Fri, Nov 27, 2020	Thanksgiving Recess
Fri, Dec 18, 2020	Teacher In-Service
Mon, Dec 21, 2020 - Fri, Jan 1, 2021	Winter Recess

Mon, Oct 13, 2020	Q2 Begins
Thurs, Oct 29, 2020	Make-up Portrait Day
Thurs, Oct 22, 2020	Gallery Night - Performances
Mon, Nov 2 - Fri, Nov 13, 2020	Student/Teacher/Parent Conferences
Wed, Dec 16, 2020 (TBD)	Speech Competition
Thurs, Dec 17, 2020	Q2 Ends/S1 Ends
Mon, Jan 4, 2021	Q3 Begins/S2 Begins
Wed, Jan 20, 2021	Back-to-School Night
Thurs, Jan 28, 2021	Gallery Night - Museum Night
Fri, Mar 5, 2021	Cultural Food Festival
Fri, Mar 12, 2021	Q3 Ends
Sat, Mar 13, 2021 (TBD)	Pentathlon/Community Carnival
Mon, Mar 15, 2021	Q4 Begins
Mon, Mar 15 - Fri, Mar 19, 2021	Standardized Testing
Mon, Apr 19 - Fri, Apr 30, 2021	Student/Teacher/Parent Conferences
Fri, Apr 30, 2021	Re-enrollment/Summer Enrollment Due
Thurs, May 13, 2021	Gallery Night - Science
Wed, May 26, 2021	Last Day of School Q4 Ends/S2 Ends

Mon, Jan 18, 2021	Martin Luther King Day
Mon, Feb 8, 2021	Lincoln Holiday
Mon, Feb 15, 2021	President's Day
Mon, Mar 22 - March 26, 2021	Spring Recess
Mon, May 31, 2021	Memorial Day

*Please note that dates are subject to change. (TBD = To Be Determined)

CURRICULUM

Junior High Curriculum

Montessori education at the junior high level integrates rigorous academic studies with purposeful work, preparing teenagers to become contributing adult citizens who are self-confident and possess the skills needed to thrive in society. Additionally, Arborland Montessori follows California Content Standards to ensure that all students achieve a proficient or advanced level with many research instructional strategies.

1) MATH (Pre-algebra, Algebra, Geometry):

The purpose of math is to strengthen the student's overall mathematical thinking abilities and at the same time help students master algebraic and geometric concepts. Upon completion, the students will have a more abstract ability to use an algebraic approach to problem solving with enhanced critical thinking skills. Additionally, they will learn to model real-world phenomena with a variety of mathematical functions.

2) LANGUAGE ARTS (Literary Analysis, Oral and Written Communication, Speech & Debate):

The language arts curriculum encompasses an integrated study of vocabulary, literature, grammar and mechanics, and writing. The curriculum seeks to teach students to value reading and writing well, to self-initiate reading and writing in their own lives, and to see reading and writing as tools to change themselves and the world around them. Students read and write in a wide range of genres for a variety of authentic purposes and learn to communicate with a variety of audiences. With an emphasis on critical analysis of literature, students practice a variety of writing types to complete thoughtful responses to literature. Speech is included in daily communication that focuses on grace and courtesy, listening skills, active participation, in-group discussions, articulating ideas, and making formal presentations. Speech and debate provides students an opportunity to develop skills in research, critical thinking, organization, persuasion and communication. Once students are able to articulate their own ideas, they will learn to set aside personal bias and previous knowledge to objectively debate both sides of an issue.

3) SCIENCE (Health, Biology, Chemistry, Physics):

Science is a combination of several interrelated subject areas. At the junior high level, the lessons are divided into four main sub-units.

a) Health

The child is introduced to different aspects of health, including nutrition and physical activity, growth and development, sexual health, injury prevention and

safety, alcohol, tobacco, drugs, mental health, emotional health, social health, personal health and community health.

b) Biology

The biology curriculum includes the study of patterns in nature, cells and organisms, evolution, genetics, and ecosystems.

c) Chemistry

The chemistry curriculum includes the study of the structure, classification and properties of matter, scientific measurement, and atoms.

d) Physics

The physics curriculum includes the study of forces, motion, power, energy, waves, work and machines.

4) SOCIAL SCIENCE (World History, American History):

The social science curriculum focuses on the progress of people from World History to American History. The focus is on asking large questions and looking for patterns in history and integrating this information into other disciplines. Through a mix of individual and group work, students have the opportunity to dive into topics of interest and create hands-on projects and make presentations.

5) FOREIGN LANGUAGE:

Learning a foreign language allows the adolescent to develop a global understanding of the world. In addition to learning vocabulary, grammar, reading and writing, students will practice language orally to improve their conversation skills. Students will have the opportunity to choose between Spanish or Mandarin Chinese.

6) PHYSICAL EDUCATION:

Physical education not only develops physical strength and coordination in the student, but can also help release physical energy that builds up during this period of rapid growth.

7) PERSONALIZED ELECTIVE:

Electives are chosen by the students themselves each year. Through personalized electives, adolescents learn how to understand themselves and figure out their interests and potential future career options. Sample electives include computer animation, art, culinary arts, robotics, coding, multimedia journalism, dance, music, leadership, yearbook, and more.

8) TECHNOLOGY:

Technology is integrated into all other subjects as computer skills are needed in our highly digitalized world. From producing documents to taking tests, from doing research

to creating presentations, technology is a critical learning tool. No non-academic games during school hours—in or out of the classroom—will be allowed at any time.

9) SERVICE LEARNING:

Service learning is a 7th grade component determined by student needs and interests. Service learning goes beyond community service by including preparation, participation and reflection. It is a method by which students learn through active participation in thoughtfully organized service experiences that meet a genuine community need and are coordinated in collaboration with the school and community. The students participate in the planning and decision-making. It is integrated into the academic curriculum and includes time for thinking, talking, or writing about their experiences. It provides opportunities to use newly acquired academic skills and knowledge in real life situations in their community. It extends student learning beyond the classroom and helps to foster the development of a sense of caring for others.

10) MENTORSHIP:

Mentorship is an 8th grade component determined by individual student needs and interests. Adolescents need opportunities to engage with role models in the community who are not the parents in order to continue their exploration of self. With mentorship, the student will be able to create meaningful contact with professional and pre-screened adults who can provide the student with insight into a potential future career.

Typical Daily Schedule

Junior high students will be required to complete 7 periods for 7 subjects daily, with an additional weekly Service Learning (7th grade) or Mentorship (8th grade) component.

Schedule	Monday-Thursday	Friday
8:00 - 8:50	Foreign Language	Foreign Language
8:52 - 9:52	Math	Math
9:52 - 10:02	Nutrition Break	Nutrition Break
10:02 - 11:15	Literature	Literature
11:15 - 11:18	Change for PE	Change for PE
11:18 - 12:06	PE	PE
12:06 - 12:10	Change	Change
12:10 - 12:40	Lunch	Lunch
12:40 - 1:32	Science	Service Learning/Mentorship
1:32 - 2:24	Social Science	Service Learning/Mentorship

2:24 - 2:51	Class Planning	Service Learning/Mentorship
2:53 - 3:45	Electives	Service Learning/Mentorship

ADMISSIONS & ENROLLMENT

Admissions

Students socially and academically ready for 7th grade may be considered for admission regardless of gender, race, color, religion, nationality, or political belief. The junior high program is designed for students in 7th and 8th grade. In order to be accepted into the school, the student must complete and pass the Application Process below.

Application Process

The Application Process requires the following five steps:

- 1) Online Student Application
- 2) Online Parent/Guardian Application
- 3) Application Fee of \$100 to Arborland
- 4) Recommendation Letter for Student by a Teacher/Mentor/Coach
- 5) Student Interview

Once the above items have been completed, the student and parent will receive notification of whether or not he/she has been accepted to the Arborland Montessori Junior High Program.

Enrollment Procedure

After a student has been admitted to Arborland Montessori Junior High, parents are responsible for filling out enrollment forms according to the policies in the Parent/Student Handbook.

Class Assignments

Montessori classrooms emphasize a well-balanced, social representation of the world around us for all the students to learn and cope with individual differences. When a student is accustomed to working with other students of different genders, ages, cultural backgrounds, and personalities, they are establishing good interpersonal skills. At Arborland, we are dedicated to providing the best education for the adolescent. Therefore, we place each student in the classroom that is the best for them to learn in. Placement requests, whether academic or social,

cannot always be granted. Please trust our professional expertise and objective look towards your best interests.

Elective Selection Process

During the junior high admissions process, each student is asked about his/her interests for an elective class. Once the students are admitted, student responses during the interview are used to create a selection of electives according to student interests and needs. Students then have the opportunity to select the elective that most interests them to attend. A minimum of four students are required to open any elective classes.

CODE OF CONDUCT

All students are expected to know and follow the school rules. It is important for the students to dress in appropriate school outfits and show proper manners at all times. These rules were designed to provide a safe and creative learning environment for every student.

Attendance

Continuous attendance is essential for your academic and social development. There are 180 school days per school year. By law, you cannot miss more than 10% (18 days) of the school year. Students who fail to meet this requirement may be retained.

Absences

In the case of an absence, the following procedures must be followed:

- 1) A phone call or email by your parent to the office is required if you will be absent. A message recorder is available during non-school hours.
- 2) An unresolved absence or a frequent pattern of absences will result in a phone call or meeting with the teacher. Penalties for excessive absenteeism may include meeting with an administrator, failure to pass a grade in school, in-house school suspension, or truancy.
- 3) When a student needs to arrive late or leave school early for an appointment, parents must notify the office with a phone call or email. Parents/guardians/emergency contacts need to sign students in and out at the office for appointments during the school day. We encourage parents to make appointments after 3:45 pm to ensure your child has a full day of academics.
- 4) Vacations should be planned for regularly scheduled breaks. Arborland does not condone taking students out of school during a scheduled school day.

- 5) In cases where medical documentation can be provided that indicates a diagnosis and prognosis that the student has an illness, disease, or an accident that interferes with regular school attendance, parents are required to contact the Principal to determine if a chronic health program is available.
- 6) If appropriate and given enough notice, Arborland may provide temporary remote learning opportunities as an accommodation due to illness.
- 7) Arborland is not able to refund tuition for absences of students from school due to illness, vacation or any other reason.

Make-Up Work from Absence

It is the student's responsibility to request work missed and make up missed work upon return from any absence. It is the teacher's responsibility to make assignments available to the student. Students returning from an absence will have an amount of time equivalent to the number of days absent to complete the assignment.

Tardies

It is important for all students to be at school and in class on time. A tardy occurs when a student is not in his/her assigned seat at the start of each class. Tardiness to class interferes with class procedures, instructional time, and negatively impacts student achievement. Excessive tardies will result in increasing disciplinary consequences and affect your attendance rate.

Period Truancies

Students are expected to attend each of your scheduled classes. Students who fail to attend a class for any unauthorized period of time will be considered truant and disciplinary consequences will be assigned.

Classroom Rules

Appropriate behavior is very important in the classroom. Without proper behavior, the students are not able to apply their knowledge in the correct manner. At the beginning of each school year, students will discuss and create a Classroom Charter that includes rules that expand upon the 3 basic tenants of the Montessori philosophy:

- 1) Respect others
- 2) Respect yourself
- 3) Respect your environment

Students will also determine appropriate consequences for when rules are not followed.

Additional COVID-19 Safety Rules

Due to the COVID-19 pandemic, additional rules are developed to maintain a safe environment for all students to learn in.

- 1) Social distance of 6 feet is expected at all times and we will remind the students to socialize with physical distance.
- 2) Frequent hand washing is expected and all students will wash hands before food, after restroom, upon entering classrooms, and more when needed.
- 3) The students will not be sharing materials. Please bring your own personal stationery. You will have your own table at least 6 feet apart from other students.
- 4) Any school equipment/materials must be disinfected before other students may use them.
- 5) Outdoor activities are encouraged at a safe social distance.
- 6) Face masks are required at all times. If students need a breath of fresh air, you are encouraged to let your teacher know.

Remote Classroom Rules

Just as appropriate behavior is very important in the in-person classroom, the same appropriate behavior is expected in the remote classroom. Without proper behavior, you are not able to apply your knowledge and learn in the correct manner.

- 1) Respect others
- 2) Respect yourself
- 3) Respect your environment

Our teachers are excellent in engaging our students to ensure everyone is learning. However, you are not physically with us. In order for your learning to be successful, you need to help yourself in the following ways:

- 1) Prepare a quiet learning environment with needed learning materials including water and stationery.
- 2) Establish a routine. Go to the restroom before school starts.
- 3) Do not let food interrupt lessons.
- 4) School is school. It does not matter whether the location is home or school.
- 5) Dress appropriately, sit on a proper chair with a table for writing, and log on to the teacher's link a few minutes before school starts.
- 6) Contact your teacher if you are having technical difficulties.

Dress Code

At Arborland, we value each student's independence and individuality, which often manifests by the way the student dresses. However, it is essential that students come to school prepared to work, and dress in a manner that demonstrates respect for themselves, others and the environment. The daily clothing/attire should be conducive to an educational environment and should not be disruptive to school operations and the educational process. In cases of questionable clothing choices, the school administration reserves the right to determine the appropriateness of the student's attire.

- Clothing should allow for free movement and work. Therefore, clothing should not be excessively tight, short, contain low cut necklines, or reveal undergarments.
- Clothing should be clean and in good condition.
- Clothing must entirely cover the front and back of the student. No bare-midriff, halter, off-the-shoulder or spaghetti-strap tops are permitted.
- Pants/shorts/skirts must be worn at the waist and fit at the waist without a belt.
- Skirts and dresses must at least reach half the distance between the knees and the waist, and not expose one's underclothing while standing and sitting
- Shoes must be appropriate for indoor and outdoor work. Therefore, no heels or flip-flop shoes should be worn.
- Clothing promoting the illegal or commercial use of drugs, alcohol or tobacco products or that includes sexual innuendo are not permitted.
- Styles of clothing which symbolize affiliation with negative influences or youth groups are not allowed
- Pajama bottoms are prohibited
- No sunglasses, hats, hoods, or attire that prohibits easy and respectful communication may be worn inside the building
- Face coverings/masks are required at all times while on campus during the COVID-19 pandemic

Physical Education Dress Code

Students are expected to change into appropriate attire to participate in PE each day and change back into their school clothes after the PE period. Appropriate PE attire includes tennis shoes, socks, shorts and an Arborland t-shirt. In cold weather, sweatpants and sweatshirts may be used. Arborland t-shirts may be purchased through the office.

Hall Passes

For safety reasons, students are not permitted in the hallways during class time unless they are accompanied by a teacher or have a pass from an authorized staff member. Students should not need a hall pass more than once a month. Students with special medical needs should notify the office so arrangements for more frequent restroom use can be arranged.

Cell Phones and Electronic Devices

Cell phones and other electronic signaling devices may not be activated (turned on) from the time the student steps on campus until the time the student leaves campus. Cell phone messages may be checked after school. Devices activated during the school day will be confiscated and the student will be assigned appropriate consequences. If any student needs to call a parent, they are welcome to call from the office. Our goal is to minimize cyber-bullying and academic dishonesty, while maximizing concentration and integrity.

Technology Agreement

In order for students to participate in the statewide digital assessment, remote learning, class projects and presentations, Arborland Montessori Children's Academy is encouraging students to bring personal technological devices, such as laptops or iPads with detached keyboards, to class to use as a learning tool.

For better use and control of the equipment, we have created the following User Agreement, which all students, parents, teachers, and staff are expected to comply with.

1. Label your personal technological devices, including accessories.
2. The devices will be used as academic learning tools only. No non-academic games will be allowed at any time on the school campus.
3. Students will only be using their devices for test practice, typing programs, presentations, writing curriculum, and research per teacher's instruction.
4. No sharing or lending/borrowing personal technological devices to/from other students.
5. Students are expected to provide sleeves with either handles or straps to keep their personal technological devices protected.
6. Students will transport their devices to and from school in their protective sleeves or cases every day and will store them in a secure location, provided in the classroom, when not using them.
7. Personal devices are properties of the family, not the school. Arborland is not responsible for students' personal technological devices; however, Arborland will do its best to protect them.

8. Students will bring their laptops/tablets to school with batteries fully charged and take them home every day.
9. Certain sites not related to school will be blocked to ensure students stay on task.
10. While students walk with their device, they must keep the device closed and in its sleeve to prevent damage.
11. Students will keep their laptops/tablets and sleeves clean with no items that would be a distraction from the learning process.
12. Laptop/Tablet hard drives will be expected to have sufficient storage space for the students' learning process. Bring a flash-drive if students do not want to store information on the computer's hard-drive.
13. Loss of any equipment must be reported to the teacher immediately. Any malfunction of the laptop/tablet or shortage of hard drive space is expected to be rectified by the parent as soon as possible.
14. Students will only use the wireless network connection at Arborland and will not physically connect their computers to a wired Ethernet jack. A security software should be installed in your personal technological devices to avoid viruses or other malware.
15. Bringing a laptop/tablet is not mandatory. However, those who do not bring and use their own laptop/tablet must share computers provided by Arborland.

Students must abide by the provisions and conditions of this agreement. Any violations of the above may result in disciplinary action, including the revoking of technology access and taking appropriate legal action.

Bullying and Harassment

No student or group of students shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, cyber-bully, cause bodily injury to, or commit hate violence against any other student or school personnel. Bullying is a serious issue and all school staff, community and students must meet the challenge of creating a safe and secure community for everyone. We believe that all students are unique and of equal value regardless of academic ability, class, creed, gender, race, orientation, believe system or socioeconomic status. Bullying is when another student or group of students causes personal, physical, or mental suffering, however great or small, to another. It includes teasing, playing practical jokes, threatening, name-calling, ignoring people, dirty looks and other acts that cause hurt. These behaviors show an imbalance of power and are repetitive in nature.

Cyber-bullying includes the transmission of harassing communications, direct threats, harmful texts, sounds, images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance. Cyber-bullying also includes breaking into another person's electronic accounts and assuming that person's identity in order to damage or victimize that person's reputation.

Students are encouraged to notify school staff when you are being bullied or suspect that another student is being victimized. Students can talk to or email a teacher or administrator anytime you would like to report bullying. Individuals with information about the activity shall be encouraged to save, screenshot, and/or print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher or administrator so that the matter may be investigated. Any student engaging in cyberbullying shall be subject to discipline, which may include conflict mediation, counseling, apology letter, social probation, suspension or expulsion.

Freedom and Discipline

The Montessori philosophy believes that an individual is disciplined when he/she is a master of himself/herself, can control himself/herself, and follow the rules of his/her life. With more freedom, comes more responsibility. As an adolescent, you are expected to be disciplined and follow the rules. Those who follow the rules will have freedom and be treated as an adult as long as your actions reflect those of an adult, not a child. Any discipline or consequences given will be the direct result of your own choices and actions.

ACADEMICS

Homework

Homework is an integral part of a student's school program and success. Homework supplements class work, and provides students the opportunity to practice foundational skills. Students may have homework each night in all core subjects. Those subjects include, but are not limited to language arts, math, social science, science and foreign language. Homework can range from 1-2 hours per night (Monday-Friday) and will impact the student's grade. Students will be responsible for writing homework assignments in the Homework Planners and completing assignments in a thorough and timely manner. Students are encouraged to call a study buddy to verify assignments and get missed assignments. Students should also revisit syllabi for "turn-in" and "make-up" work policies for particular classes.

Grading

Students will be an active part of grade keeping during the school year. Their test scores will be sent home in their Homework Planners promptly. Based on the teacher's syllabus, grades may be composed of test scores, homework, in-class participation, projects, and more. The school grading scale is as follows:

Letter Grade	Grade Percentage
A+	100% to 98%
A	< 98% to 92%
A-	< 92% to 90%
B+	< 90% to 88%
B	< 88% to 82%
B-	< 82 % to 80%
C+	< 80% to 78%
C	< 78% to 72%
C-	< 72% to 70%
D+	< 70% to 68%
D	< 68% to 62%
D-	< 62% to 60%
F	< 60% to 0%

Grade Tracker

Unofficial grades will be available for viewing on Google Drive at any time via Grade Tracker. Please note that these grades are not final and are subject to change. Grade Tracker is meant to allow you to keep track of your grades at any time. A final Report Card will be sent home after the end of each quarter/semester.

Report Cards

Quarterly cumulative report cards will be sent home at the conclusion of each quarter. For 7th grade, quarterly report cards will reflect only work completed and assigned during the quarter. For 8th grade, quarterly report cards will reflect work completed and assigned during the semester. After report cards have been issued, please keep report cards and testing results in a safe place at home for your personal records.

Textbooks

Students will be issued textbooks at the beginning of the school year or when enrolled. It is the student's responsibility to take proper care of the textbook and to replace any books that are lost, stolen or damaged. Fees will be handled through the office and students will not be issued

additional books until the fees are cleared. Unpaid fees may result in the loss of privilege activities.

Academic Honesty Policy

Dishonesty, cheating, forgery, or plagiarism involves an attempt by a student to show a level of knowledge or skill which does not reflect his/her own learning. Consequences for breach of academic honesty may include no credit on assignment or test, referral to the office, notification to parents, or additional appropriate consequences. It is dishonest if you:

- Submit as original work anything you have copied, duplicated, printed, or technologically transmitted from person to person
- Use unauthorized aids during tests, such as formulas, codes, and/or key words on your personal objects or yourself, hidden reference sheets, or programmed materials in watches, calculators, or computer programs
- Exchange answers with others as either giver or recipient
- Do work, either printed, write, or electronic for another person without written permission from your teacher
- Submit someone else's assignment or submit work done by family, friends or tutors as your own, as a whole or in part
- Steal or pass off as one's own the ideas or words of another (plagiarism)
- Are in possession of tests or test answers without permission from your teacher
- Forge any signatures
- Fail to follow additional specific guidelines on academic honesty as established by your teacher

Academic and Behavior Intervention

The staff at Arborland is dedicated to providing appropriate support and assistance to encourage all students to achieve their highest potential. Students and parents are encouraged to contact teachers or the administration if additional support is needed.

FAMILY & SCHOOL PARTNERSHIP

Communication is vital between parents, teachers and students. While adolescence is a time for students to learn to become contributing functioning adults, families still play an important role in ensuring the success of the student.

Back-to-School Night

Back-to-School Night in August and January is a time for teachers and students to explain their goals for the class and for the semester. Parents will have the opportunity to meet the teachers, become oriented to the curriculum, and gain information about additional requirements for the class. Though it is not the first contact with the family during the school year, it will be the first contact that includes the Student-Teacher-Parent as a team. The teachers will advise parents and students on grade level requirements. The teachers' and parents' role is to guide the student in setting realistic goals and then to support the student to meet his/her commitments.

Student/Teacher/Parent Conferences

Student/Teacher/Parent Conferences are scheduled in November and April. Please sign up for a 30-minute conference slot to include the student, the parents and the teacher. The sign-up sheets are available two weeks prior to the conference dates. Students will be a vital participant as they take ownership and responsibility for their learning and development. Students are asked to evaluate their progress in academic work, personal responsibility, group responsibility, and to prepare a portfolio of their work. Students then request their parents' and teachers' points of view in each area.

Missed Conference

Missed appointments can only be rescheduled for remaining open slots that have already been set aside for conferences. Please understand that missed conferences create a considerable hardship on the teachers because they must prepare for the conferences and while continuing to teach your student.

Student Homework Planner

The Student Homework Planner will be the main source of daily communication among the Student-Teacher-Parent team. If a student suggests that he/she has no homework, please ask the student to check the Homework Planner or call a study buddy friend. Quick communication notes can be written in the planner for special circumstances.

Mailbox and Phone Calls

For communication purposes, every Arborland staff has a mailbox in the office. Your comments, suggestions, and opinions are important to us and we want to communicate with you. Please feel free to email or drop a note in any one of our mailboxes. If you need to talk to your child's teacher for urgent matters, please call the Hughes Campus at (714) 871-3111 for an immediate response.

Website and Email

We post announcements, pictures, and pertinent information on our website www.arborland.com to keep you informed. Please check our website on a regular basis. Each teacher has an email address with their name @arborland.com. We encourage you to use email to communicate with the student's teacher. We also request that you send an email to your student's teacher in the beginning of the school year to confirm both parents' email addresses. Please understand that even though we have easy Internet access, we work with the students during school hours and will not be able to check our emails until after hours. If something is urgent, please call us. Important email addresses are listed below:

Classroom 103 Jr. High Teacher:	MsSimms@Arborland.com
Administration:	Email@Arborland.com
Principal:	DrChen@Arborland.com

Parental Support as Role Models

While we are helping the students to learn proper manners and appropriate behaviors, while keeping them as safe as possible during the COVID-19 pandemic, your support and positive reinforcement is an invaluable necessity. The students look up to their surrounding adults, parents and teachers, and repeat our behavior or recite our language usage. It is crucial that all of us watch our manners and language patterns as we only want to have a positive impact on the children. Please wear a mask, maintain social distance, wash your hands, and more to role model the behaviors required to keep our school community safe. Please do not expose the students to any foul language and use soft voices when indoors.

Additional School Policies

For information on additional school policies, parents are asked to review the Parent/Student Handbook. Important topics include Enrollment Procedures, Tuition, Emergency Procedures, Medication, Withdrawal Policies, and more.

MISCELLANEOUS

Lunch

Students may bring their lunch from home or order lunch monthly from Arborland. Students may not bring candy, sugary goods, or carbonated beverages for lunch. Please do not bring food that requires preparation, heating, or refrigeration to school. Remember to bring napkins

and necessary utensils in the lunch box daily. If students forget their lunch, they will be able to purchase school lunch for \$10/day.

Snacks

Junior high students must provide their own snacks each day. A morning break is scheduled to allow students to re-energize. Suggested nutritious snacks include fruits, vegetables, granola bars, whole grain crackers and whole grain chips. Students are encouraged to bring their own water bottles instead of juice packets.

Birthday Recognition

Birthdays are an opportunity to reflect on the past year and make goals or changes for the upcoming year. To make the day as special as possible, it would be nice if you shared your reflections with your class. If you wish to bring in a treat, please make sure that it is a healthy treat that is individually wrapped and is sufficient for the whole class. You must also supply any necessary utensils. We use birthday recognition as another learning opportunity and impress a healthy diet and timeline of the child. **We respectfully request that you save birthday parties, balloons, goody bags, party hats, or other party favors for home celebration.** Please communicate with your teacher in advance.

Lost & Found

A Lost & Found is located in the office at each campus. Please check for lost articles periodically. Leave all valuables at home. If students bring any personal belongings to school, they are responsible for their own personal belongings at all times. Arborland will not be responsible for any lost items. **Items remaining for more than a month will be donated to charity. Food and optional program bags will be discarded daily for sanitary purposes.**

ARBORLAND STUDENT HANDBOOK ACKNOWLEDGEMENT

Thank you for reviewing the Junior High Student Handbook. Please sign and return this acknowledgement form by August 27, 2020 to your teacher.

Student Name: _____

I have reviewed the Junior High Student Handbook and am aware of school expectations and policies. I agree to:

- Attend and prepare for Back-to-School Night twice a year.
- Attend and prepare for Student/Teacher/Parent conferences twice a year.
- Make good choices and conduct myself according to the policies of the Handbook

Student Signature: _____

Date: _____

Parent Name: _____

I have reviewed the Junior High Student Handbook with my student and am aware of school expectations and policies. I agree to:

- Attend Back-to-School Night twice a year.
- Attend Student/Teacher/Parent conferences twice a year.
- Check notices sent home each week.
- Support student with making good choices at home.
- Maintain regular communication with the school about students' academic and social progress.
- Bring student to school unless they have a fever or need to see a doctor.
- Attend other family events during the school year.

Parent Permission for Technology Use: As the parent or guardian of an Arborland student, I have read the Technology Agreement in the Handbook, I understand its contents and agree that my student will abide by it. Should my student commit any violation of the policy, his/her access privileges may be revoked, and other disciplinary action may be taken. I hereby give permission to issue Internet access for my child and certify that the information contained on this form is correct.

Parent Signature: _____

Date: _____