

Hughes-Elizabeth Lakes Middle School Student Handbook



2010-2011

August 18, 2010

Welcome to Middle School!

Although we are a small K-8 school, Middle School teachers at Hughes-Elizabeth Lakes work hard to make sure our students have some of the experiences offered on a comprehensive middle school campus and to ensure that they are well prepared for high school.

While 6th grade students will have one teacher for core subject areas, 7th and 8th grade students will have 3 teachers and will rotate to each of their individual classes. Each 7th and 8th grade student will have core classes of English language arts, social studies, math and science as well as an elective course (1 each quarter) and a period of RTI (Response to Instruction).

HELUS expects middle school students to demonstrate increased independence and excellent behavior. As students on a K-8 campus, our junior high school students serve as role models for other students. We expect our middle school students to demonstrate excellent citizenship as well as help create a safe environment for all our students.

Middle School students are expected to comply with ALL of the rules and procedures outlined in the student handbook, however, middle school students have some additional privileges and expectations that will be outlined in this handbook. Please read it carefully. Parents and middle school students must sign the page at the end of this handbook, demonstrating they have read and understand the additional requirements for middle school students.

We're looking forward to an excellent year!

Mrs. Parkins
Mrs. Maple
Ms. Carr
Mr. Martinez
Mr. Nosik
Mrs. Smith

MIDDLE SCHOOL INSTRUCTION

In middle school, students begin the process of becoming independent learners. The transition from the elementary grades to middle school can be challenging for parents and students alike. We caution parents that although we want students to become independent, in middle school students should still be monitored and supported at home as they learn to take responsibility for their own achievement.

Students must write in their planners each day and we ask parents to review those planners each evening to determine if students should be doing homework, reading or studying for a test.

The expectations for our middle school students, as outlined in the California State Standards, are formidable. We believe our students are capable of achieving those standards, but they must pay attention in class, participate, become active thinkers and complete all class and homework assignments.

Electives

Each 7th and 8th grade student will have the opportunity to select electives for the school year. The first week of school you will receive information on the offerings for the first quarter, the second quarter, the third quarter, and the fourth quarter. Some electives are over several quarters for completion of the elective. Parents must sign the enrollment slip indicating that they have participated in the elective selection and agree with the student decision (EC 221.5 (d)).

Assignments/Homework

Homework represents a significant portion of each student's grade, so students must complete all homework assignments when they are due.

Assignment and grade status may be checked online at the following web address:

<http://156.3.139.2/abi/>

Assignments marked with "no" under "grading complete" have not been entered into the system yet.

Parents please note: Grades are updated as often as possible, however, there may be lag time between papers turned in and grades entered on the computer. Also, a student's grade could drop dramatically with the entry of a few grades. For example, if a student has "100" on one assignment and then receives "0" on another that he or she did not turn in, the student would then have a "50" or "F" in the class. Please work with your children to ensure that all work is turned in on time. If you have questions about a particular grade or assignment, please call the classroom teacher.

How to Check Grades Online

Step 1: <http://156.3.139.2/abi/>

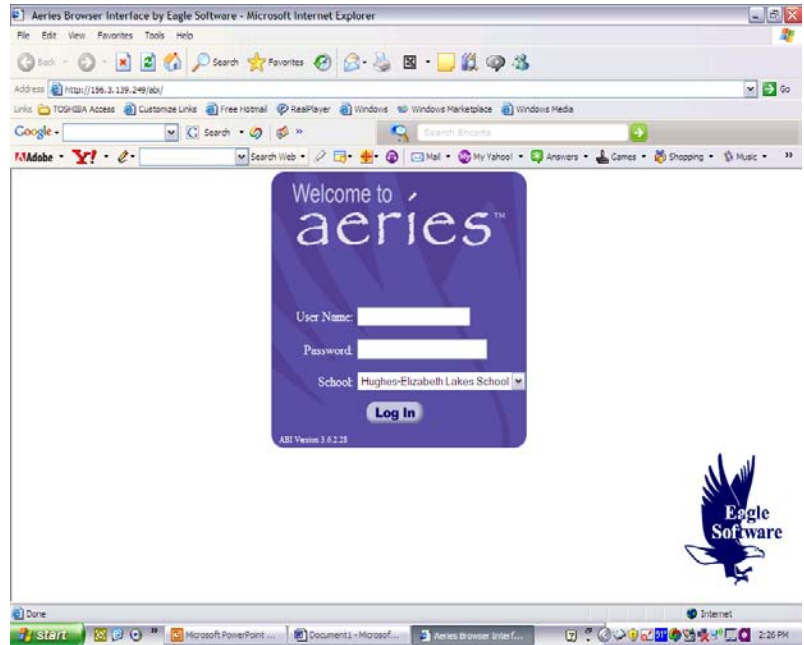
- Enter your User Name
→ your user name is the first letter of your first name, dot, last name. (j.doe) or the first two letters of your first name, dot, last name (jo.doe) for students that have the same last name as another student.
- Enter your password
→ The password is two zeroes and your ID number (001234).

****DO NOT SHARE YOUR PASSWORD WITH OTHER STUDENTS— ONLY YOUR PARENTS/ GUARDIANS**

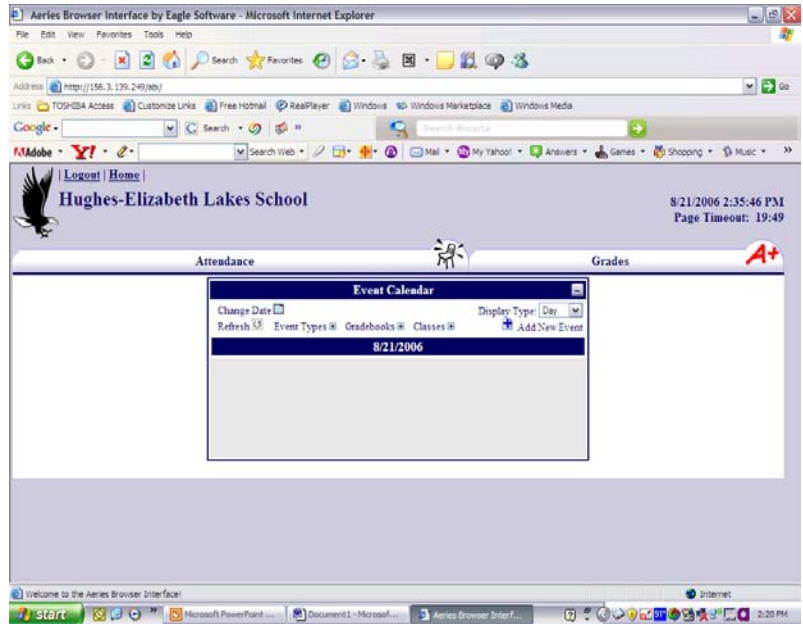
- Select a school in the drop down box.

7th /8th grade students will select the school named HELUS 78.

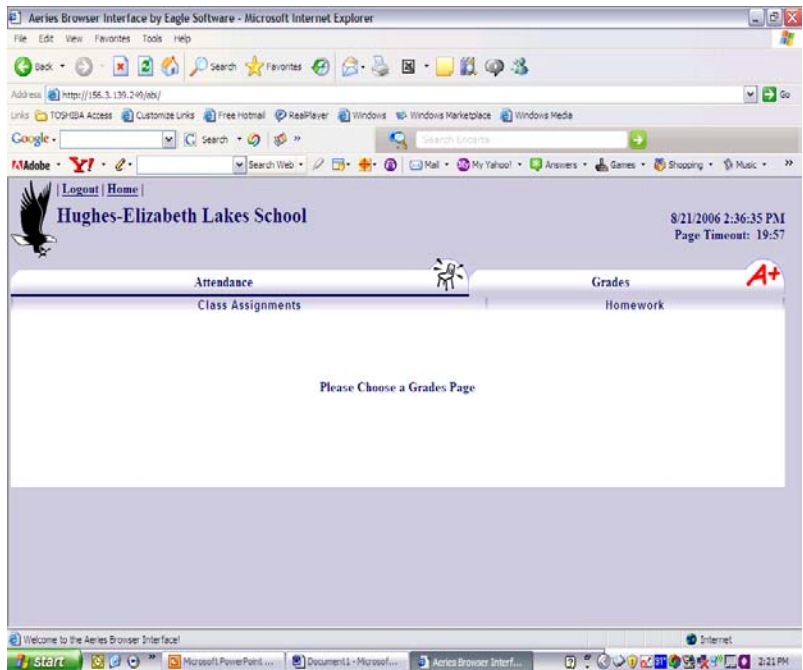
6th grade students will select Hughes-Elizabeth Lakes School.



Step 2:
Click on the “Grades” tab.



Step 3:
Click on the “Class Assignments.”
Tab to view your child’s grades.



Step 4:

Click on the Drop Down Arrow. You will see all your classes.

Highlight the class you want to see. You will automatically be directed to that class.

The screenshot shows a web browser window displaying the Hughes-Elizabeth Lakes School website. The page has a navigation menu with 'Attendance' and 'Grades' tabs. The 'Grades' tab is selected, showing a table of class assignments for 'Quarter 2'. The table includes columns for 'Score', 'Max', 'Date Completed', 'Due', and 'Credits Complete'. A dropdown menu is open, listing various classes such as 'Language Arts 7', 'Math', and 'Science'. The table shows the following data:

Class	Score	Max	Date Completed	Due	Credits Complete	
3- Language Arts 7 (Martinez's HR) Quarter 2 11/4/2005 - 1/27/2006	85	100	11/14/2005	11/14/2005	Yes	
3- Math (Martinez's HR) 3rd Qtr 1/30/2006 - 3/31/2006	90m					
3- Math (Martinez's HR) 4th Qtr 4/1/2006 - 6/9/2006	10	10	11/9/2005	11/9/2005	Yes	
3- Life Science (Martinez's HR) 11/4/2005						
3- Classwork (Vocabulary Worksheet (Speranza Rising))		10	10	11/9/2005	11/9/2005	Yes
4- Homework (Plot Diagram of Rabbits-Titi-Tavi)		10	10	11/14/2005	11/14/2005	Yes
5- Homework (Vocabulary: Rabbits-Titi-Tavi (Yellow Sheet))		10	10	11/16/2005	11/16/2005	Yes
6- Homework (Consult Notes on Rabbits-Titi to answer questions 1-3 in bones)		[]	10		11/16/2005	No*
7- Homework (Reading Tracking Sheet 7-2)		[]	10		11/21/2005	Yes
8- Classwork (Grammar P. 6 #1-20 (odd) Events can be done for extra credit)		10	10	11/18/2005	11/18/2005	Yes
9- Homework (Spelling Lessons 1. Compound Words Spelling Quiz 12-2-05)		5	10	11/18/2005	11/18/2005	Yes

Aeries Browser Interface by Eagle Software - Microsoft Internet Explorer

Address: http://156.3.139.249/abi/

Links: TOSHIBA Access, Customize Links, Free Hotmail, RealPlayer, Windows, Windows Marketplace, Windows Media

Search: Google, Search, Search Encarta, Search Web

Logout | Home

Hughes-Elizabeth Lakes School

8/21/2006 2:38:50 PM
Page Timeout: 19:52

Attendance | Grades **A+**

Class Assignments | Homework

<< 3 - Language Arts 7 (Martinez's HR) - Quarter 2 11/4/2005 - 1/27/2006 >> | Change Class | smith@lws.lacoe.edu

Nathan P Begnaud (1497) 3 - Language Arts 7 (Martinez's HR) - Quarter 2 Tchr: Smith Grd: 7									
#	Type	Description	Doc	Date Assigned	Score	Max	Date Completed	Date Due	Grading Complet
1	Homework	Reading Tracking Sheet 2-1 Students should be reading a total of 125min. per week 190m		11/7/2005	15	10	11/14/2005	11/14/2005	Yes
2	Classwork	Character Mandala (color symbolism) Character was chosen from the novel Esperanza Rising		11/4/2005	10	10	11/9/2005	11/9/2005	Yes
3	Classwork	Vocabulary Worksheet (Esperanza Rising)		11/9/2005	10	10	11/9/2005	11/9/2005	Yes
4	Homework	Plot Diagram of Rikki-Tiki-Tavi		11/9/2005	10	10	11/14/2005	11/14/2005	Yes
5	Homework	Vocabulary: Rikki-Tiki-Tavi (Yellow Sheet)		11/14/2005	10	10	11/16/2005	11/16/2005	Yes
6	Homework	Cornell Notes on Rikki-Tiki to answer questions 1-5 in boxes		11/14/2005	[]	10		11/16/2005	No*
7	Homework	Reading Tracking Sheet 2-2		11/14/2005	[]	10		11/21/2005	Yes
8	Classwork	Grammar P. 6 #1-20 (odd) Evens can be done for extra credit		11/16/2005	10	10	11/18/2005	11/18/2005	Yes
9	Homework	Spelling Lesson 1: Compound Words Spelling Quiz 12-2-05		11/17/2005	5	10	11/18/2005	11/18/2005	Yes

7/10
(-5pt. = no name)

= assignment number (chronological order)

Type = Type of assignment (ex: homework, classwork, test, quiz, project, report, etc.)
*each teacher has different types of assignments.

Description = Describes the assignment
assignments may be available online for download
Doc = some.

Date Assigned = date the assignment was assigned

Score = amount of points earned on a particular assignment

Max = Amount of points possible on a particular assignment

Date Completed = Date assignment turned in

Due = date the assignment is due

Grading Complete (Complete) = YES MEANS THE TEACHER HAS GRADED THE ASSIGNMENT.
NO MEANS THE TEACHER HAS NOT GRADED THE ASSIGNMENT.

How to Check Homework Assignments

Click on the "Homework" tab.

The screenshot shows a web browser window displaying the Aeries Browser Interface Gradebook Program. The page is for Hughes-Elizabeth Lakes School and shows the "Homework" tab selected. The main content area displays "Active Assignments (Homework) for Nathan P Begnaud on 8/21/2006". A table lists the assignments:

Pd	Course	Assn #	Description	Type	Assigned	Due	Max
1	Martinez Homeroom Social Studies	82	First day of school	Classwork:Homework	8/21/2006	8/23/2006	10000

Academic Probation

Students who are not meeting the grade requirement of 1.0 for each core subject will be placed on academic probation. Students on academic probation will meet regularly with Mrs. Parkins and will be placed on an academic probation contract. The contract will set goals for student performance and achievement and is designed to keep parents and students fully informed about academic progress. We want 6th and 7th grade students to prepare for the promotion requirements in 8th grade. **If 8th grade students do not maintain the minimum grades required by Board Policy, they are ineligible for end-of-the-year activities, including promotion exercises.**

Student Awards

Students are recognized by teachers for achievement each quarter and at the school level each semester. We will recognize student's academic and attendance performances as well as students who have maintained 100 merits.

MIDDLE SCHOOL STUDENT DISCIPLINE

Middle School Students must read carefully all information in the general school handbook that pertains to student conduct. Additionally, middle school students will be following a merit program which will determine their overall citizenship grade for the year as well as eligibility for all extra-curricular activities.

Determining School Citizenship Grades—The Merit System

Middle school citizenship grades will be determined by a Merit System whereby each student begins each quarter with 100 merits. Violations of state law, district policy, school, grade level or classroom rules may result in demerits, which, in turn, lowers the citizenship grade. When demerits are issued, a copy of the demerit goes home for a parent signature and is then to be returned to the teacher.

When a student's citizenship grade drops to the "B", "C", "D", or "F" level, a letter will be sent home to the parents, via the student, informing them of the drop in the citizenship grade. A conference between the parents and the school staff may be arranged when it is deemed necessary.

At the end of each quarter, grades for report card purposes will be based on the merits each student has according to the following scale:

A	=	100 - 91	merits
B	=	90 - 82	merits
C	=	81 - 73	merits
D	=	72 - 64	merits
F	=	63 - 0	merits

Students begin each quarter with 100 merits. **Students who have dropped to a "D" or an "F" in citizenship are ineligible to attend special school activities (dances, assemblies, field trips, etc.) occurring during the grading period in which the "D" or "F" was earned.** Eligibility will be determined by the last grading period. Ineligible students will become eligible for participation in school activities once they have received a "C" or better in citizenship on their next 6 week progress report.

The following demerit form is used to notify parents of any demerits that have been issued to a student. Students are issued a copy of the demerit slip for the purpose of obtaining a parent signature. Students are to return the signed form to their homeroom teacher the following day.

Hughes-Elizabeth Lakes School Demerit Form

Homeroom _____		Date _____	
Grade: <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8			
Student _____			
Demerits 1 2 3 4 5 10 Other: _____			
<i>Offense: (please check and explain if necessary)</i>			
<input type="checkbox"/> Classroom Rules (1)	<input type="checkbox"/> Defiance or Disrespect (2-5)		
<input type="checkbox"/> Unprepared (1)	<input type="checkbox"/> Profanity (3)		
<input type="checkbox"/> Tardy (1)	<input type="checkbox"/> Gum/Candy (2)		
<input type="checkbox"/> Littering/Graffiti (2)	<input type="checkbox"/> Truancy (5)		
<input type="checkbox"/> Out of assigned area (2)	<input type="checkbox"/> Suspension from class (5)		
<input type="checkbox"/> Unsafe Actions (3)	<input type="checkbox"/> Suspension by Administration (10)		
<input type="checkbox"/> Dress Code Violation (1-3)	<input type="checkbox"/> Other (<i>explain below</i>)		
<input type="checkbox"/> Classroom Disturbance (2-5)	<input type="checkbox"/>		
Explanation _____			
Student Signature _____		Merits A = 91-100 B = 82-90 C = 73-81 D = 64-72 F = 63 or below	
School Staff Signature _____			
Parent's Signature _____			
<i>Top copy (White) – Homeroom Teacher</i> <i>Bottom copy (yellow) – Student</i>			

Explanation of Demerits

Demerit Offense Explanation

1. **Classroom Rules (1)**
Violation of an individual teacher's classroom rules.
2. **Unprepared (1)**
Not bringing material to class.
3. **Tardy (2)**
Being late to school or to class.
4. **Littering / Graffiti (2)**
Trashing, writing on anything other than paper.
5. **Out of Assigned Area (2)**
Any location where the student should not be.
6. **Unsafe Actions (3)**
Pushing, shoving, scuffling, horseplay: anything jeopardizing the safety of others.
7. **Dress Code Violation (1-3)**
Violating dress code, including improper shoes, pants, shirt, blouse, etc.
8. **Classroom Disturbance (2-5)**
Interrupting learning in the classroom. Teacher judgment. More serious than violating a class rule.
9. **Defiance or Disrespect (2-5)**
Inappropriate behavior or response to an adult.
10. **Profanity (3)**
Cursing, vulgar words or actions.
11. **Gum / Candy (2)**
Possession and/or eating or chewing candy/gum on campus or in the classroom.
12. **Truancy (5)**
Unexcused tardy/excessively late to school or to class.
13. **Suspension from Class (5)**
Removal from class by a teacher due to classroom disturbance/defiance or disrespect/fighting, etc.
14. **Suspension by Administrator (10)**
A very serious offense as determined by the administration.
15. **Other (1-10)**
Any other disruption of the educational process or other inappropriate behavior (e.g. includes but not limited to bringing any personal items (cell phones, electronic devices, toys, etc) to school that are not required for school use, public display of affection (PDA), etc.

Disciplinary Action Chart

Hughes-Elizabeth Lakes School has very high expectations for students. Students are expected to present themselves in a manner that reflects self-discipline, excellent citizenship, common courtesy, and an eagerness to learn. In addition to demerits, violations for any of the following infractions may result in parental contact, suspension, recommendation for expulsion and/or referral to law enforcement.

Violation	Demerits	Possible Action
Assault School personnel	10	Suspension; expulsion; referral to law enforcement
Students and non-school personnel	10	Suspension; expulsion; referral to law enforcement
Battery	10	Suspension; expulsion; referral to law enforcement
Concerted pupil (gang) activities	10	Suspension; expulsion; referral to law enforcement
Controlled substance (selling/providing) including look-alikes	10	Suspension; expulsion; referral to law enforcement
Disrespect/refusal to obey/defiance/class disruption	2-10	Suspension
Dress Code violation	5-10	Parent Conference; suspension; expulsion
Drug paraphernalia	10	Suspension; expulsion; referral to law enforcement
Dugs/alcohol-possession/under influence	10	Suspension; expulsion; referral to law enforcement
Drugs / look-alikes	10	Suspension; expulsion; referral to law enforcement
Explosives	10	Suspension; expulsion; referral to law enforcement
False fire alarm	10	Suspension; expulsion; referral to law enforcement
Fights	5-10	Suspension; expulsion; referral to law enforcement
Firearm	10	Suspension; expulsion; referral to law enforcement
Firecrackers/poppers/matches/stink bombs - use or possession	10	Suspension; expulsion; referral to law enforcement
Gambling	10	Suspension
Graffiti	10	Suspension; expulsion; referral to law enforcement
Hate violence	10	Suspension; expulsion; referral to law enforcement
Inciting student unrest	10	Suspension; expulsion; referral to law enforcement
Internet-violation of policy	10	Suspension; expulsion; referral to law enforcement
Physical injury	10	Suspension; expulsion; referral to law enforcement
Profanity/vulgarity/obscenity	5-10	Parent conference; suspension; expulsion
Property damage	5-10	Suspension; expulsion; referral to law enforcement
Public display of affection (PDA)	1-10	Parent conference; suspension; expulsion
Sexual harassment	10	Suspension; expulsion; referral to law enforcement
Shooting or throwing any object	5-10	Suspension
Theft/receiving stolen property	10	Suspension; expulsion; referral to law enforcement
Tobacco (possession/use)	10	Suspension; expulsion; referral to law enforcement
Truant	5-10	Parent conference; referral to law enforcement
Unsafe actions	3-10	Parent conference; suspension; expulsion
Weapon/dangerous object/look-alike - possession, sale, furnishing	10	Suspension; expulsion; referral to law enforcement

Dress Code

Our dress code begins to prepare students for the high school district standards for student dress and creates an effective climate for learning on our campus. **We rely on the vigilance of our parents to ensure the safety of our students by adhering to the following standards:**

- ❖ All clothing must be worn in the manner for which it is designed.
- ❖ **All clothing must fit. No sagging, bagging, or dragging clothing. No oversized clothing** (no more than 2 inches in excess of body size.)
- ❖ Girls' clothing (jumpers, skorts or shorts) must fit and shorts, skorts, skirts and dresses must reach mid thigh.
- ❖ Shirts/blouses may not be transparent, see-through, low cut, strapless, or reveal a bare midriff. **Stomachs and shoulders must be covered and no cleavage may be visible.**
- ❖ No tank tops, tube tops, crop tops, fishnet, sleeveless tops or spaghetti-strap style tops are allowed.
- ❖ Appropriate shoes must be worn at all times; no slippers, flip flops, backless sandals or open-toed shoes or heels.
- ❖ Visible pierced jewelry is limited to the ears only. Students may not wear jewelry in the nose, eyebrow, lip, tongue, cheek, or other facial area. Belly button jewelry is also prohibited.
- ❖ No articles of clothing, jewelry, paraphernalia or accessories that are a threat to the physical well being and safety of students will be allowed.
- ❖ No temporary tattoos, stickers, or any writing or drawing visible on the skin are permitted.
- ❖ Wallets that are attached to a chain are not acceptable.
- ❖ Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
- ❖ No gang-related attire, including slogans, initials, colors, etc., is acceptable.
- ❖ No pajamas or house shoes are allowed.
- ❖ No garment that promotes illegal activity or has offensive pictures and/or words may be worn (e.g. sexual innuendoes, weapons, drugs, etc.).
- ❖ Caps, hoods and hats may be worn outside to protect from weather, with the bill facing forward; however, they are not to be worn inside buildings or classrooms.
- ❖ Anything that distracts from the smooth functioning of the school program, as determined by the administration, is unacceptable.

All school staff members enforce the Hughes-Elizabeth Lakes Dress Code Policy. Students who do not come to school appropriately dressed will be issued demerits and asked to call home for a change of clothing. Students who persist in violating the school's standards may be suspended and/or recommended for expulsion.

Eligibility Requirements for Extracurricular Activities

Students must meet the requirements listed below in order to participate in extracurricular activities such as dances, student government and other school activities:

1. A student must maintain at least a "C" grade in citizenship in order to participate in any extracurricular activity.
2. A student must have a "B" citizenship grade and a "B" academic GPA with no grade lower than a "C" to hold a Student Body office.

3. Students who receive a “D” or “F” in citizenship for a semester grade will remain ineligible for all extracurricular activities (including dances) until the next progress report is issued (6 weeks). A grade of “C” is necessary for the reinstatement of this privilege.
4. Any student who attends or attempts to attend a school dance knowing that he/she is ineligible will lose all dance privileges for the remainder of the school year. No ticket refunds will be given.
5. Students who have been suspended will not be allowed to participate in any activity during the quarter in which the suspension occurred.

School Dances

Students must maintain at least a “C” in citizenship to be eligible for dances and other extracurricular activities. Only 6th-8th grade HELUS students in good standing may attend dances. The exception is the 8th grade promotion dance and students MUST fill out a guest request application and have it approved in advance. Guests must be of middle school age (i.e. in 6th-8th grade).

Dance Rules

No student may attend the dance who:

- is on suspension
- was absent from school on the day of the dance

School dress code standards apply for all dances unless otherwise indicated prior to the dance. Students who are dressed inappropriately will not be allowed to attend.

Once a student enters the dance, he/she will not be permitted to leave until the end of the dance unless accompanied by a parent. There will be no refunds on dance tickets.

Students must be picked up when the dance ends. **Any student who has not been picked up within fifteen minutes after the dance ends may not be allowed to attend the next dance.** (Ending time will be announced in the Lion’s Roar prior to the dance.) Valuable items, cash or purses should not be brought to the dances.

End-of-the-Year Eighth Grade Activities

Students must meet the following standards to participate in the end-of-year activities, including the Promotion Dance, and the Magic Mountain Trip:

1. Students must have a “C” average in citizenship and a minimum of 292 merits remaining for the entire school year (no more than 108 demerits for the year).
2. Students must have achieved a 1.00 cumulative GPA, excluding Homeroom and Citizenship grades.
3. Only eligible **currently enrolled and promoting eighth grade HELUS students** are permitted to participate in end-of-year activities.

4. All outstanding fees (textbook, library books, etc.) must be paid prior to attending any end of the year activities. Report cards and promotion certificates will be held until the student's account is cleared.
5. Any student who is suspended from regular school activities is ineligible for any extracurricular activities taking place on that day including end-of-year activities such as Magic Mountain Trip, Promotion Dance, and Promotion Ceremony.
6. Any 6th or 7th grade student or ineligible 8th grade student who attends Magic Mountain Fun Day is in violation of school rules and State law (because he or she is thus truant). Any 6th or 7th grade student who attends Magic Mountain Fun Day with or without parental permission will lose this privilege as an 8th grade student. Any promoting 8th grade student who is ineligible to attend Magic Mountain but attends anyway, will not walk at promotion.

Promotion Ceremony

Board Policy 5127

Graduation Ceremonies and Activities

Junior high school graduation ceremonies shall be held to recognize those students who have successfully completed the required course of study as demonstrated by:

1. Being proficient on all Eighth Grade English/Language Arts, Science and History/Social Science Content Standards.
2. Being proficient on all of the K-7th Grades Mathematics Content Standards.
3. Being proficient on fifteen of the twenty-five Eighth Grade Algebra I content Standards.
4. Maintaining a minimum of a 1.0 grade point average in the core courses of English/Language Arts, Mathematics, Science and History/Social Science during the course of the school year.

The Antelope Valley Eighth Grade English/Language Arts and Mathematics Exit Examinations will be given to all students as one of the multiple measures of student proficiency.

Students completing the course of study and meeting the above requirements have thereby earned the right to receive a diploma. The Governing Board believes that these students deserve a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

Students who have not met the above requirements are not to be included in the graduation ceremony and related activities, although these students may be promoted to the ninth grade pursuant to Board Policy 5123. A student may appeal to the Superintendent/Principal to have one or more of the above requirements waived in order to participate in the graduation ceremony and related activities.

Students with a disability and an Individualized Education Program can have one or more of the above requirements waived or modified by an Individualized Education Program Team.

Invocations and/or benedictions shall not be included in graduation ceremonies. Ceremonies or programs involving prayer for graduates shall not be sponsored by the school or district.

Disciplinary Considerations

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. Students with eight or more days of suspension during the school year shall be denied the privilege of participating in the graduation ceremony.

Absences

Students who have more than 25 days absence for any reason may be denied participation in graduation ceremonies and activities. Habitual truants shall be denied the privilege of participating in the graduation ceremony.

Graduation Ceremonies

Graduation ceremonies and activities include, but are not limited to the following: the graduation ceremony, the graduation dance and the graduation field trip.

Honors and Awards

To honor superior academic achievement, graduation ceremonies shall include recognition of a valedictorian and salutatorian. The Superintendent/Principal or designee shall establish procedures that ensure a fair determination of the students who have achieved the highest grade point average in the graduating class. If a tie exists, the principal may honor more than one valedictorian and/or salutatorian.

The Superintendent/Principal or designee shall identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving other school and nonschool awards.

Only students who have met stated criteria and are eligible to be promoted to 9th grade may participate in promotion ceremonies.

Type 2 Diabetes Information

Pursuant to *California Education Code* Section 49452.7, type 2 diabetes information is required to be provided to parent and guardians of incoming seventh grade students. The next 3 pages included this Type 2 Diabetes information for all our middle school parents.

Type 2 Diabetes Information

Pursuant to California *Education Code* Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Description

Type 2 diabetes is the most common form of diabetes in adults.

Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.

According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.

- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

Inactivity. Being inactive further reduces the body's ability to respond to insulin.

Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.

Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.

Get more physical activity. Increase physical activity to at least 60 minutes every day.

Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.

Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is

considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

References

American Diabetes Association Clinical Journal (Outside Source)

Helping Children with Diabetes Succeed: A Guide for School Personnel (PDF; Outside Source)

KidsHealth (Outside Source)

Mayo Clinic (Outside Source)

National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine (Outside Source)

US Centers for Disease Control and Prevention (Outside Source)

Hughes-Elizabeth Lakes Union Elementary School District



A California Distinguished School

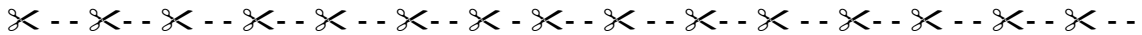
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Dear Parents and Students,

You have just completed reviewing the Hughes-Elizabeth Lakes Middle School Student Handbook. We have attempted to cover all the important rules, regulations, and procedures that you will be responsible for during this school year. You know that:

1. Positive work habits and good behavior will be rewarded in many ways.
2. Inappropriate or disruptive behavior will result in serious consequences and will not be tolerated.
3. Attendance is a high priority at Hughes-Elizabeth Lakes School and students are expected to be on time and ready to work when they enter the classroom.
4. Academic achievement for all students is our goal and students who do not work to their potential will be denied participation in extracurricular activities.
5. Students are responsible for their personal appearance as well as the proper care of all school materials given to them.
6. All students will be treated fairly.
7. Your success in Middle School grades will be equal to your effort and desire.



We have read and reviewed the HELUS Middle School Student/Parent Handbook. In signing, we indicate an awareness and understanding of the additional requirements, expectations and opportunities available to our Middle School Students

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Please return this completed form to your student's homeroom teacher.