

Panther Tracks

December 2014

The newsletter for Jane Lathrop Stanford Middle School

Volume 2014-2015 Issue 2



Inside

Principal's Column	1
Join the JLS PTA Nominating Committee	2
JLS PTA – Putting Your Donations to Work!	3
Student Directory Update	4
YCS Christmas Clothing Drive	4
Not in Our Schools Week at JLS 2014	5
JLS Science Fair Sizzled	6
Earn Contributions for JLS PTA	7
Math at JLS	8
Team Cupcake Thanksgiving Canned Food Drive	8
Riding in the Winter Months	9
Thank you Walk and Roll Helpers and Greeters!	9
The Common Core—ner	10
Supporting Productive Talk: What, Why, How	10
Many Faces of JLS	11
Tune Into KJLS!	11
Guidelines for Student Messages, Deliveries and Appointments	11
Parent Input Survey	12
PIE Thanks You For Your Donations!!! Still Time to Donate!!!	14
JLS Staff Appreciation Holiday Luncheon Volunteers Needed	14
Staff Appreciation Latte Cart Volunteers Needed	14
Basketball Schedule	16
Transition Dates and Meetings	17
JLS Store Order Form	19

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Principal's Column



Sitting down to write this issue's article has me reminiscing about what the holiday season has to offer...celebrations, happiness, family, laughter, new beginnings and, if lucky, relaxation to name a few. As we approach a new year, I am reminded of just how fast time passes. Upon reflection of my years at JLS I am appreciative of so many things, but I am most grateful that I get to work in our amazing community, helping to shape young lives with the transition from childhood to adolescence. Middle school years, all three of them, are filled with many new thoughts, feelings and challenges that are often met with angst, but I find these years to be a truly magical time. Watching kids mature and grow, physically, socially and intellectually, is awe-inspiring.

Middle schoolers are remarkable young people with amazing ideas. It is for this reason that student voice at JLS is so important. There are several avenues for students to contribute their input and ideas – BeTCha, Student Council, Site Council, Leadership, etc. – and we are always looking for new ways to engage kids in every aspect of life at JLS.

With the advancement of technology, navigating the social scene certainly has changed since I was in middle school, but I don't believe the qualities of a good friend have. Good friends don't gossip or spread rumors about each other, they don't criticize each other, they don't judge each other and, most of all, they don't make you compromise your morals and values in order stay your friend.

It sounds strange, but I believe I learned about the qualities of what I believe to be true friendship through rejection. Whether it was broken promises about hanging out together, being pressured into doing something I wasn't really interested in doing (possibly naughty!) or being included but feeling left out of the group I was with, I was always able to rebound. Through this series of trial and error experiences I learned a bit more about who I was, who I wanted to be and who I wanted to have as my friends.

By now you must be wondering why on earth I am sharing all of this with you. Well, in reflecting on the past semester at JLS I have identified areas of pride and joy as well as areas I think we, through partnership with one another, can improve upon in our community. Through stories I have heard and conversations I have had, I believe that we can do a better

[Continued on page 2](#)

Jane Lathrop Stanford (JLS) is a diverse learning community. We seek to provide a safe, creative, and inclusive learning environment. We respect and embrace the uniqueness of every individual. We strive for academic excellence, individual responsibility, and lifelong learning. Through compassion, connection, courtesy, complimenting, and community, we support the intellectual, social, physical, and emotional growth of our children.

The mention of any business, service, or organization in this newsletter does not imply an endorsement by JLS Middle School, JLS PTA, or PAUSD.

job addressing discrimination and social exclusion. We can improve upon accepting and honoring the richness of our backgrounds.

The Developmental Asset Framework for raising thriving children identifies 40 items that communities can work on to cultivate and encourage asset-rich youth. In Silicon Valley, through community input, a 41st asset was added – Positive Cultural Identity. Positive cultural identity means that a young person feels comfortable with and proud of his/her identity, including but not limited to disabilities, ethnicity, faith/religion, family status, gender, language and sexual orientation.

Given that JLS has students who reflect such broad diversities (every one of the aforementioned categories in the 41st asset), it is critical to emphasize the importance of a positive cultural identity within our community. I ask that each of you make the time to have a family conversation about what you stand for in relation to friendships and acceptance of others and how those values contribute to the school and learning environment that we all have a part in creating. It is, after all, the time of the year to reflect, regenerate and rekindle lost ties.

Sincerely, Sharon Ofek, Principal



Everything You Need To Know About 7th Grade

Parents/guardians of 6th grade students are invited

Wednesday, February 4, 2015

7:00 - 8:30 p.m.

Cafetorium

Sonia Gomez, your child's guidance counselor will talk about what is involved in registering your child for 7th grade. She will also share the role that counselors play in your child's 7th and 8th grade experience.

Join the JLS PTA Nominating Committee

Though it sounds crazier than signing up for summer camps in January, December is the right time to start thinking about staffing next year's JLS PTA. The first step is appointing a Nominating Committee, which will work from late January through March to identify, recruit and nominate candidates for the PTA executive board positions and other key volunteer roles for the 2015-16 school year.

The JLS PTA Nominating Committee is comprised of five representatives and one alternate and their work is most effective when they represent a wide cross-section of our JLS parent-teacher community. The time commitment is contained, as the Committee is elected at our January 22 PTA General Association meeting and ends their work with a report to the membership at the March 19 PTA meeting. Most of the work can be done via email and phone with only two or three in-person meetings.

If you are interested in learning more about your JLS PTA, serving on the Nominating Committee is a great entry-point. If you are interested or if you want more information (or if you would like to suggest a friend for the Committee), please contact the JLS PTA Parliamentarian, Jane Dick, via email at jane@dick.org

8th Grade Parents Are Getting Together!

The 8th Grade Parent Network had a wonderful evening social in November. More than 40 parents attended and had a great time making new friends and catching up with old pals. The most frequently heard quote of the evening? "Why don't we do this more often? This is such fun." Keep a lookout for another parent social gathering in January. The exact date and location will be announced through the JLS2015 google group and in the JLS Online news. We hope to see you all soon! If anyone would be willing to host a casual gathering in their home, please let us know. Thanks!

Your friendly Parent Network Coordinators,
Heather & Rita

Not in Our Schools Week at JLS 2014

By Arvind Arya

During the week of November 17-21, 2014, JLS held their annual *Not In Our Schools Week*, which is dedicated to celebrating diversity, fostering our global community, expressing gratitude, and breaking stereotypes. We had Ballet Folklorico de Mexicano perform at lunch, as well as other activities during the week. Below was the schedule we followed for NIOS

week, which included the daily theme and lunch-time activity for each day. We had a week of positive student interaction, togetherness, and we celebrated who we are as individuals and as a school community. This was the eighth year that JLS has been participating in NIOS Week. It was a huge success!

	Daily Theme	Lunch and/or WIP Activity
Monday, November 17	Fostering Global Community To celebrate our diverse population/cultures and seek to strengthen these bonds.	Ballet Folklorico Mexicano–Dancers/ drummers performed songs/dances from Mexico and other indigenous groups. Global Community of JLS Map–To represent their heritage, students placed a star sticker on the world map hung in all week in the breezeway.
Tuesday, November 18	Express Yourself–Standing Up To Bullying and Promoting Kindness	Open Mic at lunch for poetry or spoken word reading. Staff and students read poetry and expressed their feelings about standing up to hate, stereotyping, diversity, and the environment. JLS Choir performed at lunch!
Wednesday, November 19	Expressing Gratitude	Gratitude Statements–The JLS 6 th grade student council hosted an event, where students wrote messages of gratitude to others, which were hand delivered to recipients. DECEMBER 10 WIP “Matt” video–We will show a video called “Matt” which is about a physically and mentally challenged high school student who overcomes his disabilities to be successful. Teachers will receive a lesson plan to accompany the video. Please note upcoming date.
Thursday, November 20	Destroying Stereotypes To take steps as individuals and as a school community to dissolve stereotypes.	Dissolving Stereotypes Pool–Staff and students wrote stereotypes they want to destroy on pieces of rice paper and either dissolved or buried them.
Friday, November 21	Celebrating Diversity To embrace and acknowledge all of JLS’s rich diversity of wonderful differences and similarities.	JLS Heritage Heart and Photo on the Field–Staff and students formed a “heart” on the field for a JLS group photo. Participants wrote what represents them on a heart shaped stick. Students embraced who they are (e.g. ethnicity, religion, gender, nationality, sexual identity, etc.).



JLS Science Fair Sizzled

The JLS Cafetorium hummed with activity on the evenings of October 22 and 23 as roughly 500 students presented their home science experiments in four poster sessions over the two evenings of the JLS Science Fair. Students investigated a science or engineering question and prepared beautiful posters summarizing their results. Each student shared his or her work with an interviewer who provided encouraging feedback and were invited

to write a brief peer review of another student's poster. Volunteers from MOAH were on hand to demonstrate the ever-popular Van De Graaf generator and each session finished with a drawing for a wide variety of fun prizes for session participants.

Student peer reviews reflected comments from the interviewers as well. Remarks like "lots of time and effort put in", "topic is unique and interesting", "colorful and visually appealing", "logical and thorough", "vibrant, creative, good content", "invokes curiosity", "creative" and "thoughtful" were common.

The Science Fair was a success thanks to the effort of hundreds of people. First and foremost, thanks to every student participant. It was exciting to see the wide variety of projects and to hear about challenges and successes. The JLS Science Department provided our students with support and guidance as they worked on their projects and the JLS administration and staff were extremely supportive and helpful. Thanks also to the parents who acted as support personnel and cheerleaders for their students. Laurie Hassett and Wes Anderson from MOAH had many interactive demonstrations like the Tesla coil, Jacob's ladder, reaction timer, theramin and plasma globe which they showed with great enthusiasm to fascinated students and parents alike.

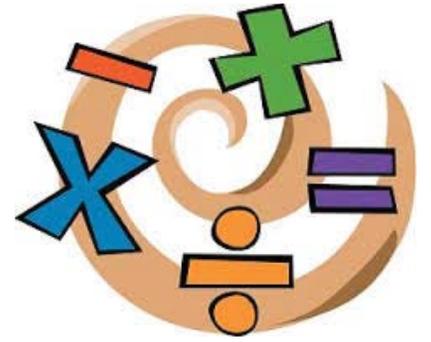
Our interviewers spent one or both evenings talking with students about their work, listening to an explanation of the project, asking questions and providing personal, positive feedback. In addition to JLS parents, our interviewers included community members with no immediate connection to JLS, Stanford graduate students and students from both Paly and Gunn. It was wonderful to have the opportunity to showcase the terrific work JLS students do among the wider Palo Alto community. Thanks to the following individuals who interviewed students or provided support in other ways: Rita Agarwal, Joyce Alba, Rollie Arbolante, Jason Baker, Lisa Barkin, Nick Bax, Lisa Bernstein, Claire Berschauer, Griffin Berschauer, John Birmingham, Claudia Bonilla, Sonya Bradski, Imju Byon, Silvia Cabal, Patricia Campbell, Michelle Carrillo, Jason Chan, Ken Chan, Victoria Chang, Sripriya Chari, Paul Chen, Jing Cheng, Olesya Chikunova, Don Chin, Wilson Chong, Jennifer Chu, Adele Colwell, Stephanie Compton, Andy Cuthill, Kirsten Daehler, Douglas Davidson, Debbie Deng, Pavan Desikan, Ling Ding, Liu Ding, Geoff Donaker, Archana Dubey, Tom DuBois, Heike Enders, Mark Erickson, Claire Fedder, Clare Fernandes, Sisira Gamage, Rashmi Goyal, Krissy Green, Frank Ham, Rong He, John Herrema, Jonathan Herrmann, Chris Hetterly, Sarah Holt, Ann Holum, Dawne Hom, Patrick Hunt, Rashmi Hunt, Athena Ierokomos, Bruce Ishimoto, Jonas Jacobi, Nico Janik, Dipti Joshi, Reetu Joshi, Youngdug Jung, Brian Kilgore, Kijeong Kim, Shiyoo Kim, Sam Kimmey, Anke Krebber, Manisha Kulshrestha, Anupama Kumar, Deepa Lalla, Kala Lansberg, Mai Le, James Lee, Tzielan Lee, Cong Li, Jack Li, Ivy Li, Lielin Li, Xiaofan Lin, Rebecca Ling, Shihao Liu, Vicky Lu, Kalu Mehta Lamsy, Michael Montegut, Patricia Montesios, Anoosh Mostaghimi, Robert Napaa, Gayathri Narayanan, Kim Nguyen, Ben Nguyen, Manny Noik, Peyma Oskoui, Rajiv Patni, Keith Pelczarski, Ken Rafanan, Vishwa Raman, Bharathi Ramavarjula, Arthur Reyes, Adriana Reyna, Mary Jo Ricci, Kyrie Robinson, James Ross, Asmita Runge, Marjorie Sayer, Ken Schultz, Matthew Secor, Mark Seiders, Iqbal Serang, Piyush Shah, Mark Shand, Suze Siegel, Cara Silver, Dave Spencer, David Sperandio, Ashok Srinivasan, Ana Steckler, Suresh Subramaniam, Rebecca Thompson, Celina Tracy, Garima Tripathi, Ana Villanueva, Steve Wagman, Xiaolin Wang, Avery Wang, Sunny Wang, Maxine Warren, Laam Wong, Amos Wu, Sarah Youngquist, Mike Youngquist, David Yunqui, Mingxia Zhang, Margaret Zhao and Hannah Zinn. Our apologies to anyone who is missing from the list; ALL of our volunteers are much appreciated!

Finally, we are grateful to the JLS PTA and the many local businesses who provided funding for the Science Fair and donations of prizes to use for our drawing: Adventure Toys, Baskin-Robbins, Books Inc, Brisa Aquino, Cold Stone Creamery, Como Esta, Computer History Museum, Costco, Cream, Create It, Critical Thinking Company, Hiller Aviation Museum, Kepler's Books, Klutz, Lawrence Hall of Science, Linden Tree Children's Books, Maker Faire, Palo Alto Sport and Toy, Paper Source, Piazza's Fine Foods, Rick's Rather Rich Ice Cream, Round Table Pizza, Safeway, Safeway, Safeway, Sprinkles, Synopsys, The Tech Museum of Innovation, Trader Joe's and Yogurtland.

- Stephanie Youngquist and Maria Derrick, Science Fair Co-Chairs

Math at JLS

On Wednesday, November 17, a record breaking 300 JLS students assembled in four campus locations to compete in the voluntary American Mathematics Competition (AMC8). The competition included 25 questions in 40 minutes. In addition to the large turnout for AMC8, 35-45 students spend their Thursday lunches each week competing against other middle schools around the country in Math Madness, a competition the Mathematical Association of America also sponsors. JLS has competed against schools in Hawaii, Connecticut, Texas, Washington and Southern California so far this year. After a round-robin activity and a group competition activity, JLS is now in the fourth round of a single elimination tournament. Other students gather for Math Problem Solving in the Monday math club. This group tackles interesting problems each week as they socialize and eat lunch.



Elizabeth Fee
JLS Math Teacher



Team Cupcake Thanksgiving Canned Food Drive

The 7th Grade students of Team Cupcake hosted a school-wide canned food drive in early November to learn about gratitude and engage our school in community service and the spirit of giving. Teams on campus competed to bring in a specified item of our feast, including canned yams, pre-made pie crust and pumpkin filling, canned cranberry sauce, boxed stuffing, instant mashed potatoes, canned gravy and canned green beans.

Team Cupcake then sorted and packaged close to 800 cans into meal sets for families in need. The boxes and bags were decorated and included notes along with the canned food JLS collected. Each student was engaged and working hard to put love and care into each package created for donation.

As part of Team Cupcake's Gratitude Day, students discussed the meaning of gratitude and ways to show how grateful we are for what we have. Students wrote notes to individuals they are grateful for and then spread the love to those in need.

Overall, the students had a wonderful time learning about and expressing their gratitude. Team Cupcake could not have done this without donations from families, support from administration and the coordination and support of our staff. Thank you to all who made this day a success!

The Common Core–ner

Supporting Productive Talk – What, Why, and How

By Ann Lorey, JLS Common Core TOSA

“Literacy has always been a collection of cultural and communicative practices shared among members of particular groups,” (NCTE Position Statement The Definition of 21st Century Literacies, February 2008).

Thoughtful, effective and respectful communication is the ability to clearly articulate one’s ideas to others while attentively addressing the ideas of others. It is one of the most important skills we should be practicing with our students and children. Thoughtful communication can be the difference between feeling justifiably heard by others or not. Respectful communication can be the difference between having strong relationships or not. Effective communication can be a key contributor in the difference between getting into the college of one’s choice or not. Clearly, many aspects of our lives depend on how well we can communicate.

Due to this real-world need for strong communication skills, instruction and practice of these skills is emphasized by the Common Core Anchor Standards for Speaking, Listening and Mathematical Practice and the Next Generation Science Standards for Science and Engineering Practice. The Common Core Anchor Standards require students to become proficient at contributing substantive ideas that lead to productive discussions with a whole class, within a small group or with a partner. Students are expected to listen attentively and respond to others’ ideas. They are asked to incorporate those ideas, as well as their own ideas, to develop their learning and writing within the context of a discipline. In the 21st century, students are expected to use multiple modalities (i.e. digital media, the internet, webinars, etc.) for acquiring information and making sense of it. In the Standards for Mathematical Practice, students are expected to, “Construct viable arguments and critique the reasoning of others...They justify their conclusions, communicate them to others and respond to the arguments of others,” (p.6, California Common Core State Standards – Mathematics, January 2013). In the Science and Engineering Practice Standards, students should be able to, “Ask probing questions that seek to identify the premises of an argument, request further elaboration, refine a research question or engineering problem or challenge the interpretation of a data set,” (p. 5, The NSTA Quick Reference Guide to the NGSS, 2015).

The need to become an effective speaker and listener does not rely solely on the mandates of these state standards. The need for productive conversations among our students and children does not stop with the practice of these skills in the classroom. This need is inherent in who we are as a culture and as a species. In order for children and adolescents to become proficient at meeting this need, they have to see adults modeling these communication skills inside and outside of the classroom. It is for this reason that we will want to practice effective communication with our students and children throughout the school day, in the car, at the dining room table and on the weekends. The more they see what effective, thoughtful and respectful communication looks like in the real-world, the better our students will become at naturally doing it themselves. As a support, here is an introductory set of conversation starters that may help all of us encourage productive talk in and out of the classroom. Consider trying the following:

Conversation Starters for Initiating Productive Talk:

- I wonder...
- What do you think?
- I have an idea...
- What is your opinion?
- I noticed that...
- That reminds me of...
- What do we need to do?

Conversation Starters for Expanding Productive Talk:

- What do you mean by...?
- I agree/disagree with ... AND...
- Can you be more specific?
- In other words, are you saying that...?
- Can you give an example?
- Do you know what I mean?
- The way I see it is...

As we continue to move into the 21st century, our students and children will be challenged to communicate in a variety of contexts with a variety of people around the world. In order to be successful, we need them to be strong facilitators of productive discussions that will benefit all of us. As Elizabeth A. City expressed in the November 2014 issue of Educational Leadership, “Dialogue matters for democracy and for making the world a better place. Thinking, speaking and listening are practices of freedom. [We] should help students learn to exercise that freedom, for their own good and for the collective good,” (p.12).

Many Faces of JLS

Many Faces of JLS International Potluck is coming Wednesday May 6, 2015 and believe me you do not want to miss this event. This event is all about celebrating the rich diversity of the JLS community, social connections, food and community conversations. You have lots of ways to get involved: you can volunteer to bring a dish, lead a country table, work on set up or just come to celebrate. Volunteer signups will be available after the New Year and look for our ongoing announcements in eNews. Many Faces has been conveniently scheduled just before Open House. So make your evening easy, come by and share dinner with our JLS community and meet some new friends. For more detailed information you may contact Barbara Stroud at stroud5678@yahoo.com

Tune Into KJLS!

Do you want to know the latest about what's going on at JLS? Did you know that you can watch the daily KJLS broadcast LIVE? Did you know you can watch it live on the internet?

Tune in every day (except Wednesday) at 9:13 a.m. for about 7 minutes of JLS Morning Announcements. The morning anchors (students) give their reports at 9:15 a.m. when 2nd period starts.

KJLS is produced by the students of Jaime Buddle's elective class "Broadcast Media".

Tune into Comcast channel 30 or streaming LIVE using the following URL and then select channel 30: <http://midpenmedia.org/local-tv/watch-now>

Not only will you learn what's happening at JLS, you'll see the variety of skills students learn in this class: journalism; pre-production including planning, logos, jingles, public service and special reports; and a variety of production jobs in both the studio and control room. See the results of this collaborative, project-based and technology-oriented real world learning experience!

Thanks for watching KJLS!



Guidelines for Student Messages, Deliveries and Appointments

Please try to keep student messages and deliveries to a minimum. Regardless of the reason for your visit, you must sign in at the office.

Messages

The Attendance Office tries to deliver EMERGENCY MESSAGES ONLY to classrooms. However, these deliveries interrupt teaching time and occasionally do not reach the student because of an especially involved class activity. This also takes away valuable time from Attendance and Health Office duties.

Deliveries

If your child habitually forgets assignments, gym clothes or lunch, please make arrangements with him/her ahead of time that you will leave the item in the Attendance Office to be picked up at brunch or lunch. That way we do not need to interrupt class time and the students learn to be more responsible for their belongings.

If you plan to bring lunch for your child, please take it to the Attendance Office student pick up area. Parents should not be delivering lunch to a classroom or lunch area.

Appointments

If your student needs to leave school for an appointment:

Call the Attendance Office (856-5179) or send a note with your student **no later than the morning of the appointment.**

The student will then receive a "call slip" to meet you in the Attendance Office at the designated pick-up time.

Meet your student at the Attendance Office and sign out.

With our large student population, the Attendance/Health Office can become a bit overwhelmed with business. Please help us by helping your student to be prepared for school every day!

THANK YOU!

Parent Input Survey

The purpose of parent input is to provide meaningful feedback to teachers and supervisors for the improvement of teaching performance. Please use the forms on the following page or additional pages as needed. Please note your signature is required on the form. FYI: The survey that students receive is not signed by the student and allows for student anonymity in providing input.

Please remember that this input process is not an appropriate or effective means to present complaints. If you have a specific problem or concern about a teacher, and you have not been able to resolve it with the teacher, please contact the grade level counselor, the teacher's instructional supervisor or the JLS principal

The following are the California Standards for the Teaching Profession (CSTP)

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning.
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests.
- 1.3 Connecting subject matter to meaningful, real-life contexts.
- 1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse needs.
- 1.5 Promoting critical thinking through inquiry, problem solving and reflection.
- 1.6 Monitoring student learning and adjusting instructions while teaching.

2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENTS LEARNING

- 2.1 Promoting social development & responsibility within a caring community where each student is treated fairly & respectfully.
- 2.2 Creating physical/virtual learning environments that promote student learning, reflect diversity and encourage constructive/productive interactions among students.
- 2.3 Establishing and maintaining learning environments that are physically, intellectually and emotionally safe.
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.
- 2.5 Developing, communicating and maintaining high standards for individual and group behavior.
- 2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.
- 2.7 Using instructional time to optimize learning.

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards and curriculum frameworks.
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.
- 3.3 Organizing curriculum to facilitate student understanding of subject matter.
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter.
- 3.5 Using and adapting resources, technologies, and standard-aligned instructional materials/adopted materials to make subject matter accessible to all students.
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to content.

4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using background knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.
- 4.2 Establishing and articulating goals for student learning.
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

5. ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of purposes, characteristics, and users of different types of assessments.
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning.
- 5.4 Using assessment data to establish learning goals and to plan, differentiate and modify instruction.
- 5.5 Involving all students in self-assessments, goal setting and monitoring progress.
- 5.6 Using available technologies to assist in assessment, analysis and communication of student learning.
- 5.7 Using assessment information to share timely and comprehensive feedback with students and their families.

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning.
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.
- 6.4 Working with families to support student learning.
- 6.5 Engaging local communities in support of the instructional program.
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students.
- 6.7 Demonstrating professional responsibility, integrity and ethical conduct.

Please return to the JLS office by Friday, January 16, 2015

Parent Input on JLS Teacher Performance

Teacher Name _____

Course _____

Comments:

Print Name _____ Date _____

Signature (required) _____

Parent Input on JLS Teacher Performance

Teacher Name _____

Course _____

Comments:

Print Name _____ Date _____

Signature (required) _____

Parent Input on JLS Teacher Performance

Teacher Name _____

Course _____

Comments:

Print Name _____ Date _____

Signature (required) _____

PiE Thanks You For Your Donations!!! Still Time to Donate!!!

Partners in Education (PiE) is grateful for all those JLS families who have donated and pledged to our campaign this year 2014-2015. JLS families generously gave during our first Back-To-School challenge grant in August and our second Donation Days challenge grant in November. These early donations inspired others to give. We know you have many causes you can support so thank you for choosing to donate to PiE and making a direct and critical impact on JLS.

If you haven't yet donated to PiE . . . We're now in the home stretch towards meeting our \$5 million goal for PAUSD and your JLS students! We shortened our campaign this year and will be wrapping up at the end of December. If you haven't yet given this year, you still have time! For last year's campaign, 2013-2014, we met our goal with 483 JLS families donating to PiE. This year our goal is 490 JLS families. We're well on our way! Give your kids the gift of a broad choice of over 35 electives, counseling, science and the arts for the holidays and the New Year! Every student directly benefits from PiE Donations.

Gratefully, The JLS PiE Team: Jennifer Mutz, Annelise Mora, Mudita Jain, Pam Markevitch, Suman Gupta



JLS Staff Appreciation Holiday Luncheon Volunteers Needed

Parent volunteers needed to help with the JLS Staff Appreciation Holiday Luncheon on Monday, December 15, sponsored by the JLS PTA.

Volunteers needed to help set up lunch 10:30 a.m. to 12:30 p.m.; serve 12:30 p.m. to 2:00 p.m.; clean up 2:00 p.m. to 2:30 p.m.

If you are unable to volunteer, please bring a holiday dessert to serve to the staff from 7:30am to 11:30am to main office.

To sign up to volunteer: <http://vols.pt/jrTwBT>

PTA appreciation organizers:
Paul Sakuma and Liz Dong,
jlsptaemail@gmail.com

Staff Appreciation Latte Cart Volunteers Needed

Our next Latte Cart Staff Appreciation Breakfast for our wonderful JLS Staff is Thursday, January 8. Please bring all items to room 40 (just next to the Staff Lounge off the breezeway) between 7:15 a.m. and 9:00 a.m. To make it more convenient for those who cannot come in the morning, any non-perishable items may be brought to the JLS main office on Wednesday, January 7, between 7:30 a.m. and 2 p.m., labeled 'Latte Cart'.

You can sign up to bring a food item anytime on:
<http://www.tinyurl.com/JLSLatte>

Dates of future Latte Cart Appreciation Breakfasts:
Thursday, February 5 Thursday, April 2
Thursday, March 5 Thursday, May 7

The coffee cart itself is sponsored by the PTA. We appreciate our JLS Staff!

Questions:
Ivan Hom, ihom627@yahoo.com,
Patty Sakuma, pattyau@aol.com
Paul Sakuma, psakuma@aol.com

Talking with Teens

by Martha Chan, LMFT, Site Director at Terman M.S.

We hear from many parents that, at some point, children stop talking at home; in some families, it happens at age 10, in others not until age 14 or 15. In a typical scenario, a middle school or high school student is asked "How was school today?", the response is "fine" or an unintelligible noise, and the student disappears into his/her bedroom, leaving the parent frustrated. In many families, children have lots of stories to tell while they're in preschool and elementary school, often in more detail than parents can remember. It helps that, in elementary school, parents often know their child's one teacher, five best friends, and the parents of those friends, so we feel we have a good sense of what goes on in our child's day. Then THE CHANGE occurs, often beginning when our child moves into middle school. Suddenly, we're trying to remember the names of all their teachers and which subjects they teach; we don't know all their new friends; and we probably don't know the parents of these friends. On top of that, our children don't tell us those stories anymore and we miss them.

One of my favorite books in my own early parenting days was [How To Talk So Kids Will Listen and Listen So Kids Will Talk](#); looking back, I think the second half of the title may be the most important part. Strange as this idea may seem, this is a first and very large step.

If we want our teens to listen to us, we may have to model being a good listener for them, just as we model good driving habits and table manners. What I have heard from hundreds of teens in my years of counseling work is that they feel the need to be listened to and to have their opinions respected, even when a parent may disagree with them. Often they want to be able to talk about a problem without having a parent immediately offer advice; they may feel they can solve the problem eventually on their own but they want to talk it through with you. This is a good thing!

One of my former supervisors described the teen years as a time when kids are "trying on different hats", sometimes on a daily basis. This can be confusing for the adults around them, as we tend to be more settled in our attitudes and behavior; for teens, it's part of testing the waters to see who they really want to be and what they really believe. A parent's role can be to act as a sounding board, just listening and reflecting as your child talks about a political, ethical, fashion or friendship issue, rather than jumping to

the conclusion that he or she is about to do something dreadful. Again, if your child is talking with you about what he or she is thinking and feeling, you are doing something right.

A tactic that I had to learn early in my counseling career, which came in handy when I became a parent, was to figure out how to ask a question that is hard to answer with a Yes, No or one-word response. In the scenario above, for example, saying "I'd like to hear about your day - - what was the best thing that happened?" can still result in a "Nothing happened" response, but it invites conversation. You might try asking a question that has a natural follow-up: Parent: "Am I remembering right, that you had a math test today?"; Student: "Yeah"; Parent: "How do you think you did?" (Notice that you aren't asking what grade he/she is likely to receive.) Student may still respond minimally: "OK" or "Terrible", but as a parent, you've shown that you paid attention to the details of your child's life, beyond the how-was-school level.

Many families have a tradition of sitting down to dinner together when children are younger, so that all family members have a chance to talk about how their day has been. This often gets lost as children's schedules get busy, parents' work changes and many other demands arise. However, it's always good to either establish or continue the family meal, at least a few nights a week, and model the behavior you would like to see in your children. I was once told by an elementary teacher at back-to-school night that the three most important things parents can do to improve their child's academic success are to see that they have enough sleep, have family meals together, and turn off all electronics during the meal - no television, no internet, no cell phones, for the adults as well as the children.

As parents, we sometimes become anxious about our children's futures when they reach adolescence and feel that we have to impart all our wisdom to them before they graduate from high school. This results in teens feeling they are being "talked at" rather than being "talked with"; usually the more we really listen, the more our teens may be encouraged to talk. Give it a try - - hopefully, you'll be pleasantly surprised!

Adolescent Counseling Services is a community non-profit, which provides vital counseling services on nine secondary campuses at no charge to students and their families. To learn more about our services please visit the ACS website at www.acs-teens.org or call Deborah Sloss, LCSW Site Director at JLS (650) 856-5164. ACS relies on the generosity of community members to continue offering individual, family, and group counseling to over 1,500 individuals annually. ACS provides critical interventions and mental health services, building a better future for tomorrow. If you are interested in helping to support our efforts, do not hesitate to call to make a donation. It goes a long way in helping teenagers find their way!

Basketball Schedule

<u>Date</u>	<u>Day</u>	<u>Time</u>	<u>Visitor</u>
Girls 7A			
12/11/2014	Thursday	4:00 PM	Girls 7A Bowditch
1/14/2015	Wednesday	7:00 PM	Girls 7A Tierra Linda
12/3/2014	Wednesday	4:00 PM	Girls 7A Cunha
1/7/2015	Wednesday	3:00 PM	Girls 7A Ralston
Girls 7B			
12/15/2014	Monday	5:00 PM	Girls 7B Tierra Linda
12/16/2014	Tuesday	6:00 PM	Girls 7B Cunha
1/7/2015	Wednesday	5:00 PM	Girls 7B Ralston Black
1/14/2015	Wednesday	6:00 PM	Girls 7B Borel
Girls 8A			
12/11/2014	Thursday	5:00 PM	Girls 8A Hillview
1/7/2015	Wednesday	4:00 PM	Girls 8A Ralston
1/14/2015	Wednesday	4:00 PM	Girls 8A Tierra Linda
Girls 8B			
12/10/2014	Wednesday	4:00 PM	Girls 8B Terman
1/6/2015	Tuesday	6:00 PM	Girls 8B Cunha
Boys 7A			
1/8/2015	Thursday	4:00 PM	Boys 7A Ralston
1/15/2015	Thursday	4:00 PM	Boys 7A Tierra Linda
Boys 7B White			
12/10/2014	Wednesday	5:00 PM	Boys 7B JLS Blue
1/6/2015	Tuesday	4:00 PM	Boys 7B JLS Blue
1/7/2015	Wednesday	6:00 PM	Boys 7B Terman Gold
1/12/2015	Monday	4:00 PM	Boys 7B Terman Cardinal
1/14/2015	Wednesday	5:00 PM	Boys 7B JLS Blue
Boys 7B Blue			
12/10/2014	Wednesday	5:00 PM	Boys 7B JLS White
12/16/2014	Tuesday	5:00 PM	Boys 7B Jordan Cardinal
1/6/2015	Tuesday	4:00 PM	Boys 7B JLS White
1/14/2015	Wednesday	5:00 PM	Boys 7B JLS White
Boys 8A			
12/11/2014	Thursday	6:00 PM	Boys 8A Hillview
1/8/2015	Thursday	5:00 PM	Boys 8A Ralston
1/15/2015	Thursday	5:00 PM	Boys 8A Tierra Linda
Boys 8B White			
12/10/2014	Wednesday	3:00 PM	Boys 8B Terman Black
12/15/2014	Monday	4:00 PM	Boys 8B Terman Gold
1/15/2015	Thursday	6:00 PM	Boys 8B JLS Blue
Boys 8B Blue			
12/16/2014	Tuesday	4:00 PM	Boys 8B Terman Black
1/6/2015	Tuesday	5:00 PM	Boys 8B Terman Gold
1/12/2015	Monday	5:00 PM	Boys 8B Jordan White
1/15/2015	Thursday	6:00 PM	Boys 8B JLS White

**TRANSITION DATES AND MEETINGS
COURSE SELECTION FOR 2015-16 SCHOOL YEAR**

Current 7 th Graders (Incoming 8 th Graders)	Current 6 th Graders (Incoming 7 th Graders)
Wednesday, February 11 Registration information explained and distributed in WIP class. Registration directions will be posted on the JLS website.	Week of February 9 Registration information explained and distributed in core classes Registration directions will be posted on the JLS website.
Monday, February 23 Signed registration forms due back to Guidance Office. Those turned in after that date will be marked "LATE".	Wednesday, February 4 "Everything You Wanted to Know About 7 th Grade" Parent Information Meeting, 7-8:30 p.m., Cafetorium
	Monday, February 23 Signed registration forms due back to Guidance Office. Those turned in after that date will be marked "LATE".

Current 8 th Graders (Incoming 9 th Graders)	
Palo Alto High School (Paly)	Gunn High School
Wednesday, January 21 High School Transition Panel for parents with high school students discussing life at Gunn and Paly, 7-8 p.m., JLS Library	Wednesday, January 21 High School Transition Panel for parents with high school students discussing life at Gunn and Paly, 7-8 p.m., JLS Library
Wednesday, January 28 Paly Incoming 9th Grade Parent Night, Paly ERC, 7-8:30 p.m. (Parking is limited – arrive early.)	Monday & Tuesday, February 9 & 10 Counselors from Gunn distribute course catalog and registration instructions during math period.
Monday & Tuesday, February 9 & 10 Counselors from Paly distribute course catalog and online course selection instructions during math period.	Tuesday, February 10 Gunn Incoming 9 th Grade Parent Night, 6:30-8:30 p.m., Gunn Spangenberg Theater
Wednesday, February 18 Paly Parent Information Workshop, Paly Library English Resource Center (ERC), 7-8 p.m. (<i>This is the same presentation given to the students at the middle schools.</i>)	Tuesday, February 17 <i>Optional</i> 15-minute parent appointments with a Gunn counselor at JLS. (Call 856-5182 for an appointment <u>after February 10.</u>)
Sunday, February 22 Online registration deadline at 5:00 p.m.	Monday, February 23 Signed course selection forms due to JLS Guidance Office
Monday, February 23 Signed course selection forms due to JLS Guidance Office.	TBD Course verification forms returned to students for parent signature.
Thursday & Friday, February 26 & 27 Counselors return to review student course selections.	
TBD 9 th Grade Orientation	TBD 9 th Grade Orientation

Available at the JLS Student Store



JLS T-Shirts and Sweatshirts GO PANTHERS!

The JLS T-shirts, sweatpants and hoodies are pre-shrunk. Cash or check - make check payable to: JLS. Please return form and have your child bring form with payment to the JLS Student Store on most Fridays during lunchtime. If your item is not in stock, we will contact you when your order is ready. If the item purchased doesn't fit, please return immediately for exchange. If in stock, we will deliver your purchase to main office within one week! Just in time for the Holidays.

JLS clothing may also be purchased online: www.JLSStudentStore.com

The JLS Student Store is a joint cooperative effort by the Student Leadership Staff, PTA volunteers and the JLS administration.

Mel Froli: mfroli@pausd.org

Paul Sakuma: psakuma@aol.com



JLS Student Store Order Form

www.JLSStudentStore.com

Student Name: _____ Grade _____

Parent/Guardian: _____

Telephone: _____ Email: _____

Mark quantity of item(s) needed:

Item	Cost					Total Cost
JLS T-SHIRTS & HOODIES:		Adult Small	Adult Medium	Adult Large		
T-shirts – red (cardinal)	\$10.00					
T-shirts - purple	\$10.00					
T-shirt- Light Blue	\$10.00					
T-shirt - dark blue	\$10.00					
Hoodie - dark blue	\$15.00					
Hoodie - grey (ash)	\$15.00					
JLS SWEATPANTS:		Adult Small	Adult Medium	Youth Medium	Youth Large	
Sweatpants - dark blue	\$15.00					
JLS GEAR:						
JLS branded Lunch Box	\$5.00					
JLS branded water bottle	\$2.50					
JLS branded pen	\$1.50					
JLS branded lanyard	\$1.50					
JLS branded gel pen	75 cents					
JLS branded brush eraser	75 cents					
JLS mechanical pencil	50 cents					
JLS branded round eraser	25 cents					
JLS branded note card	.05 cents					
REGULAR SCHOOL ITEMS:						
Locker message board	\$2.00					
Locker mirror	\$2.00					
Colored pencil set	\$1.50					
Markers set	\$1.50					
Pencil pouch	\$1.00					
Crayon	\$1.00					
Erasable pen	75 cents					
Clip highlighter	75 cents					
Dry erase marker	75 cents					
Mouse sharpener	50 cents					
Glue stick	50 cents					
#7 pencil lead refill	50 cents					
Stampers	25 cents					
Scented pencil grip	25 cents					
Two wooden pencils	25 cents					

Palo Alto Council of Parent Teacher Association
 Jane Lathrop Stanford Middle School
 480 East Meadow Drive
 Palo Alto, CA 94306
 www.jls.pausd.org
 Main Office: 650-856-5188
 Fax: 650-856-3248
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Calendar

December

11	Th	End of 6 th grade Wheel 3
12	F	6 th grade Wheel 4 begins
12	F	Movie & a Meal, 3:30 p.m.
15	M	PTA Staff Appreciation Lunch, 12:30 p.m.
15	M	Site Council meeting, 3:30 p.m.
19	F	End of First Semester District-wide Minimum Day 12:25 p.m. dismissal

December 22 – January 2 Winter Break

January

8	Th	PTA-sponsored Latte Guy for Staff
8	Th	PTA Executive Board meeting, 8:30 a.m.
9	F	Parent Visitation Day
13	Tu	6 th grade & small group pictures
14	W	Common Core (CCSS) Parent Information Night, 7 p.m.
19	M	Holiday, NO SCHOOL
21	W	High School Transition Panel for parents at JLS, 7 p.m.
22	Th	PTA general meeting, 8:30 a.m.
28	W	8 th grade Parent Night at Paly, 7 p.m.
30	F	End of 6 th grade Wheel 4

February

2	M	6 th grade Wheel 5 begins
4	W	6 th grade Parent Information Night, 7 p.m.
5	Th	PTA-sponsored Latte Guy for Staff
5	Th	PTA Executive Board meeting, 8:30 a.m.
9	M	Site Council meeting, 3:30 p.m.
9-10	M-Tu	Gunn and Paly counselors at JLS
10	Tu	8 th grade Parent Night at Gunn, 7 p.m.
12	Th	Staff Development Day, NO SCHOOL
13	F	Holiday, NO SCHOOL
16	M	Holiday, NO SCHOOL
19	Th	Panther Tracks deadline
19	Th	Lunar New Year Staff Appreciation Brunch
19	Th	JLS Music Benefit Concert, All Saints Episcopal Church, PA, 5:30 p.m.
20	F	JLS Dance, 7 p.m.
23	M	All registration forms due to JLS Guidance Office
25	W	Orchestra Concert, 7 p.m.
26	Th	5 th grade Parent Night at JLS, 7 p.m.

March

3	Tu	Scoliosis Testing
4	W	JLS/Terman/Jordan Choir Concert, Gunn, 7 p.m.
5	Th	Scoliosis Testing
5	Th	PTA-sponsored Latte Guy for Staff
5	Th	PTA Executive Board meeting, 8:30 a.m.
12	Th	End of Third Quarter
13	F	Holiday, NO SCHOOL
18	W	YCS Day (Youth Community Service)
19	Th	PTA General Meeting, 8:30am