ST. HELENA HIGH SCHOOL
1401 Grayson Ave.  St. Helena, CA  94574.
(P) 707-967-2740, (F) 707-967-2735
www.shhs.sthelenanified.org
Office Hours - 7:30 a.m. to 4:30 p.m.
**ST. HELENA HIGH SCHOOL 2016 - 2017**

**MONDAY, TUESDAY, FRIDAY**

<table>
<thead>
<tr>
<th>PERIOD</th>
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<td>Break</td>
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<tr>
<td>3</td>
<td>10:16 am</td>
<td>11:06 am (50)</td>
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<td>4</td>
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<td>12:44 pm</td>
<td>1:34 pm (50)</td>
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<tr>
<td>6</td>
<td>1:38 pm</td>
<td>2:28 pm (50)</td>
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<td>3:22 pm (50)</td>
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4 minute passing time (24 min. total) before periods 2.

**A DAY - WEDNESDAY**

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<thead>
<tr>
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<tr>
<td>5</td>
<td>8:38 am</td>
<td>9:47 am (89)</td>
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<tr>
<td>Break</td>
<td>9:47 am</td>
<td>9:56 am</td>
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<tr>
<td>6</td>
<td>10:00 am</td>
<td>11:29 am (89)</td>
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<tr>
<td>Lunch</td>
<td>11:29 am</td>
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<tr>
<td>7</td>
<td>12:12 pm</td>
<td>1:40 pm (88)</td>
</tr>
<tr>
<td>ACCESS</td>
<td>1:40 pm</td>
<td>3:22 pm (102)</td>
</tr>
</tbody>
</table>

4 minute passing time (8 min. total) before periods 6, and 7. - 376 Instructional Minutes

**B DAY - THURSDAY**

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<thead>
<tr>
<th>PERIOD</th>
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<td>11:29 am</td>
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<tr>
<td>3</td>
<td>12:12 pm</td>
<td>1:41 pm (89)</td>
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<td>Break</td>
<td>1:41 pm</td>
<td>1:50 pm</td>
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<tr>
<td>4</td>
<td>1:54 pm</td>
<td>3:22 pm (88)</td>
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</tbody>
</table>

4 minute passing time (52 min. total) before periods 2, 5, and 4. - 307 Instructional Minutes

**EARLY RELEASE DAYS:**

Classes will end at 1:40 p.m. on the following Wednesdays (no ACCESS due to Faculty Collaboration Meetings):

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>September 7</td>
<td>December 7</td>
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<tr>
<td>October 5</td>
<td>January 11</td>
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<td>November 2</td>
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<td>March 1</td>
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<td>May 3</td>
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**RALLY SCHEDULE**

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<td>9:03 am (45)</td>
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<td>2</td>
<td>9:07 am</td>
<td>9:52 am (45)</td>
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<td>1:44 pm (45)</td>
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4 minute passing time (28 min. total) before periods 2, 3, 4, Rally, 5, 6, and 7. - 373 Instructional Minutes

**MINIMUM DAY SCHEDULE**

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<td>7</td>
<td>12:09 pm</td>
<td>12:41 pm (32)</td>
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4 minute passing time (24 min. total) before periods 2.

**MINIMUM DAYS**

Minimum Day dates are as follows:

- October 21 (HS only)
- December 10
- April 14
- June 9

- 327 Instructional Minutes
Introduction:
Welcome to SHHS! The information contained in this planner will assist you on your daily journey to be a successful individual. SHHS is home to a number of AP, college prep, and interest-based classes, and activities and opportunities that await your open mind and intellectual and social contributions. There are multiple willing and able people to assist you; parents, friends, teachers, administrators, counselors, and support staff, but the person you should always turn to first is yourself, knowing you must push beyond your perceived limits. You get one shot at high school, and a great deal of your effort and time is required for success – but it is well worth it!

Our Vision
Our vision is an inspiring and innovative learning environment with the highest expectations for all students and staff so that they are successful academically, socially, emotionally, and physically.

Our Mission
St. Helena High School is dedicated to providing opportunities and resources for all students to achieve their highest academic and social potential in a global society.

SHHS 21st Century Learner Outcomes
I. St. Helena High School believes mastery of core subjects and 21st Century themes is essential to our students’ success: core subjects include English, world languages, arts, mathematics, science, and social science. St. Helena promotes a higher level of understanding of academic content by weaving 21st Century interdisciplinary themes into core subjects, which would include:

a. Global Awareness
b. Financial, Economic, Business & Entrepreneurial Literacy
c. Civic Literacy
d. Health Literacy
e. Environmental Literacy

II. St. Helena High School teaches that learning and innovation skills will prepare our students for increasingly complex life and work environments in today’s world. They include:

a. Creativity and Innovation
b. Critical Thinking and Problem Solving
c. Communication and Collaboration

**III. St. Helena High School’s goal is to develop effective citizens and workers that are able to exhibit a wide range of information, media and technology skills. Such skills would include:**

a. Information Literacy  
b. Media Literacy  
c. ICT (Information, Communication, and Technology) Literacy

**IV. St. Helena High School fosters students who will have the ability to navigate the complex life and work environments by developing their life and career skills, such as:**

a. Flexibility & Adaptability  
b. Initiative & Self Direction  
c. Social & Cross Cultural Skills

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**District Directory:**

All emails are - firstinitiallastname@stelenaunified.org

**DISTRICT STAFF**  
Dr. Marylou Wilson  
Mr. Chris Heller  
Mrs. Andrea Stubbs  
Ms. Mary Allen  

**POSITION**  
Superintendent  
Chief Academic/Human Resource Officer  
Chief Business Official  
Director of Curriculum and Instruction

**SCHOOL BOARD**  
Mrs. Cynthia Smith  
Mrs. Jennie Kerr  
Mrs. Maria Haug  
Mr. Alex Shantz  
Mr. Jeff Conwell  
Mr. Christian Maldonado  

**POSITION**  
President  
Vice President  
Trustee  
Trustee  
Student School Board Representative

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**SHHS Directory:**

**OFFICE STAFF**  
Benjamin L. Scinto  
Diana Carr  
Gregory N. Fetters  

**POSITION**  
Principal  
Principal’s Secretary  
Vice Principal / SHUSD SARB Chair
Laura Jorgenson  Counselor Grades 9 & 10/Student Support Services
Terri Linder       Counselor Grades 11 & 12
Nancy Zago         Attendance
Charlene Rabanal   Bookkeeper

**TEACHING STAFF**

Aschwanden, Judith  Ag Biology, Chemistry, and Veterinary Science
Blasingame, Evan    Social Studies/Academic Decathlon
Breazeale, Madeline Social Studies
Butts, Madison      Mathematics
Cline, Melanie      World Language
Conlon, Tom         AVID / English
Coyle, Patricia     Visual and Performing Arts
Dennington, Monica  Social Studies
Dunlop, Elena       English
Ely, Theresa        English
Farrell, Brandon    Mathematics
Ganshorn, Elizabeth AVID/English
Goff, Sarah         Culinary Arts
Gonzalez-Arredondo, Alba Visual and Performing Arts
Hacker, Debra       Science
Harrington, John    Exploring Computer Science (ECS)
Herdoll, Sarah      Floral Design / Horticulture / Viticulture
Hoppe, Tom         Physical Education / Athletic Director
Hurtado, Kimberly   World Language
Kelperis, Jason     Mathematics
Klute, Justin       Special Education / RSP / Study Skills/AVID
Licina, Sam         Social Studies
Luelsdorf, Marc     Social Studies
Luhn, Lisa          Science
Mendes, Randy       Ag Mechanics / Advanced Ag Mechanics / Ag Survival / CAD
O’Connor, Christopher Science
Parker, Michelle    World Language
Rhea, Alice         Independent Study
Ried, Stephanie     Mathematics
Rios, Paige         AVID / AP Statistics / AP Psychology / Statistics
Seyve, Silvia       Visual and Performing Arts
Smith, Lisa Marie   SDC
TBA                Physical Education
Zipp, Kathleen      English / ELL

**SUPPORT STAFF**

Falvy, Ilona        Wellness Clinic
Joy, Nick           Speech Therapist
Swan Susan          Library / Media Specialist

**Knowing Your School:**
ACCESS PERIOD: On Wednesdays that are not Early Release, students have Access Period from 1:40-3:22. As indicated in the Bell Schedule (3 pages ago), a great deal can be accomplished during this time. Procedurally, lists will be posted about campus for students who have been requested by their teachers. Students must sign in with the teacher who put in the request (sign in sheets are located in the teachers’ rooms). If students need to leave during Access Period, they are to get an Off-Grounds Permit from Mrs. Zago at the Attendance counter. Failure to attend will count as a truancy (at 6 truancies, students will be referred to the Student Attendance Review Board - SARB). Parents will also receive an automated phone call home notifying them of a failure to show for Access Period.

ACCIDENTS, Be Safe: Report injuries to the office immediately - the staff member in charge will complete an Accident Report. A teacher or student should accompany an injured student to the office. Parents will be notified.

AERIES, Be Responsible: Student grades, attendance, and homework are available at http://shusd-studata-1.sthelenaunified.org/pabi/. Contact your child’s counselor to set up an account. This service does not substitute the use of the Student Planner, but is a means to stay abreast of academic, attendance, and behavioral progress, or the lack thereof.

HAIKU Learning Management System (LMS), Be Responsible: The Haiku LMS is a one-stop-website that enables our teachers to electronically manage the delivery of their content and instruction to their students. Students will be able to view their teachers’ assignments, projects, homework, videos, calendar, research sites/links, and more. To log into the Haiku LMS used by St. Helena Unified, students go to: https://sthelena.haikulearning.com/do/account/login. From there, students use their St Helena Unified Google Log In to access all of their Haiku courses.

The SHHS high school library is a class in every SHHS student’s and teacher’s Haiku portal. The St. Helena High School Library class provides access to the high school and the public library catalogs, SHHS’s databases (Student Resources in Context, Science in Context, and World Book Online), MLA citation information, links to resources for current events and other research projects, Ms. Swan’s Libguides on Digital Citizenship, Eating Disorders, and other topics, SHUSD’s OverDrive ebook collection, online textbook resources, and Noodle Tools and ProQuest Research Companion for research and citation tips.

1:1 LAPTOP DEVICES, Be Responsible: The primary learning tool for SHHS students is the Laptop. The individual use of Laptops is a way to empower students to learn to their full potential and to prepare them for the real world of college and the workplace. Laptops encourage students to solve problems and think critically by stimulating analytical thinking. Learning with Laptops integrates technology into the curriculum any
time, and any place. Learning results from the continuous dynamic interaction among students, educators, parents, and the extended community.

The use of the St. Helena High School’s technology resources is a privilege, not a right. The privilege of using the technology resources provided by the high school is not transferable or extendible by students to people or groups outside the District. Each student’s privilege terminates when the student is no longer enrolled at SHHS.

**Receiving your Laptop**

Laptops will be distributed to all St Helena High School students at the beginning of the school year and collected at the end of the school year. All students are required to have a school issued laptop. Parents and students must sign and return the Laptop Technology Pledge before a Laptop will be issued to their child.

**Laptop Check-in**

Laptops will be returned to the library media center during the last two weeks of school. If a student transfers out of SHUSD during the school year, the Laptop will be returned at that time.

**Check-In Fines**

If a student’s laptop, AC power adaptor and/or any peripheral issued (mouse, carrying case, protective cover) is damaged or defaced, the student will be billed either for the repair or the replacement of the equipment during the year-end check-in or when the student transfers out of SHUSD. If a student’s Laptop is not returned during year-end check-in or upon transfer out of district, the site administrator will insure that it is returned in a timely manner. If the administrator is unable to obtain the student’s Laptop, the student’s grade reports/ transcripts will be withheld and the matter will be turned over to local law enforcement.

**CAMPUS, Be Responsible:** Campus is closed during break, but open during lunch. If you are not responsible, you will lose your off-campus privileges for academic, truancy, and other behavioral issues. You will be assigned a classroom to attend during lunch if you lose your off-campus privileges. Failing to attend is considered defiance and will result in further disciplinary action.

**CARE of SCHOOL PROPERTY, Be Respectful:** This is your school, so please respect and take care of it. Any student who defaces or damages school property must replace / pay for the item destroyed and is subject to disciplinary consequences.

**CHANGE of CLASSES, Be Responsible:** Students can change classes through the first ten school days of each semester. Students can change classes for the following reasons ONLY:

1. Academic misplacement–Student is placed in the wrong level of class (Honors/ AP vs. college-prep), or is placed in a class without meeting the pre-requisite (placed in chemistry without passing biology first).
2. Missing an academic class--Student is missing a core class such as English, history, math, or science.
3. Missing a graduation requirement--Student is missing a course necessary to graduate in the upcoming school year.
4. To balance classes so overcrowding does not occur.

**CLUBS/ORGANIZATIONS:**

- Academic Decathlon (Mr. Blasingame)
- Ag Boosters (Mr. Mendes, Ms. Herdell, Mrs. Aschwanden)
- Application Development Club (Mrs. Swan)
- Art and Design Club (Ms. Seyve)
- Associated Student Body (Ms. Breazeale)
- Creative Writing Club (Conlon)
- CSF (Ms. Linder)
- Drama Advocacy Group (Mr. Joy and Ms. Coyle)
- FFA (Mr. Mendes, Mrs. Aschwanden, Ms. Herdell)
- French Honor Society (Mrs. Cline)
- Gay Straight Alliance (Mrs. Luhn)
- Interact Club (Mr. Kelperis)
- Music Club (Mrs. Arredondo)
- National Honor Society (Mrs. Rios)
- Saints Athletic Association - SAA (Mr. Hoppe)
- Science Club (Mrs. Hacker)
- St.ARS (Ms. Smith)

**SPORTS OFFERED:**

- (F) = Fall
- (W) = Winter
- (S) = Spring
- (Y) = Year round

- Boys & Girls Soccer (F)
- Cross Country (F)
- Football (F)
- Girls Volleyball (F)
- Boys/Girls Basketball (W)
- Wrestling (W)
- Track (S)
- Baseball (S)
- Softball (S)
- Golf (S)
- Tennis (S)
- Swimming (S)
- Cheerleading (Y)

**COMMUNITY SERVICE AWARD REQUIREMENTS** (honor cord @ graduation):

- Must complete a minimum of 160 hours
- All work must be done for a non-profit agency, unless you receive prior consent from your counselor and a written statement of the work is submitted.
- Work must be performed outside of school hours (Primary School Tutor class hours are not counted)
- Work may not be a classroom assignment
- Work is voluntary (you may not be paid for your community service hours)
- Club meetings and participation in extra-curricular club events are not counted
- ASB/Student Council positions and time spent working as a student representative are not counted
- Verification forms must be completed and turned in within the school year in which the service was performed (hours completed during summer are credited to the following school year)
- Honor cords for graduation are ordered in April of your senior year. If you have not completed 160 hours by April 15 of your senior year, you must notify Ms. Zago by April 15 of your intent to complete your 160 hours and turn in your verification forms before or on May 15. Please note, if you do not notify Ms. Zago by April 15, you will not receive the Community Service Award and an honor cord will not be ordered

COUNSELING: Counseling is available for educational and career planning as well as for classroom and personal problems. Counselors are available on an appointment basis (slips at attendance counter). Students with emergencies will be seen immediately. Most matters discussed with the counselor remain confidential.

HAIKU College and Career Blueprint: The College and Career Blueprint “class” in your Haiku portal is a web-based college and career-readiness program that helps SHHS students navigate a course toward achievement in high school and college. The program helps students create four-year academic plans, explore their career interests, research college choices, and apply to college. Students also receive important notices about upcoming college and/or career-related meetings, information, and Brown Bag Lunches. Students access the College and Career Blueprint by logging into Haiku using their SHHS Google log in, which is their initials and their four digit number followed by @sthelenaunified.org, and their unique password.

DAILY BULLETIN: The bulletin is read at the commencement of the school day and contains a wealth of information regarding SHHS events – so please listen. A copy is posted in the Office and Library.

DANCES: All SHHS school rules, ASB Dance Code of Conduct, and dress code are enforced during dances. Students must attend all classes in order to participate, with exceptions being made for pre-scheduled medical appointments or court appearances ONLY. If students are tardy/absent/truant/ill on the day of or day before an dance/social event, they are not allowed to participate. During the check-in process, students will be required to take a Breathalyzer test before they enter the dance and when they exit the dance. SHHS administration reserves the right to deny any student access, detain, and or search a student if there is reasonable suspicion they are under the influence. Students that violate school rules and or Education/Penal Code(s) during a dance will be subject to progressive discipline and, if applicable, additional consequences as outlined in SHHS’s ASB Constitution, Academic Honesty Policy, and or Student Athletic Code. No student is admitted one hour after the dance begins and students who leave will not be readmitted. To bring a guest, a student must obtain a pass and sign a behavioral contract in advance – see Ms. Zago. No guest is permitted without his/her
accompanying SHHS student. Students must be picked up or leave within fifteen minutes of the end of the dance. **Parents are requested to assist us with this by picking students up on time as this enhances safety for all students.**

**Dance and Social Events Code of Conduct**

**When attending a school sponsored dance or social event, students will:**

- Attend school sponsored dances and social events alcohol and drug free.
- Make safety a priority, including transportation to and from this event.
- Respect the venue, including grounds and decorations at school sponsored dances and social events.
- Respect myself and others through my actions and words.
- Dance appropriately, which includes refraining from dancing with hands on their knees or floor. If a student’s dancing makes others uncomfortable due to being overtly suggestive, they may be asked to leave.

**EMERGENCY CARDS:** Emergency Cards must be completed each year. Changes in address, phone numbers, personal information, etc. during the school year, are to be given to the Main Office at the earliest convenience.

**EMERGENCY EVACUATIONS:** In the event of a fire or evacuation drill, exit the building immediately, following the directions posted in the room or as given by your teacher. If you are outside when a fire alarm sounds, go to the nearest group in a designated area, moving clear of all buildings. The signal to return to class is **two consecutive bells.** **School Emergency Response Guide** flip charts are posted in all classrooms.

**LOCKDOWN PROCEDURES:** A lockdown will be signaled by an intercom announcement followed by 3 short bells. In the event of a school lockdown, classroom teachers will instruct their students to lie on the floor, lock their doors, and close any shades and or blinds. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers and staff will direct students into nearby school buildings and or classrooms. Students will remain in their classroom or secured area until further instructions are given by SHHS administration or law enforcement. **School Emergency Response Guide** flip charts are posted in all classrooms.

**INSURANCE:** SHHS does not provide accident and/or sickness insurance for students. Parents can have their child covered by their own insurance, purchase insurance (see Mrs. Rabanal in the Main Office for a brochure), or not provide insurance. **Students must have insurance and current physical forms on file to participate in interscholastic athletics.**

**LOST & FOUND**… is located in the Main Office. Items are donated at the close of each quarter, or are sold at Lolo’s. Proceeds are used to purchase Mr. O’s cats.
P.E. LOCKERS & CLOTHES: Each P.E. student is furnished with a locker. All items of importance or value should be contained within the locker. SHHS does not take responsibility for any items that are stolen or found missing if left unsupervised in the locker room. Students must wear the designated SHHS PE uniform, which can be purchased from Mrs. Rabanal outside of her office window.

PERSONAL PROPERTY: SHHS does not assume responsibility for the loss of personal property; students bring these items on campus at their own risk. Items such as iPhones, iPods, iShoes, iBookbags, iPurses, etc. are the sole responsibility of the student.

PICTURES: Yearbook and I.D. pictures are taken each Fall. Students may purchase a picture packet. Senior yearbook pictures are arranged by the Yearbook class with the sitting fee ranging from $20-40 dollars. The price of the senior pictures vary depending on size and number of photos requested.

SKATEBOARDS, SCOOTERS, BICYCLES, OXEN, MOTORCYCLES, etc.: Use of the aforementioned items is prohibited on campus; if violated, items will be confiscated and used as props in Ms. Coyle’s drama productions. Bicycles should be locked during school hours. Bikes are considered personal property and fall under the same guidelines as listed in the above category.

STATE SEAL OF BILITERACY: To qualify for the SSB, high school graduates must meet all of the following criteria:

1. Completion of all English–language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
2. Passing the California Assessment of Student Performance and Progress (CAASPP)–language arts administered in grade eleven at the “proficient” level.
3. Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:
   a. Passing a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.
   b. Successful completion of a four-year high school course of study in a foreign (world) language and attainment of an overall grade point average of 3.0 or above in that course of study.
   c. If no Advanced Placement examination or off-the-shelf language test exists and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the “proficient” level or higher. If a school district offers a language examination in a language in which an Advanced Placement examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for the purpose of determining proficiency in a language other than English.
d. Passing the Scholastic Assessment Test II foreign language examination with a score of 600 or higher.

If the primary language of a pupil in any of grades nine to twelve, inclusive, is other than English, he or she shall do both of the following in order to qualify for the SSB:

1. Attain the Early Advanced proficiency level on the California English Language Development Test (CELDT). For purposes of this paragraph, a participating school district may administer the CELDT test an additional time as necessary.
2. Meet all the criteria listed above in 1, 2, and 3.

STUDENT PARKING: Student parking is along Grayson Ave., the lot to the North of the Field House, and in the lot bordering Main St. Students are not to park in the half-circle in front of Vintage Hall, in the yellow zone in front of the office, or in the red zone or handicap spaces by the Field House (your car will be towed at your expense).

WORK PERMITS: Must be renewed each school year or when a student changes jobs. Applications for work permits are available from Mrs. Rodriguez in the Main Office. Any employed student must have a work permit; failure to do so will result in a report to the IRS. Not having a work permit does not preclude you from school work – nice try.

VISITORS: All visitors must sign in with the Principal’s Secretary, Mrs. Rodriguez, at the Main Office. All visitors must have a stated purpose or have arranged a visit with faculty. Visitors will be given an identification badge to wear while they are on school grounds. A SHHS student who wishes to have a non-SHHS student visit or for the day, must pick up a Visitor Form from Mrs. Rodriguez in the Main Office for prior approval.

GRADUATION, COLLEGE ENTRANCE, & EXAM REQUIREMENTS:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2016</th>
<th>UC &amp; CSU ENTRANCE REQ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
<td>English</td>
</tr>
<tr>
<td>Math (including Algebra)</td>
<td>30</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>30</td>
<td>History</td>
</tr>
<tr>
<td>Social Science</td>
<td>40</td>
<td>Science</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>10</td>
<td>World Language</td>
</tr>
<tr>
<td>Career &amp; Technical Ed.</td>
<td>10</td>
<td>Visual / Performing Arts</td>
</tr>
<tr>
<td>V&amp;PA, C&amp;TE, or Lang.</td>
<td>20 (WL)</td>
<td>Electives</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Drivers / Health Ed.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>250</td>
<td><strong>EXAMS:</strong> SAT Reasoning Test or ACT + Writing; Two SAT Subject Tests (Certain Private Colleges)**</td>
</tr>
</tbody>
</table>

ONE REASON WHY:
Right as you are about to give up on attempting or doing a homework assignment, studying for a test, or using every second of Access period, take a glance at the figure below and ask yourself, “What path am I on now, and where will it take me?”

**Earnings and unemployment rates by educational attainment**

<table>
<thead>
<tr>
<th>Unemployment rate in 2013 (%)</th>
<th>Median weekly earnings in 2013 ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Doctoral degree</td>
</tr>
<tr>
<td>2.3</td>
<td>Professional degree</td>
</tr>
<tr>
<td>3.4</td>
<td>Master's degree</td>
</tr>
<tr>
<td>4.0</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>4.4</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>7.6</td>
<td>Some college, no degree</td>
</tr>
<tr>
<td>7.5</td>
<td>High school diploma</td>
</tr>
<tr>
<td>11.9</td>
<td>Less than a high school diploma</td>
</tr>
</tbody>
</table>

All workers: 6.1%

All workers: 5827

*Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.*


**MLA STYLE:** When writing a research paper, authors must use information compiled from sources other than common knowledge. When including information borrowed from another author’s work, you must add a citation acknowledging that you borrowed this information from another source, and you must indicate within your paper (called *in-text or parenthetical citation*), where the information came from, regardless of whether it is directly quoted, paraphrased, or summarized. You must also cite the sources of the information at the end of the paper in a *Works Cited*.

The Works Cited page should be a separate page at the end of your paper. Title it *Works Cited*, centered at the top of the page. List the sources you referred to in your report in alphabetical order. Enter each source in its own separate paragraph, each one formatted with a reverse or hanging indent, meaning the first line of the paragraph starts at the left margin but all other lines are indented five spaces. Each citation should be double spaced, and there is one double space between citations.

Once you have collected all source information, go to www.easybib.com or www.noodletools.com/noodlebib/express.php and follow the instructions to enter the information. Another citation maker is Knight Cite at www.calvin.edu/library/knightcite. All of these citation tools are on the St. Helena High School Library Haiku page (at the bottom of your list of classes on your Haiku portal) on the Citation Resources page. The websites will make the citations for you. However, don’t allow them to take responsibility for your grade. Be sure to check with your teacher about the correct format for in-text citations and for the Works Cited.

The new 8th edition of The MLA Handbook recommends universal guidelines for identifying sources that can be applied to any type of document. Please read the following explanation of the significant changes between previous editions of the MLA Handbook and the 8th edition, changes that should be reflected in any Works Cited you create.
MLA 8 is arranged around “containers” instead of formats. Books, journals, and websites are examples of containers. A container within a container is possible, so there could be a journal that is on a web site.

Here are the elements that must be included in your works cited, in the order in which they should appear, and with the appropriate punctuation following the element:
1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

Note: It is often the case, especially with online resources, that not all of the information on the sample citations is available for each entry. If, for example, your source does not indicate an author, skip that required element and go on to the next.

Below is a list of additional changes made to MLA 8 from previous versions:

**Abbreviations:**
Common terms in the works-cited list like editor, edited by, translator, and review of are no longer abbreviated.

**Authors:**
When a source has three or more authors, only the first one shown in the source is given, followed by et al.
- Example of two authors: Green, John and David Leviathan.
- Example of three authors: Richard W. Bulliet, et al.

**Books:**
Page numbers in the works cited (but not in in-text citations) are now preceded by p. if you use material from one page, or pp. if you use material from more than one page.

**Containers:**
Where is the information you are using located? A book? A website? Netflix? YouTube?

**Journals:**
Issues of scholarly journals are now identified with volume and issue number information.
Example, “vol. 46, no. 1” not “46.1” as in earlier versions.

**Online works:**
- The URLs (without the http:// or https://) is now normally given for any Web source.
- Citing the date of access is now optional.
- Placeholders for unknown elements (ex. n.d. for no date) are no longer used. If a fact is missing, go on to the next element.

**Publishers:**
• Publishers’ names are now given in full, except that business words like Company are dropped.
• When an organization is both author and publisher of a work, the organization’s name is now given only once, usually as the publisher element, and no author is stated. Example: An article on PETA.org will list PETA.org only once; it is no longer necessary to list PETA.org as the website and then again as the publisher/sponsor.

Miscellaneous:
• It is no longer necessary to indicate the city of publication for books.
• It is no longer necessary to indicate the medium of access (print, web).
• You must now use abbreviations such as vol. for volume, no. for number, and p. or pp. for page number(s).
• In most cases no date of access for electronic resources is needed.
• URLs are included in your citation.

In-Text Citations:
The principles behind in-text citations in MLA style are unchanged. A few new details have been added though:
• For time-based media like video, times of clips are now cited in the text.
• Long titles are shortened only to noun phrases. Example: “Faulkner’s Southern Stories” would be an acceptable in-text citation, but Faulkner’s Stories of the South would be shortened to “Faulkner’s Stories” for an in-text citation.

Here’s a comparison of a book citation:

7th (Old) Edition example:

8th (New) Edition example:
Note: The city of publication is eliminated in MLA 8, as is the medium of publication.

Here’s a comparison of a citation for an article from a scholarly journal:

7th (Old) Edition example:

8th (New) Edition:

Note:
The volume (24), the number (2), and the page numbers (620-26) of an article in a scholarly journal must be included in the citation. This helps readers clearly understand your citation clearly and easily locate your source. Also note that only commas separate the journal title, volume, number, date, and page numbers.

<table>
<thead>
<tr>
<th>CLOSE READING GUIDE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
<td>Number the Paragraphs</td>
</tr>
<tr>
<td>O</td>
<td>Circle Unfamiliar Vocabulary</td>
</tr>
<tr>
<td>Underline</td>
<td>Underline Main Ideas / Supporting Details</td>
</tr>
<tr>
<td>?</td>
<td>I’m Wondering About… I Don’t Understand…</td>
</tr>
<tr>
<td>!</td>
<td>A Surprising Idea</td>
</tr>
<tr>
<td>¬</td>
<td>Connection between Information or Ideas</td>
</tr>
<tr>
<td>EX.</td>
<td>Examples of Details, Support, Evidence</td>
</tr>
</tbody>
</table>
ATTENDANCE:

SHHS considers punctuality and regular school attendance crucial for many reasons:

- **Achievement**: Students who attend school regularly are more likely to pass assessments than students who do not attend school regularly.

- **Opportunity**: For older students, being in school every day gives them a chance to learn more about college and scholarship opportunities, and to take the important exams they need to build a successful academic record.

- **Exposure to the English language**: Regular school attendance can also help students who are learning English by giving them the chance to master the skills and information they need more quickly and accurately even in other subjects.

- **Being part of the school community**: Just by being present at school, students are learning how to be good citizens by participating in the school community, learning valuable social skills, and developing a broader world view.

- **The importance of education**: Commitment to school attendance sends a message that education is a priority for you and your family, going to school every day is a critical part of educational success, and that it's important to take your responsibilities seriously including going to school.

  **Excusable absences based on truancy laws (make-up privileges)**

  - Illness, Quarantine, Immunization, medical, dental, optometric, or chiropractic appts.
  - Attending the funeral of an immediate family member
  - Approved participation in a co-curricular activity
  - Court Appearances
  - Observation of a religious holiday or ceremony; Certain religious retreats
  - Employment conference requested in writing to the principal
  - Student absence due to Juvenile Hall, Children’s Shelter, or other custodial services
  - Appointments with attorneys, law enforcement officers, or probation officers
  - Personal or family need at the discretion of the principal or designee. Such decisions need to be made in advance with the classroom teacher and require an independent study contract

  **Unexcused absences by St. Helena High School (no make-up privileges)**

  - Vacation – Please look at the school calendar and plan vacations accordingly. Make sure to fill out a planned absence if missing school is unavoidable.
  - Missing class w/o an excuse or warranted reason, whether student or parent initiated.
  - Any absence that has not been verified as to reason.
  - Absences for which advanced approval is necessary and approval was not obtained before the absence (off-grounds permit).
  - Unless approved in advance, the failure of a student to be in the assigned classroom
**Excusing an Absence and Truancy**

Parents are to call the day before (if known) or on the day of an absence, or a student may bring in a note signed by his/her parent (include student name, days absent, reason, and signature). All absences must **be cleared within three days**, or it will be marked as a truancy.

**AN ANSWERING MACHINE IS AVAILABLE 24 HOURS A DAY @ 967-2741**

Any absence without a valid excuse will be recorded as truancy. Excessive truancy impairs academic achievement and is punishable by law.

**Surgery / Injury / Long Illness**

For the safety of the injured student and other students, **a doctor’s note indicating his/her approval for the student to return to school and limitations (if any) is required prior to the student’s return.**

**TARDY POLICY:** Students have a 4-minute passing period. All students are expected to be in the classroom upon the second bell.

**OFF-GROUNDS PERMIT:** Permission to leave before the day’s close can be obtained upon presentation of a note from a parent before school, during break, or lunch. If you fall ill during the school day, you must report to the office for an Off-Grounds Pass.

**PLANNED ABSENCES:** Any student planning to be absent due to a family vacation, college visit, religious observance, etc. must obtain a Planned Absence form from the Main Office. The form is to be signed by the parent and each teacher, and then ultimately approved by the Vice Principal, at least 24 hours prior to leaving for the absence. If the planned absence is school-related and three or more teachers do not approve, the student will not be allowed to attend. If the planned absence is for other than a school-related activity and is not recommended by the teachers, the student and the parents must understand that it is perceived that the absence(s) will have a detrimental effect on achievement and progress.

**CO-CURRICULAR ACTIVITY ELIGIBILITY & ATTENDANCE POLICY:**

We encourage you to participate in the various sports and activities offered by SHHSS, knowing that your involvement and connection to the school will pay dividends both academically and socially. To participate, you must

- earn at least a 2.00 GPA
- no more than one F at the end of the previous grading period
- maintain minimum progress toward graduation.

Other pertinent information:

- students become eligible or ineligible (“date of determination”) **10 School Days** following the previous grading period
- grades **cannot** be changed following the grading period for purposes of addressing any deficiency in an individual’s scholastic eligibility
- Students have **10 days to change** a grade of Incomplete to a passing letter grade. During the ten-day period, the Incomplete is considered an **F** for eligibility purposes.

- You must attend all classes in order to participate in any activity that day or the Friday before a weekend event/activity/sport/etc., with exceptions being made for pre-scheduled medical appointments or court appearances only. If you are tardy/absent/truant/ill on the day of or the Friday before an activity, you are **not allowed** to participate.

**CONSEQUENCES FOR TRUANCY / TARDINESS:**

1. After **Three** period/partial day/day truancies, parents will be notified via Initial Truancy Letter and an appointment will be scheduled with the Vice Principal/SARB Chair.
2. For truancies **Four through Six**, parents will be notified via phone, email, or in person, whichever is most convenient. At the **Sixth** cut, the student will be referred to the Student Attendance Review Board (SARB). The board consists of the Vice Principal, the student’s counselor, SH Police Department, Student Support Services Coordinator, Napa County Probation, Napa County Sheriff, Napa County District Attorney, SH Family Center, and other invited members.
3. Upon the **Sixth** single period cut or **Tenth** tardy (per semester) the student will be dropped from the class for the remainder of the year, unless a semester class, and will receive a “NC” (No Credit) on his/her transcript. The student will then be enrolled in Independent Study (IS). To receive graduation credits, the student must complete all IS work by the close of the school year.

**SHHS PROCEDURES AND EXPECTATIONS:**

<table>
<thead>
<tr>
<th>Common Area</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Expectations and Norms</strong></td>
<td>• Follow instructions of staff</td>
<td>• Use kind words and actions</td>
<td>• Be prepared and move to class on time</td>
</tr>
<tr>
<td></td>
<td>• Respect personal space</td>
<td>• Non-instructional electronic devices need to be turned off and stored safely during class time</td>
<td>• Follow SHHS dress code Everyday</td>
</tr>
<tr>
<td><strong>Main/Finance/Attendance Offices</strong></td>
<td>• Follow directions of office staff</td>
<td>• Use kind words and be patient</td>
<td>• Have pass ready</td>
</tr>
<tr>
<td></td>
<td>• Obtain permission to use phone</td>
<td>• Politely ask how we can help you</td>
<td>• Have all important paperwork out and ready</td>
</tr>
<tr>
<td></td>
<td>• Respect personal space</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21
<table>
<thead>
<tr>
<th>Location</th>
<th>Rules</th>
</tr>
</thead>
</table>
| Classroom                | - Follow teacher’s instructions  
- Keep aisle and walkways clear  
- Respect personal space  
- Use kind words and actions  
- Put food, gum or drinks away  
- Remove hats, hoods, or any head gear if teacher classroom expectation  
- Non-instructional electronic devices need to be turned off and stored safely during class time  
- Raise your hand to ask questions  
- Be prepared and come to class on time |
| Front of Vintage Hall/Bus Area | - Follow the directions of all supervising staff/adults  
- Wait in front of Vintage Hall to be picked up  
- Respect personal space  
- Use kinds words and actions  
- Throw away your litter/garbage  
- Wait to be picked up patiently |
| Front of School          | - Follow the directions of all supervising staff/adults  
- Students needing to be picked up, stay on sidewalk until ride comes  
- Respect personal space  
- Use kinds words and actions  
- Throw away your litter/garbage  
- Wait to be picked up patiently  
- Use crosswalks and look both ways when coming to or leaving school |
| Before opening bell      | - Follow the directions of all supervising staff/adults  
- Respect personal space  
- Use kind words and actions  
- Throw away your litter/garbage  
- Be prepared and move to class on time  
- Stay within designated areas |
| **After closing bell** | • Follow the directions of all supervising staff/adults  
• Walk home using sidewalks  
• Students needing to be picked up, stay in front of Vintage Hall or in front of the school until ride comes  
• Respect personal space | • Use kind words and actions  
• Throw away your litter/garbage | • Wait to be picked up and in the bus line patiently  
• Use crosswalks and look both ways when crossing street |
| **Hallways** | • Follow the directions of all supervising staff/adults  
• Walk to class  
• Respect personal space | • Use kind words and actions  
• Throw away your litter/garbage | • Move to class on time  
• Bring your materials to class every day  
• Use drinking fountains appropriately and responsibly |
| **Cafeteria** | • Follow the directions of all supervising staff/adults  
• Line up for lunch single file  
• Respect personal space | • Use kind words and be calm and patient in line  
• Throw away your litter/garbage | • Stay in your seat while eating |
| **Multimedia Center/Library and Computer Lab** | • Follow directions of Media Technician or staff  
• Follow internet use policy  
• Respect personal space | • Enter quietly and use kind words and actions  
• Handle books and multimedia items with care  
• Keep electronic devices on mute or use headphones | • Push your chair in when leaving  
• Check out library items before leaving  
• Use computers appropriately and responsibly |
<table>
<thead>
<tr>
<th>Performing Arts Center/ Auditorium</th>
<th>Labs</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow the directions of all supervising staff/adults</td>
<td>Follow teacher’s instructions</td>
<td>Keep water in sink</td>
</tr>
<tr>
<td>Enter and exit quietly in single file</td>
<td>Keep aisle and walkways clear</td>
<td>Wash hands</td>
</tr>
<tr>
<td>Backpacks to remain closed and under seats</td>
<td>Respect personal space</td>
<td>Respect personal space</td>
</tr>
<tr>
<td>Respect personal space</td>
<td>Use kind words and actions</td>
<td>Put paper towels in garbage</td>
</tr>
<tr>
<td>Use kind words and be calm and patient</td>
<td>Put food, gum or drinks away</td>
<td>Flush toilets</td>
</tr>
<tr>
<td>Put food, gum or drinks away</td>
<td>Remove hats, hoods, or any head gear to not interfere with performances and or presentations</td>
<td>Inform adults of vandalism</td>
</tr>
<tr>
<td>Remove hats, hoods, or any head gear to not interfere with performances and or presentations</td>
<td>Electronic devices need to be turned off and stored safely during performances and or presentations</td>
<td>Throw away your litter/garbage</td>
</tr>
<tr>
<td>Electronic devices need to be turned off and stored safely during performances and or presentations</td>
<td>Remain with assigned teacher</td>
<td>Give people privacy</td>
</tr>
<tr>
<td>Remain with assigned teacher and listen responsibly and applaud appropriately</td>
<td>Raise your hand to ask questions</td>
<td>Have a pass</td>
</tr>
<tr>
<td>Raise your hand to ask questions</td>
<td>Be prepared and come to the lab on time.</td>
<td>Report any leaks/damage to the main office</td>
</tr>
<tr>
<td>Location</td>
<td>Guidelines</td>
<td>Guidelines</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gym/Weight</td>
<td>Follow teacher’s instructions</td>
<td>Use kind words and actions—be a team player and encourage fellow classmates</td>
</tr>
<tr>
<td>Room/Fieldhouse</td>
<td>Use equipment as directed</td>
<td>Remove hats, hoods, or any head gear if teacher’s expectation</td>
</tr>
<tr>
<td></td>
<td>Respect personal space</td>
<td>Put food, gum or drinks away</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronic devices need to be turned off and stored safely</td>
</tr>
<tr>
<td>Quad</td>
<td>Follow the directions of all supervising staff/adults</td>
<td>Use kind words and actions</td>
</tr>
<tr>
<td></td>
<td>Walk to class</td>
<td>Throw away your litter/garbage</td>
</tr>
<tr>
<td></td>
<td>Respect personal space</td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td>Follow directions of bus driver</td>
<td>Use kind words and actions</td>
</tr>
<tr>
<td></td>
<td>Enter and exit the bus one at a time</td>
<td>Throw away your litter/garbage</td>
</tr>
<tr>
<td></td>
<td>Remain seated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep hands, arms, and objects inside the bus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect personal space</td>
<td></td>
</tr>
<tr>
<td>Barn</td>
<td>Follow the directions of all supervising staff/adults</td>
<td>Keep the barn work areas and storage clean, organized, and neat</td>
</tr>
<tr>
<td></td>
<td>Respect personal space</td>
<td>Use kind words and actions</td>
</tr>
<tr>
<td></td>
<td>Monitor animal health and upkeep—report sick animals immediately</td>
<td>Treat all animals humanely</td>
</tr>
<tr>
<td></td>
<td>Use all barn equipment safely and appropriately</td>
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<td></td>
<td></td>
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</tbody>
</table>
### DISCIPLINE:

Each and every student knows what being a good student looks and sounds like – look to your left and right, as there is most likely a good example. Below are characteristics of successful students, a.k.a., those who have purpose and are focused on success:

1. **Attend classes regularly.** They are on time. They listen and train themselves to pay attention. If they miss a class, they feel obligated to let the instructor know why before class begins, if possible, and their excuses are legitimate and reasonable. They make sure they get all missed assignments (by contacting the instructor or another student), and understand specifically what was covered in class. Successful students take responsibility for themselves and their actions.

2. **Take advantage of extra credit opportunities when offered.** They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (and frequently challenging) assignments that many students avoid.

3. **Attentive in class.** They don’t talk, read, or stare out windows. In other words, they are polite and respectful. They also participate in class even if their attempts are a bit clumsy and difficult. They ask questions that the instructor knows many other students may also have.

4. **See their instructors during free times or Access period about grades, comments on their papers, and upcoming tests.** They’ll go out of their way to find the
instructor and engage in meaningful conversation. These students demonstrate to the instructor that they are active participants in the learning process and that they take the job of being a student seriously.

5. **Turn in assignments that look neat and sharp.** They take the time to produce a final product that looks good, and reflects care and pride in their work. Successful students seem driven to complete their assignments. All work and assignments are turned in, even if some of their responses are not perfect.

**Now for the not so fun stuff…**

The discipline philosophy of SHHS includes a number of fundamental concepts:

- **Purpose:** Acknowledge that students are responsible for their own behavior.
- **Communication:** Knowing is half the battle. The Student Planner outlines the behavioral expectations and consequences that all students and parents/guardians need to know to function appropriately at SHHS.
- **Partnership:** Parents/Guardians will be notified of behavioral violations in an effort to remedy the existing situation, as well as to lessen the chance of subsequent situations.

**The Tentacles of Responsibility:** The school has the responsibility and authority to issue disciplinary consequences to students who violate behavioral expectations while on their way to school, at school, during lunch, going home, at all school activities (home and away), and at any time on school or district property.

**Extra-Curricular Activities:** SHHS maintains high behavioral expectations of all students. However, participation in extra-curricular activities is an additional privilege, and as such, there exists added and specific consequences for failing to uphold standards of conduct. Below are the major offenses considered, individual expectations, and length of penalties for violations.

1. **Major Offense:**
   a. Possession, use, sale, distribution or otherwise furnished, or was deemed under the influence of, any controlled substances defined, in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
   b. Being suspended from school for any offense may result in removal from team/activity (administration decision)
   c. Any officially reported criminal offense made by law enforcement directly to school officials may result in removal from the team/activity (administration decision)
   d. Inappropriate conduct demonstrated toward any game official or member of the coaching staff, Athletic Director, or School Staff member

2. **Individual team/activity expectations:** Coaches/Teachers/Etc. may set standards of behavior and expectations for their sport/activity, which, if violated, may result in a student’s dismissal for the remainder of the season/activity. Each coach/teacher/etc. shall furnish the student with a copy of rules and expectations.
3. **Length of Penalty**
   a. First Offense: 30-calendar days suspension from all extra-curricular activities.
   b. Second Offense: Dismissal from all extra-curricular activities for the remainder of that school year.
   c. Third Offense: Student is ineligible for all extra-curricular activities for one calendar year.

**Exclusive to Seniors:** As the graduation ceremony is a group event and celebration of everyone’s accomplishments, one or more individuals is/are not allowed to usurp the event with inappropriate behavior. Students in violation of school rules in advance or during the graduation ceremony will lose the privilege to participate.

### Mandatory Suspension and/or Expulsion Offenses:

<table>
<thead>
<tr>
<th>Education Code Violation</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>48915 (c)(1)</strong> Possession, selling, or otherwise furnishing a firearm</td>
<td>5 day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td><strong>48915 (c)(2)</strong> Brandishing a knife</td>
<td>5 day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td><strong>48915 (c)(3)</strong> Selling a controlled substance</td>
<td>5 day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td><strong>48915 (c)(4)</strong> Committing or attempting to commit sexual assault or battery</td>
<td>5 day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td><strong>48915 (c)(5)</strong> Possession of an explosive</td>
<td>5 day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td><strong>48915 (a)(1)</strong> Causing serious physical injury to another person except in self defense</td>
<td>5 day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.</td>
</tr>
<tr>
<td><strong>48915 (a)(2)</strong> Possession of any knife, or other dangerous object</td>
<td>5 day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.</td>
</tr>
<tr>
<td><strong>48915 (a)(3)</strong> Possession of any controlled substance except for the first offense of possession of not more than one ounce of marijuana.</td>
<td>5 day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.</td>
</tr>
<tr>
<td><strong>48915 (a)(4)</strong> Robbery or Extortion</td>
<td>5 day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.</td>
</tr>
<tr>
<td><strong>48915 (a)(5)</strong> Assault or battery upon a school employee</td>
<td>5 day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.</td>
</tr>
</tbody>
</table>
Discretionary Suspension: For School and/or Classroom infractions

- **48900(a)(1)** Caused, attempted to cause, or threatened to cause physical injury on another person. Fighting may include pushing, shoving, and or punching.
- **48900(b)** Possession, sale, or furnishing of any knives, firearms, or other dangerous objects.
- **48900(c)** Unlawfully possessed, used, sold, or furnished, or been under the influence of any controlled substance or an intoxicant.
- **48900(d)** Unlawfully possessed, used, sold, or furnished, or been under the influence of any controlled substance or an intoxicant.
- **48900(e)** Committed or attempted to commit robbery or extortion.
- **48900(f)** Caused or attempted to cause damage to school or private property.
- **48900(g)** Stealing, or attempting to steal school or private property.
- **48900(h)** Possessed or used tobacco or nicotine products.
- **48900(i)** Committed an obscene act or engaged in habitual profanity or vulgarity.
- **48900(j)** Possessed, offered, arranged, or negotiated to sell drug paraphernalia.
- **48900(k)** Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
- **48900(l)** Knowingly received stolen school property.
- **48900(m)** Possessed an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- **48900(n)** Committed sexual assault or battery.
- **48900(o)** Harassed, threatened, or intimidated a pupil who is witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.
- **48900(p)** Unlawfully offered, arranged to sell, negotiate to sell, or sold the prescription Soma.
- **48900(q)** Engaged in, or attempted to engage in, hazing.
- **48900(r)** Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act.
- **48900(t)** Aided or abetted the infliction of physical injury or the attempted infliction of physical injury to another person.
- **48900.2** Committed an act of sexual harassment.
- **48900.3** Caused or attempted to cause, threatened to cause or participated in an act of hate violence.
- **48900.4** Engaged in harassment, threats, or intimidation directed against school personnel.
- **48900.7** Making terrorist threats against school officials or property.

Sexual Harassment: Consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct, or communication of a sexual nature. Sexual harassment may include, but is not limited to:
- Verbal harassment or abuse.
- Subtle pressure for sexual activity.
- Intentional brushing against another’s body.
- Inappropriate or unwelcome touching, patting, or pinching.
- Public displays of affection, e.g., kissing, inappropriate touching/body contact, etc.
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment.
Demanding sexual favors accompanied by implied or overt threats concerning an individual’s employment or educational status

**Reporting Sexual Harassment:** Anyone believing him/herself to be the victim of sexual harassment, be he/she a student or employee of the district is to report the alleged act(s) immediately. A reporting form is available in all building offices, but reports may also be verbal or by informal written note. The district will act to investigate all complaints.

**Consequences for Sexual Harassment:** Individuals who sexually harass either a student or an employee of the district may be subject to civil or criminal litigation or both, as well as discipline by the school district, including possible suspension, expulsion, leave without pay, or termination.

**SHUSD/SHHS BULLYING PROTOCOL:** Bullying is defined as an act that is done on purpose. Bullies use their power (physical size, age, social status, computer skills, etc.) to threaten, harass, or hurt others. Bullying can happen over and over to one person or a group of people.

“It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other [protected] characteristic … equal rights and opportunities in the educational institutions of the state.” (Ed. Code, § 200.)

a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.

b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.”

**Reporting Bullying:** SHUSD and SHHS are dedicated to providing a supportive learning environment for all students, which means we tolerate no bullying. Therefore, all reported cases of bullying are investigated expeditiously and thoroughly. If you feel you are being bullied at SHHS, please report it to the main office by filling out a SHUSD Bullying Reporting and Investigation Form found on the SHUSD/SHHS websites and in the SHHS main office. All cases of bullying need to be documented so the administration can investigate.

**Preventing Bullying/Being an Ally:** There are many things that we can do as individuals to limit bullying on our campus. Here are some simple things you can do to be an ally to victims of bullying:

a) Support targets of bullying whether you know them or not

b) Don’t participate or encourage bullying when you see it

c) If safe to do so, tell the aggressors to stop or you don’t approve of their actions
d) Inform staff and or a trusted adult that someone is being bullied

e) **Anonymously report bullying to the Vice Principal by placing the information in the box on his door**

f) Get to know people instead of judging them

g) Be an ally online—don’t encourage, don’t send out or forward hurtful messages, and tell aggressors that they need to stop cyber bullying

**Dress Code:** The SHUSD School Board and School Policy ascribes that attire is to be “suitable and not distracting, inappropriate, unsafe, or disruptive to the school program.” Dress requirements and inappropriate dress are defined below:

- Shoes must be worn at all times.
- Clothing, jewelry and personal items shall be free from writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic, religious, or gender prejudice.
- It is our teacher’s discretion as to whether or not hats, caps, and other head coverings are allowed inside. If it is a teacher’s classroom rule, students will be required to adhere or face progressive discipline.
- Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter, off-the-shoulder, or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited. Shorts with pocket linings showing, shorts with excessive holes/tears/rips, and short cut-offs are not allowed.
- No clothes with “colors,” gang-related apparel, hair nets, chains, or collars w/ spikes.

"Tell me and I forget, teach me and I may remember, involve me and I learn.”

-Benjamin Franklin