

ST. HELENA UNIFIED SCHOOL DISTRICT

465 Main St. St. Helena, CA 94574. (P) 707-967-2708. (F) 707-963-1335



**St. Helena
High
School**



**Home
of
the
Saints**

1401 Grayson Ave. St. Helena, CA 94574

(P) 707-967-2740, (F) 707-967-2735

<http://www.shhs.sthenaunified.org>

Office Hours - 7:30 a.m. to 4:30 p.m.

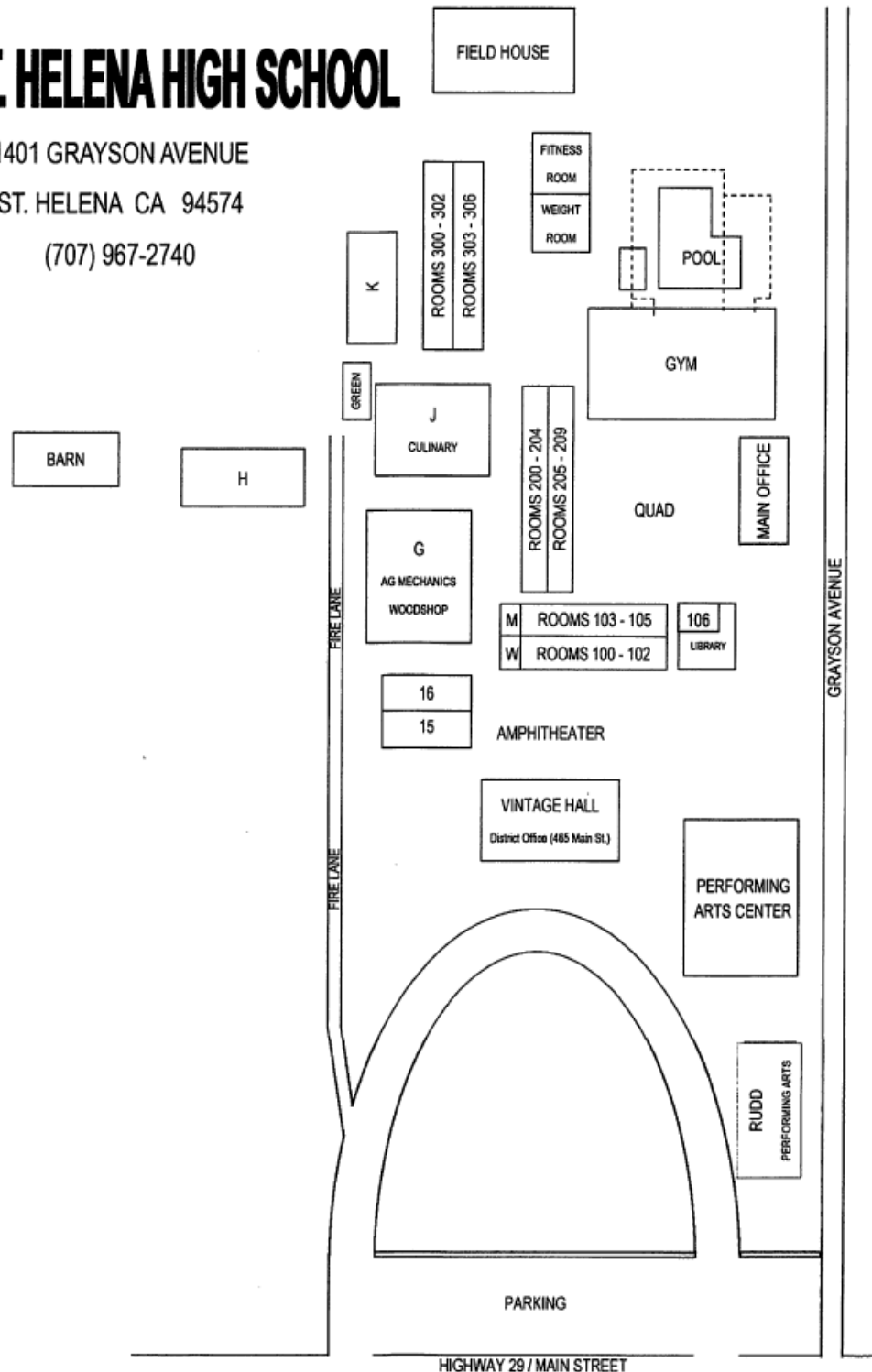
Owner: _____

ST. HELENA HIGH SCHOOL

1401 GRAYSON AVENUE

ST. HELENA CA 94574

(707) 967-2740



ST. HELENA UNIFIED SCHOOL DISTRICT
ST. HELENA HIGH SCHOOL
2023 - 2024 School Year Calendar

JULY

M	T	W	Th	F
03	04	05	06	07
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST

M	T	W	Th	F
	01	02	03	04
07	08	09	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER

M	T	W	Th	F
				01
04	05	06	07	08
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER

M	T	W	Th	F
02	03	04	05	06
09	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER

M	T	W	Th	F
		01	02	03
06	07	08	09	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER

M	T	W	Th	F
				01
04	05	06	07	08
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

08/04: Freshmen/New Student Orientation
 08/07-08/08: Staff Development/Teacher Work Days (No School)
 08/09: **FIRST STUDENT DAY**
 Early Release (1:40 p.m.)
 08/24: Back-to-School Night 6:00 p.m.
 09/04: Labor Day (No School)
 09/25-09/29: Homecoming Week
 09/29: **Homecoming Day/Parade**
 10/06: End of First Quarter
 10/16: Teacher Work Day (No School)
 11/10: Veterans Day Observed (No School)
 11/20-11/24: Thanksgiving Break (No School)
 12/12-12/15: First Semester Final Exams Schedule
 12/15: End of Second Quarter/First Semester
 12/18-01/05: Winter Break (No School)
 01/15: Martin Luther King Jr. Day (No School)
 02/15: School Recovery Day (No School)
 02/16-02/19: Presidents' Weekend (No School)
 03/15: End of Third Quarter
 04/01-04/05: Spring Break (No School)
 04/08: School Recovery Day (No School)
 05/24: School Recovery Day (No School)
 05/27: Memorial Day (No School)
 06/03-06/06: Second Semester Final Exams Schedule
 06/06: **LAST STUDENT DAY**
 End of Fourth Quarter/Second Semester
 06/07: Graduation 6:15 p.m.
 Teacher Work Day

- Regular Schedule
- A Day - Early Release Wednesday
- B Day - Modified Thursday
- A Day - Wednesday
- B Day - Thursday
- Minimum Day Schedule
- No School

JANUARY

M	T	W	Th	F
01	02	03	04	05
08	09	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY

M	T	W	Th	F
			01	02
05	06	07	08	09
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MARCH

M	T	W	Th	F
				01
04	05	06	07	08
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL

M	T	W	Th	F
01	02	03	04	05
08	09	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY

M	T	W	Th	F
		01	02	03
06	07	08	09	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE

M	T	W	Th	F
03	04	05	06	07
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

ST. HELENA HIGH SCHOOL

BELL SCHEDULES 2023 - 2024

MONDAY, TUESDAY, FRIDAY

PERIOD	TIME	MIN
0	7:25 — 8:15	
1	8:18 — 9:08	(50)
2	9:12 — 10:02	(50)
Break	10:02 — 10:12	
3	10:16 — 11:06	(50)
4	11:10 — 12:00	(50)
Lunch	12:00 — 12:40	
5	12:44 — 1:34	(50)
6	1:38 — 2:28	(50)
7	2:32 — 3:22	(50)

4 min passing time (24 min total) before per 2, 3, 4, 5, 6, & 7 - **374 Instructional Minutes**

REGULAR BLOCK DAYS

A DAY – WEDNESDAY

PERIOD	TIME	MIN
0	7:25 — 8:15	
1	8:18 — 9:47	(89)
Break	9:47 — 9:56	
2	10:00 — 11:29	(89)
Lunch	11:29 — 12:08	
3	12:12 — 1:41	(89)
Break	1:41 — 1:50	
4	1:54 — 3:22	(88)

4 min passing time (12 min total) before per 2, 3, & 4 - **367 Instructional Minutes**

B DAY – THURSDAY

PERIOD	TIME	MIN
0	7:25 — 8:15	
5	8:18 — 9:47	(89)
Break	9:47 — 9:56	
6	10:00 — 11:29	(89)
Lunch	11:29 — 12:08	
7	12:12 — 1:40	(88)
Access	1:40 — 3:22	(102)

4 min passing time (8 min total) before per 6 & 7 - **376 Instructional Minutes**

No Block Schedule on:

August 10
December 13
December 14
February 14
Last Week of School

EARLY RELEASE BLOCK DAYS

A DAY – EARLY RELEASE

PERIOD	TIME	MIN
0	7:25 — 8:15	
1	8:18 — 9:47	(89)
Break	9:47 — 9:56	
2	10:00 — 11:29	(89)
Lunch	11:29 — 12:08	
3	12:12 — 1:40	(88)

4 min passing time (8 min total) before per 2 & 3 - **274 Instructional Minutes**

B DAY – MODIFIED

PERIOD	TIME	MIN
0	7:25 — 8:15	
4	8:18 — 9:47	(89)
Break	9:47 — 9:56	
5	10:00 — 11:29	(89)
Lunch	11:29 — 12:08	
6	12:12 — 1:41	(89)
Break	1:41 — 1:50	
7	1:54 — 3:22	(88)

4 min passing time (12 min total) before per 2, 3, & 4 - **367 Instructional Minutes**

Early Release Wednesday Week is the first week of the following months:

September January April
October February May
November March

FIRST DAY OF SCHOOL 08/09/2023

PERIOD	TIME	MIN
0	Starts 08/11/2022	
Rally	8:18 — 8:48	(30)
1	8:51 — 9:21	(30)
2	9:25 — 9:55	(30)
Break	9:55 — 10:10	
3	10:14 — 10:44	(30)
4	10:48 — 11:18	(30)
5	11:22 — 11:52	(30)
Lunch	11:52 — 12:32	
6	12:36 — 1:06	(30)
7	1:10 — 1:40	(30)

Includes 27 minutes of passing time - **267 Instructional Minutes**

RALLY SCHEDULE

PERIOD	TIME	MIN
0	7:25 — 8:15	
1	8:18 — 9:03	(45)
2	9:07 — 9:52	(45)
Break	9:52 — 10:02	
3	10:06 — 10:51	(45)
4	10:55 — 11:40	(45)
Rally	11:44 — 12:14	(30)
Lunch	12:14 — 12:55	
5	12:59 — 1:44	(45)
6	1:48 — 2:33	(45)
7	2:37 — 3:22	(45)

4 min passing time (28 min total) before per 2, 3, 4, rally, 5, 6, & 7 - **373 Instructional Minutes**

HOMECOMING DAY – TBA

PERIOD	TIME	MIN
0	7:25 — 8:15	
1	8:18 — 8:50	(32)
2	8:54 — 9:26	(32)
3	9:30 — 10:02	(32)
Break	10:02 — 10:17	
4	10:21 — 10:53	(32)
5	10:57 — 11:29	(32)
6	11:33 — 12:05	(32)
7	12:09 — 12:41	(32)
Lunch	12:41 — 1:41	
Parade	1:41 — 3:22	(101)

4 min passing time (24 min total) before per 2, 3, 4, 5, 6, & 7 - **349 Instructional Minutes**

Minimum Day Schedule for December 15, March 29 & June 6 will be released on a later date.

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 several AP, college prep, dual enrollment, CTE, 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 to provide an engaging and dynamic learning environment that inspires a passion for learning and prepares every student to adapt and thrive as a responsible citizen in a rapidly changing world.

Our Mission

St. Helena High School provides academic rigor within a safe and supportive learning environment where students can explore their creativity, collaboratively problem solve, and fully develop as resilient, caring, and responsible individuals, learners, and citizens.

SHHS 21st Century Learner Outcomes

- I. St. Helena High School believes mastery of core subjects and 21st-century themes are essential to our students' success: core subjects include English, world languages, arts, mathematics, science, and social science. St. Helena High School promotes a higher level of understanding of academic content by weaving 21st-century interdisciplinary themes into core subjects, which include:***
 - a. Global Awareness
 - b. Financial, Economic, Business and 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 can 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 and Adaptability
- b. Initiative and Self Direction
- c. Social and Cross-Cultural Skills

District Directory

All emails are - firstinitiallastname@sthelenaunified.org

DISTRICT STAFF

Mr. Rubén Aurelio
Mr. Chris Heller
Ms. Veronica Miranda
Dr. Kay Vang

POSITION

Superintendent
Assistant Superintendent
Director of Educational Services
Chief Business Official

SCHOOL BOARD

Mrs. Lisa Pelosi
Mrs. Jeannie Kerr
Mrs. Laura Symon
Mrs. Shawn Moura
Mrs. Jeanmarie Wolf
Ms. Carolyn Wagner

POSITION

President
Vice President
Clerk
Trustee
Trustee
Student School Board Representative

SHHS Directory

OFFICE STAFF

Benjamin L. Scinto
Diana Carr
Gregory N. Feters
Shawn Garrity
Terri Linder
Nancy Zago
Charlene Rabanal

POSITION

Principal
Principal's Secretary / Registrar
Vice Principal
M-Z Counselor
A-L Counselor
Attendance
Bookkeeper

TEACHERS	RM.	CONCENTRATION
ASCHWANDEN	H	Ag Bio., Ag Chemistry (H), Adv. Ag Systems, Ag Lead.
BACKHAUS	104	AP English Language, H. English 10, NVC English 90
BLASINGAME	304	US History, NVC History 120/121
BREAZEALE	209	AP World History, Activities Director, AVID
BUTTS	300	NVC Math 106/108 & 120/121, IM1
CIFARELLI- HALEY	203	Resource Specialist Program
COYLE	PAC	Drama, NVC Theater 153/151
DAVIS	101	IM3, IM3 w/Trig, Engineering
DENNINGTON	105	World History, AVID
FARRELL	PE	PE, Weight Training, Athletic Director
FULLMER	303	Jazz Band, NVC Music 179
GANSHORN	207	ELD Coordinator, English 11
GONZALEZ- ARREDONDO	PA	Concert Choir, Chamber Singers
GRACE	306	English 9
HARRINGTON	106	Exploring Computer Science, Computer Science Principles
HERDELL	PE	PE
HURTADO	301	Spanish 2, & 3, Newcomer ELD
J. KELPERIS	200	IM2, Personal Finance
K. KELPERIS	302	Art 1-3, AP Studio Art
LARSEN	15	Physics, Chemistry (H), Environmental Science
LICINA	208	Humanities/Essentials, PE
LUELSDORF	305	Government/Economics, AP Comparative Government
LUHN	103	Biology, AP Environmental Science, Environmental Science
MACMILLAN	205	IM 1 & 2
TBD	K	Adv. Floral Design, Ornamental Hort., Viticulture, Ag Lead.
MENDES	G	Ag Mechanics, CAD, Adv. Ag Mechanics, Ag Lead.
MUNOZ- MATHENY	100	ELD, English 10
O'CONNOR	16	Applied Science, Bio., Anatomy & Physiology, Sci. & Media
OLGUIN	TBD	Heritage Spanish 3
PARKER	201	Spanish 4 (H), AP Spanish Language Heritage Spanish 2
PATERSON	204	ELD 3-4, AP English Literature, English 12
RHEA	LIB	Independent Study / Study Skills
RIOS	206	AP Statistics, AP Psychology, Statistics, Psychology, AVID
MORRISON MOSBARGER	102	Special Day Class
TURNER	J	NVC HCTM 100/120
WARIN	203	French 1, 2, 3, 4 (H)

SUPPORT STAFF

Falvy, Ilona
Joy, Nick
Suzanne Lowell

POSITION

Wellness Clinic
Speech Therapist
Library/Media Specialist

Knowing Your School

EMERGENCY / REGISTRATION FORMS: Emergency / Registration Forms 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 as early as possible.

EMERGENCY EVACUATIONS: In the event of a fire or evacuation drill, students must wait for directions from their classroom teacher and exit the building immediately following the posted fire evacuation routes and designated zones posted in the room. If students are outside when a fire alarm sounds, they must go to the nearest evacuation zone, moving clear of all buildings. The signal to return to class is two (2) consecutive bells.

LOCKDOWN PROCEDURES: A lockdown will be signaled by an intercom announcement. In the event of a school lockdown, classroom teachers will lock their doors, instruct their students to lie on the floor, turn off their lights, and close any shades and/or blinds. If outside, students will run off campus if it is safe to do so. If not, students should attempt to hide in a safe place. Students will remain in their classroom, secured area, or designated off campus gathering point, until they receive further instructions from SHHS administration or law enforcement.

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 Main Office, the SHHS Library (Hub), the SHHS website, and is sent to each student daily by email.

ACCESS PERIOD: *Unless there is a Wednesday Early Release Schedule*, students have Access period every Thursday from 1:40-3:22 PM. A great deal can be accomplished during this time. Procedurally, lists will be posted around campus for students whose teachers have requested their attendance. Students must sign in with the teacher who put in the request (sign-in sheets are in the teachers' rooms). If students need to leave school during Access Period, they are to obtain an Off-Grounds Permit from Ms. Zago at the Attendance counter. ***Failure to attend will count as a truancy. (At 6 truanancies, students will be referred to the Student Attendance Review Board – SARB.)*** Parents will also receive an automated phone call at home notifying them of their students' failure to show for Access Period.

CAMPUS, Be Responsible: the SHHS campus is closed during break and Access Period, but open during lunch. Students will lose off-campus privileges for academic, truancy, and behavioral issues.

CARE of SCHOOL PROPERTY, Be Respectful: Students must *respect* and take care of SHHS. Any student who defaces or damages school property must replace/pay for the item(s) destroyed and is subject to disciplinary consequences.

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 <https://sis.sthelenauunified.org/aeries.net/LoginParent.aspx> . Contact your child's counselor to set up an account. This service **is not a substitute for** the use of the Student Planner, but is a means to stay abreast of academic, attendance, and behavioral progress, or the lack thereof.

SCHOOLGY Learning Management System (LMS), Be Responsible: The primary purpose of the **Schoology LMS** is for teachers to organize their curriculum by providing their students online access to their current course work 24 hours a day. Teachers can easily provide their students helpful video tutorials, online discussions, digital assessments, current assignments, online peer collaboration, and much more.

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 achieve 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 SHHS technology resources is a **privilege, not a right**. The privilege of using the technology resources provided by the high school is not transferable or extendable 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** SHHS 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 is issued to their student.

Laptop Check-in

Laptops will be returned to the school during the last two weeks of school. If a student transfers out of SHHS during the school year, their student laptop and charger must be returned at that time.

Check-In Fines

If a student's laptop and/or AC power adaptor 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 SHHS. If a student's laptop is not returned during the year-end check in or upon transfer out of district, the site administrator will ensure 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.

THE SHHS HIGH SCHOOL LIBRARY – “The Hub”: The SHHS Library/Hub is a class in every SHHS student's and teacher's Schoology portal. The Hub class provides access to the high school and the public library catalogs, SHHS's databases (JSTOR, Academic Search Complete, Student Resources in Context, Science in Context, and the Britannica Encyclopedia in English and Spanish); MLA, APA, and Chicago style and citation information; links to credible resources for current events and other research projects; SHUSD's OverDrive ebook and digital audiobook collection; online textbook resources; research and citation resources and tips; and ongoing research.

Library Policies and Procedures

Students are welcome in the library (The Hub) at any time between 8:00 am and 4:30 pm. During school hours, students should have a pass from classroom teacher or office personnel.

Library and Textbook Book Lending Policy

Regular library books circulate for 21 days; textbooks circulate for the length of the course for which they are assigned; class novels circulate for 45 days; and reference materials circulate overnight. Students are encouraged to return materials as soon as they have finished using them. Materials may be renewed, unless another patron has requested the item. The books checked out to you are the property of the St. Helena Unified School District; it is your responsibility to take good care of them and to return them in good condition. See damage chart below for fees assessed for damaged materials.

Fines and Fees

At present, we do not charge fines for overdue books. Library books are to be returned or renewed by the due date stamped inside the book. Students will not be allowed to participate in any extracurricular activities, and their report cards will be withheld until overdue books are returned.

Damage Descriptions

Fines are assessed for any damage to books or other materials as outlined below:

- Dirty / stained, cover damage, markings: \$10 up to replacement cost.**
- Edge damage, marks, or writing: \$5 up to replacement cost, depending on the extent of the damage.**
- Cover missing, barcode missing: Replacement cost.**
- Item lost or unusable because stained, mildewed, burned, destroyed, defaced, or wet: Replacement cost.**

A full refund will be issued on request for lost items (that were paid as lost) that are found and returned to the library in good, usable condition within the same school year.

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 in Main Office or email) or drop in. Students with emergencies will be seen immediately. Most matters discussed with the counselor remain confidential.

College and Career: The College and Career “class” in your Schoology Learning portal is a web-based college- and career-readiness program that helps SHHS students navigate the path 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.

CHANGE of CLASSES, Be Responsible: Students may change classes during the first 10 school days of each semester. Students may 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 prerequisite.
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.

GRADUATION, COLLEGE ENTRANCE, & EXAM REQUIREMENTS:

SUBJECT	2023	UC & CSU ENTRANCE REQ.	
English	40	English	4 yrs.
Math (including Algebra)	30	Math	3 yrs.
Science	30	History	2 yrs.
Social Science	35	Science	2 yrs.
Essentials	5	World Language	2 yrs.
Visual & Performing Arts	10	Visual / Performing Arts	1 yr.
Career & Technical Ed.	10	Electives	1 yr.
V&PA, CTE, or Lang.	20 (WL)	<ul style="list-style-type: none"> ○ These are minimum requirements. ○ Must be College Prep (P) courses. ○ Grades of “B” or better are very important for admission. 	
Physical Education	20		
Electives	50		
TOTAL	250		

STATE SEAL OF BILITERACY: The State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. For information on awarding the State Seal of Biliteracy visit the information page on the California Department of Education at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

CLUBS/ORGANIZATIONS:

Associated Student Body (Ms. Breazeale)

SPORTS OFFERED:

(F) = Fall

Creative Writing Club (Mr. Paterson)
 Dungeons and Dragons (Ms. Lowell)
 FFA (Mr. Mendes, Mrs. Aschwanden)
 Fishing Club (Mr. Blasingame)
 French Club (Mrs. Warin)
 Game Strategy Club (Mr. Garrity)
 Genders and Sexualities Alliance (Mrs. Luhn & Mr. Licina)
 Interact Club (Mr. Kelperis, Ms. Backhaus)
 ITS Troupe 1091 [Drama Club] (Mrs. Coyle)
 Latino Student Union (Mrs. Gonzalez-Arredondo)
 National Honor Society (Mrs. Matheny, Ms. Carr)
 ¡Películas, programas, olé! (Mrs. Parker)
 Saints Connection (Ms. Lowell)
 Tea Club (Mr. O')

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

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

COMMUNITY SERVICE AWARD REQUIREMENTS (Honor Cord @ graduation):

- Class of 2024: Must complete a minimum of 130 hours.
 Classes of 2025-2026: Must complete and minimum of 160 hours.
- All work must be done for a non-profit agency, unless the student receives prior consent from their counselor and submits a written statement of the work.
- Work must be performed outside of school hours. (Primary School Tutor class hours are not counted.)
- Work may not be for a classroom assignment.
- Work is voluntary (students may not be paid for 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 senior year. If students have not completed the indicated hours by April 15 of senior year, **they must notify Ms. Zago by April 15 of their intent** to complete hours and turn in verification forms before or on May 17. Please note, *students who do not notify* Ms. Zago by April 15, will not receive the Community Service Award and an honor cord ***will not*** be ordered for them.



DANCES: All SHHS school rules, the ASB Dance Code of Conduct, and the SHHS dress code are enforced during dances. **Students must attend all classes 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** a dance/social event, they will not be 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, and to detain, and/or search a student if there is reasonable suspicion they are under the influence of any illegal substance. Students who 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 (1) 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 15 minutes of the end of the dance. **Parents are requested to assist us 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 themselves and others through their actions and words.
- Dance appropriately, which includes refraining from dancing with hands on their knees/floor, moshing, or any other forms of dance that might cause injury. If a student's dancing makes others uncomfortable due to being overtly suggestive or they injure other participants, the student may be asked to leave.

INSURANCE: SHHS does not provide accident and/or sickness insurance for students. Parents may 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 academic quarter or are sold at Lolo's. Proceeds are used to purchase Mr. O's cats.

P.E. LOCKERS & CLOTHES: Each PE student is furnished with a combination lock and 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 at her office window.

PERSONAL PROPERTY: SHHS **does not** assume responsibility for the loss of personal property; students bring items on campus at their **own risk**. Items such as personal computers/laptops, cell phones, ear pods, Prada purses, etc. are the sole responsibility of the student.

SKATEBOARDS, SCOOTERS, BICYCLES, eBIKES, SEGWAYS, ETC.



Use of the above-listed items are 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 Personal Property category.

PICTURES: Yearbook and I.D. pictures are taken each fall. Students will have one opportunity to make up their Yearbook and I.D. picture. Students may purchase a picture packet. Senior Portraits are arranged by *Lifetouch* over the summer, and these are the portraits that will be used for the SHHS Yearbook. Students may purchase Senior Portraits; the price of the Senior Portraits varies depending on size and number of photos requested. Seniors who miss their appointment will have to attend a portrait makeup session in the fall.

STUDENT PARKING: Student parking is along Grayson Avenue, the lot to the North of the Field House, and in the lot bordering Main Street. 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 (Cars will be towed at the student's expense.)

WORK PERMITS: Students under the age of 18 must have a work permit. Failure to have a permit may result in the student losing the job and the employer being penalized. After a student receives a job offer, he/she should obtain a work permit application from Ms. Carr in the Main Office. Once the application is completed by the student's parent(s) and prospective employer, it is returned to Ms. Carr for issuance of the final permit. Existing permits must be renewed before they expire if the student continues with the same job. A new job requires a new application and a new permit.

VISITORS: All visitors must sign in at the Main Office front desk. **All visitors must have a stated purpose or have arranged a visit with SHHS staff.** A SHHS student who wishes to have a prospective student visitor for the day must make advance arrangements with his/her academic counselor.



MLA STYLE: PROPER FORMATTING AND CITATION

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 and center the title 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.

Tips for your MLA Works Cited page:

- Alphabetize the list by author's last name or by title when a work has no author.
- If the title of a source starts with the word "the," alphabetize it by the first letter of the second word in the title.
- Use the access date for an online source with no publication date or site update date.
- The first line of each entry is at the left margin; extra lines are indented ½".
- Double-spacing is used throughout, with **no extra space between the title and the first entry, or between individual entries**.
- For print sources, use p. for a single page and pp. for a range of page numbers; do not use p. or pp. in parenthetical citations.
- Some databases provide identifying numbers called DOIs (digital object identifiers), which are persistent links to the location of articles on the Internet. The links never change, even when the article's content is updated. You may use these in place of the URL.
- If you need to divide a URL or DOI entry across lines, break it only after a slash or a double slash, or before any other mark of punctuation. Do not add a hyphen. If you will be posting your project online or submitting it electronically, and you want the URL to be a live link, do not insert any line break.

SAMPLE MLA WORKS CITED

Works Cited

Conly, Sarah. "Three Cheers for the Nanny State." *The New York Times*, 25 Mar. 2013,
p. A23.

"The Facts on Junk Food Marketing and Kids." *Prevention Institute*,
www.preventioninstitute.org/focus-areas/supporting-healthy-food-and-activity-supporting-healthy-food-and-activity-environments-advocacy/get-involved-were-not-buying-it/735-were-not-buying-it-the-facts-on-junk-food-marketing-and-kids.html. Accessed 21 April 2013.

Goodwin, Lorine Swainston. *The Pure Food, Drink, and Drug Crusaders, 1879-1914*.

McFarland, 2006.

Gostin, L.O., and K.G. Gostin, "A Broader Liberty: J. S. Mill, Paternalism, and the Public's Health." *Public Health*, vol. 123, no. 3, 2009, pp. 24-21, doi:

10.1016/j.puhe.12.024.

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Nestle, Marion. *Food Politics: How the Food Industry Influences Nutrition and Health*

U of California P, 2013.

Pollan, Michael. "The Food Movement, Rising." *The New York Review of Books*,

NYREV, 10 June 2010, [www.nybooks.com/articles/2010/06/10/food-](http://www.nybooks.com/articles/2010/06/10/food-movement-rising/)

[movement-rising/](http://www.nybooks.com/articles/2010/06/10/food-movement-rising/).

United States Department of Agriculture and Department of Health and Human Services.

Dietary Guidelines for Americans, 2010, health.gov/dietary

[guidelines/dga2010/dietaryguidelines2010.pdf](http://health.gov/dietaryguidelines2010.pdf).

Remember to use in-text citations in the body of your paper whenever you make a point using information you learned from one of your sources, whether you quote the source directly, paraphrase the source information, or summarize the main points of the source information.

The in-text citations for the sources in the Works Cited below, in order, would be as follows:

(Conly)

("The Facts on Junk Food Marketing and Kids")

(Goodwin)

(Gostin and Gostin 215)

(Mello et al. 2609)

(Nestle 14)

(Pollan)

(United States)

APA STYLE: PROPER FORMATTING AND CITATION

Please note: APA citation and format is used in lieu of MLA in several SHHS courses, including AP Psychology, science courses, and statistics.

In APA style, the list of sources is called **References**, which is a separate page at the end of your paper. As with MLA, 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-hanging indent.

APA Title page:

Begin at the top left, with the words “Running head,” followed by a colon and the title of your paper (shortened to no more than 50 characters) in all capital letters. Put the page number 1 flush with the right margin. About halfway down the page on separate lines, center the full title of your paper, your name, and your school’s name. At the bottom of the page, you may add the heading “Author’s Note,” centered, followed by a brief paragraph that lists specific information about the course or department or provides acknowledgements or contact information.

APA SAMPLE Title page:

1

Running head: CAN MEDICATION CURE OBESITY IN CHILDREN?

Can Medication Cure Obesity in Children?
A Review of the Literature
Luisa Mirano
Northwest-Shoals Community College

Author Note

This paper was prepared for Psychology 108, Section B, taught by Professor Kang.

Tips for your APA Reference page:

- The list is alphabetized by the author’s last name, or by title when a work has no author.
- Invert all authors’ names and use initials instead of first names. Separate the names with commas. For two to seven authors, use an ampersand (&) before the last author’s name. For eight or more authors, write the first six authors, three ellipsis dots, and the last author.
- In the reference list, italicize the titles and subtitles of books. Do not italicize or use quotation marks around the titles of articles. For both books and articles, capitalize only the first word of the title and subtitles (and all proper nouns.) Capitalize names of journals, magazines, and newspapers as you would capitalize them normally.
- Abbreviations for “page” and “pages” (“p.” and “pp.”) are used before page numbers of newspaper articles and selections in anthologies. Do not use “p.” or “pp.” before page numbers of articles in journals and magazines.

- When a URL or a DOI must be divided, break it only after a double slash or before any other mark of punctuation. Do not insert a hyphen; do not add a period at the end.

SAMPLE APA References page:

CAN MEDICATION CURE OBESITY IN CHILDREN?

10

References

Berkowitz, R.I., Wadden, T.A., Tershakovec, A.M. & Cronquist, J.L. (2003)

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& Yanovski, J.A. (2002). Three-month tolerability of orlistat in adolescents

With obesity-related comorbid conditions. *Obesity Research*, 10, 642-650.

Yanovski, S.Z. & Yanovski, J.A. (2002). Drug therapy: Obesity. *The New England*

Journal of Medicine, 346, 591-602.

The in-text citations for the sources in the References page above would be as follows:

(Berkowitz, Wadden, Tershakovec & Cronquist, 2003, pp. 1805-1806). (First reference).

(Berkowitz et al., 2003, pp. 1805-1806. (Subsequent references).

(Crister, 2004)

(Duenwald, 2004).

(Henry J. Kaiser Family Foundation, 2004).



(Hoppin & Taversa, 2004).

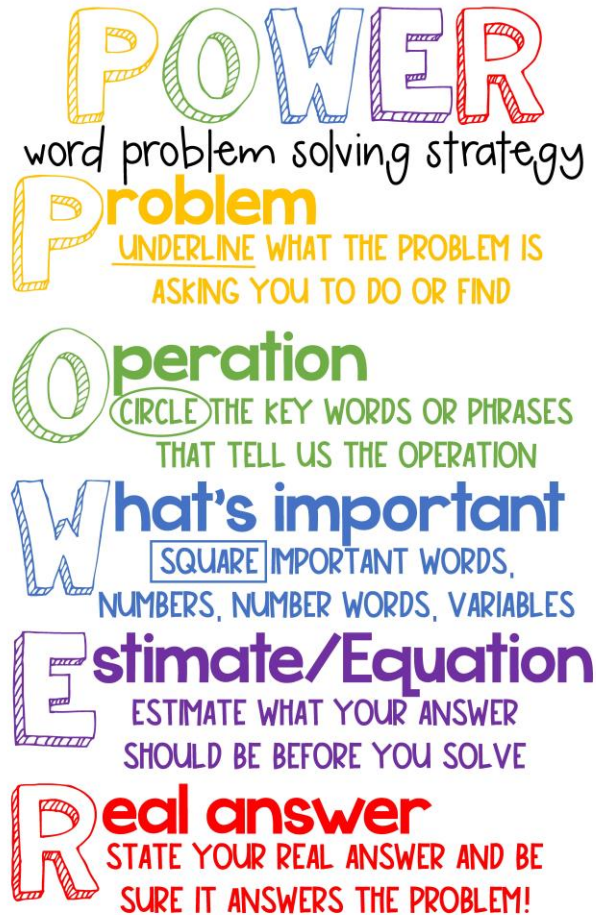
(McDuffie, Calis, Uwaifo, Sebring, Fallon, Hubbard, & Yanovski, 2002, pp. 644-645). (First reference)

(McDuffie et al., 2002, pp. 644-645). (Subsequent references).

Yanovski & Yanovski, 2002, pp. 591-592).

Once you have collected all source information, refer to the citation tools on the **MLA, APA, and Chicago Resources** page of the **St. Helena High School Library/The Hub** on your Schoology dashboard. The websites featured there will guide you to create the citations, but don't allow them to take responsibility for your grade. The Owl Purdue website and information are particularly helpful. Be sure to check with your teacher or the library media specialist about the correct format for in-text citations and for the Works Cited/Reference pages.

CLOSE READING GUIDE	
1 2 3	Number the Paragraphs
	Circle Unfamiliar Vocabulary
<u>Underline</u>	Underline Main Ideas / Supporting Details
?	I'm Wondering About... I Don't Understand...
!	A Surprising Idea
	Connection between Information or Ideas
EX.	Examples of Details, Support, Evidence



ATTENDANCE

Punctuality and regular school attendance are 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. Going to school every day is a critical part of educational success, and it is important to take responsibilities seriously, including going to school.

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

- Illness, quarantine, immunization, medical, dental, optometric, or chiropractic appointments.
- 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 without an excuse or warranted reason, whether student or parent initiated.
- Any absence for which the reason has not been verified.
- Absences for which advance approval is necessary, but for which advance 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). Any absences must **be cleared within three days**, or it will be marked as a truancy.

AN ANSWERING MACHINE IS AVAILABLE 24 HRS A DAY at (707) 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 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 four (4)-minute passing period after the first bell rings. All students are expected to be in the classroom at the second bell. If a student is more than five minutes late, they are required to go to the office and obtain a tardy slip. After the first week of school, students will be assigned lunch detention by their teacher after their third tardy.

OFF-GROUNDS PASS: To receive an off-grounds pass from the school office, a student must bring a note signed by a parent/guardian to the office before school, during break, or during lunch to receive an off-grounds pass. The note must include the date, time of departure, and reason for absence. Off-grounds passes will not be issued via a telephone call. All off-grounds pass requests MUST be in writing with a parent/guardian signature. Notes may be delivered in person, faxed, or emailed.

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 the student 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 be absent. 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 the absence(s) may/will have a detrimental effect on their student's academic achievement and progress.

CO-CURRICULAR ACTIVITY ELIGIBILITY & ATTENDANCE POLICY

We encourage you to participate in the various sports and activities offered by SHHS, 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.
- receive 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 seven (7) calendar days** following the previous grading period ("date of determination").
- grades cannot be changed following the grading period for purposes of addressing any deficiency in an individual's **scholastic eligibility**.
- Students have seven (7) calendar days to change a grade of Incomplete to a passing letter grade. During the seven-day period, the **Incomplete is considered an F** for eligibility purposes.
- **Students must attend all classes 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, planned absences, or court**

appearances only. If students are tardy/absent/truant/ill on the day of or the **Friday before** an activity, students are **not allowed** to participate.

CONSEQUENCES FOR TRUANCY/TARDINESS

1. Students will be assigned lunch and after-school detention for habitual tardiness.
2. After **three (3)** period/partial day/day **truancies**, parents will be notified via an Initial Truancy Letter and an appointment will be scheduled with the Vice Principal/SARB Chair.
3. For truancies **four (4) through six (6)**, parents will be notified via phone, email, or in person, whichever is most convenient. At the **6th** cut, the student will be referred to the Student Attendance Review Board (SARB). The board consists of the Vice Principal, the student's counselor, the SH Police Department, the Student Support Services Coordinator, Napa County Probation, the Napa County Sheriff, the Napa County District Attorney, the SH Family Center, and other invited members.
4. Upon the **6th** single period cut or **10th tardy** (per semester), the student will be dropped from the class for the remainder of the year, unless the class is 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

There are three primary rules everyone is responsible for following at SHHS: **BE SAFE, BE RESPECTFUL, and BE RESPONSIBLE**. The chart below is SHHS' Common Area Behavior and Procedures Matrix. It is a guide on how to actively enhance the climate and culture of SHHS.

Common Area	Be Safe	Be Respectful	Be Responsible
School Expectations and Norms	<ul style="list-style-type: none"> Follow instructions of staff Respect personal space 	<ul style="list-style-type: none"> Use kind words and actions Non-instructional electronic devices (includes CELL PHONES) need to be turned off and stored safely during class time 	<ul style="list-style-type: none"> Be prepared and move to class on time Follow SHHS dress code every day
Main/Finance/Attendance Offices	<ul style="list-style-type: none"> Follow directions of office staff Obtain permission to use phone Respect personal space 	<ul style="list-style-type: none"> Use kind words and be patient Politely ask how we can help you 	<ul style="list-style-type: none"> Have pass ready Have all important paperwork out and ready
Classroom	<ul style="list-style-type: none"> Follow teacher's instructions 	<ul style="list-style-type: none"> Use kind words and actions 	<ul style="list-style-type: none"> Raise your hand to ask questions

	<ul style="list-style-type: none"> • Keep aisle and walkways clear • Respect personal space 	<ul style="list-style-type: none"> • Put food, gum, or drinks away • Remove hats, hoods, or any head gear if it is teacher classroom expectation • Non-instructional electronic devices need to be turned off and stored safely during class time 	<ul style="list-style-type: none"> • Be prepared and come to class on time
Front of Vintage Hall / Bus Area	<ul style="list-style-type: none"> • Follow the directions of all supervising staff / adults • Wait in front of Vintage Hall to be picked up • Respect personal space 	<ul style="list-style-type: none"> • Use kind words and actions • Throw away your litter / garbage 	<ul style="list-style-type: none"> • Wait to be picked up patiently
Front of School	<ul style="list-style-type: none"> • Follow the directions of all supervising staff / adults • Students needing to be picked up, stay on sidewalk until ride comes • Respect personal space 	<ul style="list-style-type: none"> • Use kind words and actions • Throw away your litter / garbage 	<ul style="list-style-type: none"> • Wait to be picked up patiently • Use crosswalks and look both ways when coming to or leaving school
Before opening bell	<ul style="list-style-type: none"> • Follow the directions of all supervising staff / adults • Respect personal space 	<ul style="list-style-type: none"> • Use kind words and actions • Throw away your litter / garbage 	<ul style="list-style-type: none"> • Be prepared and move to class on time • Stay within designated areas
After closing bell	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use kind words and actions • Throw away your litter / garbage 	<ul style="list-style-type: none"> • Wait to be picked up and in the bus line patiently • Use crosswalks and look both ways when crossing street
Hallways	<ul style="list-style-type: none"> • Follow the directions of all supervising staff / adults • Walk to class • Respect personal space 	<ul style="list-style-type: none"> • Use kind words and actions • Throw away your litter / garbage 	<ul style="list-style-type: none"> • Move to class on time • Bring your materials to class every day • Use drinking fountains

			appropriately and responsibly
Cafeteria	<ul style="list-style-type: none"> Follow the directions of all supervising staff / adults Line up for lunch single file Respect personal space 	<ul style="list-style-type: none"> Use kind words and be calm and patient in line Throw away your litter / garbage 	<ul style="list-style-type: none"> Stay in your seat while eating
Multimedia Center / Library and Computer Lab	<ul style="list-style-type: none"> Follow directions of Media Technician or staff Follow internet use policy Respect personal space 	<ul style="list-style-type: none"> Enter quietly and use kind words and actions Handle books and multimedia items with care Keep electronic devices on mute or use headphones 	<ul style="list-style-type: none"> Push your chair in when leaving Check out library items before leaving Use computers appropriately and responsibly
Performing Arts Center / Auditorium	<ul style="list-style-type: none"> Follow the directions of all supervising staff / adults Enter and exit quietly in single file Backpacks to remain closed and under seats Respect personal space 	<ul style="list-style-type: none"> Use kind words and be calm and patient Put food, gum or drinks away Remove hats, hoods, or any head gear to not interfere with performances and or presentations Electronic devices need to be turned off and stored safely during performances and or presentations 	<ul style="list-style-type: none"> Remain with assigned teacher Listen responsibly and applaud appropriately
Labs	<ul style="list-style-type: none"> Follow teacher's instructions Keep aisle and walkways clear Respect personal space 	<ul style="list-style-type: none"> Use kind words and actions Put food, gum or drinks away Remove hats, hoods, or any head gear if it is teacher's expectation Electronic devices need to be turned off and stored during lab activities 	<ul style="list-style-type: none"> Raise your hand to ask questions Be prepared and come to the lab on time.
Bathrooms	<ul style="list-style-type: none"> Keep water in sink Wash hands Respect personal space Put paper towels in garbage 	<ul style="list-style-type: none"> Flush toilets Inform adults of vandalism Throw away your litter / garbage 	<ul style="list-style-type: none"> Give people privacy Have a pass Report any leaks / damage to the main office
Gym / Weight Room / Fieldhouse	<ul style="list-style-type: none"> Follow teacher's instructions Use equipment as directed Respect personal space 	<ul style="list-style-type: none"> Use kind words and actions—be a team player and encourage fellow classmates Remove hats, hoods, or any head gear if it 	<ul style="list-style-type: none"> Come to class on time Dress for PE Return equipment to designated area

		<p>is teacher's expectation</p> <ul style="list-style-type: none"> Put food, gum, or drinks away Electronic devices need to be turned off and stored safely 	
Quad	<ul style="list-style-type: none"> Follow the directions of all supervising staff / adults Walk to class Respect personal space 	<ul style="list-style-type: none"> Use kind words and actions Throw away your litter / garbage 	<ul style="list-style-type: none"> Use drinking fountains appropriately Move to class on time
Bus	<ul style="list-style-type: none"> Follow directions of bus driver Enter and exit the bus one at a time Remain seated Keep hands, arms, and objects inside the bus Respect personal space 	<ul style="list-style-type: none"> Use kind words and actions Throw away your litter / garbage 	<ul style="list-style-type: none"> Wait in the bus line patiently Come to the bus on time or directly after school
Barn	<ul style="list-style-type: none"> Follow the directions of all supervising staff / adults Respect personal space Monitor animal health and upkeep; report sick animals immediately Use all barn equipment safely and appropriately 	<ul style="list-style-type: none"> Keep the barn work areas and storage clean, organized, and neat Use kind words and actions Treat all animals humanely 	<ul style="list-style-type: none"> Manage and feed animals Report any interior or exterior damage Report any missing items Sign-in Secure the barn—close and lock doors / pens
Pool	<ul style="list-style-type: none"> Follow the directions of all supervising staff / adults Respect personal space Walk always Dive only in designated areas 	<ul style="list-style-type: none"> Use kind words and actions Put food, gum, or drinks away before entering the pool area 	<ul style="list-style-type: none"> Use shower before entering the pool Use all pool equipment appropriately Return equipment to designated area
Metal and Wood Shop	<ul style="list-style-type: none"> Follow the directions of all supervising staff / adults Respect personal space Walk always Use all shop equipment safely and according to manufacturer's specifications Properly shield all moving parts 	<ul style="list-style-type: none"> Store all shop materials and tools properly Use kind words and actions—be collaborative and encourage fellow classmates Put food, gum, or drinks away before entering the shop areas 	<ul style="list-style-type: none"> Report any damaged tools or equipment Return all shop equipment and tools to designated areas Learn and memorize the color-marking systems to react quickly to emergencies or hazards

	• Wear protective clothing and gear		
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DISCIPLINE: All students know 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.** Successful students 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 obtain 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 support and 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 do not talk, read, or stare out windows. In other words, they are polite and respectful. They also participate in class even if their attempts might be a bit clumsy and difficult. They ask questions that the instructor knows many other students likely also have.
4. **See their instructors during free time or Access Period about grades, comments on their papers, and upcoming tests.** They will 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.

SHHS' Discipline Philosophy

The discipline philosophy of SHHS includes several 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 to remedy the existing situation, as well as to lessen the chance of subsequent situations.

The Tenets 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, 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, added and specific consequences exist 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 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 day 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 are not allowed to usurp the event with inappropriate behavior. Students in violation of school rules in advance of or during the graduation ceremony will lose the privilege to participate.



Mandatory Suspension and / or Expulsion Offenses:

Education Code Violation	Consequence
48915 (c)(1) Possession, selling, or otherwise furnishing a firearm	5-day home suspension, notify police, and <u>mandatory</u> expulsion.
48915 (c)(2) Brandishing a knife	5-day home suspension, notify police, and <u>mandatory</u> expulsion.
48915 (c)(3) Selling a controlled substance	5-day home suspension, notify police, and <u>mandatory</u> expulsion.

48915 (c)(4) Committing or attempting to commit sexual assault or battery	5-day home suspension, notify police, and <u>mandatory</u> expulsion.
48915 (c)(5) Possession of an explosive	5-day home suspension, notify police, and <u>mandatory</u> expulsion.
48915 (a)(1) Causing serious physical injury to another person except in self defense	5-day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.
48915 (a)(2) Possession of any knife, or other dangerous object	5-day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.
48915 (a)(3) Possession of any controlled substance except for the first offense of possession of not more than one ounce of marijuana.	5-day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.
48915 (a)(4) Robbery or Extortion	5-day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.
48915 (a)(5) Assault or battery upon a school employee	5-day home suspension and notify police. Principal shall recommend expulsion, unless they find that expulsion is inappropriate, due to the particular circumstance.

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(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 terroristic 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, whether he/she is 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 provide a supportive learning environment for all students, which means we tolerate no bullying, teasing, and/or harassment of any kind. Therefore, all reported cases of bullying are investigated expeditiously and thoroughly. If a student feels he/she is being bullied at SHHS, they should 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.

Bullying may be reported anonymously and in real time by using the **STOPit Bullying Application**. **STOPit** is a simple, fast, and powerful solution to report inappropriate behaviors, deter unethical or illegal activity, and mitigate financial and reputational risks to schools. Students will be given directions on how to download the app on their cell phones at the beginning of the year, but downloading the app is easy:

- 1. Download the STOPit App from the App Store**
- 2. Enter the Access Code: GOSAINTS**
- 3. Report bullying anonymously**

Preventing Bullying/Being an Ally: Standing up for what is right and reporting bullying when it occurs is an example of integrity and respecting and protecting the rights and welfare of others. In addition to the STOPit app, there are many things individuals can do to limit bullying on our campus. Here are some simple things students 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 that you do not approve of their actions.
- d) Inform staff and or a trusted adult that someone is being bullied.
- e) **Anonymously report bullying immediately through the STOPit App to the Vice Principal.** Please include location, times, and people involved to help support the investigation.
- f) Get to know people instead of judging them.
- g) Be an ally online—do not encourage aggressors, do not send out or forward hurtful messages, and tell aggressors that they need to stop cyber bullying.

Dress Code: SHHS respects students' rights to express themselves in the way they dress. All students who attend SHHS are expected to respect the school community by following our school dress code, which is focused on creating a safe and equitable learning environment. This policy is intended to provide guidance for students, staff, and parents.

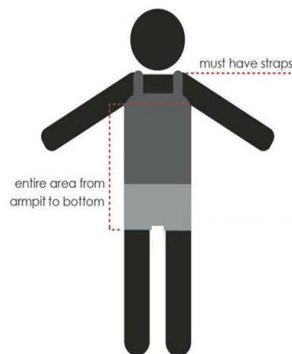
Students Must Wear:

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: activity-specific shoes requirements are permitted (example, for sports)

* High-school courses that include attire as part of the curriculum (for example, professionalism, performing arts, job readiness, etc.) may include assignment-specific dress, but should not focus on covering bodies or promoting culturally specific attire.

Students May Wear:

- Hats, including religious headwear.
- Hoodie sweatshirts
- Fitted pants, including leggings, yoga pants and “skinny jeans.”
- Pajamas
- Ripped jeans, so long as underwear is not exposed.
- Tank tops, including spaghetti straps, and halter tops that cover the area from armpit to bottom (see illustration).
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate other provisions in the “May Wear” section above



Students Cannot Wear:

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear (visible waistbands or straps on undergarments worn under other clothing are not a violation)
- Tank tops, crop tops, halter tops, tube tops or any clothing that DOES NOT cover the entire area from the armpit to bottom (see illustration).
- Bathing suits
- Helmets or headgear that obscures the face (except as a religious observance)

"There needs to be a lot more emphasis on what a child can do instead of what they cannot do."

Temple
Grandin