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

Owner: _________________________________
### ST. HELENA UNIFIED SCHOOL DISTRICT

### ST. HELENA HIGH SCHOOL

**2019 - 2020 School Year Calendar**

<table>
<thead>
<tr>
<th>JULY</th>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
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<tbody>
<tr>
<td><strong>M</strong></td>
<td><strong>T</strong></td>
<td><strong>W</strong></td>
<td><strong>Th</strong></td>
<td><strong>F</strong></td>
<td><strong>M</strong></td>
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<td>1</td>
<td>01</td>
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<tr>
<td><strong>JANUARY</strong></td>
<td><strong>FEBRUARY</strong></td>
<td><strong>MARCH</strong></td>
<td><strong>APRIL</strong></td>
<td><strong>MAY</strong></td>
<td><strong>JUNE</strong></td>
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**Events:***
- **08/16:** Freshmen/New Student Orientation
- **08/19:** Staff Development/Teacher Work Days (No School)
- **08/21:** First Student Day - Early Release (1:40 p.m.)
- **09/02:** Labor Day (No School)
- **09/11:** Back-to-School Night 6:00 p.m.
- **10/14:** Teacher Work Day (No School)
- **10/18:** End of First Quarter
- **10/21:** Homecoming Week
- **10/25:** Homecoming Day/Parade
- **11/11:** Veteran's Day (No School)
- **11/25-11/29:** Thanksgiving Break (No School)
- **12/19:** Winter Break (No School)
- **01/14:** Final Exams Schedule
- **01/17:** End of Second Quarter/First Semester
- **01/20:** Martin Luther King Jr. Day (No School)
- **02/14:** Presidents' Weekend (No School)
- **02/28:** End of Third Quarter
- **03/04:** Spring Break (No School)
- **03/25:** Memorial Day (No School)
- **05/06:** Final Exams Schedule
- **05/11:** Last Student Day - End of Fourth Quarter/Second Semester
- **05/12:** Graduation 6:15 p.m. @ Rotary Field (in front of VH)
- **06/21:** Teacher Work Day

**Dates:***
- **08/16:** Freshmen/New Student Orientation
- **08/19:** Staff Development/Teacher Work Days (No School)
- **08/21:** First Student Day - Early Release (1:40 p.m.)
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- **12/19:** Winter Break (No School)
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- **01/17:** End of Second Quarter/First Semester
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- **02/28:** End of Third Quarter
- **03/04:** Spring Break (No School)
- **03/25:** Memorial Day (No School)
- **05/06:** Final Exams Schedule
- **05/11:** Last Student Day - End of Fourth Quarter/Second Semester
- **05/12:** Graduation 6:15 p.m. @ Rotary Field (in front of VH)
- **06/21:** Teacher Work Day
### Regular Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Min</th>
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<tr>
<td>0</td>
<td>7:25 am</td>
<td>8:15 am</td>
</tr>
<tr>
<td>1</td>
<td>8:18 am</td>
<td>9:05 am (50)</td>
</tr>
<tr>
<td>2</td>
<td>9:12 am</td>
<td>10:02 am (50)</td>
</tr>
<tr>
<td>Break</td>
<td>10:02 am</td>
<td>10:12 am</td>
</tr>
<tr>
<td>3</td>
<td>10:16 am</td>
<td>11:06 am (50)</td>
</tr>
<tr>
<td>4</td>
<td>11:10 am</td>
<td>12:00 pm (50)</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 pm</td>
<td>12:40 pm</td>
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<tr>
<td>5</td>
<td>12:44 pm</td>
<td>1:34 pm (50)</td>
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<td>6</td>
<td>1:38 pm</td>
<td>2:28 pm (50)</td>
</tr>
<tr>
<td>7</td>
<td>2:32 pm</td>
<td>3:22 pm (50)</td>
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4 minute passing time (24 min. total) before periods 2, 3, 4, 5, 6, and 7. - 374 Instructional Minutes

### A Day - Wednesday

<table>
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<th>Time</th>
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<tr>
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<td>7:25 am</td>
<td>8:15 am</td>
</tr>
<tr>
<td>5</td>
<td>8:18 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>
</tr>
<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>
<td>12:06 pm</td>
</tr>
<tr>
<td>7</td>
<td>12:12 pm</td>
<td>1:14 pm (88)</td>
</tr>
<tr>
<td>ACCESS</td>
<td>1:14 pm</td>
<td>3:22 pm (102)</td>
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4 minute passing time (3 min. total) before periods 6, and 7. - 376 Instructional Minutes

### B Day - Thursday

<table>
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</thead>
<tbody>
<tr>
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<td>7:25 am</td>
<td>8:15 am</td>
</tr>
<tr>
<td>1</td>
<td>8:18 am</td>
<td>9:47 am (89)</td>
</tr>
<tr>
<td>Break</td>
<td>9:47 am</td>
<td>9:56 am</td>
</tr>
<tr>
<td>2</td>
<td>10:00 am</td>
<td>11:29 am (89)</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:29 am</td>
<td>12:08 pm</td>
</tr>
<tr>
<td>3</td>
<td>12:12 pm</td>
<td>1:14 pm (89)</td>
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<tr>
<td>Break</td>
<td>1:14 pm</td>
<td>1:50 pm</td>
</tr>
<tr>
<td>4</td>
<td>1:54 pm</td>
<td>3:22 pm (89)</td>
</tr>
</tbody>
</table>

4 minute passing time (12 min. total) before periods 2, 3, and 4. - 367 Instructional Minutes

### Early Release Days:

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

- August 21
- September 4
- September 18
- October 2
- November 6
- January 8
- February 5
- March 4
- April 1

### Rally Schedule

<table>
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<tbody>
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<td>7:25 am</td>
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<tr>
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<td>9:03 am (45)</td>
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<tr>
<td>2</td>
<td>9:07 am</td>
<td>9:52 am (45)</td>
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<tr>
<td>Break</td>
<td>9:52 am</td>
<td>10:02 am</td>
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<tr>
<td>3</td>
<td>10:06 am</td>
<td>10:53 am (45)</td>
</tr>
<tr>
<td>4</td>
<td>10:35 am</td>
<td>11:40 pm (48)</td>
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<td>Rally</td>
<td>11:44 am</td>
<td>12:14 pm (36)</td>
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<tr>
<td>Lunch</td>
<td>12:14 pm</td>
<td>12:53 pm</td>
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<tr>
<td>5</td>
<td>12:59 pm</td>
<td>1:33 pm (45)</td>
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<td>6</td>
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<td>2:35 pm (45)</td>
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<tr>
<td>7</td>
<td>2:37 pm</td>
<td>3:25 pm (45)</td>
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4 minute passing time (25 min. total) before periods 2, 3, 4, Rally, 5, 6, and 7. - 377 Instructional Minutes

### Minimum Day Schedule

<table>
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<tr>
<th>Period</th>
<th>Time</th>
<th>Min</th>
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<tbody>
<tr>
<td>0</td>
<td>7:25 am</td>
<td>8:15 am</td>
</tr>
<tr>
<td>1</td>
<td>8:18 am</td>
<td>9:03 am (32)</td>
</tr>
<tr>
<td>2</td>
<td>8:54 am</td>
<td>9:36 am (33)</td>
</tr>
<tr>
<td>3</td>
<td>9:36 am</td>
<td>10:02 am (32)</td>
</tr>
<tr>
<td>Break</td>
<td>10:02 am</td>
<td>10:17 am</td>
</tr>
<tr>
<td>4</td>
<td>10:21 am</td>
<td>10:55 am (32)</td>
</tr>
<tr>
<td>5</td>
<td>10:57 am</td>
<td>11:29 am (32)</td>
</tr>
<tr>
<td>6</td>
<td>11:33 am</td>
<td>12:05 pm (32)</td>
</tr>
<tr>
<td>7</td>
<td>12:09 pm</td>
<td>12:41 pm (32)</td>
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</table>

4 minute passing time (24 min. total) before periods 2, 3, 4, 5, 6, and 7. - 348 Instructional Minutes

### Minimum Days

Minimum Day dates are as follows:

- October 25 (HS only)
- December 18
- April 3
- June 11
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, 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 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
The St. Helena Unified School District 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 is 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 & 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

**District Directory**

All emails are - firstinitiallastname@sthelenaunified.org

**District Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Marylou Wilson</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Mr. Chris Heller</td>
<td>Chief Academic/Human Resource Officer</td>
</tr>
<tr>
<td>Mrs. Andrea Stubbs</td>
<td>Chief Business Official</td>
</tr>
<tr>
<td>Ms. Mary Allen</td>
<td>Director of Curriculum and Instruction</td>
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**School Board**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mr. Jeff Conwell</td>
<td>President</td>
</tr>
<tr>
<td>Mrs. Lisa Pelosi</td>
<td>Vice President</td>
</tr>
<tr>
<td>Mrs. Jeannie Kerr</td>
<td>Clerk</td>
</tr>
<tr>
<td>Mrs. Maria Haug</td>
<td>Trustee</td>
</tr>
<tr>
<td>Mr. Julio Olguin</td>
<td>Trustee</td>
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<tr>
<td>Mr. Joseph Brawdy</td>
<td>Student School Board Representative</td>
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**SHHS Directory**

**Office Staff**

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Benjamin L. Scinto</td>
<td>Principal</td>
</tr>
<tr>
<td>Diana Carr</td>
<td>Principal’s Secretary / Registrar</td>
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<tr>
<td>Gregory N. Fetters</td>
<td>Vice Principal</td>
</tr>
<tr>
<td>Shawn Garrity ______</td>
<td>Counselor Grades 9 &amp; 12/Student Support Services</td>
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<tr>
<td>Terri Linder</td>
<td>Counselor Grades 10 &amp; 11</td>
</tr>
<tr>
<td>Nancy Zago</td>
<td>Attendance</td>
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<tr>
<td>Charlene Rabanal</td>
<td>Bookkeeper</td>
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<tr>
<td>TEACHING STAFF</td>
<td>ROOM</td>
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<tr>
<td>DAVIS</td>
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<td>TURNER</td>
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<th>SUPPORT STAFF</th>
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<tbody>
<tr>
<td>Falvy, Ilona</td>
<td>Wellness Clinic</td>
</tr>
<tr>
<td>Joy, Nick</td>
<td>Speech Therapist</td>
</tr>
<tr>
<td>Swan Susan</td>
<td>Library / Media Specialist</td>
</tr>
</tbody>
</table>

Knowing Your School
ACCESS PERIOD: On Wednesdays that are not Early Release, students have Access Period from 1:40-3:22. 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 located in the teachers’ rooms). If students need to leave school during Access Period, they are to obtain 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 their students’ 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 https://sis.sthelenautenified.org/aeries.net/LoginParent.aspx. 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.

POWERSCHOOL Learning Management System (LMS), Be Responsible: PowerSchool, once called Haiku, is a one-stop-website that enables our teachers to electronically manage the delivery of their content and instruction to their students. Students are able to view their teachers’ assignments, projects, homework, videos, calendar, research sites/links, and more. To log into the PowerSchool LMS used by St. Helena Unified, students go to https://sthelena.learning.powerschool.com. From there, students use their St Helena Unified Google login to access all of their SHHS courses, The College and Career page, and the Library Hub page.

THE SHHS HIGH SCHOOL LIBRARY – “The Hub”: The St. Helena High School’s Library/Hub is a class in every SHHS student’s and teacher’s PowerSchool Learning 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 Britannica Encyclopedia in English and Spanish), MLA citation information, links to credible resources for current events and other research projects, Ms. Swan’s Libguides on Digital Citizenship, Eating Disorders, Civil Rights, Humanities books, and other topics, SHUSD’s OverDrive ebook collection, online textbook resources, and research and citation resources and 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 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 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 tech 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 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 SHUSD. If a student’s Laptop is not returned during the 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:** SHHS’ campus is **closed** during break, but **open** during lunch. Students will lose off-campus privileges for academic, truancy, and other 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.

**CHANGE of CLASSES, Be Responsible:** Students may change classes through 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.
CLUBS/ORGANIZATIONS:  
Associated Student Body (Ms. Breazeale)  
Creative Writing Club (Conlon)  
FFA (Mr. Mendes, Mrs. Aschwanden, Ms. Herdell)  
Fishing Club (Mr. Blasingame)  
French Club (Mrs. Cline)  
Genders and Sexualities Alliance (Mrs. Luhn & Mr. Licina)  
Interact Club (Mr. Kelperis)  
Latino Student Union (Mr. Diamond)  
National Honor Society (Mr. Scinto/Mr. Fetters)  
St.ARS (Ms. Smith)  
Students for Change (Ms. Backhaus)  
The Under-Recognized Sports Club (Mr. Blasingame)  
The Environmental Activism Club (Ms. Swan)  
The APP Development Club (Ms. Swan)  

SPORTS OFFERED:  
(\text{F}) = \text{Fall}  
(\text{W}) = \text{Winter}  
(\text{S}) = \text{Spring}  
(\text{Y}) = \text{Year-round}  

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

COMMUNITY SERVICE AWARD REQUIREMENTS (Honor Cord @ graduation):

\begin{itemize}
  \item Must complete a minimum of 160 hours
  \item All work must be done for a non-profit agency, unless student receives prior consent from their counselor and submits a written statement of the work.
  \item Work must be performed outside of school hours (Primary School Tutor class hours are not counted)
  \item Work may not be for a classroom assignment
  \item Work is voluntary (students may not be paid for community service hours)
  \item Club meetings and participation in extra-curricular clubs events are not counted
  \item ASB/Student Council positions and time spent working as a student representative are not counted
  \item 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)
  \item Honor cords for graduation are ordered in April of senior year. If students have not completed 160 hours by April 15 of senior year, \textbf{they must notify Ms. Zago by April 15 of their intent} to complete 160 hours and turn in verification forms before or on May 17. Please note, \textbf{if students do not notify} Ms. Zago by April 15, they will not receive the Community Service Award and an honor cord \textbf{will not} be ordered
\end{itemize}
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.

College and Career: The College and Career “class” in your PowerSchool 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. Students also receive important notices about upcoming college and/or career-related meetings, information, end-of-summer Boot Camp, and Brown Bag Lunches. Students access the College and Career resources by logging into PowerSchool Learning using their SHHS Google log in.

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, the St. Helena High School Library/Hub, the SHHS website, and email.

DANCES: All SHHS school rules, ASB Dance Code of Conduct, and 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. 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 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 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 may 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.

**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 exit the building immediately, following the directions posted in the room or as given by a teacher. 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 consecutive bells.

**LOCKDOWN PROCEDURES:** A lockdown will be signaled by an intercom announcement. 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 they receive further instructions from SHHS administration or law enforcement.

**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 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 items on campus at their own risk. Items such as iPhones, iPods, iPads, pirate loot, gold bars, diamonds, rubies, etc., are the sole responsibility of the student.

**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. Students may
purchase Senior Portraits; the price of the Senior Portraits vary depending on size and number of photos requested. Seniors who miss their appointment will have to attend a portrait makeup session in the fall.

SKATEBOARDS, SCOOTERS, BICYCLES, SPACESHIPS, eBIKES, 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 category.

STATE SEAL OF BILITERACY: To qualify for the SSB, high school graduates must meet all 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.
   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 determining proficiency in a language other than English.
   d. Passing the Scholastic Assessment Test (SAT) II foreign language examination with a score of 600 or higher.

If the primary language of a pupil in any of grades K-12, inclusive, is other than English, he or she shall do both the following in order to qualify for the SSB:

1. Attain the Early Advanced English Language Proficiency Assessments for California (ELPAC). For purposes of this paragraph, a participating school district may administer the ELPAC 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 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 students’ expense.**

WORK PERMITS: Must be renewed each school year or when a student changes jobs. Applications for work permits are available from Ms. Carr in the Main Office. Any employed student must have a work permit; failure to do so will result in a report to the IRS.

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 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 visitor for the day must pick up a Visitor Form from Ms. Carr in the Main Office for prior approval.

GRADUATION, COLLEGE ENTRANCE, & EXAM REQUIREMENTS:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2019</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>35</td>
<td>Science</td>
</tr>
<tr>
<td>Essentials</td>
<td>5</td>
<td>World Language</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>10</td>
<td>Visual / Performing Arts</td>
</tr>
<tr>
<td>Career &amp; Technical Ed.</td>
<td>10</td>
<td>Electives</td>
</tr>
<tr>
<td>V&amp;PA, CTE, or Lang. (20 WL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>250</td>
<td></td>
</tr>
</tbody>
</table>

- **These are minimum requirements.**
- **Must be College Prep (P) courses.**
- **Grades of “B” or better are very important for admission.**

EXAMS: SAT Reasoning Test or ACT + Writing; Two SAT Subject Tests (Certain Private Colleges)

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 it 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 Works Cited page:

• Alphabetize the list by author’s last name, or by title when a work has no author.
• 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.
• 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 post your project online or submit it electronically, and you want the
URL to be a live link, do not insert any line break.

SAMPLE MLA WORKS CITED

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-


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, L.) and Gostin, K.G. 215)
(Mello, et al. 2609)
(Neergaard and Agiesta)
(Nestle 14)
(Pollan)
(Resnik 30)
(Shakespeare 4.2.7-13)
(United States)

APA STYLE

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:

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 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, give 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


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

(Berkowitz et al., 2003, pp. 1805-1806. (Subsequent references).
(Crister, 2004)
(Duenwald, 2004).
(Hoppin & Taversa, 2004).
(Henry J. Kaiser Family Foundation, 2004).
(McDuffie, Calis, Uwaifo, Sebring, Fallon, Hubbard, & Yanovski, 2002, pp. 644-645). (First reference)
(McDuffie et al., 2002, pp. 644-645). (Subsequent references).
(Roche Laboratories, 2003).

Once you have collected all source information, go to [www.easybib.com](http://www.easybib.com) or [www.noodletools.com/noodlebib/express.php](http://www.noodletools.com/noodlebib/express.php) and follow the instructions to enter the information. All of these citation tools are on the MLA, APA, and Chicago Resources page of the St. Helena High School Library/The Hub (at the bottom of your list of classes on your PowerSchool Learning portal). The websites will create the citations for
you, but don’t allow them to take responsibility for your grade. Be sure to check with your teacher or Ms. Swan about the correct format for in-text citations and for the Works Cited/Reference.

<table>
<thead>
<tr>
<th>CLOSE READING GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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</tbody>
</table>

**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 that has not been verified as to reason.
- Absences for which advanced approval is necessary and approval was not obtained before the absence (off-gounds 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 HOURS A DAY at 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 4—four-minute passing period. All students are expected to be in the classroom at the second bell. If a student is over 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 automatically.

OFF-GROUNDS PERMIT: To receive an off-gounds 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-gounds permit. The note must include the date, time of departure, and reason for absence. Off-gounds passes will not be issued via a telephone call. All off-gounds 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 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 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 (“date of determination”) seven calendar 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 **seven 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 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** 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 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, 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 **sixth** 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.

<table>
<thead>
<tr>
<th>Common Area</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
</table>
| School Expectations and Norms | - Follow instructions of staff  
- Respect personal space | - Use kind words and actions  
- Non-instructional electronic devices need to be turned off and stored safely during class time | - Be prepared and move to class on time  
- Follow SHHS dress code every day |
<table>
<thead>
<tr>
<th>Location</th>
<th>Rules</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main/Finance/Attendance Offices</td>
<td>- Follow directions of office staff&lt;br&gt;- Obtain permission to use phone&lt;br&gt;- Respect personal space</td>
<td>- Use kind words and be patient&lt;br&gt;- Politely ask how we can help you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Have pass ready&lt;br&gt;- Have all important paperwork out and ready</td>
</tr>
<tr>
<td>Classroom</td>
<td>- Follow teacher’s instructions&lt;br&gt;- Keep aisle and walkways clear&lt;br&gt;- Respect personal space</td>
<td>- Use kind words and actions&lt;br&gt;- Put food, gum or drinks away&lt;br&gt;- Remove hats, hoods, or any head gear if teacher classroom expectation&lt;br&gt;- Non-instructional electronic devices need to be turned off and stored safely during class time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Raise your hand to ask questions&lt;br&gt;- Be prepared and come to class on time</td>
</tr>
<tr>
<td>Front of Vintage Hall/Bus Area</td>
<td>- Follow the directions of all supervising staff/adults&lt;br&gt;- Wait in front of Vintage Hall to be picked up&lt;br&gt;- Respect personal space</td>
<td>- Use kinds words and actions&lt;br&gt;- Throw away your litter/garbage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wait to be picked up patiently</td>
</tr>
<tr>
<td>Front of School</td>
<td>- Follow the directions of all supervising staff/adults&lt;br&gt;- Students needing to be picked up, stay on sidewalk until ride comes&lt;br&gt;- Respect personal space</td>
<td>- Use kinds words and actions&lt;br&gt;- Throw away your litter/garbage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wait to be picked up patiently&lt;br&gt;- Use crosswalks and look both ways when coming to or leaving school</td>
</tr>
<tr>
<td>Before opening bell</td>
<td>- Follow the directions of all supervising staff/adults&lt;br&gt;- Respect personal space</td>
<td>- Use kind words and actions&lt;br&gt;- Throw away your litter/garbage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Be prepared and move to class on time&lt;br&gt;- Stay within designated areas</td>
</tr>
<tr>
<td>After closing bell</td>
<td>- Follow the directions of all supervising staff/adults&lt;br&gt;- Walk home using sidewalks&lt;br&gt;- Students needing to be picked up, stay in front of Vintage Hall</td>
<td>- Use kinds words and actions&lt;br&gt;- Throw away your litter/garbage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wait to be picked up and in the bus line patiently&lt;br&gt;- Use crosswalks and look both ways when crossing street</td>
</tr>
<tr>
<td>Location</td>
<td>Rules</td>
<td>Additional Instructions</td>
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</tbody>
</table>
| 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 |
| Performing Arts Center/Auditorium | • 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 | • 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  
• Remain with assigned teacher  
• Listen responsibly and applaud appropriately |
| Labs                           | • 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’s expectation  
• Electronic devices need to be turned off and stored during lab activities  
• Raise your hand to ask questions  
• Be prepared and come to the lab on time. |
| Bathrooms                      | • Keep water in sink  
• Wash hands | • Flush toilets  
• Inform adults of vandalism  
• Give people privacy  
• Have a pass |
<table>
<thead>
<tr>
<th>Location</th>
<th>Rules</th>
</tr>
</thead>
</table>
| Gym/Weight Room/Fieldhouse | - Respect personal space  
- Put paper towels in garbage  
- Follow teacher’s instructions  
- Use equipment as directed  
- Respect personal space  
- Use kind words and actions—be a team player and encourage fellow classmates  
- Remove hats, hoods, or any head gear if teacher’s expectation  
- Put food, gum or drinks away  
- Electronic devices need to be turned off and stored safely  
- Use drinking fountains appropriately  
- Come to class on time  
- Dress for PE  
- Return equipment to designated area |
| Quad              | - Follow the directions of all supervising staff/adults  
- Walk to class  
- Respect personal space  
- Use kind words and actions  
- Throw away your litter/garbage  
- Wait in the bus line patiently  
- Come to the bus on time or directly after school |
| Bus               | - 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  
- Use kind words and actions  
- Throw away your litter/garbage  
- Manage and feed animals  
- Report any interior or exterior damage  
- Report any missing items  
- Sign-in  
- Secure the barn—close and lock doors/pens |
| Barn              | - 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  
- Keep the barn work areas and storage clean, organized, and neat  
- Use kind words and actions  
- Treat all animals humanely  
- 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              | - Follow the directions of all supervising staff/adults  
- Respect personal space  
- Walk always  
- Dive only in designated areas  
- Use kind words and actions  
- Put food, gum or drinks away before entering the pool area  
- Use shower before entering the pool  
- Use all pool equipment appropriately  
- Return equipment to designated area |
| Metal and Wood Shop | - Follow the directions of all supervising staff/adults  
- Store all shop materials and tools properly  
- Report any damaged tools or equipment |
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 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 likely 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.

**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, 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 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

<table>
<thead>
<tr>
<th>Education Code Violation</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>48915 (c)(1) Possession, selling, or otherwise furnishing a firearm</td>
<td>5-day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td>48915 (c)(2) Brandishing a knife</td>
<td>5-day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td>48915 (c)(3) Selling a controlled substance</td>
<td>5-day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td>48915 (c)(4) Committing or attempting to commit sexual assault or battery</td>
<td>5-day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td>48915 (c)(5) Possession of an explosive</td>
<td>5-day home suspension, notify police, and mandatory expulsion.</td>
</tr>
<tr>
<td>48915 (a)(1) 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>48915 (a)(2) 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>48915 (a)(3) 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>48915 (a)(4) 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>48915 (a)(5) 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>
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</tbody>
</table>

### Discretionary Suspension: For School and/or Classroom infractions

<table>
<thead>
<tr>
<th>Discretionary Suspension (a)(1)</th>
<th>Caused, attempted to cause, or threatened to cause physical injury on another person. Fighting may include pushing, shoving, and or punching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900 (b)</td>
<td>Possession, sale, or furnishing of any knives, firearms, or other dangerous objects</td>
</tr>
<tr>
<td>48900 (c)</td>
<td>Unlawfully possessed, used, sold, or furnished, or been under the influence of any controlled substance or an intoxicant</td>
</tr>
<tr>
<td>48900 (d)</td>
<td>Unlawfully possessed, used, sold, or furnished, or been under the influence of any controlled substance or an intoxicant</td>
</tr>
<tr>
<td>48900 (e)</td>
<td>Committed or attempted to commit robbery or extortion</td>
</tr>
<tr>
<td>48900 (f)*</td>
<td>Caused or attempted to cause damage to school or private property</td>
</tr>
<tr>
<td>48900 (g)*</td>
<td>Stealing, or attempting to steal school or private property</td>
</tr>
<tr>
<td>48900 (h)*</td>
<td>Possessed or used tobacco or nicotine products</td>
</tr>
<tr>
<td>48900 (i)*</td>
<td>Committed an obscene act or engaged in habitual profanity or vulgarity</td>
</tr>
<tr>
<td>48900 (j)*</td>
<td>Possessed, offered, arranged, or negotiated to sell drug paraphernalia</td>
</tr>
<tr>
<td>48900 (l)*</td>
<td>Knowingly received stolen school property</td>
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<tr>
<td>48900 (m)*</td>
<td>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</td>
</tr>
<tr>
<td>48900 (n)</td>
<td>Committed sexual assault or battery</td>
</tr>
</tbody>
</table>
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/SIHSS 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 don’t 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—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 requires 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, vulgar, profane, or sexually suggestive insignia 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 to it or face progressive discipline.
- Clothes shall be sufficient to conceal undergarments always. See-through or fish-net fabrics, halters, 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 with spikes.