# St. Helena Unified School District

## St. Helena High School

### 2018 - 2019 School Year Calendar

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JULY</strong></td>
<td><strong>AUGUST</strong></td>
<td><strong>SEPTEMBER</strong></td>
<td><strong>OCTOBER</strong></td>
<td><strong>NOVEMBER</strong></td>
</tr>
<tr>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
</tbody>
</table>

### Calendar Notes:

- Regular Schedule
- A Day - Wednesday
- B Day - Thursday
- Minimum Day (12:41 p.m.)
- Early Release (1:40 p.m.)
- No School
### REGULAR SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>MIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7:25 am — 8:15 am</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8:18 am — 9:08 am</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>9:12 am — 10:02 am</td>
<td>50</td>
</tr>
<tr>
<td>Break</td>
<td>10:02 am — 10:12 am</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:16 am — 11:06 am</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>11:10 am — 12:00 pm</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 pm — 12:40 pm</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12:44 pm — 1:34 pm</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>1:38 pm — 2:28 pm</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>2:32 pm — 3:22 pm</td>
<td>50</td>
</tr>
</tbody>
</table>

4 minute passing time (2 min. total) before periods 2, 3, 4, 5, 6, and 7. — 374 Instructional Minutes

### A DAY - WEDNESDAY

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>MIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7:25 am — 8:15 am</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8:18 am — 9:08 am</td>
<td>50</td>
</tr>
<tr>
<td>Break</td>
<td>9:08 am — 9:56 am</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10:00 am — 11:47 am</td>
<td>89</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:47 am — 12:36 am</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>12:36 am — 1:24 pm</td>
<td>88</td>
</tr>
<tr>
<td>ACCESS</td>
<td>1:24 pm — 3:22 pm</td>
<td>102</td>
</tr>
</tbody>
</table>

4 minute passing time (8 min. total) before periods 6, and 7. — 375 Instructional Minutes

### B DAY - THURSDAY

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>MIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7:25 am — 8:15 am</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8:18 am — 9:08 am</td>
<td>50</td>
</tr>
<tr>
<td>Break</td>
<td>9:08 am — 9:56 am</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10:00 am — 11:29 am</td>
<td>89</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:29 am — 12:18 pm</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>12:18 pm — 1:07 pm</td>
<td>88</td>
</tr>
<tr>
<td>Break</td>
<td>1:07 pm — 1:55 pm</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1:55 pm — 3:22 pm</td>
<td>85</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 15
- September 5
- January 9
- August 22
- October 3
- February 6
- August 29
- November 7
- March 6

### RALLY SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>MIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7:25 am — 8:15 am</td>
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</tr>
<tr>
<td>1</td>
<td>8:18 am — 9:08 am</td>
<td>50</td>
</tr>
<tr>
<td>Break</td>
<td>9:08 am — 10:02 am</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:06 am — 11:08 am</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>11:14 am — 12:14 am</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:14 am — 12:55 pm</td>
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</tr>
<tr>
<td>5</td>
<td>12:59 pm — 1:51 pm</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>1:48 pm — 2:33 pm</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>2:37 pm — 3:22 pm</td>
<td>50</td>
</tr>
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4 minute passing time (28 min. total) before periods 2, 3, 4, Rally, 5, 6, and 7. — 373 Instructional Minutes

### MINIMUM DAY SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>MIN</th>
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<tbody>
<tr>
<td>0</td>
<td>7:25 am — 8:15 am</td>
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</tr>
<tr>
<td>1</td>
<td>8:18 am — 9:08 am</td>
<td>50</td>
</tr>
<tr>
<td>Break</td>
<td>9:08 am — 9:56 am</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:02 am — 11:29 am</td>
<td>89</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:29 am — 12:08 pm</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12:12 pm — 1:07 pm</td>
<td>88</td>
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<tr>
<td>Break</td>
<td>1:07 pm — 1:50 pm</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1:54 pm — 3:22 pm</td>
<td>85</td>
</tr>
</tbody>
</table>

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

### MINIMUM DAYS

Minimum Day dates are as follows:
- October 26 (HS only)
- March 29
- June 6

- 240 Instructional Minutes
**Introduction:**
Welcome to SHHS! The information contained in this planner will assist you on your daily journey to be a successful individual. SHHS is home to several AP, college prep, 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 an inspiring and innovative learning environment with the highest expectations for all students and staff so that they are successful academically, socially, emotionally, and physically.*

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

**SHHS 21st Century Learner Outcomes**

**I.** *St. Helena High School believes mastery of core subjects and 21st Century themes is essential to our students’ success: core subjects include English, world languages, arts, mathematics, science, and social science. St. Helena promotes a higher level of understanding of academic content by weaving 21st Century interdisciplinary themes into core subjects, which would include:*
   a. Global Awareness
   b. Financial, Economic, Business & Entrepreneurial Literacy
   c. Civic Literacy
   d. Health Literacy
   e. Environmental Literacy

**II.** *St. Helena High School teaches that learning and innovation skills will prepare our students for increasingly complex life and work environments in today’s world. They include:*
   a. Creativity and Innovation
   b. Critical Thinking and Problem Solving
   c. Communication and Collaboration

**III.** *St. Helena High School’s goal is to develop effective citizens and workers that are able to exhibit a wide range of information, media and technology skills. Such skills would include:*
a. Information Literacy  
b. Media Literacy  
c. ICT (Information, Communication, and Technology) Literacy  

IV. St. Helena High School fosters students who will have the ability to navigate the complex life and work environments by developing their life and career skills, such as:  
a. Flexibility & Adaptability  
b. Initiative & Self Direction  
c. Social & Cross-Cultural Skills  

**District Directory:**  

All emails are - firstinitiallastname@sthelenaunified.org  

**DISTRICT STAFF**  
**POSITION**  
Dr. Marylou Wilson  
Superintendent  
Mr. Chris Heller  
Chief Academic/Human Resource Officer  
Mrs. Andrea Stubbs  
Chief Business Official  
Ms. Mary Allen  
Director of Curriculum and Instruction  

**SCHOOL BOARD**  
**POSITION**  
Mr. Jeff Conwell  
President  
Mrs. Lisa Pelosi  
Vice President  
Mrs. Jennie Kerr  
Clerk  
Mrs. Maria Haug  
Trustee  
Mr. Julio Olguin  
Trustee  
Ms. Sami Rabin  
Student School Board Representative  

**SHHS Directory:**  

**OFFICE STAFF**  
**POSITION**  
Benjamin L. Scinto  
Principal  
Diana Carr  
Principal’s Secretary  
Gregory N. Fettets  
Vice Principal  
Laura Jorgenson  
Counselor Grades 10 & 11/Student Support Services  
Terri Linder  
Counselor Grades 9 & 12  
Nancy Zago  
Attendance  
Charlene Rabanal  
Bookkeeper
<table>
<thead>
<tr>
<th>TEACHING STAFF</th>
<th>ROOM</th>
<th>CONCENTRATION</th>
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<tbody>
<tr>
<td>AMIRKHAN</td>
<td>202</td>
<td>Mathematics</td>
</tr>
<tr>
<td>ASCHWANDEN</td>
<td>H</td>
<td>Ag Biology, Chemistry, and Advanced Ag Systems</td>
</tr>
<tr>
<td>BACKAUS</td>
<td>104</td>
<td>English Language Arts</td>
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<tr>
<td>BLASINGAME</td>
<td>304</td>
<td>Social Science</td>
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<tr>
<td>BREAZEALE</td>
<td>103</td>
<td>Social Science, Activities Director</td>
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<tr>
<td>BUTTS</td>
<td>300</td>
<td>Mathematics, Department Chair</td>
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<tr>
<td>CLINE</td>
<td>206B</td>
<td>World Language</td>
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<tr>
<td>CONLON</td>
<td>306</td>
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<tr>
<td>COYLE</td>
<td>PAC</td>
<td>Visual and Performing Arts</td>
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<tr>
<td>DENNINGTON</td>
<td>204</td>
<td>Social Science</td>
</tr>
<tr>
<td>DIAMOND</td>
<td>205</td>
<td>Science</td>
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<tr>
<td>ELY</td>
<td>105</td>
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<tr>
<td>FARRELL</td>
<td>303</td>
<td>Mathematics</td>
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<tr>
<td>GANSHORN</td>
<td>207</td>
<td>English Language Arts, Department Chair</td>
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<tr>
<td>GONZALEZ-ARREDONDO</td>
<td>PA</td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>HACKER</td>
<td>15</td>
<td>Science</td>
</tr>
<tr>
<td>HARRINGTON</td>
<td>204</td>
<td>CTE: Exploring Computers Science</td>
</tr>
<tr>
<td>HERDELL</td>
<td>K</td>
<td>Floral Design / Horticulture / Viticulture</td>
</tr>
<tr>
<td>HOPPE</td>
<td>PE</td>
<td>Physical Education, Athletic Director</td>
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<tr>
<td>HURTADO</td>
<td>301</td>
<td>World Language</td>
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<tr>
<td>KELPERIS</td>
<td>200</td>
<td>Mathematics</td>
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<tr>
<td>KLUTE</td>
<td>101</td>
<td>Directed Studies and Resource, Department Chair</td>
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<tr>
<td>LICINA</td>
<td>209</td>
<td>Social Studies</td>
</tr>
<tr>
<td>LUELSDORF</td>
<td>305</td>
<td>Social Studies, Department Chair</td>
</tr>
<tr>
<td>LUHN</td>
<td>209</td>
<td>Science</td>
</tr>
<tr>
<td>MAC MILLAN</td>
<td>100</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MENDES</td>
<td>G</td>
<td>Agricultural Mechanics, Department Chair</td>
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<tr>
<td>O'CONNOR</td>
<td>16</td>
<td>Science, Department Chair</td>
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<tr>
<td>PARKER</td>
<td>201</td>
<td>World Language, Department Chair</td>
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<tr>
<td>RHEA</td>
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<td>Independent Study</td>
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<tr>
<td>RIOS</td>
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<td>AP Statistics / AP Psychology / Statistics</td>
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<tr>
<td>SEYVE</td>
<td>302</td>
<td>Visual Performing Arts, Language, Dept. Chair</td>
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<tr>
<td>SHIPP-ROBERTS</td>
<td>PE</td>
<td>Physical Education, Department Chair</td>
</tr>
<tr>
<td>SMITH</td>
<td>102</td>
<td>Special Education</td>
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<tr>
<td>TURNER</td>
<td>J</td>
<td>Culinary Arts</td>
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<tr>
<td>ZIPP</td>
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<td>English Language Arts</td>
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<table>
<thead>
<tr>
<th>SUPPORT STAFF</th>
<th>POSITION</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 about campus for students who have been requested by their teachers. Students must sign in with the teacher who put in the request (sign in sheets are located in the teachers’ rooms). If students need to leave during Access Period, they are to get an Off-Grounds Permit from Mrs. Zago at the Attendance counter. **Failure to attend will count as a truancy** (at 6 truancies, students will be referred to the Student Attendance Review Board - SARB). Parents will also receive an automated phone call home notifying them of a failure to show for Access Period.

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

**AERIES, Be Responsible:** Student grades, attendance, and homework are available at https://sis.sthelenauinified.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 will be 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 Log In to access all of their SHHS courses, The College and Career page, and the Library Media Center 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 Noodle Tools for research and citation tips.

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

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

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

**Laptop Check-in**
Laptops will be returned to the 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. If you are not **responsible**, you will lose your off-campus privileges for academic, truancy, and other behavioral issues.

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

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

1. **Academic misplacement**—Student is placed in the wrong level of class (Honors/ AP vs. college-prep), or is placed in a class without meeting the pre-requisite.
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:**

<table>
<thead>
<tr>
<th>Club Name</th>
<th>Sports Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Boosters (Mendes, Herdell, and Aschwanden)</td>
<td>(F) = Fall</td>
</tr>
<tr>
<td>Art and Design Club (Ms. Seyve)</td>
<td>(W) = Winter</td>
</tr>
<tr>
<td>Associated Student Body (Ms. Breazeale)</td>
<td>(S) = Spring</td>
</tr>
<tr>
<td>Creative Writing Club (Conlon)</td>
<td>(Y) = Year-round</td>
</tr>
<tr>
<td>CSF (Ms. Linder)</td>
<td></td>
</tr>
<tr>
<td>FFA (Mr. Mendes, Mrs. Aschwanden, Ms. Herdell)</td>
<td>Boys &amp; Girls Soccer (F)</td>
</tr>
<tr>
<td>French Club (Mrs. Cline)</td>
<td>Cross Country (F)</td>
</tr>
<tr>
<td>Gay Straight Alliance (Mrs. Luhn &amp; Mr. Licina)</td>
<td>Football (F)</td>
</tr>
<tr>
<td>Interact Club (Mr. Kelperis)</td>
<td>Girls Volleyball (F)</td>
</tr>
<tr>
<td>Latino Student Union (Mr. Diamond)</td>
<td>Boy/Girls Basketball (W)</td>
</tr>
<tr>
<td>National Honor Society (Mr. Scinto/Mr. Fetters)</td>
<td>Wrestling (W)</td>
</tr>
<tr>
<td>Saints Athletic Association - SAA (Mr. Hoppe)</td>
<td>Track (S)</td>
</tr>
<tr>
<td>Science Club (Mrs. Hacker)</td>
<td>Baseball (S)</td>
</tr>
<tr>
<td>St.ARS (Ms. Smith)</td>
<td>Softball (S)</td>
</tr>
<tr>
<td>Student Athlete Leadership Alliance (Mrs. Shipp-Roberts)</td>
<td>Golf (S)</td>
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<td>Students for Change (TBD)</td>
<td>Tennis (S)</td>
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<tr>
<td>The Under-Recognized Sports Club (Mr. Blasingame)</td>
<td>Swimming (S)</td>
</tr>
<tr>
<td></td>
<td>Cheerleading (Y)</td>
</tr>
</tbody>
</table>

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

- Must complete a minimum of 160 hours
- All work must be done for a non-profit agency, unless you receive prior consent from your counselor and a written statement of the work is submitted.
- Work must be performed outside of school hours (Primary School Tutor class hours are not counted)
- Work may not be a classroom assignment
- Work is voluntary (you may not be paid for your community service hours)
- Club meetings and participation in extra-curricular clubs events are not counted
- ASB/Student Council positions and time spent working as a student representative are not counted
- Verification forms must be completed and turned in within the school year in which the service was performed (hours completed during summer are credited to the following school year)
- Honor cords for graduation are ordered in April of your senior year. If you have not completed 160 hours by April 15 of your senior year, you must notify Ms. Zago by April 15 of your intent to complete your 160 hours and turn in your verification forms before or on May 17. Please note, if you do not notify Ms. Zago by April 15, you will not receive the Community Service Award and an honor cord will not be ordered.
COUNSELING: Counseling is available for educational and career planning as well as for classroom and personal problems. Counselors are available on an appointment basis (slips at attendance counter). Students with emergencies will be seen immediately. Most matters discussed with the counselor remain confidential.

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 a course toward achievement in high school and college. The program helps students create four-year academic plans, explore their career interests, research college choices, and apply to college. Students also receive important notices about upcoming college and/or career-related meetings, information, 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, which is their initials and their four-digit number followed by @sthelenaunified.org, and their unique password.

DAILY BULLETIN: The bulletin is read at the commencement of the school day and contains a wealth of information regarding SHHS events – so please listen. A copy is posted in the Office, the St. Helena High School Learning Commons, 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, detain, and or search a student if there is reasonable suspicion they are under the influence. Students that violate school rules and or Education/Penal Code(s) during a dance will be subject to progressive discipline and, if applicable, additional consequences as outlined in SHHS’s ASB Constitution, Academic Honesty Policy, and or Student Athletic Code. No student is admitted one hour after the dance begins and students who leave will not be readmitted. To bring a guest, a student must obtain a pass and sign a behavioral contract in advance – see Ms. Zago. No guest is permitted without his/her accompanying SHHS student. Students must be picked up or leave within fifteen minutes of the end of the dance. **Parents are requested to assist us with this by picking students up on time as this enhances safety for all students.**

Dance and Social Events Code of Conduct

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

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

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

EMERGENCY EVACUATIONS: In the event of a fire or evacuation drill, exit the building immediately, following the directions posted in the room or as given by your teacher. If you are outside when a fire alarm sounds, go to the nearest 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 further instructions are given by SHHS administration or law enforcement.

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

LOST & FOUND is located in the Main Office. Items are donated at the close of each quarter, or are sold at Lolo’s. Proceeds are used to purchase Mr. O’s cats.

P.E. LOCKERS & CLOTHES: Each P.E. student is furnished with a locker. All items of importance or value should be contained within the locker. SHHS does not take responsibility for any items that are stolen or found missing if left unsupervised in the locker room. Students must wear the designated SHHS PE uniform, which can be purchased from Mrs. Rabanal outside of her office window.

PERSONAL PROPERTY: SHHS does not assume responsibility for the loss of personal property; students bring these items on campus at their own risk. Items such as iPhones, 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
Senior Portraits are arranged by Lifetouch over the summer. Students can 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, ELEPHANTS, eBIKES, ETC.:
Use of the 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 or an International Baccalaureate examination with a score of 4 or higher.
   b. Successful completion of a four-year high school course of study in a foreign (world) language and attainment of an overall grade point average of 3.0 or above in that course of study.
   c. If no Advanced Placement examination or off-the-shelf language test exists and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the “proficient” level or higher. If a school district offers a language examination in a language in which an Advanced Placement examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for 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 to twelve, 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 proficiency level on the California English Language Development Test (CELDT). For purposes of this paragraph, a participating school district may administer the CELDT test an additional time as necessary.
2. Meet all the criteria listed above in 1, 2, and 3.
STUDENT PARKING: Student parking is along Grayson Ave., the lot to the North of the Field House, and in the lot bordering Main St. Students are not to park in the half-circle in front of Vintage Hall, in the yellow zone in front of the office, or in the red zone or handicap spaces by the Field House. (Your car will be towed at your expense.)

WORK PERMITS: Must be renewed each school year or when a student changes jobs. Applications for work permits are available from Mrs. 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. However, not having a work permit does not preclude you from school work.

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

GRADUATION, COLLEGE ENTRANCE, & EXAM REQUIREMENTS:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2018</th>
<th>UC &amp; CSU ENTRANCE REQ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
<td>English 4 yrs.</td>
</tr>
<tr>
<td>Math (including Algebra)</td>
<td>30</td>
<td>Math 3 yrs.</td>
</tr>
<tr>
<td>Science</td>
<td>35</td>
<td>History 2 yrs.</td>
</tr>
<tr>
<td>Social Science</td>
<td>5</td>
<td>Science 2 yrs.</td>
</tr>
<tr>
<td>Essentials</td>
<td>10</td>
<td>World Language 2 yrs.</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>10</td>
<td>Visual / Performing Arts 1 yr.</td>
</tr>
<tr>
<td>Career &amp; Technical Ed.</td>
<td>10</td>
<td>Electives 1 yr.</td>
</tr>
<tr>
<td>V&amp;PA, CTE, or Lang.</td>
<td>20 (WL)</td>
<td>o These are minimum requirements.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>o Must be College Prep (P) courses.</td>
</tr>
<tr>
<td>Electives</td>
<td>50</td>
<td>o Grades of “B” or better es muy importante for admission.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>250</td>
<td><strong>EXAMS:</strong> SAT Reasoning Test or ACT + Writing; Two SAT Subject Tests (Certain Private Colleges)</td>
</tr>
</tbody>
</table>

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

Once you have collected all source information, go to www.easybib.com or www.noodletools.com/noodlebib/express.php and follow the instructions to enter the information. All of these citation tools are on the Citations 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.

The new 8th edition of The MLA Handbook recommends universal guidelines for identifying sources that can be applied to any type of document. Please read the following explanation of the significant changes between previous editions of the MLA Handbook and the 8th edition, changes that should be reflected your Works Cited.

MLA 8 is arranged around “containers.” Books, journals, and websites are examples of containers. A container within a container is possible, so there could be a journal (first container) that is on a web site (second container).

Here are the elements that must be included in your works cited, in the order in which they should appear, and with the appropriate punctuation following the element:

1. Author.
2. Title of source.
3. Title of container.
4. Other contributors.
5. Version.
6. Number.
7. Publisher.
8. Publication date.
9. Location.

Note: It is often the case, especially with online resources, that not all of the information on the sample citation is available for each entry. If, for example, your source does not indicate an author, skip that required element and go on to the next.
Below is a list of additional changes made to MLA 8 from previous versions:

**Abbreviations:** Common terms in the Works Cited, like editor, edited by, translator, and review of, are no longer abbreviated.

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

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

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

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

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

**Publishers:** Publishers’ names are now given in full, except that business words like company are dropped.

When an organization is both author and publisher of a work, the organization’s name is now given only once, usually as the publisher element, and no author is stated. Example: a citation for an article from PETA.org will list PETA.org only once; it is no longer necessary to list PETA.org as the website and then again as the publisher/spo.

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

**In-Text Citations:** The principles behind in-text citations in MLA style are unchanged. A few new details have been added though:
- For time-based media like video, times of clips are now cited in the text.
• Long titles are shortened only to noun phrases. Example: “Faulkner’s Southern Stories” would be an acceptable in-text citation, but Faulkner’s Stories of the South would be shortened to “Faulkner’s Stories” for an in-text citation.
• The volume (24), the number (2), and the page numbers (620-26) of an article in a scholarly journal must be included in the citation; this helps reader understand your citation and easily locate your source. Also note that only commas separate the journal title, volume, number, date, and page numbers.

Tips for your Works Cited page:
• The heading is centered.
• The list is alphabetized by author’s last name, or by title when a work has not author.
• The access date is used 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.
• The government agency is used as the author of a government document.
• 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 articles’ content is updated. You may use these in place of the URL.

SAMPLE WORKS CITED


“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)
<table>
<thead>
<tr>
<th>CLOSE READING GUIDE</th>
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<td><strong>EX.</strong></td>
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</tbody>
</table>
ATTENDANCE:

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

- **Achievement**: Students who attend school regularly are more likely to pass assessments than students who do not attend school regularly.
- **Opportunity**: For older students, being in school every day gives them a chance to learn more about college and scholarship opportunities, and to take the important exams they need to build a successful academic record.
- **Exposure to the English language**: Regular school attendance can also help students who are learning English by giving them the chance to master the skills and information they need more quickly and accurately even in other subjects.
- **Being part of the school community**: Just by being present at school, students are learning how to be good citizens by participating in the school community, learning valuable social skills, and developing a broader world view.
- **The importance of education**: Commitment to school attendance sends a message that education is a priority for you and your family, going to school every day is a critical part of educational success, and that it's important to take your responsibilities seriously including going to school.

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

**Unexcused absences by St. Helena High School (no make-up privileges)**
- Vacation – Please look at the school calendar and plan vacations accordingly. Make sure to fill out a **planned absence** if missing school is unavoidable.
- Missing class w/o an excuse or warranted reason, whether student or parent initiated.
- Any absence that has not been verified as to reason.
- Absences for which advanced approval is necessary and approval was not obtained before the absence (off-grounds permit).
- Unless approved in advance, the failure of a student to be in the assigned classroom
Excusing an Absence and Truancy

Parents are to call the day before (if known) or on the day of an absence, or a student may bring in a note signed by his/her parent (include student name, days absent, reason, and signature). **SHHS no longer accepts only telephone calls to excuse an absence.** Parents must submit a **written or typed** note excusing the absence with a signature. All absences must be **cleared within three days**, or it will be marked as a truancy.

**AN ANSWERING MACHINE IS AVAILABLE 24 HOURS A DAY 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 his/her approval for the student to return to school and limitations (if any) is required prior to the student’s return.

**TARDY POLICY:** Students have a 4-minute passing period. All students are expected to be in the classroom upon the second bell. If a student is over five minutes late, they are required to go to the office and get a tardy slip. **After the first week** of school students will be assigned lunch detention automatically.

**OFF-GROUNDS PERMIT:** 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. The note must include the date, time of departure, and reason for absence. **Off-ground passes will not be issued via a telephone call.** All off-ground 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
- 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 (7) 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 (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 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 afterschool detention for habitual tardiness.
2. After three (3) period/full day/day truancies, parents will be notified via 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, SH Police Department, Student Support Services Coordinator, Napa County Probation, Napa County Sheriff, Napa County District Attorney, SH Family Center, and other invited members.
4. Upon the sixth single period cut or tenth tardy (per semester) the student will be dropped from the class for the remainder of the year, unless a semester class, and will receive a “NC” (No Credit) on his/her transcript. The student will then be enrolled in Independent Study (IS). To receive graduation credits, the student must complete all IS work by the close of the school year.

SHHS PROCEDURES AND EXPECTATIONS:

There are three primary rules everyone is responsible for following at SHHS: BE SAFE, BE RESPECTFUL, and BE RESPONSIBLE. The below chart is SHHS’ Common Area Behavior and Procedures Matrix. It is a guide on how to actively enhance the climate and culture of your school.
<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 |
| Main/Finance/Attendance Offices | • Follow directions of office staff  
• Obtain permission to use phone  
• Respect personal space | • Use kind words and be patient  
• Politely ask how we can help you | • Have pass ready  
• Have all important paperwork out and ready |
| Classroom | • Follow teacher’s instructions  
• Keep aisle and walkways clear  
• Respect personal space | • Use kind words and actions  
• Put food, gum or drinks away  
• Remove hats, hoods, or any head gear if teacher classroom expectation  
• Non-instructional electronic devices need to be turned off and stored safely during class time | • Raise your hand to ask questions  
• Be prepared and come to class on time |
| Front of Vintage Hall/Bus Area | • Follow the directions of all supervising staff/adults  
• Wait in front of Vintage Hall to be picked up  
• Respect personal space | • Use kinds words and actions  
• Throw away your litter/garbage | • Wait to be picked up patiently |
| Front of School | • Follow the directions of all supervising staff/adults  
• Students needing to be picked up, stay on sidewalk until ride comes  
• Respect personal space | • Use kinds words and actions  
• Throw away your litter/garbage | • Wait to be picked up patiently  
• Use crosswalks and look both ways when coming to or leaving school |
<table>
<thead>
<tr>
<th>Before opening bell</th>
<th>After closing bell</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Multimedia Center/Library and Computer Lab</th>
<th>Performing Arts Center/ Auditorium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow the directions of all supervising staff/adults</td>
<td>Follow the directions of all supervising staff/adults</td>
<td>Follow the directions of all supervising staff/adults</td>
<td>Follow the directions of all supervising staff/adults</td>
<td>Follow the directions of all supervising staff/adults</td>
<td>Follow the directions of all supervising staff/adults</td>
</tr>
<tr>
<td>Respect personal space</td>
<td>Use words and actions</td>
<td>Use kind words and actions</td>
<td>Use kind words and actions</td>
<td>Enter quietly and use kind words and actions</td>
<td>Use kind words and actions</td>
</tr>
<tr>
<td></td>
<td>Throw away your litter/garbage</td>
<td>Throw away your litter/garbage</td>
<td>Throw away your litter/garbage</td>
<td>Handle books and multimedia items with care</td>
<td>Be calm and patient</td>
</tr>
<tr>
<td></td>
<td>Be prepared and move to class on time</td>
<td>Wait to be picked up and in the bus line patiently</td>
<td>Move to class on time</td>
<td>Keep electronic devices on mute or use headphones</td>
<td>Put food, gum or drinks away</td>
</tr>
<tr>
<td></td>
<td>Stay within designated areas</td>
<td>Use crosswalks and look both ways when crossing street</td>
<td>Stay in your seat while eating</td>
<td>Electronic devices need to be turned off</td>
<td>Remove hats, hoods, or any head gear to not interfere with performances and or presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remain with assigned teacher</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Listen responsibly and applaud appropriately</td>
</tr>
<tr>
<td>Location</td>
<td>Rules</td>
<td>Rules</td>
<td>Rules</td>
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</tr>
</tbody>
</table>
| 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  
                    - Respect personal space  
                    - Put paper towels in garbage | - Flush toilets  
                    - Inform adults of vandalism  
                    - Throw away your litter/garbage | - Give people privacy  
                    - Have a pass  
                    - Report any leaks/damage to the main office |
| Gym/ Weight Room/ Fieldhouse | - 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 | - 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 | - Use drinking fountains appropriately  
                    - Move to class on time |
| 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 | - Wait in the bus line patiently  
                    - Come to the bus on time or directly after school |
| Barn              | - Follow the directions of all supervising staff/adults  
                    - Respect personal space  
                    - Monitor animal health and upkeep;  | - 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 |
report sick animals immediately
• Use all barn equipment safely and appropriately

• 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
• Respect personal space
• Walk always
• Use all shop equipment safely and according to manufacturer’s specifications
• Properly shield all moving parts
• Wear protective clothing and gear

• 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

• 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

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

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

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

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

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

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

**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 is/are not allowed to usurp the event with inappropriate behavior. Students in violation of school rules in advance or during the graduation ceremony will lose the privilege to participate.

### Mandatory Suspension and/or Expulsion Offenses:

<table>
<thead>
<tr>
<th>Education Code Violation</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Education Code Violation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1)</td>
<td>Caused, attempted to cause, or threatened to cause physical injury on another person. Fighting may include pushing, shoving, and or punching.</td>
</tr>
<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(k)*</td>
<td>Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.</td>
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<tr>
<td>48900(L)*</td>
<td>Knowingly received stolen school property</td>
</tr>
<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>
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<tr>
<td>48900(n)</td>
<td>Committed sexual assault or battery</td>
</tr>
<tr>
<td>48900(o)</td>
<td>Harassed, threatened, or intimidated a pupil who is witness in a school disciplinary proceeding for the purpose of intimidation or retaliation</td>
</tr>
<tr>
<td>48900(p)</td>
<td>Unlawfully offered, arranged to sell, negotiate to sell, or sold the prescription Soma</td>
</tr>
<tr>
<td>48900(q)</td>
<td>Engaged in, or attempted to engage in, hazing</td>
</tr>
<tr>
<td>48900(r)*</td>
<td>Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act</td>
</tr>
<tr>
<td>48900(t)</td>
<td>Aided or abetted the infliction of physical injury or the attempted infliction of physical injury to another person</td>
</tr>
<tr>
<td>48900.2</td>
<td>Committed an act of sexual harassment</td>
</tr>
<tr>
<td>48900.3</td>
<td>Caused or attempted to cause, threatened to cause or participated in an act of hate violence</td>
</tr>
<tr>
<td>48900.4</td>
<td>Engaged in harassment, threats, or intimidation directed against school personnel</td>
</tr>
<tr>
<td>48900.7</td>
<td>Making terroristic threats against school officials or property</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, be he/she a student or employee of the district is to report the alleged act(s) immediately. A reporting form is available in all building offices, but reports may also be verbal or by informal written note. The district will act to investigate all complaints.
Consequences for Sexual Harassment: Individuals who sexually harass either a student or an employee of the district may be subject to civil or criminal litigation or both, as well as discipline by the school district, including possible suspension, expulsion, leave without pay, or termination.

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

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

a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.
b) California’s public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.”

Reporting Bullying: SHUSD and SHHS 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 you feel you are being bullied at SHHS, please report it to the main office by filling out a SHUSD Bullying Reporting and Investigation Form found on the SHUSD/SHHS websites and in the SHHS main office. All cases of bullying need to be documented so the administration can investigate.

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. Go to your phone’s APP store and download the STOPit App.
2. Enter the Access Code: GOSAINTS
3. Report bullying anonymously when you see it.

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 that we can do as individuals to limit bullying on our campus. Here are some simple things you can do to be an ally to victims of bullying:

a) Support targets of bullying whether you know them or not
b) Don’t participate or encourage bullying when you see it

c) If safe to do so, tell the aggressors to stop or you don’t approve of their actions

d) Inform staff and or a trusted adult that someone is being bullied

e) **Anonymously report bullying 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 ascribes that attire is to be “suitable and not distracting, inappropriate, unsafe, or disruptive to the school program.” Dress requirements and inappropriate dress are defined below:

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