

SACRAMENTO CHARTER HIGH SCHOOL

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Student-Parent Handbook 2014-2015

Sacramento Charter High School Campus

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St. HOPE Public Schools

Telephone: (916) 649-7900

Fax: (916) 277-7105

Website: www.sthopepublicschools.org

This handbook belongs to:

Student Name: _____

Please immediately put your name on this handbook so we can return it to you if it is misplaced or lost.

*The administration of Sacramento Charter High School reserves the right to
amend this handbook at any time. Notification of amendments will be
PROVIDED TO STUDENTS AND FAMILIES.*

1856 – 2015

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GENERAL INFORMATION

HISTORY

Established in 1856, Sacramento High School is the second-oldest high school west of the Mississippi. First located at 8th and M streets, the school opened in a rented, one-room building with 39 students. Sacramento High School moved several times before settling at its current location at 34th and Y streets in 1924. This site originally housed a set of two-story brick buildings anchored by a clock tower. In 1976, the modern, earthquake-safe campus used today was completed.

For years Sacramento High School was the only high school in Sacramento and it grew to be quite large. At its peak, the school accommodated 4,000 students. With the opening of C.K. McClatchy High School in 1937, Sacramento High School's student body was split in half, an action that initiated the friendly rivalry the two schools enjoy to this day. The annual Thanksgiving Day football game between the two schools was, for a long time, one of the best-attended events in Sacramento. The coveted "victory bell" continues to be the trophy held by the school winning the annual Sac High-McClatchy football game.

Over the last 150 years, Sacramento High School has graduated many prominent Sacramentans, including former governor and state senator Hiram Johnson; Sacramento's first woman Mayor Belle Cooleedge; and San Francisco Chronicle columnist Herb Caen.

On September 2, 2003, Sacramento Charter High School (Sac High) opened as an independent public charter school managed by St. HOPE Public Schools. Building on a century and a half of rich tradition and heritage, the mighty Dragons continue to proudly display the purple and white school colors and their unrivaled school spirit.

At Sac High, the motto is "Service for Others." Through community service, students develop a strong sense of civic responsibility while giving back to the community in which they live.

VISION

To create one of the finest urban high schools in America

MISSION

To graduate self-motivated, industrious and critically thinking leaders who are committed to serving others, passionate about lifelong learning and prepared to earn a degree from a four-year college.

MOTTO

Service for others

BIG GOALS

1. Every student achieves 95% Attendance
2. Every student masters 80% of the course content (B grade in all classes)
3. Every student graduates having fulfilled the California College and University A-G requirements
4. Every student completes 40 hours of community service per year (10 per semester) and earns 20 school pride points every year
5. Every student scores advanced or improves one performance level on the appropriate CSTs

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

1. Students will be industrious, critical thinkers demonstrated by their academic success in all content areas.
2. Students will be lifelong learners who are prepared to attend and be successful at a 4 year college.
3. Students will be knowledgeable and effective citizens who demonstrate leadership and interpersonal skills in diverse settings and are committed to serving others.

5 PILLARS

1. **High Expectations.** There are no excuses. Sac High holds all students and staff to high standards for academic achievement and behavior.
2. **Choice and Commitment.** Students who choose to attend Sac High take responsibility for their learning and commit to putting in the time and effort required to achieve success.
3. **More Time.** There are no shortcuts. Sac High offers more time and support directed toward student learning.
4. **Focus on Results.** Sac High focuses relentlessly on high academic performance that enables students to succeed in college and the world beyond.
5. **Power to Lead.** The measure of a person's success is in what s/he gives to others. Through community service, students are empowered to become leaders and benefit the community in which they live.

DRAGONS VALUES

1. **Discipline.** We hold ourselves to high standards as a community and train ourselves to meet and exceed those standards. We hold ourselves accountable and sweat the small stuff.
2. **Respect.** All stakeholders respect each other and their roles at our school. Teachers teach, students learn, and families and leaders support. When we disagree with our teammates we do so by valuing them, acting with humility, and holding them accountable. We respect each other by following the rules and always executing our roles at an extremely high level.
3. **Ambition.** We set big goals, work hard to achieve them, and celebrate when we accomplish them. Small victories and anecdotes do not satisfy our ambitions. We know that our big goal of college graduation changes lives and nothing short of it will do.
4. **Grit.** We know we will face small and big obstacles in our journey towards our big goal every day; however we will never be knocked off our path. We show heart and courage when we face these obstacles and pick ourselves up every time an obstacle knocks us down.
5. **Optimism.** We have an unyielding belief that we will accomplish our goals. We believe that the challenges we face make us stronger and are a part of our journey which builds character and contributes to, rather than detract from, our success.
6. **Navigation.** We constantly measure, calibrate, and evaluate our progress towards our goals. We have the humility to know when we have made miscalculations and the wisdom to readjust our path when necessary.
7. **Service.** We strive to serve others in our journey to greatness, for none of us goes alone. We seek to help those around us achieve their goals, and offer our help at every turn.

SCHOOL PRIDE

SCHOOL MASCOT:

Dragon

SCHOOL COLORS:

Purple and White

FIGHT SONG:

Fight Dragons fight
For the purple and the white
Sturdy and true
Today means victory for you
Our banners unfurled
For we're here to tell the world
We'll fight for Sacramento
So fight, mighty Dragons fight!

THEMES:

Arts
Business & Communications
Law & Public Service
Math, Engineering & Health Sciences

SCHOOL HYMN:

In the sunshine of the valley,
Glorious to view,
Stands so proudly Sacramento
Alma mater true.
In the darkness of the battle, ever shining bright
Hail to thee O' Sacramento, purple
and the white.

GOVERNANCE

St. HOPE Public Schools Committed to Student Achievement

St. HOPE, founded by current Mayor Kevin Johnson, began as an after school program in a portable classroom at Sac High in 1989. St. HOPE Public Schools, founded in 2002, is a non-profit public benefit 501c(3) corporation that provides students in urban communities with a quality public education. St. HOPE Public Schools includes Triumph, center for early childhood education, PS7, serving grades K-8, Oak Park Prep a seventh and eighth grade middle school opening in fall 2012, and Sacramento Charter High School, a ninth through twelfth grade high school comprised of four small themes.

St. HOPE Public Schools' BOARD OF DIRECTORS

Enoch Woodhouse, Chairman
Tracy Stigler, Vice Chair
Lori Mills, 2nd Vice Chair, Secretary
Dennis O'Reilly
George Fatherree, III
Adam Mendelsohn
John Taylor
Dr. Ron Tom
Gladys Mitchell
Kevin Nagle
Rebecca Sibila
Soyla Fernandez
Jennifer Lopez, SCUSD Representative
Chantay Crawford, Student Representative

St. HOPE Public Schools' Superintendent

Jim Scheible

School Principal

Paul Schwinn

Each school operated by St. HOPE Public Schools will be autonomous and led by a principal, who will be held accountable by the SHPS Superintendent and Board of Directors for complying with the policies and procedures established by both the SHPS Board of Directors and the school. The Principal has the authority or autonomy to manage the day-to-day operations, program of study, curriculum and instruction in a manner s/he chooses. Each school will be accountable for student learning and mastery of the appropriate academic content standards. Principals will be responsible for working closely with their faculties to ensure the well-being of their respective schools, their staffs, and students.

School Site Council

Sac High encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the school convenes a School Site Council comprised of teachers, staff, administrators, parents, students, and community representatives. The California *Education Code* and the *No Child Left Behind Act* of 2001 require the School Site Council's participation in certain school wide planning activities including the LEA's consolidated application and the Single Plan for Student Achievement. Bylaws have been developed to govern the School Site Council's composition and its policies and procedures. With the exception of the school's principal, all members of the School Site Council are voted onto the Council by a vote of their peers. Meeting dates, times, and agendas are regularly posted to the Sac High website.

PARENTAL INVOLVEMENT

Sac High recognizes the fact that schools cannot work in isolation from parents and families in educating youth. By working together, parents and Sac High educators can create an educational experience for each student that allows learning to continue at home and beyond the classroom walls. Research shows that:

- When parents are involved, students tend to achieve at higher levels in school, regardless of socioeconomic status, ethnic/racial background, or parents' education level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in students' education, those students generally have higher grades and test scores, better attendance, and complete homework more consistently.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in postsecondary education.
- In programs designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, but can also reach levels that are standard for middle-class children.
- If parents do not participate in school events, develop a working relationship with their children's educators, or keep up with what is happening in their children's school, their children are more likely to fall behind in academic performance.

With this in mind, Sac High has developed a written Parental Involvement Policy that is available to all parents. The Policy outlines the importance of parental involvement at all levels of education, how information is disseminated to parents regarding the school's and their child's performance, and how parents can become involved in their children's education. The Parental Involvement Policy is available in the Sac High front office or may be printed from the Sac High website.

PARENT'S RIGHT TO KNOW

Release of Information to Institutes of Higher Education and Military Recruiters: Upon request, military recruiters and institutions of higher education may request student information, commonly referred to as 'directory information,' including such items as names, addresses, and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed. Parents have the right to request that the information not be disclosed without prior written consent. Parents not wanting information released can opt out by signing the form available at the school (per Family Educational Rights and Privacy Act, FERPA, and Elementary and Secondary Education Act, ESEA, 9528).

Teacher and paraprofessional qualifications: Parents have the right to request and receive certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing service to the child. The qualifications that may be disclosed are: if the teacher has met state qualifying and licensing criteria, state commission on teacher credentialing status, degree major(s) held by the teacher, and the qualifications of any paraprofessional servicing the child (per Elementary and Secondary Education Act, ESEA).

PARENT AND ALUMNI ORGANIZATIONS

Parent involvement is identified as one of the most important determinants of student success. Sacramento Charter High School builds on its demonstrated success in working with parents and involving them with the school in a meaningful way. Communication with Sacramento Charter High School parents will be regularly accomplished through mail, e-mail, telephone, and parent meetings. Parents are expected to actively participate in their child's education through visiting classrooms, helping students develop personalized learning plans, attending meetings, and volunteering at school events, such as dances and sporting contests.

Alumni Association: Sacramento Charter High School wants to build on its more than 150 years of rich heritage and traditions. Alumni participation is essential to this goal. The Alumni Association consists of all Sacramento High School graduates and provides a base of support for the school through fundraising and the sharing of individual resources.

COMMITMENT TO EXCELLENCE CONTRACT

TEACHER/STAFF COMMITMENT

We fully commit to our students and the broader Sacramento Charter High School Community in the following ways:

1. We will hold high expectations for all students, parents, and each other and foster a sense of pride, respect, and teamwork in our words, deeds, and actions.
2. We will make every effort to “be the constant, not the variable” in our students’ lives.
3. We will embrace diversity and protect the interests and rights of all individuals, creating a safe and caring space for all of our students to learn.
4. We will help students, staff, faculty, parents, community members, and visitors feel welcome by focusing on excellent customer service and treating one another with kindness, courtesy, and respect.
5. We will meet and talk regularly with parents, providing them with updates on the progress of their child(ren) and make ourselves available to students and parents, and any concerns they might have.
6. We will always strive to be the best teachers we can be and do whatever it takes to prepare our students to excel in college and in life.
7. We will lesson plan, and collaborate with colleagues to design and implement the best classroom teaching experiences possible.
8. We commit to ongoing professional development and constant learning to ensure we continue to refine our craft and learn the best practices that will ensure all of our students learn at high levels.

I understand that failure to adhere to these commitments can lead to my removal from Sac High.

Teacher/staff member Signature: _____

COMMITMENT TO EXCELLENCE CONTRACT

PARENT(S)/GUARDIAN(S) COMMITMENT

We fully commit to our child and the broader Sac High in the following ways:

1. I will help my child in the best way I know how to take no shortcuts in preparing for college and life. I will do whatever it takes to help him or her to learn.
2. I will partner with the teachers and staff to help my child excel in school, both academically and behaviorally.
3. I will make sure my child is ready to learn in class at Sac High every day by 8:00 a.m. (Monday-Friday) and, I will make any necessary arrangements so that my child can dedicate time beyond the school day to learning, including after school, Saturdays, intersession and summer school.
4. I will meet and talk with my child's teachers on a regular basis and make myself available to my child and the school. This also means that if my child is going to miss school, I will notify the school as soon as possible, and I will read carefully all the papers that the school sends home to me.
5. I will support other parents, students, and the staff by volunteering and supporting school initiatives and activities.
6. I will make sure my child follows the Sac High dress code.
7. I understand that my child must follow the Sac High rules as explained in this student-parent handbook so as to protect the safety, interests, and rights of all individuals in the classroom. I understand that I and my child(ren) not the school, am responsible for their behavior and actions.
8. I will help create a safe space for all Sac High families, students, and staff by respecting the diversity found in the school and the community.

I understand that failure to adhere to these commitments can cause my child to lose various Sac High privileges.

Parent(s)/Guardian(s) Signature: _____

COMMITMENT TO EXCELLENCE CONTRACT

STUDENT COMMITMENT

I fully commit to myself, my family, my teachers and the broader Sac High Community in the following ways:

1. I will give my best effort to be the best learner I can be. This means I will not take shortcuts. I will come to school every day prepared to learn and will work, think, and behave in the best way I know how.
2. I am responsible for my own behavior. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
3. I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my Sac High teammates and give everyone my respect.
4. I will put forth my best effort toward my fellow students and my learning. I will take charge of my own learning by making sure I get help, asking questions in class or after class, and completing my homework.
5. I will take pride in our school by respecting the facility and helping keep it clean.
6. I will treat my classmates, the staff, and visitors with kindness, courtesy, and respect.
7. I will be in my class prepared to learn at Sac High every day by 8:00 a.m. and, if necessary, I will dedicate time beyond the school day to learning, including after school, intersession, Saturdays, and summer school.
8. I will always make myself available to parents, teachers, and staff and will address any concerns they might have.
9. I will follow the Sac High dress code.
10. I will abide by the policies and regulations as explained in this student-parent handbook or I will be subject to disciplinary action.

I understand that failure to adhere to these commitments can cause me to lose various Sac High privileges.

Student Signature: _____

SACRAMENTO CHARTER HIGH SCHOOL **2014-2015 CALENDAR**

August 11	Term 1 Begins
August 11-14	9 th Grade Bridge
August 28	Back to School Night
September 1	Labor Day
September 5	1 st Quarter Ends
October 8-9	Midterms
October 9	1 st Semester Ends
October 10-20	Fall Break
November 10	Veterans Day
November 14	3 rd Quarter Ends
November 24 – 28	Thanksgiving Holidays
December 17-18	Term 1 Finals
December 18	Term 1 Ends
Dec 19- Jan 9	Winter Break
January 5 – 7	Interession
January 12	Term 2 Begins
January 19	Dr. Martin Luther King, Jr. Day
January 29	Back to School Night
February 9	Lincoln's Birthday
February 13	1 st Quarter Ends
February 16	Presidents Day
March 11	EAP Writing
March 17-18	CAHSEE Testing
March 19-20	Midterms
March 20	3 rd Semester Ends
March 23-27	Spring Break
May 1	3 rd Quarter Ends
May 25	Memorial Day
June 4-5	Term 2 Finals
June 5	Term 2 Ends
June 6	Graduation
June 8-10	Interession

SACRAMENTO CHARTER HIGH SCHOOL

2014-2015 BELL SCHEDULE

"Service for Others"

2315 34th Street, Sacramento, CA 95817

(916) 277-6200

UNDERCLASSMEN (9th/10th Grade Courses)

UPPERCLASSMEN (11th/12th Grade Courses)

Regular Schedule

Period 1 8:00 – 9:15
Period 2 9:20 – 10:35
Period 3 10:40 – 11:55
Lunch 11:55 – 12:25
Period 4 12:30 – 1:45
Period 5 1:50 – 3:05
Advisory 3:10 – 3:40

Period 1 8:00 – 9:15
Period 2 9:20 – 10:35
Period 3 10:40 – 11:55
Period 4 12:00 – 1:15
Lunch 1:15 – 1:45
Period 5 1:50 – 3:05
Advisory 3:10 – 3:40

Research & Development Schedule – Early Release Every Wednesday

Period 1 8:00 – 8:55
Period 2 9:00 – 9:55
Period 3 10:00 – 10:55
Lunch 10:55 – 11:25
Period 4 11:30 – 12:25
Period 5 12:30 – 1:25
Advisory 1:30 – 2:00

Period 1 8:00 – 8:55
Period 2 9:00 – 9:55
Period 3 10:00 – 10:55
Period 4 11:00 – 11:55
Lunch 11:55 – 12:25
Period 5 12:30 – 1:25
Advisory 1:30 – 2:00

Minimum Day Schedule (Midterms and Finals)

Day 1: Thursday

Period 1 8:00 – 9:30
Period 2 9:35 – 11:05
Period 3 11:10 – 12:40

Day 2: Friday

Period 4 8:00-9:30
Period 5 9:35-11:05

Carnival Schedule

Period 1 8:00 – 9:13
Period 2 9:18 – 10:31
Lunch 10:31 – 11:11
Period 3 11:16 – 12:29
Period 4 12:34 – 1:47
Period 5 1:52 – 3:05
Advisory 3:10 – 3:40

Period 1 8:00 – 9:13
Period 2 9:18 – 10:31
Period 3 10:36 – 11:49
Lunch 11:49 – 12:29
Period 4 12:34 – 1:47
Period 5 1:52 – 3:05
Advisory 3:10 – 3:40

Rally Schedule

Period 1 8:00 – 8:55
Period 2 9:00 – 9:55
Period 3 10:00 – 10:55
Lunch 10:55 – 11:25
Period 4 11:30 – 12:25
Period 5 12:30 – 1:25
Advisory 1:30 – 2:15
Rally 2:20 – 3:40

Period 1 8:00 – 8:55
Period 2 9:00 – 9:55
Period 3 10:00 – 10:55
Period 4 11:00 – 11:55
Lunch 11:55 – 12:25
Period 5 12:30 – 1:25
Advisory 1:30 – 2:15
Rally 2:20 – 3:40

Minimum Day Schedule (First Day of School- August 11, 2014)

Advisory 8:00 – 8:40
Period 1 8:45 – 9:30
Period 2 9:35 – 10:20
Period 3 10:25 – 11:10
Period 4 11:15 – 12:00
Period 5 12:05 – 12:50
Advisory 12:55 – 1:10

ACADEMIC PROGRAM

At Sac High, our primary theme on campus is one of “service and leadership.” All Sac High students are prepared to be young leaders and instilled with the ideals of service to their community.

In addition to the thread of “service and leadership” we offer coursework and internships associated with four themes: Arts, Business and Communications, Law and Public Service, and Math, Engineering and Health Sciences. There are multiple elective courses, internship opportunities, and clubs and activities aligned to each theme. We believe that in choosing a theme, students have a more meaningful academic experience, which bolsters their interest in a particular subject area or career path, and demonstrates to colleges and universities that they have a comprehensive elective education within a particular area.

GRADUATION REQUIREMENTS

St. HOPE Public Schools expects that all graduates of Sacramento Charter High School will complete the coursework required to attend a school within the University of California (UC) or California State University (CSU) system upon graduation. SHPS is determined to ensure that all of its students are on the pathway to UC/CSU admission. As such, SHPS has aligned the graduation requirements at Sac High to meet or exceed the A-G requirements necessary for students to be eligible for UC and/or CSU admission.

Examinations

California High School Exit Examination (CAHSEE): All Sac High students are required to pass the English Language Arts and Mathematics portions of the CAHSEE in order to graduate from Sac High. Students have 8 opportunities to take and pass the exam, once in their sophomore year, twice in their junior year and 5 times in their senior year.

Scholastic Assessment Test (SAT) / American College Testing Program (ACT): The University of California and California State University systems require that all students take the SAT and/or ACT in order to be eligible for admission. SHPS requires that all students take the SAT and/or ACT at least once prior to graduation.

Advanced Placement Tests (AP): All students enrolled in Advanced Placement courses are expected to take the AP test associated with the course at the end of the year. Students who do not take the AP exam for a given course will forfeit the AP designation on their transcript and will not receive the additional grade point associated with AP course completion.

Course / Credit Requirements:

SACRAMENTO CHARTER HIGH SCHOOL GRADUATION REQUIREMENTS		
UC/CSU A-G REQUIREMENT (Terms required)	COURSES REQUIRED	CREDITS REQUIRED (Terms)
A. History / Social Science (2 terms)	World History / U.S. History / American Government and Economics	30 (3)
B. English (4 terms)	English 9 / 10 / 11 / 12 (Advanced ELD may satisfy <u>one</u> English course requirement)	40 (4)
C. Mathematics (3 terms required / 4 terms recommended)	Algebra 1 / Geometry / Algebra 2 (Pre Calculus would be required if a student qualifies to take Geometry in 9 th grade)	30 (3)
D. Laboratory Science (2 terms required / 3 terms recommended)	1 Life Science (Biology or Anatomy) and 1 Physical Science (Chemistry or Physics)	20 (2) (10 Life Science; 10 Physical Science)
E. Language Other Than English (2 terms same language required; 3 terms recommended)	Spanish 1 and 2 <u>or</u> Spanish for Spanish Speakers 1 and 2	20 (2) (Same language)
F. Visual and Performing Arts (1 term)	Art, Photography, Visual Communications	10 (1)
G. College Preparatory Electives (1 term)	1 advanced courses in the following college-preparatory elective areas: Social Science, English, Mathematics, Laboratory Science, Language other than English, Art	10 (1)
Additional Required Courses	Physical Education	20 (2)
	Additional Elective Courses (Either courses required by student's small school strand or college-preparatory electives)	60 (6)
	Advisory	20 (8)
Total Credits Required:		260

As a College Prep High School, we believe that in order for students to be prepared to graduate from a 4-year college, it is necessary for students to maintain a rigorous and comprehensive schedule during High School. By following our third pillar of 'More Time,' it is expected that all students will take four years of Mathematics and four years of year-long English, and that students maintain a minimum of 80% attendance during their senior year in order to walk the stage with their class.

ACADEMIC POLICIES

Sacramento Charter High School is a school of excellence and high expectations. SHPS expects that all SCHS students will graduate from high school having completed an A-G college-preparatory curriculum necessary for admission to the University of California ("UC") and California State University ("CSU") systems. Recognizing that UC/CSU systems accept credit for courses where students earn a 70% or better, we require students to earn at least 70% in order to get credit for a course.

Only a student's term grades shall become a part of his or her permanent record. Point values are assigned to each letter grade; these point values are used in the determination of the grade point average (GPA).

Grades and Grade Point Value: Grades shall be awarded as follows and shall have the following point value:

Letter Grade	Percentage	Point Value for GPA Calculation
A	94 – 100%	4.0
A-	90 – 93%	3.7
B+	87 – 89%	3.3
B	84 – 86%	3.0
B-	80 – 83%	2.7
C+	77 – 79%	2.3
C	70 – 76%	2.0
NCR (No Credit Received)	0 – 69%	0.0

Credit / No Credit Courses: The advisory class is mandatory for all students and is graded based on full credit or no credit. A student must receive a "Credit" grade in advisory to accumulate credits towards graduation. An "NC" (No Credit) grade in advisory class will result in the student earning 0 credits towards graduation for that class and being required to retake that class until the student receives a passing grade. There are no Pass/Fail courses at Sac High.

Weighting of Grades: Grades for students enrolled in Advanced Placement ("AP") classes are weighted to reflect the greater challenges involved in these courses. In an AP class, 1.0 is added to the point value of the letter grade received (e.g., a "B" in an AP class has a point value of 4.0 rather than a 3.0.)

Both GPAs will be listed on the student's transcript. PLEASE NOTE: Most colleges and universities recalculate GPAs and many do not weight grades for the purposes of GPAs. However, these schools may weigh the value of the more challenging AP and Honors course work when determining the rigor of a student's course of study when considering their application for admission.

Grading Period & Progress Report Calendar:

Term I, Quarter 1	Begins	August 11
4 Weeks	Ends	September 5
	Progress Reports & Athletic Grade Checks Printed	8 AM - 4 PM September 9
	Envelopes stuffed and mailed	September 10
Term I, Quarter 2	Begins	September 8
4 Weeks	Ends	October 9
	Progress Reports & Athletic Grade Checks Printed	8 AM - 4 PM October 13
	Envelopes stuffed and mailed	October 14
Term I, Quarter 3	Begins	October 21
4 Weeks	Ends	November 14
	Progress Reports & Athletic Grade Checks Printed	8 AM - 4 PM November 18
	Envelopes stuffed and mailed	November 19
Term I, Quarter 4	Begins	November 17
4 Weeks	Ends	December 18
	Progress Reports & Athletic Grade Checks Printed	8 AM - 4 PM December 22
	Envelopes stuffed and mailed	December 23
	Transcripts posted	January 9

Term 2, Quarter 1	Begins	January 12
5 Weeks	Ends	February 13
	Progress Reports & Athletic Grade Checks Printed	8 AM - 4 PM February 17
	Envelopes stuffed and mailed	February 18
Term 2, Quarter 2	Begins	February 17
5 Weeks	Ends	March 20
	Progress Reports & Athletic Grade Checks Printed	8 AM - 4 PM March 23
	Envelopes stuffed and mailed	March 24
Term 2, Quarter 3	Begins	April 1
5 Weeks	Ends	May 1
	Progress Reports & Athletic Grade Checks Printed	8 AM - 4 PM May 5
	Envelopes stuffed and mailed	May 6
Term 2, Quarter 4	Begins	May 4
5 Weeks	Ends	June 5
	Progress Reports & Athletic Grade Checks Printed	8 AM - 4 PM June 9
	Envelopes stuffed and mailed	June 10
	Transcripts posted	June 12

Academic Recognition: Sacramento Charter High School believes in rewarding those who completely meet and exceed our expectations. These acknowledgements are made on an informal basis daily and weekly for both academic achievement and for upholding the school's values. Formal acknowledgements are made at the end of each quarter with the following honor roll announcements and awards:

Summa Cum Laude: GPA of 3.80 or higher

Magna Cum Laude: GPA of 3.40 to 3.79

Cum Laude: GPA of 3.00 to 3.39

In addition to the honor roll listed above, Sacramento Charter High School bestows academic awards each year to deserving students.

Academic Probation: Any Sac High student who has failed two or more classes may be placed on Academic Probation. Academic probation will last for a minimum nine weeks. During this time, students should focus their time and effort on making sure that they are earning passing grades (70% or above) in all classes. In addition, students will not be allowed to participate in after school activities until improvement is shown. Students should take advantage of study hall and tutorial time; make an effort to call all teachers for homework help, and schedule after school tutorials if necessary to bring up their grades.

Returning to Good Academic Standing

If, according to the next report card, the student is passing all classes, he or she will be removed from Academic Probation and will become a student in good standing.

Continuing on Academic Probation

If, according to the next report card, the student is still failing two or more classes, he or she will stay on Academic Probation. A student who continues to be placed on Academic Probation for two or more Semesters (9-10 weeks per semester) will meet with their advisors and parents to create growth plan.

Academic Ethics: The highest level of integrity must characterize the relationship between the teacher and the student. When a teacher gives an assignment - homework, paper, project, lab, etc. - or when a quiz or exam is given, that teacher is building the framework for the student's learning. When the student returns the assignment or takes the quiz or exam, his or her name at the top of the paper indicates that s/he has followed the teacher's directions and has not taken credit for any work that is not his or her own. Violation of the trust between teacher and student is called cheating. It weakens the very foundation of our school and it fosters moral relativism. Please note the following guidelines and follow them carefully in your work at Sacramento Charter High School.

To be in compliance with the academic ethics guidelines students must adhere to the following:

1. Students will not use or give to other students any notes, materials, or other sources of information on any assignment including homework, quizzes, tests, or semester examinations that have not been approved by the teacher.
2. Students' homework and in-class work fulfill the intention of the instructor in a specific class.
 - a) Individual assignments must be represented by individual work.
 - b) Group assignments must be represented by group work.
 - c) In no case is direct copying allowed.
3. Students will not plagiarize in any form. Plagiarism presents the work or ideas of another as one's own. This includes:
 - a) Direct copying of another person's (living or dead) work.
 - b) Using any amount of another person's material or ideas without proper documentation.
 - c) Paraphrasing another person's original material without proper documentation.

Academic Dishonesty: Students who violate academic ethics will be reported by the teacher or proctor to the principal or their designee. The student will receive a grade of zero on the test, quiz, or assignment. On the first occasion, appropriate disciplinary action will be taken and the school will contact the parents. A student caught violating academic ethics for a second time may be suspended and is subject to be recommended for expulsion from Sacramento Charter High School. Any act of academic dishonesty may impact the student's participation in student activities including but not limited to Dances, Food Carnivals, Rallies, and Field Lessons, as well as Senior activities such as Prom, Senior Week, Senior Trip, and Commencement.

Academic Intervention Conferences: Parent/teacher conferences are held formally during each school year. Parents can meet with all of their son's or daughter's teachers to discuss the student's progress for the current year and, if needed, possible courses of action. Parents may and are encouraged to contact any teacher at any time during the course of the year to discuss problem areas.

Safety in Science Labs: The following lab rules and procedures are intended to ensure that the Sacramento Charter High School science laboratories are a safe and productive place to learn. It is the student's responsibility to know and follow these procedures. Any violation can put the student and others at risk. Consequences may include immediate removal of the student from the laboratory, zero credit earned for the lab with no opportunity for make-up, paying for damaged equipment, forfeiture of all lab privileges, and suspension.

- Read and follow all instructions carefully before beginning a lab. Follow all teacher instructions and only perform experiments authorized by the teacher.
- You are responsible for your safety and the safety of those around you. Know where all safety equipment is and how to use it properly. Immediately report any accidents, equipment damage, spills, or injuries to the teacher.
- Never eat or drink in the lab.
- Conduct yourself in a responsible manner at all times. This includes: not running, remaining seated or standing at your assigned laboratory station, using chemicals and laboratory equipment for their intended purposes only, using a quiet voice in your lab group, raising your hand if you need the teacher's assistance.
- Dress appropriately in the lab. Wear safety equipment, closed-toed shoes, tie back long hair, and remove loose jewelry. Secure excess clothing (e.g. sweatshirt pull strings, scarves, long sleeves, etc.).
- Use care when working with chemicals, open flames, heating devices, sharp instruments, glassware, computers and all other lab equipment. If you are unsure how to use such items, ask for help before beginning to work.
- You are responsible for the materials and equipment that you use. Report any problems/damage before beginning the lab. Use only materials and equipment authorized by your teacher, and do not remove equipment or materials from the lab area.
- Cleanup is your responsibility. Be sure to clean your lab area, dispose of materials appropriately, and return clean equipment to its proper place. Students will only be dismissed once the teacher confirms the lab is clean and organized.
- If you miss a lab, it is your responsibility to schedule a make-up lab time or assignment with your teacher upon your return to school. If you fail to do so, you will earn a zero for that lab assignment.

STUDENT SERVICES

Counseling and Guidance

One of the most critical components of our educational model is the personalization of the schooling experience for our students. Excellent schools serve as positive learning environments and also as a place where young people can build meaningful relationships with adult role models. In a typical large urban high school, there is a counselor to student ratio of 1:600 to 1:800. With these types of ratios, it is very difficult for a child to get the guidance and support that they need to navigate through the high school experience. Furthermore, the process of college guidance counseling is severely compromised when students don't have access to adult resources that can help them. Instead of trying to "fix" what we believe is a fundamentally flawed system by simply lowering the counselor to student ratio, at Sac High we've completely re-envisioned and re-engineered an approach to counseling.

Advisory: Our advisories serve as the primary counseling vehicle for students. We set our advisor to student ratio as low as possible across the campus to ensure that students and their families can build close relationships with advisors.

We have structured advisory so that there is a specific focus for each year of high school. This approach allows us to focus students on the relevant information and skills for their grade level. We take advisory classes seriously, and therefore provide credit for advisory classes. In order to successfully pass advisory students are responsible for fulfilling specific requirements.

Advisors are responsible for:

- Executing effective advisory lessons each day.
- Participating in grade level and whole school meetings to discuss and plan for advisory.
- Ensuring that students have completed Individualized Learning Plans in consultation with appropriate staff.
- Consulting with the counselors, ensuring that students have a rigorous and relevant course schedule set for each term and semester.
- Facilitating student led conferences with parents twice a year to discuss the progress and development of their advisory students.
- Communicating regularly with advisees' teachers to understand the strengths, challenges and needs of their students.
- Printing grade reports each week for advisees, to be returned within 24 hours, signed by parents.
- Calling home regularly to praise students for work well done, follow up on any issues and concerns around attendance and school work and ensure alignment between home and school.

While a traditional model of counseling has students seeing their counselors 2-3 times a year at most, our model essentially means that our students have a much lower student to counselor ratio, and that they are spending approximately 2 hours per week with their counselors (advisors) within this small group setting. We believe that our model provides students with an intensive counseling experience and ensures that all students are "known" in the school and have an advocate on campus.

Counseling: In addition to our advisors who serve students in these small group dynamics, we also have counselors whose main responsibilities are to:

- Work with students, families and advisors to develop appropriate course schedules for each student
- Collaborate with classroom teachers to assign academic interventions when necessary
- Create templates for ILPs
- Provide mental health counseling, in individual and group settings, and referrals to outside agencies as needed
- Facilitate partnerships with outside agencies on mental health issues and program development on campus
- Work with the registrar to ensure accurate student transcripts
- Ensure that ELD and SPED students are appropriately assigned to services and work with coordinators to communicate with teachers and staff about these students' needs
- Provide general information to students and advisors about course selection, A-G, graduation requirements, and student support services.
- Manage interns from local colleges and universities to help with guidance and counseling responsibilities.

College Counseling: We provide our students with strong guidance in regard to the college application process. Our goal is to have all seniors apply and be accepted into four-year colleges, and expect to have that as a graduation requirement soon, although not for the Class of 2014. The support that we provide students primarily sits with Senior advisors. We have

developed an in depth curriculum in the form of the creation of a “senior portfolio” which walks students through the creation of a resume, collection of references and recommendation, etc. During senior advisory students are exposed to and complete:

- College research
- College applications
- College essays
- All financial aid documentation necessary for institutions of higher education

In addition to these comprehensive services provided by the advisors, we also have a college counselor or counselors who is/are responsible for:

- Owning the relationships with all of the colleges and universities across the country,
- Distributing materials about college, standardized tests (ACT, SAT, etc) and the college application process,
- Arranging for admissions officers to visit the Sac High campus
- Providing professional development to teachers and advisors on writing letters of recommendation for students
- Ensuring our students are exposed to colleges and universities across the country through a variety of venues
- Working closely with the 12th grade advisory chairperson on the development and implementation of the 12th grade advisory curriculum.

We strongly believe that this network of resources can provide our students with the one on one attention and support they need to successfully navigate through their high school career and build a strong foundation for college and their work life beyond.

Academic Support

Sacramento Charter High School holds all students to high standards and is committed to providing assistance to all students who are not meeting the standards. Additional learning opportunities are available for students; these include tutoring, an after-school program, accelerated classes during the school day, Saturday school, and summer sessions. Services for students with special needs and English learners are also available.

Additional Services

Special Education: Students with existing Individualized Education Programs (IEPs) are identified immediately upon enrollment. The IEP team works together to ensure that each student receives special education services as specified in their IEP. The mission of the special education team is as follows:

“SHPS Special Education Team, in partnership with students, families, and the community through relentless and purposeful commitment to high expectations, strives to serve all students in the general education environment, increasing academic and social success, closing the achievement gap, and preparing all students for college.”

In order to ensure that all students are successful, Sac High has implemented an Academic Intervention Conference (AIC) process. The AIC is a collaborative team of all pertinent staff, parents, and service providers of a student who meet to develop a systematic approach to ensuring success for the student. The focus is on the whole child, including behavior, academic, health, and social issues. The process is a way to assist a student in succeeding in school.

English Language Development Program (ELD): St. HOPE Public Schools is committed to providing effective educational program options for English Learners that meet State and Federal standards for the prompt development of English language proficiency, and to give English Learners an equal opportunity for mastery of a challenging core curriculum as rapidly and as effectively as possible.

St. HOPE's program for English Learners is designed to enable English learners to acquire English and learn grade-level academic content. Students are expected to master the ELD standards and develop skills so that they can also meet grade-level standards in the core academic subject areas.

STUDENT RECORDS AND RIGHTS

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law affords parents and students 18 years of age and over certain rights with respect to student records. Due to the strict guideline of FERPA, once the student reaches the age of 18 years old, rights transfer to the student. The school can not disclose or release non-directory information such as the following information listed below to anyone, including

parents of the student, without the prior written consent of the student except to the extent that FERPA authorizes disclosures without consent.

- Social security numbers;
- Student identification number;
- Race, ethnicity, and/or nationality;
- Gender
- Transcripts; grade reports

Educational Records

FERPA gives parents/students the following rights regarding educational records:

1. These rights include access/inspection/review of records,
2. The right request the amendment of student records that the parent or eligible student believes to be inaccurate,
3. The right to consent to disclosure of personally identifiable information contained in the student's education records except to the extent that FERPA authorizes disclosures without consent and
4. The right to file complaints against the school for disclosing educational records in violation of FERPA.

Access to Student Record and Transcripts for current students:

All request for student records such as, but not limited to, transcripts, attendance, discipline records, must be in writing. Students, parent/guardian must complete a request for transcripts/student records form before request is processed and released. All requests will be process within 2 business days.

Access to Student Records and Transcripts for former students under 18 years old:

1. All request must be in writing
2. Students, parent/guardian must complete and sign a request for transcripts/student records form
3. Students requesting their transcripts/school records will need valid identification (current school I.D., state issued ID card, state issued driver's license, or passport)
4. Parent/guardians requesting student transcripts/school records will need valid identification (state issued ID card, state issued driver's license, or passport)
5. Request will be processed within 2 business days

Access to Student Records and Transcripts for former students 18 years old or older:

1. All request must be in writing
2. Students must complete and sign a request for transcripts/student records form
3. Student requesting their transcripts/school records will need valid identification (current school I.D., state issued ID card, state issued driver's license, or passport)
4. No other individual can request/pick up transcripts/student records unless a written authorization request is received from the student. Individual picking up transcripts/school records will need valid identification (state issued ID card, state issued driver's license, or passport)
5. Request will be processed within 2 business days

Records will be forwarded to another district or school in which the child enrolls when requests are received by a student's new school of attendance. Request for student information by individuals or organizations listed below will be forwarded without written consent from student or parent where FERPA authorizes disclosures without consent:

1. School district personnel with legitimate educational interests
2. Specified federal and state educational administrators
3. Law enforcement or other public safety agencies with lawful access

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures of the school district to comply with the Family Education Rights and Privacy Act. Send inquires to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
NW, Washington, D.C. 20202-5901

Withdrawal Policies and Procedures

1. Parents/Guardian must notify the school at least 48 hours in advance before withdrawing their student from school. Parent/guardian must:
 - a. Call Director of Student Services at (916) 649-7714 or the main office at 277-6200.
 - b. Come to the school in person to inform of the withdrawal.

2. Parent/Guardian must sign the withdrawal at Sacramento Charter High School prior to the withdrawal date.
3. Prior to the withdrawal:
 - a. Student must return books that were checked out in his/her name or pay for any lost or damaged books
 - b. If student played sports, must return uniform or pay for lost or damaged uniform.
 - c. Clear any outstanding fines/debts.
4. Once the student is clear of any textbooks and or fines, the school will release official transcripts and the necessary documents to enroll student to their new school.

COURSES OF STUDY

Core Curricular Subjects

Sacramento Charter High School offers Social Science, English Language Arts, Mathematics, Science, and Foreign Language as core subjects. Instruction in all core curricular subjects will be aligned with the state's content standards and will reinforce our mission, values, and expectations. For a complete listing of core course offerings and descriptions please see the Sacramento Charter High School Course Catalog.

History-Social Science: At Sac High, students will receive a college preparatory education in the Social Sciences. Each strand will focus on civic and economic implications using research and analysis. A thorough understanding of history is necessary for students to become active citizens in our country, and, with growing interconnectedness, our world. The History-Social Science curriculum will prepare students with knowledge of major events of history, teach them to analyze the affect of the past on the present, and provide them with the skills necessary to evaluate current events, political structures, and philosophies.

The History-Social Science curriculum will be reading intensive and will involve the analysis of primary and secondary sources. The social science curriculum begins with a ninth grade World Geography class. This course allows students to master geographical locations analyze geographical regions of the world and develop fundamental social studies skills including mapping, data analysis and cultural study. Students build on this knowledge/skill set as they master World History in their sophomore year. In the junior year, all students complete the high school US History requirement. As an upper division course, US History goes beyond listing dates and events to the analysis and evaluation of the factors that have shaped the United States over time. Seniors take Government and Economics as a culminating course. These topics provide an in depth study of government structures and economic models across many different societies. All history classes will require written essays and reports. Students will be held accountable not only for content, but also for style, organization, and mechanics.

English-Language Arts: Our English-Language Arts program provides a challenging and rewarding curriculum that is literature-based, culturally diverse, and intellectually stimulating. We place the utmost priority on developing reading and writing skills. To this end, the English-Language Arts curriculum is the HOLT program. Students will work collaboratively to guide each other's understanding of texts, novels, media and other sources.

Although individual teachers will define and hone each specific curricular strand, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation will all be covered in each English-Language Arts classroom. Students will learn the fundamentals of grammar, the writing process, public speaking, note taking, and will learn to identify social and cultural influences and differences in writing. Students will work together to revise, edit, and present papers and other research-based presentations. Students whose skills need remediation will be placed in an intervention program where they receive specific instruction, extra tutorials after school in phonics, reading comprehension, spelling, grammar, and the writing process.

Sac High has adopted the CSU Effective Rhetorical Writing modules across all grade levels. These modules allow students to develop their writing and analytical skills over the four years of high school. After completing the modules, our students are well prepared to be successful in college English classes.

Mathematics: The mathematics curriculum at Sacramento Charter High School provides our students with the knowledge and skills they need to succeed at competitive four-year colleges and universities. We recognize that some students will enter Sacramento Charter High School unprepared for high school math. To meet this need, we provide appropriate remediation and support to ensure that students will be successful in high school level math. In order to have enough time for students to catch up to and then master high school and college level math, we use the following strategies:

- **Four years of math:** All students take four (4) full years of math, which could include: Algebra Remediation, Algebra 1, Geometry, Algebra 2, Trigonometry, Pre-Calculus, and AP Calculus.
- **More time in class:** We offer full year 75-minute math periods. This allows the students to spend more time in math class. This design also allows us to teach students on-grade level content with appropriate support.

- **Interventions:** When a student is below grade level or unable to complete the work in their assigned class we have a number of strategic interventions that we implement including but not limited to:
 - Assignment into an intervention section of their math course.
 - Opportunities after school to work with teachers, tutors, other staff, and peers
 - One on one tutoring
 - Intersession
 - Summer school
- **Focus on mastery:** Success in math relies on a strong foundation of skills that build cumulatively over time. Through frequent assessments we perform mastery checks to ensure that students are learning the standards we are teaching. If students are not demonstrating mastery of a skill (or set of skills), we can quickly respond to that need with re-teaching and support.
- **Reaching beyond the standards:** Mastering a body of skills is only part of an exemplary mathematics preparation. As students master math skills, we consistently focus on the application of those skills to solve problems. We also provide competitive critical thinking challenges at all grade levels to foster independent problem solving skills. We offer advanced math courses, including AP Calculus, to ensure that students have the opportunity to attain a rigorous high school mathematics preparation.

Science: At Sac High, the science curriculum will place heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and critical thinking skills. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and will be learned through experimentation and investigation, which will then require written elements, such as lab write-ups and reports.

In addition to learning the processes of science, students will learn valuable content in the areas of Biology (human, animal, and plant), Chemistry, and Physics. Each science class will include not only scientific content, but it will also provide an interdisciplinary bridge between math, science, English-Language Arts, and technology, as well as a history of science component.

Foreign Language: Our world is a global community whose citizens should view it as one that reaches beyond their national borders. For this reason, the study of foreign languages and cultures is vital to the education of all students. The goal of studying a foreign language is to allow meaningful and practical communication. While expanding their academic and intellectual experiences, students will also discover the joy of communicating in another language and enhance their self worth and academic achievement. At Sacramento Charter High School, foreign language is taught in context, using a methodology known as Teaching Proficiency through Reading and Storytelling (TPRS). TPRS is a powerful tool that equips students to communicate confidently at an advanced level in a short amount of time.

Physical Education: All students at Sacramento Charter High School are required to complete two terms of Physical Education in order to graduate. All freshmen students take Freshman PE 1 and Freshman PE 2 where the major emphasis will be on the understanding and development of personal fitness, and where students will be expected to participate in a variety of team, dual, and individual sports. Advanced PE and Weight Training courses are also available to upper classmen as elective courses.

Theme Elective Strands

In addition to our core curricular courses, Sac High's learning theme model offers students the opportunity to focus their elective areas of study in a meaningful way. Each learning theme offers two elective strands designed to fully develop a student's knowledge and experience within their primary area of interest. At the end of their freshman year, students are asked to select an area of focus that will guide their elective education for their remaining three years of study. Each elective strand has a unique scope and sequence designed to fully and meaningfully develop a student's knowledge and experience within a particular field, culminating in a capstone course in which they will complete a portfolio of the work that they have done within their focus area. For a complete listing of elective course offerings and descriptions please see the Sacramento Charter High School Course Catalog. The small school areas of focus that drive the elective strands are as follows:

School of the Arts

Art
Photography

School of Law and Public Service

Legal Studies
Public Service

School of Business and Communications

Business
Communications

School of Math, Engineering and Health Sciences

Math/Engineering
Health Sciences

STUDENT LIFE

STUDENT ACTIVITIES

Sac High is a vibrant, active campus teeming with students who are always “on the go” and walking with a sense of purpose and pride. There is no wasted time and no idle bodies as we work to prepare our students for college and life beyond. Our students understand that they must utilize every moment of their days productively engaged in academics or worthy extra-curricular activities. We aim for Sac High students to be well-rounded and excellent candidates for the most competitive colleges and universities across the country. Therefore, we have specific requirements that students engage in a variety of extra-curricular activities throughout their four years at the school.

Sacramento Charter High School has high standards for academic achievement and student conduct that are clearly defined, measurable, and do not allow for excuses. Clear and consistent rules, incentives and consequences are strictly applied and enforced to student life. Sac High students are responsible for their own behavior in all activities, both on campus and off. School administrators will ensure that every student who wants to learn or participate in activities will be able to do so in a clean, safe, and productive environment. In return, Sac High students in activities are expected to work hard, have a good attitude, and treat classmates, staff, and visitors with kindness, courtesy, and respect.

Community Service: The Sac High school motto is “Service for Others” because we believe strongly in the need for students to be actively engaged in serving their communities. Today’s youth are often completely disengaged and unknowledgeable about the world around them and specifically about the social circumstances that lead to a dynamic of the “haves” and the “have not’s”. We seek to educate a cadre of young leaders who not only strongly understand these relationships but who are actively and aggressively seeking social change. Our students have a strong understanding of the issues of social justice that pervade society today and are oriented toward doing something about them. They care about and deeply understand the inequities that exist and how they can be changed by activism.

Armed with this orientation, we believe that our students can be powerful change agents in the community and we require them to engage in service that will improve their community and the lives of others. We aim to teach students that they have an obligation to make things better for those who come after them. To that end, all Sac High students are required to complete 40 hours of community service hours per year, for a total of 160 hours over the course of their tenure at the school.

School Dances: Periodically throughout the year, school dances are held on either Sacramento Charter High School’s campus or at another announced location. To attend a school-sponsored dance, a student must meet the following criteria. There are no exceptions.

- Have a minimum 2.0 GPA, No refunds: if a student pays for a ticket then is not able to attend due to GPA or discipline, it will not be refunded.
- Present his or her current Sacramento Charter High School student ID card.
- Arrive no later than one-half hour after the scheduled start time of the dance.
- Abide by the dress attire for the dance. Please see Pg 14 for further detail.
- Be picked up from the dance no later than 15 minutes after the dance has ended. If faculty members must remain with a student to wait for his transportation, student will not be able to attend the next school event (i.e.: dance, prom, field trip, etc.).
- Tickets may only be paid through Cash or Money Order. No Personal Checks.
- Money will not be refunded if a student gets kicked out of the dance.
- Outside dates for dances, when permitted, must bring proper high school ID cards which will be held by Sacramento Charter High School faculty until the dance is over. Guests must abide by Sacramento Charter High School dress and conduct codes. No guest permits will be provided to anyone over the age of eighteen. Guests need to be enrolled in a traditional style high school (public, charter or private). Independent studies are not sufficient.
- For most dances, tickets are available for purchase ahead of time in the Uniform Store. Buying your ticket in advance cuts down on *considerable* waiting time to get into dances.
- To match the standards of our students requirements to attend dances, outside guests must also show proof that they have above a 2.0 GPA at their present school.

Clubs: Clubs and activities after school provide students with the opportunity to develop and foster specific interests and to interact with their peers in more relaxed social settings. We also believe that they can cultivate a love of something specific that can enhance their overall academic and school experience. Therefore, we recommend all students participate in at least 2 clubs or activities over the course of their 4 years at Sac High. Examples of some of the many clubs offered:

34th Street Dance Co.
Business Club
Cheerleading Squad
Key Club
MEChA Club
Photography Club
Student Government
Black Student Union

M.I.S.S.E.S Step Team
Yearbook – Review
Fashion Club
Lesbian Gay Straight Alliance
Class of 2015
Class of 2016
Class of 2017
Class of 2018

Dragon Academy: Dragon Academy is an extension of the regular school day providing academic support services, enrichment opportunities, physical fitness and wellness education and a nutritious meal. Students who attend Dragon Academy are able to complete homework assignments on a daily basis and are exposed to activities that expand horizons. Dragon Academy provides students with leadership opportunities through Student Action Committees, internships, and student-led organizations. Dragon Academy partners with Sacramento Charter High School teachers to offer academic support classes in various subjects including but not limited to English Language Arts, Algebra II, Geometry, and CAHSEE Test Prep. Enrichment opportunities are also offered that reinforce and complement the academic program and are based on student needs and interest. These opportunities include but are not limited to visual and performing arts, audio production, project based service learning and intramural sports. Services are provided daily upon the conclusion of the regular school day until 6:00 P.M. Services may also be provided before school, during intersession and summer. Also services are free for students and families.

ATHLETICS

The mission of the athletic department is to develop and maintain athletic programs that promote student-athletes and support a well-rounded educational experience. To provide guidance, instill purpose, promote discipline, and build confidence to ensure opportunities for future success in society.

Eligibility: To be academically eligible for California Interscholastic Federation (CIF) participation in interscholastic athletics, students in grades nine through twelve must have a minimum GPA of 2.0 and be enrolled in a minimum of 20 or more units during the present and previous grading period. Grades earned in summer school or equivalent courses may be used to determine eligibility for fall sports of the subsequent school year. At Sacramento Charter High School you will be ineligible for athletics if you receive 2 or more NCR's on the official grade check.

Age: Student-athletes who turn 19 prior to June 15 of the upcoming school year will be ineligible for athletic participation. To be eligible to play varsity football, students must be at least 15 years of age.

Parent/Guardian Signed Forms: To participate in school athletics, students must get signed and have the following forms: 1) Emergency/Participation Information, 2) Athletics Physical Evaluation Form, 3) Concussion Info Sheet. All forms and handbooks can be obtained and returned to the office of the Athletic Director.

Physical Exam: CIF rules require that all student-athletes provide proof of a current physical exam by a licensed California physician. Physicals are valid for one year only. No student-athlete will be issued a uniform or allowed to participate in athletic practice until evidence of a physical has been provided. Proof of physical and medical release forms will be kept on file in the Athletic Director's office. Physicals must be dated after June 1st, 2014, and are valid through May 31, 2015.

Insurance: All Sacramento Charter High School students who wish to participate in athletics are required to have adequate medical and hospitalization insurance before practicing for any of the Dragons' athletic teams. Student-athletes must also have their parent/guardian sign proper medical release/consent-to-treat forms.

Awards & Letters: To receive awards and letters, student-athletes must complete the season in good standing as determined by the head coach and return or account for all equipment checked out to him/her. If the equipment is not returned or accounted for, letters, awards and pictures will be held by the head coach or Athletic Director until the account is cleared.

Student-Athlete Expectations: Student-athletes at Sacramento Charter High School are held to high academic and behavior standards including the following:

- Dragon student-athletes will always place a greater emphasis on academics than athletics.
- Athletic participation is a privilege and considered an extracurricular activity. The privilege to participate can be revoked according to the coach's or Administration's discretion at any time.
- Student-athletes will always exhibit good sportsmanship and participate in the spirit of fair play. Respect for coaches, teammates, opponents, officials, and spectators must be demonstrated at all times.
- Equipment and facilities must be respected and treated as though they are a student's own and returned in the same condition in which they were issued.
- Student-athletes are required to participate in study halls, tutoring sessions, and grade checks to ensure academic success.
- Student-athletes are leaders on the Sacramento Charter High School campus. It is imperative to remember that student-athletes represent their sport and Sacramento Charter High School at all times.
- By choosing to participate in athletics, students make a commitment to their coaches, teammates, and school. Attendance at all practices and games is mandatory. Any reason for missing a scheduled practice or contest must be conveyed to the coach prior to the absence. Consequences given by the school (i.e. JAG, ISS, Friday Night Blues, etc) supersede any extra-curricular obligations.

If a student-athlete fails to abide by these guidelines, s/he will face disciplinary action ranging from nonparticipation for one contest up to dismissal from the team for the season.

Fall Sports		Winter Sports		Spring Sports	
Cross Country	August	Basketball (Men's)	November	Baseball	February
Football	August	Basketball (Women's)	November	Soccer (Women's)	February
Golf (Women's)	August	Wrestling	November	Softball	February
Soccer (Men's)	August			Track & Field	February
Volleyball (Women's)	August			Volleyball (Men's)	February

Athletic Grade Checks Dates: Please see Grading Period Calendar on page 13 of this Handbook.

ATTENDANCE

Consistent student attendance is a pre-requisite for academic success. If students are not in school, they will not be able to gain the critical academic and social skills they need. We have the specific goal of 95% attendance for all students for the following reasons:

- Students and their families make a significant commitment when they choose to attend Sacramento Charter High School. Part of this commitment is doing whatever it takes to be successful and reach academic standards. It's crucial we instill students with a strong work ethic and part of this is ensuring that they come to school each and every day on time and prepared to learn.
- When there are students who come to school after having been absent, they have missed important information. The teachers often must spend time catching those students up, thereby taking valuable time from the class. Our students must understand that their individual attendance is also part of their collective responsibility to classmates and teachers.
- When students are absent and have to spend time catching up, they often are less confident, potentially negatively impacting their attitude toward school and learning.
- Attendance affects our bottom line. Our funding from the state and district are based on our ADA (average daily attendance). When students aren't in school, we lose out on funding. This is significant as these are resources that could be dedicated to more instructional supports and materials.
- Last, and most importantly, when students are not in class they lose out on crucial instructional time. Many of our students enter our program behind. In order to quickly accelerate their learning and move them to proficiency and readiness for college, we must take advantage of every learning opportunity. Being absent from class diminishes our ability to ensure that students are gaining the academic skills they need to be successful. Any student, who does not attend at least 80% of his /her classes, may not receive credit for that class. *Seniors who do not attend 80% of his/her classes may not participate in senior activities including commencement.*

It is our collective responsibility to ensure that we are doing everything possible to encourage the highest levels of attendance. This includes having a clear process in place for students who are not meeting attendance expectations. Specifically, our policies around attendance are:

Tardiness: Any student who is not present, seated and ready to learn after the bell has rung will be considered "tardy." The student will check in with the tardy monitor at the Tardy Table/Counter. The Attendance Clerk or Campus Monitor will determine whether the student is in need of a re-admit or a tardy slip. Students will be allowed 4 (four) tardies per Semester. Student may be issued a JAG for tardies 5-9. Upon the 10th tardy, the student may receive Friday Night Blues with the possibility of an attendance contract.

Tardiness will not be excused for oversleeping, traffic, missing the bus, working on schoolwork, or other reasons deemed inappropriate by the Attendance Clerk. Students who are habitually tardy may be subject to more severe disciplinary action.

Excused Absence: Excused absences are defined in Education Code 48205:

(a) Notwithstanding Section 48200 [California's compulsory education requirement], a pupil shall be excused from school when the absence is:

(1) Due to his or her illness.

a) Note that excessive absences for medical reasons will require a doctor's note to be excused

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometry, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit thereof. The teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil." [Members of the immediate family, as used in this section, means the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee.]

Pre-approved Absences: For any extended period of absence from school, students must submit a parent note signed by their parent/guardian to the Attendance Office prior to their departure or have a parent/guardian phone the Attendance Office prior to departure. Failure to submit a parent note or parent/guardian phone verification to the principal's office will result in an unexcused absence for the day(s) missed.

Early Dismissals: If a student needs to leave school prior to the conclusion of his/her last class, s/he must first obtain an early dismissal from the Attendance Office. Early dismissals will be granted in the event of an emergency only. Hair appointment, traffic, food, etc. are not acceptable explanations. Each parent or guardian must sign the student out of campus from the attendance office. If your student is a bus/walk student, please call 24 hours in advance notice for early release preparation.

Re-admits: Upon his or her return to school, it is the student's responsibility to (a) obtain a note/call from his or her parent/guardian or (b), have his or her parent/guardian call the Attendance Office to verify the specific days and reasons for the absence. The student must deliver this note/call before the start of the school day to receive a re-admit form which must be taken by the student to all of his or her classes and signed by all of the student's teachers. Students will not be admitted back to class without a readmit. The note/call provides proof of absence and will allow for make-up work to be assigned. The student will be allowed to complete the assigned homework within the same amount of days of the excused absence. Failure to provide appropriate documentation or verification may result in disciplinary action, and will not be allowed make-up work.

Truancy: Truancy as defined in CA EC Section 48260:

(a) Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.

- **Truancy 1:** The first stage of truancy intervention “Truancy 1” is triggered after a student is absent from school without a valid excuse more than any 30-minute period during the school day on three occasions. At this time, the parent/guardian shall be notified of “Truancy 1” status through a letter. This notice is to make both the student and parent aware of the number of absences and that student may be subject to arrest and/or suspension if found away from home and absent from school without a valid excuse. When a student enters the “Truancy 1” phase, s/he may be required to attend Saturday School on the following Saturday.
- **Truancy 2:** On the next instance of truancy (i.e., any subsequent absence or tardiness without a valid excuse), the student enters the subsequent stage, “Truancy 2” and will be assigned to in-school suspension. The student may also be referred to the School Attendance Review Team (SART). If the student fails to attend the SART meeting or fails to complete a study program, s/he shall be subject to the process described for the third stage of truancy intervention.
- **Truancy 3:** In the third phase of intervention, “Truancy 3”, the student will be classified as a habitual truant and may be referred to and required to attend another SART meeting or a School Attendance Review Board (SARB) hearing, a truancy mediation program, or comparable program deemed acceptable by the principal or designee. If the student fails to successfully complete the truancy mediation program or other similar program, the matter may be referred to the District Attorney for prosecution and other appropriate action may be taken by the school.

Attendance at Extracurricular Activities: A student who has been absent from school on a given day may not attend or participate in any extracurricular activities on that day, without the prior permission of the principal or his/her designee. In any event, a student must attend at least 1/2 of his or her classes on a given day to participate in school activities. The student's principal or designee reserves the right to make the final decision. A student who is absent without an approved excuse from more than ½ his/her classes on a Friday may not attend a Saturday event.

Make-up Work for Absences: Students are expected to make up any work missed due to an absence or tardy. Work assigned during preapproved “excused” absences will be due on the day of the student's return. Lab work, class work and tests assigned during an excused absence will be excused one day for every excused absence day. It is the responsibility of the student to coordinate all missed assignments and make-up work within this time frame.

Absences which are not excused due to illness or school-related activities are considered “unexcused.” This includes student absences for vacations, or other non-emergency absences, which extend beyond designated school holidays and vacation periods. Make up work is given only for excused absences. *Any missed coursework due to an unexcused absence is considered late. Late coursework due to an unexcused absence may be reduced by 50% of the graded score earned on that work (in-class activity, tests, quizzes, projects, assignments, homework, etc.).* Work assigned prior to an “unexcused” absence may be due on the day of a student's return. It is the responsibility of the student to immediately coordinate all missed assignments and make-up work on the day of their return. Any delay by the student to coordinate and complete missed assignments may result in the missed work being given a grade of zero.

If students are suspended from school for disciplinary reasons, their absences are deemed “unexcused” and subject to the above academic consequences.

Classroom and homework assignments are the sole responsibility of the student. All students should obtain the telephone numbers of their teachers and other reliable students in each of their classes whom they can contact for missed assignments due to absences. For extended illnesses lasting three days or more days, parents may request the Attendance Office's assistance to gather information regarding missed work. A minimum of 24 hours notice is needed to ensure collection of all the missed assignments.

Falsification of Notes and/or Misrepresentation by Phone: Forging a parent's/guardian's signature on a note or other communication, altering a note or communication in any way, or making or having someone else make a phone call to the school in which the caller falsely claims to be a parent/guardian is inappropriate and dishonest. Students may be suspended and subject to expulsion for such offenses. *Students over 18 may not sign themselves out or write their own notes.*

School Dismissal/Student Illness: If a student becomes ill during the school day, s/he should report to the Front Office. Every effort will be made to contact the student's parent/guardian before the student is allowed to leave campus. No teacher is allowed to give a student permission to leave campus. Early dismissal slips are issued by the Attendance Office. For up-to-date and timely information regarding school closure due to natural calamity or emergency situations, please call the main office at (916) 277-6200. Sac High reserves the right to dismiss students early without notice when necessary and desirable. Every effort will be made to contact families if this type of situation arises.

STUDENT CONDUCT AND BEHAVIOR

A Sacramento Charter High School student is considered a member of the student body at all times and in all places; whether on campus or off campus. As such, s/he must always be conscious of his or her actions and show courtesy and respect. Crude language and other expressions of inappropriate conduct are unacceptable. Sacramento Charter High School has the right to review and take action in cases involving student conduct and actions, regardless of when or where such actions take place, if they are (1) of a nature to bring discredit upon the school; (2) in conflict with the values for which Sacramento Charter High School stands; and/or (3) in violation of criminal or civil law or the reasonable rights of others.

STUDENT UNIFORM AND DRESS CODE

Sacramento Charter High School believes that a student's appearance has an impact on his or her attitude, behavior, and readiness to learn. Respect for the school community and for the students themselves is evidenced by dressing appropriately. Sacramento Charter High School students will adhere to a dress code that enhances the educational environment at all times. Our school store has stocked a significant inventory of apparel that meets our specifications. If a student cannot afford the school uniform, the student may be required to perform work study in exchange for a uniform that is free or reduced in cost. No student will be denied a uniform due to an inability to purchase.

The dress code will be enforced at all school activities, and while students are on campus – this includes before and after school. School uniforms are required to be worn while a student is on campus before, during and after a school day. Students will be removed from class until they are wearing appropriate school uniform attire. Such attire may be loaned to students or parents will be contacted to bring proper uniform items for their child. Students will be required to return "loaner" shoes, pants, and/or shirts; show a valid student ID card and serve a JAG at the end of the school day. Students who fail to return loaned items will be subject to disciplinary action. Students may not alter or deface the uniform.

Benefits of School Uniforms:

- Establishes a friendly and professional atmosphere that promotes pride, respect & safety
- Instills a sense of community to which students belong
- Increases safety by preventing gang colors
- Decreases violence and theft because of clothing and shoes
- Creates level playing field among students
- Helps school officials recognize those who do not belong on campus
- Helps the community identify Sacramento Charter High School students

Consequences of Non-compliance:

Dress Code offenses may result in students being sent home for the entire day at the discretion of the Deans. These will be considered "unexcused absences" (see unexcused absence make-up policy on pg. 25), and could affect credit received for that day.

Interpretation:

Any form of appearance that violates basic norms of neatness and cleanliness, or that may be construed as cultic, gang-related, or causes disunity within the Sacramento Charter High School community, even though conforming to the specific guidelines, is subject to sanction. The principal or appropriate administrator will be the final judge of what is or is not acceptable. Students in violation of the dress code may be sent home or may not be allowed to attend classes until the violation is corrected. The absence will be considered unexcused. Students who cannot abide by these policies will be subject to disciplinary action.

Appropriate Dress and/or Appearance:

1. **Appropriate Colors:** The only colors that should be worn by students are listed below. No other colors are allowed. In addition, all clothing and accessories should be solid colors, free of patterns, stripes, and logos that are larger in size than a credit card.
 - a. Black
 - b. White
 - c. Purple
 - d. Gray
 - e. Tan (pants, shoes, and accessories only)
2. **All students will be required to wear school-issued attire from the waist up.** Official Sacramento High School shirts, sweaters, and sweatshirts are available for purchase from our student store.
 - a. Official Sacramento High School polo shirts are required at all times.

- b. Solid colored long sleeve shirts that meet the guidelines for Appropriate Colors may be worn under Sac High polo shirts.
- c. Official Sacramento High School sweaters or sweatshirts may be worn over the polo shirt.
 - i. If a student chooses to purchase their own sweatshirt at a different location, it must be a solid colored sweater or sweatshirt (black, white, purple, or grey only – no stripes, no patterns, no logos) AND have a Sac High Patch sewn on the upper left hand side of the sweatshirt. Patches can be purchased from the uniform store on campus.
 - ii. Sweaters/sweatshirts that meet this standard may be worn both inside and outside.
 - iii. Items that do not meet this expectation will not be allowed to be worn on campus.
- d. Any undershirts worn beneath the polo must meet the guidelines for Appropriate Colors noted above.
- 3. **Students may wear non-school issued clothing from the waist down.** All clothing from the waist down must be Black, Tan, Gray or White only, be loose fitting (there should be space between fabric and leg), and must also meet the following requisites:
 - a. Dockers style pants
 - b. Dockers style shorts
 - i. Bottom of short must fall below the fingertips when shoulders are relaxed and elbows are straight
 - c. Dockers style skirts
 - i. Bottom of skirt must fall below the fingertips when shoulders are relaxed and elbows are straight
 - d. Tights/leggings that are solid fabric with no holes or tears.
 - e. Dress or athletic shoes or sandals.
 - i. Shoes and sandals must meet the guidelines for Appropriate Colors noted above. In addition to appropriate colors, brown shoes may also be worn. **No other colors are allowed on any part of the shoe.**
 - ii. Shoes and sandals must have a back strap.
 - iii. Shoes and sandals must have heels lower than 2 inches.
- 4. **Accessories:** Accessories should be modest, non-distracting, and adhere to the Appropriate Colors outlined above, as well as to the following guidelines:
 - a. Backpacks must meet the guidelines for Appropriate Colors.
 - b. Jewelry should be minimal and non-disruptive and smaller than a quarter.
 - c. Jewelry worn around the neck should be tucked into shirts and out of sight at all times.
 - d. Any items worn on a student's head or in a student's hair must be less than 1 inch wide and meet the guidelines for Approved Colors.
 - e. Clothing accessories (scarves, belts, socks) should be non-distracting and meet the guidelines for Appropriate Colors.
- 5. **Hair:** Hair should be of a natural color, and done in a non-distracting style. Dying, bleaching, adding to (extensions), or tinting hair to a natural color is allowed, however unnatural colors or having severely contrasting colors is not permitted. Extreme hairstyles are not permitted.
- 6. **Jackets/Overcoats:** May be worn outside the classroom only during inclement weather. Jackets/Overcoats cannot be worn inside classrooms at any time. Jackets/Overcoats must follow the guidelines for Appropriate Colors outlined above.
- 7. **Additionally, the following protocols must be followed for boys and girls at all times:**
 - a. Pants, skirts and shorts must be worn at the natural waist, and fit appropriately with a belt if needed.
 - b. Shirts must be tucked in.
 - c. School issued Sac High Polo shirt must be worn at all times including under sweatshirt
 - d. Hoods and head coverings must remain off indoors.

Examples of Inappropriate Dress and/or Appearance

All administrative, faculty and support staff members will be expected to monitor student behavior applicable to this dress code, address the student, and report any such disregard or violations to the appropriate administrator.

- 1. Clothing in any color other than those noted in the Appropriate Colors section.
- 2. Clothing or accessories that are striped, patterned, or have logos larger than a credit card.
- 3. Jean or denim material of any kind.
- 4. Clothing with derogatory, gang references, offensive and/or lewd messages either in words or pictures.
- 5. Men and Women's pants that show underwear (sagging).
- 6. Altered uniform sweatshirts or polo shirts.
- 7. Stretch pants, shirts, shorts, skirts, skinny jeans, or any tightly fitted pants, shorts, or skirts.
- 8. Pants, shorts, or skirts with rivets (in any color).
- 9. Rips, tears, holes, or fraying of clothing.
- 10. Splits in skirts.

11. Short-shorts or skirts (shorts that do not fall below the fingertips when shoulders are relaxed and elbows are straight).
12. Hats, do-rags, stocking caps, beanies, skullcaps and bandanas are prohibited at all times on the campus of Sacramento Charter High School. Hair scarves, wraps, berets, sweatbands, wave caps, hairnets, curlers, combs, and hair picks are also prohibited.
 - a. Students who need to wear head coverings for religious purposes must contact the Attendance Office to ensure that a letter of religious exception is on file.
13. Head coverings and hoods may not be worn in any building.
 - a. Head coverings (hats, beanies, scarves) may be worn outside of school buildings during inclement weather only.
14. Headphones, earphones, or any other electronic equipment should not be worn.
15. Sunglasses should not be worn on campus.
16. Bare feet.
17. Shoes without a back strap; flip flops, or any manner of slippers or moccasins.
18. Shoes or sandals with heels over 2"
19. Grills or decorative stickers/Band-Aids
20. Chains of any kind.
21. Gloves are not allowed to be worn while inside school buildings
22. PE clothing (EXCEPT in PE)
23. Book bags or backpacks which display any pattern or color other than the Approved Colors outlined above.
24. Graffiti on clothing, notebooks, or backpacks.

Dress Code at School Events: Students will be denied admission to various functions if their manner of dress is inappropriate. On this premise, students of Sacramento Charter High School are expected to dress neatly at all times. The following are examples of appropriate dress for various occasions:

1. On campus before, during, and after school – students are to remain in school uniform (school athletic gear permissible if playing a sport)
2. Social/Recreational activities (Games or events) – neat, modest, casual or dressy attire.
3. Formal programs - business or dressy attire.

Dress Code Exceptions

College Dress Fridays

College Dress occurs every Friday during the school year. Students will be allowed to wear:

- College Sweatshirt
- College Sweater
- College T-Shirt
- College Polo

Sweatshirts, Sweaters, T-Shirts or Polo's must meet the following guidelines:

- The base of sweatshirt/sweater/t-shirt/polo can only be an Approved Color as outlined above.
 - Lettering on the shirt may be a non-Approved Color only if it is the official color of the College or University.
- The College must be a 4-year College or University.
- Sweatshirt/Sweater/T-Shirt/Polo may not be altered.

** Requests by Seniors who have been accepted and have committed to a University or College which does not meet these guidelines may be submitted to Principal or Designee for review.*

Dragon Dress Days

On designated days (students will be notified by school administration) students may be allowed to wear jeans and a Sac High shirt. All other handbook rules apply along with following guidelines:

- Jeans may only be solid color blue denim or one of the Approved Colors only, and should be loose fitting.
 - Acid washed or excessively faded jeans are not permitted.
 - Stretch, skinny, or excessively tightly fitting jeans are not permitted.
- Shirt must be Sac High shirt (i.e. athletics, grade level, senate, link crew, etc), and must be tucked in.
- No holes, tears, rips, or frayed jeans or shirts are allowed.

Professional Dress Attire Days

Occasionally Sacramento Charter High School students may be asked to dress-up and out of regular school dress code by wearing Professional Dress Attire on designated days. When wearing Professional Dress Attire, all students are required throughout the entire school day to abide by the guidelines stated below. Students who are not able to meet this expectation are required to dress in normal school uniform.

Women

Required – Skirts, (*not a full dress*), slacks or khakis, blouse style top, and dress shoes.

Optional – Sweater, cardigan, or blazer (formal style jacket).

Pants and skirts must be:

- Approved Colors, Brown, or Navy Blue only
- Loose fitting
- Knee length

Blouses and dresses must be:

- Approved Colors, Brown, or Navy Blue only (stripes or professional patterns are allowed)
- Loose fitting
- Ironed
- Free of graphics or logos
- Modest (must not be sheer, low cut, or show bare midriffs)

Shoes must:

- Approved Colors, Brown, or Navy Blue only
- Be conservative and hold a shine.
- Have less than a 2" heel
- Have a closed toe
- Have a closed back
- (CANNOT wear sandals, flip flops, slippers, military style boots, or athletic shoes)

Sweaters and jackets must:

- Be Approved Colors, Brown, or Navy Blue only (stripes or professional patterns are allowed)
- Not be denim material nor casual style.

Hairstyles must be appropriate for a professional setting.

Men

Required - Slacks or khakis with shirt, tie, and dress shoes

Optional – Sweater or blazer

Pants must be:

- Approved Colors, Brown, or Navy Blue only
- Loose fitting

Dress shirts must be:

- Be Approved Colors, Brown, or Navy Blue only (stripes or professional patterns are allowed)
- Loose fitting
- Ironed
- Tucked in
- Free of graphics or logos.

Ties must be:

- Be Approved Colors, Brown, or Navy Blue only (stripes or professional patterns are allowed)
- Conservative and without inappropriate writing or pictures.

Shoes must:

- Be professional, conservative, and hold a shine

- Not be sandals, flip flops, slippers, military style boots, or athletic shoes

Sweaters and jackets must:

- Be Approved Colors, Brown, or Navy Blue only (stripes or professional patterns are allowed)
- Not be denim material nor casual style.

Hairstyles must be appropriate for a professional setting.

Game Day (Student Athlete)

On designated game days coaches may ask students to wear game day attire, this must be first cleared by athletic director. All Athletes on the same team must wear the same Game Day Attire in order to be approved. Coaches may choose one of the following four options. The Principal and/or designee may revoke team privileges if guidelines are not met.

- Game jerseys with dress code pants.
- Team polo shirts designating sport representation with dress code pants.
- Professional dress attire in accordance with above section.
- Warm-up pants and jacket, with a uniform shirt or sport only athletic t-shirt. (All Athletes must have matching warm-up pants, jacket, and t-shirt in order to get approval.)

STUDENT BEHAVIORIAL EXPECTATIONS

Alcohol: Possession of, use of, consumption of, distribution of, or being under the influence of any alcoholic beverage on campus, within view of the Sacramento Charter High School campus, on the way to or from school, or at any school function (on or off campus) is strictly prohibited, and makes the student subject to suspension and/or expulsion. Sacramento Charter High School does not condone student use of any alcoholic beverages at non-school-related functions or gatherings, and reserves the right to address cases involving student conduct and actions, regardless of when or where such actions take place.

Tobacco: Possession of, use of, or distribution of any form of tobacco or tobacco product on campus, within view of the Sacramento Charter High School campus or at any school function (on or off campus) is strictly prohibited, and makes the student subject to suspension and/or expulsion.

Drugs: Possession of, use of, distribution/sale of, manufacturing of, or being under the influence of illegal drugs or unauthorized prescription drugs (e.g., Vicodin, Codeine, etc.) on campus, within view of the Sacramento Charter High School campus, on the way to or from school, or at any Sacramento Charter High School function is strictly prohibited, and makes the student subject to suspension and/or expulsion. Sacramento Charter High School does not condone student use of any illegal drugs at non-school-related functions or gatherings, and reserves the right to handle cases involving student conduct and actions, regardless of when or where such actions take place. **There may be times when the school requires a student to undergo drug/alcohol testing and mandates programs or counseling at the parents/guardians' expense.**

Weapons: Weapons of any kind, including paraphernalia such as knives, guns, brass knuckles, chains, lighters, and other such objects that can be used as weapons or in a threatening manner— are not to be brought on campus or to school activities (on or off campus). Any student who brings such items on campus or to school activities is subject to suspension and/or expulsion.

Gambling: Any form of gambling, whether or not money is visible, is prohibited on campus or in the surrounding community. Any student who participates in gambling on campus or at school activities is subject to suspension and/or expulsion.

Gangs: Any affiliation and/or insignias, colors or signs, that may directly affect the safety or disruption of our student body is prohibited on campus or in the surrounding community. Any student involved with the aforementioned violations is subject to suspension and/or expulsion.

Electronic Devices: Portable stereos, mp3 players, cellular phones, video cameras, any image capturing device, and other such devices can impede the learning experience. Such devices are not permitted on campus beginning at 8:00 A.M. and during school hours. This includes passing periods and lunch. If a student is found with an electronic device (visible or audible in any way), the device will be confiscated, regardless of the student's reason or explanation, and returned only to the primary contact person/s listed on school records. Emergency contacts and/or other designees will be able to pick up

electronic devices only with verbal authorization from the primary contact. The student will receive JAG as a consequence for having an electronic device confiscated.

The confiscated devices may be retrieved by an approved **contact person only** between the hours of 7:30 AM and 4:30 PM Monday through Friday. The file cabinet in which the devices are stored is locked at 4:30 PM and not opened again until the following morning at 7:30 AM.

After a confiscated device has been held by the school for two weeks, staff will attempt to contact the parent/guardian to make arrangements to retrieve the device via phone calls to the parent/guardian, followed by a letter to the student's home. The student's parent/guardian will also be notified that if the device is not retrieved by the end of the two week period, the confiscated device may be donated to an organization of the Front Office's choosing.

If a student's electronic device is confiscated a second time, the administration has the authority to assess a more severe consequence, including but not limited to, keeping the device for an extended amount of time, multiple JAGs, or suspension.

A phone or recording device may be kept for evidence at anytime and for an extended period of time if warranted by administration. Any student who video's a fight subjects them self to suspension or expulsion.

Cyber bullying, Harassment and Discriminatory Attacks:

Cyber bullying, harassment and discriminatory attacks, defined as willful and repeated harm inflicted on other persons through electronic media, are serious offenses to school policy. Any student who sends provocative material/pictures/images of adults or minors, or attempts to be harmful or cruel to another student or individual through offensive electronic distribution using a cell phone, the Internet, or other electronic devices may be subject to serious disciplinary consequences up to and including expulsion. Serious incidents, including "sexting" or threats, may be turned over to law enforcement authorities.

Seniors on campus with an open period: must report to a supervised and structured program on campus. Those students who are found loitering on campus will be sent to the appropriate administrator. Seniors may not use cell phones or electronic devices and must follow all school rules, including uniforms while on campus.

Campus Hours: The main office is open from 7:30 a.m. – 4:30 p.m., Monday – Friday. Students on campus after hours must be in a supervised activity.

STUDENT ARRIVAL AND DEPARTURE: Students are **not** to arrive on campus prior to 7:00 AM unless they are participating in a supervised activity. The Campus Buildings will be closed at 4:00 on Mondays, Tuesdays, Thursdays and Fridays and 2:30 on Wednesdays. Students who remain on campus after that time are required to be participating in an after school program (athletics, Dragon Academy, clubs, tutoring, enrichment, college lab, community service) and be in supervised location for that activity. Students waiting on rides must do so in the front of the school until 5:00 PM. At 5:00 PM the front of campus will be closed and student pick up will be in the back parking lot (by the Hotell Pavilion or big gym).

Identification Cards: Each Sacramento Charter High School student is required to have his/her student ID card on his/her person at all times while in school or in attendance at any school-related function. Students must be able to produce their ID cards at the request of an authorized person. ID cards must be shown upon request by administration and staff on campus, at games, dances (including prom), and other school-sponsored activities or the student will not be admitted. If the card is lost, a replacement must be obtained in the office for a \$7.00 fee.

If a student is unable to produce his/her ID card upon the request of a staff member, the student may be issued a JAG.

Visitors: Upon arriving, visitors must report to the main office. Visitors are required to sign in and will be announced for their appointment and escorted to the appropriate location. A visitor's pass must be worn and visible at all times. Former Sacramento Charter High Students and Non-Sac High Students will not be permitted on campus during the school day without a verifiable appointment.

Closed Campus: Students must remain on campus during school hours. The only exceptions are students who have an early dismissal slip from the attendance office. Students leaving campus during the school day without approval will be deemed truant and subject to disciplinary action.

Lunch: Sacramento Charter High School's campus is closed. Students may not leave for lunch, and student passes may not be used to go out to lunch or to leave class to pick up a lunch delivered by a parent. Students may bring lunch from home or purchase food in the cafeteria. Students may not order food from outside vendors for delivery. Seniors who have reduced

days may NOT bring fast food back to campus. In the event that a student forgets his/her lunch, parents may deliver food prepared at home to the front office for their children only. Fast food is not allowed on campus during school hours, even if delivered by a parent or guardian.

Lunchtime: Students are allowed to congregate and eat in the Main Commons ONLY. Food is not allowed into the East or West wings, or anywhere outside of the Main Commons. Seniors may have the privilege of eating on the Commons Patio. Students may have access to the library, computer labs, and to available teachers during lunch but food will NOT be permitted in either of these rooms.

OUTSIDE DELIVERIES: Deliveries of outside food (pizza, drinks, etc), balloons, flowers, or other “special deliveries” by parents, other people, or businesses are not permitted.

Free & Reduced Lunch: Free and reduced applications are located in the Main Office. Students wishing to apply need to return the form fully completed with the Parent/Guardian’s signature. This may take several days. Please return signed applications to the Main Office once eligibility is established, students will receive the adjusted lunch price (Free or Reduced) when they go through the line.

Physical Education Uniforms: Sacramento Charter High School students are required to wear uniforms in all physical education classes. Uniforms—a shirt and shorts, may be purchased from the Student Store for \$20. The shirt and shorts may be purchased individually for \$10 each. Students must have their I.D. card to check out a loaner if one is available. Each student will be assigned a locker. You can bring your own lock or purchase a lock from the Student Store for \$5. Big lockers should not be used and all valuables should be locked up in a locker. **Non suits (students not in the proper PE uniform) may result in a JAG.**

Flyers/Literature Distribution: No flyers/literature may be distributed on campus or in the parking lots without the approval of a principal, or designee. The location of distribution may be determined by the administration, and the Small School Senate is responsible for checking to make sure all hanging literature has been approved. Flyers may only be posted on campus bulletin boards or concrete pillars in the Commons. The parties distributing flyers/literature are also responsible for taking them down. Failure to do so may result in loss of privilege.

Parking: Student parking at Sacramento Charter High School is considered a privilege. All students who are eligible to park on campus are required to display a valid parking permit. Students who wish to park on campus must complete a parking application to submit to the front office for approval. Once cars are parked, they should not be accessed at any time during school hours. We reserve the right to revoke parking privileges at any time.

Cars that are parked without valid documentation displayed or in an unassigned parking space may be towed. Students who do not receive a permit to park on campus can find sufficient on-street parking on the perimeter of the campus. To request a complete copy of the Sacramento Charter High School parking policy, please contact the main office at (916) 277-6200.

Parking and Driving Regulations: Student parking permits are distributed on the first come, first serve basis. Sacramento Charter High School does not guarantee every student driver a permit. Students who do not receive permits should park on the street or make other arrangements. Students must abide by the parking rules and regulations to maintain their parking permits. Drivers are subject to all state and city/county traffic laws, including the reporting of traffic accidents and/or damage to other vehicles. Students must follow all normal traffic rules when parking their vehicles in school parking areas. A parking pass may be revoked at any time at the discretion of the administration.

Field Trips: All field trips must be approved by the principal or designee and placed on the school calendar. Parent-approved field trip permission slips must be returned to the sponsor of the trip at least 48 hours prior to the trip. When a field trip has been planned, the sponsor(s) will notify the student of the dress code for the trip. Unless otherwise noted, students are required to wear their Sacramento Charter High School uniform. To request a complete copy of the Sacramento Charter High School field trip policy, please contact the main office at (916) 277-6200.

Litter: Students must take pride in the appearance of the Sacramento Charter High campus. Littering is not acceptable. Every student is expected to do his or her share in the upkeep of the campus. Students are expected to pick up trash whether they were responsible for littering or not. Disciplinary action may result if cleanliness standards are not adhered to.

Library Books /Textbooks: Students are responsible for all library books they check out and all textbooks issued to them by Sacramento Charter High School. Library books and textbooks must be returned in good condition. The student and the student’s parents/guardians are financially responsible for lost, stolen, damaged or destroyed library books and textbooks.

Students will be charged up to the full replacement cost for items lost or damaged books. The student may have privileges revoked until outstanding bills for lost or damaged items are paid. Privileges subject to revocation include the student's participation in co-curricular and extracurricular activities (such as athletics, commencement, etc.) All outstanding bills for lost or damaged items must also be cleared before diplomas, transcripts, and school records are released.

Student Activities: On-campus clubs, groups, or teams that are not recognized by the Student Senate are prohibited from operating on campus. In order to be recognized and meet on campus, clubs, groups, and teams must file a club charter with the Student Senate. The club charter must include a club constitution and a club budget. For further discussion of applicable rules, please refer to the Sac High Student Advisor/Coach Handbook (ASB handbook), which can be accessed in the main office of Sacramento High. All activities must be supervised by an adult while using any school facility.

Lost and Found: The Lost and Found is located on campus in the front office. All personal items such as clothing, books, sports equipment, etc., should be clearly labeled in indelible ink. Sacramento Charter High School cannot be responsible for any of these items. Items turned into the office that are plainly marked will be returned to the owner. Unmarked items will be placed in Lost and Found. Unclaimed items are donated to local charities after each quarter.

Personal Property: The school is not responsible for lost or stolen items (including cell phones and other electronic items). The student's name should be placed on all personal items. When a student goes to the gym to dress, all valuables should be locked in a gym locker. Students should guard their combinations and make sure their P.E. lockers are locked.

Abuse: All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment *immediately* when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Harassment Policy: Sac High is committed to providing a safe educational environment that is free from harassment and discrimination for all individuals. All students and employees are forbidden from engaging in any harassing behavior.

The school will investigate allegations of harassment in a prompt, confidential, and thorough manner. Substantiated acts of harassment will result in disciplinary action, up to and including expulsion or termination of employment. Students found to have filed false and frivolous claims of harassment will be subject to disciplinary action, up to and including expulsion.

Harassment occurs when an individual is subjected to treatment or to a school environment that is hostile or intimidating because of that individual's race, creed, color, religion, national origin, age, veteran status, physical disability, gender, or sexual orientation. Sac High will afford equal opportunity to all individuals. Harassment, which can occur any time during school or during school-related activities, includes, but is not limited to, the following:

1. **Verbal Harassment:** Derogatory comments and jokes; epithets; threats; etc;
2. **Physical Harassment:** Unwanted physical touching; intimidating interference with normal work or movement, etc.
3. **Visual Harassment:** Derogatory or inflammatory posters, cartoons, written words, drawings, gestures, etc;
4. **Sexual Harassment:** Includes unwelcome sexual advances, requests for sexual advances or favors, and other verbal or physical conduct of a sexual nature, particularly when any or all of the following occurs:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress or is used as a basis of academic decisions concerning the student; or
 - Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Specific examples of sexual harassment include, but are not limited to:

- Making unsolicited sexual advances and propositions;
- Using sexually degrading words to describe a student or a student's body;
- Displaying sexually suggestive objects or pictures;
- Telling inappropriate or sexually related jokes;
- Making reprisals, or explicit or implied threats of reprisals following a negative response to sexual advances.

It is the responsibility of every individual to:

Conduct himself or herself in a manner that contributes to a positive school environment;

Avoid any activity that may be considered discriminatory, intimidating, or harassing;

Cease discriminatory, intimidating, harassing, or unwelcome conduct once s/he has been warned of said conduct.

Complaint Filing and Investigation Procedures: The following procedures should be followed for filing and investigating a harassment claim:

1. The individual being harassed should first tell the individual causing the harassment that his or her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student being harassed must report the harassment to any principal, teacher, counselor or other school administrator.
2. The individual alleging harassment will be asked to complete a formal, written complaint. The school will thoroughly investigate the claim, involving only the necessary parties. Confidentiality will be strictly maintained.
3. The investigation will include a meeting with the alleged harasser, sharing with that person the nature of the allegations and when appropriate the name of the person bringing the allegations. If appropriate, the accused student(s) will be suspended or the accused adult(s) will be placed on administrative leave during the investigation.
4. Once the facts of the case have been gathered, the principal or a designee will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions, including expulsion or termination of employment.
5. If the complaint is against a non-employee or non-student, the school will take steps, within its power, to investigate and eliminate the problem, including involving law enforcement agencies when necessary.

Uniform Complaint Procedure / Complaint Resolution Policy: Sac High has in place a Uniform Complaint Procedure for addressing complaints alleging claims of unlawful discrimination based on ethnicity, religion, age, sex, sexual orientation, color, ancestry, national origin or physical or mental disability, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, childcare and development programs, child nutrition programs and special education programs. Sac High has also implemented a Complaint Resolution Policy for handling all other complaints. Copies of the Uniform Complaint Procedure, Complaint Resolution Policy and complaint forms are available at the Sac High campus.

Internet Use Policy: Sac High is pleased to offer Internet access for student use. The Internet is to be used solely as a tool for school-related education and research. Using the Internet is a privilege, not a right. This privilege may be revoked at the discretion of the administration. All students and parents of students enrolled in classes at Sac High must read this Internet Use Policy and agree to abide by its terms.

1. **Acceptable Use Policy:** Use of school computers and Internet access must be for educational research and consistent with the objectives and standards of Sac High. Transmission of materials in violation of any federal or state law is prohibited. These include, but are not limited to: copyrighted material, threatening or obscene material, or materials protected by trade-secret law.
2. **Code of Computer Etiquette and Online Conduct:** Any unauthorized person who electronically adds, alters, damages, deletes, or destroys any data, including grades, attendance and/or discipline history, or who knowingly allows another person to engage in such conduct, is subject to suspension, expulsion, and arrest. (E.C. 48900(f), E.C. 48900(g), and Penal Code 502
 - a. Intentionally accessing, downloading, displaying, or sending visual or verbal material that is obscene, pornographic, racist, offensive, or harmful to minors.
 - b. Using obscene or profane language.
 - c. Harassing, insulting, or attacking others.
 - d. Damaging computers, systems, or networks, including, but not limited to:
 - e. Modifying computer control panel settings, spell-checking dictionaries, or other utilities.
 - f. Installing, or attempting to install, software without express permission from appropriate authorities.
 - g. Changing hardware configuration settings for computers or printers.
 - h. Violating copyright laws that include downloading music, videos, etc.
 - i. Using other users' passwords to access network resources.
 - j. Reviewing or modifying information from the files of administrative systems of Sacramento Charter High School or other organizations.
 - k. Using computer systems for commercial purposes.
 - l. Any other activity that may be deemed inappropriate at the discretion of the Sac High administration.

3. **Electronic Mail (E-mail).** E-mail is defined as a personal electronic message exchanged by the user with another person having Internet access. Users are expected to abide by the Code of Computer Etiquette set forth above. Users are expected to remove old messages in a timely fashion, and system administrators reserve the right to remove such messages if not attended to by the user.
4. **Security.** Users are expected to respect security as a high priority. If a user detects a security problem in any computer, network, or Internet connection, the user must immediately notify a system administrator of the problem without demonstrating said problem to other users. Users may not let others use their account and password. Vandalism will result in cancellation of privileges and/or disciplinary action (up to and including suspension/expulsion). Vandalism is defined as any malicious attempt to harm or destroy data of another user, Sac High, or any agency or network connected to the Internet. It may also include the destruction of, or tampering with, any computer or system network by erasing programs, reconfiguring hard drives, disconnecting from the network, or uploading or creating computer viruses.
5. **Copyright and Public-domain Material.** Copyrighted material must not be placed on any system connected to Sac High without the copyright owner's permission. All users bear sole responsibility for complying with copyright laws.
6. **Technology Disclaimer.** Sac High cannot guarantee smooth operation of its computer systems. It is the student's sole responsibility to complete any required assignments completed by the deadlines set by their teacher(s). Printing problems, loss of data, or other network problems are not considered acceptable excuses for late assignments, absence, or tardiness. It is recommended that students make backup copies of all assignments in print and electronic form.
7. **Enforcement Provisions.** Sac High reserves the right to monitor any and all system activity and to inspect any files, including e-mail, stored on the system. Any and all use of school computers, systems, and networks is not private or protected.
8. **Limitation of Liability.** All policies stated herein are applicable to Sac High's computer facilities. All students and their parent(s)/guardian(s) agree to indemnify and release St. HOPE Public Schools and Sac High, its staff, directors, employees, and all related organizations from any liability, damages, or consequences that may result from the use of the Internet.

DISCIPLINARY PROCEDURES

Creating and preserving a school environment and culture that is safe, orderly and exemplifies St. HOPE Public Schools' Five Pillars is a responsibility shared by all adults on the Sac High Campus. Consistent implementation of the code of conduct, dress code and disciplinary procedures detailed in the Student-Parent Handbook requires a collaborative effort from administrators, teachers and staff.

Disciplinary Sanctions

The following criteria and processes have been identified for addressing student behavior that does not meet the standards and expectations articulated in the Student Conduct and Behavior section of the Student Handbook. Student behavior and rules in the handbook are expected and enforced at school, at school events, on student's way to and from school or school events, and in the community.

Referrals: Students should receive referrals when their behavior disrupts the positive learning environment. Any administrator, teacher or staff member may issue a referral. A referral should be sent to a Dean or appropriate administrator along with the student who is being referred. The Dean will review the referral and the student's behavior record and make a determination of the appropriate action.

Level 1 Infractions: Level 1 infractions are characterized as minor violations of behavior expectations that disrupt the learning environment. Level 1 infractions include but are not limited to the following:

- Tardiness
- Unexcused absence(s)
- Dress code violation(s)
- Class disturbance(s)
- Use of prohibited electronic devices including cell phone and iPod, etc
- Profanity
- Not having School Handbook

Most Level 1 infractions should be handled by the teacher in class by assigning JAG. Sac High has zero tolerance for the aforementioned violations. In the case of dress code violations, teachers/staff should (1) assign JAG; (2) send student for appropriate clothing; and (3) have the student return immediately to class. When students are in possession of an electronic device, teacher/staff should (1) confiscate the device; (2) assign student to JAG; and (3) deliver the device to the front office. The device will only be returned to a student's primary contact person.

Level 2 Infractions: Level 2 infractions are serious violations of behavior expectations that include but are not limited to the following:

- Insubordination
- Disrespect
- Excessive profanity
- Disrupting school activities
- Gambling
- Repeated or ongoing Level 1 infractions
- Selling items not endorsed by the school. (i.e. Candy)
- Physical disrespect (i.e. play fighting)

Students who commit Level 2 infractions should immediately be sent to a dean or appropriate administrator for disciplinary action. Students may be referred by an administrator, teacher, or staff member. A completed referral form must accompany the student. After the Dean investigates the incident, the appropriate consequence will be determined. Consequences include but are not limited to JAG, Friday Night Blues, in-school suspension or suspension. The Principal or their designee is the final authority in determining the level of consequence.

Level 3 Infractions: Level 3 violations are major violations of behavior expectations and almost always result in in-house suspension or suspension, and may result in expulsion. Level 3 violations include, but are not limited to the following (see the *St. HOPE Public Schools Suspension and Expulsion Policy* for more detail):

- Fighting and/or causing physical injury
- Possessing, selling, or furnishing of weapons, drugs, tobacco or alcohol
- Property damage or vandalism

- Robbery or extortion
- Harassment/Bullying
- Threatening a student or staff member
- Threatening through a text message, email, or social media/Cyber-Bullying
- Videoing a fight
- Instigating a fight
- Verbal Altercation
- Intention to fight
- Gang affiliation, repeated use of symbols, writing, or paraphernalia

Students who commit Level 3 violations should immediately be taken to a dean or appropriate administrator for disciplinary action. Student may be referred by an administrator, teacher, or staff member. A completed referral form must accompany the student. After an investigation into the incident, the appropriate consequence will be determined. The Principal or their designee is the final authority in determining the level of consequence.

Levels of Consequence

Non-Participation in School Activities: We strive to create an environment that is not only focused and disciplined, but fun as well. We believe that our students' high school experiences should be enjoyable and memorable. To that end, we support a number of student activities throughout the school year such as: Dances, Food Carnivals, Rallies, and Field Lessons, as well as Senior activities such as Prom, Senior Week, Senior Trip, and Commencement.

However, participation in these activities (and others) is a privilege, not a right. Therefore, students who are not meeting expectations in the following ways may not be allowed to participate in school-wide activities such as those listed above (though the list is not exhaustive):

- Lower than a 2.0 GPA
- Unexcused absence from JAG, Saturday School or in-house suspension
- Poor attendance (students who are in Levels 1-3 of Truancy or who are not achieving an 80% attendance rate)
- Excessive discipline issues
- Students who have been suspended during that Term or school year

Lunch JAG: may be assigned for any number of reasons and is designed to give a measured consequence for student behavior. Ultimately students need to realize that they have control over the consequences for their behavior. As a result of the student's behavior, the student will be required to perform some on campus clean-up (trash duty after lunch, scraping gum, cleaning the grounds, etc.). Failure to report for lunch JAG will result in multiple Lunch JAG assignments and/or JAG after school.

JAG: JAG ("Justice and Guidance") is the term Sac High uses to refer to detention and is a system for holding students accountable. When a student's actions fall short of the behavior expectations set forth in the Student-Parent Handbook, s/he may be assigned JAG. JAG is NOT excused for tutoring. Any conflicts with attendance in JAG need to be approved by a dean or and appropriate administrator or staff member prior to the end of the school day.

Typically, JAG lasts 30 to 60 minutes and is held after school at 3:45 P.M. Students who are not in the JAG room seated and prepared work prior to 3:45 P.M. are considered not in attendance and will face additional consequences. During JAG, students may participate in work projects, writing assignments and/or character development activities.

Friday Night Blues: On occasion, students may be assigned to Friday Night Blues, which typically runs on Friday evenings from 3:45 P.M. -5:45 PM. Friday Night Blues can be the consequence for any level 2 infraction or for repeated smaller infractions. During Friday Night Blues, students may participate in work projects, physical training, writing assignments and/or character development activities.

Suspension: A student may receive suspension when s/he demonstrates an extreme disregard for school rules and policies, chronically violates policies spelled out in the Student Handbook, or continuously receives JAG assignments. Typically, the Deans will make the preliminary recommendation for suspension with the final authority resting with the Principal or their designee. Suspension will be for one (1) to five (5) school days. A suspension may only be extended past five days if a student is waiting for an expulsion hearing to occur. The Principal or their designee determines the length of the suspension and the type of suspension the student receives.

Regardless of the length, assignments to suspension do not alter the sequence of disciplinary procedures. For example, if a student is suspended for an offense a second time and s/he then commits the same offense again, the disciplinary action will

be considered as the third time. Suspension does not eliminate any previous disciplinary actions that have not been satisfied, i.e. JAG incurred prior to the beginning of the suspension term.

The student's parent/guardian will be informed of the suspension. A conference with the Dean or Principal may be requested before the student returns to school. A suspended student may not attend regular classes, any school function or athletic event, or other school activity while on suspension. Suspension may be imposed for any of the following:

- Failing to report to the Dean or Principal when sent from class for a disciplinary reason
- Acting in any way that could cause personal injury, property damage, or endanger other students, faculty, staff or self
- Using or possessing any form of alcohol, drug or tobacco on campus or off campus
- Excessive use of profanity
- Failure to complete ISS
- Fighting on campus or at any school-sponsored affair
- Bullying and/or Cyber Bullying
- Failing to report for JAG or Saturday School
- Failure of past disciplinary action to effectively improved conduct
- Symbols, writing or paraphernalia associated with a gang
- Demonstrating disregard through attitude or actions for teachers, administrators, other students, or the Sac High community and/or disrupting the orderly process of learning
- Falsifying notes or phone calls from parents/guardians
- Violating academic ethics such as cheating or plagiarism
- Any other actions deemed serious at the discretion of the principal or the Sac High administration or as described in the *St. HOPE Public Schools Suspension and Expulsion Policy*.

There are two types of suspension: In-School Suspension and Off Site Suspension. Generally, In-School suspension will be given as an alternative to Off Site Suspension if the offense is lesser; however it is the Dean's recommendation and the Principal's final decision as to which consequence the student in violation will receive.

In-School Suspension (ISS): ISS lasts from 8:00 AM until 4:00 PM and is made up of work detail, academics, and physical activities. Whatever infractions occurred to merit a suspension detracted from the Sac High community and had a negative impact on the school. Therefore, the appropriate consequence is to ensure that students are serving a consequence that is "giving back" to the community in a positive manner. Additionally, students will be responsible for making up all class work and homework for the day. Students will complete all of the academic work that they missed during the day.

Off-Site Suspension (OSS): Off-site suspension requires that a student remain completely off campus for the entirety of days assigned, or for the remainder of the day that the suspension is initially assigned. If a student leaves campus prior to the end of a school day for an off-site suspension a parent or guardian will be contacted prior to the student's release. Suspended students are not allowed to attend athletic practices, after school activities, or school events on suspension days. Off-site suspensions are considered unexcused absences and the practices and policies outlined in the Attendance section of the Student Handbook apply to suspended students. It is the responsibility of the student to obtain work missed while they are out on suspension.

Expulsion: A student becomes eligible for expulsion when s/he demonstrates an extreme disregard for school rules and policies. A Principal, Dean, administrator, teacher, or staff member may suggest a student be recommended for expulsion; however the Principal has the authority to make the final recommendation. An expulsion is when a student is removed from school and all educational programs permanently. A student may be expelled for the following:

- Possessing, using, distributing, or being under the influence of alcoholic beverages, tobacco, illegal drugs, or unauthorized prescription drugs on campus, within view of campus, or at any school function.
- Stealing or committing robbery.
- Fighting or causing physical injury or harm to another person.
- Flagrant insubordination, disobedience, or disregard for legitimate school authority.
- Violating academic ethics such as cheating or plagiarism.
- Possessing, handling, distributing, or selling any object that reasonably can be considered a weapon of any kind: (1) on the school grounds; (2) off the school grounds at any school event; or (3) while in route between home and school.
- Harassing, discriminating, or prejudiced behavior of any kind.
- Threatening or bullying (including cyber bullying)
- Further serious misconduct after being placed on suspension.

- Vandalism, bomb threats, false fire alarms, arson, and/or any other serious disruption to the educational process.
- Falsifying notes or phone calls from parents/guardians or school records.
- Demonstrating disregard for teachers, administrators, other students, school community and/or disrupting the orderly process of learning or any other infractions described in the *St. HOPE Public Schools Suspension/Expulsion Policy*.
- Unlawful possession of school property.
- Gang affiliation or repeated use of gang symbols writing or paraphernalia

Expulsion Process and Disciplinary Administrative Panel: When a student's conduct makes him/her subject to possible expulsion from school, the Principal or member of the Administration may make a recommendation to the Disciplinary Administrative Panel for expulsion. Following a hearing and deliberations, the panel will send its recommendation to the Executive Committee of the St. HOPE Public Schools' Board of Directors. The final decision regarding the expulsion of a student is determined by a vote taken by the Executive Committee of the SHPS Board of Directors. Following the Executive Committee's decision the SHPS Superintendent or designee shall send written notice of the decision to expel, including the panel's findings of facts, to the student's or parent/guardian.

RESTROOM PASSES

Term 1, Semester 1

	DATE	TIME	TEACHER	SIGNATURE
Period 1				
Period 1				
Period 1				

	DATE	TIME	TEACHER	SIGNATURE
Period 2				
Period 2				
Period 2				

	DATE	TIME	TEACHER	SIGNATURE
Period 3				
Period 3				
Period 3				

	DATE	TIME	TEACHER	SIGNATURE
Period 4				
Period 4				
Period 4				

	DATE	TIME	TEACHER	SIGNATURE
Period 5				
Period 5				
Period 5				

****During Advisory students are not allowed to use the Bathroom****

****Students are NOT eligible to use passes during the first or last 15 minutes of a period****

RESTROOM PASSES

Term 1, Semester 2

	DATE	TIME	TEACHER	SIGNATURE
Period 1				
Period 1				
Period 1				

	DATE	TIME	TEACHER	SIGNATURE
Period 2				
Period 2				
Period 2				

	DATE	TIME	TEACHER	SIGNATURE
Period 3				
Period 3				
Period 3				

	DATE	TIME	TEACHER	SIGNATURE
Period 4				
Period 4				
Period 4				

	DATE	TIME	TEACHER	SIGNATURE
Period 5				
Period 5				
Period 5				

****During Advisory students are not allowed to use the Bathroom****

****Students are NOT eligible to use passes during the first or last 15 minutes of a period****

RESTROOM PASSES

Term 2, Semester 1

	DATE	TIME	TEACHER	SIGNATURE
Period 1				
Period 1				
Period 1				

	DATE	TIME	TEACHER	SIGNATURE
Period 2				
Period 2				
Period 2				

	DATE	TIME	TEACHER	SIGNATURE
Period 3				
Period 3				
Period 3				

	DATE	TIME	TEACHER	SIGNATURE
Period 4				
Period 4				
Period 4				

	DATE	TIME	TEACHER	SIGNATURE
Period 5				
Period 5				
Period 5				

****During Advisory students are not allowed to use the Bathroom****

****Students are NOT eligible to use passes during the first or last 15 minutes of a period****

RESTROOM PASSES

Term 2, Semester 2

	DATE	TIME	TEACHER	SIGNATURE
Period 1				
Period 1				
Period 1				

	DATE	TIME	TEACHER	SIGNATURE
Period 2				
Period 2				
Period 2				

	DATE	TIME	TEACHER	SIGNATURE
Period 3				
Period 3				
Period 3				

	DATE	TIME	TEACHER	SIGNATURE
Period 4				
Period 4				
Period 4				

	DATE	TIME	TEACHER	SIGNATURE
Period 5				
Period 5				
Period 5				

****During Advisory students are not allowed to use the Bathroom****

****Students are NOT eligible to use passes during the first or last 15 minutes of a period****

LANGUAGE ARTS {MLA style of documentation}

YOUR WORKS-CITED LIST

Your works-cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and retrieve any source you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in the text.

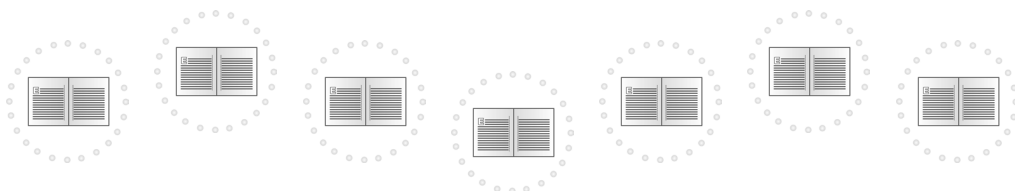
According to the *Modern Language Association Handbook for Writers of Research Papers*:

- {1} Double-space all entries.
- {2} Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.
- {3} List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according to title. Instead of repeating the author's name, type three hyphens followed by a period, and then give the title.
- {4} Italicize the titles of works published independently. Books, plays, long poems, pamphlets, periodicals and films are all published independently.
- {5} If the title of a book you are citing includes the title of another book, italicize the main title but not the other title.
- {6} Use quotation marks to indicate titles of short works included in larger works, song titles and titles of unpublished works.
- {7} Separate the author, title and publication information with a period followed by one space.
- {8} Single space after a colon.
- {9} Use lowercase abbreviations to identify parts of a work (for example, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.
- {10} Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.
- {11} Commonly used with electronic sources, the abbreviation n.p. indicates that neither a publisher nor a sponsor name has been provided. Use n.d. (for no date) when the Web page does not provide a publication date.

WEBSITES (GENERAL GUIDELINES)	Author's last name, first name (if available). <i>Name of Site</i> . Version number. Publisher or sponsor, date of resource creation (if available or n.d. if you don't know the date). Web. Date of access.
PAGE ON A WEBSITE	"How to Change Your Car's Oil." <i>eHow.com</i> . eHow, n.d. Web. 5 Jan. 2011.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." <i>Emerging Infectious Diseases</i> 6.6 (2000): 595-600. Web. 8 Feb. 2009.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author's last name, first name. "Article title." <i>Periodical title</i> . Date: inclusive pages. Medium of publication.
BYLINED ARTICLE FROM A DAILY NEWSPAPER	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." <i>New York Times</i> 7 Mar. 1993, nat. ed., sec. 1: 12. Print.
UNBYLINED ARTICLE FROM A DAILY NEWSPAPER	"Infant Mortality Down; Race Disparity Widens." <i>Washington Post</i> 12 Mar. 1993: A12. Print.
ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." <i>Atlantic</i> June 1992: 57-79. Print.
ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE	Hughes, Robert. "Futurisms Farthest Frontier." <i>Time</i> 9 July 1979: 58-59. Print.
EDITORIAL	"A Question of Medical Sight." Editorial. <i>Plain Dealer</i> 11 Mar. 1993: 6B. Print.

LANGUAGE ARTS {MLA style of documentation}

BOOK (GENERAL GUIDELINES)	Author's last name, first name. <i>Book title</i> . Additional information. City of publication: Publishing company, publication date. Medium of publication.
BOOK BY ONE AUTHOR	Wheelen, Richard. <i>Sherman's March</i> . New York: Crowell, 1978. Print.
TWO OR MORE BOOKS BY THE SAME AUTHOR	Garreau, Joel. <i>Edge City: Life on the New Frontier</i> . New York: Doubleday, 1991. Print. ---. <i>The Nine Nations of North America</i> . Boston: Houghton, 1981. Print.
BOOK BY TWO OR THREE AUTHORS	Purves, Alan C., and Victoria Rippere. <i>Elements of Writing About a Literary Work</i> . Urbana, Ill.: NCTE, 1968. Print.
BOOK BY FOUR OR MORE AUTHORS	Pratt, Robert A., <i>et al.</i> <i>Masters of British Literature</i> . Boston: Houghton, 1956. Print.
BOOK BY A CORPORATE AUTHOR	The Rockefeller Panel Reports. <i>Prospect for America</i> . New York: Doubleday, 1961. Print.
BOOK BY AN ANONYMOUS AUTHOR	<i>Literary Market Place: The Dictionary of American Book Publishing</i> . 2003 ed. New York: Bowker, 2002. Print.
BOOK WITH AN AUTHOR AND AN EDITOR	Toomer, Jean. <i>Cane</i> . Ed. Darwin T. Turner. New York: Norton, 1988. Print.
A WORK IN AN ANTHOLOGY	Morris, William. "The Haystack in the Floods." <i>Nineteenth Century British Minor Poets</i> . Eds. Richard Wilbur and W. H. Auden. New York: Dell, Laurel Edition, 1965. 35-52. Print.
AN EDITION OTHER THAN THE FIRST	Chaucer, Geoffrey. <i>The Riverside Chaucer</i> . Ed. Larry D. Benson. 3rd ed. Boston: Houghton, 1987. Print.
SIGNED ARTICLE IN A REFERENCE BOOK	Wallace, Wilson D. "Superstition." <i>World Book Encyclopedia</i> . 1970 ed. Print.
UNSIGNED ARTICLE IN A REFERENCE BOOK	"Tharp, Twyla." <i>Who's Who of American Women</i> . 17th ed. 1991-1992. Print.



LANGUAGE ARTS {APA style of documentation}

YOUR REFERENCE LIST

YOUR REFERENCE LIST SHOULD APPEAR AT THE END OF YOUR ESSAY. IT PROVIDES THE INFORMATION NECESSARY FOR A READER TO LOCATE AND RETRIEVE ANY SOURCE YOU CITE IN THE ESSAY. EACH SOURCE YOU CITE IN THE ESSAY MUST APPEAR IN YOUR REFERENCE LIST. LIKEWISE, EACH ENTRY IN THE REFERENCE LIST MUST BE CITED IN THE TEXT.

BASIC RULES

According to the sixth edition of the *Publication Manual of the American Psychological Association*:

- Indent your reference list one-half inch from the left margin, excluding the first line of each reference, which should remain flush left. This is called a hanging indent.
- Double-space all references.
- Capitalize only the first word of a title or subtitle of a work. Capitalize all major words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name first); give last name and initials for all authors of a particular work, unless the work has more than six authors (in this case, list the first six authors and then us et al. after the sixth author's name to indicate the rest of the authors). Alphabetize by authors' last names letter by letter. If you have more than one work by a particular author, order them by publication date, oldest to newest (thus a 2008 article would appear before a 2009 article). When an author appears as a sole author and again as the first author of a group, list the one-author entries first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the last author's name when listing multiple authors of a single work.

BASIC FORMS FOR SOURCES IN PRINT

An article in a periodical (such as a journal, newspaper or magazine)

- Author, A. A., Author, B. B., & Author, C. C. (Year of publication). Title of article. *Title of Periodical*, volume number (issue number), pages.

You need to list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well → *Title of Periodical*, volume number (issue number), pages.

A nonperiodical (such as a book, report, brochure or audiovisual media)

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.
- For "Location," you should always list the city, and you should also include the state if the city is unfamiliar or if the city could be confused with one in another state. Use the two-letter zip-code abbreviation for each state.

Part of a nonperiodical (such as a book chapter or an article in a collection)

- Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references.

BASIC FORMS FOR ELECTRONIC SOURCES

A web page

- Author, A. A. (Date of publication or revision). *Title of full work*. Retrieved from <http://web address>

An online journal or magazine

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number.

doi:00000000/000000000000

Since online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are unique to their documents and consist of a long alphanumeric code.

An online journal or magazine (no DOI assigned)

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. Retrieved from <http://web address>

E-mail

Because e-mail is a personal communication, not easily retrieved by the general public, no entry should appear in your reference list. Instead, parenthetically cite in text the communicator's name, the fact that it was personal communication, and the date of the communication: The novelist has repeated this idea recently (S. Rushdie, personal communication, May 1, 1995).

LANGUAGE ARTS {APA style of documentation}

EXAMPLES



Journal article, one author

- Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

Journal article, more than one author

- Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

Work discussed in a secondary source

- Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in your reference list. In the text, use the following citation:

- In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...

Magazine article, one author

- Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

Book

- Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

An article or chapter of a book

- O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York: Springer.

A government publication

- National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

A book or article with no author or editor named

- *Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Springfield, MA: Merriam-Webster.
- New drug appears to cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

For parenthetical citations of sources in text with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and italics as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (Merriam-Webster's, 2005) and ("New Drug," 1993).

A translated work and/or a republished work

- Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814).

A review of a book, film, television program, etc.

- Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*]. *Contemporary Psychology*, 38, 466-467.

An entry in an encyclopedia

- Bergmann, P. G. (1993). Relativity. In *The new encyclopedia britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

An online journal article (no DOI assigned)

- Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved from <http://www.buddhistethics.org/2/inada1>

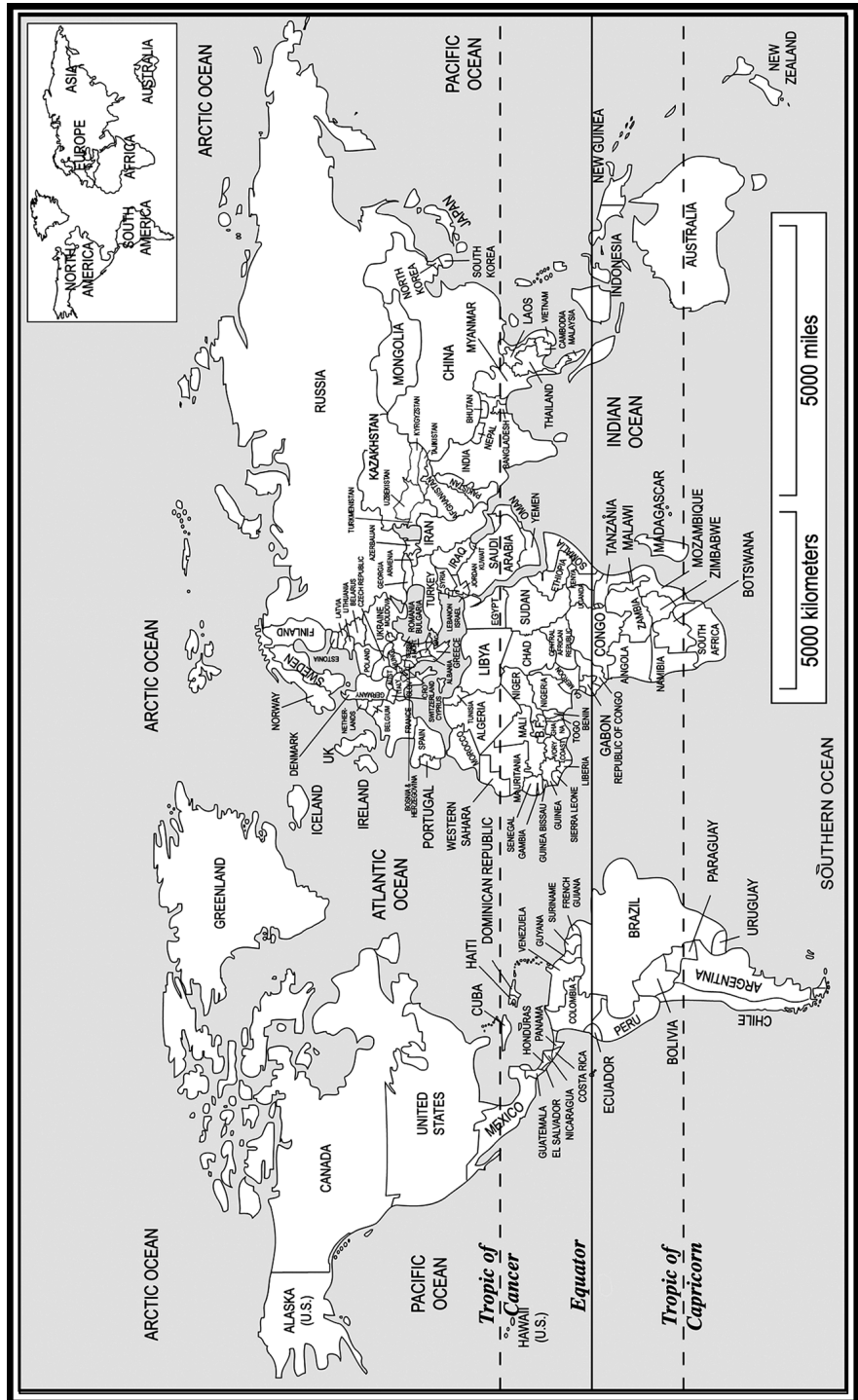
A web page

- Daly, B. (1997). *Writing argumentative essays*. Retrieved from <http://www.ltn.lv/~markir/essaywriting/frntpage.htm>

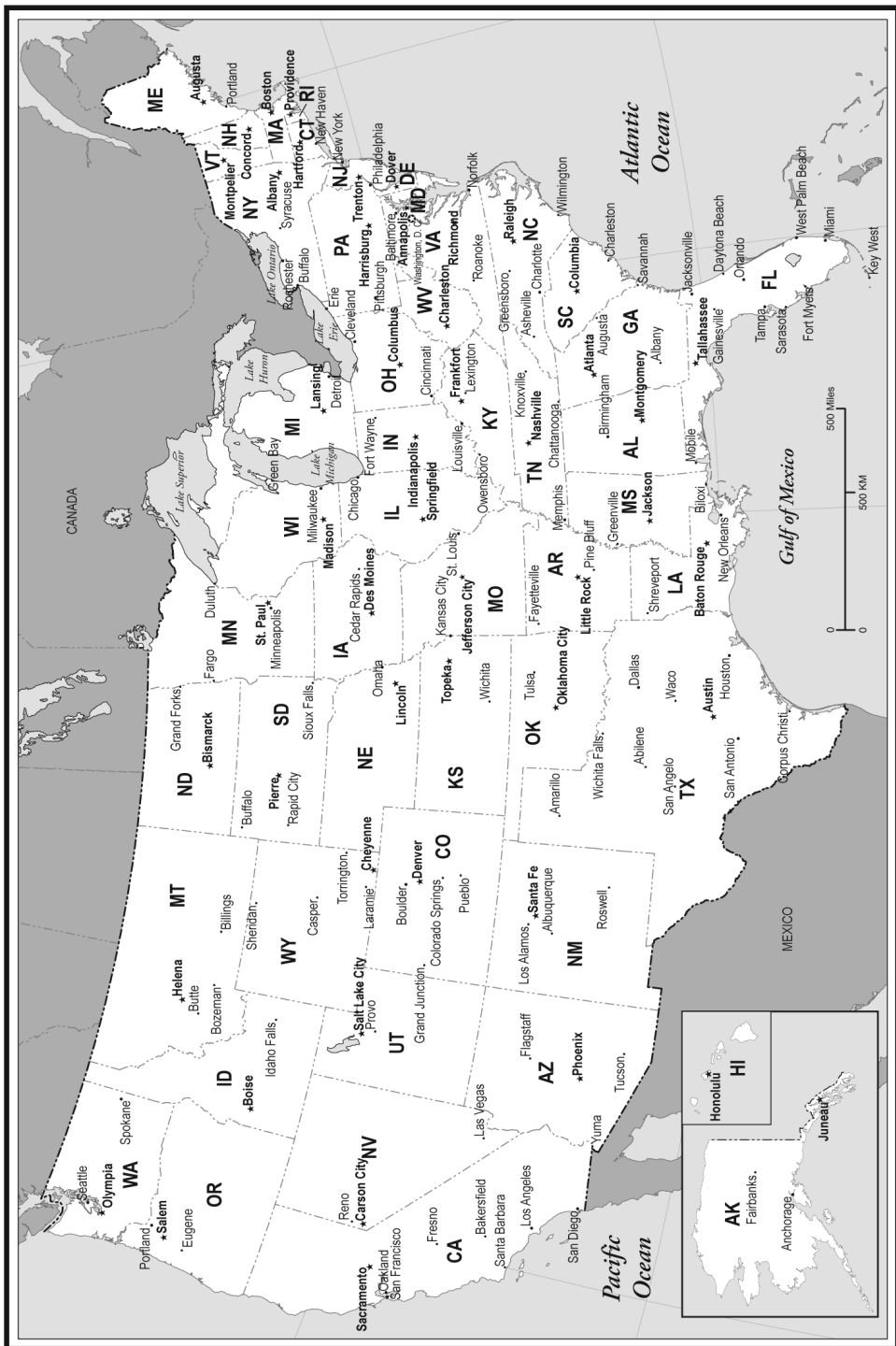
SCIENCE {periodic table of the elements}

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GEOGRAPHY {world map}



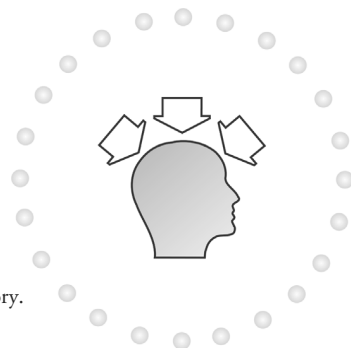
GEOGRAPHY {United States map}



SUCCESS SKILLS {tips for improving your memory & taking standardized tests}

TIPS FOR IMPROVING YOUR MEMORY

- {1} Keep notes, lists and journals to jog your memory.
- {2} Decide what is most important to remember by looking for main ideas.
- {3} Classify information into categories. Some categories may be:
 - a. Time – summer, sun, swimming, hot
 - b. Place – shopping center, stores, restaurants
 - c. Similarities – shoes, sandals, boots
 - d. Differences – mountain, lake
 - e. Wholes to parts – bedroom, bed, pillow
 - f. Scientific groups – Flowers, carnation, rose
- {4} Look for patterns. Try to make a word out of the first letters of a list of things you are trying to remember. You also could make a sentence out of the first letters of the words you need to remember.
- {5} Associate new things you learn with what you already know.
- {6} Use rhythm or make up a rhyme.
- {7} Visualize the information in your mind.
 - a. See the picture clearly and vividly.
 - b. Exaggerate and enlarge things.
 - c. See it in three dimensions.
 - d. Put yourself into the picture.
 - e. Imagine an action taking place.
- {8} Link the information together to give it meaning.
- {9} Use the information whenever you can. Repetition is the key to memory.



TIPS FOR TAKING STANDARDIZED TESTS

- {1} *Concentrate.* Do not talk or distract others.
- {2} *Listen carefully to the directions.* Ask questions if they are not clear.
- {3} *Pace yourself.* Keep your eye on the time, but do not worry too much about not finishing.
- {4} *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.
- {5} *Read all of the possible answers* for each question before choosing an answer.
- {6} *Eliminate any answers that are clearly wrong,* and choose from the others. Words like always and never often signal that an answer is false.
- {7} *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
- {8} *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
- {9} *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!
- {10} *Use all of the time allotted* to check and recheck your test.

SUCCESS SKILLS {listening & homework skills}

LISTENING SKILLS

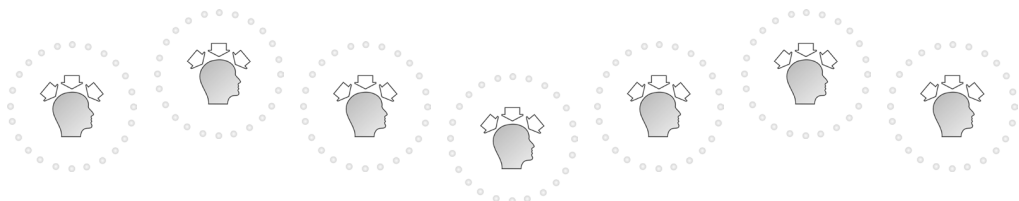
Listening (unlike hearing, which is a physical process not requiring thinking) gives meaning to the sounds you hear. It helps you understand. Listening is an active process that requires concentration and practice. In learning, the teacher's responsibility is to present information; the student's responsibility is to be "available" for learning. Not listening means you will be unable to learn the material.

To help develop listening skills:

- *Approach the classroom ready to learn:* leave personal problems outside the classroom. Try to avoid distractions.
- *Even if you do not sit close to the teacher,* focus your attention directly on him/her.
- *Pay attention to the teacher's style* and how the lecture is organized.
- *Participate;* ask for clarification when you do not understand.
- *Take notes.*
- *Listen* for key words, names, events and dates.
- *Don't make hasty judgments;* separate fact from opinion.
- *Connect what you hear* with what you already know.

HOMEWORK SKILLS

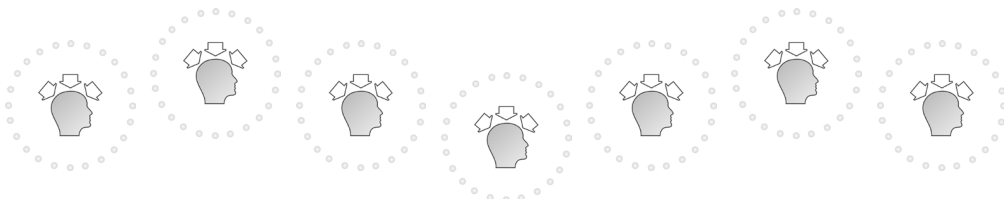
- *Keep track of your daily assignments* in this datebook so you will always know what you have to do.
- *Homework is an essential part of learning.* Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain it.
- *Realize that homework is considered an important part of learning.* Not doing your homework because you do not believe in homework is self-defeating behavior.
- *It is your responsibility to find out what you have missed when you are absent.* Take the initiative to ask a classmate or teacher what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- *Have a place to study that works for you* – one that is free from distractions. Be honest with yourself about using the TV or stereo during study time. Make sure you have everything you need before you begin to work.
- *Develop a schedule that you can follow.* Be rested when you study. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
- *Prioritize your homework* so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- *Study for 30-40 minutes at a time,* then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.



SUCCESS SKILLS {successful notetaking}

SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
- Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight any information the teacher specifically identifies as important.
- Write notes in short phrases, leaving out unnecessary words. Use abbreviations. Write clearly so you will be able to understand your notes when you review them.
- If you make a mistake, a single line through the material is less time consuming than trying to erase the whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neat; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions or to highlight the really important points in the discussion.
- Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say. Some teachers will use the chalkboard, an overhead projector or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. Short, quick reviews will help you remember and understand the information as well as prepare for tests.
- Review your notes daily. This reinforces the information and helps you make sure that you understand the material.
- Make sure your notes summarize, not duplicate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.



CHARACTER {bullying: it's not ok}

STOP BULLYING

Bullying is a form of abuse.

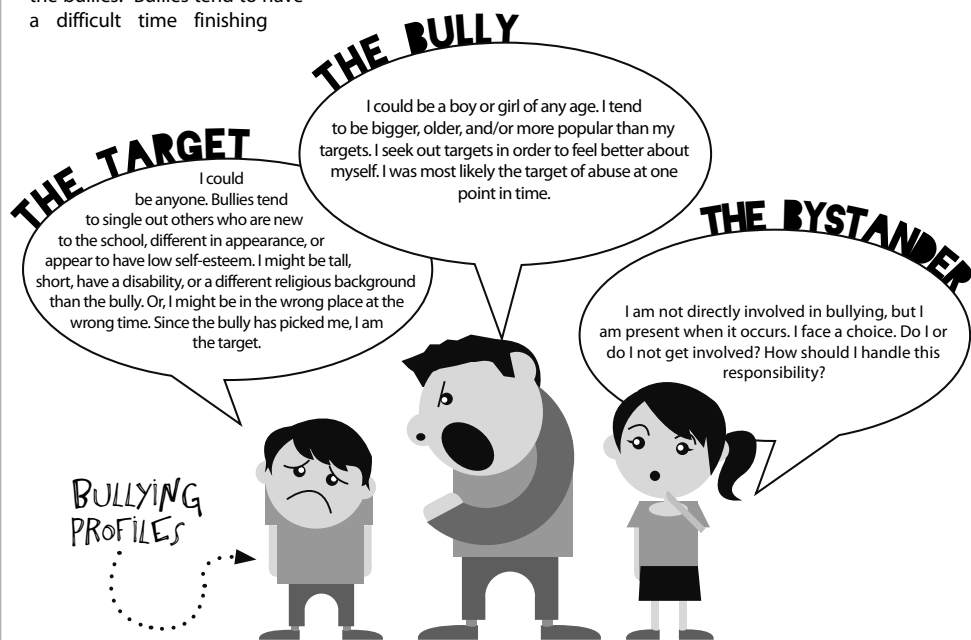
It is an intentional act meant to hurt another person emotionally or physically, and it's not OK.

Have you ever been teased or taunted? Received a nasty email or text message? Been physically intimidated? Then you've most likely been the target of a bully. You're not alone; 60-80% of students are bullied at school every year.

Bullying hurts everyone involved. Even the bullies! Bullies tend to have a difficult time finishing

school, and some even spend time in jail later in life. Teens who are bullied by older classmates sometimes become bullies themselves, perpetuating a "tradition" of abuse.

Some believe that bullying is part of growing up, and it's how we learn to stand up for ourselves. There are better ways to learn life lessons than being abused! There is simply no excuse for bullying. No one ever deserves to be bullied, and together we can stop bullying for good!



BULLYING VOCABULARY

Cruelty: To harm another who has no means of defense for pleasure.

Goad: To continuously torment another in order to get a reaction.

Target: A person who a bully often seeks out as a victim.

Teasing: Tormenting another in an often clever but cruel way.

Manipulation: The act of dishonestly influencing others for personal advantage.

Fear: The emotion that holds bystanders away from helping a victim.

Bully: An individual who regularly menaces others for personal gain.

TEASING

RUMORS

Gossip

CHARACTER {bullying means more than you think}

STOP BULLYING

Sometimes we tease our friends playfully, but when does it go too far? When does playful teasing become taunting? Teasing and taunting both involve making fun of someone, but taunting is mean and one-sided.

TEASE VS. TAUNT

Is it a Tease or a Taunt when...

if offended, the teaser doesn't stop	Tease / Taunt
I tease someone I know, who can and will say things back.....	Tease / Taunt
only the teaser laughs	Tease / Taunt
someone is upset, the teasing stops	Tease / Taunt
it is not playful and directed at someone you do not know well	Tease / Taunt
in a group, everyone laughs, even the one who is teased	Tease / Taunt

(Circle One)

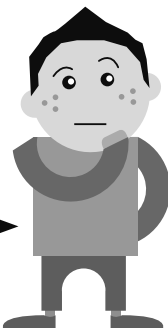
Have I ever....

hurt someone else's feelings because I was jealous?
made fun of someone because it made me feel better about myself?
joined in with my friends' taunts even though I didn't actually want to participate?
pinched, slapped, or physically hurt someone else because they were different?
damaged someone's property on purpose to make them upset?
sent hurtful text messages, e-mails, or spread online rumors?
made fun of someone else simply because I could?

Do I
BULLY?

Sometimes a bully cannot recognize that they are being a bully.....

When we routinely hurt others on purpose we become bullies.



TYPES OF BULLYING

PHYSICAL BULLYING: Hitting, poking, pinching, pulling hair, or damaging someone else's things are all examples of physical bullying. Hurting someone physically is never ok, even if they do it first.

VERBAL BULLYING: Teasing, name-calling, spreading rumors, insulting, mean jokes, threats, or other verbal attacks that make us feel hurt or threatened. The old adage, "Sticks and stones may break my bones but words will never hurt me" is not true. Verbal torments can lead to depression and even suicide, in some cases. If you wouldn't want someone to say something to you, then don't say it to them.

SOCIAL BULLYING: Excluding or teasing others who are different from you and your friends (What a geek!). Or, picking someone last or not at all for kickball, just because you don't like them or they are unpopular among your friends.

CYBER BULLYING: Using the internet or electronic devices to engage in verbal or social bullying. Spreading rumors on social media sites and sending hurtful text messages or e-mails are a few examples. In some states, cyber bullying is now illegal. For more information, visit: www.cyberbullyalert.com.

BULLYING VOCABULARY

Jealousy: A feeling of resentment towards someone because of that person's success or advantages. Bullies often bully other people because they are jealous of them.

Victim: A person who has been bullied.

Ashamed: The feeling we get when we wish we had done something differently.

Indirect Bullying: The spreading of rumors, gossip, or anonymous actions that are meant to hurt another person.

Cyber Bullying: Using the internet to bully - text messages, unpleasant e-mails, Twitter and Facebook postings, etc. to damage someone's reputation.

Anger: An emotion we feel when bullied. Also an emotion that leads to bullying.

JUSTIN TIMBERLAKE...
comes out on top!

When he was a teenager, Justin had terrible acne and was picked on for trying to become a singer. Now, he is an international pop star. Justin says: "When you're a kid I think you try so hard to fit in and when you get older you realize that fitting in isn't really the thing that's more interesting ... I would not be here if I would have listened to the kids who told me I was a terrible singer and I was a sissy ... Be different."

CHARACTER {i'm being bullied}

STOP BULLYING

What should I do?

TAKE A STAND!

Bullies often target those who they believe are not going to stand up for themselves. Be assertive and confident if you are bullied.

If you are confronted by a bully...

Don't:

- ✗ Engage the bully with similar behavior. If they taunt you, don't taunt back. If they shove you, don't shove back. It's exactly what they want.
- ✗ Show you're upset. Try to control your emotions and keep cool.
- ✗ Keep it a secret.

Do:

- ✚ Proudly walk away and ignore the bully. Don't show you are affected.
- ✚ Confidently tell the bully you don't like what they are doing and tell them to stop. Remember, you deserve respect and the bully is being disrespectful.
- ✚ Ask your friends for help and to accompany you in places the bully might confront you.
- ✚ Ask an adult you can trust for help. Even if you think you have solved the problem, let an adult know. The bully may move on to someone else.

DON'T STAND BY

If you see bullying occur...

It may seem obvious to not contribute to bullying. But, it can sometimes be difficult. Can you think of a time when it might be difficult? **Discuss.**

When should you speak up and when shouldn't you? Can you think of a situation where speaking up would be a bad idea? A good idea? And, what should you say? **Discuss and practice/roleplay.**

If you are going to get help, where should you get help from? **Together, come up with several bullying scenarios. For each scenario, come up with a plan to get help.**



REFLECT:

Describe a time you or another person were bullied:

.....

.....

.....

Given what you've learned, what would you have done differently?

.....

.....

.....

BULLYING VOCABULARY

Judgment: Bullies will sometimes judge another on their appearance or dress.

Silence: Not speaking out; what allows bullying to continue.

Tormenting: Intentionally causing excessive pain or worrying.

Name-Calling: Verbal bullying that involves "put-downs," insults, racial slurs, and other unpleasant names.

Malicious: Intentionally being vicious, causing suffering and harm to others, e.g. "That was a malicious thing to say."

Worry: The emotion we feel when we think we might be bullied again.

Bystander: A classmate or adult who witnesses bullying taking place.

REMEMBER:

It's not your fault. It's the bullies that have the problem, not their targets. Speak out, get help. You deserve to be respected and not tormented.