



# **HIGH DESERT SCHOOL**

**SCHOLAR/PARENT  
HANDBOOK  
2019-2020**



# ACTON·AGUA DULCE

UNIFIED SCHOOL DISTRICT  
"NOTHING GOLD CAN STAY" - ROBERT FROST

## **Board of Trustees**

Michael Fox, President  
Kelly Jensen, Vice President  
Ken Pfalzgraf, Clerk  
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## **District Administration**

Mr. Larry King, Superintendent  
(661) 269-0750

Ms. Lynn David, Assistant Superintendent  
(661) 269-0750

Dr. Rondale Cooper, Director

## **High Desert School Administration**

Dr. Giselle D. Bice, Principal  
(661) 269-0310

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Acton-Agua Dulce Unified School District

# High Desert School

3620 Antelope Woods Road, Acton, California 93510

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August 2019

Welcome Families,

The **High Desert Scholar/Parent Handbook** has been created to provide parents and students with information about our school in one easy-to-use location. A Table of Contents is provided to help you locate specific information.

This handbook is also available on the High Desert School section of the Acton-Agua Dulce Unified School District website. Go to <http://www.aadusd.k12.ca.us/hds/> to locate the High Desert Handbook online.

The teachers and staff at High Desert School are very committed to providing a safe, supportive and academically rigorous learning environment for all students. Expectations for academic achievement and behavior are high. In addition to our core subject classes, we have exploratory and elective options in the areas of Science, Technology, Engineering, Arts, and Math (STEAM). We are very proud of our students and look forward to continuing to support them in soaring towards excellence!

The Medal of Honor Program is a priority in our school and district. The core values from the program enhance students' character development, and support our policies and programs by focusing on student responsibility for academic progress and his/her own behavior.

The support and involvement of parents are key elements of our strong school program. Together, students, parents, teachers, school support-staff, and the community form a partnership that provides a solid foundation for success in learning and enriches the school environment. If we all work together, every student can be successful. We hope you find the Parent and Student Handbook to be a useful source of information about our school.

If you cannot locate the information you need in the handbook, please contact the school office. The office staff will be able to direct you to the person or source for the information you need.

Sincerely,

Dr. Giselle D. Bice  
Principal  
High Desert School

## DISTRICT VISION, HIGH DESERT MISSION AND CHARACTER DEVELOPMENT



The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals that can achieve their highest degree of potential and who will responsibly shape our future.



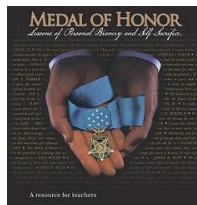
### HIGH DESERT SCHOOL

#### *Vision Statement*

Choosing to Soar Toward Excellence

#### *Mission Statement*

The mission of High Desert School is to provide a safe, positive circle of learning where all individuals are valued and challenged to reach their academic, social, and physical potential.



#### ***Medal of Honor: EXCELLENCE, RESPECT, INTEGRITY, AND COURAGE***

The Acton-Agua Dulce Unified School District is a proud partner of the Congressional Medal of Honor Foundation, which recognizes the important contributions made by our nation's military heroes. This collaborative effort ensures that our students learn important lessons about courage, commitment, sacrifice, patriotism and integrity that will inspire them to become great citizens of the Acton-Agua Dulce community and beyond.

## HIGH DESERT SCHOOL 2019/2020 DIRECTORY

<b>ADMINISTRATIVE STAFF</b>	<b>Ext</b>
Bice, Giselle D. - Principal	101
MacConnell, Samantha - Secretary	102
Brianna Taksony - Attendance Clerk	103
Tome, Jeff - Psychologist	106
Wright, Cari - District Nurse	107

<b>FACULTY</b>	<b>Ext</b>
Alford, Marilyn	308
Eckhardt, Theresa	
Hale, Alexa	320
Lairson, Correna	104
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<b>CLASSIFIED STAFF</b>	
Baker, Jessica	
Chacon, Max	
Dahlstrom, Mary-Ann	
Dawson, Stephanie	
Galbreath, Linnea	
Gonzalez, Maria	
Gutierrez, Amber	
Manzanares, Sindi	
Obney, Melissa	
Olsen, Janet	
Quezada, Tiffany	
Rebecca Sotelo	
Rice, Mary	
Straight, Deon	
Tawfik, Mervat	
Vincent, Sage	
<b>CAFETERIA</b>	
Carson, April	
Vazquez, Carmen	
<b>PHONE NUMBERS</b>	
District Office	661-269-0750
High Desert School	661-269-0310
Meadowlark School	661-269-8140
Vasquez High School	661-269-0451
Cafeteria-High Desert	661-269-0950
Transportation	661-269-5802







## GENERAL INFORMATION

### **OFFICE HOURS**

The office is open from **7:30 AM to 3:00 PM** Monday through Friday.

Our office staff strives to provide the best possible services. Phones are answered during office hours. You can always call our school office and leave a message when our school office is closed. We will return your phone call as soon as possible.

**THERE WILL BE NO INTERRUPTIONS ALLOWED TO TEACHERS' CLASSES DURING THE PROTECTED INSTRUCTIONAL BLOCK FROM 7:50 AM – 2:05 PM EXCEPT IN THE EVENT OF AN EMERGENCY.**

If you need to pick up your child for any reason during school hours, please come to the school office. We encourage families to schedule medical/dental appointments during non-school hours. If your student has an appointment during school hours, please bring your student to school promptly after your appointment. You may be requested to have a note from your doctor verifying the visit.

### **ARRIVALS AND DISMISSALS**

Students may not arrive on campus before supervision begins at **7:20 AM**. Students must be picked up after school no later than **2:20 PM**. **Parents are asked to strictly adhere to these times during which supervision is available.**

### **VALET SAFETY/PARKING LOT SAFETY**

Please respect the following **VALET SAFETY** rules:

- Pull all the way forward in the loading zone when dropping off or picking up students.
- Have student(s) ready to exit the car when you arrive in the valet circle.
- Students must enter the campus using the walk-through gate, the sidewalk, and walkways.
- Cars must exit the valet loading zone immediately after dropping off/picking up student(s).
- Cars may only enter the valet turn-around loop turning right from Antelope Woods Road.
- Keep your car engine running while dropping off/picking up students in the valet lane.
- There is no parking in the valet or drive through lanes.
- The speed limit is no more than 5 mph.
- For safety reasons, please refrain from texting and/or cell phone use in the valet line.

Please respect the following **PARKING LOT SAFETY** rules:

- Students must be accompanied by an adult and escorted to and from any parked car.
- Cars must be parked in a designated parking space.

### **CAMPUS VISITATIONS**

Parents/Guardians are always welcome to visit their child's classroom during the school day. For the protection of all students, it is mandatory that all visitors register in the school office prior to any campus visitation. Visitors will be given a "visitor's badge" which must be visible throughout the visit. School district insurance does not allow for friends to visit students at High Desert.

Visitors who wish to tour the campus must make arrangements with the school principal prior to visiting the campus.

### **CLOSED CAMPUS**

High Desert is a closed campus. Students must proceed directly to school and stay on campus in approved areas from the time they arrive on campus until school dismissal. Off-campus permits are issued only for administrative, medical, or dental purposes, and must be requested in writing by a parent or guardian.

Students are not to visit with persons who are not in attendance at High Desert when they come on or near school grounds. People who loiter around school are subject to trespassing fines of not more than five hundred dollars (\$500) and/or imprisonment in the county jail for not more than six months as determined by the Los Angeles County Sheriff Department. All campus visitors must report to the attendance office for permission to visit.

## **RELEASE OF STUDENTS DURING SCHOOL HOURS**

All students will be released from school grounds according to the following policies:

- Students will be released only through the school office. Students will only be released to parents/guardians or emergency contacts indicated on the student's Emergency Card.
- Should it be necessary for someone other than persons listed on the Emergency Card to pick up a student, a written note with the parent's signature will be required. The person picking up the child will also need to present proper identification. School personnel may copy this identification.
- A "Student Sign-Out" log (located in the office) must be signed by the adult checking out the student.
- Parents are discouraged from checking students out early except for medical appointments, funerals, illness and other reasons considered excused by education code.

## **PRESS RELEASES AND PHOTOGRAPHS**

From time to time, students are photographed or videotaped for classroom and campus activities including oral language presentations, plays, events, yearbook, newspaper, physical education and student of the month. Press releases are also made concerning these and other activities. **Note:** *If you do not wish for photographs to be taken of your child or a press release made with your child's name, please put your request in writing **annually** to the teacher and the principal.*

## **CHILD CUSTODY ISSUES**

Custody disputes may only be handled through the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child or to the child's school records. The only exception is when a signed restraining order or proper divorce papers specifically state visitation limitations. These papers must be current and must be on file in the child's cumulative record in the office.

Any request to release a student that seems questionable will be handled by the principal or his/her designee. The Sheriff's department may be contacted to resolve conflicting parental claims if the situation becomes a disruption to the school, or the child's welfare is in question. Students' school days may not be disrupted for visits with non-custodial parents, relatives, or family friends.

## **STUDENT'S LEGAL NAME**

The school is required to use each student's legal name on all records as the name is shown on the student's birth certificate. If a child's name has been legally changed, certified court records, adoption papers, or other legal records must be presented to the principal and copies made for the student's permanent record folder.

## **PETS GUIDELINES**

Due to the unpredictability of animals and potential allergic reactions, pets are not allowed on campus.

## **FOOD, PARTY, AND TOY GUIDELINES**

- Students should have a healthy nutritious breakfast before they come to school each day to prepare them for learning. This will help them to have better energy and concentration.
- Breakfast and snack foods are available in the cafeteria during brunch; however, students have two hours of school before brunch, so a breakfast at home is essential.
- We ask that students not bring candy to school in their lunches.
- If you wish to provide a treat for a class party, please check with the teacher in advance. **Only individually wrapped commercial food may be provided at school.**
- Since some students have food allergies, please check with the office before planning to purchase food for parties or birthday treats.
- No open beverage containers (cups, soda cans, etc.) may be brought on campus. **Students may not bring sodas or energy drinks to school.**

### Party Invitations

- Please check with the teacher before asking your child to distribute private party invitations at school.
- If invitations are distributed in the classroom, all students must receive an invitation.

### Toys and Personal Items At School

- Toys and personal items may not be brought to school unless the child has his/her teacher's permission.
- Permission is rarely granted for bringing items to school except for certain projects or classroom activities. These items may not be taken out to brunch, lunch or on the bus.

## **STUDENT SCHEDULES AND COURSE PLACEMENT**

Master Schedule and Student Schedules – High Desert’s master schedule of classes is built each year upon student course requests. Students should consult with their parents, Teachers, School Counselor, and Principal before classes are selected each spring. In order to properly assign students and teachers to courses and create the schedule in time for the fall semester, it is imperative that we finalize all fall student requests in the spring. Student schedules are distributed on the first day of class each semester.

Student Placement – It is important for students to challenge themselves by taking academically rigorous courses. Choosing the right level course depends on several factors including previous course selection and performance, results from the state and local assessments, teacher recommendations, student motivation and future goals. Administration and staff will place students in courses after considering all data in an effort to meet student requests and ensure students have a reasonable likelihood of academic success.

Common Core Curriculum and Content Standards - The California State Department of Education (CDE) has created curriculum guidelines (Frameworks) and content standards for grades K-12 in core subject areas that are required of California students. These content standards are posted on the CDE website in both English and Spanish at [www.cde.ca.gov/standards/](http://www.cde.ca.gov/standards/). High Desert School Students are expected to meet these standards and to demonstrate proficiency on state assessments, District Benchmarks, and Final Examinations.

Dropping/Adding/Transferring Classes - Within the first 15 school days of the semester, students may drop a course by meeting with their teacher and principal to discuss the impact of such a decision. A change in schedule needs parent and teacher approval. Course schedules ‘lock’ after 15 school days and are considered a permanent record. After this time, changes cannot be made unless otherwise decided by the principal or designee due to extenuating circumstances.

Course programs are created for the year with students expected to remain in the courses selected and assigned. Changes to course programs within the first three weeks will be processed only in the following cases: 1) computer/school error; 2) misplacement/lack of prerequisites; or 3) teacher recommendation. Course programs will not be changed for period or teacher preference. Requests for a schedule change must be turned in during the first 15 school days of each semester. No changes will be made after this period.

To request a class or schedule change, the student must complete a Request for Schedule Change form available in the main office. No request will be considered unless the form is filled out completely including necessary signatures.

## **TELEPHONES**

The office and classroom telephones are reserved for incoming calls, and staff use. Students will be allowed to use office phones to call home for any unforeseen emergencies. Transportation, homework and after school plans need to be scheduled before the start of the school day.

## **CELL PHONES AND ELECTRONIC DEVICES**

- Students shall be permitted to carry cell phones in their backpacks. They must be turned off on campus and may only be used after students leave campus.
- Students are expected to immediately comply with the direction of any school personnel to cease the use of the phone or electronic device on campus or at a school sponsored activity.
- **Taking photos or videos while on campus is prohibited by law.**
- Authorization for student possession of any electronic device may be revoked by the administration for inappropriate student use or failure to comply with cell phone and electronic device school policy.
- The District assumes no liability for the damage, loss, theft, or misuse of the cell phone or electronic device by the student or another person.
- Students may use electronic devices for reading e-books during advisory ONLY if permitted by the teacher for the designated reading period.

Use of an electronic device during instructional time is treated as a classroom disturbance. If a student uses an electronic device during class, the following consequences will be enforced:

1st Infraction: Warning and asked to put device away.

2nd Infraction: Item confiscated from student, given to Administration, and returned to the student at the end of the school day. Parent/Guardian will be notified and restricted lunch privileges will be assigned.

3rd Infraction: Item confiscated from student, given to Administration, and device must be picked up by parent/guardian. Parent/guardian will be notified and restricted break/lunch privileges will be assigned.

4th Infraction: Item confiscated from student, given to Administration, and parent/guardian conference scheduled prior to returning device to parent/guardian. Student's authorization for possession of any electronic device is revoked.

## ATTENDANCE

### **ABSENCES: EXCUSED AND UNEXCUSED**

A student may legally be absent in the state of California only for the reasons given below. All other reasons for absences are considered "unexcused" according to California Education Code.

- Student is too ill and / or contagious to attend school.
- Student must see a doctor or dentist.
- Student attending a funeral of an immediate family member (1 day excused in California; 2 days out-of-state).
- Students may be released to attend religious services, but the student must attend school for a minimum number of instructional minutes.
- Upon parent written request and the principal's approval, a student may be released for justifiable reasons including court appearance, employment conference, and attendance of a religious observance.

By law, all students must attend a full-time school until they are 18 years old. Failure to attend school regularly can result in serious legal problems for students and parents.

### **REPORTING ABSENCES AND TARDIES**

Every absence, even for part of the day, interferes with a student's progress in school because instruction is taught in sequence geared to the child's readiness and ability. Each skill must be built on carefully developed previous ones. It is especially important that all students be in school regularly because the foundation for all subsequent years is being put into place.

If a student is absent, call the school at **661-269-0310** or email **btaksony@aadusd.k12.ca.us** by **10:00 A.M.**

**When a child must be absent**, please send a note, email, or call the office and give the following information for each day the child was absent. Date you are calling or writing

- Child's first and last name
- Child's grade
- Date(s) of absence
- Reason for absence
- Your name or signature

**If a parent does not clear the absence within 3 days, the student's absence will be marked as "unexcused".**

**NOTICE: A student with 3 unexcused absences in a school year must be declared truant according to the California Education Code.**

### **FREQUENT ABSENCES – TRUANCY AND CHRONIC ABSENTEEISM**

When students are absent for any part of the day important instruction is missed. It is the responsibility of the principal to monitor attendance and to take steps to improve a student's attendance when he/she is frequently absent or tardy.

- Parents will be contacted by letter when problem attendance patterns are first noted.
- If the problem is not resolved, a Student Attendance Review Team (SART) meeting with the principal and teacher will be scheduled to resolve the problem.

- If attendance problems continue after these measures are taken, the matter must be referred to the district's School Attendance and Review Board (SARB). The parent will be required to attend a meeting with the district's SARB committee to resolve the attendance problems.
- If the attendance problem is not resolved at this level, the SARB committee must refer the problem to the District Attorney's Office for resolution.

Parents must phone the school on the same day of the absence whenever a student is absent. The call should be made to (661) 269-0310 before 10:00 a.m. If parents are unable to call the office before the student returns to school, the students will need to present a note, upon arrival at school with the parent's signature, indicating the date and reason for the absence, with your parent's signature. Students who fail to bring a note will have the absence recorded as a truancy. Attendance letters for Truancy are mailed home after 3, 6, and 9 unexcused absences. Attendance letters for Chronic Attendance are mailed home at 12, 15, and 18 absences for any reason.

### **INDEPENDENT STUDY CONTRACT**

If a student must be absent for a family emergency, trip, or other reason for five or more days, the parent must apply **in advance** for an Independent Study Contract. The student will be given assignments based on the classroom core curriculum for each day of the absence. **ALL work must be completed accurately and submitted immediately upon the student's return to school** to be considered present for the days listed on the Independent Study Contract. Failure to complete any Independent Study Contract fully or submit it immediately upon return may result in denial of future Independent Study Contract requests.

### **STUDIO WORK**

Students who have a valid work permit and are absent from school to work on location will be given an excused absence under the following circumstances:

- Student is taught by a credentialed studio teacher on the set using the district's or other state adopted instructional materials and the student presents verification of this instruction to the school office upon return to school.
- For absences of 5 days or more, the student's parent must complete the school's Independent Study Contract, the student completes all required assignments accurately, with work returned to the teacher / school office upon return.

### **TARDIES**

Students should be on campus **no later than 7:45 AM** at High Desert School daily. Students, who are not in their class when the tardy bell rings, must report to the office for a tardy pass. (Students who ride the bus are not marked tardy when the bus is late.) Please send a note to the office with your child when your child arrives late.

Please reinforce that punctuality is an important expected behavior, and understand that there is a district policy regarding excessive absences and/or tardies. Students who are tardy miss school announcements, assignments, and are disruptive to the class and office procedures.

**Students who arrive tardy or leave early in excess of 30 minutes for unexcused reasons three times in a year are declared truant according to the California Education Code.**

Students are marked tardy if they are not in their seat when the tardy bell rings. In Physical Education, students are tardy if they enter the locker room spaces after the bell or fail to be in the assigned area at roll call.

Late Arrival to School/Tardy - Should a student arrive late to school they will need to present a note signed by a parent/guardian or be signed in by a parent/guardian. No phone calls excusing a tardy will be accepted. As stated in our absence policy, only illness, medical appointments, court appearances or funeral of an immediate family member are considered "excused" for tardiness and a note is required for that tardiness to be excused.

Unexcused Tardy - Any unexcused tardy may result in a lunch detention. Students who fail to attend an assigned lunch detention without a valid excuse and without informing the office may be subject to further disciplinary action.

Class Tardy Policy - Tardies are recorded every day in every class period. It is a reasonable expectation that in order for a learning environment to thrive students must arrive to class on time. Students who continually do not meet this expectation are considered to be in defiance of authority. Each teacher maintains their own tardy policy to which all students must

adhere. Teachers may refer students who have excessive tardies to administration for progressive discipline which includes, but not limited to lunch detention, after-school detention, and suspension. The main office assigns consequences on the fifth, tenth, and every fifth thereafter.

### **TRUANCY**

Ed. Code 48260 states “*Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any thirty (30) minute period during the school day without a valid excuse on three or more occasions in one school year, or any combination thereof, is truant and shall be reported to the attendance supervisor or to the superintendent of the school district.*”

Being truant also means being out of class without permission from their parent/guardian or teacher. Students who cut class or stay home without parent/guardian permission are truant, as well as students who leave the P.E. area before the period ends. Truant students receive consequences from administration and may not be allowed to make-up missed class work. Students found truant out in the community may receive truancy citations from the Sheriff Department.

### **MAKE-UP WORK AND ABSENCES**

Students will be given the opportunity to make up school work missed due to an **excused** absence and will receive full credit if the work is turned in according to a reasonable make-up schedule set by the teacher. Students who have an **unexcused** absence may be required to complete the work but shall not be given full credit for the completed work. A student who is suspended from school may be required to complete any assignments and tests missed during the suspension. (Ed. Code 48913)

- **ONE OR TWO DAY ABSENCES:** When a student is absent for up to two days, the student should request missed assignments from the teacher upon return to school.
- **THREE OR MORE DAYS EXCUSED ABSENCES:** When a student is absent for excused reasons for three or more days, the parent may call the office and request that the work be left at the office for pick up. **Twenty-four hours notice is needed for the teacher to provide work.**

### **EARLY DISMISSAL**

When students leave school early, they miss out on important instruction. Parents should request early dismissal only for unavoidable emergencies. **Please send a note with your child stating the reason and time you will be at the office to pick up your child.** This will ensure that the classroom instructional day is disrupted as little as possible.

A student who attends less than the required minimum instructional minutes and is released for a reason not considered “excused” by California Education Code must be marked “unexcused” for the day.

**Parents/guardians are not to go to the classroom first. All students must be signed out through the office.** After a student is signed out, the office staff will call the classroom and have the student come to the office.

Truancy is defined in Education Code Section 48260. The law declares that pupils be considered truant if they are **absent on three occasions** in one school year for **more than ANY 30-minute period during the school day**, or any combination of these, without a valid excuse.

## **EMERGENCY AND DISASTER INFORMATION**

### **EMERGENCY CARDS & DISASTER RELEASE FORMS**

Each student must have a current Emergency Card on file. During the first week of school, parents must complete a new Emergency Card (front and back) providing all requested information. **AT LEAST ONE LOCAL CONTACT MUST BE INCLUDED.** These cards are kept on file in the school office for the duration of the school year. You are also asked to provide this information on a Disaster Release form each year. Students may only be released to individuals listed on the card, and individuals may be required to show ID.



**Please be certain to inform any person you list that they are on your child's emergency card. It is also important to let your child know who may pick him / her up in an emergency.** We advise that you make a copy of your child's completed emergency card before sending it back to school.

**Updating information:** If any phone number changes, it is critical to provide the school with this updated information immediately. It is imperative that we be able to contact you in case your child becomes ill or is injured.

### **DISASTER RESPONSE AND RELEASE INFORMATION**

In the event of a disaster such as an earthquake, your child will stay at school under the supervision of school personnel until you or someone listed on the emergency card comes to check your child out. If necessary, the staff is prepared to keep students overnight or for as long as necessary. **Please discuss this arrangement with your child. This will help your child to be well prepared and to stay calm in the event of a disaster.**

### **EMERGENCY DRILLS**

Fire and Emergency Evacuation Drills are conducted as prescribed by the regulations of the Fire Department and the Acton-Agua Dulce Unified School District. We will be conducting emergency, fire, and lock down drills during the school year. It is important to have students prepared for any emergency that may arise such as an earthquake, fire, animals on campus, etc.

### **STUDENT CHECK-OUT IN A DISASTER**

After an earthquake or other disaster, students may be evacuated to the field, courts, or other safe location. **Parents are asked not to park in the parking lots for the school so that this area may be reserved for emergency response vehicles.**

In the event of an earthquake or other disaster, a calm organized release of students to their parents is very important. Please cooperate with the following procedures:

1. Parents must report to the **Report-In-Gate**. You will give your children's name and the teachers' names.
2. You will then go to the **Check-Out-Station in the same location**. Your child will be brought here while you sign the child out. **You or the person checking out the child may be asked to show picture identification at this time.** You will be asked to indicate your destination in case other family members come for the child and need to know where the child has been taken.

\*Only those listed on the child's emergency release form may check a child out at anytime, including during a disaster.\*

### **SCHOOL EVACUATION**

If it should ever be necessary to evacuate students from the school, the number you have designated on the district's emergency phone call system will be called. A notice of the relocation site will also be posted on the school gate and/or broadcast by the radio stations listed below. If possible, another district school will be used as the relocation site.

### **SCHOOL CLOSING FOR INCLEMENT WEATHER**

When weather or other conditions prevent the school buses from running, schools will likely be closed. Normally, the decision to close school is made by 6:30 a.m. and the district's emergency call system will call your home with an automated message. If you question whether school will be open on a particular day, and have not received a call, please tune in to **KAVL 610 AM** to listen for school closings.

## **HEALTH SERVICES**

### **ILLNESS OR INJURY**

While we encourage perfect attendance, it is not in the student's best interest to be at school if he or she is ill. If you are unsure whether your child should stay home, please consult your pediatrician. Children should stay home from school for treatment and recovery when they display any of the following conditions:

- chest pains
- contagious infection or virus

- head lice
- earache
- fever
- vomiting or diarrhea

**Important:** Please keep your child home until they are free of any **fever, vomit, and diarrhea** before sending back to school.

If your child becomes ill during regular school hours, the nurse or office clerk will provide basic care until parents or someone listed on the Emergency Card can arrive. (Please keep the information on your child’s Emergency Card up to date.) If an accident occurs at school, the nurse, office staff or other trained staff will provide basic first aid. If it is possible that the injury needs more than basic first aid, the parent will be contacted immediately. If the injury is severe or potentially life threatening, the paramedics will be called immediately.

**ADMINISTRATION OF MEDICATION AT SCHOOL**

**School personnel cannot administer medication of any kind (including pain reliever or cough drops) to a student without written authorization and directions from a physician.** A “Request for Medication” form is available, which is to be completed and signed by the physician and parent before prescription/non-prescription medication can be administered by school personnel. Medication must be labeled clearly with the following information:

- Pupil’s full legal name
- Physician’s name and telephone number
- Name of medication
- Dosage, schedule, and dose form
- Date of expiration of prescription

The office/health clerk or other personnel under the direction of the district nurse are available to assist students in taking authorized medication at school. Though an effort will be made to remind students if they forget, it is the child’s responsibility to come to the school office at the designated time for the administration of medication. **Students are prohibited from carrying any type of medication including pain reliever, cough drops and Orajel on the school campus.** A parent may come to the school office and administer medication to their own child if they wish. Medications must be brought to school by the parent or an authorized adult.

**MEDICAL RESTRICTIONS**

Please notify the teacher and health office immediately if your child has any special medical restrictions including serious allergies, asthma, medical needs or is taking any medications on a regular basis. A treatment plan will be developed by the district nurse for any student with health needs that must be addressed at school.

**SPECIAL HEALTH TREATMENT OR CARE**

If a newly enrolling child has a health problem that requires special treatment or care during the school day, enrollment may be delayed until the district nurse has completed a health consultation with the parent and doctor to establish a Health Care Plan. This will ensure that the child’s health needs are properly addressed.

**PHYSICAL EDUCATION AND/OR BRUNCH/LUNCH EXCUSES**

Physical education classes are required by education code. Students must participate unless there is a valid medical reason to excuse participation.

- A **parent/guardian note** may excuse a child from physical activities for **up to three days** within a school year.
- A **doctor’s note** will be needed to excuse a student from physical education beyond three days. It is expected that a student who is excused from physical education should also not participate in active games or activities at brunch, lunch, or extracurricular activities.

For the safety of the student and others, a **student on crutches or wearing a cast** may not participate in competitive or active brunch, or extracurricular activities.

## HEALTH SCREENINGS PROVIDED FOR STUDENTS

The Acton-Agua Dulce School District employs a district-wide nurse to coordinate the district health program. The major focus of school health services is on the prevention and early detection and correction of health problems.

At the middle school level, three types of health screenings are provided. These screenings do not take the place of annual comprehensive health exams by the child's pediatrician. A parent or teacher may refer a student for screening at any time. The parent will be notified when students do not pass a specific screening.

**Parental Rights:** A parent may exempt their child from one or more of these screenings by submitting an **annual** written statement to the district nurse stating they do NOT consent to a specific screening. (CA Ed. Code 49451)

The screenings and the grade levels at which they are routinely given are given below:

- **VISION SCREENING** - Kindergarten, third, fifth, eighth, and tenth grade students; students who have an IEP triennially (AC Ed. Code 49455 and CA Admin. Code 596)
- **COLOR PERCEPTION** - First grade male students (CA Ed. Code 9455 and CA Admin. Code 595)
- **HEARING SCREENING** - Kindergarten, second, fifth, eighth and tenth grade students, plus students who have an IEP triennially. (CA Admin. Code 2951)
- **SCOLIOSIS SCREENING** - Seventh grade girls and eighth grade boys (CA Ed. Code 49452.5). A separate notice is sent home prior to scoliosis screening.

## STUDENT INSURANCE

**The Acton-Agua Dulce School District does not provide medical, dental, or hospital coverage for pupils injured at school or during school sponsored events.** Information about a low cost student insurance plan is sent home at the beginning of each school year and always available at the school office. You may request a copy from the office staff.

## FAMILY LIFE EDUCATION COURSES

Family Life Education courses are offered as optional classes. The district school nurse will provide a preview of the films to parents annually. Parents will be informed before the films are shown. Signed parental permission is required for students to participate.

## CHILD ABUSE REPORTING LAW

**What is child abuse?** The following definition is taken from Penal Code Sections 273 and 11165.5: *Child abuse is a physical injury, which is inflicted by other than accidental means on a child by another person. Child abuse also includes sexual abuse and willful cruelty or unjustifiable punishment of a child. Failure to safeguard a child from injuries or abuse when the child is under a person's care or custody may also be child abuse.*

**Mandated reporting:** State law requires that if physical abuse, sexual abuse, or neglect of a child is suspected, school personnel must report the information to the Department of Children's Services. School personnel are not allowed to investigate or confirm the situation themselves by contacting parents or others.

**How to file a complaint of child abuse by school district employees or others at school sites:** A parent or guardian of a pupil has the right to file a complaint against a school district employee or other person that they suspect has engaged in abuse of a child at a school site. The complaint may be filed with the Child Protective Agency, the School District, or the County Office of Education.

## WELLNESS PLAN ON PHYSICAL ACTIVITY AND NUTRITION

Please ask the Principal to view a copy of this document.

## CURRICULUM AND INSTRUCTION

Part of the key to your success will be how well students plan time and prioritize assignments. Since middle school can be a big adjustment for students, we provide each student with a student planner to write down all assignments. **Each academic teacher reserves class time for students to fill out the planner.** Students should carry this planner to every class and use it to record assignments, school business, important dates, and other things that must be remembered. Parents/guardians

should check it nightly and use it to communicate with teachers, if necessary. If students have a problem with missing assignments, we recommend that students ask parents/guardians and teachers to initial the student planner daily. **Students who write down, complete, and turn in all assignments on a daily basis, can expect to be very successful at High Desert.**

### **ACADEMIC INTEGRITY**

Cheating includes:

- Copying, faxing, or duplicating assignments to be turned in as “original.”
- Exchanging assignments by printout, file transfer, or email, and then submit them as “original.”
- Writing formulas, codes, or key words on your person or objects for use in a test.
- Using hidden reference sheets during a test.
- Using a cell phone in any way during class.
- Using programmed material in watches or calculators, unless such devices are expressly included
- Exchanging answers with others (either give or receive answers).
- Take someone else’s assignment and submit it as your own.
- Talking to another student or looking at their work during a test.
- Submitting material written or designed by someone else without giving the author/artist credit. Students may not CUT AND PASTE work from any source and claim it as their own. These are all plagiarism.
- Taking credit for group work when little contribution was made.
- Not following specific guidelines on cheating established by your teacher.

All assignments are to be completed independently unless the teacher directs otherwise. Students caught cheating will receive no credit or reduced credit on that assignment or test and will be referred to the school’s administration. Parents/Guardians will be notified of the incident and the penalty imposed.

### **GRADING**

Report cards are issued on a semester basis. Teachers determine the grades given to each student. The determination of the student’s grade by the teacher, in the absence of an error, by law is final. Teacher error or data entry error will be corrected by the teacher. Students or parents seeking clarification of a grade or assistance in the class should make an appointment with the appropriate teacher.

The grading criteria upon which any grading system is based may include such items as test and quiz scores, homework completion, oral and written reports, research papers, participation in class activities, or similar evidence of the quality of the student’s mastery of the subject content. A grade may be affected by missed class work, incomplete homework, or lack of class participation. Most teachers use Aeries (<https://www.accessmystudent.com/actonaguadulce/>) that lets students and parents check current grades and homework online anytime. Everyone has their own password so grades are confidential.

### **HOMEWORK POLICY**

The purpose of homework is to provide time for each student to review essential skills and information taught during class time. Homework also teaches students important study habits including organization, time management, and practice. The district has stated guidelines for the amount of time students at each grade level should spend on homework. The times given below are for the average student. Some students may need more than the allotted time to complete assignments and others a bit less.

Homework presents an opportunity for students to: A) prepare for new topics, B) practice skills, C) elaborate on introduced material, and D) show progress towards mastering District and Common Core State Standards. Homework affords the teacher an opportunity to determine if students have a grasp of the subject being taught and affords the students an opportunity to test their understanding of the material taught.

AADUSD encourages the assignment of homework. The District expects the work to be done by the students and to be used by the teachers as a part of the evaluation of students’ academic progress. The District wishes parents to be aware of this philosophy along with the following guidelines.

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7 - Grade 8</b>
40 - 50 minutes total	60 - 75 minutes total	75 - 90 minutes total

Teachers work together to ensure homework assignment do not surpass the suggested grade level time frame.

(SEE APPENDIX B FOR STUDENT, TEACHER AND PARENT RESPONSIBILITIES)

### **CORE CURRICULUM**

The Common Core State Standards (CCSS) are a coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, working toward shared goals. The standards are aligned with college and work expectations, based on evidence and research, and internationally benchmarked so that all students are prepared to succeed in our global economy and society. The Common Core is not a curriculum. As a comprehensive set of standards, the Common Core describes the knowledge and skills students are expected to develop, but does not prescribe how to teach them.

The district provides state adopted textbooks for each student in reading and language arts, mathematics, science, and social studies. Literature and informational texts are available at each grade level. Supplementary materials are used to provide reinforcement, remedial, and enrichment instruction.

### **STUDENT ASSESSMENT**

The assessment of students' skill levels and progress in mastering the core curriculum include the following:

- Tests provided by the publishers of the adopted textbooks weekly
- Interim assessments in reading, writing, and mathematics each quarter.
- Formative Assessments
- Teacher prepared tests
- Teacher observation and anecdotal records
- Common Core State Standards tests in grades 3 - 11 (Smarter Balanced Assessment Consortium-SBAC)
- California English Language Development Test (CELDT) for English Learners and second language students

### **PROMOTION REQUIREMENTS**

All state and district course requirements must be completed successfully to promote from High Desert School. **A student must maintain a cumulative GPA of 2.0 to be eligible for participation in 8th grade promotion.** This is cumulative over a three year period, grades 6 through 8. Also, a student must maintain good attendance and behavior. Students who are academically ineligible, who owe debts to the school, or who have discipline problems will not be able to attend 8th grade activities without administrative approval.

## **SPECIAL DISTRICT PROGRAMS AND SERVICES**

Services are available for physically, emotionally, or mentally disabled persons up to age 22. If you know of someone who needs special services, please call the principal or the school psychologist through the school office.

AADUSD is committed to equal opportunity for all individuals to an education. Our district programs and activities shall be free from discrimination based on sex, race, color, religion, national origin, lack of English skills, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. (Ed. Code Section 56501)

### **STUDENT STUDY TEAM MEETING**

A Student Study Team (SST) Meeting may be requested by a parent, teacher, or other school staff. The parent is always invited to attend and participate in the Student Study Meeting. The purpose of the meeting is to identify specific concerns about a child's academic, physical or social/emotional progress. The Student Study Team identifies specific steps to be taken to help the child learn. For more information, contact the school principal or school psychologist.

### **SPEECH AND LANGUAGE**

Speech and language services are available for students who have a speech or language disability and qualify for these services based on an assessment conducted by qualified personnel. Children may be referred by their parent or school staff for an assessment beginning at age three. Contact the school office for further information.

### **TITLE I PROGRAM**

Title I is a federally funded program for students performing below grade level in reading and language arts. Students are screened for Title I services based on the state test results, teacher assessment, observation, and referral. Students with the greatest need are given first priority for assistance. A credentialed teacher provides extra support in an inclusion program. Parents/Guardians of students in Title I are invited to an annual meeting to learn more about the program and about helping their child at home in reading and math.

### **ENGLISH LEARNER PROGRAM**

Students who have a home language other than English are initially assessed using a state-designated, norm-referenced assessment of English proficiency. Students who do not show English mastery qualify for supplementary services through the English Learner (EL) Program. These students receive daily instruction in English Language Development using state and district adopted materials. They learn to understand, speak, read, and write English. Their progress is monitored and tracked to assure good progress in learning English. When the English proficiency assessment along with grades and teacher and parent observations confirms that they have mastered English at a level that will allow them to be successful in English listening, speaking, reading, and writing, they are reclassified as Fluent English Proficient. Their progress continues to be monitored for two years.

### **SPECIAL EDUCATION SERVICES**

Several special education programs provide services for students who qualify based on a full assessment conducted by the school psychologist and a special education teacher with input from their regular classroom teacher. These programs include the following:

- Resource Specialist Program (RSP) – Students generally receive most of their instruction in a regular education class using an inclusion model with support from an RSP teacher and Instructional Assistant. An RSP teacher and an Instructional Assistant may provide services and additional support to students in the RSP classroom based on each student's Individualized Educational Plan (IEP). Contact the principal, RSP teacher, or school psychologist for more information.
- Special Day Class (SDC) – Students who need more extensive special education support may qualify for assistance through the SDC program. The SDC teacher and instructional aide provide small group and individual instruction to students based on each student's Individualized Educational Plan (IEP). Contact the principal or school psychologist for more information.
- Speech and Language – Beginning at age three, referred students are assessed by a Speech and Language Pathologist. Students who are eligible for services are given speech and/or language instruction in a small group setting based on their Individualized Education Plan.
- Adaptive Physical Education – Qualifying students are given adaptive physical education

Special Education Services are also available for qualifying children ages 3 – 5 years of age in a half-day program based on each student's IEP goals and objectives. If you know someone who may qualify for special services, contact the principal or school psychologist through the local school office for more information.

### **HOME TUTORING**

A student who, due to illness or injury, has been certified by their physician as unable to attend school for three weeks or more may qualify for home tutoring. During the period of absence, the student may receive one hour of instruction per regular school day from a home teacher. Contact the principal for more information.

### **INDEPENDENT STUDY PROGRAM**

An Independent Study contract may be requested for a student who must be absent for a period of no more than two weeks and no less than five days. The contract must be signed by the parent, student, teacher, and principal prior to the absence. All assignments must be reviewed by the parent and turned in to the office for grading by the teacher immediately upon the student's return to school. Failure to complete Independent Study contracts fully or submit them immediately upon return may result in denial of future Independent Study contract requests. Contact the school office for further information.

### **HOME BASED INDEPENDENT STUDY PROGRAM**

The district provides a home-based independent study program. These students study at home using the district provided curriculum. Assignments, assessments, and instruction are provided by a credentialed teacher who meets with students and parents on a regular basis. Contact the school secretary or the district office for further information.

## KEEPING INFORMED AND GETTING INVOLVED

Our schools have a tradition of active parent involvement and support as it is an essential element in keeping a strong school culture. Informed and involved parents also are able to support their children's education beyond the classroom. There are a variety of ways to learn more about the school and its programs and many ways to be involved listed below:

- **Back to School Night** is held each fall for parents. Each teacher offers a 10-minute presentation on the grade level curriculum, homework, and expectations for the school year.
- **Open House Night** is held each spring. Students and their parents are invited to visit the classroom to see the many projects, artwork, and writing examples accomplished during the school year.
- **Parent Workshops** are offered during the year. Trainings are held to provide parents with specific information about curriculum and working with the child at home. Fliers are sent home announcing the workshops.
- **Title I** parent meetings are held each year for parents of students receiving Title I assistance. Parents receive information about the program and ideas for helping students at home. An opportunity for parents to suggest program improvements is provided.
- **ELAC (English Language Advisory Committee)** meetings are held throughout the year. Parents of English Learners are given information about the English Learner program and asked for their suggestions for program improvements.
- **DAC (District Advisory Council)** meetings are held with representatives from each school Parent Teacher Organization, Booster Clubs, ELAC, and PTO (Parent Teacher Student Organization). The district superintendent and principals attend the meetings to share information and receive suggestions for program improvement from parents.

### INFORMATION SENT HOME:

- **School Calendar:** The calendar for the year with holidays, minimum days and first and last day of school is sent to each parent at the beginning of the new school year. Additional copies are available on our school website.
- **Cafeteria Menu:** A menu is sent home each month and also available to view on our school website.
- **Parent Rights:** A summary of parent rights based on state and federal laws are sent home to parents each fall.
- **Website:** Important dates, public documents, and additional information are available at the district's website.

### ADDITIONAL AVAILABLE DOCUMENTS

The following documents are available online, for a small copying fee, or free checkout from the school office:

- **Local Control Accountability Plan (LCAP)** – A document that includes achievement data and identifies the district's goals, planned actions, and expenditures to improve student outcomes.
- **School Curriculum Plan** – Provides detailed information about the curriculum, assessments, and annual improvement goals.
- **School Plan for Student Achievement (SPSA)** – A description of planned actions, and expenditures to achieve district and schools goals. The SPSA is based on an analysis of achievement data, parent and student survey data, and is approved by the School Site Council.
- **School Accountability Report Card** – Provides specific information about the school and district including standardized testing information, teacher training, and school safety policies and practices. Available on the school website or through the school office.
- **District/School Safety Plan** – Provides information about safety procedures and safe school climate. Available on the District/school website.
- **Retention/Promotion Policy** – Provides information about the guidelines for promotion and retention.
- **Uniform Complaint Procedures** – The school district has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs. Information about the complaint policies is available including complaints concerning schools, school personnel, and complaints about state and federal programs such as special education and Title I. You may contact the District Office at 269-0750 to obtain a copy of the district's complaint procedures.

## **ORGANIZATIONS AND COMMITTEES**

The organizations listed below meet each month with dates and locations of the meetings posted on the school website.

**Booster Club:** The Booster Club has a “Welcome Table” in the school MPR (cafeteria) on the first day of school. The Booster Club provides many services and funds that **go directly back to the school** to provide supplemental classroom supplies and materials, computers, computer software, fine arts programs, disaster preparedness supplies, P.E. equipment, assemblies, and library books. **All parents are encouraged to attend the monthly meetings.**

**School Site Council (SSC):** This is an elected committee made up of 5 parents and 5 school staff (plus alternates). The committee oversees the development of the School Plan for Student Achievement, annual school improvement goals, and the use of school funds for special programs. All parents are welcome to attend the monthly meetings to learn more about school programs and funding. The agendas are posted at the school office.

**English Learner Advisory Committee (ELAC):** Each California Public School from Kindergarten through grade 12, with 21 or more English learners must form a functional English Learner Advisory Committee (**ELAC**). The **ELAC** is a committee for parents or other community members who want to advocate for English Learners.

## **VOLUNTEER OPPORTUNITIES**

Parents and community members who volunteer under or outside the direct visual supervision of a credentialed employee **must** be fingerprinted through the district office to provide protection for all students. **All volunteers** are reminded that confidentiality of information concerning children, teachers, parents, or other school staff is expected.

**Volunteer Orientation:** Parents are invited to attend a two-hour orientation. Parents learn to use equipment such as copy machine, laminating machine, and Ellison lettering machine. They learn to provide assistance with computers, and ways to help the teacher and students. They learn about specific guidelines for volunteers. **Parents who volunteer on a regular basis must have TB test results on file in the health office.**

- **Classroom Volunteers:** Many teachers encourage parents to volunteer in the classroom. Parents may help with materials preparation, clerical tasks, producing class newsletters, and tutoring students. Many parents volunteer on a weekly basis. Volunteers must work under the direct visual supervision of the teacher at all times.
- **Career Presentations:** Many parents volunteer to give classroom presentations to teach students about their chosen career. They bring in equipment and materials used in their job and tell children how they use math, reading, writing, science, and technology daily in their careers. Contact your child’s teacher for more information.
- **Special Talents and Resources:** Parents are encouraged to share their special talents. Some parents offer classroom presentations on art, music, science, or information about their culture or language. Contact your child’s teacher or the principal.
- **Work at Home Volunteers:** Parents who are unable to be at school during the day often volunteer to do projects for the classroom such as materials preparation at home. Contact your child’s teacher or principal.
- **Library Volunteers:** Volunteers can provide valuable assistance in the library mending books, shelving returned books, and helping to set up displays. Contact the principal.

## **IF YOU HAVE A CONCERN**

If you have a concern or need information, please contact the person with responsibility in the area of your concern. Please use the guidelines below to identify the person to contact:

**Contact the teacher if you have questions about:**

- Your child’s progress
- Your child’s social/emotional adjustment to school
- Problems with homework
- Classroom instruction
- Classroom discipline
- Volunteering in the classroom



**Contact the Principal if you have questions about:**

- General instructional program
- General operation of the school
- School-wide activities
- School safety issues
- School discipline policies
- Special program placement
- Requests for assessment or special services
- Your child’s school records
- Classroom placement information
- Discipline problems at the bus stop or on the way to/from school
- Playground problems

**Contact the Transportation department (269-5802) if you have questions about:**

- Bus stop concerns
- Bus schedule questions
- Bus discipline problems
- Bus passes and fees

**UNIFORM COMPLAINT PROCEDURES**

The school district has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs. You may contact the District Office at 269-0750 to obtain a copy of the district’s complaint procedures.

**CIVILITY POLICY**

AADUSD’s Board Policy 1313 states “promotes mutual respect, civility and orderly conduct among district employees, parents, and the public.” The policy further states that if any individual disrupts or threatens to disrupt school or office operations, the person will be directed to leave the school or school district property. A member of the public who uses obscenities or speaks in a demanding, loud, insulting or demeaning manner will be calmly admonished to communicate civilly. If corrective action is not taken by the abusing party, the district employee will verbally notify the abusing party that the meeting or telephone conference is terminated and if the meeting is on district premises, the offending person will be directed to leave promptly.

California Education Code 44811 and Penal Codes 415.5 and 626.7 make it a misdemeanor if the person re-enters any district facility within 30 days after being directed to leave or within seven days if the person is a parent/guardian of a student attending that school. Law enforcement may be notified if the individual refuses to leave upon request or returns before the applicable period of time.

A copy of the complete Civility Policy is available from the school or district office.

**STUDENT EXPECTATIONS**

**DRESS CODE**

Dressing appropriately for school enhances the success of both the individual student and the school. Although the primary responsibility for the appearance of students rests with the parents and the students themselves, the school has an obligation to require dress that does not disrupt educational and campus programs and complies with sound health and safety practices. Dress code compliance is monitored throughout the day by all staff members. If a student wears inappropriate clothing to school, they will contact parent to bring a change of clothing and/or PE clothes will be worn. Students may have their original clothing back when the borrowed clothing is returned clean to the office.

Clothing must not be distracting to the educational environment. High Desert Administration reserves the right to determine whether an item of clothing is INAPPROPRIATE or overly DISTRACTING for school.

- Shorts, skirts, and dresses must be mid-thigh or middle-finger length when arms are extended at the side
- Leggings and yoga pants may not be worn unless a tunic style shirt is worn that is mid-thigh or middle-finger length. Tights are not to be worn as pants, but may be worn under skirts or shorts. Absolutely no fishnets.
- Pants must be worn at the waist and may not be excessively baggy or sagging.
- Midriffs, and backs must be completely covered. At least 3 inches of the shoulders must be covered at all times.
- Clothing must conceal all undergarments. No halter tops, spaghetti straps, off the shoulder, low-cut or see-through tops are permitted.
- Clothing must not have holes or tears.
- No backless shoes, open toed shoes or flip flops are permitted on campus.
- Beanies, hats and sunglasses may be worn **outside only**.
- Baggy, oversized shirts are not permitted.
- Shirts may be no longer than fingertip length with arms extended at the side.
- No belt buckles with initials, inappropriate or gang-related symbols are permitted.
- Bandanas, heavy chains, wallet chains, jewelry with spikes, or other dangerous items are not permitted on campus.
- Pajamas, sleepwear/blankets, and slippers are not to be worn to school.
- Students are not to write on their own or others' bodies, clothing or backpacks.
- Clothing and jewelry shall not have writing, pictures or any other insignia that are crude, vulgar, violent, profane, sexually suggestive, representative of death, or that advocate racial, ethnic, or religious prejudice, that promote drugs, alcohol, tobacco, weapons, anti-social or gang activity.

Students who fail to comply with the dress code policy will be required to call home and have appropriate attire brought to school or may be required to change into their P.E. uniform. Repeat dress code violations will result in disciplinary consequences.

**Campus Dress Code Policy is subject to change at any time, especially in an effort to keep up with contemporary changing fashions.**

#### **SCHOOL MEALS - BRUNCH AND LUNCH**

Students may bring their own lunches or purchase a lunch for approximately \$3.00 through food services. Free or reduced price meals are available for eligible students whose parents submit a School Meal Program application. Eligibility is determined annually and is confidential information. Monthly meal menus are available on our school website. High Desert is a closed campus, so students may not go home for lunch.

#### **MEDAL OF HONOR**

High Desert and the Acton-Agua Dulce Unified School District promote the Medal of Honor Program. All High Desert students are encouraged to make ethical choices based on the Medal of Honor Program and the Core Values of the District. The core values of the District are: Excellence, Integrity, Courage and Respect.

#### **CLEAN CAMPUS**

Each individual on campus is expected to throw away his/her own trash in a trash can. Please be responsible and do your part to keep High Desert beautiful by not littering!

#### **CONDUCT AND DISCIPLINE**

It would be impossible to list all the rules that students are expected to follow. We are a school with many students attempting to get an education in the most enjoyable manner possible. This means students must consider the rights and feelings of others. Students must follow the directions of all school employees at all times.

Following are five basic expectations that we adhere to at High Desert:

1. Students must be on time and in their seat with required materials when the bell rings.
2. Eating or drinking is not permitted in class and **chewing gum is never permitted** on the school campus.
3. Damage or destruction of school or private property is not permitted. Monetary restitution will be required.
4. Rudeness, profanity, vulgarity, and obscene gestures will not be tolerated.
5. Any action, item, or clothing that is unsafe or that disrupts school activities is unacceptable.

We also expect students to:

- Show respect and appreciation for all

- Call each person by their given or preferred name only
- Keep hands, feet and objects to themselves
- Stop gossip
- Always use attentive listening

Discipline consequences range from warnings, brunch/lunch detention, after-school detention, class suspensions, loss of privileges, litter pick-up, in and out of school suspensions, and expulsion.

### **GUM**

Gum is **never** permitted on campus, either during or outside of class.

### **HALL PASSES**

Students are required to carry a pass whenever they are out of the classroom during class time.

### **LOSS OF PRIVILEGE**

Students who have discipline problems, such as repeated office referrals, detentions, or suspensions will be placed on the Loss of Privilege (LOP) list by the Principal. Students on this list will be excluded from dances and other activities.

### **LOST AND FOUND**

There is a lost and found area in the main office. If a student has lost an item, students are encouraged to talk to the secretaries in the main office. The lost and found gets emptied at the end of each semester. Any items not claimed by the specified date are donated to charity. **High Desert is not responsible for lost items.**

### **RESTROOMS**

Restrooms are to be used only for their intended purpose. Loitering or engaging in horseplay or other inappropriate behavior in and around the restrooms is not allowed, and can result in disciplinary action.

### **TEXTBOOKS, LIBRARY BOOKS, AND SCHOOL PROPERTY**

Textbooks cost an average of \$350 per pupil in grades six through eight. Textbooks, library books, and school materials are on loan to students by the taxpayers. Report cards must be held until all books and materials have been returned or paid for.

**Students have the following responsibilities:**

- Inspect each textbook within 24 hour of receiving it and report any prior damage to the school office.
- Cover each textbook within 24 hours of receiving it.
- Keep books clean and in a safe place.
- Turn in textbooks and library books on time.
- Pay for damaged or lost books and materials.

### **PERSONAL PROPERTY THEFTS**

Students are encouraged to keep personal belongings and textbooks at home. During physical education class time, students must lock valuables in the P.E. lockers. Backpacks should never be left unattended, especially at brunch and lunch. **The school is not responsible for lost or stolen items.**

### **SAFE SCHOOL**

Upon arrival at school, students are to enter campus and may not loiter outside the gates. Students may not leave campus during school hours without written permission obtained in the Office. Scooters and skateboards are prohibited on campus at all times. There is no on-campus supervision provided before 7:20 a.m. or after 2:15 p.m. On minimum days, students are dismissed at 11:55 AM, and supervision ends at 12:05 p.m.

The behavior of students shall promote a safe environment at all times. Actions, gestures, and language (both spoken and written) shall not be disruptive to a safe and orderly school. Anti-social activities or displays (buttons, backpacks, etc.) of students at school, or to and from school, such as hazing, fighting, or violent horseplay are not permitted. Students who are angry with, or fearful of, another student are directed to report to the office to seek mediation for their problems. Conflicts shall be resolved in a non-physical manner under the supervision of an adult and away from other students. Do not attempt to settle emotionally charged differences on campus.

If you are aware of a weapon, drugs, or other items of concern on campus, please report them to the office immediately.

Approaching another student on campus for the purpose of obtaining goods or money is prohibited and illegal. “Tagging” or graffiti of any sort on personal or school property is prohibited and illegal.

Items such as toys, games, playing cards, skates, skateboards, liquid correction fluid, permanent markers, balloons, flowers, squirt guns, aerosol sprays, laser pens or pointers, pointed scissors, cigarette lighters, matches, sunflower seeds, or stuffed animals, etc. are not permitted on campus. Gambling of any sort, including coins or cards, is prohibited. Any flowers or balloons delivered to school will remain in the office until the end of the day. Students should avoid bringing iPods, Game Boys, or other electronic devices to school as they are not allowed to be used on campus at any time. If they do, the items must not be visible or turned on while the student is on campus, or they will be subject to confiscation. Visible headphones also will be confiscated. School personnel are not responsible for loss or theft of such items and parents may be asked to retrieve these items from the office.

### **BULLYING**

(SEE APPENDIX E and F)

### **SALES ON CAMPUS**

Students are not allowed to sell or trade anything on campus without proper authorization. Unauthorized items being sold or traded will be confiscated. Appropriate discipline will be administered.

### **SEXUAL HARASSMENT**

The Acton-Agua Dulce Unified School District will maintain a learning and working environment that is free from sexual harassment. Sexual harassment is a form of sexual discrimination under Title IX of the Education Amendments of 1972 and is prohibited by both federal and state law. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature when made by a member of the school staff to a student, or to another staff member, or when made by a student to another student or staff member, or when submission to the conduct is a condition of receiving benefits in employment or academic status, or is sufficiently severe or pervasive enough to create an intimidating, hostile, or offensive working or learning environment. Any student who feels that he/she is being harassed should immediately contact a teacher, or administrator to discuss the complaint. Parents/Guardians, students, teachers, and staff can do a great deal to eliminate sexual harassment by behaving in ways that model and encourage respect for all individuals.

### **SMOKING, NARCOTICS, ALCOHOL**

Smoking and/or possession of tobacco are not permitted on or near the school grounds or at school activities (on or off campus). Penalties may include suspension, and/or a citation from law enforcement.

Use or possession of narcotics, narcotics paraphernalia, or alcohol on school premises or on the way to or from school; or appearing at school or school functions under the influence of narcotics or alcohol will result in an immediate suspension from school and as well as the possible arrest and/or citation from the Sheriff.

### **SUPPLIES**

Students should bring appropriate school supplies including paper, pen, and pencil to school each day, so that they do not disrupt class by borrowing from others. Parents/Guardians who have a financial problem purchasing these supplies should call the teacher and/or Principal. Students may speak with their teachers or Principal at any time if they need help with supplies.

### **TRANSPORTATION**

- If your child is walking, PLEASE discuss safe routes to school and pedestrian traffic laws. We encourage you to walk the route with your child.
- Please discourage your child from visiting the AM/PM gas station unsupervised before or after school.
- Students must wear bike helmets when riding their bikes and skateboards. Because of the busy traffic in front of the school, bicycles, scooters, and skateboards must be walked onto the school campus. Bicycles must be parked in the bicycle rack located in front of the school office, and locked. Scooters and skateboards are to be left in the school office. Students must walk their bikes, scooters, and skateboards off campus. Failure to follow these rules will result in the loss of the privilege to ride a bike, scooter, or skateboard to school.
- BUS RULES - All school rules apply to the time students are waiting for or are on the school bus.

### **DISCIPLINE CONSEQUENCES**

School staff must hold students to a strict account for their conduct on the way to and from school, in the classroom, and on campus during brunch and lunch. (Ed. Code 55807) Teachers, principal, and the transportation department all use a progressive discipline system. The teacher, principal or principal's designee may issue consequences including the following:

1. Time out in the classroom, or in another classroom
2. Loss of a privilege
3. Copy school rules or behavior expectations.
4. Community service during break or lunch (pick up trash, etc.)
5. Detention during break and lunch for a period of time
6. Detention outside of school hours with prior notification of parent
7. Confiscation of an unauthorized item
8. Suspension from class (Teacher) or school (Principal)
9. Expulsion from school (District Expulsion Panel and Board of Trustees)

### **STUDENTS' DUE PROCESS PROCEDURES**

1. Students are made aware of the school and classroom rules.
2. When a student uses inappropriate behavior in the classroom and has been reprimanded for the third time during a day, the parent is contacted by note or phone.
3. Continued misbehavior after two parent contacts may result in a referral to the office where the student will receive consequences.
4. An immediate office referral will be made anytime a student's behavior involves severe disruption of the classroom, defiance or disrespect, profanity, theft, injury or endangerment to himself or others.
5. Office referrals are recorded on the student's discipline record.
6. Severe behavior or behavior which has not changed after other consequences have been used may result in suspension or expulsion from school.

### **CONFISCATED ITEMS**

When school staff must take an item away from a student for safety or other reasons, the parent of the child may pick up the item from the classroom teacher or the school office within ten school days. Items will not be held more than a week after the end of the school year. All items not picked up within the designated time period will be discarded.

### **DETENTION OUTSIDE OF SCHOOL HOURS**

Students may be given detention for violating classroom or school rules or for incomplete assignments. Teachers and the principal have the authority, granted by the California Education Code, to detain a student for up to one hour after school. Parents will be given 24 hour notice of an after school detention. Detention has a priority over any other school activity (basketball practice, etc.).

<b>HIGH DESERT SCHOOL DISCIPLINE CHART</b>			
<b>VIOLATIONS</b>	<b>Ca. Ed. Code- Penal Code</b>	<b>Minimum</b>	<b>Maximum</b>
Academic Fraud	48900 (k)	Zero on assignment and during school detention	5-day off-campus suspension, recommendation for possible expulsion.
Assault: Caused or attempted to cause physical injury	48900 (a)(1)(2)	Suspension, recommendation for possible expulsion, referral to Sheriff.	Expulsion
Alcohol Possession/Use	48900 (c)	Suspension, completion of alcohol diversion plan.	5-day off-campus suspension, recommendation for possible expulsion.
Bullying/cyber-bullying	48900 (r)	Suspension.	5-day off-campus suspension, recommendation for possible expulsion.

Cheating: copying, talking or sharing answers on a test.	48900 (k)	Parent, teacher, student conference. Possible reduction of overall class grade. Score of "0" on assignment.	5-day off-campus suspension, recommendation for possible expulsion.
Closed Campus Violation – Truant	48262	Parent conference, detention and/or Citation	5-day off-campus suspension, Parent contacted. Citation.
Disrespect/Defiance – Refusal to obey	48900 (k)	Detention	5-day off-campus suspension, recommendation for possible expulsion.
Dress and Appearance Violations	35183	Warning/parent notification, clothing change correction	5-day off-campus suspension, recommendation for possible expulsion.
Dress and Appearance Gang Attire	48900 (k)	Warning/parent notification, clothing change correction and up to 1-3 day off-campus suspension.	5-day off-campus suspension, possible alternative placement.
Drug Paraphernalia	48900 (j)	Suspension, referral to substance abuse counselor. Mandatory alternative placement.	5-day off-campus suspension, recommendation for possible expulsion.
Drug Possession/Use	48900 (c)	Suspension, referral to substance abuse counselor and Sheriff. Mandatory alternative placement.	5-day off-campus suspension, referral to substance abuse counselor and Sheriff. Mandatory alternative placement. Recommendation for possible expulsion.
Explosives (including cigarette lighters, matches, firecrackers, smoke bombs, incendiary devices, etc.	48900 (b)	1-5-day off-campus suspension, possible referral to Sheriff.	5-day off-campus suspension, referral to Sheriff.. Recommendation for possible expulsion.
Extortion	48900 (e)	5-day off-campus suspension, referral to Sheriff. Recommendation for possible expulsion.	
Failure to possess a valid HDS Student ID Card	48900 (k)	After school detention and parent contact.	5-day off-campus suspension and parent conference
Failure to complete assigned disciplinary consequence – after school detention, Saturday School, etc.	48900 (k)	1-5-day off-campus suspension and parent contact.	5-day off-campus suspension and parent conference
False Fire Alarm	48900 (k)	5-day off-campus suspension, referral to Sheriff. Recommendation for possible expulsion.	
Fighting (Mutual Combat or Physical Injury	48900 (a)	5-day off-campus suspension, referral to Sheriff.	5-day off-campus suspension, referral to Sheriff. Recommendation for possible expulsion.

Forgery/Altered Notes /Impersonation/Lying	48900 (k)	After school detention	5-day off-campus suspension, parent conference. Recommendation for possible expulsion.
Gambling-Possession of gambling material	48900 (k)	After school detention or 1-3 day off campus suspension in aggravated cases.	5-day off-campus suspension, referral to Sheriff. Recommendation for possible expulsion.
Graffiti/Tagging	48900 (f)	Erasable markings, personal property, must clean and restore to original condition, Saturday School, parent contact and/or referral to Sheriff.	Significant damage, 5-day off-campus suspension, referral to Sheriff. Recommendation for possible expulsion. Financial restitution.
Hate Violence/ Harassment, Intimidation	48900 (a)	5-day off-campus suspension, referral to Sheriff. Recommendation for possible expulsion.	
Inappropriate use of computer and computer technology	48900 (k)	Loss of computer privileges	5-day off-campus suspension, referral to Sheriff.. Recommendation for possible expulsion.
Inciting student unrest (including gang activity, verbal altercation or fighting words)	48900 (k)	1-5-day off-campus suspension and parent contact.	5-day off-campus suspension, parent conference. Recommendation for possible expulsion.
Littering	48900 (k)	After school detention	5-day off-campus suspension, referral to Sheriff.. Recommendation for possible expulsion.
Loitering, off limits area, out of class without a pass.	48262	Warning and/or after school detention	5 day off-campus suspension. Citation. Recommendation for possible expulsion.
Possession of laser pointer or shocker	48900 (k)	Items confiscated and returned to parent/guardian	5-day off-campus suspension, parent conference, recommendation for possible expulsion.
Profanity, vulgarity, obscenities	48900 (i)	Warning, after school detention and parent contact.	
Property damage	48900 (f)	Suspension, financials restitution, referral to Sheriff.	5-day off-campus suspension, referral to Sheriff's Office. Recommendation for possible expulsion.
Public display of affection	48900 (k)	Warning, and/or parent contact	5-day off-campus suspension, parent conference.
Robbery	48900 (e)	Suspension, referral to Sheriff. Recommendation for expulsion.	
Sexual Harassment	48900 (i)	Suspension, parent contact, referral to Sheriff.	5-day off-campus suspension, referral to Sheriff.

		Recommendation for possible expulsion alternative placement.	Recommendation for possible expulsion.
Smoking, possession of tobacco products	48900 (h)	Suspension, parent contact	5-day off-campus suspension, referral to Sheriff.. Recommendation for possible expulsion.
Theft, receiving stolen property	48900(g)	Suspension. Referral to Sheriff. Restitution	5-day off-campus suspension, referral to Sheriff.. Recommendation for possible expulsion.
Theft, receiving stolen property – Cafeteria/Snack Bar	48900 (g)	Suspension. Referral to Sheriff. Restitution	5-day off-campus suspension, referral to Sheriff, parent conference. Recommendation for possible expulsion.
Truant – Unexcused absence including P.E. roll no-show	48262	Parent contact. Possible citation.	Parent contact, Saturday School, citation, referral to Community Attendance Worker, School Attendance Review Team (SART) and possible alternative placement.
Weapons, possession of (knives, firearms, replicas, clubs, or similar type items.)	48900 (b)	Suspension, referral to Sheriff, recommendation for expulsion.	

**COMMUNICATION**

**CALENDAR OF EVENTS**

Each year students will receive an annual calendar of the dates and events planned for that school year. The calendar is also posted online on our school website. The district and school occasionally send out automated phone messages. Please check our website frequently for up-to-date information.

**WEEKLY NEWSLETTER**

A weekly Newsletter is emailed to parents and staff of the upcoming week’s events. Copies of the newsletter are available in the administration office

**MORNING ANNOUNCEMENTS**

HD TV keeps students and teachers informed of happenings at High Desert. All students should listen carefully to public address or TV announcements to stay informed. Students should ask their teacher for clarification of any announcements they do not understand or have missed.

**MESSAGES AND PACKAGES**

The office cannot handle requests to deliver items to students. We do not have staff available to deliver messages, money, lunches, P.E. clothes, homework, etc. The student can learn important lessons about responsibility if the parent does not deliver forgotten items to school. Balloons, flowers, and gifts are not allowed to be delivered to school.

**PARENT-TEACHER COMMUNICATION**

Parents/Guardians should contact the school when the need arises. Parents/Guardians may email teachers through the website. If a parent calls to speak with a teacher during the school day, the office will leave the teacher a message to return



the call. If a parent wants a conference with a teacher or principal, he/she should call for an appointment. Teachers' schedules do not allow for drop-in conferences.

## PLACES OF ASSISTANCE

### **ADMINISTRATIVE OFFICE**

The principal is responsible for management of all instructional programs, counseling services, school safety and discipline, student activities, personnel, school budget, and facilities. The principal is also able to assist students and parents with any school-related issues.

### **“WE TIP”/Incident Statement**

The “WE TIP because we care about our school” program was developed by the HDS students to accomplish two important things:

1. To assure the rights of all students to have a safe environment in which to learn and socialize.
2. To keep our campus clean, attractive, and in good condition.

The “WE TIP”/Incident Statement forms are available in all classrooms and in the school office. Any student who actually witnesses a student mistreating another student on the school campus may fill out a form and turn it in to a teacher or put it in the “WE TIP” box in the school office. All “WE TIP”/Incident Statement information will be investigated confidentially by the Principal. Any student found submitting false information will receive appropriate consequences.

### **LIBRARY**

Our school library is stocked with recreational reading books as well as books to help students with school assignments. The teacher is available to assist students with finding and checking out books when visiting as a class. Students should take advantage of our Accelerated Reading Program and take tests to earn points for awards. The library is normally open every day from 9:00 a.m. – 12:30 p.m., which includes brunch and lunch reading.

### **BOOSTER CLUB**

The HDS School Booster Club was formed to support students and staff at High Desert School. The club supports field trips, student store, P.E. uniforms, school dances, classroom activities, and end-of-the-year activities. Parents are always welcome to help with any of our events. Meetings are held the first Wednesday of every month.

## CLUBS AND ACTIVITIES

### **HAND BELLS**

A handbell choir or ensemble that rings recognizable music with melodies and harmony. Bells are arranged chromatically on foam-covered tables; these tables protect the bronze surface of the bell, as well as keep the bells from rolling when placed on their sides. A handbell ensemble acts as one instrument, with each musician responsible for particular notes, sounding his or her assigned bells whenever those notes appear in the music.

### **A.V. DANCING FEET**

The ballroom dance program is an after school program focusing on etiquette, good manners, history of dance, dance fundamentals and drills. This program is available to public, private and home-school programs in grades 5 through 8 in the Antelope Valley. Our Mission is to promote social and life skills in children through ballroom dance. Dancing Feet focuses on building self-esteem, confidence, character, pride, teamwork and interaction with adults and peers. These skills are provided through social ballroom dance. The Dancing Feet Youth Ballroom Dance Program culminates in a spring competition where middle schools throughout the Antelope Valley.

### **SCIENCE OLYMPIAD**

Science Olympiad is an American team competition in which students compete in 23 events pertaining to various scientific disciplines, including earth science, biology, chemistry, physics, and engineering. Over 7,800 middle school and high school

teams from 50 U.S. states compete each year.

### **ATHLETICS**

HDS participates in the Silver League, a league of small middle schools which include Challenger Middle School, California City Middle School, Mojave Middle School, SOAR Prep. Academy, and Knight Prep. Academy. Students in 5th through 8th grades will have the opportunity to play Volleyball, Cross Country, Soccer, Basketball, and Track against other small middle schools within the Silver League. Each season is approximately 5 weeks long culminating to a championship tournament. An HDS student-athlete must have a **minimum of a 2.0 GPA**, have no more than 2 Fs, and pass a behavior check. Students who do not have a 2.0 GPA are not allowed to participate in competition but may practice with the team, pending coach's approval.

### **DANCES AND ASSEMBLIES**

The Booster Club plans dances for High Desert students. There are three school dances during the year. All school rules apply to these dances and only High Desert students meeting academic and behavioral are allowed to attend. **Student ID cards and a ticket are required to enter the dance.** Dances are held in the MPR beginning at 5:30 p.m. and ending at 8:00 p.m.

Parents/Guardians will be called to come and pick up students unable to follow school rules and appropriate dance behavior. Parents are required to personally pick up their child in the MPR at the conclusion of the dance. Students are only permitted to leave the MPR with an adult. Students not picked up by their parents by 8:30 p.m. will be turned over to the local sheriff. Our Booster Club provides chaperones, decorations, refreshments, and music for all the dances.

Students attending assemblies are to behave in a courteous manner and follow directions of teachers and others in charge. Poor manners and inappropriate behavior will result in removal from the assembly and possible elimination from subsequent activities.

### **SEMESTER AWARDS CRITERIA**

- Principal's Scholar – GPA of 4.0 or above
- Scholar Criteria – GPA of 3.75 – 3.99
- Commended Student Criteria – GPA of 3.5 – 3.74
- Perfect Attendance - Given monthly in homeroom and at Semester assemblies
- Accelerated Reading 100 Point Club and 200 Point Club – 100% or 200% of AR point goal
- STAR Reading and STAR Math Growth Awards – Growth of greater than 1 Percentile Rank or Grade Equivalent for months in school

### **7th/8<sup>th</sup> GRADE SUSTAINED SILENT READING**

There is a built in time each day for 7<sup>th</sup> and 8<sup>th</sup> graders that provides opportunity for sustained silent reading. Language Arts classes have individualized reading goals for students based on reading levels. Students are required to have their book with them each day for this sustained silent reading period.

### **SCHOOL IDENTIFICATION CARDS**

Each student will receive a school identification card with the student's picture on it. Students are required to carry their identification card at all times. The card may be used to admit the student into school activities and may be requested to be seen by any school personnel. The card will be required for admission into the library and computer lab. The cost for replacement of a lost or stolen card is \$10.00.

## **ELIGIBILITY FOR EXTRA- CURRICULAR AND CO-CURRICULAR ACTIVITIES**

Special instructional and extra-curricular activities are an important part of High Desert School's campus life. However, in order to participate in these activities students must first fulfill their academic and citizenship responsibilities. Consequently there are eligibility requirements for participating in certain campus activities. For some campus activities, like Career Day, there are no eligibility activities because the activity directly supports academic or college preparatory instruction.

Instructional activities may be defined as any activity that enhances the learning of instructional objectives and that may take

place inside or outside the instructional class hours. Extra-curricular activities are those activities that do not take precedence in importance over learning instructional objectives, but do enhance campus life for students and staff. These activities may occur inside or outside the instructional class hours. Extracurricular activities are subject to eligibility criteria.

It is the intent of the High Desert School staff, through these eligibility requirements to help provide students with a fair and consistent policy. By this means, we hope to teach a set of standards for academic performance and citizenship, not the least of which is that rights and responsibilities go hand in hand.

**Questions?**

Please call the school office (269-0310) and we will be happy to help you locate the information you need.



# HIGH DESERT SCHOOL

## SIGNATURE PAGE

Directions: Student and parent/guardian please read the following statements and the attached *High Desert School Student/Parent Handbook for 2019-2020*. Please sign and date this Signature Page and return it to your homeroom class.

### **STUDENT**

I received the *High Desert School Student/Parent Handbook for 2019-2020*.

I have read and I understand the contents of this handbook.

I understand my responsibilities as a student enrolled and attending High Desert School.

I accept the responsibility to conduct myself in an appropriate, educationally productive and studious manner.

I understand that if I have any questions concerning the contents of my handbook, or anything else associated with my education, I will ask a school official for clarification.

I have presented this handbook to my parent/guardian for review.

PRINT STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

**PARENT/GUARDIAN**

I have read the High Desert School Student Handbook for 2019-2020 and I understand the contents of this handbook.

I understand that my son/daughter attending High Desert School is responsible for complying with the policies, procedures, rules and responsibilities stated in *High Desert School Student/Parent Handbook for 2019-2020*.

PRINT PARENT/GUARDIAN NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_

## Appendix A. CCSS Anchor Standards

### College and Career Readiness Anchor Standards

The K-12 Common Core standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

READING	WRITING	SPEAKING AND LISTENING	LANGUAGE
<b>Key Ideas and Details</b>	<b>Text Types and Purposes**</b>	<b>Comprehension and Collaboration</b>	<b>Conventions of Standard English</b>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>Knowledge of Language</b>
<b>Craft and Structure</b>	<b>Production and Distribution of Writing</b>	<b>Presentation of Knowledge and Ideas</b>	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<b>Vocabulary Acquisition and Use</b>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Integration of Knowledge and Ideas</b>	<b>Research to Build and Present Knowledge</b>		6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <sup>8</sup>	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Writing</b>		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

<sup>8</sup>Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

<sup>\*\*</sup>These broad types of writing include many subgenres. See Appendix A for definitions of key writing types (found at [corestandards.org](http://corestandards.org)).

## Appendix B. Homework Policy

Homework is the time students spend outside the classroom on assigned activities to practice, reinforce, or apply acquired skills and knowledge.

### **Homework Philosophy**

The purpose of homework is to provide time for each student to review essential skills and information taught during class time. Homework also teaches students important study habits including organization, time management, and practice. The district has stated guidelines for the amount of time students at each grade level should spend on homework. The times given below are for the average student. Some students may need more than the allotted time to complete assignments and others a bit less.

Homework presents an opportunity for students to: A) prepare for new topics, B) practice skills, C) elaborate on introduced material, and D) show progress towards mastering Common Core State Standards. Homework affords the teacher an opportunity to determine if students have a grasp for the subject being taught; it affords the students an opportunity to test their understanding of the material taught.

AADUSD encourages the assignment of homework and expects the work to be done by the students and used by the teachers as a part of the evaluation of students' academic progress and wishes parents to be aware of this philosophy along with the following guidelines and procedures.

Grade 5	Grade 6	Grade 7-Grade 8
40 - 50 minutes total	60 – 75 minutes total	75 – 90 minutes total

Teachers work together to ensure homework assignments do not surpass the suggested grade level time frame.

### **Responsibilities**

#### **Students will:**

- accurately record homework assignments including instructions
- ask questions when necessary to clarify assignments
- plan time for completing assignments at intended depth
- complete required homework each night (additional time with AP classes)
- turn in neat, accurate, and meaningful products on time
- request and complete homework assigned while absent

#### **Parents/Guardians will:**

- provide a suitable place for study: well lit, free from distractions, adequately supplied
- actively help cultivate effective academic routines and study habits
- teach time management skills, especially for long term assignments
- demonstrate a genuine interest in homework content
- empower students to seek own solutions to challenging assignments, and avoid providing direct answers when possible
- support students in obtaining make-up work due to absences
- ensure that students have adequate school supplies (pen, pencil, paper, notebook) on a daily basis
- contact teachers by letter, phone, or email when they have a concern regarding student assignments

#### **Teachers will:**

- openly and publicly state homework assignments with clear, concise directions
- allow time for student to ask clarifying questions on the nature of assignments
- remain sensitive to the availability of materials and provide alternate options when needed
- ensure that students know the make-up homework policy when absent
- maintain a clear and careful record of all graded homework done by students
- give timely and specific feedback on homework
- monitor and scaffold long-term assignments

## Appendix C. Student/Parent/ School Compact of Rights and Responsibilities

### STUDENTS

#### Rights

- To remain enrolled in school until removed under due process conditions as specified in the Education Code.
- To have access to school records upon reaching the age of sixteen.
- To be informed of school rules and procedures.

#### Responsibilities

- To attend class regularly and to be on time.
- To obey school rules and procedures.
- To respect the rights of school personnel and other students.
- To be prepared for class with appropriate materials and work.
- To help maintain a clean and orderly campus.

### PARENTS

#### Rights

- To be informed of district policy and school rules and procedures related to their children.
- To be informed of all facts and school action related to their children.
- To inspect their child's records with the assistance of a certificated staff member.

#### Responsibilities

- To visit school periodically and to participate in conferences with teachers, counselors or administrators on the academic and behavioral status of their children.
- To provide supportive action by making sure that children have enough sleep, adequate nutrition and appropriate clothing before coming to school.
- To maintain consistent and adequate control over their children.
- To be familiar with and supportive of district policies and school rules and procedures.
- To make certain their students attend school regularly.
- To model for students appropriate behavior, including working positively with school staff.
- To provide the school with accurate emergency information at all times.

### TEACHERS

#### Rights

- To expect students to behave in a manner that will enhance the learning of other students.
- To have parental support related to academic and social progress of students.
- To expect students to put forth effort and participate in class in order to receive a passing grade.

#### Responsibilities

- To inform parents through report cards, phone calls, emails and conferences about the academic progress, attendance and behavior of their children.
- To conduct a well-planned and effective instructional program consistent with district, school and departmental curriculum standards.
- To initiate and enforce a set of classroom regulations consistent with school and district policies, rules and procedures.

### ADMINISTRATORS

#### Rights

- To hold pupils to strict accountability for any disorderly conduct during the school day, at school-sponsored events or on their way to and from school.
- To take appropriate action in dealing with students guilty of misconduct.
- To recommend suspension, exemption, exclusion or expulsion as the situation demands.

#### Responsibilities

- To provide leadership that will establish and promote good teaching and effective learning.
- To establish, publicize and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship among students.

- To request assistance in matters concerning serious instructional, behavioral, emotional, health or attendance problems.
- To grant access to pupil records by parent/guardian or others with proper authorization.



Appendix D. Bell Schedule

**5<sup>th</sup> & 6<sup>th</sup> BELL SCHEDULE**

<b>5/6 Regular Schedule</b>		
<b>Time</b>	<b>Period</b>	<b>Min</b>
7:50-7:53	Announcements	3
7:53-9:15	Block 1	82
9:15-9:30	Break	15
9:35-11:00	Block 2	85
11:00-11:40	Lunch	40
11:45-2:05	Block 3	140

<b>5/6 Minimum Day Schedule</b>		
<b>Time</b>	<b>Period</b>	<b>Min</b>
7:50-7:53	Announcements	3
7:53-9:00	Block 1	67
9:00-9:15	Break	15
9:18-10:52	Block 2	94
10:52-11:22	Lunch	30
11:25-11:55	Block 3	30

<b>5/6 Spirit Rally Schedule</b>		
<b>Time</b>	<b>Period</b>	<b>Min</b>
7:50-7:53	Announcements	3
7:53-9:00	Block 1	67
9:00-9:15	Break	15
9:18-11:00	Block 2	102
11:00-11:40	Lunch	40
11:45-1:00	Block 3	75
1:05-2:05	Spirit Rally	60

## 7<sup>th</sup> & 8<sup>th</sup> BELL SCHEDULE

7/8 Regular Schedule		
Time	Period	Min
7:50-7:53	Announcements	3
7:53-8:41	Period 1	48
8:44-9:32	Period 2	48
9:32-9:47	Break	15
9:50-10:03	Reading	13
10:03-10:51	Period 3	48
10:54-11:42	Period 4	48
11:42-12:22	Lunch	40
12:25-1:13	Period 5	48
1:16-2:05	Period 6	49

7/8 Minimum Day Schedule		
Time	Period	Min
7:50-7:55	Announcements	5
7:55-8:25	Period 1	30
8:28-8:58	Period 2	30
9:01-9:31	Period 3	30
9:31-9:46	Break	15
9:49-10:19	Period 4	30
10:22-10:52	Period 5	30
10:55-11:25	Period 6	30
11:25-11:55	Lunch	30

7/8 Spirit Rally Schedule		
Time	Period	Min
7:50-7:53	Announcements	3
7:53-8:34	Period 1	41
8:37-9:18	Period 2	41
9:18-9:33	Break	15
9:36-10:17	Period 3	41
10:20-11:01	Period 4	41
11:04-11:45	Period 5	41
11:45-12:25	Lunch	40
12:28-1:00	Period 6	32
1:05-2:05	Spirit Rally	60

## Appendix E. Bullying

If you have a concern, need information, or need to report an incident please contact the school immediately in regards to all aspects of inappropriate behavior, harassment, or bullying.

### What is Bullying?

Bullying is when a person is picked on over and over again by an individual or group **with more power**, either in terms of physical strength or social standing.

Two of the main reasons people are bullied are because of **appearance and social status**. Bullies pick on the people they think don't fit in, maybe because of how they look, how they act (for example, kids who are shy and withdrawn), their race or religion, or because the bullies think their target may be gay or lesbian.

### Parents- Doing Your Part at Home- 5 Smart Strategies to Keep Kids from Becoming Targets

1. **Talk about it.** Talk about bullying with your kids and have other family members share their experiences. If one of your kids opens up about being bullied, praise him or her for being brave enough to discuss it and offer unconditional support. Consult with the school to learn its policies and find out how staff and teachers can address the situation.
2. **Remove the bait.** If it's lunch money or gadgets that the school bully is after, you can help neutralize the situation by encouraging your child to pack a lunch or go to school gadget-free.
3. **Buddy up for safety.** Two or more friends standing at their lockers are less likely to be picked on than a child who is all alone. Remind your child to use the buddy system when on the school bus, in the bathroom, or wherever bullies may lurk.
4. **Keep calm and carry on.** If a bully strikes, a kid's best defense may be to remain calm, ignore hurtful remarks, tell the bully to stop, and simply walk away. Bullies thrive on hurting others. A child who isn't easily ruffled has a better chance of staying off a bully's radar.
5. **Don't try to fight the battle yourself.** Sometimes talking to a bully's parents can be constructive, but it's generally best to do so in a setting where a school official, such as a counselor, can mediate.

### Parents- Teach Tolerance

Today, more than ever, kids interact with people of differing ethnicities, religions, and cultures. Classrooms are increasingly diverse, reflecting the communities where families live and work. Success in today's world — and tomorrow's — depends on being able to understand, appreciate, and work with others.

Things parents can do to help kids learn tolerance include:

- Notice your own attitudes. Parents who want to help their kids value diversity can be sensitive to cultural stereotypes they may have learned and make an effort to correct them. Demonstrate an attitude of respect for others.
- Remember that kids are always listening. Be aware of the way you talk about people who are different from yourself. Do not make jokes that perpetuate stereotypes. Although some of these might seem like harmless fun, they can undo attitudes of tolerance and respect.
- Select books, toys, music, art, and videos carefully. Keep in mind the powerful effect the media and pop culture have on shaping attitudes.
- Point out and talk about unfair stereotypes that may be portrayed in media.
- Answer kids' questions about differences honestly and respectfully. This teaches that it is acceptable to notice and discuss differences as long as it is done with respect.
- Acknowledge and respect differences within your own family. Demonstrate acceptance of your children's differing abilities, interests, and styles. Value the uniqueness of each member of your family.
- Remember that tolerance does not mean tolerating unacceptable behavior. It means that everyone deserves to be treated with respect — and should treat others with respect as well.
- Help your children feel good about themselves. Kids who feel badly about themselves often treat others badly. Kids with strong self-esteem value and respect themselves and are more likely to treat others with respect, too. Help your child to feel accepted, respected, and valued.
- Give kids opportunities to work and play with others who are different from them. When choosing a school, day camp, or child-care facility for your child, find one with a diverse population.
- Learn together about holiday and religious celebrations that are not part of your own tradition.
- Honor your family's traditions and teach them to your kids — and to someone outside the family who wants to learn about the diversity *you* have to offer.

When parents encourage a tolerant attitude in their children, talk about their values, and model the behavior they would like to see by treating others well, kids will follow in their footsteps.

### **Students What Can You Do if Your Feel You are Being Bullied**

- **Ignore the bully and walk away.** It's definitely not a coward's response — sometimes it can be harder than losing your temper. Bullies thrive on the reaction they get, and if you walk away or ignore hurtful emails or instant messages, you're telling the bully that you just don't care. Sooner or later the bully will probably get bored with trying to bother you. Walk tall and hold your head high. Using this type of body language sends a message that you're not vulnerable.
- **Hold the anger.** Who doesn't want to get really upset with a bully? But that's exactly the response he or she is trying to get. Bullies want to know they have control over your emotions. If you're in a situation where you have to deal with a bully and you can't walk away with poise, use humor — it can throw the bully off guard. Work out your anger in another way, such as through exercise or writing it down (make sure you tear up any letters or notes you write in anger).
- **Don't get physical.** However you choose to deal with a bully, don't use physical force (like kicking, hitting, or pushing). Not only are you showing your anger, you can never be sure what the bully will do in response. You are more likely to be hurt and get into trouble if you use violence against a bully. You can stand up for yourself in other ways, such as gaining control of the situation by walking away or by being assertive in your actions.

Some adults believe that bullying is part of growing up, that it builds character, and that hitting back is the only way to tackle the problem. That is not the case. Aggressive responses tend to lead to more violence and more bullying for the victims.

- **Practice confidence.** Practice ways to respond to the bully verbally or through your behavior. Practice feeling good about yourself (even if you have to fake it at first).
- **Take charge of your life.** You can't control other people's actions, but you can stay true to yourself. Think about ways to feel your best — and your strongest. Exercise is one way to feel strong and powerful. (It's a great mood lifter, too!) Learn a martial art or take a class like yoga. Another way to gain confidence is to hone your skills in something like chess, art, music, computers, or writing. Joining a class, club, or gym is a great way to make new friends and feel good about yourself. The confidence you gain will help you ignore the mean kids.
- **Talk about it.** It may help to talk to a guidance counselor, teacher, or friend — anyone who can give you the support you need. Talking can be a good outlet for the fears and frustrations that can build when you're being bullied.
- **Find your (true) friends.** If you've been bullied with rumors or gossip, all of these tips (especially ignoring and not reacting) can apply. But take it one step further to help ease feelings of hurt and isolation. Find one or two true friends and confide how the gossip has hurt your feelings. Set the record straight by telling your friends quietly and confidently what's true and not true about you. Hearing a friend say, "I know the rumor's not true. I didn't pay attention to it," can help you realize that most of the time people see gossip for what it is — petty, rude, and immature.

### References

"Dealing With Bullying." *KidsHealth - the Web's Most Visited Site about Children's Health*. Ed. Arcy Lyness. The Nemours Foundation, 01 July 2013. Web. 01 Sept. 2014.

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"Teaching Your Child Tolerance." *KidsHealth - the Web's Most Visited Site about Children's Health*. Ed. Arcy Lyness. The Nemours Foundation, 01 Mar. 2014. Web. 01 Sept. 2014.

**Appendix F. Parents Guide to What Do I Do If My Child Is Being Bullied**



## What to Do if Your Child is Being Bullied

### What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. A child who is being bullied has a hard time defending himself or herself. Usually, bullying is repeated over time. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).

### Effects of bullying

Bullying can have serious consequences. Children and youth who are bullied are more likely than other children to

- Be depressed, lonely, anxious;
- Have low self-esteem;
- Be absent from school;
- Feel sick; and
- Think about suicide.

### Reporting bullying to parents

Children frequently do not tell their parents that they are being bullied because they are embarrassed, ashamed, frightened of the children who are bullying them, or afraid of being seen as a "tattler." If your child tells you about being bullied, it has taken a lot of courage to do so. Your child needs your help to stop the bullying.

### What to do if your child is being bullied

*1. First, focus on your child. Be supportive and gather information about the bullying.*

- Never tell your child to ignore the bullying. What the child may "hear" is that you are going to

ignore it. If the child were able to simply ignore it, he or she likely would not have told you about it. Often, trying to ignore bullying allows it to become more serious.

- Don't blame the child who is being bullied. Don't assume that your child did something to provoke the bullying. Don't say, "What did you do to aggravate the other child?"
- Listen carefully to what your child tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened.
- Learn as much as you can about the bullying tactics used, and when and where the bullying happened. Can your child name other children or adults who may have witnessed the bullying?
- Empathize with your child. Tell him/her that bullying is wrong, not their fault, and that you are glad he or she had the courage to tell you about it. Ask your child what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.
- If you disagree with how your child handled the bullying situation, don't criticize him or her.
- Do not encourage physical retaliation ("Just hit them back") as a solution. Hitting another student is not likely to end the problem, and it could get your child suspended or expelled or escalate the situation.

- Check your emotions. A parent's protective instincts stir strong emotions. Although it is difficult, a parent is wise to step back and consider the next steps carefully.
- 2. Contact your child's teacher or principal.*
- Parents are often reluctant to report bullying to school officials, but bullying may not stop without the help of adults.
  - Keep your emotions in check. Give factual information about your child's experience of being bullied including who, what, when, where, and how.
  - Emphasize that you want to work with the staff at school to find a solution to stop the bullying, for the sake of your child as well as other students.
  - Do not contact the parents of the student(s) who bullied your child. This is usually a parent's first response, but sometimes it makes matters worse. School officials should contact the parents of the child or children who did the bullying.
  - Expect the bullying to stop. Talk regularly with your child and with school staff to see whether the bullying has stopped. If the bullying persists, contact school authorities again.
- 3. Help your child become more resilient to bullying.*
- Help to develop talents or positive attributes of your child. Suggest and facilitate music, athletics, and art activities. Doing so may help your child be more confident among his or her peers.
  - Encourage your child to make contact with friendly students in his or her class. Your child's teacher may be able to suggest students with whom your child can make friends, spend time, or collaborate on work.
  - Help your child meet new friends outside of the school environment. A new environment can provide a "fresh start" for a child who has been bullied repeatedly.
  - Teach your child safety strategies. Teach him or her how to seek help from an adult when feeling threatened by a bully. Talk about whom he or she should go to for help and role-play what he or she should say. Assure your child that reporting bullying is not the same as tattling.
  - Ask yourself if your child is being bullied because of a learning difficulty or a lack of social skills? If your child is hyperactive, impulsive, or overly talkative, the child who bullies may be reacting out of annoyance. This doesn't make the bullying right, but it may help to explain why your child is being bullied. If your child easily irritates people, seek help from a counselor so that your child can better learn the informal social rules of his or her peer group.
  - Home is where the heart is. Make sure your child has a safe and loving home environment where he or she can take shelter, physically and emotionally. Always maintain open lines of communication with your child.

## References

**Olweus, D.** (1993). *Bullying At school: What we know and what we can do*. Cambridge, MA: Blackwell.

**Snyder, J. M.** (February, 2003) *What Parents Can Do About Childhood Bullying*. Schwab Learning Center, ([www.schwablearning.org](http://www.schwablearning.org)) Charles and Helen Schwab Foundation. Retrieved August 12, 2005, from <http://www.schwablearning.org/articles.asp?r=697>

*What Parents Should Know about Bullying* (2002). Prevention Child Abuse America Publication. South Deerfield, MA. (1-800-835-2671.

**Resource KIT** These and other materials are available online at: [www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)

## References

Olweus, D. (1993). *Bullying At school: What we know and what we can do*. Cambridge, MA: Blackwell.

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