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**STUDENT/PARENT  
2008-2009  
HANDBOOK**

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[http://www.humboldt.k12.ca.us/sohumb\\_usd/sfhs/index.html](http://www.humboldt.k12.ca.us/sohumb_usd/sfhs/index.html)

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## WELCOME

Welcome to South Fork High School (SFHS), Southern Humboldt's comprehensive 8-12 educational learning community. This handbook contains nearly everything parents and students need to know to take advantage of the available opportunities. Please keep this handbook nearby to use as a reference, and it will answer most of your questions. In addition, know that every staff member is ready to help if you have questions, concerns, or need assistance.

SFHS is a small (around 300 students), rural secondary school; a place that is filled with positive experiences. Of course, parents, as well as students and staff, are important components of the South Fork community; working together will help to make this year at South Fork High School the best it can be. We are glad you're here.

## MISSION STATEMENT

South Fork High School, a safe learning community, has as its mission to graduate all of its students as confident learners, who think critically, make responsible choices, pursue goals, and become informed, active citizens. In partnership with our broader community, we will provide an innovative, standards-based academic program that challenges students through a variety of learning experiences to reach their highest potential.

## EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

South Fork High School will provide all students with the opportunity to:

1. ...develop the knowledge and critical thinking skills to become life long learners.
2. ...communicate effectively for a variety of purposes using diverse methods; and express opinions with respect towards others.
3. ...contribute to the school and greater community and develop increased awareness of cultural, political, and social differences.
2. ...create a personal life plan to address social, educational, economic, and health goals.
3. ...demonstrate ability to use technology across the curriculum.
4. ...meet or exceed state standards in required and elective courses.

## CORE VALUES

South Fork High School is committed to developing literate and functional citizens who are able to cope, thrive, and live harmoniously in a constantly changing world. Our decisions will be based on the *Community of Caring* 5 Core Values.

**FAMILY** – We understand family to be the community that rears children. Families have been called the “school for character,” the place where moral values are taught and learned.

**CARING** – Caring is the heart of a decent life. It leads us to help others and to respect ourselves; it leads to actions of tenderness and protection.

**RESPONSIBILITY** – We must be accountable for our actions, willing to accept praise when things go well and criticism when things go wrong. Accepting responsibility is a sign of maturity.

**RESPECT** – When we take responsibility for our own actions, it indicates a sense of self-respect. To respect others means to see everyone as valuable in their own right. Self-respect and respect for others go together, and both are essential.

**TRUST** – Trusting people means counting on them, depending on them and expecting them to follow through on that inter-dependent relationship. Communities of people cannot exist without a certain level of trust.

## **SOUTH FORK STAFF**

### **ADMINISTRATION**

Jim Stewart - Principal

### **OFFICE STAFF**

Mary Moore - School Secretary/  
Designated Subject Credential  
Donna Bowman - Attendance Clerk

### **ENGLISH**

Jim Lowry (Chair)  
Gillian Brown  
William Richards

### **SCIENCE**

Melinda Bailey (Chair)  
Ian Robinson

### **FINE ARTS/LANGUAGES**

Dena Rovai - Spanish (Chair)  
Scott Harrison - Art  
Paul Schmollinger - Music/Drama

### **PHYSICAL EDUCATION**

Matt Bigham (Chair)

### **SUPPORT STAFF SPECIAL EDUCATION**

Bonnie Coleman  
Lydia Green  
Tom Lasbury  
Sarah Kirk  
Corinna McDavitt

### **CUSTODIAL STAFF**

Jack Young (Head)  
Bruce Goulette  
Mike Parks

### **CAREER COUNSELING TECH.**

Carol Willard-Clark

### **COUNSELING**

Open position - Counselor

Ann Constantino - Student Services Tech.  
Sue Eldridge - Student Services Tech.  
Randi Perkins - Student Services Tech.

### **ASB/ACTIVITIES DIRECTOR**

Dena Rovai

### **VOCATIONAL EDUCATION**

Aletta Sauer - Business (Chair)  
Stephen Jones - CAD/Metals

### **MATH**

Kathy Hall (Co-chair)  
Gloria Valdez (Co-chair)

### **SOCIAL STUDIES**

Rob Standish (Chair)  
Brice Gummersall  
Tasha Haller

### **SPECIAL EDUCATION**

Gregg Allbright (Chair)  
Marlien Fish  
Brice Gummersall

### **SUPPORT SERVICES**

Ann Constantino- Athletic Director/  
Campus Supervisor

### **FAMILY RESOURCE DIRECTOR**

Christina Huff

### **CAFÉ STAFF**

Tom Frazier - Director of Food Services  
Roberta Tritchler - Food Service Cook/  
Designated Subject Credential

## **HUMBOLDT COUNTY OFFICE OF EDUCATION**

Sally Chagolla - Voc. Counselor

## ACCREDITATION

South Fork High School is accredited through the Western Association of Schools and Colleges (WASC) Accrediting Commission For Schools currently through June 30, 2010.

## BLOCK AND BELL SCHEDULE

### Regular Day (Mon, Tue, Thur, Fri) Bell Schedule

8:10	Opening bell
8:15-9:15	Period 1
<b>9:15-9:20</b>	<b>Break</b>
9:20-9:25	Passing
9:25-10:25	Period 2
10:25-10:30	Passing
10:30-11:30	Period 3
<b>11:30-12:00</b>	<b>Lunch</b>
12:00-12:05	Passing
12:05-1:05	Period 4
1:05-1:10	Passing
1:10-2:10	Period 5
2:10-2:15	Passing
2:15-3:15	Period 6

### Minimum Day Bell Schedule for Oct. 23, Jan. 15, Mar. 26, June 10

8:10	Opening bell
8:15-9:32	Period 1
<b>9:32-9:36</b>	<b>Break</b>
9:36-9:41	Passing
9:41-10:58	Period 2
<b>10:58-11:28</b>	<b>Lunch</b>
11:28-11:33	Passing
11:33-12:50	Period 3

### Minimum Day Bell Schedule for Oct. 24, Jan. 16, Mar. 27, June 11

8:10	Opening bell
8:15-9:32	Period 4
<b>9:32-9:36</b>	<b>Break</b>
9:36-9:41	Passing
9:41-10:58	Period 5
<b>10:58-11:28</b>	<b>Lunch</b>
11:28-11:33	Passing
11:33-12:50	Period 6

Other homeroom, long lunch, and rally bell schedules exist for special events.

South Fork High School is committed to equal opportunity for all individuals in education, regardless of gender, race, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more such characteristics.



## STUDENT SERVICES

### COUNSELING – Administration Building (A wing)

The purpose of the counseling office is to help students plan their high school program, prepare for their vocational or college interests, and resolve their personal problems. The department is available for individual consultation on any problems, class scheduling, college information, and scholarship information. For an appointment fill out a “*Request to See*” form in the office.

### TENTH GRADE COUNSELING

Every year the counseling department meets individually with all sophomore students and their parents to discuss graduation and college preparation requirements. A letter will be mailed home with an appointment date and time.

### OTHER SUPPORT STAFF & SERVICES

#### ❖ STAFF:

Serenity Bowen: Redwoods Rural Health Center Counselor provides individual counseling.

Leo Canez: Academic Coordinator for Upward Bound prepares students for college through a three-year program of academic, recreational, cultural, and interpersonal activities.

Debbie Frazier: Certified Substance Abuse Counselor sees students in groups and individually.

Martha Johnson: Talent Search Advisor provides a support program for college bound students.

Cassie Lethin: MSW Social Work Intern provides individual counseling and groups.

Emily Siegel: Changing Tides provides individual counseling on Thursdays.

Alma Sleeper: Provides tutoring for English as a Second Language (ESL) students.

If you are interested in your student participating in one of these services, or you would like more information regarding our support groups and/or individual counseling, please contact:

- ❖ Sue Eldridge or Randi Perkins, Counseling Tech at ext. 3143, or
- ❖ School Nurse at ext. 3123

#### ❖ SERVICES:

Alcohol and Other Drugs – staff or outside organizations will make classroom presentations and will conduct individual and group sessions. We use a certificated substance counselor.

Angel Fund & Flex Fund – will pay for emergency basic needs and health related items when families cannot afford them; this includes glasses, transportation to specialists, etc.

Medical & Health Issues – available for students with medications and ongoing health issues.

- Assistance with making appointments, assisting parents with fill out forms, arranging for medications and referrals to specialists, etc.
- Nursing assessments, minor first aid, sick room...
- Redwood Rural Health Clinic – on campus two days of the month providing immunizations and other basic health services and sports’ physicals.
- Required screenings: 10<sup>th</sup> grade hearing screenings and 8<sup>th</sup> grade scoliosis.

Support Groups for behavior and life skills issues such as anger management and healthy relationships.

Tobacco Cessation – classroom presentations, cessation counseling, quit smoking support, FREE Nicorette or alternative treatments are available. See the nurse for more information.

Students may be referred to one or more of the groups as a result of a disciplinary issue, self-referral, staff referral, and/or parent referral. The groups are considered to be supportive and they are **not** punitive or treatment groups. Refer to the above listed staff for more information.

### CAREER CENTERS – Located in the Library, C9, & A1

Students can create a personal portfolio using the online BRIDGES CHOICES PLANNER Program. Parents can access this great career and college-planning program by going to the [www.bridges.com](http://www.bridges.com) website (site ID tab), using **South Fork ID code: 0099140 and password: south**. Check out the *Parent Guide*, and sign up for the free e-newsletter.

- **“A STEP” Program – Academic Support Training and Employment Preparation** provides tutoring, personal life planning, career exploration, workplace readiness, job search and job placement, assistance with college and post-secondary applications, training programs, etc., for eligible students.
- **Resources and assistance** – There are various resource centers on campus. A Career Resource Technician available part-time at ext. 3140.
- **Talent Search** – sponsored by Humboldt State University. Support available to students in preparing for college. This is a pullout program on Thursdays that provides workshops and tutorial support.

**Students with an Individual Education Plan (I.E.P.), or “504”** Speak with your student’s case-manager, or call Sally Chagolla at x3141, if you have any questions about the following two programs or career opportunities.

**WorkAbility I** If your 9<sup>th</sup> - 12<sup>th</sup> grade student has an IEP s/he is eligible to receive work and other transition services from the WorkAbility I (WAI) program. This can include help learning about what s/he likes and excels in, researching different jobs, and finding college, vocational schools, and/or employment. College of the Redwoods offers un-timed assessments for all seniors, and assists with applications to CR.

**Transition Partnership Program** If your student is age 16-18, a junior or senior, and has any documented disability (asthma, learning disabilities, emotional issues, ADD, etc.) s/he may qualify for the Transition Partnership Program (TPP). This program provides personal mentoring and vocational training assistance. We work with students for up to 2 years after high school, and they can be paid for training placements. There are a limited number of openings for this program.

## STUDENT AND PARENT PARTICIPATION

Booster Club – Meetings are the 1<sup>st</sup> Monday of every month at 6:30 P.M. at the Redway Family Resource Center on the Redway Elementary School campus.

Community of Caring – Teen forums, parent and community linkages focusing on the five core values. The Special Day class sponsors several mainstreaming student integration activities including murals, campus beautification, and mentoring projects.

Nutrition and Fitness – Healthy Start and cafeteria staff are working with Project Lean and the Farm to School group to address these issues. A district-wide wellness committee meets monthly.

Safe Schools – This is a strategic planning committee looking at the social and physical safety of the students and staff. This committee will focus on updating the SFHS Safe Schools Plan.

School Site Council (SSC)– Meets on the 4<sup>th</sup> Tuesday of every month at 3:45 P.M. The Site Council includes parents, students, and staff. The SSC is charged with the responsibility of the Single Plan for Student Achievement and Safe School Plan, corresponding budgets, including GATE, 10<sup>th</sup> Grade Counseling, Site Block Grants. The SSC serves as the site Healthy Start Advisory Council, makes recommendations, and has a seat on the board of the Southern Humboldt Family Partnership Council. The SSC makes suggestions on future activities and gives feedback on current and past work.

## OTHER SERVICES

Cafeteria Services –The goal of the Cub Café is to serve the freshest high quality foods possible, in a price range that everyone can afford. We are hoping that all students will become involved in some way with this culinary project. Besides preparing lunch daily for district schools, the students learn safe

food handling practices, and gain knowledge for a career in food service. Student suggestions are always welcome. Under the Director of Food Service, Tom Frazier, the program provides the district's lunch program and is working to integrate restaurant skills into their program for interested students.

Library Services –There are resources that will assist your child in research as well as leisure reading.

Following suggestions from WASC, we are looking for ways to increase library services. We are looking for volunteers to assist with supervision and computerizing the card catalog.

Telephones – All school telephones are for official business only - students are **NOT** to use the school phones in the classrooms, gym, library, or office. A telephone is available in the office for **EMERGENCY USE ONLY**. “Emergency use” is defined as being ill or injured, or the need to checkout of school. If you are ill and need to call your parents/guardians for a ride home, or you need to leave school, you must check with the attendance clerk before using the phone. The office will not accept telephone calls or messages for students except in a serious emergency and will take calls from parents/guardians only. It is the responsibility of the student and their parent/guardian to make arrangements for dentist/doctor appointments, hair appointments, etc., on their own time – not school time. The high school does not have the staff to take and deliver personal messages for students. We believe that there is a positive benefit to the entire student body to protect instructional time from classroom interruptions. We realize this may create an inconvenience for some parents, so make sure all messages are communicated to students **BEFORE** they leave for school.

## ACTIVITIES & ATHLETICS

South Fork and the Southern Humboldt Unified School District Board of Trustees feel that high school should offer many different opportunities and ways of learning, so we support offering a full program of co-curricular and extracurricular activities in addition to the academic program. The Discipline Policy is in effect during all school activities.

- Co-curricular activities are programs that may be associated with the curriculum in a regular classroom, such as the music program.
- Extracurricular activities such as student government, athletics, clubs, etc. are not part of the regular school curriculum, are not graded, and do not earn credit.

## ACADEMIC ELIGIBILITY REQUIREMENTS

*To be eligible to participate in co-curricular and extra curricular activities the student must maintain a 2.0 grade point average and have no more than one “F” during a grading period.*

In the event a student finds that he/she is academically ineligible to participate in activities in the first quarter of the upcoming year, s/he may request available and appropriate summer school grades be added to the previous spring grades to determine eligibility for the first quarter of the upcoming school year (students should be advised SHUSD is not offering summer school classes at this time).

- In order for a student to miss school to participate in co-curricular activities, s/he must meet the above eligibility requirements.
- If an ineligible student is a member of an extracurricular group (e.g., athletics, club, classes, etc.) s/he will not be allowed to participate in any contests, or trips. This includes suiting up for games and/or traveling with the group. This does not include practice as long as no class time is missed. Note: Freshman and sophomore students **may** be granted one probation period (a waiver) during their high school career under certain circumstances.

## ACTIVITIES

The following are some of the activities that are available for students: California Scholarship Federation (CSF) (must meet certain academic criteria), Culinary Arts Club, Spanish Club, Drama Club, Earth Club, Mountain Biking Club, RSP Club (for Resource students), GATE Program, Yearbook, and the LINK Program (a year-round mentorship between upperclassmen and incoming new students), Homecoming Week

in the Fall, Spring Week, rallies, the drama play, dances such as homecoming and prom, plus many more exciting events that are planned throughout the year.

### **G.A.T.E.**

Gifted and Talented Education (G.A.T.E.) is a program that extends classroom education for identified students. G.A.T.E. students enhance social, cultural, and artistic abilities through trips, projects, and guest speakers.

### **MUSIC**

South Fork's energy-charged music program is a combination of Rockappella Choir, Madd Jazz, Concert, Jazz, Symphonic, and Pep Band. Students participate in county and state honor competitions as well as perform for the community and the school at numerous events including; rallies, games, assemblies, Back-to-School Night, and graduation.

### **STUDENT BODY CARDS**

Students are encouraged to become members of the Associated Student Body (ASB) by purchasing a picture ID card with an ASB sticker for \$10.00. This card gives students reduced rates at SFHS-sponsored activities, automatic voting privileges, and other benefits. The ID card without the sticker is \$8.00.

### **ASB OFFICERS 2008-2009**

President	Angela Haas
Vice President	Ginger Wojcik
Secretary	Jessie Glasson
Treasurer	Elena Kay
Media	Lucas Wilhelm

### **SITE COUNSEL**

Lindsay Locke  
Taylor Stone

### **STUDENT BOARD OF TRUSTEES**

Zoe Wong-Weissman and Andrew Rogers

### **CLASS OFFICERS AND ADVISORS**

**Seniors:** Tasha Haller

President: Alexandra Stock – Officers: Ginny Rogers, Michelle Siran, Kelsey Stillwell, Kyle Arreguin

**Juniors:** Bill Richards

Presidents: Taylor Neill – Officers: Claire and Gwen Shaskan, Taylor Stone

**Sophomores:** Rob Standish

President: Ian Ivey – Officers: Thomas Portillo, Gabe Miclette, Arturo Lopez, Dalton Pfau

**Freshman:** Rob Standish

President: Lindsay Locke – Officers: Isabel Maggiani, Miranda Storre, Krissy Pardoski, Becca Brown

**Eighth Grade:** Dena Rovai, Kathy Hall, Aletta Sauer

President: Kayla Totten – Officers: Leo Horvath, Kyle Caldwell, Forest Mitchel, Rose Johns, Nate Miller

### **ATHLETICS**

The following sports are available at South Fork High School for students:

Fall: football, volleyball, boys' soccer, girls' soccer, girls' golf, cross-country; Winter: boys' basketball, girls' basketball, wrestling; Spring: baseball, softball, boys' golf, tennis, track.

In addition to the above-mentioned requirements for extra-curricular participation in athletics, the following requirements apply.

## **ATHLETIC FEES**

In order to maintain a quality athletic program and to keep up with increasing transportation costs, student athletes are now required to pay a transportation fee of \$75 per sport. Students eligible for the free lunch program are exempt from these fees; those that qualify for the reduced lunch pay \$37.50 per sport. Parents who guarantee in writing that they will transport their child(ren) to *every away contest* will also be exempt from paying the fee. *Students are forbidden to transport themselves and other students to away contests.*

## **ATHLETIC CODE OF CONDUCT (June 27, 2003)**

### **Academic Eligibility for Participation in Extracurricular Activities**

Both the student-athlete and a parent/guardian must sign the Athletic Code of Conduct, and it must be on file with the athletic director for each sport.

## **ACADEMIC ELIGIBILITY WAIVER SCHOOL GUIDELINES**

Academic Eligibility Waivers are available one time only to freshmen and sophomores participating in extracurricular athletics when their overall GPA does not meet the standard eligibility requirements of 2.0, with not more than one "F." A committee comprised of the principal or vice-principal, counselor, and athletic director grants academic eligibility waivers. The committee will determine by consensus whether or not to grant the waiver based on information provided by the student, the parent or guardian, and the counselor on the waiver application. (Board Policy 6145).

### **PROCEDURES**

1. Students with more than 5 disciplinary referrals in one semester (half year) will not receive waivers.
2. No waivers will be granted in a rush, without the complete process of paperwork and committee meeting.
3. Coaches must track their athletes' progress reports during the season and discuss poor GPA's with the players who are facing ineligibility in order to encourage them to bring up their grades and avoid the need for a waiver.
4. Once a student receives a waiver he/she must provide weekly progress reports to the counselor and coach, and if there is not a clear trend of academic improvement the waiver will be revoked.
5. If five (5) referrals or any suspendable offense occurs, the waiver will be revoked.
6. Waivers are in effect for one grading quarter.
7. Waivers are to be considered a privilege, not a right.

## **BASIC TIMELINE**

### **FALL SPORTS**

1. Ineligibility list from previous June grades is in effect. Waivers may be granted based on the previous spring's disciplinary and GPA information.
2. Five weeks into the term, when progress reports are issued, coaches check with the counselor for poor reports on students on their rosters.
3. One week after first quarter grades come out, a new ineligibility list comes out (on the day of declaration) and is in effect. Waivers may be granted based on these grades and first quarter disciplinary information.
  - a. Weekly progress reports of students with waivers monitored by coach and counselor.

### **WINTER SPORTS**

1. Ineligibility list from the 1<sup>st</sup> quarter is in effect. Weekly progress reports from waived students to be monitored by coach and counselor.
2. Waivers may be granted to students signing up for winter sports, based on fall term GPA's and disciplinary information.
3. Five weeks into the term, when progress reports are issued, coaches check with the counselor for poor reports on students on the rosters.
4. Winter ineligibility list is in effect one week after end of second quarter grading period.

5. Waivers for the remainder of the winter season may be granted based on the second term grades and first semester disciplinary information.
  - a. Weekly progress reports of students with waivers monitored by coach and counselor.

### **SPRING SPORTS**

1. Ineligibility list from the first semester in effect. Weekly progress reports from waived students monitored by coach and counselor.
2. Waivers may be granted for students signing up for spring sports based on winter GPA and first semester disciplinary information.
3. Spring ineligibility list is in effect one week after end of third quarter grading period. Waivers for the remainder of the spring season may be granted based on third quarter GPA information and second and third quarter disciplinary information.
4. Five weeks into the term, when progress reports are issued, coaches check with counselor for poor reports on students on their rosters.
  - a. Weekly progress reports of students with waivers monitored by coach and counselor.

Regular progress reports for all students are issued at the half point of each quarter. Grades for the purposes of establishing eligibility are issued at the end of each quarter. Coaches should be aware when someone on their roster receives a failing progress report, not because it has an immediate effect on eligibility, but because it is a sign that there may be an eligibility issue arising. Coaches should check with the counseling department on a regular basis to help their players stay on top of eligibility.

### **ATHLETIC CODE INELIGIBILITY**

When an athlete is suspended s/he may not attend games or practices during the time of the suspension. When an athlete is suspended due to a substance issue (tobacco, alcohol, drugs, etc.) s/he is removed from the team and will remain ineligible for extra-curricular activities for a period of one calendar year. In order to waive the ineligibility, the student must complete a six-week substance abuse education course provided at school as well as pass three urine tests. The urine tests will be requested randomly by the administration, but must be arranged and paid for by the student (or family of the student) being tested. This waiver is available one time only throughout a student's high school career. When a non-athlete is suspended due to substance abuse or drug-related activity, his/her name will be given to the athletic director in case that student decides to participate in a sport in a later season within one calendar year of the suspension.

**The following athletic documents are available through the Athletic Director in the counseling office at ext. 3105: Academic Eligibility Requirements, Athletic Code of Conduct, Athletic Code Ineligibility Waiver, Pursuing Victory With Honor, CIF Code of Conduct, and Sports Insurance.**

## **SCHOOL POLICIES AND PROCEDURES**

### **CADET and TUTOR POLICY**

Teachers may use cadets according to the following policy. Teachers may not use cadets in any way that might breach the confidential status of grading and discipline, and cadets are not to be released from class unsupervised.

1. A cumulative GPA of 2.5 since the 9<sup>th</sup> grade.
2. Juniors and seniors on track for graduation.
3. Five units per semester.
4. Cadets/Tutors are not to be released from teacher's supervision when work is not available. Cadets/Tutors are to remain in the classroom and study.
5. Teachers are limited to one cadet per period and a maximum of two per day.
6. One period of cadet assignment per year.
7. If a cadet is suspended for any reason, the cadet will lose their position as a cadet.

8. To apply for a position of Cadet/Tutor, students must complete an application and receive the approval of guidance.
9. Exceptions to the above must be approved by the administration.

## **CONDOM POLICY**

On March 11, 1993, the SHUSD Board of Trustees approved a policy on the availability of condoms on the SFHS campus (BP 5141.25a). On January 12, 1998, the board approved a policy change that expanded the availability of condoms under the established guidelines, to include 9<sup>th</sup> graders. The policy now states that (a) it is appropriate "...for condoms to be available to male and female students in grades 9, 10, 11 and 12;" (b) that the district "...shall seek parent/guardian involvement in developing plans for implementing this policy;" (c) "...the district shall notify parents/guardians that they may exclude their children from the program;" and (d) "only trained professionals...may provide condoms to individual students in accordance with restrictions specified in administrative regulation," which are as follows:

### **Administrative Regulation 5141.25**

Any trained district professional who furnishes condoms to students and/or provides related counseling shall:

- 1.Explain that abstinence is the only 100% effective method of preventing pregnancy or sexually transmitted diseases. Advise the student not to engage in unlawful sexual activity.
- 2.Explain that state law prohibits a male of any age from having sexual intercourse with a female under 18 to whom he is not married and that other state laws prohibit other kinds of sexual activity with minors.
- 3.Refrain from condoning or in any way encouraging sexual activity among or with minors.
- 4.Ensure that the condoms are provided in their original packaging, along with the manufacturer's instructions.
- 5.Give the student advice, both oral and written on the proper use of condoms and their effectiveness.
- 6.Maintain a confidential list of parental exclusions, and check this list to be sure that students seeking condoms have not been excluded by parents/guardians.

No written record shall be kept of students who avail themselves of the trained professional counseling services and/or actually receive condoms. The school nurse is available to provide condoms in C9 during break and lunch. Contact can be made personally or by a note in the nurse's mailbox. One of the major reasons for making condoms available is to create an atmosphere in which discussion regarding sexually transmitted diseases (STDs) and decision-making is encouraged and can occur. Sometimes young people have to make hard choices that only they can make (not parents, not the school) and whereas we will stress abstinence and follow Administrative Regulation 5141.25, we also want to do our part to prevent the spread of HIV and other sexually transmitted diseases among and by students who many not abstain. To exclude a student from the program is by filling out the appropriate form. This form is sent home at the beginning of each school year, and is available in the office.

## **DANCE POLICY**

1. All dances except PROM are open to eligible SFHS and Osprey Learning Center Impendent Study 8-12 graders. Eighth graders may not attend PROM.
2. All dances are pre-sale ticket dances. Tickets will not be issued at the door for any dance.
3. The doors will be closed one hour after the scheduled start time of the dance. All SFHS dances will end at 12:00 A.M. except for the Homecoming Dance and Prom, which end at 1:00 A.M.
4. If a student leaves a dance, the student will not be readmitted. Students must leave the campus or event site and not loiter.
5. All district and school rules and the discipline matrix apply to all dances.
  - a. No substance abuse.
  - b. No inappropriate language.
  - c. Appropriate and courteous behavior toward other students and staff.
6. Guest Passes: Issued only for formal dances. All guests (graduate or non-graduate) must secure permission from the principal or designee, and must be under 21 years old.

7. Consequences: If a student violates a dance rule, the student will not be allowed to attend any dances for the remainder of the year. In addition, all discipline policies and procedures apply.
8. Since dances are a school activity, students must attend school for more than half the day on the day of (or school day immediately previous of) the dance.

### **DISASTER DRILLS**

South Fork has earthquake, fire, and lockdown drills to learn safe disaster practices in case of an emergency. When the alarm sounds, students are to follow the instructions of their teachers; this may necessitate leaving the building immediately in a quiet, orderly manner. When exiting the building students should remain with their teacher while they follow the route to their predetermined location on the football field.

### **EMERGENCY CLOSURE OF SCHOOL**

In the event of severe storms, or other disasters, it may be necessary to close school prior to the regularly scheduled time. In this event, buses will return students to their regular bus stops if possible. We will make various attempts to notify the parents, through the local radio broadcasts, and Alert Now (automated telephone notification system). During severe storms, please listen to local radio broadcasts for school information. If your child(ren) normally ride the bus home, but because of the disaster/storm are not able to be returned to their bus stop, you need to call the SHUSD Transportation Department at 943-3648 for the location of you child(ren). All our schools are designated Red Cross Emergency sites.

### **HALL PASS POLICY**

Anytime a student is on campus during class time and is not under the direct supervision of a teacher, the student must have a hall pass. Students who abuse the hall pass privilege may be put on a “No Pass List” for the duration of the month, semester, or entire school year. Students are to conduct office business during breaks, before, and after school.

### **LOST AND FOUND ITEMS**

- ALL CLOTHING & TOILETRY ITEMS FOUND LOOSE IN THE LOCKER ROOMS OR GYMNASIUM will be placed in the respective coach office.
- ALL WATCHES, JEWELRY, EYEWEAR, CALCULATORS, MONEY, or other expensive items found anywhere on campus will be brought to the office and advertised in the Splinter for 2 weeks.
- ALL CLOTHING, BACKPACKS, BOOKS found in places other than the locker room will be placed in a box in the office.
- Custodians, the athletic director, or office staff will assist students in reclaiming lost items out of the lost and found box.

ALL LOST & FOUND will be disposed of in the following manner:

1. No books shall ever be tossed.
2. On the Mondays following Thanksgiving, Christmas, and Spring (April) breaks, the clothing will be laundered by the Special Day Class and all lost items will be given to those in need. The same will be done with items collected from April to the end of school (ten days after school is out. )

**NOTE: STUDENTS NEED TO CLEAN THEIR LOCKERS OUT BY THE LAST DAY OF SCHOOL.**

### **MILITARY RECRUITER ACCESS PROVISIONS**

#### ***No Child Left Behind Act***

On January 8, 2002, President Bush signed into law the No Child Left Behind Act (“NCLB”), Public Law 107-110. This legislation addresses academic standards, teacher quality and school safety, and expands federal involvement in the design of state testing and accountability systems. There is an NCLB website devoted exclusively to information on the reauthorization of the Elementary and Secondary Education Act. See <http://www.nclb.gov>.

- ***Release of Student “Directory” Information/Opt Out Form***

Under section 9528 of the NCLB, local school districts are required to disclose the names, addresses, and telephone numbers of high school students upon request by military recruiters and institutions of higher learning, unless individual students (18 years old) or their parents request that the information not be released without prior written consent. The act requires the school district to inform students and their parents of their “opt-out” rights under this section and the school district must comply with any request for non-disclosure received. The annual Parent/Student Opt Out Form for release of student name, address, and phone number is sent home with each student in the packet during the first week of each new school year.

### **OPEN/CLOSED CAMPUS RULES** Board Policy/Administrative Regulation 5112.5

In order to give students an opportunity to demonstrate responsibility and positive citizenship, the Governing Board establishes an open campus where students shall have the privilege of leaving campus at morning break and during lunch. Under the provisions of this policy at **break**, students may **WALK** to the Miranda Market to buy food, snacks, or school supplies, or to the Coffee Shop. At **lunch** students may **WALK** to the Miranda Market, the Coffee Shop, and the Avenue Café. The principal may revoke the open campus privilege to any or all students at any time. Students shall not leave the school grounds (crossing the Avenue of the Giants or School Street) at any other time during the school day without written permission of their parent/guardian and school authorities. Students who leave school or who fail to return following lunch without authorization shall be classified truant and subject to disciplinary action. Law enforcement maybe called on students that leave campus without permission. Also, during the school day students are not to go beyond the fence east of the tennis courts or east of the gym unless they are doing so as part of a P.E. class or other class activity. **THE DISTRICT, GOVERNING BOARD MEMBERS AND DISTRICT EMPLOYEES SHALL NOT BE LIABLE FOR THE CONDUCT AND SAFETY OF STUDENTS WHO LEAVE SCHOOL GROUNDS DURING THE BREAK OR LUNCH PERIOD. (Ed. Code 44808.5)**

### **SCHOOL DRESS CODE**

Student clothing should be appropriate, inoffensive and in good taste. As an educational institution, South Fork High School supports an environment free of tobacco, alcohol and other drugs. Clothing that depict tobacco products, drugs, drug paraphernalia, alcohol products, violence, foul language, sexual innuendo or nudity is inappropriate and should not be displayed on clothing or other items worn to school. Appropriate clothing helps to create a safe and appropriate learning environment. According to Administrative Regulation 5132, the following minimum guidelines shall apply to all regular school activities:

1. Shirts and shoes must be worn at all times.
2. All clothing, jewelry and personal items (including hats, backpacks, fanny packs, gym bags, water bottles etc.) must be free of writing, pictures or any other insignia depicting vulgarity, sex, violence, graffiti, reference to gangs, and reference to alcohol and other drugs, tobacco; ethnic, nationality, gender, religious or racial prejudice or violence.
3. Sunglasses shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times.
5. CHAINS – Students can still express their personal style within limits.

### **Consequences:**

1<sup>st</sup> offense: Verbal warning. The student will be asked to cover, remove, or reverse the offensive item. A record of the incident will be placed in the student’s discipline file.

2<sup>nd</sup> offense: A letter will be sent to the student’s home. The student will be asked to cover, remove or reverse the offensive item. A record of the incident will be placed in the student’s discipline file.

3<sup>rd</sup> offense: The third offense will constitute willful defiance of valid school authority. The student will be subject to normal disciplinary actions as per the discipline matrix (Ed. Code 48900, subsection (k)). A record of the incident will be placed in the student’s discipline file.

## VISITOR POLICY

### ❖ VISITING STUDENTS

Students may not bring guests to school without making arrangements with the principal or designee **at least 24 hours prior to the visit**. The following constitutes an acceptable visitor:

- ❖ A friend or relative visiting from out-of-the-area;
- ❖ A friend or relative considering attending South Fork. This requires time spent with the guidance department to determine an appropriate schedule for the day that would best reflect the schedule such a student would have it attending SF.
- ❖ A student that has special circumstances that require time on campus.

#### STUDENT VISITOR'S PASS

\_\_\_\_\_(visitor's name)  
is approved to be a visitor at South Fork High School on M T W T H F, \_\_\_\_\_(date).  
This visitor is welcome to go to all classes with \_\_\_\_\_(the SFHS host student). If a teacher objects for curriculum related reasons the visiting student will be sent to the library for that period. This pass is issued only once per school year unless arrangements are made with the South Fork High School Principal.  
TRANSPORTATION NOTE: Bus transportation is only for SHUSD students.

\_\_\_\_\_  
Signature Principal

### ❖ VISITING PARENTS/GUARDIANS/ADULTS

Parents, guardians, and members of the community are always welcome on campus. All visitors must check in at the front office, sign the Visitor Log before visiting/touring the campus, and wear a Visitor's Badge while on campus.

### WELLNESS ADVISORY COUNSEL

A Wellness Advisory Counsel was established to develop school district policies on nutrition and physical activity. Administrative Regulation 5030 resulted and was adopted by the Southern Humboldt Board of Trustees on June 21, 2006.

### WILLIAMS ACT

Pursuant to California *Education Code* section 35186, you are hereby notified that: There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in the class and to take home to complete required homework assignments. School facilities must be clean, safe, and maintained in good repair. A complaint form may be obtained at the school office, district office or downloaded from the school's Web site at: [http://www.humboldt.k12.ca.us/sohumb\\_usd/school/index.html](http://www.humboldt.k12.ca.us/sohumb_usd/school/index.html)  
You may also download a copy of the California Department of Education complaint forms from the following Web site: <http://www.cde.ca.gov/re/cp/uc/index.asp>

# ATTENDANCE EXPECTATIONS AND CONSEQUENCES

Education is an opportunity and a right. If students do not exercise their right to attend school, they have limited their opportunity for gaining the basic education necessary to become mature, knowledgeable, and productive members of society. Absenteeism has a direct and negative effect on student achievement, promotion, graduation, behavior and employment potential. It has been well documented that regular attendance is a key factor in the degree of success a student achieves at school.

The State of California no longer funds schools for “*excused*” absences. **South Fork High School requires that parents/guardians explain absences either through a note or a phone call to the school attendance clerk.** Legitimate absences may be prior “*excused*” by the teachers or the principal (e.g. special class trips, college visitations, etc.). Students with prior approval shall have the opportunity to make-up and receive credit for all assignments and class work missed as a result of school-excused absences. Any student who is absent from school without parental and/or school approval for any part of a school day is truant and will be subject to disciplinary action. Make-up work and credit will be allowed at the discretion of the teacher. If a student leaves school for an unexcused reason more than ½ the day they may not return to participate in any event that day/evening or that weekend if the day they miss is a Friday.

## PROCEDURES

1. **Full-Day Absences** – A parent/guardian should call the school between 8:00 A.M. and 3:30 P.M. and talk to the attendance clerk or leave a voice mail message on ext. 3101 to give the reason for the day’s absence. If the call is not made, office personnel may attempt to contact the parent/guardian. Unless previously arranged, a student returning from an absence must bring a note signed by the parent/guardian or medical personnel in order to obtain an *excused* admit to class.
2. **Partial-Day Absence** – Students shall not participate in any student activities or athletic events on a day in which they did not attend classes for the majority of the day, unless they have a doctor’s note. Even in the cases of late arrival or early dismissal, students must attend the majority of the school day. Students who arrive at school after the school day begins must report to the office to check in to school. Any student who does not check in will receive an unexcused absence.
3. **Permission to Leave School After Attending Classes** – Permission to leave school before the close of the day’s program for any reason – medical, dental, home, court, etc. – requires parental consent by phone or in writing by the morning of the day the student will need to leave. In the case of an emergency, the student must report to the attendance office before leaving school. **Any student who leaves campus without checking out through the office will receive a cut.**
4. **Prior Approval for Trips** – When an absence will result from a planned family trip and/or family business, the parent must contact the school attendance clerk and the student’s teachers at least one week prior to that absence. Students are responsible for pre-arranging work with their teachers for the assignments that will be missed. The absence is still viewed by the state as unexcused, and therefore teachers are not required to grade work. However, South Fork teachers may allow the students to complete and turn in the work so they don’t get behind.
5. **SARB** – When students have excessive absences, and the school has exhausted all available resources, students will be referred to the School Attendance Review Board (SARB) and a formal meeting will be held to review attendance.

# CONDUCT AND DISCIPLINE

## Board Policy/Administrative Regulation 5144

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The board believes that all students have the right to be educated in a positive learning environment free from disruptions, and that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs. When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or be removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. Staff shall enforce disciplinary rules fairly, consistently and without discrimination. The superintendent shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

### CUT POLICY

An unverified absence from an assigned class, whether the student remains on campus or leaves the grounds, is considered a cut. Missing over ten (10) minutes of the class is considered a cut. The student starts with a clean slate at the beginning of each semester. Discipline for cutting class is cumulative of all periods.

#### 1<sup>st</sup> Administrative Action

- 1 lunch detention per period cut
- Parent/Guardian contacted through mail or phone
- Policy explained

#### 2<sup>nd</sup> Administrative Action

- 1 day "after school" detention per period cut
- Student behavior contract
- Parent/Guardian contacted

#### 3<sup>rd</sup> Administrative Action

- 1 day "in-school-suspension"
- Mandatory parent/guardian meeting with administration
- 1<sup>st</sup> Truancy Letter sent home

#### 4<sup>th</sup> Administrative Action

- 2 day "in-school-suspension"
- 2<sup>nd</sup> Truancy Letter sent home

#### 5<sup>th</sup> Administrative Action

- 3<sup>rd</sup> Truancy Letter and referral to SARB.
- Referral to Committee to Alternate Placement (CAP) for alternative placement

The law requires regular attendance. Valid absences are illness, medical and court appointments, funerals and health quarantine. When a student is absent: (a) the parent/guardian is to call the attendance office the day of the absence. (b) If your parent/guardian cannot call, the student must bring a signed note from the parent confirming the dates of the absence. (c) Students must come to the attendance office before class begins to clear absences. Failure to clear absences within one (1) day will result in a cut. (d) Unverified absences and tardiness constitute a violation of state compulsory attendance and behavior. (e) Other absences may be excusable, but require a written request from the parent and approval by an administrator. Students who check out must be picked up at the office. Students are not allowed to wait off campus.

## **TARDY POLICY**

A tardy is disruptive to the learning process. A student is tardy if s/he is not physically in the assigned classroom when the bell rings. South Fork tardy policy is cumulative for periods of 4.5 weeks, and are tracked as:

- 4<sup>th</sup> & 5<sup>th</sup> tardies = lunch detention;
  - 6<sup>th</sup> & 7<sup>th</sup> = after-school detention;
  - 8<sup>th</sup> & 9<sup>th</sup> = 2 after-school detentions assigned for the 8<sup>th</sup> and 2 assigned for the 9<sup>th</sup>;
- From the 10<sup>th</sup> tardy on, the child is considered to be insubordinate and the discipline matrix is in effect.

## **LUNCH DETENTION**

This is the least restrictive of consequence and is used for discipline infractions, tardies, and cuts.

## **DETENTION AFTER SCHOOL**

Students may be detained for disciplinary reasons. If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian or has received a returned signed detention notice. In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. Students shall remain under the supervision of an employee during the period of detention.

## **IN SCHOOL SUSPENSION**

In School Suspension (ISS) is offered as an alternative consequence to “out-of-school” suspension. The student spends the entire school day isolated from the student body. All of the student’s teachers are asked to submit schoolwork for the student to complete, thus allowing the student the opportunity to stay caught up with the class. A school employee supervises students during their time in ISS; behavior worksheets and discussions assist the student to come up with possible solutions to problems the student may be having on campus.

## **COMMUNITY SERVICE**

Except when suspension or expulsion is required by law, the superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during non-school hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs.

## **JURISDICTION OF THE SCHOOL**

Education Code, Section 48900, specifies those acts for which disciplinary action may be taken and prescribes the school’s jurisdiction or area of authority in matters of school attendance or activity as the following: (1) while on school grounds, (2) while going to or coming from school, (3) during lunch period on or off campus, (4) at school activities whether on or off campus, or (5) during or while going to or returning to school from a school-sponsored activity.

## **GROUNDS FOR DISCIPLINARY ACTION (Education Code 48900)**

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.  
48900 (a).1 (2) Willfully used force or violence upon the person of another, except in self-defense.
  - (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certificated school employee.
  - (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
  - (d) Unlawfully offered, arranged, negotiated to sell, or sold any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
  - (e) Committed or attempted to commit robbery or extortion
  - (f) Caused or attempted to cause damage to school property or private property.
  - (g) Stealing or attempted to steal school property or private property.
  - (h) Possessed or used tobacco, or any products containing tobacco or nicotine.
  - (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - (j) Unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
  - (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administration, school officials, or other school personnel engaged in the performance of their duties.
  - (l) Knowingly received stolen school property or private property.
  - (m) Possessed an imitation firearm.
  - (n) Committed or attempted to commit a sexual assault.
  - (o) Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary matter.
  - (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription Soma.
  - (q) Engaged in, or attempted to engage in, hazing.
  - (s) Related to aiding or abetting the infliction or attempted infliction of physical injury.
- 48900.2 Related to sexual harassment.
- 48900.3 PDS-Related to hate violence.
- 48900.4 Related to harassment, treats, or intimidation.
- 48900.7 related to terroristic threats

**DISCIPLINE MATRIX – INSERT**

## **BUS CONDUCT**

### **Administrative Regulation 5131.1**

The Southern Humboldt Unified School District Governing Board has adopted rules and regulations to assist students in understanding their responsibilities while riding buses of the school district. These rules will assure safe and proper travel to and from school and are to be observed while riding the bus and waiting at school bus stops. The following list of student actions constitutes violations of the established rules and regulations.

1. Riders shall follow the instructions and directions of the bus driver at all times.  
cf.3542 - Authority of School Bus Drivers
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not willfully obstruct the aisle with their legs, feet or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers. Students shall not bully or harass other students, use vulgar or obscene language, or incite fighting by words or actions.
6. Serious safety hazards can result from excessive noise or behavior that distracts the driver. Yelling, whistling, scuffling, throwing objects, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus.
10. Riders should be alert for traffic when leaving the bus.
11. Items not permitted on campus may not be transported on the bus.  
Bus drivers shall not deny transportation except as directed by the principal.

#### **Authority of bus driver, Section 14263 California Administrative Code Title 5 states:**

1. Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. A bus driver shall not require any student to leave the bus en route between home and school or other destinations.
2. The board shall adopt rules and regulations to enforce this section. These regulations shall include, but not be limited to, specific administrative procedures relating to suspension of riding privileges and shall be made available to parents/guardians, teachers, and other interested parties.

The following are penalties for infraction of established rules and shall be administered by the school principal:

1st offense: - Warning or possible bus riding suspension for up to 3 days.

2nd offense: - 3 days to 3 weeks bus riding suspension.

3rd offense: - 3 weeks to 6 weeks riding suspension.

4th offense: - 6 weeks to balance of year riding suspension.

Extreme Behavior: Any behavior that endangers the life or safety of students and drivers riding a school bus. (Same as 4th offense.)

Regulation SOUTHERN HUMBOLDT JOINT UNIFIED SCHOOL DISTRICT approved: March 22, 1990  
revised: April 7, 1994 Garberville, California.

## ACADEMIC INFORMATION

### GRADUATION REQUIREMENTS & ACADEMIC INFORMATION

A **Certificate of Completion** will be awarded to students completing their senior year but not meeting the requirements of a high school diploma. In order to receive a Certificate of Completion, Algebra 1 must be completed with a passing grade. Students who receive a Certificate of Completion may continue for 1 year after their senior year in remediation/preparation opportunities and California High School Exit Exam (CAHSEE) testing.

To qualify for a **South Fork High School Diploma** from the Southern Humboldt Unified School District, a student must earn 10 units in Algebra 1 (a state requirement) and pass both the Math and English/Language Arts sections of the CAHSEE, and perform 15 hours of community service. As we transition from the block schedule to the period day, each class level will have a different credit total requirement. A student graduating in 2009 will need to earn 275 credits; a 2010 graduate will need to earn 245 credits. Students in the class of 2011 will need to earn 235 credits; to graduate in 2012 and after, 230 credits will be needed to graduate. The credits must meet the following requirements.

#### UNITS OF CREDIT

Credit for all courses at South Fork High School is expressed in units. Year long courses are worth 10 units, 5 units earned each semester. Class status determined by the number of units completed.

#### I. Subject Requirements

##### A. English: 40 units

1. English I or English I Honors
2. English II or English II Honors
3. English III or English III Honors
4. English IV or English IV Honors,  
(Including successful completion of the Senior Project)

NOTE: Students with an I.E.P. may earn English credits in the Resource/Special Day Program.

##### B. Mathematics: 30 units

1. 10 units of Algebra I or Algebra IB
2. 20 additional math units from the following course offerings: Algebra IA, Geometry, Algebra II, Pre-Calculus, Trigonometry, Calculus, Consumer Math or Accounting (when offered).

##### C. Science: 20 units

All students must pass 10 units of life science and 10 units of physical science. Life science courses include: Life Science, Biology I, Biology II and Field Biology. Physical Science courses include: Earth Science, Physics and Chemistry.

##### D. Social Science: 30 units

All students must complete the following courses: World History (10 units), US History (10 units), Civics (5 units), Economics (5 units).

##### E. Computer Literacy: 10 units

Students must pass the Computer Literacy course or pass an exam to demonstrate their computer literacy.

##### F. Humanities: 20 units

1. Any combination of art, drama, music or foreign language course.
2. Any Social Studies course not already required.
3. The second, third and/or fourth year in one area of vocational education

##### G. Physical Education: 20 units

##### H. General State Requirements: 5 units

1. Health: 2.5 units
2. Driver's Education: 2.5 units (can be satisfied by passing and providing documentation of completion of an on-line driver's education course certified by the State of California)

##### I. Electives: (2009): 100 units; (2010): 90 units; (2011): 60 units; (2012): 55 units.

## **J. Service Learning – 15 hours**

This is documented through homerooms and guidance and will be recorded on transcripts.

## **II. Early Graduation**

Students interested in early graduation must declare their intention when they register for the fall classes of their senior year. In addition to the regular graduation requirements, the student must maintain 90% positive attendance, receive no referrals for cuts or have excessive tardies. When a student graduates early, s/he can participate in June commencement activities and attend prom (only as a guest). S/He cannot participate in the senior trip, other senior field trips or special activities. S/He cannot visit campus during the spring semester unless the principal or designee has given permission or for office business.

## **III. Late Arrival/Early Dismissal**

California Education Code allows seniors in the second half of the year to have late arrival or early dismissal if certain criteria are met. SHUSD established their criteria as the following: being on track for graduation, 90% positive attendance during the first half of the senior year, have appropriate transportation, and have at least a 2.0 GPA. See the counseling department for more details.

## **IV. California High School Exit Exam (CAHSEE)**

All public school students must pass the CAHSEE in order to receive a diploma. The exit exam is not a college entrance or honor exam; its purpose is to test whether students have mastered the academic skills necessary to succeed in the adult world. The exam includes two parts: English/Language Arts and Mathematics. The E/LA section addresses state academic content standards through grade ten and includes written response and multiple-choice questions. The mathematics section addresses state academic content standards for grades six and seven as well as Algebra. It consists entirely of multiple-choice questions. When a student does not pass the exam in tenth grade, s/he will have four more opportunities to sit for the exam: two in the eleventh grade and two in the twelfth grade. The CASHEE is untimed and therefore all students are encouraged to take advantage of this to complete the exam. SFHS will use the “California Performance Indicator”, STAR results, and current grades to determine remediation needs for 9<sup>th</sup>, 10<sup>th</sup>, and 11 graders. To assist a student in passing these exams the student may be assigned to the CAHSEE math and/or reading prep lab classes.

## **V. Transfer Students**

All students transferring into South Fork will have their transcripts examined thoroughly to determine their graduation status according to South Fork’s requirements.

## **VI. 8<sup>th</sup> Grade Credit Requirements:**

The promotion requirements for the 8<sup>th</sup> grade are as follows:

Each 8<sup>th</sup> grade student has the potential of earning 60 credits in a school year; for promotion to the 9<sup>th</sup> grade, a student needs to earn a minimum of 45 credits with no more than 2.5 credits lost in any one course. Eighth graders identified as academically at-risk (either by a *Far Below Basic* score on the STAR or receiving a non pass on their 7<sup>th</sup> grade spring benchmarks) will participate in a counseling program that provides information regarding minimum promotion requirements, as well as continued grade monitoring to provide extra support and guidance toward promotion to the 9<sup>th</sup> grade.

## **VII. College Work For High School Credit**

- A. While a student is in high school, no more than 8 college units may be taken per semester.
- B. Students will not be able to enroll in any course they have failed in high school. Exception: they may enroll in any classes failed in high school after the date their class graduated.
- C. Each student must attend school for 3 periods/day unless exempted by the principal.
- D. College and high school credit will be given on a 1 to 2.5 basis.  
Example: 3-unit college course equals 7.5 high school units.

## **VIII. Credit Deficits**

Students have credit deficiencies when they have received one or more F's in any course. Multiple F's could mean a fifth (5<sup>th</sup>) year for some students. Credit may be made up in our after school supplemental programs in English, Math, and Social Science. SFHS accepts credits assigned on a transcript from all public high schools.

## **HONOR ROLL**

The honor roll recognizes students who have achieved an overall Grade Point Average (GPA) of 3.00, excluding grades for physical education and study hall.

## **PETITION TO WAIVE P.E. CREDITS**

The second year of physical education maybe waived as follows. Completion of two seasons of any sport in the sophomore, junior, or senior year, in the South Fork High School Interscholastic Athletic Program, fulfills one semester of the physical education graduation requirement. Students must provide the counseling department with a completed waiver that includes the sport, year, and signature of the athletic director. The waiver will be recorded on the transcripts in the special notes section. (1 semester = 5 credits). The Petition Waiver form is available in the office.

## **TESTING**

Students are required to take different types of examinations during their high school years. Some are required by the state to demonstrate proficiency in academic areas, while others are used to determine college entrance or placement. In addition, there are tests of vocational interests and aptitudes.

### **▪ HIGH SCHOOL DISTRICT COMPETENCY TESTS/ ACHIEVEMENT TESTS**

The California High School Exit Exam (CAHSEE) must be passed in order to receive a high school diploma.

## **STAR TESTING**

California STAR (Standardized Testing and Reporting) is an achievement test for students in public schools, grades 2-11, with two major objectives: 1) to measure a student's progress toward meeting California's Content Standards, and 2) to measure California students in comparison with students nationwide using a Norm Referenced Test (NRT). Schools use STAR to track improvements in student performance, to review curriculum and instruction of the curriculum and supporting supplemental materials.

## **TESTS IN LIEU OF A DIPLOMA**

1. California High School Proficiency Examination (CHSPE). This test allows 16 year old students (or older) who have completed the 10<sup>th</sup> grade, or are enrolled in the second semester of the 10<sup>th</sup> grade, and have not graduated from high school to take the examination, and if successful, to be awarded a "Certificate of Proficiency" by the state. It tests students in five areas: reading, computing, writing, problem solving, and knowledge of life situations. This test is offered twice a year in Eureka. Students can pick up an application in the counseling office that must be signed by a school official before being mailed. A fee accompanies the application. If a student passes this test, he/she may legally leave school with parental permission, or, if desired, the student may continue to attend high school. The current cost is approximately \$92.
2. General Education Development (GED). This test is a five-part examination measuring an individual's level of general education development in comparison to high school students. Certain employers generally accept it in lieu of a diploma. The results of the GED can be used to obtain a California High School Equivalency Certificate. Students must be 18 or older to take this test; people who have dropped out of school frequently use it. This test is not offered at South Fork High School. Contact College of the Redwoods testing office for details. Cost is approximately \$100 and is given monthly.

## CAREER AND TECHNICAL EDUCATION

Southern Humboldt Joint Unified School District (SHJUSD) is committed to rigorous and relevant learning for all students. Career Technical Education (CTE) teachers are actively working with teachers of other disciplines to align standards, tests and essential skills to enhance instruction. All CTE programs offer post-secondary opportunities through community colleges, universities, trade schools and apprenticeships. Our counseling techs can provide you with valuable resource materials to help with planning your future after high school.

Currently we offer Computer Literacy, Accounting, Multi-Media, Digital Art, Broadcast Journalism, Metals/Welding 1-4, Computer Aided Drafting (CAD), Culinary Arts, and Office Occupations.

If you're creative, have good basic computer skills, like using technology to express your ideas, are proficient in both oral and written communications, or have a talent for graphic design and visual arts, the **arts, media, and entertainment** program might be for you. Students taking courses in these fields may be interested in creating digital video and animation for computer gaming or Web publishing, or doing layout for printed publications. Other students may look forward to careers in broadcast journalism, computer graphics, advertising art, marketing, public relations, and sound production. CTE arts, media, and entertainment courses will help you become a graphic artist, radio programmer, cashier or bank teller after high school, or prepare you for advanced arts, media, and communications studies at a community college, technical training school or four-year university.

If you're interested in getting a job in an office, a business, or financial institution, enjoy working with numbers, have good math skills, and want to apply those math skills in a business environment, then a career in **finance and business** may be for you. Finance and other business occupations comprise over 30% of the total employment in Humboldt County—and there are accounting and finance jobs in every type of business and industry. From small family-run businesses to large corporations, from community organizations to government agencies, every type of business needs to keep track of its money. CTE finance and business courses will help you become an administrative assistant, account clerk, cashier or bank teller after high school, or prepare you for advanced accounting, business and finance studies at a community college, technical training school or four-year university.

If you enjoy working with your hands, enjoy using tools and machinery that makes sparks fly, are proficient in math, and enjoy science classes, then a career in **welding, fabrication, and manufacturing** may be for you. Light manufacturing, industrial repair and support services, and sheet metal fabrication combine to make welding, fabrication, and manufacturing a strong and stable industry on the North Coast. Seven percent of Humboldt County's jobs are in the welding, fabrication, and manufacturing fields—related jobs are among the fastest growing job sectors in Humboldt, Lake, Del Norte and Mendocino counties. Students who take welding classes may use their skills in the related fields of construction, automotive services and agriculture. Students taking welding courses might choose to enter the workforce as metal fabricators, welders, or equipment operators.

Ready to turn your passion for cooking into a job you'll love? The **culinary arts program** at South Fork High School is designed to prepare students to apply technical knowledge and skills required for food production and service occupations. Students completing this program will possess the technical knowledge and skills required for planning, selecting, storing, purchasing, preparing and serving quality food products. Nutritive values, safety and sanitization procedures (SAFE SERVE), use of commercial equipment, serving techniques, special diets and management of food will also be studied. Master your own culinary style, hone your kitchen skills and launch your culinary career.

If you would like more information about any of these programs, contact Aletta Sauer, Vocational Education Chair @ x3110.

# **SOUTHERN HUMBOLDT UNIFIED SCHOOL DISTRICT**

## **GENERAL INFORMATION**

The Southern Humboldt Unified School District serves students in grades K - 12, from Confusion Hill on the south to Dyerville on the north, from Shelter Cove on the west to the Trinity County line on the east. In this geographic area, about 750 students will attend school during the 2008-2009 school year.

## **BOARD MEETING SCHEDULE**

The Board of Trustees of the Southern Humboldt Unified School District holds regular Board meetings on the second Thursday of each month. If you wish to verify the date, time and place of a Board meeting, contact Bambi Henderson at 943-1789. The Board members are elected by the voters of our school district. Board members in our district serve without pay and give generously of his/her time to the development of the policies by which our schools are operated.

## **MISSION STATEMENT**

The mission of the Southern Humboldt Unified School District is a commitment to excellence, high expectations, and a comprehensive program that promotes the success of all students by empowering them with the skills and attitudes necessary to confidently meet the challenges of a changing world.

## **VISION STATEMENT**

- Students will be inspired by a rich, diverse curriculum, by teachers and other staff who share their love of learning, and by community members who demonstrate their support for education through active involvement.
- Students will value their remarkable gains in achievement as they master increasingly complex concepts and skills. Their lives will be enriched by participating in a wide variety of learning experience from core academic curriculum to music, drama and art to stream restoration, construction trades, and fire fighting preparation.
- Students will develop personal integrity by being immersed in a joyous learning community that encourages respect and responsibility. They will appreciate and care for an appropriately designed, carefully furnished, beautifully maintained school.
- Students will explore, understand and appreciate the importance and uniqueness of the natural and cultural environment in which we live. They will assume responsibility for protecting and enhancing their communities.

## **DISTRICT OFFICE STAFF**

Clifton Anderson, District Superintendent  
Susie Jennings, Associate Superintendent  
Bambi Henderson, Payroll Officer  
Celeste Boyd, Business Office Manager  
707) 943-1789 fax 943-1921  
PO Box 650 110 School Rd  
Miranda, CA 95553

## **BOARD OF TRUSTEES**

Barbara Lindsey, President; Susan Thompson, Clerk; Jim Baker;  
Dennis O'Sullivan; Paulette Thiele, Mark Schaffner  
Student Representatives: Zoe Wong-Weissman and Andrew Rogers

## **District Areas of Major Focus for the 2008-2009 School Year**

- a. Provide and maintain facilities to meet the needs of present and future students.
- b. Provide a clean, secure and orderly environment and as part of the larger community, promote healthy and safe behaviors and lifelong wellness.
- c. Create a culture of shared accountability for student achievement.
- d. Improve the organizational, management and decision-making structure and capabilities of the district to better support the education of students.

## **Ongoing Long-term Goals**

- e. Provide appropriate instruction to meet the varied academic and career goals of students by indentifying and responding to individual student needs.
- f. Maintain positive relations with students, parents/guardians, staff and community, emphasizing effective and responsive communications and inviting participation in the schools.
- g. Develop each student's self-respect, respect of others, appreciation for diversity and sense of personal responsibility.
- h. Ensure that all students achieve academic proficiency in essential areas of skill and knowledge.
- i. Provide for the specialized needs of identified groups of students.
- j. Attract, retain and support highly qualified and motivated staff members.
- k. Provide time and resources for collaboration, planning and professional development for all staff.
- l. Collaborate with other public agencies and private organizations to ensure children's physical, social and emotional needs are met.
- m. Employ technology in ways that enhance learning, teaching and non-instructional operations.
- n. Maintain the fiscal integrity for the district.

## **CORE VALUES**

### **Student Learning**

We are guided by the principle that all students can learn, and will continue to strive for their personal best. A safe and nurturing environment is essential to learning. Every student in our district, regardless of gender, special needs, or social, ethnic, language or economic background, has a right to a high quality education that challenges the student to achieve his or her fullest potential. Early identification of learning and behavioral difficulties contributes to student success. Recognize and mitigate factors that affect a student's ability to learn, including, but not limited to, social, health, nutrition and economic conditions. Parental involvement is essential.

### **Stakeholders**

All individuals within the community value education and, as a result, their lives are enriched. Our community provides a valuable resource to our educational program. Our diversity of students, staff, and community enriches the learning experience. Effective communication with all stakeholders builds trust and support for district.

### **Educational Community**

The accountability of an educational program is shared by the entire educational community with the ultimate accountability resting with the board as the basic embodiment of representative government. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and the entire community values learning. Communication, trust, respect and teamwork among Board members and the superintendent and associate superintendent is essential to effective decision making. The educational community will recognize and celebrate student and staff accomplishments. As a result, students will be critical-thinking, contributing members of society who embrace life-long learning.