

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 285 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.

VISION STATEMENT

A South Fork graduate will have the skills to make responsible choices socially, personally, and educationally. Through a broad based education which emphasizes literacy, creativity, critical thinking, and global and cultural awareness, graduates will be able to meet personal goals while making their own valuable contributions to society.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

A South Fork High School graduate will be able to:

- 1...demonstrate the critical thinking skills necessary to become a lifelong learner.
- 2...communicate respectfully and effectively to a variety of audiences for a variety of purposes.
- 3...contribute to the school and greater community through service learning. The intent is creating active citizenship.
- 4...create a personal life plan to address social, educational, economic, and health goals.
- 5...demonstrate ability to use technology across the curriculum.
- 6...demonstrate recognition of the inherent strength of a tolerant, diverse society.

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

Leslie Yale (Chair)
Marianne Lancaster

FINE ARTS/LANGUAGES

Scott Harrison - Art (Chair)
Justin Gyenis - Spanish
Paul Schmollinger - Music/Drama

PHYSICAL EDUCATION

Trace Sampson (Chair)
Jim Lowry

SUPPORT STAFF SPECIAL EDUCATION

Bonnie Coleman
Lydia Green
Sue Goodfield
Tom Lasbury
D'Ann Teasley

CUSTODIAL STAFF

Bruce Goulette
Mike Parks

CAREER COUNSELING TECH.

Carole Willard-Clark

COUNSELING

Chris Hill – District Psychologist
Sue Eldridge - Student Services Tech.
Randi Perkins - Student Services Tech.

ASB/ACTIVITIES DIRECTOR

Rob Standish

VOCATIONAL EDUCATION

Aletta Sauer – Business (Chair)
Scott Harrison – Multimedia
Mary Moore – Office Occupations
Rob Standish – Broadcast Journalism
Roberta Tritchler – Culinary

MATH

Kathy O'Day (Co-chair)
Gloria Valdez (Co-chair)
Aletta Sauer

SOCIAL STUDIES

Rob Standish (Chair)
Brice Gummersall
Bill Richards

SPECIAL EDUCATION

Gregg Allbright (Chair)
Marlien Fish
Brice Gummersall
Casey Pape

SUPPORT SERVICES

Patty Radenbaugh RN – District Nurse

CAFÉ STAFF

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, 2012.

PERIOD AND BELL SCHEDULE

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

8:10	Opening bell
8:15-9:15	Period 1
9:15-9:20	Break
9:20-9:25	Passing
9:25-10:25	Period 2
10:25-10:30	Passing
10:30-11:30	Period 3
11:30-12:00	Lunch
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. 27, 28, Jan. 19, 20 Mar. 29, 30, June 13, 14

8:10	Opening bell
8:15-9:32	Period 1 or 4
9:32-9:36	Break
9:36-9:41	Passing
9:41-10:58	Period 2 or 5
10:58-11:28	Lunch
11:28-11:33	Passing
11:33-12:50	Period 3 or 6

WASC Short Wednesdays

8:10	Opening bell
8:15-9:05	Period 1
9:05-9:10	Break
9:10-9:15	Passing
9:15-10:05	Period 2
10:05-10:10	Passing
10:10-11:00	Period 3
11:00-11:05	Passing
11:05-11:55	Period 4
11:55-12:25	Lunch
12:25-12:30	Passing
12:30-1:20	Period 5
1:20-1:25	Passing
1:25-2:15	Period 6

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

INSERT DISTRICT CALENDAR

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:

Miranda Moriah: Redwoods Rural Health Center Counselor provides individual counseling.

Darin Talcott: Humboldt State MSW Intern provides peer mediation, leadership activities, support groups, and YOUTHAlive! Outdoor Adventure group leader.

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

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

Nels Atkinson: Changing Tides provides individual counseling on Wednesdays.

Emily Siegel: Changing Tides provides individual counseling on Thursdays.

Justin Gyenis: Provides tutoring for English as a Second Language (ESL) students.

Michelle Cartier: AmeriCorps Worker provides academic support, assisting students with assignments



❖ 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 filling 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: 10th grade hearing screenings and 8th 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. 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 see Counseling Techs Sue Eldridge @ 3114 or Randi Perkins @ 3143.

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

Beginning as early as the 6th and 7th grades in the Southern Humboldt Unified School District, students create a personal portfolio using the online KUDER NAVIGATOR program. All students meet at least once a year with a career counselor who works with them and their teachers to update their personal portfolio, complete personal assessments, and explore careers. Parents can access this great career exploration and planning program by going to the <http://www.kudernavigator.com> website and opening an account using the New Users registration link, as the parent of an under-18 student. Parents are especially encouraged to log in and review the 6th-12th grade career planning timeline, to view year-by-year tasks related to their child's educational and career planning. For each student task, parents will also see suggested ways that parents can help. Parents can call the Counseling Department at 707-943-3144 ext 3114 during the 2011-2012 academic year for information to access their student's portfolio.

Upward Bound - sponsored by Humboldt State University, these programs provide support for students in preparing for post-secondary education. This is a hybrid combination of a pullout program that provides workshops and tutorial support the first Wednesday of the month.

“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 Wednesdays and Fridays 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 9th - 12th 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 1st 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 several times a year on the 4th 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. The SSC makes suggestions on future activities and gives feedback on current and past work.

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. Designated Subject Credentialed Teacher, Roberta Tritchler, teaches Safe Serve and basic culinary skills. While preparing lunch daily for district schools, the students learn safe food handling practices, and gain knowledge for a career in food service. We are hoping that all students will become involved in some way with this culinary project. Student suggestions are always welcome.

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, RSP Club (for Resource students), SDC, Yearbook, Homecoming Week, Spring Week, rallies, the drama play, dances such as homecoming and prom, plus many more exciting events.

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 \$5.00.

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 1st 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 gym at ext. 3116: 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 9th 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 and the instructor.
9. Exceptions to the above must be approved by the administration.

CELL PHONE POLICY

Cell phones need to be turned off and put away during class time. Cell phones that can be seen or heard during class time will be confiscated. The parents may pick up the cell phone from Mr. Stewart, Principal, or Ms. Yale, Dean of Students, after school on Wednesdays or Fridays only.

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 9th 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."

DANCE POLICY

1. All dances except PROM are open to eligible SFHS and Osprey Learning Center Independent 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 to) 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. See the “Safe School Plan” for more detailed information.

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 Global Connect (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 your 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, and given away 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** and **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 OR SAFETY OF STUDENTS WHO LEAVE SCHOOL GROUNDS DURING THE BREAK OR LUNCH PERIOD. (Ed. Code 44808.5). (See JURISDICTION vs. LIABILITY 48900s).**

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:

1st 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.

2nd 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.

3rd 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 if 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, Administrative Regulation 5030, was established to develop school district policies on nutrition and physical activity.

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 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 7:30 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 all students have the right to be educated in a positive learning environment free from disruptions, and 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.

CHEATING AND/OR PLAGIARISM

Taking someone else's ideas without acknowledgement is called plagiarism, and people who participate in plagiarism are regarded as academic thieves. SFHS has adopted the Modern Language Association (MLA) standards for research papers. CHEATING ON AN EXAM or PLAGIARISM on a research paper or major project consequences:

1st time: Zero points or F on the exam, paper, or project.

2nd time: Fails the class and required to retake the course.

Teachers will report cheating to the administration to track if it is happening in multiple classes. The Discipline Grid for the District names the following consequences:

1st is an In-School Supervision Day and parent conference; 2nd is a 3-day suspension and possible referral for expulsion; 3rd is a 5-day suspension and referral for expulsion. For students copying homework and class work, the teacher will determine the severity of consequences with regard to individual class rules.

COMMUNITY SERVICE

Except when suspension or expulsion is required by law, the administration 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.

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.

1st Administrative Action

- 1 lunch detention per period cut, parent/guardian contacted through mail or phone, policy explained

2nd Administrative Action

- 1 day "after school" detention per period cut, student behavior contract, parent/guardian contacted

3rd Administrative Action

- 1 day in-school-supervision, mandatory parent/guardian meeting with administration, 1st truancy letter sent home

4th Administrative Action

- 2 day "in-school-supervision, 2nd truancy letter sent home

5th Administrative Action

- 3rd truancy letter and referral to SARB, and possible 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. The tardy policy is cumulative for one quarter. For each and every tardy after the 3rd tardy in a quarter in a class, the teacher will assign a lunch detention. If the student refuses to serve the detention it is willful defiance of the valid authority of supervisors, and will be dealt with according to the discipline matrix.

LUNCH DETENTION

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

DETENTION AFTER SCHOOL

Students may be assigned detention for disciplinary reasons. Students shall remain under the supervision of an employee during the period of detention.

IN SCHOOL SUPERVISION

In School Supervision (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 solutions to problems the student may be having on campus.

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.

GROUND 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 which is concurred in by the principal or designee of the principal.
- (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 (or represented the item as such).
- (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.
- (r) Engaged in the act of bullying, but not limited to bullying, committed by means of an electronic act toward a pupil or school personnel.
- (s) A pupil maybe suspended or expelled for acts that occur while on school grounds, while going to or coming from school, during lunch period whether on or off the campus, during or while going to or coming from a school sponsored activity.
- (t) Related to aiding or abetting the infliction or attempted infliction of physical injury.

48900.2 Related to sexual harassment.

48900.3 Related to hate violence.

48900.4 Related to harassment, threats, 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 or designee:

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 high school credits, 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 2 years 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), pass both the Math and English/Language Arts sections of the CAHSEE, and perform 15 hours of community service. Students graduating need to earn 210 credits in the approved areas.

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.

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. Freshman Course of Study: 10 units

Students are scheduled in one semester of Landscape Art and one semester of Applied Math.

F. Humanities: 10 units

1. Any combination of art, drama, music or foreign language course; also includes Broadcast Journalism and Entrepreneurship.
2. The second, third and/or fourth year in one area of vocational education.

G. Physical Education: 20 units

Students must attain proficiency on the Ca. Physical Fitness Test, or additional courses may be required.

H. General State Requirements: Health

Health is taught as part of the required 10th grade physical education requirement.

I. Electives: 60 units;

J. Service Learning – 15 hours

Students are required to complete 15 hours (and a reflective paragraph) of community service in order to graduate. Hours are tracked through the counseling office, and documented on the transcript.

II. Early Graduation

After all graduation requirements are met, independent study students may graduate early. 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 to have late arrival or early dismissal if certain criteria are met. SHUSD established the criteria as the following: being on track for graduation, maintain 90% positive attendance, 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 five more opportunities to sit for the exam: two in the eleventh grade and three in the twelfth grade. The CAHSEE 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 9th, 10th, 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. 8th Grade Credit Requirements:

The promotion requirements for the 8th grade are as follows:

Each 8th grade student has the potential of earning 60 credits in a school year; for promotion to the 9th grade, a student needs to earn a minimum of 45 credits with no more than 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 7th 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 9th grade.

VII. College Work For High School Credit

Opportunities exist for students to meet some elective requirements through concurrent enrollment.

- A. While a student is in high school, no more than 11 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. South Fork High School seniors must take 5 courses/semester (240 minutes); concurrently enrolled college classes may count towards the total of 5 courses. Grade(s) from those classes will be recorded on the transcript.
- D. College and high school credit will be given on a 1 to 3.34 basis.
Example: 3-unit college course equals 10 high school units.

E. If a South Fork student enrolls in an accredited online course and is given a school day period during which to carry out the coursework, the resulting grade(s) must appear on the South Fork transcript. If the course is not assigned a school period, and the coursework is carried out on the student's own time, the student may elect to have the grade entered onto the South Fork transcript or not.

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 (5th) year for some students. Credit may be made up in our after school supplemental programs in English, math, and social science. There may be online credit recovery programs available, at student cost; see counseling for information. SFHS accepts credits assigned on a transcript from all public high schools.

SUPPLEMENTAL CREDIT RECOVERY POLICY

In order to earn 5 credits in the After School Supplemental Program, a student needs to attend sixty hours and complete the required packet work. A student needs to attend thirty hours and complete packet work to earn 2.5 credits. Any credit earning which does not meet these two criteria will be computed to the closest half credit (.5) or rounded up to the next full credit.

HONOR ROLL

The honor roll recognizes students who have achieved an overall Grade Point Average (GPA) of 3.0, excluding grades for physical education and study hall.

PETITION TO WAIVE P.E. CREDITS

One semester of 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. Waivers will not be granted for failures in P.E.

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 10th grade, or are enrolled in the second semester of the 10th 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 \$110.

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.

Currently we offer Accounting 1 and 2, Business Algebra, Entrepreneurship, MultiMedia Applications, Broadcast Journalism, Culinary Arts, Office Occupations, and Applied Math. Welding 51 and a variety of online classes may be taken through concurrent enrollment with the College of the Redwoods. As part of the rural schools' partnership program, additional online classes may also be taken through concurrent enrollment with Barstow Community College (BCC). Parents and students are encouraged to visit these schools' websites for CTE catalog and course information. While concurrently enrolled high school students are entitled to fee waivers through BCC, the cost of textbooks is generally, but not always, the responsibility of the student.

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, classes in the **Finance and Business** program 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. Finance and Business CTE 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.

The **Information Support Services** program provides career preparation for students interested in work that varies from office occupations to a career in computer programming. Office Occupations courses teach the essential skills needed by office administrators, realtors, customer service representatives, secretaries and

many other occupations. From introductory computer programming taught through the Computer Literacy class, to concurrent enrollment opportunities through the College of the Redwoods' online Computer Information Systems (CIS) classes, you can prepare for work after graduation as an application specialist, network administrator, software analyst and more. **Information Support Services** students planning to continue their studies at a community college, technical training school or four-year university, can look forward to careers as varied as software or hardware engineer to programmer, computer information systems manager, human resources manager, vice-president of personnel, and county administrator positions.

Ready to turn your passion for cooking into a job you'll love? The **Food Service and Hospitality** program at South Fork High School is designed to prepare students to apply technical knowledge and skills required for food production and service occupations. Culinary arts 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 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. You can take your first step towards that goal through concurrent enrollment in the College of the Redwoods' **Welding 51** class. 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.

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

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.

Southern Humboldt Unified School District

Mission Statement

The mission of the Southern Humboldt Unified School District is a commitment to educational excellence through a comprehensive program that promotes the success of all students by empowering them with the skills and attitudes necessary to be confident and engaged citizens of a changing world.

Vision Statement

All students will be challenged and supported to achieve their unique potential. They will be enriched through sound and diverse curriculum provided by dedicated and innovative teachers and staff. Students will be inspired to be lifelong learners with a clear view of their horizons.

Their schools will be safe and welcoming, equipped with the tools they need to fully benefit from their learning experience.

Our students will value and master the complex concepts and skills they practice and learn in small classroom settings and other learning venues. A core academic curriculum will provide them with a competitive 21st century education, expanded and enhanced through, rich and essential opportunities in Fine

Arts, Performing Arts, Vocational, Technological, Honors, Advanced Placement classes and extracurricular activities. Each stage of our students' education will prepare them for the next and, upon graduating, for the world beyond our schools.

Our students will contribute to their community, aware that it supports them through tireless contributions of time, talent, commitment, and financial resources. This invaluable model teaches students to appreciate and practice service to others.

Our students 'will embrace diversity. Respect and personal responsibility will be instilled in them as they learn and experience these qualities in their schools and community.

Our unique and beautiful location will be home and classroom to our students as they study, improve, and honor the environment that surrounds them. They will be its stewards and its ambassadors as they protect it and teach others to cherish our natural resources.

Areas of Major Focus to Support Our Commitment to Educational Excellence

- a. Maintain positive relations with students/guardians, staff and community, emphasizing effective and responsive communications.
- b. Provide and maintain facilities to meet the needs of present and future students.
- c. Improve the organizational, management and decision-making structure and capabilities of the district to better support the education of students.

Ongoing Long-term Goals

- d. Invite participation and foster volunteerism in support of our schools.
- e. Provide a clean, secure and orderly environment and as part of the larger community, promote healthy and safe behaviors and lifelong wellness.
- f. Create a culture of shared accountability for student achievement.
- g. Provide a comprehensive program to meet the varied academic and career goals of students by identifying and responding to individual student needs.
- h. Develop each student's self-respect, respect of others, appreciation for diversity and sense of personal responsibility.
- i. Ensure that all students achieve academic proficiency in essential areas of skill and knowledge.
- j. Provide for the specialized needs of identified groups of students.
- k. Attract, retain and support highly qualified and motivated staff members.
- l. Provide time and resources for collaboration, planning and professional development for all staff.
- m. Collaborate with other public agencies and private organizations to ensure children's physical, social and emotional needs are met.
- n. Employ technology in ways that enhance learning, teaching and non-instructional operations.

DISTRICT OFFICE STAFF

Jim Stewart, District Superintendent
Julie Johansen, Associate Superintendent
Bambi Henderson, Payroll Officer
Celeste Boyd, Business Manager
Ruthie Kirkpatrick, Insurance & Purchasing
(707) 943-1789; fax 943-1921
PO Box 650 110 School Rd
Miranda, CA 95553

BOARD OF TRUSTEES

Thomas Mulder, President; Jim Baker, Clerk; Susan Thompson,
Barbara Lindsey, Dennis O'Sullivan and Scotty McClure
Student Representatives: Isabel Maggiani and Miranda Storre

