



## Heritage High School 2019-2020 Student Handbook

*The Student Handbook is available for viewing on our website, [www.puhsd.org/hhs](http://www.puhsd.org/hhs). Click on the tab **Students**, then click on **Student Handbook**. Information subject to change.*

26001 Briggs Road  
Menifee, CA 92585  
PHONE: (951) 940-5447  
FAX: (951) 325-5448  
WEBSITE: [www.puhsd.org/hhs](http://www.puhsd.org/hhs)

### **Administration**

Erika Tejeda, Principal  
Chris Cooper, Assistant Principal  
Mark Harrell, Assistant Principal  
Thomas LaRochelle, Assistant Principal  
Scott Moore, Dean/Athletic Director

### **Perris Union High School District**

**Mr. Grant Bennett**, Superintendent  
**Ms. Candace Reines**, Deputy Superintendent, Business Services  
**Dr. Charles Newman**, Assistant Superintendent, Educational Services  
**Kirk Skorpanich**, Assistant Superintendent, Human Resources  
**Mr. Joseph Williams**, Executive Director of Technology

### **Board of Education**

**Mr. Edward Garcia**, President  
**Mr. Anthony Stafford, Sr.**, *Vice President*, **Dr. Randall Freeman** *Clerk*  
**Dr. José Luis Araux**, *Member* and, **Mr. David Nelissen** *Member*

Heritage High School does not discriminate on the basis of race, creed, color, national origin, gender or disability.

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# Mission Statement

The mission of Heritage High School is to provide a rigorous academic curriculum in a safe and caring environment that promotes all students' maximum success in the larger community.

## Welcome

The staff at Heritage High School would like to welcome you to the 2019-2020 school year. We hope that each of you will find this year to be rewarding, relevant, productive, and enjoyable as we continue to build upon our successes in student academic achievement. It is the vision of Heritage High School to enable all students to acquire the knowledge, learn the skills, and develop the attitudes necessary for them to realize their full potential and to become responsible citizens and lifelong learners who can meet the challenges of a changing world. The staff is here to assist in academic pursuits, school activities, and athletic endeavors. As you experience obstacles in your educational career, we encourage you to take advantage of all the services available at Heritage High School. Feel free to ask questions or seek assistance from any staff member. We are all here to help.

In order to familiarize you with Heritage High School, enable you to assume all of your responsibilities, and take full advantage of all Heritage has to offer, we have created this handbook. Please read and discuss the handbook contents immediately with your child, as he/she will be responsible for compliance with the policies, procedures, and regulations herein. If at any time you have questions related to the school's policies and/or procedures, please contact the school.

Heritage High School office hours are 7:15 a.m. – 3:45 p.m. The phone number is (951) 940-5447.

<b><u>Departments</u></b>	<b><u>Extensions</u></b>	<b><u>Fax Number</u></b>
Administration	20101	(951) 325-5449
Athletics	20110	(951) 325-5449
Attendance	20128	(951) 325-5702
Counseling	20109 or 20124	(951) 325-5448
Discipline	20004	(951) 325-5702
Food Services	33077	
Library	20129 or 20130	(951) 926-7989

### **Absence Reporting Line (951) 940-5447, extension 20001**

Transportation (Hemet Unified School District): (951) 943-6640

Romoland Community Library (951) 325-2090

# HERITAGE HIGH SCHOOL

## BUILDING A LEGACY

### EXPECTED SCHOOLWIDE LEARNING RESULTS WE

APPROPRIATE

RESPECTFUL

EXEMPLARY

**LEADERSHIP** - All students will demonstrate leadership qualities in their daily lives, including integrity, respect, honesty and responsibility.

**EXCELLENCE** - All students will learn strategies to promote excellence in their lives including conduct, health and vitality, and life choices

**GENEROSITY** - All students will demonstrate a respect for the larger community through the use of their resources to positively impact the lives of others.

**ACADEMICS** - All students will engage in a rigorous meaningful curriculum that emphasizes critical thinking and high standards.

**CHARACTER** - All students will learn the importance of character development as it applies to personal and community responsibility, and respect for self and others.

**OPPORTUNITY** - All students will learn technological skills to be competitive in the workplace. Students will explore career choices, build practical life skills and develop an appreciation for the fine and applied arts.

## Bell Schedule

# HERITAGE HIGH SCHOOL

**L**

Leadership

**E**

Excellence

**G**

Generosity

**A**

Academics

**C**

Character

**Y**

opportunitY

### 7 period day, 6 minute passing

#### Monday – Late Start / PLC 7:45-9:05

	Period 1	9:05-9:46		41
	Period 2	9:52-10:33		41
	Nutrition	10:33-10:38		5
	Period 3	10:44-11:25		41
	Period 4	11:31-12:12		41
1st Lunch	12:12-12:47	Period 5	12:18-1:02	35/44
Period 5	12:53-1:37	2nd Lunch	1:02-1:37	44/35
	Period 6	1:43-2:24		41
	Period 7	2:30-3:10		40

#### Tuesday, Wednesday, & Thursday - Regular Days

	Period 1	7:45-8:39		54
	Period 2	8:45-9:40		55
	Nutrition	9:40-9:45		5
	Period 3	9:51-10:43		52
	Period 4	10:49-11:41		52
1st Lunch	11:41-12:16	Period 5	11:47-12:39	35/52
Period 5	12:22-1:14	2nd Lunch	12:39-1:14	52/35
	Period 6	1:20-2:12		52
	Period 7	2:18-3:10		52

#### Friday – Late Start / Collaboration 7:45-9:05

	Period 1	9:05-9:46		41
	Period 2	9:52-10:33		41
	Nutrition	10:33-10:38		5
	Period 3	10:44-11:25		41
	Period 4	11:31-12:12		41
1st Lunch	12:12-12:47	Period 5	12:18-1:02	35/44
Period 5	12:53-1:37	2nd Lunch	1:02-1:37	44/35
	Period 6	1:43-2:24		41
	Period 7	2:30-3:10		40

The final exam bell schedule will be published prior to finals in December and June.

# Attendance

The administration and staff of the Perris Union High School District believe that if a student is absent from class, the educational experience lost during the absence is irretrievable as the interaction in the classroom setting can seldom be duplicated through make-up work. Absences can, therefore, adversely impact a student's grades and should be avoided if at all possible.

## Attendance Codes:

**Excused**—Absence from class for illness/funeral/death of any immediate family member, medical/dental appointments, court appointments, or school activities.

**Unexcused**—Absences that don't qualify according to State Education Code Section 48200 (Students may not be allowed to make up missed school work).

**Truant**—Absences that are not cleared by parents (Student may not be allowed to make up missed school work).

ANY absence that does not fall under the excused absence definition will be UNEXCUSED (even with a phone call from the parent).

**Attendance Responsibilities (Education Code Section 48200):** PARENTS ARE RESPONSIBLE FOR THE PUNCTUAL AND REGULAR ATTENDANCE OF THEIR CHILDREN. It is recommended that dental and medical appointments be made for non-school hours. Because of the need to interpret California School Attendance laws, the school determines whether the absence was excused or not. Excessive tardiness, excused absences and/or unexcused absences may lead to:

- loss of credits
- removal from class
- referral to the Student Attendance Review Team (SART)
- referral to the Student Attendance Review Board (SARB)
- placed in an alternative education program.

**Verifying an absence:** Parents/guardians must call the school at (951) 325-5447 ext. 20001 during normal business hours (7:15 a.m. – 3:30 p.m.). All student absences should be cleared by a parent/guardian within 3 school days of the absence.

**Clearing absences is the responsibility of the parent and student. Failure to clear absences in a timely manner could affect a student's grades.** Parent phone calls or notes for excused absences should include:

- The first and last name of the student
- The date of the absence
- The reason for the absence
- The parent's name/signature

Absence not cleared in 72 hours (three business days) will automatically be recorded as a Truancy and should be cleared when possible. Students arriving to school after 8:15 a.m. on regular start days and 9:35 on late start days will be given an unverified absence.

**Attendance and behavioral issues may result in the loss of student privileges per administrative discretion.**

**Class Work/Make-Up Policy:** Students are expected to complete all work assigned in each class.

- If a student has an excused absence, they shall be allowed to complete all assignments and tests missed during the absence period that can be reasonably provided and upon satisfactory completion within a reasonable period of time, shall be given full credit (EC 48205).
- Homework may be requested for absences of three (3) or more days. Please contact the teachers directly (email/phone call) to retrieve any missing assignments due to an excused absence and allow at least 24 hours for teachers to respond with information regarding your request. Some teachers may require make-up work upon a student's return to school.
- Teachers are not required to provide homework or make-up activities to those students who have been suspended as absences during a suspension are not excused absences. (EC48913).

- If the excused absences are long term (5 or more days) and have a medical, please contact the counseling office to set up alternative options.

**Messages and deliveries for students:** Messages for students will only be distributed between classes. Classroom interruptions jeopardize student learning. All messages must be a valid emergency.

**Please note that items such as flowers, balloons, food (including cake), or gifts will not be accepted for delivery to students by the Heritage High staff.**

**Food delivery services are not authorized for use during school hours. Delivery of food is discouraged unless for prescribed medical reasons. Students with unique dietary needs must be identified to the health services department.**

**Passes:** It is the student's responsibility to obtain a signed pass when he/she is out of class for any reason. Passes require students name, time, destination, date, and teacher's signature. This includes all students, regardless of status or schedule. Unscheduled visits to classes will not be tolerated.

**Permits to leave campus:** Students leaving campus prior to the end of their regular school day must be signed out in person with the Attendance Office staff by a parent/guardian, or an emergency contact designee. The person signing out the student must have a picture I.D. Student drivers must present their driver's license, along with a note from a parent/guardian indicating the time and reason the student is to be released. **Parents will be called to verify notes.**

**Parents are requested to notify the school first thing in the morning about their student leaving campus that day. Any student (including seniors), who leave the campus without being properly signed out, will be marked truant.**

**Attendance staff will not check a student out of school after 2:50 p.m.**

**Re-Admits:** Students need re-admits to clear their absences. They may obtain these before school, during nutrition, and during lunch. The Attendance Office will not issue re-admits during class unless a **parent accompanies the student**. When clearing absences, please note that only a parent or guardian can clear an absence.

# **PERRIS UNION HIGH SCHOOL DISTRICT TARDY AND TRUANCY POLICIES**

## **TARDY POLICY** (per Grading Period)

**Tardy** - Any student who arrives to a classroom after the bell marking the beginning of the class period has rung is tardy.

- Tardy offenses will be documented by teachers through Infinite Campus.
- Tardy Policy applies to total cumulative tardies, regardless of period during the day.
- Consequences may be applied to students that are excessively tardy. Every 3rd tardy results in a detention (ie. if a student has 12 tardies, they will owe 4 detentions).
  - A detention will excuse 3 tardies
  - A Saturday school will excuse 12 tardies
- Failure to serve detentions (owing more than 4 detentions) will result in loss of privileges (dances, parking, graduation, athletics, etc.) and parent contact.
- Chronic tardiness may result in further discipline at the discretion of administration based on defiance.

Attendance and behavioral issues may result in the loss of student privileges per administrative discretion.

**Occasionally, Heritage High School will conduct random, unannounced, tardy sweeps. Students caught in these sweeps may be given lunch detention or Saturday School.**

**Truancy** - Any student who is absent from school without valid excuse, more than three (3) days or tardy in excess of thirty (30) minutes on each of more than three (3) days in one (1) school year is truant (EC 48260)



# General Policies and Procedures

(alphabetically by subject)

**BUS TRANSPORTATION** — Bus services are provided through a contract with Hemet Unified School District. There is **no fee** charged to students for bus transportation. Students only need their school I.D. in order to board a PUHSD school bus. **If there are problems with the buses (late, no show, etc.), please call Hemet USD Transportation Department at (951) 943-6640, between 8:00 a.m. and 5:00 p.m.**

**CHANGE OF CLASS SCHEDULE** — Class schedule changes will be made for the following reasons only:

1. A class is needed for graduation.
2. The class was already completed.
3. You do not have a complete schedule.
4. A prerequisite is needed for a class.

Schedule changes made after the 4<sup>th</sup> week of a semester must be approved by the administration and may result in a withdrawal F for the class per Board Policy AR5121.

**CLOSED CAMPUS** — The Board of Trustees, as authorized by Education Code Section 44808.5, has established a closed campus at all Perris Union High School District schools. Once a student arrives on school grounds, they must remain on school grounds until the end of the school day. **Parking lots and access to student cars are considered to be outside of the school grounds during school hours.** Students may not leave the Heritage High School campus for lunch. Any student detained for an authorized departure from the school will be searched in accordance with Board Policy No. 5145.

**COMMUNITY SERVICE** — A student may earn a maximum of twenty elective credits for community service at any one non-profit organization. Students are encouraged to volunteer for community service opportunities. 60 hours of community service earns 5 elective credits.

**DRIVING/PARKING ON CAMPUS** — The Heritage High School campus is private property. The driving and parking of motorized vehicles on campus grounds is a *privilege*. Student vehicles may only be parked in designated stalls in the student parking lot (south side of campus). Students **may not park**, or leave vehicles unattended, in designated visitor parking stalls, against red (fire lane) curbs, in the student drop off area, or in the staff parking area. Parking on campus is by permit only. Applications for parking permits must be obtained annually from the Assistant Principal's Office before school or during lunch. Parking Permit Tags must be visibly displayed in the lower driver side corner of the front windshield. **Any student vehicles found in violation of this policy will be cited and/or towed by the Riverside County Sheriff's Department.** Student parking space is limited, and is available on a first come/first serve basis. If you wish to drive and park a vehicle in the student parking lot, it is strongly recommended that you arrive early. All drivers are expected to observe safe driving habits and be especially alert of younger drivers. A speed limit of 5 mph shall be observed in all lanes and parking areas on campus. Do not leave valuables in vehicles. The school is not responsible and cannot provide reimbursement for damage or theft.

## **Students may not return to their vehicles during the school day.**

Vehicles on campus are subject to search in accordance with Board Policy No. 5145, and consent to search is implied merely by parking a vehicle on campus. Parking privileges may be revoked by the Administration if a student's conduct is unacceptable. Violation of school policies while in a vehicle will result in revocation of parking privileges, in addition to any applicable legal measures as determined by law enforcement.

**DROP-OFF AND PICK-UP AREA** — Parents may drop students off and/or pick them up using the designated student drop-off points located in front of the school adjacent to the front gate. The student and teacher parking lots are NOT to be used for a drop-off area.

**FOOD/DRINK** — No food or drinks may be consumed in the classroom, except water. No glass containers are allowed on campus. Food and beverages will be served and eaten in designated areas. No nuts or seeds in shells will be allowed. **All energy drinks are banned from all school campuses.**

**HEALTH OFFICE** — The Health Office is located behind the Attendance Office. The Health Office is open to students from 7:30 a.m. to 3:10 p.m. daily. Students who become ill during class time **must secure a pass** from their teacher before coming to the Health Office.

**INSURANCE** — Student Accident Insurance forms are available from the receptionist and the Athletic Director. This insurance is optional, but students participating in athletics are required to show proof of medical coverage prior to entering the athletic program.

**INDEPENDENT STUDY (Short Term)** — Students who know that they will be away from campus for not more than ten (10) days for *educational reasons*, should apply for a short term Independent Study contract. See the Counseling Office for details.

**LIBRARY/MEDIA CENTER** — The Library/Media Center is a joint use facility with the Riverside County Library System and is located in the Kennedy building, just inside the main gate to the school. Students may access the library from 7:30 a.m. to 3:00 p.m., Monday through Friday. Students who wish to use the Library/Media Center during class time must have a pass from their teacher. No pass—no entrance. Computers and printers are available to use with proper requirements.

Public hours of the Romoland Community Library and Media Center are from 3:00 p.m. to 7:00 p.m., Monday through Thursday, and Saturday 10:00 a.m. to 2:00 p.m. The library is closed on Friday and Sunday. The phone number is (951) 325-2090.

**LOST/FOUND** — Students who lose any items while at school should report the loss immediately to the school receptionist. Found items are kept there until the last day of each semester. After that, the items are given to a charitable organization.

**MEDICATIONS** — In compliance with California Education Code section 49423, when an employee of the school district gives medication to a student, the employee must be acting in accordance with the written directions of a physician and with the written permission of the student's parent or legal guardian. These authorizations must be renewed whenever the prescription changes or at the beginning of the new school year. The prescription label on the container is not acceptable as a physician's statement. Over-the-counter medications will be given only if prescribed by a physician or dentist.

We require all medications to be stored in the Health Office and to be administered only when the physician's and parent/guardian's signed permissions are on file. Students are not allowed to have medication in their possession at school, walking to and from school, or on the school bus. The only exception to this policy is if the student's well being is in jeopardy and the medication, such as an inhaler for asthma, is carried on his/her person. The appropriate release forms can be obtained from the school and must include a statement from the physician that the student's well being is in jeopardy unless he/she carries the medication.

Medications must be provided to the school in the container, in which it was purchased, with the prescription label attached, and must be prescribed to the student to whom it will be administered. School personnel can't give medication brought to school in a plastic bag, plastic ware, or any other repackaging. Out-of-date medication will NOT be given. An adult must bring the medication to school along with the completed authorization form.

**ON CAMPUS SUSPENSION (OCS)** is a consequence for the violation of a school or classroom rules and is an alternative to home suspension.

**REPORT CARDS** — Report Cards and Progress Reports will be mailed at regular intervals. The final report card of the year will be mailed home in the month of June, 2020. Please mark your calendars and discuss your student's academic performance regularly. Progress reports will be distributed following the end of the grading period.

**1<sup>st</sup> Semester**

1<sup>st</sup> Grading Period Ends    September 20, 2019  
2<sup>nd</sup> Grading Period Ends    November 1, 2019  
End of Semester                December 19, 2019

**2<sup>nd</sup> Semester**

1<sup>st</sup> Grading Period Ends    March 6, 2020  
2<sup>nd</sup> Grading Period Ends    April 24, 2020  
End of Semester                June 4, 2020

**REPORTING ACCIDENTS** — Anytime a student is injured on campus, he/she should report the injury to his/her teacher, the nurse, or Assistant Principal immediately. Accident report forms are available and should be filled out.

**SATURDAY SCHOOL** — Consists of 4 hours of study hall. Saturday School is open to any student to make up attendance and/or to get extra help in a class. Students must sign-up if they plan to attend. Saturday School is also assigned as a consequence for the violation of a school rule and is an alternative to home suspension. When assigned to Saturday School, students are responsible for their own transportation. Students who fail to attend a Saturday School assignment will be subject to further disciplinary action up to and including One Day of On-Campus-Suspension.

**SEARCHES** — Situations may occur where the health, safety, and welfare of students and staff are jeopardized and which necessitate the search of students and seizure of their property by school officials. School officials are authorized to conduct searches when there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law, rules of the district, or rules of the school.

**SEARCH DOGS** — To ensure that alcohol, drugs and other items that pose a danger to students are not brought on to the school campus, several unscheduled checks will be made during the year using specially trained dogs. These friendly non- aggressive dogs are trained to check lockers, vehicles, classrooms and school grounds for alcohol, drugs and gunpowder. They do not check students. The ultimate goal of this program is to assist in providing a safe learning environment and campus that is free from contraband items.

**STUDENT IDENTIFICATION** — All students will be issued a student I.D. card at the beginning of the year. Students must show their ID card in order to get on campus in the morning. **Students must carry this I.D. on campus and present it to school personnel when requested to do so.** Replacement I.D. cards may be purchased from the A.S.B. office. This photo identification card will also be used for boarding school buses to and from school.

**STUDENT PRIVILEGES** — **Dances and other extracurricular social events are a privilege enjoyed by students.** Students may lose these privileges if they have:

- outstanding obligations such as fees or damage assessments
- 12 or more tardies (or 4 detentions) that have not been served
- discipline issues

**TELEPHONES** — In case of EMERGENCY, students may utilize the telephone located in the Attendance Office.

**VISITORS** — Heritage High School is a closed campus. Visitors must comply with the following requirements:

- Parents, visitors, and officials must check into the Administration Office and sign in at the receptionist's desk prior to entering the campus.
- Visitors must be 21 years of age or older unless accompanied by a guardian. Positive proof of age and identification will be required.
- Visitors will be given a tag to wear identifying them as visitors and must be accompanied by certificated staff while on campus.
- Guests wishing to visit classrooms must provide at least one day's notice (24 hours) and get permission from administration. Parents wishing to visit their student's classroom need to notify their child's counselor. The counselor will inform teachers and site administration.
- Trespassing and loitering constitutes a violation of Penal Code Section 602 and Section 653, and trespassers will be reported to the Riverside County Sheriff's Department.

**VENDING** — The sale of any items (food, drink, merchandise) **MUST BE APPROVED BY A.S.B. Students may**

**not sell any food products during school hours.** Students found to be selling items not approved by A.S.B. or being sold during school hours, shall have the items confiscated, and will be returned to parent/guardian only. If selling items continues, further disciplinary consequences may be issued by administration.

**WORK PERMITS** — Education Code section 12259 states that a permit to work is necessary for all minors 14 through 17 years of age. Students must have a birth certificate, original social security card, a picture I.D, and a minimum 2.0 GPA. Applications for work permits are issued in the Career Center and must be completed by the student's prospective employer prior to issuance of a work permit.

**18 YEAR OLD RIGHTS** — As an 18 year old, you are considered an adult and are no longer considered a minor. At this age the student holds all of the responsibilities and legal rights of citizenship, some of these include: excusing absences, leaving school, voting in State and Federal elections, as well as having sole rights to your educational records. Compulsory education ends at age 18. You are no longer required to remain enrolled in school. School Sites also have the right to terminate your enrollment, and refer you to adult education, if you do not follow the policies and rules of the school. You have the right to request that your parents do not have access to your educational information. This process involves a meeting with your counselor and filling out the 18 year old rights form to request such. Parents of 18 year old students who are considered dependents for tax purposes, are entitled access to their child's educational information. Eighteen year old students who request that their parents be denied access to their records: your parents will be notified and they will have the right to nullify this request if they provide proof of dependency.

## Expectations of Parents and Students

Parents are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children. Parents/guardians are also liable for defacement, injury, or loss of any property belonging to the District. Penalties shall be those specified by the law.

All students are expected to conduct themselves in such a manner as to contribute to a productive learning environment. Each individual's conduct on the campus and going to and from school shall be orderly and in keeping with the rules and regulations of the school, the school district, and the laws of the state. An educationally sound environment does not allow anyone to interfere with the teacher's right to teach and/or a student's right to learn. It should be noted that a pupil may be suspended or recommended for expulsion for acts which are enumerated in Education Code Section 48900 and related to school activity or attendance which occur at anytime including, but not limited to, the following circumstances:

- While on school grounds or school transportation.
- While going to or coming from school.
- During the lunch period
- During or while going to or coming from a school sponsored activity
- **Note:** Campus jurisdiction also extends 1,000 feet from campus boundaries at all times, per California law.

**CLASSROOM MANAGEMENT** – The classroom teacher under state law is given the authority to act in the place of the parent/guardian during the time the student is under the teacher's direction. To insure suitable classroom management, teachers will utilize a variety of methods of controlling students' behavior. Strategies teachers may use include, but are not limited to, the following:

1. Confer with students and explain the school behavior policy.
2. Take away privileges enjoyed by other students.
3. Lower a student's citizenship/participation rating.
4. Assign special tasks, which must be completed within a specified time.
5. Contact the parents/guardians so that concerted action can be taken to mutually correct the inappropriate behavior patterns of the student.
6. Give student detention as authorized by state law (Education Code Section 44807.5).
7. Class suspension of student for up to two class periods.
8. Refer a student to the school administration for correction and assistance.

**GUM POLICY** – Gum is a major problem at many schools. Students often spit their chewing gum on the ground, which is unsanitary, unsightly, and often gets tracked into a classroom. Custodians spend endless hours using expensive machines that blast focused streams of heated water in order to dislodge gum from the concrete. We are extremely proud of our campus and want to keep it in pristine condition for as long as possible.

Therefore, gum is strictly prohibited on the Heritage High campus at all times. Students who are caught chewing gum will be asked to dispose of it in the nearest trash can. In addition, gum offenders may face the following consequences:

- They may be asked to throw away any unchewed gum they have in their possession.
- They may have a disciplinary entry of defiance of school rules logged in their data file.
- They may be asked to scrape gum off the ground with a gum-scraping tool.
- On the first and second offense they may be assigned a Saturday School.
- On the third offense, they may be assigned an all-day On Campus Suspension.
- On the fourth offense, they may be assigned an off-campus suspension.

Repeat offenders, or those caught actually spitting gum on the ground may face more serious disciplinary action, including community service, Saturday School, and/or suspension.

**TEXTBOOK CARE AND PROCEDURES** — Students are responsible for maintaining their textbooks in good condition. The student must replace lost textbooks before another textbook can be issued. Textbooks are checked out at the beginning of each semester and checked in at the end of each semester from the textbook distribution windows at the Kennedy building in the quad.

**CHROMEBOOK or computer device responsibilities-**

Each student will be responsible for the device that has been assigned to them. In the event that the device is lost (stolen, not returned, missing, etc.) the student/parent may be responsible to pay for the replacement cost of the Chromebook.

If the device is damaged and/or inoperable, the student will be responsible for returning the device to the school site for repair and may be assessed a fine for damage repair. A replacement Chromebook will be issued upon return of the damaged device.

**ELECTRONIC DEVICES** – At Heritage High School students are allowed to use cellular telephones during non-instructional time, unless approved by the teacher and/or school administration, students are only permitted to use cellular phones or other mobile communication devices outside of the instructional day (before school, at lunch, and after school). Students must keep their cellular phones or other mobile communication devices powered off and out of sight during instructional time. If a teacher or other school staff confiscates a telephone or other such device, it will be turned into the Assistant Principal's office. The offending student will have a disciplinary entry logged into their file, and only the student's parent/guardian may pick it up. Multiple violations will result in appropriate further disciplinary action. If the administration suspects that the device may be stolen, proof of legal purchase may be required before releasing it back to its owner. If parents cannot come in to the office to pick up the device, administration will hold it for two weeks from the date of the violation before being returned to the student after school.

**Examples of electronic devices are, but not limited to, as follows:**

**Cell Phones**

**iPods / MP3 players**

**CD Players**

**Earbuds/Headphones**

**Portable Speakers**

**Portable DVD players**

**Game Boys / PSPs**

**Cameras**

**Video Cameras**

- The administration of HHS **highly discourages** the possession of these items at school.
- If students bring an electronic device to school and it is lost and/or damaged the **school is not responsible**.
- Site administration **will not disrupt instructional time or take up staff time** to look for lost or stolen electronic devices. The owner of the device may file a report with the local police/sheriff's department.

- Offenders may be placed in On Campus Detention, be given community service, Saturday School, or other appropriate consequences. Repeat offenders may be subject to suspension.
- Unauthorized electronic recording of student activity may result in disciplinary action, including suspension.

**SKATEBOARDS NOT ALLOWED** – For safety reasons and to prevent property damage, Heritage High School will not allow skateboards, inline skates, razor scooters, or other similar devices anywhere on its campus, including parking areas at any time. This includes these items that are being carried.

**Students may lock these items to the racks provided between the administration and counseling buildings.** Confiscated skateboards will only be returned to parents. Students caught riding skateboards on campus will be subject to strict but appropriate disciplinary action.

**All unauthorized items brought to school and confiscated by staff, such as, but not limited to: skateboards, scooters, radios, cell phones, iPods, electronic devices, toys, etc. and related items, may or may not be directly returned to the students after a period of time. Parents may recover confiscated items not held in evidence upon administrative approval within a reasonable period of time. Items not recovered within a reasonable period of time or by the end of the school year will be discarded. The Perris Union High School District or any individual school is not liable for any damage or loss to these confiscated items. The primary objective of requiring students not to bring restricted materials to school is to ensure students' focus on educational tasks, students' safety, and to prevent the loss and/or damage to private property.**

**WRITING AND PLAGIARISM** – Plagiarism is a direct violation of intellectual and academic honesty. Plagiarism refers to representing someone else's words or ideas as one's own. The most extreme forms of plagiarism are the use of a paper written by another person or obtained from a commercial source. The use of a paper made up of passages copied word for word without acknowledgment may be plagiarism. In none of its forms can plagiarism be tolerated in an academic community. Multiple incidents of cheating may constitute grounds for a failing grade or withdrawal from the class with no credit. One distinctive mark of an educated person is the ability to use language correctly and effectively to express ideas. Teachers assign written work for the purpose of helping students achieve that mark. Each teacher will outline specific ideas wanted but all expect students to present work that represents the student's understanding of the subject in the student's own words. It is seldom expected that student papers will be based entirely or even primarily on original ideas or original research. Therefore, to incorporate the concepts of others may be appropriate with proper acknowledgment of sources, and to quote others directly by means of quotation marks and acknowledgements is proper. However, if a paper consists entirely of quotations and citations, the paper should be rewritten to show the student's own understanding and expressive ability. The purpose of the written assignment (i.e., development of communication and analytic skills) should be kept in mind, as each paper is prepared. Research and understanding should not be evaded through plagiarism.

**CHEATING** – Teachers have the responsibility of planning and supervising all academic work in order to encourage honest individual effort and of taking appropriate action if instances of academic dishonesty are discovered. However, honesty is primarily the responsibility of each student. Heritage High School considers cheating to be a voluntary act for which there is no acceptable excuse. The term "cheating" includes, but is not limited to:

1. Plagiarism.
2. Receiving or knowingly supplying unauthorized information during an examination.
3. Using unauthorized material or sources during an examination.
4. Changing an answer after work has been graded and presenting it as graded.
5. Forging or altering roll sheet information.

The student who is caught cheating may be subject to a punitive grade for the assignment. Theft of any examination will result in disciplinary action determined by the school administration to be appropriate, including on or off Campus Suspension.

**PERMANENT MARKERS AND TAGGING** – Property damage resulting from graffiti and tagging will not be tolerated at Heritage High School. **Permanent markers, such as Sharpies, are strictly forbidden on campus.** These items are commonly used to "tag" books, restroom walls, desks, and other structures on campus. The Heritage

High Administration will assume that those who possess these markers or other tagging devices (i.e. spray paint, grease pencils, or stickers used for "slap tagging") have the intent to damage property.

We take this threat to our campus so seriously that we will search students whom we have a reasonable suspicion of possessing such items and/or having used them for vandalism. Reasonable suspicion includes, but is not limited to the following:

- Students who decorate their backpacks or notebooks with tagging.
- Students who are caught with a marker will be searched for more such items.
- Students leaving restrooms where new graffiti is discovered.

First offenders consequences may include:

- Saturday School
- Behavior Contract
- full day OCS
- community service
- suspension.

Multiple offenders may receive:

- Multi-day suspension.
- Recommendation for placement at an alternative education site.
- Recommendation for expulsion.

**PUBLIC DISPLAYS OF AFFECTION** — Any excessive display of affection is unacceptable on school grounds or at any school sponsored activity. Excessive includes, but is not limited to, heavy kissing, petting, and other physical demonstration considered offensive. Violators will be disciplined.

**KNIVES/LASER LIGHTS** — Knives of any type or size are not allowed at school. All knives brought to school will be confiscated. The student in question will be suspended and may be expelled. Laser lights are not to be brought on campus. They may cause serious injury. Students in possession of these will have them confiscated and have disciplinary actions up to and including expulsion.

## **Dress Code**

### **Expectations and Guidelines for Apparel**

**The dress code is in effect during school hours as well as during school sponsored activities.** Heritage High School seeks to maintain a positive learning environment where mutual respect and high personal standards are established. Because of this, it is expected that clothing policies at Heritage High School will be followed by all students.

Students who come to school in clothing that is inappropriate can be assigned a disciplinary consequence and will be required to change into school appropriate attire. If a student refuses to wear a loaned dress code violation item or if parent cannot bring them a change they will be sent to On Campus Detention for the remainder of the day.

- All clothing and accessories must be school appropriate. Clothing shall be "size –appropriate" to conceal all undergarments at all times. No strapless clothing, (i.e. tube tops, halter tops, off the shoulder tops, rompers, or blouses with only one strap--straps may not be tied or hooked on with pins). Tops shall not be see-through or mesh.

**The dress code is not met if a student tries to cover their dress code violation with a sweater, vest, or other accessory piece of clothing.**

- Any clothing, purse, backpack, notebook, jewelry, etc. displaying a hate symbol, illegal substances, profanity, violence, alcohol, sexually explicit material, guns, explosives, knives, brass knuckles or weapons of any kind are strictly prohibited at school.

- Under current information provided by the Riverside County Sheriff's Department Gang Unit, the following attire is considered gang affiliated attire and is not allowed on HHS grounds.  
     Skin, Hustler, 187, Playboy, and Hooters will not be allowed on campus. Attire that identifies a city, area code, or a region will not be allowed unless it is official sportswear from a college or professional sports team. For example: a t-shirt with "San Diego 619" or "LA" printed on it will not be allowed. These brands are recommended by the Riverside County Sheriff Department and is subject to change at any time.
- Skirts and shorts must be equal to or longer than the tip of your thumb when hands are to your sides.
- Clothing and accessories must not discriminate against any religious or ethnic groups.
- Clothing and accessories must be free of safety pins and spikes.
- Shirts must be worn at all times. The bottom of the shirt and the top of the pants must meet. The pants shall not hang low enough to reveal any undergarments when in a sitting position.
- Do-rags, wave caps, bandanas, and hair picks are not allowed at school. Gloves are allowed only in cold weather.
- No clothing or blankets that conceal the identity of the student (hoods, scarves, bandanas). Students may be asked to remove hoods in class.
- Sweatbands may be worn during physical education classes only.
- Shoes must be worn at all times. Shoes must be appropriate for the school activity and school safety (bedroom slippers, steel toed shoes and boots are not to be worn at school). It is recommended that sandals have heel straps.
- Chains are not permitted when attached to a wallet or worn on clothing. These will be confiscated.
- Items that are classified as drug paraphernalia are not permitted to be worn as accessories or clothing.
- Hats and beanies are allowed, but shall not have any professional team sport affiliation or a brand that is listed as unacceptable. Caps not conforming to dress codes are not allowed to be worn or carried on campus. The 1<sup>st</sup> violation will result in the hat being confiscated and student will be issued a warning; 2<sup>nd</sup> offense will result in the cap being confiscated for 2 weeks; for the 3<sup>rd</sup> offense the cap will be confiscated for the remainder of the semester.
- Sunglasses may not be worn indoors (unless under doctor's prescription).
- Jewelry must not be sharp or excessively protruding.
- Any confiscated items that have not been picked up by June 30 are subject to being donated to charity.

**When a new fashion trend becomes a symbol that may be dangerous, antisocial or the arrangement of specific clothing items denotes gang affiliation, the Heritage High School Administration reserves the right to prohibit such items and arrangements.**



# Transportation Policies, Rules and Consequences

**BUS CONDUCT AND RESPONSIBILITIES** – Disorderly conduct or persistent refusal to submit to the authority of the driver can result in suspension or revocation of bus riding privileges. If a student receives a bus citation, they will receive disciplinary consequences with the intent of ensuring safe travel that are consistent with district policy. It is the responsibility of the student to carry his/her bus pass every day. Should the student not have their bus pass with them, they will not be permitted to ride the bus. A temporary bus pass can be obtained from the school receptionist. Only one temporary bus pass will be given to a student per semester. In the event your student loses his Student Identification Card/Bus Pass, he/she will need to purchase a replacement pass.

## FOR YOUR SAFETY - FOLLOW THESE BUS RULES

Observe the same rules of conduct as in the classroom.	Remain seated while the bus is in motion.
Be courteous, use no profane language.	Keep all body parts inside the bus.
Keep the bus clean, no littering.	Bus driver is authorized to assign seats.
Cooperate with the driver.	Eating, drinking or smoking is not permitted on the bus.
Vandalism may result in immediate loss of riding privileges and suspension from school.	

### Consequences for Inappropriate Student Behavior on the Bus

Type of Offense	Examples
Level I – Minor Offense	<ul style="list-style-type: none"> <li>Student out of seat</li> <li>Yelling</li> <li>Throwing things on the bus</li> <li>Hanging out the window</li> </ul>
Level II – Intermediate Offense	<ul style="list-style-type: none"> <li>Profanity used at the bus driver</li> <li>Defiance of the driver's instructions</li> </ul>
Level III – Serious Offense	<ul style="list-style-type: none"> <li>All Ed. Code 48900 suspension events</li> <li>Destruction/Vandalism of Property</li> <li>Throwing things from the bus</li> </ul>

Frequency of Offense	Level of Offense	Consequence: Written referral to Site Administration
First	I	<ul style="list-style-type: none"> <li>Written Referral to Site Administration</li> <li>Copy Mailed to Parent</li> </ul>
Second	I	<ul style="list-style-type: none"> <li>Written Referral to Site Administration</li> <li>Call home to parent by Site Administration</li> </ul>
Third	I	<ul style="list-style-type: none"> <li>Written Referral to Site Administration</li> <li>Call home by Site Administration</li> <li>1-3 day bus suspension</li> <li>Possible on-campus suspension</li> </ul>
First	II	<ul style="list-style-type: none"> <li>1 – 5 day school suspension</li> </ul>
Second	II	<ul style="list-style-type: none"> <li>3 – 5 day school suspension</li> </ul>
Third	II	<ul style="list-style-type: none"> <li>5 day school suspension</li> <li>Loss of bus privileges and/or alternative placement</li> </ul>
First	III	<ul style="list-style-type: none"> <li>1 – 5 day school suspension</li> <li>Expulsion if warranted</li> </ul>
Second	III	<ul style="list-style-type: none"> <li>3 – 5 day school suspension</li> <li>Expulsion if warranted</li> </ul>
Third	III	<ul style="list-style-type: none"> <li>5 day school suspension</li> <li>Loss of bus privileges and/or alternative placement</li> <li>Expulsion if warranted</li> </ul>

# Safe School Environment

Students have the right to feel safe and to be free from intimidation, threats, or any form of harassment at Heritage High School. The way in which students react to conflict will determine in large part whether or not we maintain a safe and orderly environment at Heritage High School.

## **Prohibition Against Unlawful Discrimination, Sexual Harassment, and/or Retaliation**

Under governing federal and state laws and District Board Policies (“BPs”) and Administrative Regulation (“ARs”), no individual is to be subjected to unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legal protected status; the perception of one or more of such characteristics; or the association with a person or group with one or more of these actual or perceived characteristics. Retaliation against an individual who has filed a complaint of unlawful discrimination or participated in an investigation regarding such a complaint is strictly prohibited. The District’s strictly forbids and has zero tolerance of any form of unlawful discrimination.

## **Filing a Complaint of Discrimination, Sexual Harassment, and/or Retaliation**

Perris Union High School District (the “District”) recently revised and thereby clarified its Board Policies (“BPs”) and Administrative Regulations (“ARs”), specifically those addressing (1) uniform complaint procedures (BP/AR 1312.3); (2) nondiscrimination/harassment (BP/AR 5145.3); and (3) sexual harassment (BP/AR 5145.7). A copy of each of these BPs and ARs can be found by visiting this website: <http://www.gamutononline.net/district/perrishigh/>. Please review and familiarize yourself with these important BPs and ARs.

Any individual who believes unlawful discrimination has occurred under either BP/AR 5145.3 (Nondiscrimination/Harassment) or BP/AR 5145.7 (Sexual Harassment) may file a complaint as described in BP/AR 1312.3 (Uniform Complaint Procedures). Upon receiving a complaint, the District will follow the specific procedures described in AR 1312.3 (Uniform Complaint Procedures).

AR 1312.3 describes the District’s prompt and equitable process to investigate and resolve complaints, including complaints of unlawful discrimination based on race, color, national, origin, sex, or any other protected characteristic referenced above. It also contains timeframes and a description of the investigation of the complaint, report of findings, final written decision, and corrective action, if needed, to stop the discrimination, harassment, and/or retaliation, prevent its recurrence, and remedy the effects of discrimination.

The District has an independent obligation to investigate a complaint irrespective of whether a complaint has also been filed with another governmental entity, such as the Office for Civil Rights of the U.S. Department of Education or law enforcement.

To find out more information about the District’s prohibition against unlawful discrimination, harassment, and/or retaliation or if you would like to file a complaint, please contact: Kirk Skorpanich, District Assistant Superintendent of Human Resources, (951) 943-6369, ext. 8030, [kirk.skorpanich@puhsd.org](mailto:kirk.skorpanich@puhsd.org). You can also find additional information about filing a complaint by visiting: <http://www.puhsd.org/pages/have-a-complaint>.

**ANTI-BULLYING/CYBER-BULLYING** – The District/Heritage High School believes that all students, staff and community have an obligation to promote mutual respect, tolerance and acceptance. The school will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving, verbal assaults, such as teasing or name-calling, social isolation or manipulation.

Cyber-bullying includes the posting of harassing messages, direct threats, social cruelty, or harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.

This policy applies whenever a student is on school grounds, traveling to and from school, or at a school sponsored activity, during lunch period, whether on/off campus, and during a school sponsored activity. In addition to this, in the case of cyber-bullying that is done at home, where the action(s) impact school activities or school attendance, then they may be subject to discipline in accordance with district policies and regulations.

**DRUGS, ALCOHOL, TOBACCO, VAPE PENS, AND ELECTRONIC CIGARETTES** – The possession and/or use of any non-prescribed drugs, alcohol, tobacco, a lighter, matches, electronic cigarette, all nicotine liquids and/or rolling papers on school grounds, at school-related functions, or prior to attending school-related functions, is strictly prohibited. A student who violates this policy is subject to suspension and/or expulsion under California Education Code 48900 (c) and/or (h). Student may be cited by Law Enforcement.

The Governing Board recognizes the health hazards associated with smoking and use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment. The Board prohibits the use of tobacco products at any time in district owned or leased buildings on district property and in district vehicles. This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.

Any person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

1. Direct the person to leave school property.
2. Request local law enforcement assistance in removing the person from school premises.
3. If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for specified period of time.

**HATE VIOLENCE** – No person shall by force or threat of force, willfully injure, intimidate or interfere with another person's race, color, religious ancestry, national origin, gender, or sexual orientation. To do so constitutes a hate crime resulting in suspension with a high probability of expulsion.

**SEXUAL HARASSMENT POLICY** – Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from or in an educational setting.

The District is committed to an educational environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal educational opportunity and is free from discriminatory practices.

## **Athletic Participation**

The athletic department at Heritage High School is dedicated to *Pursuing Victory with Honor* not only on the field but in the classroom and the community. Athletes, coaches, parents and everyone else involved with athletics at this school is responsible for representing their school in a positive way. Participation in high school athletics is a privilege and not a right. By following the 6 Pillars of Character, as set forth by the Josephson Institute and CIF, which include: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship, we can develop student-athletes who will become productive members of society following high school.

**Athletic Code:** The C.I.F. Blue Book Rules and Regulations, as well as this District's Athletic Code will govern athletic participation. Athletes will be directly responsible to the head coach of that sport and their assistants. It is assumed that the athlete's participation in a sport is a privilege, and because of this, he or she wishes to do whatever is necessary to make the team successful. Parents and athletes will follow team rules set forth by the coach and this Athletic Code. Parents and Students agree that they will read and abide by the guidelines presented in the

“Communication Guidelines” brochure included in the athletic packet.

**Scholastic Eligibility and Grades:** The student athlete must meet the Perris Union High School Board Policy and the C.I.F.-SS academic standards. PUHSD requires that a student be enrolled in and passing at least 4 CORE classes with a GPA of at least a 2.0. **CORE CLASSES EXCLUDE T.A. AND A SECOND P.E. CLASS IF TAKEN CONCURRENTLY DURING THE SAME SEMESTER** (if enrolled in P.E. class twice in one semester, only one counts towards the 20 credits). **BOARD POLICY 6145(a) requires that students earn a minimum of 20 credits, not including Pass/Fail classes.**

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- **EXAMPLE #1:** A senior that is enrolled in four classes, one of them being T.A. would be enrolled in only 3 “CORE” classes and thus be declared ineligible.
- **EXAMPLE #2:** A student is enrolled in four CORE classes and earns the required 2.0 GPA but fails one class. The student will have only passed 3 CORE classes and thus be declared ineligible.

Lastly, students must be working towards minimum graduation requirements to be eligible. Eligibility is based upon the student’s last grading period. If a student does not meet these requirements, they become immediately ineligible and cannot participate in any games. They can regain their athletic eligibility at the end of the next grading period upon successful completion of the requirements mentioned above. A period of eligibility will be equal to a period of ineligibility. Athletes become eligible and ineligible on the Monday after the grades are reported approximately every six-week period. Ineligible athletes may (at the coaches' direction) practice with a team, but may not dress for a game, participate in any contest, or travel with a team when doing so would excuse them from class participation.

Heritage Patriots are a member of the Raincross Conference and we offer the following athletic programs:

<b><u>Fall</u></b>	<b><u>Winter</u></b>	<b><u>Spring</u></b>
Football	Boys Basketball	Baseball
Girls Golf	Girls Basketball	Softball
Girls Tennis	Boys Soccer	Co-ed Track and Field
Girls Volleyball	Girls Soccer	Boys Golf
Co-ed Cross Country	Wrestling	Boys Tennis
Cheerleading	Traditional SportCheerleading	Boys Volleyball
Boys Water polo	Girls Water Polo	Stunt Cheerleading
		Swimming

## **Post High School Planning**

### **Educational and Vocational Planning**

The Counseling Office offers educational and vocational planning. Some counseling services are offered through the Career Center, which offers similar services with more emphasis on the vocational aspects. Counselors provide orientation in the spring to tentatively plan courses for the following year. Courses are selected with the student’s post-secondary goals in mind

The Riverside County Career/Technical Education (CTE) offers career preparation training to high school students. Heritage High School currently offers several CTE classes to students who are interested in vocational career opportunities. Information regarding CTE classes can be obtained in the Counseling Office.

55 elective credits may be taken from any courses offered at the high school or the Career/Technical Education (CTE). ELECTIVES are courses a student chooses to take beyond the main requirements for graduation. Only 10 credits may be taken as a Student Aide and only 40 credits may be taken in Work Experience. 20 credits may be earned for Community Service. Students may be required to take an ELA and/or Math Support course depending on their Standardized Test scores.

### **ALTERNATIVE EDUCATION PROGRAMS**

Various Alternative Education Programs are available. The Pupil Services Department manages the assignment of Home/Hospital Study for long-term illnesses. Please contact Charles Newman, Director of Pupil Services, at (951) 943-6369 x81200. **Educational Options** offers Continuation School, Adult Education, and Independent Study programs. Call (951) 943-6194 for information. Any student who is seriously credit deficient may be alternatively placed at Perris Lake Continuation High School.

**UC/CSU/HHS APPROVED PREPARATORY CLASSES:** Each year, lists of high school courses meeting University of California Preparatory standards are submitted to the UC Review Board. Once approved these are the only courses that may be used to fulfill subject requirements for admission to UC campuses. The following courses meet requirements for admission to the University of California: (check with the HHS Counseling department for the most updated list of these courses as well as which courses may be offered at HHS)

**a-History/Social Science**

Agriculture Government  
American Government/Civics  
American Government/Civics (AP)  
European History (AP)  
Human Geography (AP)  
U.S. History and Geography  
U.S. History and Geography (AP)  
World History (AP)  
World History, Culture and Geography  
World History, Culture and Geography (AP)

**b-English – 4 years required**

Advanced English I  
Advanced English II  
English I  
English II  
English III  
English IV  
Language and Composition (AP)

Literature and Composition (AP)  
CSU Expository Writing  
Reading & Writing

**c-Mathematics**

Algebra I  
Algebra II/Trigonometry  
Calculus AB (AP)  
Geometry  
Statistics (AP)  
Trigonometry  
Math Analysis

**d-Laboratory Science**

Agriculture Biology  
Agriculture Chemistry  
Anatomy and Physiology  
Biology  
Biology (AP)  
Chemistry  
Chemistry (AP)  
Physics  
Marine Biology

Anatomy & Physiology of Vet Science

**e-Language Other than English**

Spanish I, II, III  
Spanish IV (AP)  
Spanish Language (AP)  
Spanish Literature (AP)  
Spanish for Spanish Speakers I, II  
French I, II, II  
American Sign Language I

**f-Visual & Performing Arts**

Art I, II, III  
Art IV (AP)  
Ceramics I, II  
Dance I, II  
Drama I, II  
Play Productions (Drama III)  
Music – Concert Marching Band  
Concert Choir  
CTE Digital Photography

CTE Video Productions  
The Art and History of Floral Design  
Art History (AP)

**g-Elective**

Agriculture Earth Science  
Agriculture Economics  
CP Earth Science  
Economics  
Economics (AP)  
Plant and Animal Science  
Psychology (AP)  
World Geography  
Civil Engineering and Architecture  
Intro to Engineering Design  
Principles of Engineering  
AVID Seminar  
Human Body Systems  
Principles of Bio-Medical

Writing	Inquiry	Collaboration	Organization	Reading
<u>Writing is:</u> <ul style="list-style-type: none"> <li>• A learning tool</li> <li>• A personal and public communication tool</li> <li>• A record of thinking</li> </ul>	<u>Inquiry is:</u> <ul style="list-style-type: none"> <li>• Uncovering one's understanding</li> <li>• Asking critical questions</li> <li>• Engaging in thinking, learning and discussion</li> </ul>	<u>Collaboration is:</u> <ul style="list-style-type: none"> <li>• Teamwork with shared responsibility</li> <li>• Sharing of ideas, information, opinions</li> <li>• Formal and informal discussion</li> </ul>	<u>Organization is:</u> <ul style="list-style-type: none"> <li>• Managing materials and practicing methodical study habits</li> <li>• Planning and prioritizing school, work and social tasks</li> <li>• Engaging in mental preparation and goal setting</li> </ul>	<u>Reading is:</u> <ul style="list-style-type: none"> <li>• Strategically gaining meaning, understanding and knowledge from print and other media</li> <li>• Purpose-driven</li> <li>• Interactive</li> </ul>
Students who <u>Write</u> : <ul style="list-style-type: none"> <li>• Consider audience and purpose</li> <li>• Engage in various writing processes to address specific situations</li> <li>• Support their thinking</li> <li>• Demonstrate understanding</li> </ul>	Students who <u>Inquire</u> : <ul style="list-style-type: none"> <li>• Analyze and synthesize materials or ideas</li> <li>• Clarify their own thinking</li> <li>• Work through ambiguity</li> </ul>	Students who <u>Collaborate</u> : <ul style="list-style-type: none"> <li>• Work together towards a common goal</li> <li>• Develop positive interdependence</li> <li>• Work in focused groups</li> <li>• Support the learning of others through inquiry</li> </ul>	Students who <u>Organize</u> : <ul style="list-style-type: none"> <li>• Manage their time through prioritizing and goal setting</li> <li>• Self-direct, self-evaluate, self-monitor and self-advocate</li> <li>• Work in focused study groups</li> </ul>	Students who <u>Read</u> : <ul style="list-style-type: none"> <li>• Understand text structures</li> <li>• Apply prior knowledge and make connections to other texts, self and world</li> <li>• Make predictions and ask questions</li> <li>• Create visual images as they read</li> </ul>
Examples of <u>Writing</u> in the Curriculum are: <ul style="list-style-type: none"> <li>• Cornell Notes</li> <li>• Learning logs</li> <li>• Quickwrites and reflections</li> <li>• Process writing</li> <li>• Peer evaluation</li> <li>• Authentic writing</li> </ul>	Examples of <u>Inquiry</u> in the Curriculum are: <ul style="list-style-type: none"> <li>• Skilled questioning techniques</li> <li>• Costa's Levels of Thinking</li> <li>• Socratic seminars</li> <li>• Tutorials</li> <li>• Investigations</li> <li>• Questions that guide research</li> </ul>	Examples of <u>Collaboration</u> in the Curriculum are: <ul style="list-style-type: none"> <li>• Socratic Seminars</li> <li>• Tutorials</li> <li>• Philosophical Chairs</li> <li>• Peer editing groups</li> <li>• Service learning projects</li> </ul>	Examples of <u>Organization</u> in the Curriculum are: <ul style="list-style-type: none"> <li>• Binders and organization tools</li> <li>• Calendars, planners and agendas</li> <li>• Graphic organizers</li> <li>• A focused note-taking system</li> <li>• Project planning and SMART goals</li> </ul>	Examples of <u>Reading</u> in the Curriculum are: <ul style="list-style-type: none"> <li>• Deep-reading strategies</li> <li>• Note-taking</li> <li>• Graphic organizers</li> <li>• Vocabulary building</li> <li>• Summarizing</li> <li>• Reciprocal teaching</li> </ul>

# 10 Steps of the CORNELL WAY

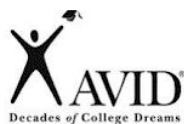
<b>I. NOTE-TAKING</b> Reading or hearing information for the first time while jotting down and organizing key points to be used later as a learning tool	<b>C</b>	Create Format	Step 1: CREATE Cornell notes format and complete heading
	<b>O</b>	Organize Notes	Step 2: ORGANIZE Notes on right side
<b>II. NOTE-MAKING</b> Within 24 hours of having taken the notes, revise these notes, generate questions and use collaboration to create meaning	<b>R</b>	Review and Revise	Step 3: REVIEW and REVISE notes
	<b>N</b>	Note Key Ideas	Step 4: NOTE key ideas to create questions
	<b>E</b>	Exchange Ideas	Step 5: EXCHANGE ideas by collaborating
<b>III. NOTE-INTERACTING</b> Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement	<b>L</b>	Link Learning	Step 6: LINK learning to create a synthesized summary
	<b>L</b>	Learning Tool	Step 7: Use completed Cornell notes as a LEARNING tool
<b>III. NOTE-REFLECTING</b> Use written feedback to address areas of challenge by setting focus goals to improve future notes.	<b>W</b>	Written Feedback	Step 8: Provide WRITTEN feedback
	<b>A</b>	Address	Step 9: ADDRESS written feedback
	<b>Y</b>	Your Reflection	Step 10: Reflect on YOUR learning

# AVID Cornell Notes

[illegible]



## Cornell Note Taking Revision List

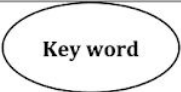


### Step 3: Cornell Note-Taking Revision List

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Step 3: Review and revise notes taken on right side by Cornell Note Revision Checklist

**Directions:** Review and revise notes taken in the right column. Use the symbols below to revise your notes.

Completed	Symbol	Revision
<input type="checkbox"/>	1, 2, 3.... A, B, C...	1. Number the notes each time a new concept or main idea
<input type="checkbox"/>		2. Circle vocabulary/ key terms in pencil
<input type="checkbox"/>	<u>Main idea</u>	3. Highlight or underline main ideas in pencil
<input type="checkbox"/>	^	4. Fill in gaps of missing information and/ or reword/ paraphrase in red
<input type="checkbox"/>	Unimportant	5. Delete/ cross out unimportant information by drawing a line through it with a red pen
<input type="checkbox"/>	?	6. Identify points of confusion to clarify by asking a partner or teacher
<input type="checkbox"/>	*	7. Identify information to be used on a test, essay, for tutorial, etc.
<input type="checkbox"/>	Visual/symbol	8. Create a visual/ symbol to represent important information to be remembered

## Reinforcing Inquiry through Collaboration

### Reinforcing Inquiry through Collaboration

**Level 1** questions cause students to recall information. This level of question causes students to input the data into short-term memory, but if they don't use it in some meaningful way, they may soon forget.

**Level 2** questions enable students to process information. They expect students to make sense of information they have gathered and retrieve from long- and short-term memory.

**Level 3** questions require students to go beyond the concepts or principles they have learned and to use these in novel or hypothetical situations.

TOPIC	<u>Level 1</u> (complete, count, match, name, define, observe, recite, describe, list, identify, recall)	<u>Level 2</u> (analyze, categorize, explain, classify, compare, contrast, infer, organize, sequence)	<u>Level 3</u> (imagine, plan, evaluate, judge, predict, extrapolate, invent, speculate, generalize)
Science	What is a gene? What is a chromosome?	Compare and contrast genes and chromosomes.	Use what you know about genes and chromosomes to predict a trait in a child?
Spanish	Conjugate the Spanish verb "ser" in the present tense.	Elaborate on the similarities and differences of the preterite and past tenses in the Spanish language.	"Invent" a new Spanish regular "ar" ending verb. Use it in 6 sentences, using different tenses and persons.
Mathematics	Evaluate this expression: $3x^2$ if $x = 4$ .	When if ever, can $X^2 = 2x$	Prove whether or not the operation $\oplus$ , is commutative, given that $a \oplus b = a^2 - b$
History	Which amendment in the US Constitution gives citizens the right to bear arms?	Compare and contrast societal conditions in the US that impacted the inclusion of the second amendment in the US Constitution with conditions today.	If there were a constitutional amendment that prohibited ownership of weapons by citizens, how might American society be affected?
English	In the book, <u>The Giver</u> , what did Jonas' mom do for a living?	Use examples for the book to elaborate on the theme of balancing freedom and security.	Speculate as to how your community would change if some of the societal controls embraced by the members of Jonas' community in the book, <u>The Giver</u> , were embraced within your community.

**Tutorial Request Form (TRF)**  
**Pre-Work Inquiry (Before the Tutorial)**

<b>Subject:</b> <b>Standard/Essential Ques.:</b>	<b>Name:</b> <b>AVID Period:</b> <b>Date:</b>
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Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
<b>/12</b>	<b>/1</b>	<b>/2</b>	<b>/3</b>	<b>/7</b>	<b>/25</b>

<b>Initial/ Original Question:</b>	<b>Source, page # &amp; problem #:</b> _____
<b>/1</b>	

<b>Key academic vocabulary/definition associated with topic/question:</b> 1.
<b>/2</b>

<b>What I Know about My Question:</b> 1.
<b>/2</b>

<b>Critical Thinking about Initial Question:</b>	<b>Identify General Process and Steps:</b>
<b>/3</b>	<b>/2</b>

<b>Question from Point of Confusion:</b>
<b>/2</b>

## Tutorial Request Form Page 2

### Three-Column Note-Taking (In Class – During the Tutorial)

Take three-column notes (question/notes/steps or processes) during the tutorial on notebook paper. Keep your notes in your binder to study.

### Reflection (In class--After the Tutorial)

My point of confusion is based on a focus area from my Grade/Tutorial Analysis:   Yes           No

I was a student presenter during tutorial today:   Yes           No

In the space below, elaborate on the following questions as you reflect on the tutorial process:  
What was your/the point of confusion? What did you learn about the point of confusion?  
When/how did you gain a new/greater understanding about the point of confusion? How does  
this new learning connect to previous learning/experience, yourself and/or the world? What  
did you find meaningful about the tutorial session?

/7

# AVID Binder Evaluation



Name: \_\_\_\_\_

## AVID BINDER EVALUATION

<b>ORGANIZATION</b> Dividers, no loose papers, and notes easily found /10	Classes: _____	# of pages _____	Tutor Comments
<b>AGENDA</b> Legible and up to date /15	_____	_____	
<b>Cornell Notes</b> 4 academic classes. Minimum 1 note per class. 10 notes total /60	_____	_____	
<b>AVID</b> 2 pages of 3 column notes. 1 page of notes from AVID Weekly article and annotated article. /15	_____	_____	
<b>BINDER TOTAL</b> /100	Date: _____	Tutor: _____	

<b>ORGANIZATION</b> Dividers, no loose papers, and notes easily found /10	Classes: _____	# of pages _____	Tutor Comments
<b>AGENDA</b> Legible and up to date /15	_____	_____	
<b>Cornell Notes</b> 4 academic classes. Minimum 1 note per class. 10 notes total /60	_____	_____	
<b>AVID</b> 2 pages of 3 column notes. 1 page of notes from AVID Weekly article and annotated article. /15	_____	_____	
<b>BINDER TOTAL</b> /100	Date: _____	Tutor: _____	

<b>ORGANIZATION</b> Dividers, no loose papers, and notes easily found /10	Classes: _____	# of pages _____	Tutor Comments
<b>AGENDA</b> Legible and up to date /15	_____	_____	
<b>Cornell Notes</b> 4 academic classes. Minimum 1 note per class. 10 notes total /60	_____	_____	
<b>AVID</b> 2 pages of 3 column notes. 1 page of notes from AVID Weekly article and annotated article. /15	_____	_____	
<b>BINDER TOTAL</b> /100	Date: _____	Tutor: _____	

## Grade Check

## GRADE CHECK

[illegible]

# **School Parent & Family Engagement Policy**

## **TITLE I**

Heritage High School is a Title I funded school.

### **School Parent and Family Engagement Policy-Plan**

Heritage High School shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of this section. Parents shall be notified of the policy in a language the parents can understand. The policy shall be made available to the local community and updated annually to meet the changing needs of parents and the school. Hard copies are made available in the front office.

### **School-Parent Compact**

Heritage High School shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Hard copies are made available in the front office.

## **THANK YOU**

Your support of this positive environment and behavior plan is necessary for us to complete our mission at Heritage High School. By following the expectations, codes and policies, all students can learn to behave respectfully and to develop the necessary character to expect and achieve excellence!

We have read and understand Heritage's Positive Environment and Successful Behavior Plan

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Student Signature

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Parent Signature

**HERITAGE HIGH SCHOOL  
PARENT INVOLVEMENT PLAN  
2019-2020**



**I. Parent Involvement Policy**

GOALS	PERSON RESPONSIBLE	TIMELINE	EVALUATION	MATERIALS RESOURCES	FUNDING SOURCE	INVOLVEMENT TYPE
<b>A. Parental Involvement Policy- must be written with meaningful participation of parents and students</b>	School Site Council, Title I Lead, Principal, Community Aid, Technology Coach	August 2019 - May 2020	Policy will be evaluated and analyzed for effectiveness then included in SPSA	( Available online as well as hard copy) Conferences/workshops, lite snacks, informational materials. Transportation for parents to attend conferences, workshops  Community Aid	Title I	5
<b>B. Use technical assistance and other support to build an effective plan.</b>	Administration Community Aide technology Coach School Site Council Title I Lead	August 2019 - May 2020	Evaluate and analyze for effectiveness	Web-design group to edit and update the school website to be more user-friendly	Title I	5
<b>C. Build the school's and parents' capacity for strong parental involvement (see Part II)</b>	Administration Community Aide School Site Council PELI Committee	August 2019 - May 2020	Parent Advisory Committees to evaluate effectiveness of each committee to increase parental involvement	Trainings and meetings	Title I	1,2,4,5
<b>D. Analyze and address problems implementing the requirement</b>	School Site Council	September 2019 - May 2020	Concerns will be evaluated, addressed and corrected	School Plan	Title I	5
<b>E. Involve parents in the activities of the school</b>	Community Liaison School Site Council Staff	August 2019 - June 2020	Parent Center visitations and increased parent involvement on activities	Dialers Flyers Minutes Agenda Sign-In Social Media followers/Likes	Title I	1,2,4,5
<b>F. Involve parents in decisions regarding funding for parental involvement</b>	School Site Council	August 2019-May 2020	Budget, needs assessment, data of interventions	School Plan	Title I	5



<b>G. Hold annual meetings to review categorical programs, their effectiveness and expenditures</b>	Title I Lead Administration	August 2019 - May 2020	Agenda Announcements Minutes Budget - Finance Report School Data	Copies of: Agenda, Announcements, Minutes, Budget/Fiance Report, School data	Title I	1,2,5
<b>H. Flexible number of meetings</b>	Title I Lead, Principal, Community Liaison	August 2019 - May 2020	Agenda for parent advisories, calendar	Copies	Title I	1,2,5
<b>I. Review effectiveness of actions and activities of parental involvement policy in improving student academic achievement and school performance.</b>	School Site Council Parent Advisories	September 2019 - May 2020	Results (data) of exams Academic Improvement (overall)	Exam data, grade data	Title I	2,5

GOALS	PERSON RESPONSIBLE	TIMELINE	EVALUATION	MATERIALS RESOURCES	FUNDING SOURCE	INVLMNT Type
<b>J. Provide timely information about programs provided</b>	Title I Lead Principal	August 2019	Agenda	Copies	Title I	2
<b>K. Describe and explain curriculum, standards, evaluation and proficiency levels expected of students</b>	Teachers Administrators Counseling	Start of semester 2019	Course descriptions (syllabus) Individual student academic plans	Copies	Title I	2
<b>L. Provide regular meetings if requested for interested parents to participate in and formulate suggestions affecting the education of their children.</b>	Title I Lead Principal Community Liaison	August 2019 - June 2020 (ongoing)	Calendar of parent meetings, agendas, gatherings	Lite-snacks, informational flyers	Title I, Principal's budget	1,2
<b>M. Inform parents of the right to submit comments when the school plan goes to the LEA</b>	Title I Lead Principal School Site Council	August 2019 - May 2020	Minutes	School Site Council, School Plan	Title I	2,5
<b>N. School Parent compact</b>	School Site Council	Enrollment paperwork	School Site Council	Paper copy and Online		1,2,4

## II. Building Capacity for Involvement

GOALS	PERSON RESPONSIBLE	TIMELINE	EVALUATION	MATERIALS RESOURCES	FUNDING SOURCE	INVLMNT Type
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<b>A. Provide guidance in understanding standards, assessments, how to monitor a student's progress, and how to work with educators to improve student achievement</b>	Counseling TOSA of Technology Title I Lead School Site Council Community Liaison Teachers	August 2019 - May 2020	Workshops, meetings, conferences, back-to-school, open house	transportation, lite snacks, meals at conferences, workshops, computers, flyers, handouts	Title	1,2,4,
<b>B. Provide materials &amp; Training- on how to improve achievement, ie., literacy training and technology training</b>	Title I Lead Principal Community Liaison TOSA Counseling	August 2019 - May 2020	Workshops, meetings, conferences	Materials, conferences, Schedule of trainings	Title I	1,2,4
<b>C. Educate Educators instruction on how staff can work more effectively with parents</b>	Title I Lead School Site Council PTA PELI	August 2019 - June 2020	Communication log, communication form	Trainings, All Staff Meetings	Title I (Staff Developmen t)	2
<b>D. Understandable communication re: language and comprehension</b>	Title I Lead Community Liaison District/School Translator	August 2019 - May 2020	Copies	Copies, website	Title I	2
<b>E. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.</b>	Title I Lead Principal	August 2019 - May 2020	Request Forms, Purchase Orders Finance Report	Student Volunteers Child Care Workers Transportation Snacks Community Liaison Incentives Copies	Title I	1,2
<b>F. Will train or otherwise involve parents in the development of training for teacher, parents, principals and other staff.</b>	Title I Lead Community Liaison School Site Council	August 2019 May 2020	Evaluations	Trainings Conferences Lite Snacks	Title I	2
<b>G. May adopt and implement model approaches to improving parental involvement</b>	Title I Lead School Site Council Community Liaison	August 2019 - May 2020	Involvement Policy School Plan (SPSA)	Conferences Trainings PELI	Title I	1-6

### III. Budget

GOALS	EXPENSES	AMOUNT	FUNDING SOURCE	REFERENCE
Community Liaison (District)	Salary, benefits, etc.		Title I	I B, C, E II A, B, C, F
Parent center	Furnishings, materials, supplies, resources		Title I	I B, E II C, D, F, G

<b>Reasonable expenses</b>	Transportation, child-care, incentives, snacks,		Title I	I G, H, J, L II A, B, C, E
<b>Conferences, consultants, release time</b>	Registration, mileage, meal reimbursement, etc		Title I	I B II A, B, C, F, G
<b>Communication</b>	Copies, translation services		Title I	I G, H, J, L II A, B, D, E, F, G

## Title I Parent Compact “Three-Way” Pledge 2019-2020 School Year

Print Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### **The Student Pledge**

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents want to help me do my very best in school. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will return completed homework on time.
- I will arrive at school on time every day unless I am ill and be prepared to work.
- I will be responsible for my own behavior.
- I will be a cooperative learner.
- I will ask for help when needed.
- I will show respect for the rights of others to learn without distraction and disruption.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **The Parent Pledge**

I believe that parents and family are the student's first and most important teachers. I will encourage my student's learning and success in school by doing the following:

- I will send my student to school on time everyday.
- I will make sure my student gets adequate sleep and has a healthy diet.
- I will provide a quiet place and time for my student to do homework.
- I will promptly respond to messages from my student's school.
- I will attend Back to School Night, Parent Teacher Conferences, Open House and other school events.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **The School Pledge**

We understand the importance of the school experience to every student and the role as a teacher and model. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Staff will provide an atmosphere that fosters learning, provides opportunities for success and helps to develop responsible, caring and independent students.
- Staff will teach all the necessary concepts to your student before regular homework is assigned.
- Staff will strive to address the individual needs of your students.
- Staff will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the standards.
- Staff will maintain communication regarding your student's progress in class.
- Staff will treat all students with fairness and respect.

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Assistant Supt. \_\_\_\_\_

Date: \_\_\_\_\_