

Selma High School



Parent & Student Handbook 2022-2023

Letter from Principal

Dear Students and Parents,

On behalf of our staff and administration, we welcome you to the 2022-2023 school year. In Bear Nation, it is our mission to see “Every Student Achieving High Expectations.”





Along with our primary goal of ensuring a safe environment for our students and staff, we have the goals of closing the achievement gap and raising academic achievement for all students. To help, we offer a variety of Career Technical Pathways including our new CTE Art and Sports Medicine/Athletic Training pathways. These programs add value to our vast academic programs that include Advanced Placement along with a variety of CTE Pathways that have dual enrollment at Reedley College for our students via Valley ROP.

While we keep our focus on academic excellence, SHS has an impressive reputation with our extra-curricular and co-curricular programs providing opportunities to showcase students outside of the classroom. We have a teaching staff, classified support staff, and administration who are absolutely dedicated professionals working diligently each day to ensure that all of our students receive a high-quality, rigorous, and relevant education enabling each student to be college and career ready prior to graduation. Please encourage your child to be involved in the activities we provide as it will help your students to develop school spirit, create positive and lasting friendships, and as research demonstrates, increase their academic achievement.

SHS will continue to be an environment where students can prosper and teachers can continue to meet the diverse needs of all students. There is a place for every student in Bear Nation. If there is anything I can do to support you and your child, please contact me at 559-898-6550. Follow us on our social media pages below to get the most current announcements and information.

Go BEARS!

Dr. Scott Pickle
SHS Principal

SHS Social Media Links: #RiseUP #SpiritofSHS #WeAreSELMA #GoBEARS			
			

Important Contact Information

Selma High School
3125 Wright Street
Selma, CA 93662
Phone: (559) 898-6550
Fax: (559) 896-1110
Registrar Fax: (559) 898-6517
<https://www.selmausd.org/Domain/8>

Main office hours are from 7:30 a.m. – 4:30 p.m., Monday-Friday

Selma High School Mission

“Every Student Achieving High Expectations”

Alma Mater

All Hail to Selma High
Thy sons and daughters sing
to you our Alma Mater,
A golden future bring,
With loyal hearts and true,
Our vows we ne’er will fail,
To you we pledge anew,
Hail, all Hail!

Table of Contents

Letter from Principal	2
Selma Unified Goals	7
School Board Members	8
District Administration	8
Selma High School Administration	8
Selma High School Faculty	9
Selma High School Support Staff	11
School Calendar	12
Daily Bell Schedules	13
High School Credit Graduation Requirement	14
Progression Towards Graduation Requirement	15
Minimum Credit Requirements for Continuing Enrollment	15
Non-Privileged Policy	16
Academic Eligibility (BP 6145)	16
Attendance Procedures and Policies (BP/AR 5113.1)	16
Student Conduct (BP 5131)	17
Citizenship (BP 5121) and (BP 6145)	17
Tardy Policy	19
Senior Specific Information	20
Activities Participation	20
Attendance	20
Behavior	20
Credits	20
Graduation Ceremony	20
Local Scholarships & Financial Aid Deadlines	21
Secondary Enrollment Criteria for 12th Graders	21
Valedictorian & Salutatorian Policies	21
Concurrent Activities Participation	21
Activities Priority	22
ASB Clubs/Athletic Teams	23
Extra Curricular Activities Code	23
Academic Eligibility	23

Extra Curricular Rules of Conduct	24
Bus Conduct	25
Dance Regulations/Guest Passes	26
Open/Closed Campus - Lunch	27
Extra-Curricular Event Attendance	27
Work Permits for Students	27
Guidance and Counseling	28
Academics	28
Homework Policy	28
Grades	29
Uniform Grading Policy	29
Grade Scale	29
Categories and Weights	30
Minimum 'F'	30
Academic Honesty Policy (BP 5131.9)	30
Grade Reporting Periods	31
Transcripts	31
Tutorial/Enrichment	31
Library Information	31
Withdrawal	32
Testing Programs	32
Advanced Placement Program	32
College Entrance Exams	32
Student Supplies	33
Student Identification Cards (ID Cards)	33
Multi-Tiered System of Supports (MTSS)	33
MTSS Goal	33
Proactive Approach to School-wide Discipline	33
Classroom Management	34
Major Incidents	35
Recognizing Individuals who Achieve Behavioral Expectations	35
MTSS Leadership Team	36
Student Behavior Management Process	37
Explanation of Behavior	37
Progressive Discipline Policy	38
Definition of Offenses	39
Primary Preventions and Interventions (Tier 1)	42

Secondary Preventions and Interventions (Tier 2)	42
Tertiary Preventions and Interventions (Tier 3)	43
Discipline & Related information	44
Affection, Excessive Display of	44
Assault and Battery	44
Student / Discipline Behavior Contracts	44
Bomb Threats/Terroristic Threats	44
Campus Disturbances	44
Unauthorized Assembly	45
Canine Detection	45
Cell Phones	45
Cyber Bullying (BP 5131.a)	46
Bullying/Cyber Bullying (BP 5131.a)	47
Dress Code Policy	48
Evacuation/Fire Drill	51
Extortion or Robbery	51
False Information	51
Fighting	51
Fires, Explosives, or Threat Thereof	51
Forgery	51
Gang Related Behavior	51
Gambling	52
Harassment, Threats, or Intimidation	52
Hate Motivated Behavior	52
Hazing	53
Honesty	53
Insubordination, Defiance, Disrespect, etc.	53
Internet Access for Pupils	53
Lewd or Lascivious Acts/Profanity/Vulgarity	53
Out of Bounds	53
Referrals	53
Searches	54
Sexual Harassment	55
Substance Abuse	55
Suspensions and Expulsions	55
Vandalism	56
Weapons	56
Williams Compliant Notice	57

Selma Unified Mission Statement

“The Selma Unified School district will be the premier district in California, providing excellence in academics through Challenging, Rigorous and Relevant instruction. Equity in access and excellence will be achieved in 21st Century learning environments that support multiple pathways to College and Career success for every student.”

Goal 1. All students (including sub-groups) will make progress toward the goal of reaching proficiency in ELA, Math, Science and ELD as measured by various, local, and state assessments.

Goal 2. All certificated employees in Selma Unified will meet federal and state guidelines for Highly Qualified Teachers and will be able to provide instruction to all students (including sub-groups) with the expectation that certificated employees will participate in continual professional growth relevant to State and District initiatives.

Goal 3. All students (including sub-groups) will have equal access to a broad course of study and will be provided with opportunities to engage in learning activities that will prepare them with 21st Century skills in order to reach their career goals.

Goal 4. All students (including sub-groups) will be provided with safe and orderly environments that will support their social, emotional and academic success.

School Board Members

Thank you to the members of the Selma Unified School Board for their continued support of Selma High School.

Rosemary Alanis <i>President</i>	Navinder Sahota <i>Vice President</i>	Jennifer Winter <i>Clerk</i>	Roger Orosco <i>Member</i>	Gilbert Lopez <i>Member</i>
--	---	--	--------------------------------------	---------------------------------------

District Administration

Name	Title
Dr. Marilyn Shepherd	Superintendent
Dr. Johnny Alvarado	Chief Academic Officer
Wayne Dixon	Chief Human Resources Officer
Andrea Affrunti	Asst. Superintendent, Business and Support Services
Norma Barajas-Ruiz	Director, State and Federal Programs
Jodie Wiens	Director of Special Education
Alicia Parnell	Director of Pupil Services

Selma High School Administration

Name	Title
Dr. H. Scott Pickle	Principal
Deborah Richardson	Deputy Principal
Jenna Jack	Deputy Principal
Luis Collazo	Assistant Principal
Diana Parker	Assistant Principal
Fatima Anguiano	Counselor
Nancy Vasquez	Counselor
Patricio Galindo	Counselor
Berta Garcia-Cavajal	Counselor
Kassandra Garcia	Activities Director
Randy Esraelian	Athletic Director

Selma High School Faculty

First	Last	Department
Adam	Alcoser	Social Science
Danny	Alvarado	Mathematics
Eduardo	Alvarez	Mathematics/AVID
Tom	Aubin	Science
Esaul	Barba	Art
Jared	Barbick	Language Arts
Keith	Berry	Mathematics
Oscar	Bustos	Folklorico Dance
Robert	Calvert	Agriculture
Sherry	Carrasco	Intervention Coordinator
Andrea	Carrillo-Avila	Mathematics
Forest	Castle	Language Arts
Katie	Chambers	Agriculture
Suricee	Chambers	CNA Instructor/Medical Terminology
Sandy	Chang	Language Arts
Alissa	Clements	Teacher Librarian
Gertrude	Cole	Earth Science
Faith	Contreras	Psychologist
Reymundo	Cruz	US Marine Corps (JROTC)
Janel	Denver	Special Education/RSP
Khua	Espinosa	Special Education/SDC
Eleanore	Esqueda	Reading Intervention
Stephen	Fedele	Opportunity
Tahner	Filkins	Mathematics/AVID
Jorge	Flores	Choir
Lisa	Foss	Credit Recovery
Art	Francis	Physical Education
Mitch	Francis	Credit Recovery
Randall	Fuchs	Special Education/SDC
Daniel	Gallardo	Special Education/RSP
Tim	Gann	Foreign Language
Greg	Garcia	Social Science
Kassandra	Garcia	Activities Director
Anna	Garza	Language Arts
Jamie	Harris	Language Arts
Kahlil	Harshaw	Art
John	Hollett	Physical Education
Ligia	Jennings	Special Education/RSP
Regina	Jimenez	Instrumental Music
Kassandra	Johnson	Special Education/RSP
Lonny	Johnson	Social Science
Matt	Jones	Science
Nicole	Klien	Credit Recovery
Toni	Lambert	Language Arts/Link Crew

Shannon	Lane	Social Science
Frankie	Leal	Business/Comp. Science/Video Production/Photography
Luke	Leedy	Social Science
Erik	Lewis	Business/Media Arts/Marketing
Alexander	Lima	Instrumental Music
Al	Lomeli	Fresno County ED Program
Kate	Long	Mathematics
Michelle	Loucks	Science
Melissa	Luviano	Language Arts
Megan	McDougal	Science
Joseph	Machnik	Language Arts
Jennifer	Manter	Physical Education/AVID
Angela	Mares	Special Education/RSP
Jamie	Marrash	FCOE/Special Ed.
Sarah	Martinez	VROP Sports Medicine/Trainer
Rosalinda	Medina-Diaz	English 3D/Intro to Teaching
Grace	Mendes	Agriculture
Daniel	Mireles	Industrial Technology Manufacturing
Russ	Mitchell	Science/Mathematics
Estevan	Montemayor	Language Arts
Rosemary	Montoya	Language Arts/ELD
Lalo	Moz	Industrial Technology
Katie	Nieves	Mathematics
Erin	Niino	Business/Comp. Science
David	Norman	Science
Ryan	O'Connor	Physical Education
Eva	Peña	Science
Adriana	Plascencia	Language Arts
Johnny	Potasi	TIES/ED - FCOE
Javier	Quintana	Fresno County SpEd Program
Mayra	Quintanilla	Foreign Language/Link Crew
Filiberto	Ramos	Foreign Language
Teresita	Ramos	Foreign Language
Kristy	Rangel	Mental Health Clinician
Stefani	Reagan	Mathematics
Chris	Rempel	Social Science
David	Resendez	Mathematics
Alex	Reyes	Special Education/SDC
Larry	Roberts	VROP Urban Fire Program
Mykayla	Rodriguez	VROP Health Science
Michael	Romero	US Marine Corps (JROTC)
Yolanda	Sanchez	Language Arts
Brynn	Saponara	Language Arts
Chuck	Shao	Math
Alice	Sorenson	Special Education/RSP
Debbie	Sultenfuss	Physical Education
Heather	Tackett	Mathematics

Todd	Tankersley	Social Science
Miguel	Teran	Mathematics
Linda	Vang	Language Arts/AVID
Justin	Williamson	VROP Intro to Crim Justice/Intro to Public Service/CSI
Shawn	Wisely	Foreign Language
Dave	Wright	Social Science

Selma High School Support Staff

First	Last	Role
Anna	Allen	Instructional Aide/EL Program
Nicole	Ambrose	Campus Security Officer I
Sara	Bonilla	Athletics/Activities Secretary
Andy	Bustinza	Campus Security Officer II
TBA		Nurse
Yazmin	Carbajal	Instructional Aide/SPED/RSP
Olivia	Casarez	Instructional Aide/SPED/RSP
Trina	Castaneda	Clerk I
Cassandra	Celedon	Health Care Assistant
Carol	Chavez	Snack Bar Manager
Veronica	Esparza	Library tech II
Lizbeth	Frausto	Instructional Aide/SDC
Maggie	Frausto	Instructional Aide/SDC
Ann	Fester	Clerk I
Margarito	Gamez	Custodian
Kristi	Garcia	Campus Safety Assistant
Belen	Gomez	Campus Safety Assistant
Gina	Gonzalez	ASB Secretary
Patricia	Harris	Administrative Assistant (School)
Julie	Hays	Administrative Assistant
Rosita	Heredia	Instructional Aide/SDC
Lionel	Hinojosa	Pool Technician
Deja	Lopez	Instructional Aide/SDC
Jonmari	Loving	Career Technician/Scholarship Coordinator
Jared	Garcia	Mexican Dance Assistant
		Choir Assistant
Kenny	Ortiz	Campus Security Officer I
Nora	Palomares	Instructional Aide/RSP
Maria	Rodriguez	Cafeteria Manager
Connie	Salinas	Registrar
TBA		Front Office Receptionist
Erica	Torres	Instructional Aide/SDC
David	Vasquez	Campus Security Officer I
Valerie	Vasquez	Health Care Assistant
Liliana	Zamora	Instructional Aide/SDC

School Calendar

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4*	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			10
September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5*	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	21
October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					21
November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11*	12
13	14	15	16	17	18	19
20	21	22	23	24*	25*	26
27	28	29	30			16
December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23*	24
25	26*	27	28	29	30*	31
						12

IMPORTANT DATES						
Preservice Days						
Aug. 11-16—Staff Meetings & Prof. Learning						
Aug. 17—Planning & Room Prep						
School Starts with Students:						
Aug. 18						
School Ends:						
June 9						
TK – 8 Parent Conferences:						
(Minimum Day Schedule for TK – 8)						
Sept. 26-30						
HOLIDAYS						
July 4 – Independence Day-observed						
Sept. 5 – Labor Day						
Nov. 11 – Veteran's Day						
Nov. 21-25 – Thanksgiving Break						
Nov. 24 – Thanksgiving Day						
Nov. 25 – Thanksgiving Holiday						
Dec. 19–Jan 6 – Winter Break						
Dec. 23* – Christmas Eve (observed)						
Dec. 26* – Christmas Day (observed)						
Dec. 30* – New Year's Eve (observed)						
Jan. 2* – New Year's Day (observed)						
Jan. 16 – Martin Luther King, Jr. Day						
Feb. 13 – Lincoln's Birthday						
Feb. 20– Washington's Birthday						
April 3-10 – Spring Break						
April 7 – Good Friday						
May 29 – Memorial Day						
*For 12-month employees, holidays during breaks						
CERTIFICATED PROFESSIONAL LEARNING DAYS						
Days noted below are non-student days.						
Aug. 11, 12, 15, 16, 17						
Every Tuesday:						
Early dismissal schedule for TK - 12 students.						
*Sept. 26-30 – Minimum Day for TK-8 th grade students only; 9 th -12 th grades, regular schedule						
*Dec. 14-16 – Minimum Day Finals Schedule for 9 th -12 th SHS students only						
*June 7--June 9 –Minimum Day Finals Schedule for 9 th -11 th SHS students only						
*June 9 – Minimum Day for all students; finals continue at SHS						

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2*	3	4	5	6	7
8	9	10	11	12	13	14
15	16*	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				16
February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13*	14	15	16	17	18
19	20*	21	22	23	24	25
26	27	28				18
March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	23
April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7*	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						14
May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29*	30	31			22
June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	7

Board Approved:

Daily Bell Schedules

Regular Day			Flex Day (Tuesday)		
0 Period	7:30	8:25	0 Period	7:30	8:25
Period 1	8:30	9:30	Period 1	8:30	9:20
Period 2	9:35	10:40	Period 2	9:25	10:15
Break	10:40	10:50	Break	10:15	10:25
Period 3	10:50	11:50	Period 3	10:25	11:15
Period 4	11:55	12:50	Period 4	11:20	12:10
Lunch	12:50	1:25	Lunch	12:10	12:45
Period 5	1:30	2:25	Period 5	12:50	1:35
Period 6	2:30	3:25	Period 6	1:40	2:25
Foggy Day			<p>Other Bell Schedules (for testing, assemblies, rallies, etc.) will be shared throughout the year. Be sure to check the school website (or directly with the SHS Activities Calendar) to know the bell schedule for any given day.</p>		
0 Period	--	--			
Per. 1	10:00	10:44			
Per. 2	10:49	11:38			
Per. 3	11:43	12:27			
Lunch	12:27	1:07			
Per. 4	1:12	1:56			
Per. 5	2:01	2:45			
Per. 6	2:50	3:34			

High School Credit Graduation Requirement

Five (5) credits are earned for each class each semester. Credits are earned only if the student earns a passing grade of A, B, C, D, or P. No credits are earned when a student earns a grade of "F". Students must pass the required classes listed below in order to graduate. Classes failed must be repeated.

1. Beginning with the Class of 2025 students must complete 230 credits with a "D" or better as well as complete the required number of credits for each Core Subject Area.

Core Required Credits	Subject Area	Class of 2025 or higher
	LANGUAGE ARTS English 1 English 2 English 3 English 4	40 Credits 10 credits 10 credits 10 credits 10 credits
	MATHEMATICS <i>*Must pass two separate courses in Math one of which must be Integrated Math 1P</i>	30 Credits*
	SCIENCE <i>*Must pass two separate courses in Science to include Physical and Life</i>	30 Credits*
	HISTORY/SOCIAL SCIENCE World History U.S. History Government/Economics	30 Credits 10 credits 10 credits 10 credits
	VISUAL PERFORMING ARTS/FOREIGN LANGUAGE	10 Credits
	PHYSICAL EDUCATION	20 Credits
	ELECTIVES	70 Credits
Total Credits needed to Graduate 230 Credits		

Core Required Credits	Subject Area	Class of 2023 and 2024
	LANGUAGE ARTS English 1 English 2 English 3 English 4	40 Credits 10 credits 10 credits 10 credits 10 credits
	MATHEMATICS <i>*Must pass two separate courses in Math one of which must be Integrated Math 1P</i>	20 Credits*
	SCIENCE <i>*Must pass two separate courses in Science to include Physical and Life</i>	20 Credits*
	HISTORY/SOCIAL SCIENCE World History U.S. History Government/Economics	30 Credits 10 credits 10 credits 10 credits
	VISUAL PERFORMING ARTS/FOREIGN LANGUAGE	10 Credits
	PHYSICAL EDUCATION	20 Credits
	ELECTIVES	80 Credits
Total Credits needed to Graduate 220 Credits		

Progression Towards Graduation Requirement

The following number of accumulated credits towards high school graduation will be the standard for minimum achievement and classification:

<i>Classification</i>	<i>Credits needed at beginning of year</i>
Sophomore	60 credits
Junior	120 credits
Senior	180 credits

Minimum Credit Requirements for Continuing Enrollment

In order to meet the educational needs of all students, the minimum credit requirements below must be met at each tier in order for continuing enrollment at Selma High School. California Education Code 48070 provides for the adoption of policies related to promotion and retention.

Students in grades 7-12 not making sufficient progress toward meeting the district's promotion and graduation requirements due to academic deficiencies and/or low standardized test scores shall be identified as "at risk". Other students with academic deficiencies in grades K-12 may be identified by the principal as being at risk using specified criteria. The following guidelines are used:

70 credits or less

Students entering 11th grade (August) with 70 or less credits may be moved to Alternative Ed. setting.

90 credits or less

11th grade students at the end of the 1st semester (December) with 90 credits or less may be moved to an Alternative Ed. setting.

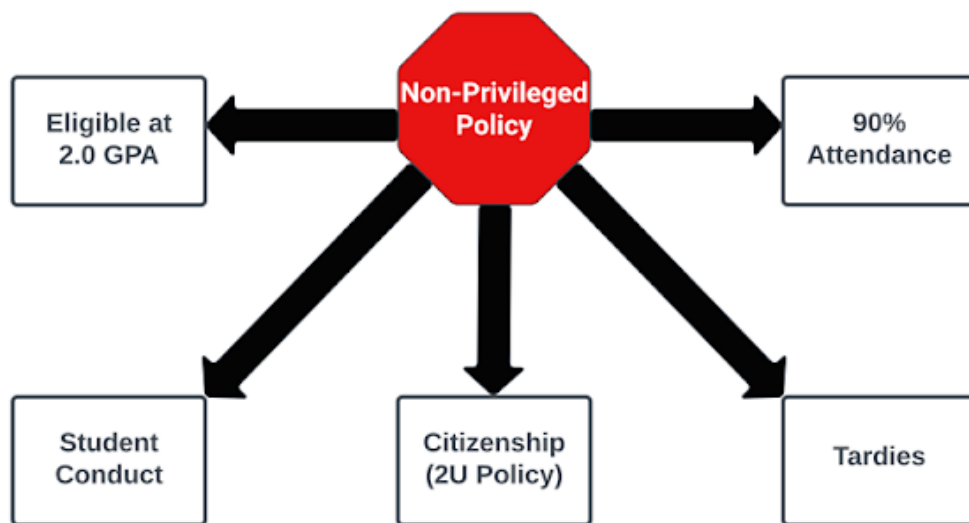
130 credits or less

Start of the 12th grade year (August) students with 130 credits or less may be moved to an Alternative Ed. setting.

Students failing to meet the minimum credit requirement may be recommended for transfer to an Alternative Education setting in order to provide a more effective learning environment that enables a student to obtain a high school diploma.

A meeting with the student, parent, and Learning Director/Deputy Principal will be held to discuss the recommendation for transfer with approval from the Director of Alternative Education required to complete the transfer recommendation.

Non-Privileged Policy



Academic Eligibility (BP 6145)

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

- Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes.
- Maintenance of minimum progress toward meeting high school graduation requirements.

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or co-curricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Attendance Procedures and Policies (BP/AR 5113.1)

Daily attendance at school allows your child an opportunity to learn, complete assignments and work towards earning the necessary credits for graduation as well as prepare for college or a career after Selma High. The following information regarding attendance is for both parents and students:

If you are absent due to illness or an appointment, please call the attendance line at (559) 898-6560. If your child has seen a doctor please request a note from the doctor and bring it to the attendance office when you return to school.

If a student is marked absent, a dialer will go out to the parents notifying them of an absence. If you feel an error has been made, please wait to talk to your child before calling the school. After speaking with your child if you feel they were marked absent when they were present then please call the school.

Parent notices of excessive absences will be mailed on a regular basis. The purpose of these letters is to notify parents of absences (letters are sent for every 3 days absent). Excessive absences are defined as 10 or more days (or 60 periods) per year.

Excessive absences can lead to the School Attendance Review Board (SARB) a panel which works to identify and resolve persistent student attendance problems. Additional information regarding SARB can be found on the California Department of Education website at <http://www.cde.ca.gov/ls/ai/sb/>
For additional attendance information please see High School Graduation Requirements.

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year (Total number of days the student is absent divided by the total number of days the student is enrolled) (Education Code 60901). This constitutes 90% attendance and will be the threshold for eligibility.

Student Conduct (BP 5131)

The Board of Trustees believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

To be eligible, students must have no referrals for major violations during the current grading period and no referrals for majors during the previous grading period.

Citizenship (BP 5121) and (BP 6145)

Any grades assigned for citizenship or work habits, such as effort or study skills, shall be reported as follows:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege (BP 6145).

To remain eligible, a student cannot earn two Unsatisfactory marks on their grade report.

SELMA HIGH SCHOOL CITIZENSHIP RUBRIC					
	Criteria	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
B	Behave: Student behavior and attitude impact the learning environment and affects the learning community' s success.	Respectful of the teacher, peers and self. Demonstrates a positive attitude and a willingness to learn and is helpful to other. Follow classroom rules and expectations.	Respectful of the teacher, peers and self. Usually follows classroom rules and expectations. Never sent to BEAR Center.	Apathetic in class. Has trouble following classroom rules and expectations. Sent to BEAR Center.	Rude or disrespectful to teachers or peers. Needs frequent redirection for behavior or attitude. Frequently sent to BEAR Center.
E	Expeditions: Acting with prompt efficiency	No tardies during the 6-week grading period.	No more than 2 tardies during the 6-week grading period.	No more than 3 tardies during the 6-week grading period.	6 or more tardies during the 6-week grading period
A	Attend: A student must attend class for any learning to take place	No unexcused absences during the 6-week grading period	No more than 2 unexcused absences during the 6-week grading period.	No more than 3 unexcused absences during the 6-week grading period.	4 or more unexcused absences during the 6-week grading period.
R	Responsible: A student who is prepared to work has any books, materials, or assignments with them as needed to participate in classroom instruction	Student comes to class prepared to work with at least 90% of work completed and turned in on time.	Student comes to class prepared to work with at least 70% of work completed and turned in on time.	Student comes to class prepared to work with at least 60% of work completed and turned in on time.	Student comes to class prepared to work with less than 60% of work completed and turned in on time.
It is the expectation that Selma High students display BEAR PRIDE.					

Tardy Policy

Students are responsible to be in their assigned class when the tardy bell rings at the beginning of each class. Violation of the SHS Tardy policy could result in the removal of school privileges, along with possible after school Learning Lab, Saturday School, and/or a possible "U" in citizenship.

Being on time to class...

- Increases the instructional time for the student.
- Reduces the interruptions to the learning environment
- Teaches time management and reduces student's stress.

Tardiness is defined as:

- Not arriving to class on time
- Students must be inside the door threshold by the bell.

Corrective Action for Tardiness (by class period) will be as follows, per grading period:

- 1st-2nd Tardy - Students will be warned of the tardy policy and expectations, as well as consequences for continued tardiness.
- 3rd Tardy - Teacher will assign after school Learning Lab. Parent/guardian will be contacted by the teacher.
- After school Learning Lab will be assigned at the 6th, 9th, 12th, 15th, and additional tardies in multiples of three.
- Students that are tardy after returning from lunch will have their privilege suspended. *This pertains to Juniors and Seniors who qualified for off campus for lunch privilege.

Non-Privileged Status:

Chronic tardiness is when students are consistently late to class and can have dramatic results on a student's future education and career. Chronic tardiness as defined by SHS is in excess of 6 tardies per 6 weeks of school. On the 6th overall tardy, a student is automatically placed on Non-Privileged status. Parents are notified by mail.

Learning Lab:

- After school Learning Lab is assigned to students that fail to adhere to expectations outlined in school policy. Parents will be notified when a student is assigned to a Learning Lab.
- Learning Lab takes place for one hour after school and is supervised by a teacher or administrator. Every Learning Lab will recover three tardies for the purposes of Non-Privileged status (Learning Lab=3 Tardies).
- If a student fails to attend assigned Learning Lab, the consequences are as follows.
 - 1st miss - Learning Lab doubles becomes 2.
 - 2nd miss - Learning Lab doubles becomes 4.
 - 3rd miss - Student is assigned In School Suspension (ISS).
- If a student is assigned In School Suspension for non-attendance of scheduled Learning Labs, then their detention obligation is removed. No credit will be given for Non-Privilege tardy recovery for attending In School Suspension.

Any student who is tardy by more than 30 minutes to any class will be regarded as truant/absent for the period and must be verified by parent/guardian's note.

Senior Specific Information

Selma High celebrates and congratulates students who have met the criteria to be considered a Senior at SHS (180 completed credits in required subjects). The information in this section is specific to those students completing their senior year and participating in the events surrounding this year, such as the commencement exercises, senior trip and more.

Activities Participation

Attendance at school activities such as dances (including the Prom), etc. is a privilege. That privilege is lost if a student does not qualify as per the Non-Privileged Policy. In order to attend Winter Formal, Sadies and Prom, students must attend school for all six periods the day before the dance. **Seniors who have a failing grade in a required class or have violated any of the California Ed Codes falling under 48900/48915 series or have been suspended for possession, consumption, and/or being under the influence of alcohol or any other controlled substance at school or at a school-sponsored activity may not attend Grad Night.**

Attendance

In addition to meeting graduation requirements of Selma High School listed on page 14, seniors must have missed no more than 10 days per school year (60 periods) which is 40 days (240 periods) cumulative over their four year school career in order to participate in the commencement ceremony. Only school activities and/or absences verified by a note from a licensed medical provider will not count towards the total days missed. Parents may monitor their child's absences in the parent portal as well as contacting the Attendance Clerk.

Students may make up a maximum of 30 school days (180 periods) per school year or a total of 120 days (720 periods) over four years by successfully completing assigned Saturday School sessions (see Saturday School).

Parents and students will be notified in writing when attendance is in violation of school attendance laws.

Behavior

In addition to the credit requirements to graduate, a student must meet the following requirements during the senior year to be eligible for participation in the commencement exercise.

1. A student may not be a participant in more than one fight.
2. A student may not receive more than two off-campus suspensions.
3. A student may not receive more than two referrals for violation of the district Honesty Policy.
4. A student may not have *more than one* violation of any of the following illegal activities:
 - a. Stealing as delineated in Education code 48900 (value of \$50 or more).
 - b. Possession or consumption of alcohol at school or a school activity or traveling to and from school.

Credits

To be eligible to graduate from Selma High school a student must complete their senior year with the necessary credits (for a complete breakdown of credits see page 13).

Graduation Ceremony

Students **MUST** meet all of the requirements for graduation (proficiencies, 220 credits, required courses and 4-year attendance requirement) in order to be eligible to participate in the graduation ceremony. Students who complete graduation requirements in the summer following their senior year will receive a diploma at the end of the summer; however, they will **NOT** be eligible for participation in the ceremony.

Local Scholarships & Financial Aid Deadlines

Local Scholarship deadlines along with the Cal Grant FAFSA deadline are regularly announced in the school bulletin. Please continually be on the lookout for additional information from our College & Career Center.

Secondary Enrollment Criteria for 12th Graders

Seniors who start the year with:

140 credits	Students may take six (6) classes with an additional ten (10) units each semester of concurrent enrollment in Adult Education or Independent Study (ISP)
130 credits (130-139)	Students may take six (6) classes with an additional ten (10) credits each semester of concurrent enrollment in Adult Education or ISP. Also includes five (5) credits each semester for elective credit for the tutoring course or five (5) units each semester for Early Bird class.
120 credits (120-129)	Students may take six (6) classes with an additional ten (10) credits each semester of concurrent enrollment in Adult Education or ISP, an additional five (5) credits each semester for elective credit for the tutoring course or five (5) units each semester for Early Bird class and will not participate in the graduation ceremony. Students must attend summer school to complete the remaining ten (10) credits.

Valedictorian & Salutatorian Policies

Valedictorian

Summa Cum Laude – Highest GPA of 4.21 or above

Magna Cum Laude – GPA of 4.11-4.2

Cum Laude – GPA of 4.0-4.1

All students who have maintained a 4.0 or above cumulative GPA by the second semester, second six-week grading period, will be considered a Selma High School Valedictorian. Students must maintain their GPA through the end of the school year.

Salutatorian

The student who has the highest cumulative GPA under 4.0 by the second semester, second six-week grading period, will be considered a Selma High School Salutatorian. Students must maintain their GPA through the end of the year.

Concurrent Activities Participation

Student participation in activities is recognized as an integral part of the total educational program. In the past, student activity conflicts have resulted in hurt feelings, unfair practices and irreparable damage. It is recognized that coercion by the instructor may influence the student's decision. Therefore, it will be the policy at Selma High School that in any situation involving conflicting school activities, the student will be permitted to make the final decision as to which activity he/she will attend. In the case of conflict due to dual participation, the student must decide and notify the coach/advisor at the beginning of the season/activity that he/she will be participating in. **If the student has not arranged in advance and made an agreement with both instructors, the ACTIVITIES PRIORITY list will be enforced.** The student is not to be penalized in any of the following forms:

1. May not have his/her grade lowered because of non-participation.
2. May not be dropped from a team or group, but may be asked to make a choice between the teams/groups in continual conflict.
3. May not be dropped from a class related to that activity.
4. May not lose recognition already earned.

Responsibility of the Student	Responsibility of the Teacher/Coach
-------------------------------	-------------------------------------

To inform the teachers involved of any conflicts as soon as possible.	The teacher/coach shall make his/her schedule of activities known to students as soon as possible.
To be fully aware of his/her obligation to all groups involved.	Conflicts in advisement should be handled by the administration. The campus "Activities Priority" indicated below has been established to prevent students from being placed in a "no win" situation. It is expected that teachers/coaches will clearly communicate activity timelines to students, parents and other staff members working in cooperation to provide maximum participation experience to skilled individuals.
If assistance is needed in making such a decision, he/she should request that the teachers involved meet with him/her in an attempt to jointly rectify the conflict.	Involvement in activities shall be encouraged, not demanded.
If the student feels (a) he/she was coerced or (b) unfairly penalized by the instructor, he/she should inform the high school assistant principal.	The teacher/coach shall make the student fully aware of his/her obligation to himself/herself and to other students involved.
The student must make up an alternate assignment for the missed event.	When students require the assistance of teachers/coaches, they must meet and confer with the student to help resolve the conflicts with activities.
	An alternative assignment will be provided for any student who misses a performance/event because of a conflict. This alternative assignment should not be a punishment and should not be excessive in length (it should equal <i>at most</i> the time of the missed activity).

Activities Priority

1. League finals and above (i.e. Playoffs, Masters, and CSL Championship Meets)
2. Once-a-year performance*
3. League contests
4. All performances established on calendar at the start of school
5. Athletic Practices
6. Performance practices
7. Spontaneous performances
8. Class and club activities
9. Other

**For activities that are conducted on a year round schedule, the single event/performance must be established at the start of the school year. Any exceptions to the above may be discussed between coach and teacher. If they are unable to resolve the schedule conflict, the student and parent will determine what event to attend with no penalty to the student for a missed school activity and/or missed athletic events.*

ASB Clubs/Athletic Teams

Students will have full opportunity to participate in student government, clubs and class organizations, performing groups, athletics, etc. Sports available to students are: Baseball, Basketball, Cross Country, Football, Golf, Soccer, Softball, Swimming & Diving, Tennis, Track & Field, Volleyball, Water Polo, and Wrestling.

Listed below are the co-curricular and extra-curricular programs:

Advanced Placement Club		
Anime Club	Art Club	AVID*
Band (Jazz and Marching)	Baseball	Basketball (Boys and Girls)
Book Club	California Scholarship Federation (CSF)	Key Club
Cheer Club	Chorus (Men's and Women's)	Clarion* (Newspaper)
Club Latino	Color Guard	
Concert Choir*	Cross Country	Ensemble**
FCA	Feminist Forward Club	FFA (Future Farmers of America)*
Football	Friday Night Live(FNL)	Future Healthcare & Nurses (FHN)
Gay & Straight Alliance (GSA)	Girls Volleyball	Golf Club
Hispanics in Action (HIA)	Bible Club	Indian Club (Punjabi)
Interact (Rotary Club)	Kiwanis Club	Leadership (Student Council)*
Los Paisanos Mexican Dance Club*	Magnet (Yearbook)*	MCJROTC
National Honor Society	Native American Club	Pep & Cheer**
Recycling Club	SBLT (Selma Business of Tomorrow)	Soccer (Boys and Girls)
Softball	Sports Marketing*	Students Serving the Community (SSC)
Students Making a Difference	Swimming	Teachers of Tomorrow
Technology With a Mission(T.W.A.M.)	Teens 4 Change	Tennis (Boys and Girls)
Theater Productions	Track (Boys and Girls)	Volleyball
Wrestling (Boys and Girls)		

*a class is required **tryouts are held in the spring

Student government is vested in the Associated Student Body (A.S.B.) Constitution. Student council is composed of A.S.B. Officers and class officers from each grade. The Student Council serves to promote communication and positive relations throughout the school. All posters must be approved by the Deputy Principal or Director of Student Activities before they are exhibited. Generally, the signs will be limited to those connected with school activities or community activities. Approval will be for a specified time. **ALL TAPE AND PAPER MUST BE REMOVED** along with the poster upon completion of the specified time for exhibiting posters.

Extra Curricular Activities Code

IT IS A PRIVILEGE, NOT A RIGHT, TO REPRESENT YOUR SCHOOL IN AN ACTIVITY OR SPORT. The staff of Selma High School recognizes the need to generate the code of conduct for those students involved in the privilege of representing SHS in school-sponsored activities. The code is aimed primarily at helping the student by providing guidelines and rules of conduct. The parent and student shall indicate their understanding of the code and the penalties for violations by signing this document and returning it to the athletic department/advisor.

Academic Eligibility

In order to be eligible for participation in extra/co-curricular activities, a student must pass at least 25 credits during the previous grading period with a 2.0 GPA ("C" average). A student may not have more than 1 "F" during a grading period. At the end of the current grading period, any student who has not met the eligibility criteria set forth above shall be placed on Academic Probation for the subsequent grading period. Any student who has not met the eligibility criteria for two consecutive grading periods will not be eligible to participate.

Extra Curricular Rules of Conduct

A student involved in extra/co-curricular activities must understand that these rules are supplemental to the District Discipline Code. **This code will be in effect 24 hours per day/seven days a week while a student is participating in a sport or extra-curricular/co-curricular activity.**

1. Students shall not use or possess alcohol, drugs, or tobacco which includes androgenic/anabolic steroids or non-prescribed drugs at any time (24 hours per day/ 7 days per week).

INFRACTIONS

Students who use or possess alcohol, drugs, or tobacco:

First Infraction: The student will be removed from all extra/co-curricular activities for 45 school days. The advisor/coach and activity/athletic director shall hold a parent conference prior to suspending the student from an activity. The student may reduce the suspension by choosing to work off up to 10 days by completing up to 20 hours of community service on campus before or after school (2 hours equals one day). Additionally, the student can choose to reduce the suspension by 10 days if he/she voluntarily completes a drug/alcohol program that is approved by the activity/athletic director/site administrator.

***A student athlete may not practice for the next season of sport until the current season in which the infraction took place is completed.*

Second Infraction: The student will be suspended from ALL activities for 365 calendar days from the time of the violation. The student can choose to reduce the suspension to 180 days if he/she voluntarily completes a drug/alcohol program that is approved by the activity/athletic director/site administrator.

2. Students shall not commit theft, assault, vandalism, or felony at any time (24 hours per day/ 7 days per week) as determined by school officials.

INFRACTIONS

Students who commit theft, assault, vandalism, or felony as determined by school officials:

First Infraction: The student will be removed from all extra/co-curricular activities for up to 45 school days as determined by school officials. The advisor/coach and activity/athletic director shall hold a parent conference prior to suspending the student from an activity. The student may reduce the suspension by choosing to work off up to 10 days by completing up to 20 hours of community service on campus before or after school (2 hours equals one day). ***A student athlete may not practice for the next season of sport until the current season in which the infraction took place is completed.*

Second Infraction: The student will be suspended from ALL activities for up to 365 calendar days from the time of the violation.

3. Students shall attend school for the entire day in order to play/performance. If a performance or game is conducted on a Saturday or holiday, the student shall attend school for the entire day before the event. Students are responsible for clearing their absence with the Deputy Principal/Athletic Director prior to the absence. A student who is suspended OFF CAMPUS is counted as absent under this rule. If a student is suspended OFF CAMPUS, a student cannot be at any extra-curricular practice or contest. If a student/athlete is suspended ON CAMPUS, he/she will be able to practice and compete in a contest. The student is also responsible for informing the coach/advisor if she/he has been absent for all or part of the day.

INFRACTIONS

Students who are not in attendance at school as outlined above:

First Infraction: If it has been determined by school officials that a student has been absent from school and subsequently participated in a performance/game without the proper permission, the student will be suspended for the next full game/performance.

Second Infraction: If it has been determined by school officials that a student has been absent from school for a second time and subsequently participated in a performance/game without the proper permission, the student shall be removed from the team/activity.

4. Any student who quits or is released from an activity once the team/performers have been chosen will forfeit ALL awards and recognition for that activity and will be suspended from all extra/co-curricular activities for 30 school days. In sports, the athlete will not be allowed to participate in the next season of sports.
5. A student who becomes academically ineligible will forfeit all awards and recognition from the activity at the time of ineligibility.
6. Students are subject to consequences for violation of any school conduct/behavior rules which are broken during any extra/co-curricular activity.

Bus Conduct

Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus; and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street, highway or road.

BUS CONDUCT RULES

1. The school bus driver has authority and complete control over all passengers (i.e. students, staff, coaches, parents) on the school bus.
2. While waiting at the school bus stop, students must be careful not to damage, trample, or litter adjacent property.
3. Students waiting for the bus shall stand back at least 10 feet from the edge of the road in a straight line, thus, permitting the school bus to pull off the road. NEVER PUSH, CROWD, PLAY OR FIGHT AT A BUS STOP.
4. Upon boarding the school bus, students must be seated quickly and quietly. Talking may be in a normal, but never a loud voice. Standing or changing seats while the bus is in motion shall not be permitted.
5. Students should fill the back seats first (students are not to hold seats for friends). Students shall sit facing the front of the school bus with feet out of the aisle. Aisles must be kept clear at all times.
6. Students MUST NEVER put any part of their bodies out of the window of the school bus. Students shall not throw any kind of material on or out of the school bus at any time.
7. Students MUST GET ON and OFF the school bus at their regular stop. Any student wanting to ride a different bus or get off at a friend's house MUST have a note from his or her parents or permission of the school principal
8. Students MUST NOT eat, smoke, drink, or use profanity on the school bus.
9. Students SHALL NOT take animals, insects, reptiles, or fowl on the school bus. A guide dog for a blind student would be permitted, providing the dog is fitted with a muzzle.
10. Musical instruments, athletic equipment, uniforms, costumes, exhibits, toys, etc., which may interfere with the safe operation, riding comfort, or cause excitement among the passengers, may be refused. If permitted aboard the school bus, the material must be firmly in the hands of the owner or packed on board at the driver's discretion.
11. Students are to go directly home after leaving the school bus.
12. Students who must cross the road after leaving the school bus must cross in front of the bus. Students of elementary age shall be escorted across the road. Other students shall be escorted when necessary.
13. Students are not permitted on a school bus until the driver is present and ready to remain at his/her station.
14. FIGHTING on a school bus, transfer point, or at a school bus stop, will result in suspension of school bus privileges.

15. WEAPONS (real or toy) carried on a school bus will result in suspension of school bus privileges.
16. DAMAGE to a school bus, graffiti, cut seats, broken windows, etc., will be paid by the parents and suspension of all bus privileges may occur.

Students are required to carry the appropriate bus pass in order to ride the bus. Students who violate Bus Conduct Rules shall be subject to the following consequences:

- First Offense – Written warning
- Second Offense – 5 day suspension from bus
- Third Offense – 10 day suspension from bus
- Fourth & Final Offense – Suspension from bus for duration of school year.

Drivers shall turn in all such referrals to the director of transportation who shall forward them to the site administrator for appropriate action.

When students are transported to a school event and certificated staff is on the bus, the staff members shall assist with holding students, for conduct, in compliance with regulations established by the district and under the provision of the Education Code.

Dance Regulations/Guest Passes

Students and guests are required to maintain the same standards set by SUSD that are established for any time they are at school or at a school activity. Dancing that does not follow these standards will not be allowed. Students dancing in an indecent or extreme manner will not be allowed to remain at the dance. All students must be eligible as per the Non-Privilege Policy.

1. Students must be passing all classes to attend dances (as stated on most recent progress report or grade period) and must not have missed any assigned Saturday Schools.
2. To provide a safe and positive environment at school events the site administration reserves the right to deny admission to anyone.
3. Prior to entry to school dances, all students and approved guests will be searched (i.e. metal detector wands, purses/bags checked, and pockets checked).
4. Activities are for Selma High School students and their invited guests. Guest permits may be obtained from the Student Office and must be filled out before the given deadline. Guests must be 20 years old or younger and must bring proper verification (driver's license) when checking into the dance. Guest pass applications must have the approval and signature of the Deputy Principal in order to have the guest approved.
5. Guest passes will be issued to school activities under the following condition: The guest must be enrolled in a high school and be in good standing at their high school of residence (see conditions for alternative educational students).
6. Any student placed in an alternative education program for a non-expellable offense will be allowed to attend school activities only at the discretion of the Deputy Principal. The student must be in good standing at their current school of residence.
7. Any student expelled or placed in an alternative educational setting for an expellable offense will not be allowed to return to any school activity for one calendar year.
8. High school age students who have dropped out of school and have not re-enrolled in an educational program will not be granted a guest pass.
9. Any student or guest who leaves an activity may not return.
10. Drinking, smoking, or use of illegal drugs will not be allowed. If any student or his/her guest is suspected of being under the influence of a controlled substance, the student will be disciplined, the parents will be notified, and the student or guest may be referred to law enforcement officers and taken into custody.
11. Students must have a valid Selma High School I.D. card to attend.

12. All students and guests must comply with all Selma Unified School District policies including all aspects of the Dress Code.
13. Students are limited to one guest per activity.

Open/Closed Campus - Lunch

Selma High School is a closed campus, however juniors and seniors who meet eligibility requirements may use lunch passes to leave campus during the lunch hour. Eligibility requirements are based upon academic performance, behavior and attendance standards as referenced in the Non-Privileged Policy. Students that are not eligible as per the Non-Privileged Policy will not be issued an off campus pass. The open campus privilege may be revoked for juniors and seniors who do not meet the eligibility standards.

Parents/guardians are required to sign a form that grants parental permission to leave campus during lunch. Parents/guardians must also indicate whether or not the student driver may transport passengers. Based on California state law and those that are allowed to transport must provide a copy of their drivers license and valid insurance.

Students shall not leave the school grounds at any other time during the school day without written permission of their parents/guardians and school authorities. Students who leave school or who fail to return following lunch without authorization shall be classified truant, be subject to disciplinary action, and have their pass revoked.

Extra-Curricular Event Attendance

Students that are not eligible as per the Non-Privileged Policy will not be allowed entrance into extracurricular events such as athletic contests, dances, performances of any kind.

Work Permits for Students

All minors, ages 12 through 17, must have a "Permit to Employ and Work" on file with the employer during the term of the employment. Employers are notified when a student is academically ineligible and a work permit is revoked.

Minors, 14 through 17 years of age, must have a "Request for Work Permit and Statement of Intent to Employ a Minor" (B1-1) on file with the school district of attendance when working on school days. Applications for work permits may be obtained in the front office.

The Selma Unified School District and Selma High School are accountable for the issuance of student work permits, and are also required to monitor the employed student's academic progress. Therefore, the following system pertaining to student work permits is in effect.

1. When a student brings a completed copy of the "Request for Work Permit and Statement of Intent to Employ Minor," the counselors will:
 - a. Verify that the student possesses a 2.0 minimum grade point average.
 - b. Verify that the student is not on an attendance contract for the present semester.
 - c. If both items (a) and (b) above are verified, the counselor will approve the issuance of a full work permit as determined by the student's age. If either item (a) or (b) is not met, the student will be issued a work permit that allows for only twenty hours of work per school week.
2. The Counselors shall monitor the grades of each student who has been issued a work permit at each grade-reporting period. Should the student fall below the 2.00 requirement at a grade reporting period, the counselor will:
 - a) Notify the student that his/her work permit is being restricted to a maximum of twenty hours per week based upon eligibility requirements.

- b) Contact the student's employer and notify the employer of the change in status of the work permit from "determined by age" to a maximum of twenty hours per week.
3. A student who applies for a work permit and is issued an original 20 hours per week work permit shall have one grade period to improve his/her grade point average or have the work permit voided.

Guidance and Counseling

The Counselors are available to serve the academic needs of the student. All program changes go directly to the Counselors. Additionally, Counselors may work with students on discipline matters as per the progressive discipline policy. Counselors and Deputy Principals are also available at any reasonable time to help with other problems.

Academics

In addition to Graduation requirements, grades, and attendance information, there are other areas of academics that might impact your time at Selma High. While not all of these areas pertain to all students, it is important to communicate the different items, which students might encounter over their four years at Selma High.

Homework Policy

Selma High School Staff Believes:

- A. Homework is an important part of each student's education.
- B. The first purpose of homework is to develop a sense of responsibility and good study habits in all students.
- C. The second purpose is to provide reinforcement for content taught in class.
- D. The third purpose is to provide students with practice in skills learned in class.

Homework Guidelines

1. Homework is content related assignments that are to be completed outside of the regular classroom. Homework should be an integral part of the teacher's planning, thus extending and reinforcing the learning experiences of the classroom for all students. A minimum of 45 minutes per subject per day, two times per week (weekly minimum of six hours). Applies to core academic classes of mathematics, social studies, language arts, and science. This would be in addition to homework assigned in other classes: (e.g. foreign language, humanities, vocational education, etc.)
2. Teachers may assign more than the minimum standards.
3. Generally, homework should cover material previously covered in class.
4. Teachers should attempt to differentiate between those students unable to do the assignments and those who are unwilling.

Homework Requests

If a student is absent from school and a parent/guardian would like to request homework from the teachers, please call the front office at 898-6550. Homework will be ready for pickup after school the following day after 4:00 p.m. (We do not process homework for one-day absences.) Additionally, students should refer to teacher websites and/or email their teachers. If a student knows in advance they will be absent 5 days or more, they should contact their Counselor. This procedure will assist students in not falling behind on class assignments.

Incomplete Grades

Students not completing coursework and/or tests required for a final grade at the semester may receive an Incomplete (I) for the semester grade. The student will have two weeks to finish the course work and/or tests after returning to school. Failure to complete the course work and/or tests within 10 school

days will result in a final grade of “F”. Students leaving before the end of the semester will not be able to take finals early unless agreed upon by the principal and teacher.

Makeup work

Students who miss school work for any absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time (Education Code 48205). A student has a day for every day absent due to an excused absence to make up the assignments or tests. For example, if a student has an excused absence for three days, the missed assignment or tests are due three days after the student returns to school. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension (Education Code 48913). It is the student’s responsibility to request makeup work and/or arrange for makeup tests from teachers.

Grades

The cumulative grade point average is computed by awarding grade points for all classes passed. The class rank for graduating seniors is based upon the cumulative grade point average for all courses taken for eight semesters. The universities will grant an additional grade point for a passing grade in an AP class when computing its grade point average for admission review.

Regular, “P”, & Honors Courses	Advanced Placement Courses
A = 4 grade points	A = 5 grade points
B = 3 grade points	B = 4 grade points
C = 2 grade points	C = 3 grade points
D = 1 grade point	D = 2 grade points
F = 0 grade points	F = 0 grade points
P = Pass (not used in GPA)	

Uniform Grading Policy

A teacher shall base a student’s grades solely on the quality of the student’s academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment (BP 5121).

A Uniform (Schoolwide) Grade System enables greater continuity between the curricular programs in high school. There are 3 components of the schoolwide policy.

Grade Scale

Set by Board Policy (AR 5121), the District’s grading scale is as follows:

90% and above = A

80 to 89.9% = B

70 to 79.9% = C

60 to 69.9% = D
59.9% and below = F

Categories and Weights

Student grades are determined by performance on assessments, classwork, homework, and by demonstrating effort and diligence in the learning process. Students are urged to complete each assignment with maximum effort in order to meet and exceed assessment expectations.

Course grades are computed as follows: 60% - Assessments, 40% - Classwork/Homework

Assessments

Combined, formative and summative assessments are valued at 60% of a student's grade.

Assessments include both traditional and alternative methods of assessing student learning with the goal of mastery. Examples of assessment include:

- Tests and Quizzes
- Papers, reports, essays
- Projects, portfolios
- Presentations
- Performances

Classwork/Homework

All work completed in class or at home encompasses Classwork/Homework and is valued at 40% of the student's grade. This work offers students the opportunity to master content individually or in class as a group under the supervision of the teacher.

- Completion of in-class assignments
- Writing projects such as notebooks and journals
- Drills/Warm Ups
- Homework
- Asynchronous assignments

These assignments allow students to practice the skills needed to be successful on assessments.

Classwork/Homework also provides students' authentic experiences with academic content. Teachers are committed to prioritizing quality of assignments over quantity of assignments and speaking openly with students about expectations for learning with all assignments.

Minimum 'F'

It is the understanding of Selma High teachers that a student's engagement in the curriculum is vitally important. Therefore, if a student completes an assignment or test, the minimum percentage of 'F' that can be earned is 50%. The student earning no points for an assignment or test is reserved only for those that do not make an attempt.

Academic Honesty Policy (BP 5131.9)

Selma High School believes that academic honesty and personal integrity are fundamental components of a student's education and character development. It is the expectation that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to progressive disciplinary action.

Grade Reporting Periods

Grades will be reported to parents and students on a 6 week basis. Reporting will occur via a report mailed home as well as access to grades within the Aeries Portal. If a student or parent does not have a Portal account, (used to access grades, missing assignments and attendance online), please contact the Selma High office.

First Semester		Second Semester	
Grading Period	Date	Grading Period	Date
6 week progress report	09/23/2022	6 week progress report	02/24/2023
12 week progress report	11/04/2022	12 week progress report	04/21/2023
Semester grade report	12/16/2022	Semester Grade Report	06/09/2023

Transcripts

Students can request copies of transcripts through the Registrar. Requests can be made by filling out a card or online through the high school website. Students receive three free transcripts each year. After the third transcript a fee of \$2.00 will be charged.

Tutorial/Enrichment

All students will have access to tutorials or enrichment throughout the school year. At certain times of the year, time will be provided during the day to support the needs of students. Students needing assistance with literacy development will also be directed to a tutorial as determined by literacy data. Teachers are available in each intervention classroom to answer questions, explain previously taught content, offer make-up quizzes or tests, and/or to provide positive direction for all students.

Library Information

WELCOME to the library! The library is open before school, during lunch and after school.

HOURS: 7:15 am – 4:30 pm Monday through Friday.

COMPUTER/INTERNET ACCESS

The Internet is available on the main floor of the library if the Acceptable Use Policy form has been signed by a parent/guardian. The students will follow the Internet rules posted, realize that inappropriate use of the Internet may result in loss of privileges and understand that no personal CD-ROMS or CDs are allowed in library computers.

The use of telecommunications is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The teacher or site administrator (operating under the aegis of the school board and the district office) will decide what appropriate use is and their decision is final. The teacher or site administrator may deny your telecommunications access at any time deemed necessary.

LOST/DAMAGED MATERIALS

Lost books must be replaced at the price of a new book.

Damaged books will be assessed and charged appropriately.

Defacing library property will be grounds for suspension and damaged material must be paid for in full.

BASIC GUIDELINES

A library pass is required during class time. During lunchtime, students must first acquire a library pass sticker, available from Library staff. This must be done during the first two weeks of school. Replacements will be given as needed. This sticker must be placed on the backside of a student's ID badge.

A current student body ID card is required to check out any library book or textbook.

All classroom rules apply to the library including no food, drink or chewing gum.

The north door is for student emergency use only – normally, students must pass through the security system when entering and exiting the library. If a student leaves the library without checking out a book, the security alarm will sound. If the library staff believes it was done intentionally, this is cause for a major referral.

Please remember that voluntary use of the library is a privilege.

REMEMBER: The library is a quiet place to do homework and research. Please socialize outside.

TEXTBOOKS

Textbooks will be issued to all students. Students who withdraw from the school must return all textbooks during the withdrawal process in order to avoid being charged for the unreturned items.

Withdrawal

A student may initiate the dropping of a class, without penalty, until the end of the second week of each semester. Written parent permission is needed to drop an AP class, AVID or Band during the first two weeks of the semester.

Testing Programs

Advanced Placement Program

The Advanced Placement (AP) program is a cooperative endeavor that helps high school students to complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and/or placement. The AP program is national in scope; its policies are determined by representatives of the College Board member institutions and agencies throughout the country (public and private secondary schools, colleges, and universities) and are implemented by the College Board.

Advanced Placement exams are offered each spring. Students successful in AP courses generally have adequate preparation for these three-hour long, comprehensive exams. Each exam is administered once a year, during the second and third weeks in May. Most colleges award credits and/or advanced placement for demonstrated subject area proficiency. College entrance with sophomore standing is available through the AP program at cooperating colleges. Additional information about the AP program is available in the site supplement and in the counselors' offices as well as at www.collegeboard.com. Students choosing to take an AP Examination are subject to a test fee, which is charged by the College Board.

The following AP courses and exams are offered: Biology, Calculus AB, Calculus BC, Chemistry, English Language, English Literature, European History, Government, Spanish Language, and World History, and Psychology. Students are expected to take the AP exam for the course(s) in which they enroll. Announcements will be made about testing dates.

College Entrance Exams

AMERICAN COLLEGE TEST (ACT) is an achievement test emphasizing analytical thinking and problem-solving skills. Scores are given in English, math, reading, and science reasoning; career guidance information is provided. The test is administered six times a year. This is a college admission test taken in the spring of the junior year or the all of the senior year. This test is voluntary.

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT [Practice SAT Test]/NMSQT) measures verbal (vocabulary and reading comprehension) and math abilities. The test is an excellent exposure to pre-college testing and when taken in the junior year is the qualifying test for the National Merit Scholarship competition. This test is administered once a year in October. Announcements will be made about testing dates.

CAASPP – California Assessment of Student Performance and Progress

CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. The CAASPP includes computer-adaptive tests in English–language arts, mathematics and science. Selma High School will be administering the test in the Spring.

Student Supplies

Student Backpacks: should have no inappropriate writing, graffiti, pictures or symbols of any kind on any part of the backpack. Students who have backpacks that have inappropriate writing, graffiti, pictures, and/or symbols, will not be allowed to be used at school until cleaned off or replaced.

Student ID: In order to provide a safe learning environment for all, students are required to have their Selma High I.D. available to be presented throughout the school day. I.D. cards will be provided to all students at the start of school. Additionally, ID Cards are digital and can be accessed through the Clever application in our Google suite as well as the Minga App free from the Apple or Android store. If a traditional ID Card is lost and a replacement is needed, it can be purchased from the ASB Secretary in the Student Finance Office before school, at break, lunch and/or after school for \$5.00.

Student Binders: Every Selma High School student should be ready for class with a binder along with other school materials needed to be prepared each day. Student binders should not contain inappropriate writing, graffiti, symbols and/or pictures of any kind. Students who have binders that have inappropriate writing, graffiti, symbols and/or pictures will need to clean off the binder or replace the binder.

Student Identification Cards (ID Cards)

Students will be issued a standard plastic identification card, as well as, have access to a digital ID Card through the school's authorized digital card provider. The digital ID Card is no charge for all and can be accessed through any smartphone, computer, or school issued chromebook. All students must be able to present any form of their identification card when asked by a school staff member.

Multi-Tiered System of Supports (MTSS)

The staff at Selma High School is committed to improving our school culture, improving relationships between school personnel and SHS families, and increasing the success of our students.

Our MTSS system provides staff with a proactive, systematic response to support behavior, academics, and the social emotional wellness of our students. MTSS is a framework to support students and staff based on federal and state mandates.

MTSS Goal

Selma High School will provide a positive, safe, healthy, and respectful environment in which all students have the opportunity to progress academically and to become productive members of society.

Proactive Approach to School-wide Discipline

Schools that implement school-wide systems with an emphasis on a proactive approach to behavior support focus on taking a team based systematic approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are Defined.

A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Selma High School's 5 Behavior Expectations are:



Believing



Encouraging



Accepting



Respecting



Supporting

2. Behavioral Expectations are taught.

The behavioral expectations are taught to all students on campus, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. Students are taught what it takes to be a BEAR through school-wide lesson plans. Teachers will teach behaviors as they would teach academics or any other skill. They will teach, model, and practice each of the behavioral expectations throughout the year. The following are several reasons why we teach our BEAR lessons:

- Every child can learn proper behavior.
- Stepping in early can prevent more serious behavior problems.
- Each child is different and schools need to provide many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Following a child's behavioral progress is important.
- Schools must gather and use data to make decisions about behavior problems.

3. Appropriate Behaviors are acknowledged.

Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. SHS has designed a formal system that rewards positive behaviors. "Positive BEAR Behavior Tickets" are awarded to encourage and reinforce positive behaviors demonstrated on a consistent basis.

4. Behavioral Errors are corrected proactively.

When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior. The goal for MTSS is to provide students with the tools to make better decisions and support them in their efforts. When those efforts are not successful in preventing unacceptable behavior, consequences are assigned.

Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the restroom, sharpening a pencil, turning in work, and any other routine that takes place on a daily basis. These procedures should be in writing, so they may be utilized in the event that a guest teacher is needed in the classroom.

The techniques used by educators for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviors that detract from the learning environment and will be used consistently. This will be the first line of intervention in dealing with inappropriate behaviors that are considered to be minor. Note: students who persistently disrupt learning with minor offenses may require administrator involvement.

The Selma High School staff strives to create a positive environment by making connections with our students and families. Students learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behavior and procedures throughout the year. They detail why it is important and encourage all students to be respectful, ready and responsible. By teaching students the necessary social skills for future success we set out students on a course to be lifelong learners and successful citizens.

Major Incidents

Some behaviors and incidents require more immediate solutions and/or the attention of an administrator. To determine if a major incident report was required please reference the descriptions within this handbook. The student will be sent to the BEAR Center. The administrator will speak with the student and contact the parent if needed, and determine an appropriate consequence. When a student returns to class they will be welcomed. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise

will vary from student to student, in accordance with federal mandates, California Education Code, and SUSDB board policies.

Recognizing Individuals who Achieve Behavioral Expectations

The Multi-Tiered System of Supports team in conjunction with faculty members at Selma High School has devised key recognition programs as part of MTSS. These programs are designed to recognize those individuals who do the right thing in upholding Selma High's 5 on a daily, weekly, and monthly basis.

Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level. Many teachers use the below described programs (especially Positive Bear Behavior Tickets) and adapt them to fit classroom applications (e.g. giving class Positive Bear Behavior Ticket for 100% homework turned in and having a popcorn party after the class accrues a set number of Positive Bear Behavior Tickets).

Positive Bear Behavior Tickets

Positive Bear Behavior Tickets are an incentive program designed to recognize positive behaviors in those individuals found upholding the Selma High's 5 as well as those going above and beyond what is expected of them. Students are given the ticket and asked to place them in 1 of 2 ticket drums located on campus. Drawings are held twice a month and 5-10 students are selected. The names of the winning students along with the names of the nominating staff members are announced at the end of 4th period on the day of the drawing.

Student of the Month Celebration

Teachers are asked to nominate one student per grade level for student of the month. The criteria to consider when nominating a student includes (1) being a positive role model/having a positive attitude, (2) being a student of great character, (3) improving in area(s) of: academics, behavior, attitude, etc., (4) involvement in the community and/or SHS campus, and (5) discipline and attendance. The student recognition committee will choose one "Student of the Month" from each grade to be featured in the Selma Enterprise. The teacher, parent and student will be invited to attend the **Student Recognition Ceremony** at the end of the month.

Positive Student Referral

A student can be given a positive referral for any reason (by any staff member) including being responsible, respectful, hard working, honest, cheerful, dedicated, a good student, a good role model, etc. All positive referral forms should be given directly to the principal for processing. Any student receiving a positive referral will be called into the principal's office and be made aware of the reason for the referral. The student's parent(s) will be called, notifying them of the referral and the reason for the referral.

Positive Postcards

Positive Postcards are a way to recognize special achievements of students. They can be sent home, personally delivered to the student, or presented as a special recognition in front of a class. Teachers who use Positive Postcards typically give them to students who show vast improvements, who produce work that exceeds outlined expectations, or who receive top honors on a test or project. Positive Postcards are a great way to involve parents in the celebrations of their students' successes and can be a tremendous tool in building relationships with both students and parents. Teachers are encouraged to send at least one of these recognitions home each month.

SHS Bear A.T.T.A.C.K. (Acknowledging The Tremendous Academic Contributions of Kids)

Any student can be nominated for a "Bear A.T.T.A.C.K." for improving his/her grade (by at least one letter grade) in a class. Any student receiving a SHS Bear A.T.T.A.C.K. will receive a certificate, a sticker, and a flashlight

keychain. The flashlight symbolizes that the student “brightened” his/her academics and improved his/her grade.

Bears of Brilliance

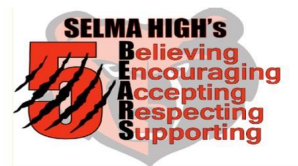
Bears of Brilliance nomination forms are designed to recognize positive behaviors in those faculty members found going above and beyond what is expected of them. All Bears of Brilliance nomination forms should be given directly to the principal. The principal acknowledges the nominated staff member during faculty meetings, through all staff emails and by displaying the nomination form on the MTSS bulletin board in the front office.

MTSS Leadership Team

As an MTSS school, we have incorporated practices that are crucial to sustaining this program over time. We have established a representative, school-based MTSS leadership team with strong administrative presence and support. Our school has established a system for using behavioral data to determine the effectiveness of our system, especially in the continuous cycle of improvement in our Instructional Leadership Team. The purpose of this team is to focus on developing and providing a clear system for all expected behaviors at Selma High School.

Selma High School MTSS Leadership Team		
Individual	Title	Team Role
Dr. Scott Pickle	Principal	Team Administrator
Deborah Richardson	Deputy Principal	Team Administrator
Jenna Jack	Deputy Principal	Team Administrator
Luis Collazo	Assistant Principal	Team Administrator
Diana Parker	Assistant Principal	Team Administrator
Faith Contreras	Psychologist	Team Psychologist
Mercedes Olmos	At-Risk/Interventions Counselor	Team Administrator
Sherry Carrasco	Intervention Coordinator	Teacher Representative
Randy Esraelian	Athletic Director	Teacher Representative
Rosemary Montoya	ELD Teacher	Teacher Representative
Filiberto Ramos	Spanish Teacher	Teacher Representative
Kristy Rangel	Mental Health Clinician	Team Mental Health Clinician

Student Behavior Management Process



Explanation of Behavior

In order to manage student behavior consistently throughout the SHS campus, the following Student Behavior Management Process graphic has been created.

Routine & Settings	Believing	Encouraging	Accepting	Respecting	Supporting
Classroom	Put forth best effort at all times. Believe in achieving.	Come with a positive attitude.	Be on time and be prepared to learn. Accept help from staff and peers.	Students will be respectful and encouraging towards others at all times.	Know when to talk and when to listen. Use appropriate language.
Office	Speaking with appropriate language, tone, and volume.	Interact and cooperate with others in a civil manner.	Keep walkways clear.	Respect everyone's property and privacy.	Wait patiently and quietly.
Hallways	Have ID /Hall Pass for entering and exiting class.	Keep hallways litter free.	Move quickly and safely to class.	Respect personal space.	Be considerate of classroom learning.
Cafeteria & Dining Hall	Wear ID at all times.	Push your chair in.	Keep cafe/Dining hall clear and remind others.	Wait patiently and be respectful.	Dispose of trash.
Library & Computer Labs	Pass required to enter the library during class time.	Use appropriate voice level to respect others working.	Display internet verification label for internet access.	Respect library materials and return materials on time.	Clean work area and push in chair when leaving.
Restrooms and Locker Rooms	Dispose of trash.	Practice proper hygiene.	Lock up all of your belongings.	Respect others while changing.	Speak with appropriate language, tone and volume.
Parking Lot	Believe in safety. Have your parking pass visible.	Encourage safe driving habits and safe driving speeds.	Accepting personal responsibility and park between lines.	Respect school and others' property. Avoid loitering.	Supporting a clean environment and avoid noise pollution.
School Activities/Co-curricular Activities	Have ID for entering activities.	Encourage positive sportsmanship.	Accept victory and defeat honorably.	Respect officials, fans and opponents.	Engage in positive cheer. Support your team.

Progressive Discipline Policy

Selma High School desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. We believe that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for disciplinary interventions. Staff shall use preventative measures and positive conflict resolution techniques whenever possible (BP/AR 5144).

All students and adults have the right to be educated in a safe, respectful, and welcoming environment. Students are to obey and follow all school and district policies concerning behavior at school, coming to school and going home each day, as well attending any school sponsored event. Students are under school authority/rules while going to and from school.

In order to support teachers and administrators to effectively address behavior, a multi-tiered discipline approach has been adopted. The following assertive discipline procedures have been developed to ensure that Selma High School provides a proper learning environment for all students.

Progressive steps:

Class syllabi govern the norms inside each particular classroom. In the event the norms are not being followed in the classroom environment, the following actions are in place in every classroom:

First Violation/1st Step:

Student Warning - Teacher redirection of behavior. Teacher will remind the student of the behavior expectation. Warning documented. Teacher calls home.

Second Violation/2nd Step:

Teacher-Student Conference - Teacher warns the student that the next violation of the policy will result in parent/guardian contact and removal from class to the BEAR Center. Teacher documents as pre-referral.

Third Violation/3rd Step:

Teacher-Parent Conference - The student will be removed from class and sent to the BEAR Center for intervention. Parents/Guardian contacted by the teacher. Teacher documents as pre-referral.

Definition of Offenses

Minor Offenses – Classroom Managed

Minor Problem Behavior	Definition
Defiance/ Non-compliance/ Disrespect	Student engages in brief or low-intensity failure to follow directions or talks back. Student delivers low-intensity, socially rude, or dismissive messages to adults or students.
Disruption	Student engages in low-intensity but inappropriate disruption; interrupts instruction.
Dress Code Violation	Student dresses inappropriately in accordance with SHS guidelines.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Property Misuse	Student engages in low-intensity misuse of school property (i.e. writing in books, graffiti on school desk, etc.).
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories (i.e. low-intensity physical contact—rough-housing).

Others Involved

Others Involved	Definition
None	Student engages in problem behavior incident alone.
Other	Student engages in problem behavior with person not listed below.
Peers	Student engages in problem behavior incident with peer(s).
Staff	Student engages in problem behavior incident with staff other than teacher.
Substitute	Student engages in problem behavior incident with substitute.
Teacher	Student engages in problem behavior incident with teacher.
Unknown	It is unclear if any others were involved in incident.

Major Offense – Office Managed

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity/Gestures	Student delivers verbal or gesturing messages that may include swearing, name calling, or use of words in an inappropriate way.
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.
Harassment/Bullying	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.
Honesty Policy Violation (Lying/Cheating/Forgery/Plagiarism)	Student delivers message that is untrue and/or deliberately violates rules. Student has signed a person's name without that person's permission, or claims someone else's work as their own.
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.

Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).
Major Defiance/ Disrespect/ Insubordination/ Non-Compliance	Student engages in refusal to follow directions or talks back. Student delivers socially rude or dismissive messages to adults or students. Student's action disrupts instruction.
Major Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Major Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.
Physical Contact/Physical Aggression (Fighting)	Student participates in an incident involving physical violence. Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Use/Possession/Sales of Alcohol	Student is in possession of or under the influence of alcohol.
Use/Possession/Sales of Combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession/Sales of Drugs	Student is in possession of or under the influence of illegal drugs/substances or imitations.
Use/Possession/Sales of Tobacco	Student is in possession of or is using tobacco.
Use/Possession/Sales of Weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.
Gang Affiliation Display	Student uses gesture, writing, dress, and/or speech to display affiliation with a gang.
Other Behavior	Student engages in problem behavior not listed.

*Please see the "Discipline Appendix" for more specific information on discipline policies.

Progressive Steps

Teachers are expected to implement Tier 1 interventions prior to issuing a Step. When a minor behavior violation from Level 1 is repeated or a minor behavior violation from Level 2 occurs, teachers are expected to issue a Step.

Examples of Tier 1 Behavioral Interventions in the Classroom

- Redirection
- Proximity control
- Nonverbal cue to correct
- Verbal Warning
- Seat change
- Conference with student
- Stand while working
- Stress ball or fidget
- Individual work space

Examples of Tier 2 Behavioral Interventions in the Classroom

- Contact Parent
- Student, Parent, Teacher Conference
- Reflective Assignment
- Student writes apology
- Parent Teacher Plan
- Buddy Room Referral Form
- Implement Limited Choices
- Daily/Weekly Behavior Form (from Weekly Check-In)

PROGRESSIVE STEPS



Step 1 - Warning!!!

Teacher redirection of behavior/re-teach expectations.

Step 2 - Teacher-Student Conference:

Teacher discussion with the student about expectations and then documents in Aeries (Pre-referral).

Step 3 - Parent Conference:

Students will be sent to the BEAR Center. Teacher calls home as soon as possible. Teacher documents in Aeries (Pre-referral).

Primary Preventions and Interventions (Tier 1)

All students receive academic, behavior and emotional interventions in Tier 1 that are intended to ensure student success.

Who participates?	What is it?	How does it work?
<ul style="list-style-type: none"> All students All staff SHS Tier 1 MTSS Team The Positive Bear Committee (student MTSS team) 	<ul style="list-style-type: none"> School-wide expectations by location (ie. classroom, gym, library, etc.) Proactive Discipline Supporting and Responding to Behavior Classroom Practices (systematic supervision, error correction, de-escalation strategies, etc.) Tier 1 academic and behavior interventions in the classroom (redirection, seat change, conference, academic tutorial, etc.) Staff rewards students following school-wide expectations (Positive Bear Tickets, Student of the Month Celebrations) 	<ul style="list-style-type: none"> Staff teaches school-wide expectations (4-5 lessons at the start of each semester followed by 2-3 more throughout the semester) Students held accountable for following school-wide expectations Consistent consequences for problem behaviors (minor/major problem behaviors are documented along with Tier 1 interventions provided by staff) School-wide attendance, academic and behavioral data is collected and reviewed monthly by the MTSS Team. Student/Parent/Staff input is collected twice a year and reviewed by the MTSS Team.

Secondary Preventions and Interventions (Tier 2)

Tier 2 is intended to support the early identification and support of students who have learning, behavior, social, and or life histories putting them at risk of engaging in more serious problem behavior.

Who participates?	What is it?	How does it work?
<ul style="list-style-type: none"> Students who have been identified as being at-risk may include students with multiple indicators such as: <ul style="list-style-type: none"> students with multiple office discipline referrals students with high absenteeism students with multiple steps in 2 or more classes students who are credit deficient 	<ul style="list-style-type: none"> Enrichment Tutorials/After School Program Tutorials based on academic need Various academic intervention courses Academic and Behavioral Coaching for staff 	<ul style="list-style-type: none"> Tier 2 MTSS Team uses progress monitoring tools, staff, guardian, and self referral forms to identify at-risk students and determine the appropriate intervention.

<ul style="list-style-type: none"> ○ students with a GPA below 2.0 and/or 2 or more F's (exception for 4 period seniors, 1 F) ○ students identified by staff, self or guardian needing social emotional support <ul style="list-style-type: none"> ▪ Tier 2 MTSS Team ▪ Tutorial Teachers, Weekly Check-In Coordinators and Advisors, At-Risk / Intervention Counselor, Intervention Coordinator, Learning Directors 	<ul style="list-style-type: none"> ▪ Alternatives to out of school suspensions ▪ Weekly Check-In ▪ Counseling with At-Risk / Intervention Counselor (behavior) ▪ Counseling with Learning Director (academic) ▪ Tier 2 Behavior Modification Groups 	<ul style="list-style-type: none"> ▪ Data is collected weekly and monthly and reviewed by the Tier 2 team.
--	--	---

Tertiary Preventions and Interventions (Tier 3)

Tier 3 involves individualized and intensive plans, which are designed for a smaller number of students who need more support than interventions implemented at primary and secondary prevention levels.

Who participates?	What is it?	How does it work?
<ul style="list-style-type: none"> ▪ Chronic non-responders to Tier 1 instruction and Tier 2 support are candidates for these Tier 3 intensive Interventions. ▪ Tier 3 MTSS Team ▪ May include: SST, District Mental Health Clinicians, School Psychologist, Special Education Teachers, Administrator 	<ul style="list-style-type: none"> ▪ Tier 3 is the most intense level of intervention on the continuum of pyramid options. At Tier 3, the goal is remediation of existing academic, social, or emotional problems and prevention of more severe problems. ▪ Individual Counseling ▪ Alternatives to Suspension ▪ Behavior Contract ▪ Counselor Referral ▪ Teach Conflict Resolution ▪ Mental Health Support Services 	<p>For Mental Health Support Services:</p> <ul style="list-style-type: none"> ▪ Initial Concern by Teacher/Caregiver/ Student ▪ Initial Pre-referral Form submitted to Student Study Team or Point of Contact Administrator ▪ Tier 3 MTSS Team(s) use progress monitoring tools, staff, guardian, and self referral forms to identify at-risk students and determine the appropriate intervention. ▪ Data is collected weekly and monthly and reviewed by the Tier 3 team.

Discipline & Related information

At times, incidents will arrive on the Selma High campus, which exceed the scope of MTSS and teacher correction. Some of these incidents and consequences are outlined below. An attempt has been made to address all possible situations, however site administration will make the final decision regarding discipline actions in accordance with Federal mandates, CDE and SUSD School Board regulations/guidelines.

Affection, Excessive Display of

The school recognizes that genuine feelings of affection may exist between students; however, students shall refrain from inappropriate behaviors on campus or at school related events. Inappropriate public display of affection (public displays of affection deemed inappropriate by public standards), lewd or inappropriate—kissing, touching, fondling, holding hands, etc., ---- are not allowed. “Hickies” are not allowed and must be covered at all times. Students will be asked to refrain from public displays of affection or will face progressive disciplinary consequences.

Assault and Battery

Any student who commits assault or battery upon another student or upon school personnel or directs threat of force or violence toward school personnel, at any time or place related to school attendance or functions, shall be subject to disciplinary measure which include but are not limited to suspension, transfer and/or expulsion.

A student who causes serious physical injury to another person, except in self defense, shall be recommended for expulsion unless the principal finds that expulsion is inappropriate.

A student who commits or attempts to commit a sexual assault shall be recommended for expulsion. The student shall be expelled for not less than one year. A student is also subject to arrest and prosecution.

1st Offense = 5 Day Suspension & Behavior Contract & Notification of Appropriate Law Enforcement Agency And/Or Recommendation for Expulsion

2nd Offense = Recommendation for Expulsion & Notification of Appropriate Law Enforcement Agency

Student / Discipline Behavior Contracts

Site administrators shall use contracts to assist with behavior modification and may incorporate interventions. No contract shall be entered into without a parent conference that includes a parent signature or without a reasonable attempt on the part of the school to arrange a parent conference. Contracts may have expectations of the student, the parent and the school of residence. If any party fails to uphold the expectations written in the contract, the contract shall be revisited with a parent conference. Contracts may be written for discipline (including No-Contact Contracts) and/or attendance concerns. Violation of the behavior contract will result in additional interventions and/or consequences. Contracts will expire on the last day of the school year.

Bomb Threats/Terroristic Threats

Any student apprehended for falsely reporting that a bomb or other explosive has been placed in school buildings or on school grounds shall be immediately suspended pending an investigation. The student may also be subject to transfer to an alternative school site, suspension, and/or expulsion. A student is also subject to arrest and prosecution.

Campus Disturbances

Established procedures for the expression of student opinions, concerns or complaints exist in the District schools.

Unauthorized Assembly

Any unauthorized assembly of students on the school premises during school hours and/or school sponsored activities, which is of a disruptive influence, is threatening in nature to the normal functioning of the school program, or is an impairment of the proper exercise of the supervisory responsibility of the school staff is prohibited.

Sit-ins, Stand-ins, Walk-ons, Similar Demonstrations: Individuals or groups who physically occupy the school premises or any portion thereof, thereby, in effect, disrupting the regular routine of the school and denying normal access and egress to other students, school employees and patrons, and who refuse to leave when lawfully ordered to do so may be subject to suspension or expulsion and/or arrest.

Canine Detection

Selma High School uses Interquest for canine detection services. The reason for random checks by Interquest is to deter students from bringing any illegal substances, alcohol and/or gun powder-based weapons on campus. Canine detection can occur randomly in the student parking lot or locker room areas that could result in a “hit” on a car brought to school by a student or a locker assigned to a student. Students are responsible for knowing about any and all illegal substances and /or weapons of any kind that may be in their assigned locker and/or the car when brought on campus. Students will be processed under school disciplinary procedures for any violations of California Education Code 48915 and/or 48900 that result from a “hit” by a canine and/or results from any subsequent legal search of the student vehicle and/or locker. This could include suspension and/or recommendation for expulsion from the district.

Cell Phones

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, this document is to clarify the acceptable use policy for Selma High School. The policy is:

Selma High School understands that we are living in a society where cell phones and digital devices have become a part of our everyday lives. We also understand that above all, the education of our students is a primary goal. Staff, parents, school staff, and students recognize and accept that there is a time and place for the use of electronic devices. It is also believed that the use of cellphones in school is a PRIVILEGE and not a right. Selma High School staff reserves the right to limit or control the use of cell phones and digital devices during the school day.

Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during non instructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose (Board Policy 5131.8).

Permitted devices shall:

Be turned off during class time and at any other time directed by a district employee.

Not disrupt the education program or school activity.

Notes and responsibilities:

Teachers will review the cell phone policy and consequences for cell phone policy violation with all their students at the beginning of the year.

All staff and students must be consistent with implementation of this policy and the procedures below in order to ensure the learning process is not impacted or disrupted by cell phone use. These rules may be applied for all electronic devices.

Progressive steps:

Class syllabi govern the norms inside each particular classroom. In the event the norms are not being followed in the classroom environment, the following actions are in place to curb cell phones becoming distractions in the classroom:

First Violation/1st Step:

Student Warning - Teacher redirection of behavior. The student is asked to put the cell phone/electronic device away. Warning documented.

Second Violation/2nd Step:

Teacher-Student Conference - Teacher warns the student that the next violation of the policy will result in a "Safe Pouch". Step 2 documented.

Third Violation/3rd Step:

Safe Pouch - Device placed and secured in the 'Safe Pouch' for the remainder of the period and returned to the student. 'Safe Pouch' will be unlocked and the student can then remove the phone at the end of the class period. Parents/Guardian contacted by the teacher. Refusal to 'Safe Pouch' a device will result in the student being sent to the BEAR Center.

It should be noted that refusal to 'Safe Pouch' a cell phone or other electronic device when directed to do so by a school staff member, teacher, or administrator is a violation of this policy. Insubordinate behavior is punishable by suspension, exclusion from school events, inclusive of graduation and/or involuntary transfer proceedings.

If the student is sent to the BEAR Center for failure to place their device in a safe pouch, their device may be placed in a 'Safe Pouch' and returned to the student for the remainder of the day. The student must visit the BEAR Center or Administration Office at the end of the day to have the 'Safe Pouch' unlocked in order to retrieve their device.

If a student tampers with the 'Safe Pouch' leading to its destruction, the student and their family will be liable for the replacement cost of the Safe Pouch and may be subject to further disciplinary action in the form of "destruction of school property," a possible misdemeanor.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities(Board Policy 5131.8).

Cyber Bullying (BP 5131.2)

Harassment or bullying of students or staff, including, but not limited to cyber bullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption, in accordance with the section entitled "Bullying/ Cyber bullying" below.

"Cyber bullying" includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyber bullying also includes breaking into

another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Bullying/Cyber Bullying (BP 5131.2)

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate); (cf. 5138 - Conflict Resolution/Peer Mediation);

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyber bullying.

(cf. 1220 - Citizen Advisory Committees); (cf. 6163.4 - Student Use of Technology)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.

(cf. 4131 - Staff Development); (cf. 4231 - Staff Development); (cf. 4331 - Staff Development); (cf. 5136 - Gangs)

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyber bullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Students shall be encouraged to save and print any messages sent to them that they feel constitute cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyber bullying on school premises, or off-campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.



looking out for you!

ANYONE CAN REPORT BULLYING USING THE DISTRICT'S "REPORT BULLYING" ONLINE FORM – <http://report.sprigeo.com/>

A DIRECT LINK TO REPORT BULLYING CAN BE FOUND ON THE SELMA HIGH SCHOOL AND SELMA UNIFIED SCHOOL DISTRICT'S WEBSITES.

What can you report on Sprigeo? If you feel unsafe or know someone who feels unsafe, you can report it on Sprigeo.

People have used Sprigeo to report:

- Safety threats, bullying, harassment or intimidation at schoolSafety threats, bullying, harassment or intimidation outside of school
- Cyberbullying
 - Facebook
 - Instagram
 - YouTube
 - Text Messaging
 - Instant Messaging
 - etc.
- Fights, drugs, alcohol or weapons at school

If friends talk about hurting themselves, call the National Suicide Prevention Lifeline: 1-800-273-8255

Dress Code Policy

Some uniform regulations are necessary in order to maintain order, spirit, scholarship, pride and discipline in the operation of a school system. School regulations prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student or to others in the school;
2. Materially interfere with school work, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property;
4. Prevent the student from achieving educational objectives because of blocked vision or restricted movement.

A student violation of this policy is termed willful defiance of the valid authority of the school principal.

During the first week of school, the rules and regulations found in the District Discipline Code, as well as site rules and regulations, will also be discussed with all students (Education Code 35291).

The following are the specified standards of dress and grooming:

A. APPAREL

Modesty and the avoidance of distracting influences are keys to an appropriate appearance. All clothing shall be neat, clean and acceptable in repair and appearance sufficient to be worn within the bounds of decency, modesty and good taste as appropriate for school. Any apparel, even if not specifically mentioned below, which creates a safety concern draws undue attention to the wearer or tends to detract from the educational process is prohibited. Garments shall be sufficient to appropriately conceal undergarments at all times.

1. Revealing, or distracting tops and dresses cannot be worn. Tops and dresses must be modest in revealing the back and chest; for example, muscle shirts, halter tops, bare midriffs or chests, seethrough outfits or off-the-shoulder blouses, and shoulder straps less than 2" wide are not appropriate or acceptable (no spaghetti straps or off the shoulder tops. Clothing must cover undergarments. Any "cropped" tops that expose the midriff (waist) or back or sides, tube tops, halter tops, etc. including when worn under overalls. Remember, any skin shown around the midriff will be considered a dress code violation.

2. Shorts, dresses, mini-skirts and skorts are acceptable provided they are no shorter than mid-thigh, are not to be excessively frayed, and are not revealing. Any shorts/skirts that do not extend pass the finger tips with the arms extended at their side. No holes/tears 3.5" above the knees. Holes may not be in locations that reveal undergarment. Students who participate in pep and cheer or AR 5132(b) Dress and Grooming (continued) other athletic team, when required by their advisor/coach to wear their uniforms during school hours, may wear their uniforms without violation of this provision.

3. Pants and shorts are to be worn at the natural waistline (just above the hip of the student) and conform to acceptable standards of appearance (no more than one size too large or too small). Pants and shorts with an extra-long crotch, extending beyond mid-thigh, are not permitted. Pants and shorts cannot be ripped or torn 3.5" above the knee. All sportswear-type shorts, bike shorts (i.e., spandex, nylon), gym shorts (PE Clothing), frayed shorts, or shorts with holes are unacceptable. Shorts may be worn for physical education activities and athletic practices, provided they conform to standard dress for those activities. Leggings/leotards are not appropriate to be worn in place of shorts/pants. No leggings or tights may be worn unless they are worn beneath dresses, skirts, shorts, or tunics.

4. All students must wear shoes at all times. No hard-toed or steel-toed shoes/boots will be allowed. Shoes must be laced and tied or strapped at all ties. Thongs, shoes or sandals without heel straps are inappropriate at elementary school sites due to safety concerns. In grades 7-12 flip-flops and all sandals are acceptable.

5. Crude or vulgar printing, slander, slogans, symbols, designs, jewelry or pictures depicting tobacco, drugs, alcoholic beverages, illegal activities, deeming to others, or sexual suggestions are specifically prohibited. Any clothing reflecting gang affiliation is prohibited.

6. Military, paramilitary, or camouflage (military style) clothing will not be permitted. Military and/or paramilitary uniforms may be worn by students enrolled in the ROTC program or by other students on special occasions.

7. Baseball caps, visors, beanies or full-brim caps may be worn as sun protective clothing while outdoors. Baseball caps will have no logos. Hats with school logos will be acceptable. All baseball caps and visors must be worn facing completely forward. Hats must be removed anytime a pupil is indoors. Failure to abide by the policy will result in the pupil being prohibited from wearing head wear.

8. Excessively saggy or loose-fitting clothing is not acceptable.

- a. Pants and shorts are to be worn at the waist and conform to acceptable standards of appearance.
 - b. Pants with an extra-long crotch, extending beyond mid-thigh, are not permitted. Pants are not to be stapled, pinned, taped, or rubber-banded.
 - c. The bottom of the pant leg may not be excessively frayed or drag on the ground. Undergarments should not be visible, including shorts worn underneath pants. AR 5132(c) Dress and Grooming (continued)
 - d. Shirts, coats, jackets, sweaters, and sweatshirts may not be excessively oversized
9. Jackets, and other apparel depicting professional sports teams shall not be worn. In grades K-8 city team jerseys that meet the dress code may be worn on Fridays during the season of that sport.
10. Overalls must be worn correctly with both straps fastened over the shoulder.
11. Pajamas are not acceptable, except for spirit days designated by site administrators.
12. Sunglasses are not to be worn indoors.
13. Articles of clothing, clothing styles, jewelry, or shoes, that present a hazard to the health or safety of the student, or to others in the school, are not acceptable.
- a. Dog chains, dog collars or the like, may not be worn.
 - b. Studded and sharp weapon-like accessories are not permitted.
 - c. All jewelry must be removed when participating in sports, other physical activities, or in physical education classes. Small stud earrings may be worn as long as they do not create a safety issue to the wearer or others.
 - d. Wallet chains are not permitted.

GROOMING

- 1. It is expected that personal cleanliness will be observed and that hairstyles, beards, and mustaches will be neatly maintained. Moderation in make-up and hairstyles is required. Hair features that cause undue attention or are gang-related are not acceptable. This includes, but is not limited to unusual designs, symbols, razor cuts in hair and eyebrows, messages, and Mohawks. Grooming aids, such as brushes, combs, and make-up are not to be used in the classroom. Wearing excessive amounts of cologne, perfume, or other fragrances is not allowed.
- 2. Tattoos and which feature crude, vulgar, drug, or gang related designs or shavings are not acceptable.
- 3. Hickey marks are not acceptable and must be covered at all times while the student is on the school grounds.

C. GANG RELATED APPAREL

The Board finds that gangs, gang-related apparel, and gang-related activities create a clear and present danger of disrupting the educational process and create a hazard to the health and safety of the school environment. These regulations prohibit the wearing or displaying of gang related apparel, insignia, or other gang identifiers i.e. color, symbols, etc). AR 5132(d) Dress and Grooming (continued)

D. GENERAL APPLICATION

- 1. The District will rely on the opinion of the site administrator, who will review the site discipline flowchart, as to when student behavior or dress has created a disruptive influence to the learning process, is detrimental to a positive school environment, is counter to providing a safe and orderly campus, and/or is in violation of any portion of the foregoing regulation
- 2. When students are attending school-sponsored, public events, sections of the dress code relating to modesty and gang activity will be in effect.

Each school site will define its procedures for enforcing and documenting dress code violations.

Evacuation/Fire Drill

Evacuation drills, including fire drills, are conducted periodically to insure the safety of students and staff in case of disaster. It is imperative that staff follow the directions as set forth for each site. Students are expected to follow the direction of any staff member without question or delay.

Extortion or Robbery

Extortion, to take possessions from another person by threat or force, and robbery, theft by means of force or fear, are prohibited.

Student(s) participating shall be subject to restitution. The student will be suspended and possible recommendation for transfer to an alternative setting could be made as well as possible expulsion recommendation and/or arrest.

False Information

Students who give false identification or false information.

Fighting

Students involved in fighting either in groups or as individuals on the school premises or elsewhere while under the authority of the school. Students who refuse to obey school employees or their authorized agents shall be subject to automatic suspension pending parent conference. Upon a second fight, a student will be recommended for alternative placement through expulsion or involuntary transfer

NOTE: If a student caused serious physical injury to another person, the principal may recommend expulsion.

Fires, Explosives, or Threat Thereof

Any student who willfully sets a fire, threatens to set a fire or causes an explosion, or threatens to cause an explosion, which is a clear and present danger to human life or property on campus or at school sponsored events shall be immediately suspended pending an investigation. (Possession of explosives, bomb making instructions and flammable liquids, etc.) Recommendation for expulsion and/or arrest may be made after the investigation is completed.

Every legal effort shall be made by the District to obtain payment from the parents/guardian for all damages to school property caused by the student.

Forgery

Students, who forge notes, signatures, excuses or other school documents or falsely identify themselves on the telephone.

Gang Related Behavior

A safe school environment is free of gang related conduct or activity. Acts of gang related behavior constitute a disruptive influence in the community and on a school campus.

Gang related conduct or activity may be sufficiently severe or pervasive to create an intimidating, hostile, or offensive educational environment and to have a negative impact upon the victim's academic performance. Acts of gang related behavior specifically includes, but is not limited to criminal acts which are statutory violations, and non-criminal acts as : (a) displaying symbols, exposing tattoos of any kind, graffiti on personal property, hand signals or the like commonly associated with gangs, (b) wearing apparel, colors, accessory items, commonly associated with gangs, (c) participating in hazing/initiations, intimidating or harassing others or other physical acts commonly associated with gang activity, and (d) inciting or encouraging other students to act

with physical violence upon other person, or participate in gang type activities. Students who engage in gang related conduct shall be subject to the following:

Offenses:

- Having identifiable gang symbols or graffiti on books, binder, or class work. Using identifiable gang hand signals or gestures on or around the school campus, this may also include specific whistles for gang notification.
- Marking him/her with tattoos, either by writing on the skin or by etching into the skin with a sharp object, eraser burn, or with a cigarette lighter.
- Possession of a colored handkerchief identifying with a particular group or gang and/or using the handkerchief to provoke into a confrontation.
- Using nicknames to denote gang involvement: wearing clothing for identification with gang membership or confrontations with other students. Participating in large groups that are considered to be confrontational or intimidating to other students on campus.
- Writing graffiti on school property. *Appropriate law enforcement agency may be contacted for any gang related offense.*

In some cases, it may be necessary to make a recommendation for transfer or expulsion following a first incident, if the safety of students is threatened. All personnel of the Selma Unified School District recognize the importance of maintaining a safe school atmosphere in allowing students to reach their potential.

Gambling

Students who are involved in gambling, which includes flipping or tossing coins or other gambling paraphernalia on the school campus.

Harassment, Threats, or Intimidation

Pupils who intentionally engage in harassment, threats, or intimidation, directed against a pupil or group of pupils, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

NOTE: Depending on the circumstances, threatening or intimidating school personnel or students may result in a recommendation for expulsion, and requires mandatory notification of law enforcement agencies.

Threats will be evaluated on what was said or written, the circumstances before and after the threat was made and whether or not a reasonable person would fear for their personal safety.

Hate Motivated Behavior

A safe school environment is free of hate-motivated behavior. Acts of hate-motivated behavior constitute a disruptive influence in the community and on a school campus.

An act or attempted act which constitutes an expression of hostility against a person or property or institution because of the victim's real or perceived race, religion, disability, gender, nationality or sexual orientation. Hate motivated acts may be sufficiently severe or pervasive to create an intimidating, hostile, or offensive educational environment and to have a negative impact upon the victim's academic performance. Acts of hate motivated behavior specifically includes, but is not limited to criminal acts, which are statutory violations, and non-criminal acts as:

- Posting or circulating demeaning jokes, leaflets or caricatures;
- Defacing, removing or destroying posted materials, announcements, or memorials, and the like;
- Distributing or posting hate-group literature and/or posters;

- Using bigoted insults, taunts or slurs, and
- Possession or displaying hate-group literature, caricatures, and the like.

Hazing

As used in this article, “hazing” includes any method of initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state. Hazing is prohibited. Students are subject to arrest.

NOTE: Depending on the seriousness of the act, expulsion may be recommended on the 1st offense.

Honesty

Cheating is:

- Copying someone else’s class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
- Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
- Using a cheat sheet or unauthorized notes.
- Turning in someone else’s work as your own.
- Sharing test questions or completed schoolwork via text messaging and multi-media messaging.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class.

Insubordination, Defiance, Disrespect, etc.

Students who willfully defy the valid authority of school personnel or are disrespectful, either in language or action.

Internet Access for Pupils

The use of telecommunications is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Each person who uses telecommunications will participate in an orientation or training course as to proper Internet behavior and use of telecommunications. The teacher or site administrator (operating under the aegis of the school board and the district office) will decide what appropriate use is and their decision is final. The teacher or site administrator(s) may deny your telecommunications access at any time deemed necessary.

Lewd or Lascivious Acts/Profanity/Vulgarity

Students who engage in or perform lewd or lascivious acts on school grounds or at school sponsored activities. A student who continually or habitually uses profanity/vulgarity (for major referrals). Progressive Step system should still be used for minor violations.

Out of Bounds

A student is considered out of bounds if the following occurs:

1. Student leaves class without permission.
2. Student is in an area that is deemed off limits during school hours (student or staff parking lot, etc.)
3. Student is in an area on campus during class time without prior knowledge and permission from school staff members.

Referrals

A student will receive a referral for any violation of Ed Code 48900, Ed Code 48915, violation of district Honesty Policy and/or gang notice. A student receiving a second referral during the school year **may** be placed on a

behavior contract. A student receiving a third referral or after being placed on a behavior contract **may** be recommended for transfer to an alternative ed program.

Searches

The site administrator or his/her designee has the authority to conduct a search. The scope of a search may include a student's person, possessions (backpack, bag, purse, etc.) and areas over which he/she has control, including, but not limited to, any locker assigned the student by the school, and the student's vehicle parked on school property.

The administrator must have reasonable suspicion to believe that, under the circumstances, the student has concealed evidence of misconduct in areas under his/her control. When conducting a search, the following procedures are recommended:

- A. Whenever possible, arrange for the student to be present when the area under his/her control is being searched.
- B. Arrange for another adult witness to be present.
- C. Whenever necessary for identification purposes, call in the appropriate professional, i.e., police, fires, etc.
- D. Detection canines may be used to sniff lockers, common areas, desks, backpacks, items or vehicles that are on district property or adjacent property.

Sexual Harassment

A safe school environment is free of sexual harassment as defined in Section 212.5 of the California Education Code.

Acts of sexual harassment may be sufficiently severe or pervasive as to create an intimidating hostile or offensive educational environment and have a negative impact upon the victim's academic performance. Sexual harassment specifically includes, but is not limited to:

- A. Sexual assault
- B. Physical abuse (unnecessary touching, pinching, gesturing or cornering)
- C. Verbal abuse (leering or display of pornographic materials designed to embarrass or intimidate, proposition, lewd comments, or sexual insults)
- D. Subtle or over pressure for sexual favors accompanied by implied or overt threats .

The student/parents are responsible for payment for all stolen, lost, or damaged school or personal property.

Substance Abuse

The possession, use, intoxication, distribution or sale of alcohol, drugs, narcotics, tobacco, paraphernalia or other illegal controlled substances is prohibited at school, or while in attendance at a school sponsored event and shall not be tolerated. Prior to recommendation for transfer, an administrator will determine that the pupil's presence causes a danger to persons or property; or threatens to disrupt the instructional process. If other means of correction have failed to bring about proper conduct, an administrator may suspend, transfer or expel a student even in the absence of the findings enumerated above.

Proof that the alcohol, drug, narcotic tobacco, or other controlled substance was in fact the substance in question and in an amount sufficient to be used will be determined:

- A. By expert testimony, i.e. Selma Police Department or other law enforcement agency
- B. By evidence that the amount possessed, if any, was sufficient to be used in any manner customarily employed by users of the substance.

Appropriate law enforcement agencies shall be notified in substance abuse situations. Active participation in an appropriate referral program shall be a part of any substance abuse disciplinary action.

Suspensions and Expulsions

Conditions of Suspensions:

1. Student is not to be on or around any school campus in the Selma Unified School District nor is he/she to attend any school functions on or off campus.
2. Student should be under adult supervision at all times during the suspension.
3. Suspension does not restrict the student from doing class work. Contact front office staff to make arrangements for class assignments.

Mandatory Expulsion Requirements: (Education Code 48915)

1. Possessing, selling or furnishing a firearm. Possession must be verified by a school employee.
2. Brandishing a knife.
3. Unlawful selling of a controlled substance.
4. Committing or attempting to commit sexual assault or committing sexual battery.

Mandatory Recommendation for Expulsion: (Education Code 48915)

1. Causing serious physical injury to another, except in self-defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable use to the pupil.

3. Unlawful possession of any controlled substance except for the first offense for the possession of not more than 1 oz. of marijuana.
4. Robbery or extortion.
5. Acts of assault or battery upon any school employee.

Vandalism

Acts of vandalism which endanger the life of students, employees or visitors shall result in immediate suspension pending an investigation. The case shall then be referred to the district administration for expulsion proceedings before the Board of Trustees. Vandalism resulting in the damage of school buildings, school property, or possessions of students, staff members, or visitors shall result in disciplinary consequences.

The District shall follow established procedures, including utilization of a collection agency to obtain restitution or payment for all damages to school property caused by the students. The parent or guardian is responsible for this payment plus any reward expenses as determined by the district. A reward may be offered by the school district for any information leading to the apprehension of the offender.

Weapons

Possession, conveyance, use or storage of weapons, or facsimiles as defined in the Penal Code, on campus, at school sponsored activities or in or around a school vehicle is illegal. Weapons are subject to immediate confiscation.

What is a weapon?

The administration retains final authority in determining what constitutes a weapon, especially when evaluating potential danger. However, all of the following are considered weapons; knife blades, mace, pepper spray, cutting instruments, nunchaku sticks, laser, BB guns, shockers, razor blades, brass knuckles, acid, metal pipes, sharpened sticks, stun guns, firearms, ammunition, explosive devices, fireworks, pyrotechnics, sling-shots, or any other instrument capable of inflicting serious injury. Weapon look-alikes, such as toy guns, are also considered weapons under this policy. Knives which have a blade of 2 1/2" (inches) or more or a locking or fixed blade regardless of length are considered weapons.

Possession, displaying, using or storing a weapon may result in immediate suspension with a recommendation for expulsion unless the principal finds that expulsion is inappropriate under the circumstances. The appropriate law enforcement agency will be contacted.

Possession, selling or furnishing a firearm or brandishing a knife is illegal, and prohibited. A student shall be immediately suspended, referred to the appropriate law enforcement agency; and shall be recommended for expulsion. They shall be expelled for not less than one year.

Any student who threatens a person with a weapon or facsimile, as defined in the Penal Code, shall be immediately suspended; referred to the appropriate law enforcement agency; and shall be recommended for expulsion.

Williams Complaint Classroom Notice

Provided by the California Department of Education · Categorical Programs Complaints Management Office · 1430 N Street, Sacramento, CA 95815 · 916-319-0929

Selma Unified School District

Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. 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 class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at <http://www.selmausd.org>. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

Selma Unified School District

Notificación para padres de familia, tutores legales y maestros Derecho de presentar quejas

Padres de familia, tutores legales, alumnos y maestros:

Según el Código de Educación de California Artículo 35186, se le notifica que:

1. Debe haber suficientes libros y materiales de instrucción. Eso significa que cada alumno, incluyendo a los alumnos que aprenden inglés, debe tener un libro o materiales de instrucción, o ambos, para usar en clase y llevar a casa.
2. Los predios escolares deben estar limpios, seguros, y deben mantenerse en buen estado.
3. No debe haber falta de maestros ni asignaciones incorrectas de maestros. Debe haber un maestro asignado a cada clase y no una serie de suplentes u otros maestros temporales. El maestro debe tener la certificación apropiada para enseñar la clase, incluyendo la certificación requerida para enseñar a alumnos que aprenden inglés, si es que están presentes en la clase.

Falta de maestros significa que existe un puesto al cual no se ha asignado un empleado con certificación al principio del año escolar y por todo un año, o si el puesto es para un curso de un semestre, un puesto al cual no se ha asignado un empleado con certificación al principio de un semestre y por un semestre completo.

Una asignación incorrecta significa que un empleado con certificación es colocado en un puesto de maestro o proveedor de servicios sin tener una certificación o credencial legalmente reconocida, o colocado en un puesto de maestro o proveedor de servicios que el empleado no está legalmente autorizado a ocupar.

4. Se puede obtener un formulario para presentar una queja en la oficina de la escuela, la oficina del distrito, o por medio del sitio Web que se indica a continuación: (web site address). También se puede imprimir una copia del formulario del Departamento de Educación del Estado de California del sitio de la Web que se indica a continuación: <http://www.cde.ca.gov/re/cp/uc/>.

Preguntas: Departamento de manejo de quejas de los programas categóricos (916)
319-0929