

Helix Charter High School

A California Charter School



2024-2025

STUDENT HANDBOOK

4200 Lowell Street | La Mesa | California 91941 | (619) 644-1940

www.helixcharter.net

TABLE OF CONTENTS	
<u>Executive Director’s Message</u>	6
<u>Mission and Vision Statements</u>	6
<u>Helix Charter High School Pledge</u>	7
<u>Bell Schedules</u>	8
<u>School Year Calendar</u>	9
<u>A/B Calendar</u>	11
<u>General Contact Information</u>	12
<u>ASB Finance Office</u>	13
<u>Cafeteria</u>	13
<u>Emergency Procedures</u>	13
<u>Library</u>	14
<u>Nurse’s Office</u>	14
<u>Administration of Medication</u>	14
<u>Student Insurance</u>	14
<u>Student Store</u>	14
<u>Valuables</u>	15
<u>Visitors</u>	15
<u>Program of Study and Graduation Policy</u>	15
<u>Valedictorian Selection Policy</u>	17
<u>Student Support (Counseling, Academic Advisors & Social Workers)</u>	19
<u>Programs</u>	20
<u>Academic Review/Academic Probation</u>	20
<u>Accountability Standards</u>	20
<u>ASPIRE</u>	20
<u>College Preparation Courses</u>	20
<u>English Language Development Program</u>	20
<u>Academic Support (ExL, Upper Grade Support)</u>	21
<u>Online Grades</u>	21
<u>Senior Boards</u>	21
<u>Title 1</u>	21

<u>TitleIX</u>	21
<u>Weighted Grade Point Average and Advanced Placement Courses</u>	21
<u>Wellness Center</u>	22
<u>Access to Mental Health Services Notification</u>	22
<u>Testing Information</u>	22
<u>Class Change Deadlines</u>	23
<u>Student Information</u>	24
<u>Dance Regulations</u>	24
<u>Physical Education - Dressing Out</u>	24
<u>Physical Education - Second Year of Fitness</u>	24
<u>Physical Education - Locks and Lockers</u>	25
<u>Lockers</u>	25
<u>Student Identification Card</u>	25
<u>Parking</u>	25
<u>Restrooms</u>	25
<u>ASB Card</u>	25
<u>Surveys</u>	25
<u>Interquest Canine</u>	25
<u>Athletics</u>	26
<u>Athletic Programs</u>	26
<u>Interscholastic Eligibility</u>	26
<u>Eligibility Appeal Process</u>	26
<u>Attendance Policy and School Attendance Laws</u>	26
<u>The Why & The Expectations</u>	27
<u>Late Arrival to School</u>	27
<u>Full Day Absences</u>	27
<u>Leaving Campus Early</u>	27
<u>Illness While at School</u>	28
<u>The Consequences & Interventions</u>	28
<u>Pregnant Students</u>	29
<u>School Attendance Laws</u>	29

<u>Student Withdrawal Procedure</u>	30
<u>Structure of the Student's Day</u>	30
<u>Behavior Expectations</u>	31
<u>Academic Honesty Expectations</u>	32
<u>Before / After School Policy</u>	32
<u>Bicycles, Skateboards, Scooters</u>	33
<u>Blocking Doorways</u>	33
<u>Bullying, Harassment, Threats & Intimidation</u>	33
<u>Bus Transportation</u>	33
<u>Personal Electronic Devices</u>	33
<u>Classroom Behavior</u>	34
<u>Clean Campus</u>	34
<u>Cyberbullying</u>	34
<u>Defiance & Disruption</u>	35
<u>Dress Code Policy</u>	35
<u>Excessive Displays of Affection</u>	36
<u>False Alarms</u>	36
<u>Food Delivery</u>	36
<u>Gambling</u>	37
<u>Gangs & Graffiti</u>	37
<u>Guests / Off-Campus Passes</u>	37
<u>Hall Passes</u>	37
<u>Hazing</u>	37
<u>Identification Badges (I.D.'s)</u>	37
<u>Media Release Practice</u>	37
<u>Out-Of-Bound/Closed Campus</u>	37
<u>Receiving Stolen Property</u>	38
<u>Sexual Harassment</u>	38
<u>Social Distancing</u>	38
<u>Social Networking</u>	38
<u>Student Parking</u>	38

<u>Tardies</u>	38
<u>Truancy</u>	39
<u>Tutorials</u>	39
<u>Unsupervised Activities / Games / Horseplay</u>	39
<u>Vandalism & Graffiti</u>	39
<u>Verbal Harassment / Intimidation (Put-Downs, Disparaging Remarks, Racial Slurs)</u>	39
<u>Computer/Internet Ethics</u>	39
<u>Suspension and Expulsion Policy</u>	40
<u>Helix Virtual Academy - (HVA) Independent Study</u>	44
<u>Resource Guide</u>	48
<u>Link to 2024-25 Annual Notifications</u>	

<https://tips.anonymousalerts.com/helixcharterhs/>

Helix has a new Anonymous Safety and Bullying Reporting System called Anonymous Alerts. This reporting system enables students to anonymously report bullying, behavioral, and/or campus safety concerns using our mobile or web-based apps, 24/7. The Anonymous Alerts reporting mobile app for students is simple and intuitive for any student to use.

The Anonymous Alerts platform allows school administrators to quickly and efficiently manage and investigate incident reports. Potential safety threats and mental health behavioral risks can be quickly identified and handled by designated school administrators, safety personnel, and counselors.

EXECUTIVE DIRECTOR'S MESSAGE



Welcome to Helix Charter High School! We look forward to serving the students, parents/guardians, and greater school community. The success of our students, in and out of the classroom, will always be our number one priority.

We have provided this Handbook as a reference guide to assist our students and their families in learning about our school's programs, policies, practices, and expectations. It is important that our students and families learn this information to take full advantage of all that is offered at Helix.

By setting high expectations and goals, implementing innovative educational programs, creating effective systems of collaboration and communication and providing thoughtful systems of support, we hope to prepare all students for success after high school.

If you have any questions, please do not hesitate to contact me.

ONCE A SCOTTIE, ALWAYS A SCOTTIE!

Kevin Osborn
Executive Director

OUR MISSION AND VISION

MISSION: (What is our purpose?)

Helix Charter High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.

VISION: (What do we look like?)

In a college preparatory environment, Helix Charter High School strives to close the achievement gap through effective collaboration and innovative practices.

Values and Beliefs:

- We believe that all students can learn and become contributing members of society.
- We value each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to achieve success.
- We value the diverse ideas, values, and cultures that enrich our school system.
- We value a safe and supportive learning environment that promotes student achievement.
- We believe that the allocation of our resources should be aligned with our mission and vision in order to maximize the opportunity for students to learn and experience success in school.
- We believe that the success of our school depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances.
- We believe that students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, reason, solve problems, and produce quality work.
- We believe effective collaboration and communication with families as partners in the education of their students is essential to the success of our school.
- We value a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with their school.

HELIX CHARTER HIGH SCHOOL PLEDGE

Helix Charter High School is a college preparatory charter high school dedicated to supporting each student in the attainment of their highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility that will prepare students for success in college, career, and adult life. Helix Charter High School recognizes that a student's education is a responsibility shared by school and family during the entire period the student spends in school.

As faculty and staff we pledge to:

- Provide a safe campus and a classroom climate of mutual respect while maintaining integrity and positive ethical standards,
- Clearly delineate course expectations, competencies and standards, instructional goals, and grades to students and parents, providing ample opportunities for students to complete and remediate coursework and competencies to standard,
- Communicate with students and parents/guardians regularly and timely through telephone, letters, parent-teacher conferences, open houses, community-based meetings, updated web sites, grades posted online or home visits,
- Create a welcoming environment for students, parents/guardians and community members,
- Provide the opportunity for parental involvement in school decision-making through restructuring and other avenues,
- Provide motivating and interesting learning experiences, using a variety of teaching methods in the classroom which support the Helix Exit Results,
- Address the individual needs of each student and effectively facilitate student learning, and provide ample student academic support services, and
- Provide parents/guardians with support to help develop parenting skills which emphasize the importance of education and learning, provide strategies and techniques for assisting students with learning activities at home and/or provide skills to access community and support services that strengthen school programs, family practices and student learning and development.

As a student I pledge to:

- Be safe, be respectful, be responsible,
- Conduct myself in a manner, which promotes school safety and a climate of mutual respect,
- Maintain a GPA of 2.0 or above and attend school regularly, prepared to work and engage in learning, and use academic support when needed or assigned,
- Be tobacco, drug, and alcohol free at school,
- Uphold the Helix Behavior and Dress Code Policy (on page 25), along with academic honesty and integrity policies,
- Complete coursework and course competencies to standard, retake required courses in which a failing grade was received, and complete work necessary for graduation, and necessary to bring incomplete grades to passing, and
- Attend summer registration.

As a parent/guardian I pledge to:

- Conduct myself in a manner, which promotes school safety and a climate of mutual respect,
- Attend the summer registration conferences and other requested conferences,
- Provide accurate and updated contact information (i.e., changed phone numbers, address, emergency contact information, etc.),
- Contact Helix staff regarding any concerns about my student,
- Support the Helix Behavior and Dress Code Policy (on page 25), along with the academic honesty and integrity policies,
- Ensure my student has a home environment, which supports student academic success by providing a healthy diet and adequate sleep hours, and by limiting outside school responsibilities (i.e., work hours),
- Ensure that my student is at school on time everyday,
- Ensure that my student is tobacco, drugs, and alcohol, free, and
- Volunteer, attend school activities, and participate in parent/guardian visitation days at least twice in the academic year (not required, but suggested).

*** These pledges are essential to the mission of our school. Parents/guardians, students and staff must uphold these pledges or jeopardize their student's opportunity to attend Helix Charter High School.**

Helix Charter High School

Bell Schedule 2024-2025

Monday, Tuesday, Wednesday, and Thursday	
ASPIRE Program Offerings - Breakfast	7:30 - 8:30
Period 1	8:30 - 10:02
Period 2 (Daily Announcements)	10:12 - 11:46
Lunch	11:46 - 12:10
Period 3	12:20 - 1:53
Period 4	2:03 - 3:35
ASPIRE Program Offerings and Activities	3:45 - 5:15

*Some individual ASPIRE programs may start earlier than 7:30 am and/or end later than 5:15 pm. Please review the uploaded ASPIRE offerings each semester.

Friday	
Tutorial I: Art, English, Helix First, PE, Performing Arts, Science, World Languages Breakfast Served	8:30 - 9:20
Tutorial II: Business, Math, Social Science, Comp Tech, Family/Consumer Science Breakfast served	9:30 - 10:20
Period 1	10:30 - 11:25
Period 2	11:35 - 12:30
Advisory	12:40 - 1:00
Lunch	1:00 - 1:25
Period 3	1:35 - 2:30
Period 4	2:40 - 3:35
ASPIRE Program Tutorials and Activities	3:45 - 5:15

Minimum Day and Final Exam Schedules

Minimum Day Schedule	
ASPIRE Program Offerings - Breakfast	7:30 - 8:30
Period 1	8:30 - 9:30
Period 2	9:40 - 10:40
Period 3	10:50 - 11:50
Lunch	11:50 - 12:10
Period 4	12:20 - 1:20
ASPIRE Program Tutorials and Activities	1:30 - 3:35

Final Exam Day Schedule	
Breakfast	7:30 – 8:20
Period 1	8:30 – 9:40
Period 2	9:50 – 11:00
Lunch	11:00 - 11:20
Period 3	11:30 – 12:40
Period 4	12:50 – 2:00
Teacher Work Time	2:10 - 3:35

SCHOOL YEAR CALENDAR

2024-2025 School Year

TERM 1			
August	5	Monday	Staff Development (Non-Student Day)
	6	Tuesday	Staff Development/Faculty Workday (Non-Student Day)
	7	Wednesday	Faculty Workday (Non-Student Day)
	8	Thursday	Welcome Back Day 1 - First day of Fall Semester 1 (45 Days)
	9	Friday	Welcome Back Day 2
	22	Thursday	Back to School Night

	28	Wednesday	Minimum Day - Parent Shadow Day (A Day) / Mid HS Reflection Day 1
	29	Thursday	Minimum Day - Mid HS Reflection Day 2
September	2	Monday	Labor Day - No School
	9	Tuesday	Progress Report Grades Due - Fall Semester 1
	12	Thursday	Student Minimum Day (PM Staff PD) Athletic Eligibility Determined
October	9, 10	Wednesday, Thursday	Finals - Fall Semester 1
	11	Friday	Staff Development/Faculty Workday (Non-Student Day) Final Grades Due Fall Semester 1
	14	Monday	First Day of Fall Semester 2 (44 Days) Indigenous Peoples' Day - This is a School Day
	16	Wednesday	Athletic Eligibility Determined
November	7	Thursday	Student Minimum Day (PM Staff PD)
	11	Monday	Veteran's Day (Observed) - No School
	18	Monday	Progress Reports Due - Fall Semester 2
	15	Wednesday	Athletic Eligibility Determined
	25-29	Monday - Friday	Thanksgiving Break - No School
December	12	Thursday	Student Minimum Day (PM Staff PD)
	19, 20	Thursday, Friday	Finals - Fall Semester 2
	23	Monday	Final Grades Due Fall Semester 2
	23-31	Monday - Tuesday	Winter Break
	26	Thursday	Athletic Eligibility Determined
TERM 2			
January	1-3	Wednesday - Friday	Winter Break
	6, 7	Monday, Tuesday	Staff Development/Faculty Workdays (Non-Student Days)
	8	Wednesday	First Day of Spring Semester 1 (44 days)
	20	Monday	Martin Luther King Jr. Day - No School
	22	Wednesday	Parent Shadow Day
	30	Thursday	Student Minimum Day (PM Staff PD) / Parent Shadow Day (B Day)
February	10	Monday	Progress Reports Due - Spring Semester 1
	12	Wednesday	Athletic Eligibility Determined
	14	Friday	Lincoln's Day - No School
	17	Monday	President's Day - No School
	20	Thursday	Student Minimum Day (PM Staff PD)
March	12, 13	Wednesday, Thursday	Finals - Spring Semester 1
	14	Friday	Staff Development/Faculty Workday (Non-Student Day) Final Grades Due-Spring Semester 1
	14-28	Friday - Friday	Spring Break - No School
	18	Tuesday	Athletic Eligibility Determined
	31	Monday	First Day of Spring Semester 2 (47 days)
April	24	Thursday	Student Minimum Day (Afternoon Staff PD)
May	5	Monday	Progress Reports Due - Spring Semester 2

	7	Wednesday	Spring Fling / Athletic Eligibility Determined
	15	Thursday	Student Minimum Day (PM Staff PD)
	26	Monday	Memorial Day - No School
	27, 28	Tuesday, Wednesday	Senior Boards - Minimum Days
	3, 4	Tuesday, Wednesday	Finals - Spring Semester 2
June	4	Wednesday	Graduation
	5	Thursday	Luncheon/Fac Workday (Non-Student Day) Final Grades Due Spring Sem 2
July	1	Tuesday	Summer School/Registration
STUDENT DAYS (180)		SD/FW DAYS (8)	TOTAL DAYS (188) F1=45, F2=44, S1=44, S2=47

2024-2025 A/B CALENDAR

AUGUST					JANUARY				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
5 STAFF DEV NO SCHOOL	6 STAFF DEV NO SCHOOL	7 STAFF DEV NO SCHOOL	8 B DAY 1 FALL SEM 1	9 A			1 BREAK NO SCHOOL	2 BREAK NO SCHOOL	3 BREAK NO SCHOOL
12 A	13 B	14 A	15 B	16 A	6 STAFF DEV NO SCHOOL	7 STAFF DEV NO SCHOOL	8 A DAY 1 SPRING SEM 1	9 B	10 A
19 A	20 B	21 A	22 B BACK TO SCHOOL NIGHT	23 B	13 A	14 B	15 A	16 B	17 B
26 A	27 B	28 A PARENT SHAD /MHSR	29 B MID HS REV	30 A	20 HOLIDAY NO SCHOOL	21 B	22 A BACK TO SCHOOL NIGHT	23 B	24 A
					27 A	28 B	29 A	30 B PARENT SHAD /PD	31 A

SEPTEMBER					FEBRUARY				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
2 HOLIDAY NO SCHOOL	3 B	4 A	5 B	6 A	3 A	4 B	5 A	6 B	7 B
9 A	10 B	11 A	12 B MIN DAY/PD	13 B	10 A	11 B	12 A	13 B	14 HOLIDAY NO SCHOOL
16 A	17 B	18 A	19 B	20 A	17 HOLIDAY NO SCHOOL	18 B	19 A	20 B MIN DAY/PD	21 A
23 A	24 B	25 A	26 B	27 B	24 A	25 B	26 A	27 B	28 B
30 A									

OCTOBER					MARCH				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
	1 B	2 A	3 B	4 B	3 A	4 B	5 A	6 B	7 A
7 A	8 B	9 A FINALS	10 B FINALS	11 STAFF DEV NO SCHOOL	10 A	11 B	12 A FINALS	13 B FINALS	14 STAFF DEV NO SCHOOL
14 A DAY 1	15 B	16 A	17 B	18 A	17 BREAK	18 BREAK	19 BREAK	20 BREAK	21 BREAK

FALL SEM 2				
21 A	22 B	23 A	24 B	25 B
28 A	29 B	30 A	31 B	
NOVEMBER				
MON	TUE	WED	THU	FRI
				1 A
4 A	5 B	6 A	7 B MIN DAY/PD	8 B
11 HOLIDAY NO SCHOOL	12 B	13 A	14 B	15 A
18 A	19 B	20 A	21 B	22 A
25 BREAK NO SCHOOL	26 BREAK NO SCHOOL	27 BREAK NO SCHOOL	28 BREAK NO SCHOOL	29 BREAK NO SCHOOL
DECEMBER				
MON	TUE	WED	THU	FRI
2 A	3 B	4 A	5 B	6 B
9 A	10 B	11 A	12 B MIN DAY/PD	13 A
16 A	17 B	18 A	19 B FINALS	20 A FINALS
23 BREAK NO SCHOOL	24 BREAK NO SCHOOL	25 BREAK NO SCHOOL	26 BREAK NO SCHOOL	27 BREAK NO SCHOOL
30 BREAK NO SCHOOL	31 BREAK NO SCHOOL			

NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL
24 BREAK NO SCHOOL	25 BREAK NO SCHOOL	26 BREAK NO SCHOOL	27 BREAK NO SCHOOL	28 BREAK NO SCHOOL
31 A DAY 1 SPRING SEM 2				
APRIL				
MON	TUE	WED	THU	FRI
	1 B	2 A	3 B	4 B
7 A	8 B	9 A	10 B	11 A
14 A	15 B	16 A	17 B	18 B
21 A	22 B	23 A	24 B MIN DAY/PD	25 A
28 A	29 B	30 A		
MAY				
MON	TUE	WED	THU	FRI
			1 B	2 B
5 A	6 B	7 A	8 B	9 A
12 A	13 B	14 A	15 B MIN DAY/PD	16 B
19 A	20 B	21 A	22 B	23 A
26 HOLIDAY NO SCHOOL	27 B SR BOARDS	28 A SR BOARDS	29 B	30 B
JUNE				
MON	TUE	WED	THU	FRI
2 A	3 B FINALS	4 A FINALS	5 STAFF DEV NO SCHOOL	

GENERAL CONTACT INFORMATION

Helix Charter High School main number: (619) 644-1940

Administration

Executive Director
Executive Director's Admin. Asst.
Grade Level Principal
Administrative Assistant
Counselor
Academic Advisor
Wellness Center Social Worker

9th Grade

10th Grade

Grade Level Principal
Administrative Assistant
Counselor
Academic Advisor
Wellness Center Counselor

Kevin Osborn Ext. 111
Mark Demers Ext. 112
Damon Chase Ext. 127
Vicky Rodriguez Ext. 145
Monica Olivari Ext. 147
Deborah Naranjo Ext. 136
Lorena Fernandez Ext. 395
Dave Watkins Ext. 241
Gabby Carbajal Ext. 152
Melody Soto Ext. 146
Keyla Castrejon Ext. 134
Kenslow Smith Ext. 163

11th Grade	Grade Level Principal	Paula Ann Trevino	Ext. 122
	Administrative Assistant	Joan Urich	Ext. 123
	Counselor	Hugo Gonzalez	Ext. 149
	Academic Advisor	Alondra Lopez-Barajas	Ext. 199
	Wellness Center Social Worker	Rebekah Smith	Ext. 155
12th Grade	Grade Level Principal	Arica Villegas	Ext. 125
	Administrative Assistant	Sara Brown	Ext. 124
	Counselor	Yolanda Street	Ext. 144
	Academic Advisor	Danika Markey	Ext. 143
	Wellness Center Social Worker	Danielle Yee	Ext. 227
Other	Athletic Director	Damon Chase	Ext. 127
	Attendance Clerk - Grades 11, 12	Brenda Flores	Ext. 232
	Attendance Clerk – Grades 9, 10	Bridgette Bojorquez	Ext. 231
	Chief Business Official	David Yeager	Ext. 452
	College and Career Center	Gillian Marshall	Ext. 154
	Director of Data Systems and IT	Brian Kick	Ext. 282
	Director of Special Education	TBD	Ext. 421
	Facilities Manager	Ken Britschgi	Ext. 151
	Manager of School Safety & Security	Jonathon Simon	Ext. 361
	Nurse	Kyja Hurst	Ext. 271
	School Psychologist	Danicka Thibodo	Ext. 421
	School Psychologist	Brianna Wuensch	Ext. 128

Students are assigned by grade level to a Grade Level Principal and Student Support Staff members. The administrative staff is available from 7:30 a.m. to 4:00 p.m. and the Student Support staff is available from 7:30 a.m. to 3:35 p.m. Counselor/Academic Advisor appointments can be made by contacting the Grade Level Principals' Administrative Assistants.

ASB FINANCE OFFICE:

The ASB Finance office is located in the Dawg House, first window next to the green door. The ASB Finance Office is open to students before school, nutrition break, lunch and after school only. Parents are welcome during regular business hours. ASB Cards, P.E. clothing, spirit items, school supplies, yearbooks, tickets for school activities, athletic and club fines, (chromebook/ textbook fines etc.,) are taken care of at the ASB Finance Office. Athletic clearance paperwork must be completed online and uploaded to their student account on athleticclearance.com website. Detailed instructions may be found using the link located on the Helix home page under “Athletics Scores/Schedules” and subheading “Athletic Clearance.” This office only accepts cash or credit cards. Many items may also be purchased online by going to the “Helix Webstore.” The link is located at the top of the Helix home page. For information about ASB Finance Office, contact Ms. Jessica Yeagle at yeagle@helixcharter.net.

CAFETERIA:

Our school food facilities offer products with peanuts, tree nuts, soy, milk, eggs and wheat. For our students with food allergies, we offer a variety of foods which are intended to be free of these ingredients. While we take steps to minimize the risk of cross contamination, we cannot guarantee that any of our products are safe for consumers with peanut, tree nut, soy, milk, egg or wheat allergies. Consumers with severe allergies should consume food items with caution. Free Meals - Any questions regarding free meals for students only should be directed to the Grade Level Team.

EMERGENCY PROCEDURES:

We want you to know that Helix Charter High School has plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our school staff has been trained, and drills will be held regularly to make certain that the students understand emergency procedures. Please make certain that your student understands they are as safe at school as they are at home in a serious emergency. School buildings have been designed with safety in mind, and inspections are regularly made to remove possible hazards. The safety and welfare of the students is our primary concern in the event of an emergency. Your students should be told to follow the directions of staff members, and to obey the orders of public safety officials on the way to or from school. They should be told to continue toward their destination (to or from school) when an emergency situation develops. Your full cooperation is asked in any emergency:

1. Please refrain from calling the school. If telephone lines are open, they will be needed for emergency communication with police, fire department, district/city officials, paramedics, etc.
2. Streets should be clear for use by emergency vehicles, so if you drive to the school be prepared for possible road closures.

3. Check the Helix website for information.
4. The school will retain your student until you are able to reach them, or until it is determined safe to send them home.
5. If you are requested to pick up your student, check in at the school and your student will be released to you as quickly as possible. You must always provide identification. Please be sure you have a picture identification card with you.
6. Keep an updated EMERGENCY FORM on file at the school. Students under 18 years of age will NOT be released to anyone other than those individuals on the emergency card.
7. Keep the school informed of your student's special medical needs.
8. We ask that you cooperate with school officials during emergency situations. If you have questions about our emergency preparedness program, please contact the administration office.

LIBRARY:

Library hours are: Monday-Thursday from 7:45 a.m. – 3:45 p.m.; Friday from 9:00 a.m. - 3:45 p.m. Your student ID is needed to check out a book from the library. Most books are checked out for three weeks and may be renewed if necessary. Library resources include desktop computers, black and white & color printer, and copy machine / scanner. The library's EDGE Maker Lab includes 3D printers, vinyl cutters, Arduino, laser cutter, soldering irons, and a t-shirt press. See the [Helix Library Website](#) for library catalog, subscription services, book recommendations, Helix Style Manual, research guides, and MakerLab information. For more information, contact Christina Potter at potter@helixcharter.net.

NURSE'S OFFICE:

The school nurse will give first aid to all students who become ill or are injured during school hours. If a condition is serious, the nurse will notify parents / guardians for transportation home or to their physician. For more information, contact our school nurse Kyja Hurst at hurst@helixcharter.net.

ADMINISTRATION OF MEDICATION:

Please notify the school nurse if your doctor has prescribed medication for your student to take during the school hours or school activities. State law requires that in such circumstances no student shall be given medication (including inhalers AND “over the counter” medication such as *Tylenol*, cough suppressants, etc.) except upon written request from a California licensed physician/healthcare provider who has the responsibility for the medical management of the student and written consent from the student's parent/guardian. [Medication Authorization](#) forms are available on the Helix website and in the Nurse's Office and must be completed by the student's physician, signed by the parent/guardian, and returned to the nurse at Helix Charter High School. All prescribed medication must be given to the nurse who will have it dispensed as directed by the physician.

Students are not permitted to carry medication on the school campus unless specified by the physician on the school's request form. Medications must be in a clearly labeled container with the following information: student's name, physician's name, name of medication, dosage and schedule, and date of expiration of prescription. For further information, please contact the Nurse's Office.

Students involved in school activities (sports, music, drama, etc.) must have a Physician's Recommendation for Medication form completed by their physician and parents/guardians before medication can be administered. Students participating in activities away from the school site must notify the nurse five (5) days before planned activities for training/procedures for medication administration can be implemented.

The authorization on the Emergency Information Card completed by parents/guardians generally will be used to reach parents/guardians at home or at work. In the event that parents/guardians cannot be reached, the designated emergency person or the doctor will be notified. **As changes occur, students are asked to file current emergency information with the Nurse.**

STUDENT INSURANCE:

[Student insurance](#) is available at a minimal cost and is optional. When a student is injured and is covered by the school plan, the student is to pick up a claim form from the finance clerk. This form must be completed by the student's parents/guardians and presented to the doctor or hospital. The school merely acts as a medium in supplying the insurance. It assumes no liability either for the injury or the subsequent negotiations with the company.

STUDENT STORE:

Food is offered for purchase from the Student Store located at the “Dawg House” during lunch. For information about the Student Store, contact Adam Krzywicki at krzywicki@helixcharter.net.

VALUABLES:

Large sums of money or any item of value should not be brought to school. The lockers and locks issued to store books and protect valuables during physical education are useless unless students remember to secure them and keep combinations secret. Most items stolen are from unlocked lockers or by those who learn of locker combinations. Helix Charter High School will not be responsible or liable for any lost or stolen articles and will not investigate the cause of such loss or theft without reasonable suspicion.

VISITORS:

No student aged visitors are allowed to visit classrooms or “spend the day” with a Helix Student. All adult visitors must check in at the Front office, obtain and wear a visitor’s pass and check out with the Front Office upon departure.

PROGRAM OF STUDY & GRADUATION POLICY

Board Policy: 6146.1

Program of Study and Graduation Policy

Approved: August 17, 1999, Revised: May 19, 2003, Revised: May 16, 2005,

Revised: May 30, 2007 (May 30 revision takes effect with Class Key 2007).

Revised: April 12, 2010, Revised May 17, 2010; April 18, 2011; June 6, 2011; June 10, 2013. REVISED: February 10, 2014;

REVISED June 8, 2015; First Reading of edits May 16, 2016. Approval June 6, 2016. **Revised June 5, 2017**; First reading of

edits December 18 2017. **Revised January 22, 2018**. First Reading of edits September 17, 2018. **Revised October 15, 2018**.

First reading of edits December 17, 2018; **Revised January 28, 2019**.

First Reading of edits September 12, 2022; Revised October 17, 2022

First Reading of Edits: December 12, 2022; Revised January 23, 2023

Consideration and Approval: June 26, 2023

Vision for All Students

Helix is a college preparatory charter high school dedicated to supporting each student in the attainment of his or her highest academic potential. The educational focus is designed to foster each individual’s capacity for self-development and personal responsibility that will prepare the student for success in adult life, college, and career. Helix will provide the academic background and experience that will prepare students to perform successfully in college without remediation. All Helix graduates will be prepared to enter college either right after high school or later in life if the need arises.

All students will enjoy a range of educational choices developed to give them flexibility in designing a personal program of study. The following pages provide guidelines for development of and requirements for designing a program of study. Student needs and interests vary, so the time students take to complete their program of study will vary. Some students may need more time to complete the graduation process, and others may need less.

Each student’s program of study has two equally important components that are intended to help graduates enter adulthood well-prepared. One component is for all students to acquire the background and preparation necessary for them to enter college upon graduation. The other component is for all students to do some exploration of potential career fields while attending Helix.

Graduation Process

Students who are beginning high school enter a program of study focusing on student demonstration of literacy and numeracy. Additionally, every student will develop a statement of educational purpose that will reveal personal responsibility and determination for his or her own educational direction. Requirements may be accomplished by course completion or demonstration of competency.

As students move into their junior year of studies, they will further develop student literacy and numeracy in depth and breadth. Every student will also complete a Senior Project. Completion of graduation requirements will typically take place at the end of the fourth year at Helix. Some students may need more time and others may need less. Any student completing all requirements is entitled to graduate from Helix Charter High School.

Graduation Ceremonies

1. Helix Charter High School shall recognize regular high school graduation through the awarding of diplomas signifying the completion of high school graduation requirements as specified in this policy (or in policy BP 6146.1). No student shall receive a diploma from Helix Charter High School or participate in official graduation exercises until all graduation requirements have been met.
2. Students shall not be eligible to receive diploma or participate in graduation exercises if debts related to lost or damaged textbooks, media materials, classroom instructional materials, school property or equipment, athletic

uniforms remain unpaid. However, no students shall be excluded from graduation exercises because of poverty or inability to pay. Students should contact the Grade Level Principal to develop an appropriate plan or payment for fees owed.

3. If a student is under suspension during the last month school is in session of his/her final semester before qualifying for graduation, he/she may not participate in nor attend graduation activities.
4. The graduation Rehearsal and Ceremony are both school-related activities and students are expected to adhere to the student code-of-conduct outlined in the Helix Charter High School Student Handbook. It is the expectation of the school that the graduation experience is dignified and memorable. Diplomas will not be issued to students who violate the school code of conduct or display any inappropriate behavior.

Course or Competency Requirements:

UC/CSU Course (A-G Subjects) Requirements:

- History/Social Science (“a”) Two years, 2 Semesters World History or European History; 2 Semesters United States History
- English (“b”) Four years, 8 Semesters
- Math (“c”) Three years, 6 Semesters Including Completion of Geometry and Alg II-2
- Science (“d”) Two years, 2 Semesters of Biology; 2 Semesters of Physical Science (Physics or Chemistry)
- Language other than English (“e”) Two years of the same language other than English or equivalent to the school-level of high school instruction
- Visual and performing arts (“f”) One year chosen from dance, drama/theatre, music or visual art
- College-preparatory elective (“g”) One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.
- Political Science 1 Semester
- Economics 1 Semester

Additional Requirements:

- PE 4 Semesters
- Technology 1 Semester
- Senior Project
- Community Service 40 hours
- Financial Aid Application Submission - Requirement may be met by submitting the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). Families wishing to opt-out of this requirement must contact their Grade Level Teams.

College Level Experience

Beginning with the graduating class of 2019, all Helix graduates must have completed a minimum of the equivalent of one three unit college course. This requirement may be met in a number of ways, including:

1. Passing a college course during concurrent enrollment at a college or university with a grade of “C” or better.
2. Passing a college course taught on the Helix campus with a grade of “C” or better.
3. Passing a Helix course that is articulated with and meets the requirements of the Grossmont/Cuyamaca Community College District with a “B” or better.
4. Passing an Advanced Placement (AP) examination with a “3” or better.

Mid-High School and Senior Boards

All Students will:

- Maintain a portfolio of reflections on their learning in and out of the classroom.
- In the first semester of 11th grade, all students will prepare and successfully complete a Mid-High School Board reflecting on their learning in and out of the classroom during their first two years in high school and they will share their goals and plans for their final two years in high school. Students will be expected to answer questions about their learning and future plans.
- In the final semester of 12th grade, all students will prepare and successfully complete a Senior Board reflecting on their learning in and out of the classroom during high school and will share their future goals and plans for after high school. Students will be expected to answer questions about their learning and future plans.
- All students will complete a resume and cover letter to be shared with Helix staff and community members prior to each board.

Total minimum credits needed for graduation equal 220.

Diploma-bound Students in Special Education

Opting for a Helix Charter High School diploma may meet these requirements through one of the following:

1. General Education course completion and/or General Education course completion with modifications.

2. General Education course completion, and/or General Education course completion with modifications, and/or Special Education course completion as long as one of the following minimum competency levels are met for both English-Language Arts and Mathematics.
 - a) English-Language Arts Minimum Competency:
 - i. A non-modified grade of “C” or better through any of the following:
English 2C, 4C, 6C, 8C (or equivalent)
 - ii. EAP score of “Exempt” or “Conditionally Exempt”
 - b) Mathematics Minimum Competency:
 - i. A non-modified grade of “C” or better through any of the following:
Algebra 1C-2, Geometry 1C-2, Algebra 2C-2
 - ii. EAP score of “Exempt” or “Conditionally Exempt”

Certificate-bound Students in Special Education

Opting for a Helix Charter High School Certificate of Completion must complete 220 credits in General Education and/or Special Education courses.

Graduation Requirements – Addendum May 17, 2010

Per AB 167 and BP 5125, students in Transition who are placed through foster care and enroll at Helix while they are in 11th or 12th grade year will be exempt from graduation requirements that are in addition to statewide coursework requirements, unless it is determined that the student is reasonably able to complete the additional coursework in time to graduate from high school while he or she remains eligible for foster care benefits.

The admitting administrator and counselor shall communicate with the student, and as appropriate, the person holding the right to make educational decisions for the pupil, to:

- 1) Notify them when an exemption has been granted,
- 2) Inform them if any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary institution, and
- 3) Provide information about transfer opportunities available through the California Community Colleges.

Differential Graduation And Competency Standards For Individuals With Exceptional Needs

Although proficiency standards adopted for regular educational programs may be appropriate for students enrolled in special education programs, differential standards and assessments shall be adopted for special education students who are not able to attain the district's regular proficiency standards.

The Individualized Education Program (IEP) team shall determine whether a student with exceptional needs has the abilities to attain the district's regular proficiency standards with appropriate educational services and support. When necessary, the IEP team shall develop differential proficiency standards for students who qualify to take the California Alternate Assessments (CAAs). These differential standards shall be included in the student's individualized education program.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extra-curricular or co- curricular activities.

Valedictorian Selection Policy

Policy Statement 6142

Approved: September 25, 2002; Revised November 14, 2011; Revised January 23, 2017; Revised June 5, 2017;

First reading of edits November 26, 2018; Approved December 17, 2018

1. Valedictorians are recognized for outstanding academic achievement in high school. As such, academic integrity is an important component of the valedictorian selection. Any student with documented academic dishonesty in grades 9 or 10 may be eliminated from consideration. Any student with a serious incident of documented academic dishonesty in grades 11 or 12 will result in elimination.
2. A Valedictorian Committee, consisting of the Grade Level Counselor, Academic Advisor, and GLP for the graduating class, will oversee and arbitrate the selection of valedictorians equaling approximately one (1) percent of the graduating class, not to exceed four (4) valedictorians.
3. The Valedictorian Committee will evaluate all students with a quarter three grade point average of 4.5 and above, or the top three percent of the class, whichever is greater in number.
4. The selection committee will use the following process to rank students prior to selection:

- a. Grade point average: grade point average ranking including grades 9 through 12 up to and including the final progress report of the final grading period prior to graduation. Weighted grade points will only be given to courses approved for weighted credit at Helix Charter High School.
 - b. Total quality point rankings including grades 9 through 12 up to and including the first progress report of the final grading period prior to graduation (quality points will be determined by calculating the grade point times the number of credits earned in each course) weighted grade points will only be given to courses approved for weighted credit at Helix Charter High School.
 - c. College Aptitude Ranking by performance on Advanced Placement (AP), College Courses and Smarter Balanced Assessment Consortium (SBAC's) tests: SBAC's taken in grade 11, students will receive fifteen (15) points for exams completed at the Exceeded Standards level. AP exams taken in grades 9 through 12, students will receive one (1) point for completing the exam at a level two, two (2) points for exams that are completed at a level three, (3) points for exams completed at a level four and four (4) points for exams completed at a level five. Senior Year students will receive 1 point per AP exam registered. College Courses taken in grades 10 through 12 will earn two (2) points for courses that are completed with a 'C,' three (3) points for courses that are completed with a 'B' and four (4) points for courses that are completed with an 'A.' Senior Year students will receive one (1) point per Spring College course enrolled. Exception to AP points: If a student earned points for the equivalent college course, then they cannot earn points again for the AP exam.
5. The rankings for these three areas of academic performance will be calculated and aggregated across the three areas, and the candidates with the lowest aggregate will be selected as representing the graduating class as valedictorians.
 6. If there is a tie for the last Valedictorian spot, then the GPA and Quality Points Rankings will be combined and used to break the tie. If this does not break the tie, then only the GPA Ranking will be used, followed by the Quality Points Ranking only, and followed by the Test Ranking only as necessary.

Valedictorian Ranking Worksheet

Materials Needed:

- Student Transcripts
- AP Score Reports
- AP Tests Ordered for Senior Year
- Pen or Pencil
- Disciplinary Record
- Calculator
- 4th Quarter Progress Report
- SBAC Student Reports (see cum folder)

GPA

Calculate weighted GPA to include Quarter 4 Progress Report Grades and Credits

1. Review Transcripts
 Transcript Overall Weighted GPA (G): _____
 Transcript Total Number Credits (C): _____
 4th Quarter Progress Report Credits (PR): _____
2. Calculate 4th Quarter Grade Points (*See grade values in Quality Points Table above*)

Grade Point Value x	Credit Value =	Grade Point

Total 4th Quarter GPA Points (G₂): _____

3. GPA Calculation

$$C: \underline{\hspace{1cm}} \times G: \underline{\hspace{1cm}} = \underline{\hspace{1cm}} + G_2 \underline{\hspace{1cm}} = \text{Total GPA Points: } \underline{\hspace{2cm}}$$

$$C: \underline{\hspace{1cm}} + PR: \underline{\hspace{1cm}} = \text{Total Credits: } \underline{\hspace{2cm}}$$

Total GPA Points: _____ divided by Total Credits: _____ = Total GPA: _____

GPA Ranking: _____

Quality Points

Total value of all classes completed

Grades	Number x	Grade Value x	Credit Value =	Total
<i>Sample</i>	<i>3</i>	<i>4</i>	<i>2.5</i>	<i>30</i>
Weighted A's:		5		
Weighted B's:		4		
Weighted C's:		3		
A's		4		
B's		3		
C's		2		

Total Quality Points: _____

Quality Point Ranking: _____

Testing

SBAC Scores: 15 points for each Exceeded Standard Score

of Tests Scoring Exceeded Standard: _____ x 15 = Total CST: _____

AP Tests:

Test Score	Points
5	3 pts
3-4	2 pts
1-2	1 pt

of Tests at 5: _____ x 3 = _____

of Tests at 3-4: _____ x 2 = _____

of Tests at 1-2: _____ x 1 = _____

Total AP: _____

Total Testing: _____

Testing Ranking: _____

Total Valedictorian Ranking:

Quality Points Ranking:	
GPA Ranking:	
Testing Ranking:	
Total Ranking:	

Calculated by: _____ Reviewed by: _____

STUDENT SUPPORT
(COUNSELING, ACADEMIC ADVISORS & SOCIAL WORKERS)

The Student Support Department (Counseling, Academic Advisors & Social Workers) at Helix provides services to help students in the areas of Academics, Personal/Social and College/Career. Students and parents / guardians are advised to contact their Grade Level Counselor/Academic Advisor when:

1. Defining educational goals and choosing classes to meet these goals.
2. Needing assistance with career choices and information.
3. Planning for post high school education (College, technical schools, military, etc).
4. Exploring scholarships and grants (Xello).
5. Understanding graduation requirements.
6. Assisting with academic and/or personal problems.

Additional Programs Include:

- [Wellness Center](#)
- [College & Career Center](#)

For help and assistance related to courses, colleges, scholarships, or services, please contact your Grade Level Team Counselor and/or Academic Advisor. For assistance with Dual/Concurrent Enrollment registration, come to the College Center and see the Academic Advisor Mrs. Gillian Marshall or Office Assistant, Ms. Emily Lareau. The College Center is located in Room 180.

PROGRAMS:

In the materials that follow, we have attempted to anticipate your questions and to provide necessary information as concisely as possible about our programs at Helix Charter High School. Please view this as work in progress as things evolve and change as the year progresses. Courses listed that do not meet a minimum enrollment may not be offered; courses may be added as needed. Helix Charter High School takes seriously its responsibility to move beyond mere seat time as a way of completing course requirements. Students are asked to demonstrate their learning and to apply that learning through a variety of requirements. All students experience the same curriculum in core subject areas in classes that are heterogeneous and inclusive. We encourage all students to achieve and perform at high levels.

ACADEMIC REVIEW/ACADEMIC PROBATION:

All students attending Helix Charter High School must maintain a cumulative grade point average (G.P.A.) of 2.0 or above in order to be in good academic standing. If a student's cumulative G.P.A. falls below 2.0, then the student will be placed on academic probation. Students and parents/guardians will be notified of the student's status via grade reports.

Students who are not in good academic standing at the end of any quarter will be referred to the Grade Level Team. The Grade Level Team will review the student's attendance, behavior, and overall academic performance. An Academic Review meeting will be held, creating and outlining the necessary steps for the student to return to good academic standing.

Academic Review expectations will require students to show continuous academic improvement (increase in G.P.A.) within a specified time frame until good academic standing is achieved. Students who fail to comply with the Academic Review expectations may be recommended to alternative educational placement.

ACCOUNTABILITY STANDARDS:

Within departments and across the school, course level teams (teachers) have developed unified standards for all students. Increasing use of rubrics to evaluate student work school wide, demonstrates accountability of the Helix community for student learning. Parents/guardians and students receive these rubrics in advance. Students are expected to meet departmental standards. The department standards are clear and unmoving, enabling students to achieve the target.

All departments have agreed to school wide standards for research work, written papers, and works cited. A [Helix Style Manual](#) is available digitally through the library webpage..

ASPIRE:

ASPIRE is a grant which serves to provide additional opportunities for the Helix community. Specifically, the ASPIRE program funds before and after school tutorials, enrichment, college preparedness and parent/guardian education opportunities. Visit the ASPIRE webpage at www.helixaspire.net . For information about ASPIRE, contact Mrs. Katie Pipes at pipes@helixcharter.net.

COLLEGE PREPARATION COURSES:

Helix has heterogeneously-grouped college prep classes. All students have access to all classes including Honors/AP (Advanced Placement) and Dual/Concurrent Enrollment. Because of our open-door policy, which challenges ALL students to take a risk, the number of students in advanced classes has more than tripled in the last 10 years and continues to expand. Incoming 9th grade students take Math/English entrance exams to assist in initial enrollment of courses. Dual Enrollment Courses are classes offered on the Helix campus by Grossmont Community College. Students receive college and high School credits for these classes. Helix is committed to offer Dual courses FREE to our students, however concurrent courses require students to pay the college student fees and provide their own books/materials (Tuition for Concurrent Enrollment is waived). To be eligible, students must have approval from their Parent/Guardian and the Grade Level Team Counselor/Academic Advisor. It is important to understand that when taking a college course, that student is treated as a college student and is the only one the college will communicate with about any issues or concerns. Parents/Guardians waive their rights to information when they sign the authorization form allowing their student to enroll. Students must remain below Full-time status as a college student while still in high school. This means they may not take more than 11 units in Fall/Spring and no more than 7 units in summer. For information about Dual/Concurrent Enrollment, students may contact Mrs. Marshall at morgan@helixcharter.net. For information about Honors/AP, contact Ms. Skullerud at skullerud@helixcharter.net.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM:

For students learning English, the ELD program develops their academic English skills while supporting them in their college prep or honors/AP/dual enrollment classes. Most English Learner students are placed in an academic support/ELD class that meets daily. For information about the ELD program, contact Mrs. Emily Burrough at burrough@helixcharter.net.

ACADEMIC SUPPORT (EXTENDED LEARNING PROGRAM (ExL) & UPPER GRADE SUPPORT CLASSES):

Helix provides school day academic support for all students. Ninth grade students participate in ExL and 10th-12th grade students needing help participate in Upper Grade Support classes. As part of the student's school day, college age tutors are hired to serve as mentors who also monitor each student's academic progress. 9th grade students have one period, every other day, of supervised tutorial designed to promote self-directed learning. For information about [Academic Support](#), contact Ms. Stefanie Meza at meza@helixcharter.net.

ONLINE GRADES:

Teachers will post grades for individual assignments online using Canvas, our Learning Management System. In order to view grades, parents must have a [Canvas Parent Observer account](#). Quarter progress reports and final grades will be available through a separate [ParentVUE](#) account. Students and parents/guardians should monitor grades regularly to ensure success in class work. For information about online grades, contact Brian Kick, Director of Data & IT, at kick@helixcharter.net.

SENIOR BOARDS:

Every student receiving a Helix Charter High School diploma will complete the [Senior Boards](#) presentation.

TITLE 1:

Academic programs funded by Title I support at-risk students throughout the school year with academic and extended classroom support. For information about Title I, contact Elena Smith at esmith@helixcharter.net.

TITLE IX:

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Helix Charter High School ("Helix") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. FULL POLICY FOUND AT: [BP 4350 Title IX Harassment Intimidation Discrim. and Bullying Policy](#)

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator(s) ("Coordinator(s)"):

Damon Chase Grade Level Principal Bldg 800 - Admin 619-644-1940 x127 chase@helixcharter.net	Paula Ann Trevino Grade Level Principal Bldg 800 - Admin 619-644-1940 x122 trevino@helixcharter.net	David Watkins Grade Level Principal Bldg 800 - Admin 619-644-1940 x241 watkins@helixcharter.net	Arica Villegas Grade Level Principal Bldg 800 - Admin 619-644-1940 x125 villegas@helixcharter.net	Roy Brown Manager of HR and Compliance Bldg 2100 - Old Admin 619-644-1940 x121 rbrown@helixcharter.net
---	---	---	--	---

WEIGHTED GRADE POINT AVERAGE AND ADVANCED PLACEMENT COURSES:

Policy Statement 13

Weighted Grade Point Average and Advanced Placement Courses

Approved: February 26, 2001; Revised: November 14, 2011;

First Reading: September 23, 2019

Approved: October 21, 2019

First Read of Edits: March 6, 2023

Approved: April 17, 2023

All Advanced Placement and UC/CSU transferable college courses will be grade weighted on a five-point scale.

An individual receiving a C or F in the class, who takes the AP exam and passes with a 3 or greater, will have their grade raised (an F will raise to a C and a C will raise to a B). This grade change will take place for both sections of the course and both grades will be considered on a five-point scale.

Classes offered as Honors will be considered on a four-point grade scale, in terms of weight, when an equivalent AP/college course exists and is offered at Helix. For example: U.S. History (1/2H) if offered, would be considered in a four-point scale, as Helix currently offers an AP U.S. History Course.

WELLNESS CENTER

Access to Mental Health Services Notification

AB2022 (effective January 1, 2019)

Helix Charter High School employs five Wellness Center Counselors/Social Workers who can meet with students and families around crisis management, identifying emerging mental health concerns, and connecting families to community and insurance-based resources. Screening consent is passive, please reach out to your Grade Level Team if you do not wish your student to be regularly screened for mental health concerns. School Social Workers are located in the [Wellness Center](#) at the north end of campus. Parents/guardians may reach them by calling 619-644-1940 and ask to speak with a Wellness Center Counselor/Social Worker.

Students and families may seek non-emergency mental health services (counseling, therapy, group therapy) through their health insurance provider or employer-based confidential Employee Assistance Program. Families who have no insurance may be seen locally through the Family Wellness Center (La Mesa) at 7339 El Cajon Blvd, La Mesa, CA 91942, 619-668-6200. Students who are 12 years or older may consent for their own outpatient counseling per California law (SB 243, 2010).

For information on how to access Behavioral Health Services for Youth in San Diego County click on this link: [San Diego County BHS](#).

If students are having thoughts of wanting to harm themselves or others, they need to be seen **IMMEDIATELY**. Please contact 911 or go to the nearest hospital. Students with Medi-Cal may be seen at the Emergency Screening Unit or at the Rady's Behavioral Health Urgent Care. Students with all other insurance should be screened through their assigned hospital emergency room. Sharp Mesa Vista and Aurora Behavioral Health are inpatient mental health hospitals and are able to provide on-site emergency mental health evaluations.

Emergency Screen Unit: (For Medi-Cal and Unfunded Clients): 619-876-4502

4309 3rd Avenue, San Diego 92103 (Hillcrest)

Rady Children's Behavioral Health Urgent Care

(Medi-Cal): 858-966-5484

4305 University Avenue, Suite 150, San Diego 92105 (City Heights)

Walk-in clinic: 4 p.m. to 8 p.m. Monday through Friday

By Appointment Only: Monday-Friday: 9 a.m. to 4 p.m.

Sharp Mesa Vista Hospital: 858-836-8434

7850 Vista Hill Avenue, San Diego 92123 (Linda Vista)

Aurora Behavioral Health Hospital: 858-487-3200

11878 Avenue of Industry, San Diego 92128 (Rancho Bernardo)

New Alternatives, Inc: 619-591-5740

(provides in-home crisis intervention and support to youth ages 5-21)

730 Medical Center Court Chula Vista, 91911

**San Diego Youth Services Community Assessment Team:
619-258-6877**

San Diego Crisis and Access Line: 888-724-7240

TESTING INFORMATION

2024-2025 School Year

The PSAT/NMSQT (preliminary standard aptitude test/national merit scholarship qualifying test) will be administered in the Fall at Helix Charter High School. Juniors planning to attend a four year college or university (immediately after graduation) are encouraged to take the practice exams before taking the ACTUAL college entrance exams (see below) in the Spring of their junior year at the latest. Helix offers both the PSAT to give students practice with both exams to make an educated decision as to which exam is best for them.

UCs and CSUs will no longer require the SAT or ACT for admission.

Applications for college entrance exams are available at: www.collegeboard.com (SAT) and www.actstudent.org (ACT). See your GLT Counselor or College Access Counselor for more information.

Anticipated SAT Test Dates Register at www.collegeboard.com	Anticipated ACT Test Dates Register at www.actstudent.org
August 24, 2024	September 14, 2024
October 5, 2024	October 26, 2024
November 2, 2024	December 14, 2024 **
December 7, 2024**	February 8, 2025
March 8, 2025	April 5, 2025
May 3, 2025	June 14, 2025
June 7, 2025	July 12, 2025

** Not accepted by all colleges if taken in 12th grade.

Fee waivers are available for juniors in Term II and seniors in Term I who qualify. See your counselor for details.

CLASS CHANGE DEADLINES

Fall Semester 1	
August 16, 2024	Last day to add quarter class for credit.
August 23, 2024	Last day to add an A/B class for credit and or authorization for Pass/No Mark class status.
September 23, 2024	Drops after this date MUST appear on transcript (Every day classes only)
September 30, 2024	Last Day to withdraw from class with a WP (if passing) or WF (All drops after this date receive an F)

Fall Semester 2	
October 18, 2024	Last day to add quarter class for credit
October 25, 2024	Drops after this date MUST appear on transcript (A/B classes)
October 28, 2024	Last day to request authorization for Pass/No Mark class status.
December 2, 2024	Drops after this date MUST appear on transcript (Every day classes only)
December 9, 2024	Last Day to withdraw from class with a WP (if passing) or WF (All drops after this date receive an F)

Spring Semester 1	
January 14, 2025	Last day to add quarter class for credit
January 23, 2025	Last day to add an A/B class for credit and or authorization for Pass/No Mark class status.
February 26, 2025	Drops after this date MUST appear on transcript (Every day classes only)
March 3, 2025	Last Day to withdraw from class with a WP (if passing) or WF (All drops after this date receive an F)

Spring Semester 2	
April 4, 2025	Last day to add quarter class for credit
April 11, 2025	Drops after this date MUST appear on transcript (A/B classes)
April 14, 2025	Last day to request authorization for Pass/No Mark class status.
May 19, 2025	Drops after this date MUST appear on transcript (Every day classes only)
May 23, 2025	Last Day to withdraw from class with a WP (if passing) or WF (All drops after this date receive an F)

STUDENT INFORMATION

DANCE REGULATIONS:

Dances are provided as an extracurricular activity for Helix Charter High School students. We want to provide an atmosphere where students can have a good time and parents/guardians feel secure in the type of environment and supervision provided. Thus, attendance is a privilege rather than an automatic right and the following rules are set forth for all Helix Charter High School dances. Students wishing to attend must be cleared for attendance (No suspensions, truancies, no more than 1 lockout, no more than 3 unexcused absences or more than 5 tardies or 5 excused absences), discipline and financial obligations. Students must have a 2.0 to attend the dance. **Students are expected to dress appropriately at all dances (including the Prom):**

- 1. All students must have a student ID card in their possession to enter the dance.**
- Any student who comes to the dance, tries to enter, or is in the immediate area of the gym and under the influence of alcohol or drugs, will be denied entrance to the dance, detained for parent/guardian pickup and face additional disciplinary consequences. Any student or guest removed from the dance for violation of any school or dance rules will not be entitled to a refund.
- Students may not leave the dance and return.
- No loitering will be allowed.
- All non-Helix students must have a guest pass, which may only be obtained from the Office prior to the event.
- The following are specifically prohibited at HCHS sponsored dances: Sexually explicit dancing (i.e. freaking, grinding, or dirty dancing) and any dancing, which may result in disruption or injury (i.e. slamming, moshing, etc.) **Dances will be stopped and offenders will be asked to leave.** Any student or guest removed from the dance for violation of any school or dance rules will not be entitled to a refund.
- School rules apply to all extra-curricular activities.**
- Students inappropriately dressed will have parents / guardians contacted and will not be allowed to attend the dance. Students must wear shoes at dances. Any student or guest removed from the dance for violation of any school or dance rules will not be entitled to a refund.**
- Parents/guardians must pick up students within 20 minutes after the end of the event. Students not picked up will forfeit their right to attend the next dance.
- All students and their guests may not leave the dance until 30 minutes prior to the end of the dance.

Dance Clearance and guest requirements:

Students bringing guests to a Helix Charter High School dance/event must abide by the following regulations:

- Students bringing guests must arrive within an hour of the dance start time.
- The following are specifically prohibited at HCHS sponsored dances: Sexually explicit dancing (i.e. freaking, grinding, or dirty dancing) and any dancing, which may result in disruption or injury (i.e. slamming, moshing, etc.)
- Students must enter and leave with their guests.
- Guests must show a driver's license and/or student photo identification card for admission to the dance/event.
- HCHS students are responsible for the behavior and demeanor of their guests. HCHS students are responsible for informing guests of all HCHS behavior and dress code rules.
- Each pass is verified for accuracy. Any forged signatures will result in forfeit of dance/event attendance by HCHS students and guests. The HCHS student will receive a consequence..

- Any student or guest removed from the dance for violation of any school or dance rules will not be entitled to a refund.
- Guests must have a 2.0 GPA in academic work.
- All students and their guests may not leave the dance until 30 minutes prior to the end of the dance.
- All students must be picked up within 20 minutes of the end of the dance or they will not be able to attend the next dance.

PHYSICAL EDUCATION - DRESSING OUT:

Students are expected to dress in athletic attire and participate daily. The Helix Physical Education uniform is preferred but not required. However, it is a requirement to wear solid school colors—green, gray or black. **Footwear:** The Physical Education Department cannot emphasize enough the importance of wearing proper footwear. It is a safety concern and requires that students wear some form of athletic shoe. Failure to comply will result in a non-suit.

PHYSICAL EDUCATION - SECOND YEAR OF FITNESS

For the additional 2 semesters of PE students may meet the requirement in any combination of the following:

- Take classes that meet the PE requirement at Helix. All classes in the PE department plus Dance, Color Guard, and Marching PE (10th-12th grade).
 - Marching Band is 9th ONLY - does not meet PE requirement
 - Marching PE is 10th - 12th
- Participate in sports in grades 10th-12th. Each season of each sport designated on the transcript meets the requirement of ONE semester of PE. (Any level of sports activity can count including Cheer; all years do not have to be in the same sport.)

PHYSICAL EDUCATION - LOCKS AND LOCKERS:

Lockers will be issued to each student at the beginning of the semester. Each student is required to have an assigned lock and locker. **(Sharing locks or lockers is not allowed!)** Combination locks are required and can be purchased on site or elsewhere. Students will be assigned a locker for storing their P.E. clothes. Students will use a larger locker available next to their assigned locker to secure personal belongings including backpacks, **ONLY DURING THEIR P.E. PERIOD.** Upon changing back into their street clothes at the end of the period, students must clear out the larger locker and place their P.E. clothes back into their assigned smaller locker. **Leaving personal belongings unattended or unsecured in the locker room may result in loss or theft? HCHS and the Physical Education Department are not responsible for lost or stolen items.** Lockers must be cleared of personal belongings at the end of the semesters and the locks must be removed. Anything not cleared out of the locker at the end of the semester will be thrown away or given to charity. ***Locks theft behind will be cut off.***

LOCKERS:

Students may purchase preferred lockers or be assigned a non-preferred locker. The school administration reserves the right to inspect the contents of your locker when there is reasonable grounds to believe that it contains items contrary to school rules and/or detrimental to the safe operation of the school, the educational process, or the students' and employees' welfare. Lockers are school property and are, therefore, under the joint jurisdiction of the student(s) assigned the locker and the school. **Lockers are to be used ONLY by the person(s) assigned to the locker** and that person will be required to pay for any damages to the locker. **For your own security, do not share your locker combination with anyone.**

STUDENT IDENTIFICATION CARD:

The student ID card is issued to all students. This card must be in their possession during school hours and at school sponsored events. **Upon entering campus, students are expected to present their ID.**

Defacing or altering the ID card in any way will result in disciplinary action related to defiance. The ID card is required when attending school activities (including dances) and checking out library books. If an ID card needs to be replaced, students need to pay for it at the Library. Replacement cards can be obtained at a cost of \$3.00. These badges have proven to be a help to improve school safety, as well as to enhance a more positive climate of mutual respect and understanding amongst students, staff, and parents / guardians.

PARKING:

Student parking is provided in the south lot off of Lowell Avenue. All students must have a parking sticker in order to use this lot. Parking stickers may be obtained from the Receptionist Office before school, during lunch, and after school. Cars parked in the student lot without a tag may be towed at the driver's expense. Reckless driving will lead to loss of parking privileges. Additionally, in order to maintain the safety of property and protection of valuables, students are not allowed in the parking lot during school hours without permission from the Grade Level Principal's Office. Students may not display offensive, crude, lewd, uncultured and generally unacceptable images on their car. Certain words and images fit the description above and their display will not be tolerated.

RESTROOMS:

Restrooms are available throughout campus for student use. Gender neutral restrooms are located near the baseball field, in the ExL building, near the Duplicating Office and in the Nurses' Office. No more than one student should be in a stall at any given time. Students violating the one student to a restroom stall rule are subject to disciplinary consequences.

ASB CARD:

The ASB card provides many discounts at school activities. Students are encouraged to purchase the card during registration or from the Finance Clerk. **All students participating in school activities are encouraged to purchase this non-refundable ASB card.**

SURVEYS

Helix Charter High School will notify parents or guardians of the need for their written permission before any test, questionnaire, survey or examination containing any questions about their student's personal beliefs or practices (or the pupil's family's beliefs or practices) in sex, family life, morality and religion, may be administered to any pupil in kindergarten, or grades 1-12, inclusive. Notification will include specific or approximate dates of when any survey containing sensitive, personal information is to be administered and provide an opportunity for parents to opt pupils out of participating in the survey. Upon request, parents or guardians will be given the opportunity to inspect any third party survey.

INTERQUEST DETECTION CANINE PROGRAM

To provide another resource in helping to ensure safe schools, Helix Charter High School periodically has a canine detection dog on the high school campus to conduct periodic classroom searches. The canines are capable of finding guns, ammunition, homemade devices and fireworks, alcohol, contraband drugs and over the counter medication.

The purpose of this effort is to serve as a deterrent to students who might bring weapons or drugs to school. All students are made aware of this program prior to its implementation. The dogs will make random visits to Helix and will check lockers, gym areas, hallways, classrooms, parking lots, and school grounds. If a classroom is searched, students will be asked to leave the room during the brief time the canine team checks the personal belongings left behind--book bags, etc. **Under no conditions, will the dogs be allowed to sniff the person of a student, employee, visitor, or anyone else while on school property or at any school event.**

The Interquest Detection Canines of San Diego is licensed by the U.S. Department of Justice, Drug Enforcement Administration, and currently serves school districts in San Diego, Imperial, Riverside and San Bernardino Counties encompassing 110 campuses. If you require further information, please contact the Grade Level Principal's Office at 644-1940.

ATHLETICS

Helix Charter High School students are reminded that they must follow regulations established by the Grossmont Union High School District Athletic Conference and C.I.F. in order to participate in athletics and certain extracurricular activities. Athletes should also remember that all athletic equipment and fines must be cleared before they will be eligible for the next season or sport.

ATHLETIC PROGRAMS:

Physicals: Pre-participation physicals are required and valid for one year from the date of the physical. All physicals must be signed by a M.D. or D.O. only.

Fall Sports: August –November

Girls & Boys Cross Country, Football, Girls Tennis, Girls Volleyball, Boys Water Polo, Girls Golf, Girls Field Hockey
Cheer

Winter Sports: November - February

Girls & Boys Basketball, Girls & Boys Soccer, Girls & Boys Wrestling, Girls Water Polo

Spring Sports: February – May

Boys Baseball, Boys Golf, Girls Softball, Girls & Boys Swimming/Diving, Boys Tennis, Girls & Boys Track & Field,
Boys Volleyball, Girls & Boys Lacrosse, Girls Beach Volleyball

INTERSCHOLASTIC ELIGIBILITY:

1. **Insurance** - All students participating on athletic teams must have adequate insurance coverage, as required by the Education Code, Section 32220 et seq.

2. **Students Transfers** - Students transferring from another high school with their parents/guardians must contact the Athletic Director/Athletic Administrator (Damon Chase chase@helixcharter.net). There are three transfer options:
 - a. Valid Change of Residence
 - b. Sit Out Period
 - c. Limited Eligibility–**JV sports only**
3. **Club Activities** - Participants in co-curricular are required to comply with all C.I.F. eligibility guidelines and procedures. [REF: C.I.F. *Green Book*.]
4. **Minimum Grade Point** - Students must maintain a 2.0 grade point average (C average) for all courses in which enrolled during the preceding grading period and for which a letter grade was assigned. Grades are all based on a 4 point scale. TA courses that are 2.5 credits are calculated differently and may impact athletic eligibility.
5. **Course Enrollment** - Students must be enrolled in at least 12.5 quarter units per quarter within the regular school year and maintain this enrollment throughout each quarter. Such enrollment will constitute satisfactory progress towards meeting the requirements for graduation.
6. **Conduct / Effort Situations** - Upon receipt of two or more unsatisfactory conduct and/or effort grades (“U”), the student will be declared ineligible for the next school-wide grading period. All student athletes are expected to pursue Victory with Honor by implementing the Six Pillars of Character both on and off the field.

ELIGIBILITY APPEAL PROCESS:

9th Grade Academic Probation Appeal:

- Ninth grade students, who earn less than a 2.0 in any grading period, may appeal their ineligibility status one time during their ninth grade year. Contact your Grade Level Principal to initiate the appeal process.

Conduct / Effort Appeals:

- Athletes deemed ineligible due to earning only two unsatisfactory conduct and/or effort grades may appeal their ineligibility one time per year. Contact the Grade Level Principal to initiate the appeal process.

ATTENDANCE EXPECTATIONS

The Why

Our purpose as educators is to provide powerful learning experiences that enable students to gain the knowledge, skills, and insights that transform their relationship to self, others, and the world. Learning and teaching is our top priority at Helix. Students learn and grow the most when they are fully present and engaged in the classroom. It is essential that students are in class everyday to reach their full personal and academic potential!

Helix loses over one million dollars in annual revenues because of the high number of excused and unexcused absences. Reducing the number of excused and unexcused absences will lead to increased revenues for our curricular, co-curricular, and extra-curricular programs. Students attending school daily is essential to appropriately funding world class programs for our students!

The Expectations

Students are expected to attend school every day, every period, on time! It is the responsibility of BOTH the parent/guardian and student to understand and abide by the Attendance Policy.

Late Arrival to School

- **Students arriving late to school must go directly to the Attendance Office.**
 - Within 24 hours parent/guardian must provide a signed note, email, a phone call or clear through [ParentVue](#).
 - A missed class because of late arrival to school may be considered Truant if clearance does not occur within 24 hours.
 - No more than three (3) parent/guardian verifications per semester will be accepted excusing a student from being late (i.e. car trouble, woke up late, traffic, etc).

Full Day Absences

- **Parents/Guardians must notify the school of the reason for their student’s absence, as soon as it is known a student will be absent.**
- Attendance Technicians will classify the absence as excused or unexcused according to Ed. Code 48205:

Absences are excused only if they meet one of the following criteria:

- Personal illness, including an absence for the benefit of the student’s mental or behavioral health
 - If your student is absent for more than (3) days consecutively a doctor's note will be required.

- After the (8th) absence in a term a doctor's note will be required for every additional illness absence.
- Health department or government quarantine
- Medical, dental, optometrical, therapy or chiropractic appointments with office visit excuse note
- Attendance at funeral services or grieving the death for an immediate family member or person that family considers to be immediate family, for no more than (5) days per incident
- Due to illness or medical appointment of a child whom the student is the custodial parent
- Jury duty or any other court order requiring a personal appearance
- Observance of a religious holiday and/or ceremony
- Attendance at a religious retreat, not to exceed one day per semester
- Attendance at an employment or educational conference
- Military family reunification, spending time with a member of the student's family that has been called to or has immediately returned from deployment
- Absences authorized at the discretion of Helix administration

Any absence, for a reason other than those listed above is UNEXCUSED.

**Absences that are not cleared within three (3) school days will change to a truancy.

Leaving Campus Early

- If a student needs to leave campus for any reason before their school day is over, they must first obtain an Off-Campus Pass.
 - Off-Campus Passes are issued through the Attendance Office by request of a parent/guardian.
 - Requests for an Off-Campus Pass should be presented in writing (preferred) before the start of school or by phone to the Attendance Office. Requests for early release should be made in advance whenever possible to accommodate the timely release of your student.

It is imperative that we know where students are at all times, therefore:

- Verification submitted after a student leaves campus before their regular dismissal time will not be honored.
- For personal emergencies or concerns that may cause a student to miss class time, the student should contact the Attendance Office, School Nurse or Grade Level Team. If it is determined that the student needs to be released from campus early, the parent/guardian will be contacted and an Off-Campus Pass issued.
- **Students who leave school early without school authorization are considered truant and will be assigned a consequence.**

Illness While at School

- If a student becomes ill while at school, the student must report to the School Nurse's Office with a pass from their teacher. The nurse will then notify the parent/guardian to determine if an early release from school is necessary.
- **Students who leave campus early due to illness without authorization from the Nurse's Office are considered truant and will be assigned a consequence.**

The Consequences & Interventions

Consequences for excessive absences, unexcused absences, truancy or late arrivals include detention, extended detention, academic schedule adjustment, loss of school activity privileges including dances and athletics, referral to the Student Attendance Review Team (SART), placement on attendance/behavior contracts, and/or referrals to alternative educational placements.

Late Arrival to School

- **1st - 3rd Tardy** Warning
- **4th Tardy** 30 minute after school detention
- **5th Tardy** 1 hour after school detention
- **6th Tardy** GLT Notified - Parent/Guardian & Student notified via email
- **7th Tardy** Grade Level Principal (GLP) meets with the student and reviews Attendance Policy, expectations and future consequences. Saturday School assigned
- **8th Tardy** GLP Referral to Scottie Restore
- **9th Tardy** Student Intervention meeting to be held
- **10th Tardy** Student referred to GLP (possible drop of class)
- Further tardies may result in any of the following:
 - Saturday School
 - GLP contacts parent/guardian

- Attendance meeting scheduled with GLP
- Schedule Adjustment/Change
- Student may be placed in Corrective Intervention Program such as Positive Choices
- Student may be suspended - GLP contacts parent/guardian
- Student placed on Attendance Contract - Quarterly Attendance meeting; Parent/Guardian to set goal
- Referral to a more appropriate alternative educational placement

Late Arrival/Lockout

Students that are tardy to a class after their first class of the day are considered **“locked out”** and will **not** be given a warning, all lockout counts restart at the beginning of every semester.

- **1st Lockout** 30 minutes after school detention assigned by Attendance Technician
- **2nd Lockout** 1 hour after school detention assigned by Attendance Technician
- **3rd Lockout** GLT Notified - Parent/Guardian & Student notified via email
- **4th Lockout** Grade Level Principal (GLP) meets with the student and reviews Attendance Policy, expectations and future consequences. Saturday School assigned
- **5th Lockout** GLP Referral to Scottie Restore
- Further lockouts may result in any of the following:
 - Attendance meeting scheduled with GLP
 - Schedule Adjustment/Change
 - Student may be suspended -GLP contacts parent/guardian
 - Student placed on Attendance Contract - Quarterly Attendance meeting; Parent/Guardian to set goal
 - Referral to a more appropriate alternative educational placement

Attendance and tardiness play a role in determining if a student can participate in extracurricular and/or co-curricular activities, dances and athletics. Excessive attendance issues and tardies will result in a loss of these privileges.

Practices for Unexcused Absences & Truancies

- Teachers are not required to provide makeup homework and assessments for truancies.
- Teachers may allow students to meet standards in the course in an effort to support student learning of course objectives.
- Teachers will allow students to demonstrate course competencies at no higher than 70-80%
- **1st Period Truancy** 1 hour after school detention assigned by Attendance Technician
- **2nd Period Truancy** Saturday School assigned by Attendance Technician
- **3rd Period Truancy** Grade Level Principal (GLP) meets with the student and reviews Attendance Policy, expectations and future consequences. Scottie Restore assigned
- **4th Period Truancy** GLP to meet with Parent/Guardian.
- **5th Period Truancy** GLP meets with Parent/Guardian. Suspension
- Further truancies may result in any of the following:
 - Schedule Adjustment/Change
 - Student may be suspended -GLP contacts parent/guardian
 - Referral to a more appropriate alternative educational placement

Practices for Full Day Truancies

- Teachers are not required to provide makeup homework and assessments for truancy; however, if the missed assignment is a course competency, students may complete the course competency at no higher than 70% of earned credit.
- Teachers may allow students to meet standards in the course in an effort to support student learning of course objectives.
- **1st Full Day Truancy** Saturday School assigned by Attendance Technician
- **2nd Full Day Truancy** Grade Level Principal (GLP) meets with the student and reviews Attendance Policy, expectations and future consequences. Scottie Restore assigned
- **3rd Full Day Truancy** GLP to meet with Parent/Guardian.
- **4th Full Day Truancy** GLP meets with Parent/Guardian. Suspension
- Further truancies may result in any of the following:
 - Schedule Adjustment/Change
 - Student may be suspended - GLP contacts parent/guardian
 - Referral to a more appropriate alternative educational placement

Excessive Absences

- 5 or more days for absences (non-Covid):
 - SARB Letter 1
 - Parent/Guardian Email Notification
 - Notify GLP of needs impacting attendance
 - Notify Counselor of social emotional concerns
 - Meet with Student
- 8 absences
 - Student meets with GLP
 - Notify Counselor of social concerns
 - GLP Parent/Guardian phone notification
- 10 absences
 - SARB Letter 2
 - Attendance Success Plan Contract Meeting

Students who accumulate more than 5 absences in a semester for any course are in jeopardy of failing that course. Students who have excessive excused or 10 total absences which exceed an average of 1 per month will be placed on an Attendance Success Plan Contract and may require the student and parent/guardian to provide a doctor's office visit note for all future excused absences.

Pregnant Students:

Entitled to the following:

- 8 week leave (more if medically necessary)
- Excused absences to care for their sick child.

Complaints through the UCP process.

School Attendance Laws:

The law in California regarding compulsory school attendance for minors is very specific and carries penalties for both parents/guardians and minors for failure to comply with these regulations.

Education code, Section 48200 requires:

1. Parents/guardians to send minors under their custody to school on a daily basis for the full length of the school day as established by the governing board of the district.
2. Minors six (6) to sixteen (16) years of age to attend compulsory full-time school on a daily basis for the full length of the school day (or district alternative programs as available).
3. Minors sixteen (16) to eighteen (18) years of age to attend continuation school on a daily basis for the full length of the school day (if not enrolled in a traditional high school or other alternative education program provided by the district).

Education code, Section 48260-48263 provides definitions and referral procedures for:

1. Any student subject to compulsory attendance who is absent without a valid excuse more than three (3) days in one school year is truant.
2. Any student who has exceeded unexcused absences or tardiness as described above and for when an appropriate district employee has made a conscientious effort to hold at least one (1) conference with the parent/guardian and the student is deemed a habitual truant.
3. Any student defined as habitual truant who continues an unacceptable pattern of unexcused absences or tardiness may be referred to the district's School Attendance Review Board (SARB).

Education Code, Section 48320-48325 establishes the powers and duties of the SARB as:

1. The authority to require a written contract between the parent/guardian and the student with the board.
2. The authority to refer the student and parent/guardian to appropriate community service agencies for counseling.
3. The authority to request an alternative school or program placement for the student within or outside of the district.
4. The authority to recommend that the parent/guardian attend school with the student.
5. The authority to refer the student and/or parent/guardian to the juvenile justice system (Court).

Education Code, Section 48293 establishes penalties against parents/guardians as:

1. Upon a first conviction, a fine of not more than one hundred dollars (\$100), parent/guardian education, counseling or community service.
2. Upon a second conviction, a fine of not more than two hundred fifty dollars (\$250), parent/guardian education, counseling or community service.
3. Upon a third conviction, a fine of not more than five hundred dollars (\$500), parent/guardian education, counseling or community service.

Welfare and Institutions Code, Section 601 (et al) describes the consequences for habitual truancy if a minor pleads or is found guilty by trial to include but not limited to:

1. Being made a ward of the court (placed on probation).
2. Having a driver's license revoked or denied until age eighteen (18).
3. Being placed in juvenile hall for a violation of the order of the court.

NOTE: Failure to appear for a court hearing will result in the parent/guardian and/or minor being cited, having a bench warrant issued and being arrested and placed in jail/juvenile hall.

STUDENT WITHDRAWAL PROCEDURE:

1. Report to the appropriate Grade Level Administrative Assistant with a written statement from a parent/guardian requesting the withdrawal from Helix. The statement must include the following information:
 - a. Last day the student will be in attendance at Helix.
 - b. Name of the next school student will be attending.
2. On the student's last day of school, the student should report to the Grade Level Administrative Assistant before school to pick up a check-out form to take around, which must be signed completely by current teachers and office staff and returned to the Grade Level Administrative Assistant.
3. All chromebooks, textbooks and materials must be returned with no outstanding fees before transcripts will be released.

STRUCTURE OF THE STUDENT'S DAY:

9th Grade Student Day:

Helix is organized on the premise that freshmen benefit from a highly structured school day in order to ease their transition into high school. Freshmen take four classes daily, classes are either an academic class and/or a support program. All freshman students participate in a year-long transition course titled Helix First.

10th, 11th, 12th Grade Student Day:

Most students will have a three period day from their sophomore year until they graduate. Some students in need of extra academic assistance may be assigned to an Academic Support class (Math, English, or Science lab). Students, who are on academic probation and not meeting Helix academic standards, may be assigned to an Academic Support class until appropriate academic progress has been achieved.

BEHAVIOR EXPECTATIONS

Also critical to learning is the importance of a safe, supportive, and respectful classroom environment. The teaching and learning that occur in the classroom are certainly the most critical areas of an educational institution. Therefore, Helix teachers will insist that our students' behavior and attitude in the classroom reflect the importance of the serious business of learning. More specifically, Helix Charter High School teachers expect our students to be:

1. On time and prepared for class with all necessary materials.
2. Engaged in the day's lesson until excused by the teacher.
3. Respectful and considerate of school property, the property of other students, and the right of all students to learn.
4. Completing course expectations, standards, and competencies successfully.
5. Exhibit academic honesty at all times.

This section of the Helix Student Handbook attempts to identify specific inappropriate behavior/conduct and clarify the resulting consequences. However, it should be noted that no listing of rules and consequences is all-inclusive. Students are subject to disciplinary action any time their behavior is disruptive, illegal, or inconsiderate to others. Helix staff, faculty, and administration assign students appropriate consequences in an effort to improve student behavior, conduct, and safety.

Consequences of Inappropriate Behavior

If students violate the rules of Helix Charter High School, certain consequences follow. The specific consequences are determined on the basis of the severity and/or frequency of the offense. Following is the range of consequences that may be used for inappropriate behavior.

1. **Verbal & Written Warning** - Students may receive a verbal warning or written warning by staff.
2. **Phone/Email Contact with Parent/Guardian**

3. **Detention** – After School - Students may be assigned ½ hour detention after-school. Students are to report directly to the detention location. Failure to attend detention will lead to further loss of privileges and/or other disciplinary consequences.
4. **Extended Detention**- Students may be assigned Extended Detention from 3:00 to 4:00 PM on Fridays.
5. **Referral to Grad Level Principal** - Student referred to meet with GLP to discuss behavior.
6. **Saturday School - 9-12am** - Room 1300. Students will complete reflections on their personal actions and participate with intervention.
7. **In School Intervention (ISI)** - Students may be assigned ISI at any time during the week. During ISI, students will do homework, community service and/or reflection on their personal actions. This may include Mending Matters or other Intervention groups.
8. **Loss of Privileges (LOP)** - Parking in the student lot, attending dances and other extracurricular events, and participating in the school's co-curricular and athletic programs are all privileges extended to students who uphold the Helix Code of Conduct and rules. The Grade Level Principal will have the discretion to withhold these privileges when circumstances warrant alternative disciplinary measures.
 - a. Examples of how loss of privileges may be implemented are:
 - i. Student is assigned to a Study Hall/Tutorial class for a quarter or term
 - ii. Student's parking privilege is taken away for a quarter or longer
 - iii. Student is not allowed to attend a school dance
 - iv. Student is not allowed to play in an athletic contest
9. **Suspension** - Students may be suspended for serious violations of school rules and expectations. Students on suspension are not allowed to be on campus at any time during their suspension. Also, students are not allowed to participate in any co-curricular, extra-curricular, and/or athletic practices or contests.
 - a. A student may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - i. While on school grounds.
 - ii. While going to or coming from school.
 - iii. During the lunch period whether on or off campus.
 - iv. During, or while going to or coming from, a school sponsored activity.
 - v. Specific activities in the community which present a safety concern and/or a school disruption.
10. **Expulsion** - In cases of repeated or extreme antisocial or illegal behavior, the Grade Level Principal may recommend to the Helix Charter Governing Board that expulsion proceedings be initiated. Students will not be allowed on campus or at school events while expulsion proceedings are in process.

Specific Behavior Concerns

The following are some examples of specific behavior concerns:

ACADEMIC HONESTY/INTEGRITY POLICY:

Students are expected to practice responsible and honest behavior. To complete assigned work to the best of one's ability, turn assignments in on time and be a contributing member of each class.

Acts of academic dishonesty, which will not be tolerated at Helix Charter High School are listed below:

- Cheating on tests.
- Fabrication (any intentional falsification or invention of date, citation, or other authority in an academic exercise).
- Unauthorized collaboration.
- Plagiarism (stealing and passing off as one's own the words or ideas of another).
- Theft or alteration of materials.

Consequences:

First Offense: The student will lose all credit for the assignment or test with no make-up permitted. If the assignment or test is a standard in the course, the standard must still be completed to the appropriate performance level. The student will be referred to the Grade Level Principal and the parent/guardian will be contacted. Violation may also result in detention, loss of privileges, community service hours, or suspension. Additionally, the student may be excluded from receiving scholarships/awards and/or letters of recommendation from school personnel.

Second Offense: The second offense of academic dishonesty in any class in any year may result in the student being referred to the Grade Level Principal for removal from the class with a "withdrawal/failure" grade and a loss of credit. The parent/guardian will be notified. Violation may result in detention, loss of privileges, community service hours, or suspension.

Acts of academic dishonesty involving distribution and/or publishing of course assessments and/or other important coursework/projects are serious offenses that will not be tolerated and will be addressed more severely than traditional forms of cheating as listed above. Some examples include but are not limited to:

- Taking pictures of assessments and forwarding to other students through email and/or social media
- Making copies of assessments and providing to other students
- Sending answers to assessments to other students through electronic communication

Consequences:

First Offense: For academic dishonesty related to distribution and/or publishing of course assessments and/or other important coursework/projects in any class in any year may result in the student being referred to the Grade Level Principal for removal from the class with a “withdrawal/failure” grade and a loss of credit. The parent/guardian will be notified. Violation may also result in detention, loss of privileges, community service hours, and/or suspension.

Second Offense: The second offense of academic dishonesty related to distribution and/or publishing of course assessments and/or other important coursework/projects in any class in any year may result in the student being referred to the Grade Level Principal for removal from the class with a “withdrawal/failure” grade and a loss of credit. The parent/guardian will be notified. Violation may result in suspension and/or referral for an alternative placement in the student’s District of residency.

BEFORE / AFTER SCHOOL POLICY:

In a continued effort to maintain a safe school environment, Helix has implemented a before school and after school supervision policy. The campus is closed to students prior to 7:15 a.m. and after 4:00 p.m. unless they are under the direct supervision of an adult on campus.

Students involved in a school sponsored program before and/or after school need to be with their adult supervisor/teacher/coach while on campus. Students attending tutorials/ASPIRE, using the library, or assigned to consequences are supervised and they should continue to utilize these supports and fulfill their assigned obligations. All students when excused from their practice/library/game/consequences are expected to exit campus immediately. Loitering is not allowed.

Students are not to arrive on campus before 7:15 a.m. and parents/guardians are not to drop students off before this time. Students who are not involved in any extracurricular programs are not to remain on campus past 4:00 p.m.; they must leave campus or be picked up. For your student’s safety, we recommend that they travel home and not loiter in the vicinity of Helix. Local businesses are being instructed to contact the La Mesa Police Department if they have concerns with students loitering near their establishment. Students will be considered to be trespassing if they are on campus unsupervised before 7:15 a.m. or after 4:00 p.m. Trespassing students will be subject to both arrest and suspension.

BICYCLES, SKATEBOARDS, SCOOTERS:

To ensure the safety of all students, bicycles, scooters, skateboards are not to be ridden on campus. Bicycles are to be locked in the bicycle racks located next to the Grade Level Principal’s office. Skateboards are to be kept in school lockers.

BLOCKING DOORWAYS:

Students are not allowed to stand in or block doorways. In some cases red lines are drawn clearly marking the “no stand” area. Blocking doorways is a form of harassment and disruption.

BULLYING, HARASSMENT, THREATS & INTIMIDATION:

Students are expected to treat all members of the school community with respect.

Helix Charter High School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing, cyber-bullying, victim blaming, or name-calling; and social manipulation, such as ostracizing.

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Students who experience or witness bullying are expected to immediately report incidents to a staff member or to administration. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the complainant student or the parent/guardian of the student feels that inappropriate resolution of the investigation or complaint has not been reached, the student or the parent/guardian should contact the student’s Grade Level Principal or the Executive Director. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

BUS TRANSPORTATION:

Students who use the bus are expected to be prompt and demonstrate good manners at the bus stop. This includes, but is not limited to, staying near the bus stop area, keeping off private property, not disturbing plants/shrubs, and keeping the noise to a

minimum. Once on the bus, riders must: follow the directions of the driver, remain seated, refrain from throwing any object in or out of the bus and exhibit good manners toward other passengers.

PERSONAL ELECTRONIC DEVICES:

The Why

Our purpose as educators is to provide powerful learning experiences that enable students to gain the knowledge, skills, and insights that transform their relationship to self, others, and the world. Learning and teaching is our top priority at Helix!

The Expectations

1. Our entire school community (Teachers/Staff, Administrators, Students, and Parents) must be committed to the educational goal that personal electronic devices are not used during learning and teaching activities.
2. Personal electronic devices (cell phones, smart watches, listening devices, earbuds, airpods, headphones, personal laptops, etc.) are not to disrupt the learning and teaching at Helix.
 - a. Parents/Guardians/Family should not expect responses during instruction time.
 - b. Parents/Guardians/Family should contact the Grade Level Team for emergencies. GLTs will call students to the office to help students and their family with emergency notifications.
3. Personal electronic devices are not to be out in the classroom unless approved by the teacher for educational purposes only.
4. Students are not allowed to use personal electronic devices while on hall passes out of the classroom. Students are to leave their personal electronic devices stored in the classroom.
5. Students and staff are to use electronic devices for personal reasons before/after school and during passing periods, breaks, and lunch.
6. Portable speakers and/or stereos are not allowed on campus during school hours.
7. Helix Charter High School will not be responsible or liable for any lost or stolen personal electronic devices and will not investigate the cause of such loss or theft without reasonable suspicion. Students choosing to bring these items to school do so at their own risk.
8. Students are not allowed to use personal electronic devices to take pictures or video footage while on campus or to/from school. Students who are caught using personal electronic devices to record illegal activities (i.e., fights, tests, or other students/staff without their permission, etc.) or any situations that violate Education Codes 48900 or 48915 may be subject to suspension and possible expulsion.
9. Students who use personal electronic devices on campus are subject to search of the items when deemed necessary during any type of investigation or campus disruption.
10. Students who violate these expectations are expected to give their personal electronic devices to staff members upon request.
11. All confiscated personal electronic devices shall be stored in a secure manner.

The How

Teachers, academic coaches, and administrators will implement a variety of best practices to ensure that electronic devices are not used during learning and teaching activities. Examples of best practices **may** include, but not limited to:

- Schoolwide Personal Electronic Device Policy signed by students and parents annually.
- Staff review their classroom expectations and practices at the start of each course.
- Classroom Personal Electronic Device Policy and practice clearly stated in the class syllabus and posted in Canvas.
- Students expected to turn their cell phones off or on silent or airplane mode during class.
- Students are expected to place personal electronic devices in a designated storage (backpack, wall chart, storage center, etc.).
- Students are required to turn in personal electronic devices to use hall passes.
- Campus Supervision confiscates phones used in hallways during class time.
- Teachers may provide students an in class break to use personal electronic devices.
- Staff consistently implement a “see it–take it” practice with progressive discipline.
- Administrators consistently implement progressive discipline practices in support of this policy and these practices at all grade levels.

The Consequences

If students violate this policy, staff members will confiscate the personal electronic device(s) and send it to the GLT office.

- **First Offense:** GLP or designee meets with students about Electronic Device Policy and returns electronic devices to students at the end of day. Parents/Guardians will be contacted.
- **Second Offense:** Electronic devices will not be accessible to the student during the school day for one week. Students will turn in personal electronic devices daily to GLP in the morning before school starts and pick them up at the end of their day. Parents/Guardians will be contacted.
- **Third Offense:** Parent/guardian/student/GLP meeting to be held and the personal electronic device is returned to the parent/guardian. Electronic devices will not be accessible to the student during the school day for one week. Students

will turn in personal electronic devices daily to GLP in the morning before school starts and pick them up at the end of their day. Students required to participate in Scottie Restore.

- Fourth Offense: Suspension and parent/guardian/student/GLP meeting to be held to discuss alternative corrective means and interventions.
- Fifth Offense: Parent/guardian/student/GLP meeting to be held to discuss alternative placements.

CLASSROOM BEHAVIOR:

Unacceptable classroom behavior generally is defined as defiance of school authority. Defiance refers to the refusal by a student to follow school rules or the directions of a school employee. This includes, but is not limited to, refusal to give a student name, accompany the employee to the office, or give accurate, truthful information. Defiance also refers to knowing the school rules but breaking these rules anyway. Verbal abuse refers to the use of vulgar words or phrases or other types of language which are considered uncomplimentary or demeaning when used toward another person.

CLEAN CAMPUS:

Maintaining a clean school is a responsibility shared by everyone. It is our hope that we all pick up paper or trash whenever we see it. We trust other students and staff will follow our example when observing our actions and place trash in the proper receptacles.

CYBERBULLYING:

All users are required to be good technology citizens by refraining from activities that annoy others, disrupt the educational experiences of their peers, or can be considered illegal, immoral, threatening and/or unprofessional conduct. Students who are cruel to others by sending or posting harmful material using the Internet, cell phone or other electronic device will face disciplinary consequences. Bullying in any form is not acceptable and will not be tolerated. Students who are aware of cyberbullying or other forms of bullying/harassment must contact school administrators immediately or report it through [the anonymous tip line](#) found on the Helix webpage.

Access to Helix provided technology such as computers, computer systems, information networks, and other technology systems and hardware is a privilege and must be treated as such by all students. These systems will be used solely for the purpose of research, education, and school-related business. For these reasons, the student is ultimately responsible for their actions in accessing technology at Helix Charter High School. Failure to comply with the guidelines of technology use as stated either in this document, the Student Handbook or in the school's Network Agreement Form/Acceptable Use Policy may result in the loss of access privileges and/or appropriate disciplinary action. It is presumed that all users will comply with Helix Charter High School standards and will honor the agreements they have signed.

DEFIANCE & DISRUPTION:

Students are expected ...

- To follow all school rules and respect the authority and direction of school staff.
- To behave in a safe and orderly manner.
- To maintain a safe environment in the school.
- To treat all members of the school community with respect.

Students may not be defiant, disruptive, disrespectful, or deceptive. These behaviors negatively impact the orderly operation of the classroom or general educational environment of the school.

DRESS CODE POLICY:

Helix Charter High School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the School's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear, while following the basic principle of Section 1 above:

- A Shirt (with fabric in the front and back, and fabric on the sides under the arms).
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts).
- Footwear must be worn at all times.

- Specific attire as part of the curriculum in specific courses (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).
- Students must have their school ID in their possession at all times (Students must present ID to school staff upon request).

3. Students May Wear, as long as these items do not violate Section 1 above:

- Hats and beanies that allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hats/beanies are not to be worn in classrooms.
- Religious headwear
- Hoodie sweatshirts (wearing hood overhead is allowed, but face and ears must be visible to staff)
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps
- Visible midriffs are allowed
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above)

4. Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Bra tops as shirts (bandeau, bralette, sports bras, etc).
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).
- Wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. Student dress code enforcement should not result in unnecessary barriers to school attendance. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to meet the dresscode:

1. Students may put on their own alternative clothing, if already available at school
2. Students may wear temporary school clothing
3. Parents/Guardians may be called during the school day to bring alternative clothing for the student

No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

School staff shall not enforce the school’s dress code more strictly against transgender and gender nonconforming students than other students.

Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school.

“Shaming” includes, but is not limited to:

- a. kneeling or bending over to check attire fit;
- b. measuring straps or skirt length;
- c. asking students to account for their attire in the classroom or in hallways in front of others;

- d. calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
- e. accusing students of “distracting” other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any sporting events, school-related events and activities, such as graduation ceremonies, dances and prom.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact their Grade Level Principal.

EXCESSIVE DISPLAYS OF AFFECTION:

Excessive displays of affection are inappropriate on school grounds or at school sponsored activities. Excessive refers to kissing, petting, and other physical demonstrations considered to be inappropriate when conducted in public.

FALSE ALARMS:

Tampering, pulling, or starting of emergency alarms will lead to disciplinary action. Additionally, student(s) responsible are liable for costs related to emergency personnel that may need to report to the school.

FALSE ALARMS:

Tampering, pulling, or starting of emergency alarms will lead to disciplinary action. Additionally, student(s) responsible are liable for costs related to emergency personnel that may need to report to the school.

FOOD DELIVERY:

Students are not allowed to use delivery services for lunch, as this disrupts the learning environment and may pose a safety risk. In case of emergencies, only parents or guardians may deliver food to the main office. Services like DoorDash and UberEats are not permitted for any student. Each student has access to one free meal on campus daily.

GAMBLING:

The use and/or possession of gambling paraphernalia is not permitted on campus at any time. This includes, but is not limited to, playing cards, dice, poker chips.

GANGS & GRAFFITI:

A gang is any group of two or more people who conspire to break the law. This includes any act of threatening or intimidating behavior or vandalism. All “tagging” is considered gang-related and an act of vandalism. Students may not be in possession of notebooks, binders, books with covers or any other items which display graffiti. In addition, students may not possess any type of marking pen (other than highlighters) or other items typically used to write graffiti unless under the direct supervision of a staff member. Students who “mad dog” or stare at other students or who flash gang signs will be considered as exhibiting intimidating behavior. Students are responsible for damage restitution.

GUESTS / OFF-CAMPUS PASSES:

Helix Charter High School has a CLOSED campus. This means that students may not leave the campus until their school day has been completed. In emergencies, parents/guardians call the attendance office and make arrangements for the students to leave early. Students who need to leave campus during the school day must obtain a permit to leave through the attendance office in advance. Students may be subject to search upon return.

Non-students are not allowed to come on campus during the school day. All visitors, regardless of the reason for being on campus, must report to the receptionist to make their presence known. Friends and siblings of Helix students are not allowed visitation on campus or in classes.

HALL PASSES:

Students in hallways are required to possess a HALL PASS. It is the student’s responsibility to ask for the pass and may not leave the classroom without one in possession. A student’s I.D. is required to be worn to allow students to carry hall passes.

HAZING:

Students are expected ...

- To treat all members of the school community with respect.
- To practice responsibility and honest behavior.

IDENTIFICATION BADGES (I.D. CARDS):

The student ID card is issued to all students. This card must be in their possession during school and school sponsored events. Recommended for students to wear the card on a lanyard or attached above the waist and must be easily visible. Defacing or altering the ID card in any way will result in disciplinary action related to defiance. The ID card is required when accessing the Internet, attending school activities (including dances) and checking out library books. If an ID card needs to be replaced, students need to pay for it at the Finance Office. Replacement cards can be obtained at a cost of \$3.00. These badges have proven to be a help to improve school safety, as well as to enhance a more positive climate of mutual respect and understanding amongst students, staff, and parents/guardians.

MEDIA RELEASE PRACTICE:

Helix Charter High School highlights positive school news, events, and programs in publications, the school accountability report, with press releases and on the Helix web site. Similarly, our school publicizes news and events in our monthly newsletters and on occasion, through school video productions.

Helix's *Media Release* section of the Acknowledgement of Receipt and Understanding of Documents allows you to withhold consent for the release of your student's photo or likeness in school publications or productions such as those listed.

This includes:

- Newsletters (school and/or PTSA)
- Video productions
- Websites
- Press releases

Withholding consent in the *Media Release* section **DOES NOT** govern publication of a student's name or photo:

- In site-specific publications, such as a yearbook (video or print), school activity program, or school athletic program
- By the news media

The news media is protected by California Civil Code Section 3344 (Subsection D), which states that "use of a photograph or likeness in connection with any news, public affairs, or sports broadcast . . . shall not constitute a use for which consent is required." Therefore, if you do not want your student talking to a member of the press, we suggest you instruct them not to comment if approached by a media representative.

OUT-OF-BOUNDS / CLOSED CAMPUS:

Designated areas/red lined boundaries are closed to students during breaks and/or lunch. Out-of-bounds areas include but are not limited to, the front of campus, parking lots, athletic fields, private property and areas surrounding the campus. Helix Charter High School has a CLOSED campus. This means that students may not leave the campus until their school day has been completed. In emergencies, parents/guardians call the attendance office and make arrangements for the students to leave early. Students who need to leave campus during the school day must obtain a permit to leave through the attendance office in advance. Students will be subject to search upon return. Non-students are not allowed to come on campus during the school day. All visitors, regardless of the reason for being on campus, must report to the receptionist to make their presence known. Friends and siblings of Helix students are not allowed visitation on campus or in classes.

RECEIVING STOLEN PROPERTY:

Students are expected to respect the property of others and not be in possession of items which do not belong to them without express permission from the owner of the items. Students who are in possession of stolen property will face disciplinary consequences.

SEXUAL HARASSMENT:

Students are expected to treat all members of the school community with respect.

Students may not engage in conduct constituting sexual harassment such as, but not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, including harassment for sexual orientation, severe enough to have a negative impact upon another student's academic performance or to create an intimidating, hostile, or offensive educational environment. Any student wishing to make a complaint of sexual harassment should immediately report it to a Grade Level Principal.

Helix Charter High School is committed to making the educational environment for students free from sexual harassment. Board Policy 1312.3, 4400 prohibits sexual harassment as defined in the Education code to mean unwelcome sexual advances, requests

for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting.

The school prohibits conduct that has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment. The school further prohibits sexual harassment which conditions a student's academic status, progress benefits, services, honors, program or activities based on submission to such contact.

Students should report any sexual harassment to their Grade Level Principal, counselor, or teacher. Students who violate this policy shall be disciplined appropriately, including suspension or possible expulsion. Incidents of sexual harassment will be recorded at the site.

Complaints must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the individual first obtained knowledge of the facts of the alleged discrimination. Investigation of alleged discrimination complaints shall be conducted in a manner that protects confidentiality of individuals and the facts. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not reflect negatively on the student who initiates the complaint nor will it affect the student's academic standing, rights or privileges.

Sometimes harassment complaints can be settled at the school. If the complaint is not settled after mediation and/or investigation, you have the right to discuss your concerns with the Executive Director. If it is not resolved there, you may go to the Governing Board, Child Protective Services, and/or law enforcement agencies including the U.S. Office of Civil Rights, which may also investigate complaints of sexual harassment. The U.S. Office of Civil Rights may be contacted directly to file complaints. (For additional information or the complete Helix policy governing sexual harassment (BP 4400) contact: Mark Demers, Executive Director Assistant (demers@helixcharter.net; (619) 644-1940 x112).

SOCIAL DISTANCING:

Students are encouraged to maintain as much social distancing as practicable from others while on campus.

SOCIAL NETWORKING:

Students may not use Social Networking sites while on campus or during school hours (unless the site is connected to an official Helix program and the use of the site does not interfere with class instruction) . Additionally, student's social networking activity outside of the school day which presents a safety concern and/or a school disruption are prohibited and may result in discipline.

STUDENT PARKING:

All students must park in the student lot in an appropriate parking space. All cars must display a parking pass issued through the receptionist. Students may not go to their vehicles during the school day unless authorization has been issued through the Grade Level Principal's office. Reckless driving in the student parking lot will result in loss of parking privileges and/or citation by LMPD.

TARDIES:

Tardiness occurs when a student is not in their assigned classroom when the bell rings for a class to begin. Students who arrive late disturb the learning environment for others and hinder their own opportunities in the class. Students who are late to class will receive a disciplinary consequence. Excessive lateness will result in further disciplinary action.

TRUANCY:

Truancy occurs when a student is absent from any portion of a class or classes without a valid excuse. Truancy also occurs after repeated tardiness to a given class. Students who arrive at school missing one or more class periods will be considered truant.

TUTORIALS:

All teachers have the option of requiring attendance at tutorials. Failure to attend can result in a referral for disciplinary action. Many teachers have adopted Mandatory Tutorials for students who are not performing at grade level. Students who are on the F list MUST attend after school tutorials.

UNSUPERVISED ACTIVITIES / GAMES / HORSEPLAY:

Any activities or games that are not supervised by an adult staff member are prohibited.

VANDALISM & GRAFFITI:

Vandalism is the intentional damage to or destruction of property. This act includes, but is not limited to, defacing or tagging, breaking or damaging any public and/or private property.

VERBAL HARASSMENT / INTIMIDATION (PUT-DOWNS, DISPARAGING REMARKS, RACIAL SLURS):

Vulgar means offensive, crude, lewd, uncultured and generally unacceptable. Certain words and gestures fit the description above and their use on campus will not be tolerated.

COMPUTER / INTERNET ETHICS:

Internet access and Electronic Mail (E-Mail) are available to students and staff at Helix Charter High School. We believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Helix Charter High School does not have control of the information on the Internet and E-Mail, although it attempts to provide prudent and available barriers through such means as internet filtering to meet the Children's Internet Protection ACT (CIPA) guidelines. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.

While Helix Charter High School's intent is to make Internet access and E-Mail available to further educational goals and objectives, account users will have the ability to access other material as well. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Individual users of Helix Charter High School computer networks are responsible for their behavior and communications over those networks as described in the Network Agreement Form/Acceptable Use Policy. It is presumed that users will comply with Helix Charter High School standards and will honor the agreements they have signed.

Network storage areas are treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on Helix Charter High School servers will be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. The student and their parent/guardian must understand that student access to our Network is being developed to support our educational responsibilities and mission. The specific conditions and services being offered will change from time to time.

All students accessing the Internet and/or E-Mail agree to the following:

- The use of the Helix Charter High School's Network must be consistent with the Helix Charter High School's primary goals.
- Users will not use the Helix Charter High School's Network for illegal purposes of any kind.
- Users will not use the Helix Charter High School's Network for cyberbullying, such as to transmit threatening, obscene or harassing materials.
- Users will not use the Helix Charter High School's Network to hack, interfere or disrupt network users, services or equipment.

Consequences:

Consequences for any violations may include but are not limited to: suspension of internet access; revocation of internet access; suspension of network privileges; revocation of network privileges; suspension of computer access; revocation of computer access; school suspension; school expulsion; legal action and prosecution by the authorities.

For additional information, please contact the Director of Data & IT, Brian Kick, at kick@helixcharter.net or (619) 644-1940 ext. 282.

Please view Helix Charter High School's Progressive Discipline Steps for Inappropriate Use of Technology:

Progressive Discipline Steps For Inappropriate Use of Technology

Infraction	Consequence
On-screen viewing of lewd, profane, vulgar or pornographic sites.	Loss of access for one month; probation status.

Downloading or printing of lewd, profane, vulgar or pornographic materials; hate-motivated materials; or instruction in, or encouragement of, destructive behavior.	One-day suspension; parent/guardian conference; loss of access for the remainder of the quarter or one-month minimum; probation status
The use of any School equipment to produce, send (e-mail) or publish lewd, profane, vulgar, pornographic, hate-motivated, libelous or threatening materials in print or via computers; the possession of, or bringing on to campus, any software or technological device that could disrupt the instructional process.	One-to-three day suspension; parent/guardian conference; loss of access for one term; probation status.
The intent/act of entering, from any location, into a School computer or data system or web site for any reason without authorization, or the use of unauthorized software which disrupts school activities; the altering of any computer equipment or configurations set by the School.	One to three day suspension; parent/guardian conference; loss of access for up to one calendar year; probation status; restitution; possible police contact.
The unauthorized act of entering, from any location, into a School computer or data system or web site for the purpose of altering or destroying data, or introducing into that system any virus or program that disrupts school activities.	One to five day suspension; possible expulsion recommendation; restitution; loss of access for one calendar year or more; law enforcement contact; probation status.
A violation of any of these standards by a student enrolled in a computer-based class.	Any consequence above including possible drop from the class with a failing grade.
Assisting any person in the act of any of the above infractions.	Any consequence above depends upon involvement.
*PROBATION STATUS would last through graduation. A second offense during this time would be considered a serious discipline matter and more extreme consequences would be in order.	*LOSS OF ACCESS would deny student use of any networked computer or technology available through the school, on or off campus.

SUSPENSION AND EXPULSION POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Helix Charter High School. When the Policy is violated, it may be necessary to suspend or expel a student from general classroom instruction.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Helix Charter High School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

A teacher who has followed Progressive Discipline methods may suspend any student from the teacher's class for any of the enumerated in section B (below), for the day of the suspension and the day following. The teachers shall immediately report the suspension to the Grade Level Principal and send the student to the Grade Level Principal for appropriate action. As soon as possible, the teacher shall contact the parent / guardian to discuss the suspension. Whenever practicable, the teacher will arrange for a conference with the student, parent / guardian and a member of the Grade Level Team (if requested by the teacher or parent / guardian). The student will not be returned to the class from which they were suspended, during the period of suspension, without the concurrence of the teacher of the class and the Grade Level Principal. Appropriate class work will be forwarded to the student during the suspension.

B. Enumerated Offenses

A pupil shall not be suspended from school or recommended for expulsion, unless the Executive Director or Grade Level Principal of Helix Charter High School determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- a. (1) Caused, attempted to cause or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense
- b. Possessed, sold or otherwise furnished a firearm, knife, explosive or other dangerous object, unless in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Grade Level Principal or designee of the Grade Level Principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, e-cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, vaping, snuff, chew packets and betel. However, this section does not prohibit use or possession by a pupil of their own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- k. (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section

48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For purposes of this subdivision, “hazing” is any method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- r. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- 1. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- 2. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
- 3. Causing a reasonable pupil to experience substantial interference with their academic performance.
- 4. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

ii. (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, pager, of a communication including, but not limited to, any of the following:

- 1. A message, text, sound, video, or image.
- 2. A post on a social network Internet Web site, including but not limited to: a) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (i); b) creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (i). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purposes of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (i). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3. An act of cyber sexual bullying. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1)-(4), inclusive of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording, or other electronic act. For purposes of this clause, “cyber sexual bullying” does not include a depiction,

portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned events.

B. Notwithstanding paragraph (i) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

iii. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs.

- s. 48900.2: Sexual Harassment.
- t. 488900.3: Hate violence.
- u. 48900.4: Harassment, threats, or intimidation
- v. 48900.7: Made terrorist threats.
- w. 48915: Mandatory/Quasi-Mandatory expulsion in particular circumstances.

A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Executive Director or Grade Level Principal or occurring within any other school district. A pupil may be suspended or expelled for the acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- i. While on school grounds;
- ii. While going to or coming from school;
- iii. During the lunch period whether on or off the campus;
- iv. During, or while going to or coming from, a school sponsored activity

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

As used in this section, “school property” includes, but is not limited to electronic files and databases.

For a pupil subject to discipline under this section, the Executive Director of Helix Charter High School may use their discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s misbehavior as specified in Section 48900.5.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

HELIX VIRTUAL ACADEMY - (HVA) INDEPENDENT STUDY

BP 6149
Independent Study Policy
First Reading: June 21, 2021
Approved: July 26, 2021

INDEPENDENT STUDY POLICY

Helix Charter High School (“HCHS” or the “Charter School”) may offer independent study to meet the educational needs of students enrolled in the Charter School through an independent study program called Helix Virtual Academy (“HVA”). Independent study is an alternative instructional strategy designed to teach the knowledge and skills of the core curriculum for eligible students whose needs may be best met through an alternative mode of instruction outside of the regular classroom

setting. Any HCHS student working toward a diploma may choose to participate in HVA, up to the program's capacity; there is no criteria to enter into the HVA program. Students participating in HVA agree to provide or obtain their own transportation to and from the HCHS campus for any extracurricular activities, meetings, appointments, services, etc.

The Charter School shall provide appropriate existing services and resources to enable students to complete their independent study successfully. The following written policies have been adopted by the Charter School Board for implementation at the Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be fifteen (15) school days.
2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any student fails to complete five (5) assignments during any period of fifteen (15) school days.
 - b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's MISSED ASSIGNMENTS and RETURN TO CLASSROOM-BASED PROGRAM which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this Policy shall be treated as a mandatory interim student record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
4. The Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follow:
 - a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
 - c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
 - d. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.¹
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. Attend Advisory period weekly on Fridays
 - ii. Zoom synchronous instruction with teachers on Mondays

¹ The tiered reengagement strategies shall not apply to pupils that participate in an independent study program for fewer than 15 school days in a school year.

- iii. Zoom with Academic Coaches available daily.
 - iv. In-Person tutorials available before and after school.²
6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:
- a. HVA Teacher to print out current progress and grades. Submit them to the HVA Administrator.
 - b. HVA Administrator notifies appropriate GLT of classes and transfer grades
 - c. GLT notifies new teachers of transfer grades for work thus far and enrolls student in courses which have space available.
 - d. Student is notified to attend in-person classes.³
7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
- ♦ The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - ♦ The objectives and methods of study for the student's work, and the methods utilized to evaluate that work. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - ♦ The specific resources, including materials and personnel, that will be made available to the student.
 - ♦ A statement of the policies adopted pursuant to Education Code Section 51474 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, , the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - ♦ The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - ♦ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - ♦ A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - ♦ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
 - ♦ Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements Family Code section 6550.
8. HCHS shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

² The plan for synchronous instruction and live interaction shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year.

³ The plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year.

9. The Executive Director shall establish regulations to implement these policies in accordance with the law.

BP 6148

Missed Assignments and Return to Classroom-Based Policy

First Reading: June 21, 2021

Approved: July 26, 2021

MISSSED ASSIGNMENTS AND RETURN TO CLASSROOM-BASED PROGRAM POLICY

In compliance with Education Code section 51747, Helix Charter High School (“HCHS” or the “Charter School”) maintains a board policy establishing five (5) as the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

Any HCHS student working toward a diploma may choose to participate in Helix Virtual Academy (“HVA”), up to the program’s capacity; there is no criteria to enter into the HVA program. HCHS expects that students who choose to participate in HVA will meet equivalent academic requirements to those in its classroom-based program, as the curriculum in both programs is the same. Thus, positive progress in HVA is evaluated in the same manner as positive progress in the classroom-based program. Specific expectations for progress will be outlined in each individual Master Agreement.

Evaluation After Missed Assignments

After five (5) missed assignments during any period of fifteen (15) school days, an evaluation will be conducted by the Executive Director and/or designee and supervising teacher to determine whether it is in the best interests of the student to remain enrolled in independent study. The Evaluation After Missed Assignments may include, but is not limited to, the review of the following:

- 1) Attendance based on completion of assignments as quantified by the assigned supervising teacher;
- 2) Demonstration of skills on assignments;
- 3) Standardized test scores;
- 4) Written tests and reports if appropriate;
- 5) Oral or written presentations;
- 6) Student’s attitude toward learning and achievement;
- 7) Punctual attendance at scheduled appointments;
- 8) Ability to meet scheduled appointments;
- 9) Preparedness for scheduled appointments;
- 10) Student demonstration of adequate and appropriate progress toward State Standards;
- 11) Appropriate learning environment; and/or
- 12) Parent(s) ability to support student learning in the home.

As part of the evaluation process, the student, parent(s), guardian(s), or if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder (all generally referred throughout as “Parent(s)”) will be invited to present evidence to the individual(s) conducting the Evaluation After Missed Assignments meeting. During this meeting, the Charter School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this Policy shall be maintained in the student’s mandatory interim record.

Additional Consideration for Students with a Section 504 Plan or IEP

If the Charter School recommends return to the classroom-based program from independent study as a result of the Evaluation After Missed Assignments, above, and the student has a Section 504 Plan or individualized education program (“IEP”), the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- 1) Whether the missed assignments were caused by or had a direct and substantial relationship to the student’s disability;
or
- 2) Whether the missed assignments were the direct result of the Charter School’s failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the missed assignments are a manifestation of the student’s disability and the Charter School will follow applicable state and federal laws to ensure that the student is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the student may be returned to the classroom-based program, consistent with this Policy.

This meeting may be combined with the Evaluation After Missed Assignments meeting, referenced above, at the discretion of the Charter School.

Return to Classroom-Based Program

- 1) Once the Evaluation is complete, if it is determined that it is not in the best interest of the student to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the Charter School's intent to return the student to the HCHS classroom-based program, immediately or at the soonest practical time (e.g., semester break).

Helix Resource Guide

The following pages provide you with some resources that staff and students find useful across many disciplines.

- **Writing and Reading Terminology at Helix**
- **Four-Part Précis**
- **Summary/Précis Sentence Starters**
- **RAVs**
- **Accountable Talk**
- **Accountable Language Stems**
- ***SQP2RS***
- **Math Formulas and Helpful Hints**
- **Highlander Exemplary Academic Behaviors**
- **4 Steps to Writing and Email to Helix Staff**
- **Digital Citizenship**

Reference List of Writing and Reading Terminology at Helix

1. **Annotations** -- Notes taken in the margins of a text. Many times these notes summarize, ask questions, make connections or predictions.
2. **C.I.E.A.R. Paragraph**
 - a. **Claim (C)** -- Typically, the first sentence of the paragraph which states the writer's main idea. AKA topic sentence/point sentence.
 - b. **Evidence (E)** -- Illustrations, concrete details, facts, data, quotes, or examples used to support the claim. Typically, there are 2 pieces of evidence per paragraph.
 - c. **Analysis (A)** -- Explanations/commentary of HOW or WHY evidence supports the claim.
 - d. **Reasoning (R)** In Science classes explain how the lab being completed relates to the scientific concept studied.
3. **DBQ (Data-Based Question)** -- An essay that is constructed by students using one's own knowledge combined with support from several provided sources.
4. **Final Draft** -- The day the final draft is due is a big day. All late papers will be accepted but will not receive full credit. The student will have needed to engage in the writing process in order for a final draft to be accepted.
5. **Formal/Academic Register** -- Academic language is strongly encouraged and expected at Helix. Formal register is used with general, academic audiences of all ages
6. **Formatting** -- Helix has universal formatting guidelines. These are available in the style manual. They include: 1" margins, double spacing, proper heading (name, teacher's name, course name, and due date), header, and Times New Roman, 12 pt. font
7. **Late Policy** -- Helix follows a specific late policy in all its English classes. Late homework can be turned in the next day for half credit. Late competencies (essays, speeches, and timed writings) cannot earn more than 70%. However, students who attend Writing Lab and have their competencies reviewed and signed by a Writing Lab Teacher may revise for a higher grade.
8. **MLA** -- Helix follows the MLA guidelines when citing. Students are given a green style manual. The style manual is available at the library for \$5 or can be referenced on-line at the Helix Charter Library's web page.
9. **Naked Numbers/Include Units with Any Number** -- When a number is put in a problem or on a paper without units, we may say that it is a "naked number." For example, "5 m*s-1 x 3 m = 15." Fifteen what? Fifteen elephants? Fifteen feet? Fifteen what? Units of measurement need to be included with the number... 15 s-1 is the answer with the correct units for this problem.
10. **Naked Quote/Put Clothes on the Quote** -- When a quote is placed in a paper without an introduction, a comment may say that it is a "naked quote," "nq," or to "put clothes on the quote." For example, Renee Milbourn, in her article, "Academic Tutors Rock!" states that, "Tutors are often an essential part to a student's success in core subject areas like math or English."
11. **Precis** -- A short, concise(4-7 sentence) summary of a text. The first sentence summarizes the overall main idea of the text. The second sentence on summarizes the main ideas of the text as they appear in chronological order. The final sentence states the author's purpose in writing the text. A precis is a great check for reading comprehension.
12. **Preliminary Draft** -- A typed draft. Students will then typically engage in self/peer revision and/or editing.
13. **Quote Attribution** -- Successful quote integrations will be attributed. See 8 above.
14. **RHA** -- Read, highlight, and annotate.
15. **Rhetorical Triangle** -- A reading strategy that helps get at the author's purpose. The reader identifies the context in which the text was written, the intended audience, the speaker/author, the topic/main idea of the text, and the genre of the text. Given all that information, the reader is then better able to identify the purpose of the text.
16. **Rubric** -- Essays and timed writings are graded using the Helix 6 Point Rubric. Depending on the grade level and course, the number of required "3's" and "4's" changes.

17. **SQP2RS** -- AKA “scoopters.” Students Skim/Scan, Question, Predict, Read, Respond and Summarize (precis) before, during, and after reading a text.
18. **Standards** -- There are a series of standards that students are required to meet competency on in order to receive a passing grade. Students will be required to revise work in order to meet competency for each standard.
19. **Thesis Words** -- Students are encouraged to use the following words at the beginning or in the middle of their thesis sentences: because, so that, in order to, even though, whereas, if, despite, although . . . These words guide students to answer the “why” or “how” of the prompt.
20. **Timed Writing** -- They are given a prompt (sometimes ahead of time) and are expected to write a well-developed, multi-paragraph response in 40-50 minutes.
21. **Turnitin** -- A web-based plagiarism detection software. All students must upload to Turnitin in order for the essay to be evaluated.
22. **Writing Lab** -- The Writing Lab is open Mondays through Fridays from 3-5 PM in Room 230. Students can use the computers and/or meet with the Writing Lab instructor.

Four-Part Précis

A précis is a concise summary of the main ideas contained in a text. It is an excellent indicator of comprehension. It may be as short as four sentences (although this is very difficult) but should be no more than seven. The correctly written précis must include the following four parts:

Part ONE includes:

- First and last name of author and phrase (poet, student, songwriter, rapper, author, reporter, columnist).
- Type or genre (fictional story, autobiographical essay, biography, song, poem, newspaper article) and title of work.
- A rhetorically active verb (see back list of some verbs you can use).
- A “that” or “how” clause in which the main idea is stated clearly.
- No more than one sentence.

Part TWO includes: this is the summary of the text and should be chronological

- The main supporting ideas presented in the same order as they appear in the original text.
- In your own words (paraphrased, not copied) with rhetorically active verbs.
- Transitions are used so that ideas are linked logically to each other (see back list for some transition words you can use).
- Should be between 1 and 4 sentences.

Part THREE includes:

- Last name of the author and a rhetorically active verb.
- The specific genre (fictional story, autobiographical essay, biography, song, poem, newspaper article)
- An “in order to” phrase which explains the author’s purpose and/or what the author wants the audience to do or feel as a result of reading the work.
- No more than 1 sentence.

Part FOUR includes:

- A correctly written/typed work(s) cited section

Summary/Précis Sentence Starters

Part 1: Sentence One – Who/What/Main Idea Sentence - A summary précis is a concise summary of the main ideas contained in a text. It is an excellent indicator of comprehension. It may be as short as (4) sentences (although this is very difficult) but should be no more than seven (7). The correctly written précis must include the following four parts.

_____ in the _____ , _____ ,
 (author) (genre of text) (title)
 _____ that _____ .
 (rhetorically active verb)

Part 2: Sentence Two through Six – Main Point PARAPHRASED

First,

 _____ .

Then,

 _____ .

Next,

 _____ .

Finally,

 _____ .

Part 3: Sentence Seven – Author's Purpose/"In order to" sentence

_____ wrote the _____ , _____ ,
 (author) (genre of text) (title)
 in order to _____ that _____ .
 (rhetorically active verb)

Part 4: Correctly written works cited.

Transitions

Addition	and and then then also	too next another other	in addition additionally	besides again first, second finally, last
Comparison	A similar _____	similarly comparable	in the same way likewise	
Contrast	but	or	however	at the same time

	yet and yet still otherwise	though but another rather	still nevertheless on the other hand even so	otherwise instead nonetheless conversely
Time	then now soon afterward later shortly earlier	recently first second third next before after	today tomorrow meanwhile presently at last finally immediately	thereafter at that time eventually currently in the meantime in the past in the future
Purpose	to do this	so that	to this end for this purpose	for that reason because of this
Place	there here beyond	nearby next to	at that point opposite to adjacent to	on the other side in the front in the back
Result	so then	therefore accordingly	consequently thereupon	as a result in consequence
Example	that is specifically in particular	for example for instance	an instance of this this can be seen in	for one thing
Summary and Emphasis	in sum generally after all by the way in general	naturally at least it seems in brief incidentally	in short in other words in fact clearly of course anyway	remarkably definitely without doubt in any event importantly certainly

RAVS (Rhetorically Active Verbs describe what the author is doing)

Advises / Advocates / Argues / Asks / Acknowledges / Analyzes / Asserts / Claims / Compares / Contrasts / Counters / Criticizes / Declares / Defines / Describes / Distinguishes / Discusses / Emphasizes / Explains / Highlights / Hypothesizes / Illustrates / Notes / Notes that / Points out that / Questions / Restates / Shares / Shows that / Suggests / Tells

Features of Accountable Talk

- Accountability to the Learning Community, involves:
 - Careful listening to each other
 - Using and building on each other's ideas
 - Paraphrasing and seeking clarification
 - Respectful disagreement
 - A commitment to the conversation and to developing the group's understanding
- Accountability to Accurate Knowledge, involves:
 - Being as specific and accurate as possible
 - Resisting the urge to say "anything that comes to mind"
 - Getting the facts straight
 - Challenging questions that demand evidence for claims
- Accountability to Rigorous Thinking, involves:
 - Building arguments
 - Linking claims and evidence (facts) in logical ways
 - Working to make clear statements
 - Checking the quality of claims and arguments

Accountable Language Stems

Agreement

- "I agree with _____ because _____."
- "I like what _____ said because _____."
- "I agree with _____; but on the other hand, _____."
- "I can connect/relate to that because _____."
- "What's your evidence?"
- "How does that support our work/mission at _____?"

Confirmation

- "I think _____."
- I believe _____."

Confusion

- "I don't understand _____."
- "I am confused about _____."
- "I don't know what you mean by _____."

Disagreement

- "I disagree with _____ because _____."
- "I'm not sure I agree with what _____ said because _____."
- "I can see that _____; however, I disagree with (or can't see) _____."
- "Couldn't it also be that _____."
- "I respectfully disagree with what _____ said because _____."

Extension

- "I was thinking about what _____ said, and I was wondering what if _____."
- "I want to add to what _____ said about _____."
- "This makes me think _____."
- "I want to know more about _____."
- "Now I am wondering _____."
- "Can you tell me more about _____?"

Clarifications

- "Could you please repeat that for me?"
- "So what you're saying is _____."
- Paraphrase what you heard and ask, "Could you explain a bit more, please?"
- "A question I have is _____."
- "I'm not sure I understood you when you said _____. Could you say more about that?"

Review

- "I want to go back to what _____ said."

Good Readers Use...*SQP2RS*

Skim/Scan

(Get the general idea/Look for specific info.)

- Look at the title, headings and subheadings
- *Italicized* or **bold** words, and captions
- Charts, graphs, pictures, maps, and other visuals
- Dates, names and places
- Read the beginning and the end of the text
- Find new terms/define them
- Know what you are looking for
- Concentrate on finding specific answers
- Do not read every word! Move quickly across, down,

or diagonally  

Question

(What is the text about?)

After Skimming/Scanning

- Create a list of questions that you would like answered while reading.
- What do you think the main topics will be?
- What connections do you already have with the topic?
- Does the title give you any clue about what question the text may answer?

You already do this:

- When looking at a magazine cover, you check out the pictures, titles, subtitles, keywords, and dates to see if you are interested in reading more.
- When looking for a song on your iPod, you scroll down and “zero in” on the specific title or artist you particularly want to find.

You already do this:

- When ordering something new at the taco shop, you see a picture of the dish, but may have to ask “what’s in it?” before deciding whether or not you want to order that meal.

Predict

(What will you read? What will you learn?)

As you read, ask:

- What happens?
- What might these words mean?
- What’s next?
- I think... I’ll bet... In the next part...
- Write down predictions in the margins, then CHANGE your predictions and/or make new ones as you move through the text.

You already do this:

- When watching a mystery on TV, you start thinking, “I’ll bet this person did it!” You continue to watch and gather more clues. Maybe you change your mind and think, “No, wait! I think it’s this person now!”
- Reading is the same: make a prediction; read; go back and change predictions; read- a bit more...

Read and Respond

Read the text and respond.

Read

- Highlight, underline, annotate, and use sticky notes as you read the text
- Search for keywords, main ideas and answer your questions

Respond

- Try to answer the questions that you wrote down at the beginning.
- Test your predictions.
- Write down your initial reactions.

Summarize

Put the main points in your OWN WORDS.

- Recite/say main ideas out loud to yourself to check for understanding and to help your memory.
- In your own words, list or write the most important idea(s) from the text.
- Write a précis for a concise summary of the entire text.

Special Products

$$a^2 - b^2 = (a + b)(a - b)$$

$$a^2 \pm 2ab + b^2 = (a \pm b)^2$$

$$a^3 + b^3 = (a + b)(a^2 - ab + b^2)$$

$$a^3 - b^3 = (a - b)(a^2 + ab + b^2)$$

Quadratic Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Arithmetic Sequences

$$a_n = a_1 + d(n - 1)$$

$$S_n = \frac{n}{2}(a_1 + a_n)$$

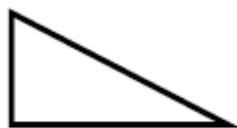
Geometric Sequences

$$a_n = a_1 \cdot r^{n-1}$$

$$S_n = \frac{a_1(1 - r^n)}{1 - r}$$

$$S_\infty = \frac{a_1}{1 - r}$$

Pythagorean Theorem



$$a^2 + b^2 = c^2$$

Sphere



$$A = 4\pi r^2$$

$$V = \frac{4}{3}\pi r^3$$

Point-Slope Equation of a line

$$y - y_1 = m(x - x_1)$$

Vertex Form of a Parabola

$$y = a(x - h)^2 + k$$

Pythagorean Identities

$$\sin^2 x + \cos^2 x = 1$$

$$\tan^2 x + 1 = \sec^2 x$$

$$1 + \cot^2 x = \csc^2 x$$

Sum and Difference Identities

$$\sin(u + v) = \sin u \cos v + \sin v \cos u$$

$$\sin(u - v) = \sin u \cos v - \sin v \cos u$$

$$\cos(u + v) = \cos u \cos v - \sin u \sin v$$

$$\cos(u - v) = \cos u \cos v + \sin u \sin v$$

$$\tan(u + v) = \frac{\tan u + \tan v}{1 - \tan u \tan v}$$

$$\tan(u - v) = \frac{\tan u - \tan v}{1 + \tan u \tan v}$$

Double Angle Identities

$$\sin 2u = 2 \sin u \cos u$$

$$\cos 2u = \cos^2 u - \sin^2 u$$

$$\tan 2u = \frac{2 \tan u}{1 - \tan^2 u}$$

Law of Sines

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

Law of Cosines

$$a^2 = b^2 + c^2 - 2bc \cdot \cos A$$

$$b^2 = a^2 + c^2 - 2ac \cdot \cos B$$

$$c^2 = a^2 + b^2 - 2ab \cdot \cos C$$

Highlander Exemplary Academic Behaviors

How to Succeed at Helix:

1. Ask questions when you need help.

Remember your resources: Teachers,
Academic Coaches, Grade Level Team

2. Be prepared for school every day.

Pens, Pencils, Backpack, Binders, Papers

3. Keep up to date on current work and following through on past work.

Prepare for upcoming tests, complete late work, and always retake tests if you can!

4. Be organized.

Backpack, Binder, Planner, Calendar

5. Set a SMART goal each week.

Remember each daily effort can get you one step closer to completing your goal.

6. Get involved on campus.

There are many different sports, clubs, ASPIRE programs and opportunities to grow.

7. Keep a positive attitude and develop self-confidence

Optimism is the faith that leads to achievement.

8. Take responsibility for your efforts, and hold yourself accountable.

Remember it takes Time, Desire, & Effort to create change.

9. Make responsible choices with your technology.

Academic, Appropriate, and with Permission when in class.

Developed by Academic Coaches 2016

4 Steps to Writing an Email to an Academic Coach, Adviser, Counselor, Grade Level Principal or Teacher,

Subject: Question from Scottie Dawg

Message:

Dear Mrs. Helix,

1.

Address your teacher formally. Even though email is generally informal, you want to communicate respect. For example, begin with, "Dear Mr/Ms ____"

2.

Begin your email with a description of who you are. Provide your full name, as well as the name and period of the class about which you are writing.

I have a question about the project you assigned today during Chemistry. The handout says that we need to find five academic journals to use as sources. Do those journals need to be in print, or will online journals also count?

3.

Insert a polite request. Write something like, "I would very much appreciate your input concerning a matter pertaining to my grade in your class."

Any guidance you can give me will be greatly appreciated.

Thank you,
Scottie Dawg

4.

Add a closing, similar to what you would use in a letter, such as "Sincerely, (your first and last name)."

Digital Citizenship

Helix Charter High School is committed to equipping its students with the skills necessary to be constructive thinkers, effective communicators, informed decision-makers, and responsible producers of information, in both on- and off-line environments. Helix students will practice appropriate use of technology, learning to think critically, behave safely, and participate responsibly in regards to technology.

Helix Charter High School expects that all students will:

Stay safe

- ✓ I will not give out private or financial information without my family's permission.
- ✓ I will read the privacy policies of social network sites or apps I want to use, and will pay attention to the types of information these companies can collect about me.
- ✓ I know that I have a choice about the kinds of relationships I have online. I will stop talking to anyone who makes me feel pressured, uncomfortable, or unsafe, or who acts inappropriately toward me.

Think first

- ✓ I will model kind behavior online. I will not bully, humiliate, or upset anyone online or with my phone, and I will stand up to those who do.
- ✓ I know that the things I post can be saved and shared without my knowledge. I will not post anything online that I would not want my family, teachers, college admissions officers, or future employers to see.
- ✓ When I use, reference, or share someone else's creative work, I will give proper credit to the author or artist.
- ✓ I know that not everything I read, hear, or see online is true. I will consider whether a source is credible and will do my best to produce information that is thoughtful and honest.