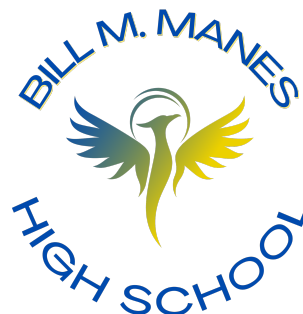


San Pasqual Valley Unified School District



SPVHS/BMHS



2026-2027 Student /Parent Handbook

Board of Trustees

Cody Hartt, President
Keahna Owl, Vice President
Karla Delgadillo, Clerk
Angelo Derma, Trustee
Sophia Dominguez, Trustee

**Mrs. Anastasia Noriega,
M. Ed**
High School Principal
676 Baseline Road
Winterhaven, CA 92283
760-572-0222

**Richard Cordero,
M. Ed**
Superintendent
676 Baseline Road
Winterhaven, CA 92283
760-572-0222

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In the event of a discrepancy between handbooks and other written district materials, Board policies and administrative regulations will take precedence.

ACKNOWLEDGEMENT OF HANDBOOK POLICIES AND PROCEDURES

To enhance parent/guardian communication and promote student responsibility and organization, every student will receive a Student Handbook. If the Student Handbook is lost or destroyed, the student will be required to earn another handbook by completing community service activities, such as assisting in the cafeteria or cleaning school grounds.

By signing below, the student and parent/guardian acknowledge that they have read and understand all policies and procedures included in the San Pasqual Valley High School and Bill M. Manes High School Student/Parent Handbook.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

San Pasqual Valley High School

Bill M. Manes High School



Title I Parent and Family Engagement Policy

San Pasqual Valley High School and Bill Manes High School recognize that strong partnerships between school and home are essential to student success. In accordance with Title I, Part A of the Every Student Succeeds Act (ESSA), the schools are committed to actively engaging parents and family members as partners in supporting student learning and achievement.

Parent and Family Involvement

This policy is jointly developed with parents and family members and reviewed annually to ensure it continues to meet the needs of our school community. Families are encouraged to participate in school improvement efforts through:

- School Site Council (SSC)
- District Indian Parent Advisory Committee (DIPAC)
- District English Learner Advisory Committee (DELAC)
- Parent meetings and workshops
- Surveys and school events

Feedback from families is used to improve the Title I program, School Plan for Student Achievement (SPSA), and family engagement activities.

Communication and Participation

The schools will:

- Hold an Annual Title I Meeting to explain Title I programs, requirements, and parent rights.
- Offer additional meetings and workshops at flexible times throughout the year.
- Provide timely information about curriculum, instructional programs, academic assessments, and student performance expectations.
- Maintain regular communication regarding student progress through report cards, progress reports, conferences, and ongoing contact with school staff.
- Respond promptly to parent questions, concerns, and requests for meetings.

Building Parent Capacity

To support student achievement, the schools will provide resources and training to help families understand:

- Academic expectations and graduation requirements
- College and career readiness opportunities
- A–G requirements, dual enrollment, and FAFSA
- Attendance expectations and student success strategies
- Ways to support learning at home

The schools will also support staff in developing effective partnerships with families and values parents as equal partners in education.

Accessibility

The schools are committed to ensuring meaningful participation for all families by:

- Providing information in an understandable format
- Offering translation and interpretation services when needed
- Removing barriers that may limit family participation

Parent Rights

Parents have the right to:

- Request information regarding the professional qualifications of their child's teachers.
- Receive notification if their child is taught by a teacher who does not meet state certification requirements.
- Receive individual student reports on state assessments and information regarding assessment participation policies.

Annual Evaluation

The schools will annually evaluate the effectiveness of their parent and family engagement efforts, with input from families, to identify barriers to participation and improve programs and services.

This policy is distributed through the Student-Parent Handbook and is available through the school office and schools' communication platforms.

Together, San Pasqual Valley High School, Bill Manes High School and their families will continue to build a supportive learning environment where all students can succeed.

San Pasqual Valley High School

Bill M. Manes High School



SCHOOL-PARENT COMPACT

Our Shared Commitment to Student Success

This compact outlines how the school, parents, and students will work together to support academic achievement and student success.

School Responsibilities

San Pasqual Valley High School will:

- Provide high-quality instruction aligned to California State Standards
- Maintain a safe, structured, and supportive learning environment
- Communicate clear expectations for learning, behavior, and graduation
- Provide regular updates on student progress (grades, attendance, assessments)
- Hold parent-teacher conferences and meetings as needed
- Provide reasonable access to teachers, counselors, and administrators
- Offer opportunities for parents to volunteer, participate, and observe classrooms (with prior arrangement)
- Ensure ongoing, two-way communication in a language families can understand
- Provide timely information about curriculum, assessments, and student expectations
- Offer opportunities for families to participate in Title I planning and review

Parent/Family Responsibilities

Parents and families will:

- Ensure their child attends school regularly and arrives on time
- Monitor grades, attendance, and academic progress
- Encourage completion of assignments and positive study habits
- Participate in conferences, meetings, and school events when possible
- Communicate with teachers and staff regarding concerns or questions
- Reinforce school expectations: **Be Respectful, Be Responsible, Be Accountable**
- Support learning at home and encourage goal setting

Student Responsibilities

Students will:

- Attend school daily and be on time
- Come prepared and actively participate in learning
- Complete assignments and seek help when needed
- Follow school expectations: **Be Respectful, Be Responsible, Be Accountable**
- Take responsibility for their behavior and academic progress.

Communication Commitment

The school and families will maintain communication through:

- Parent-teacher conferences
- Phone calls, emails, and digital platforms
- School newsletters and updates
- Meetings, workshops, and events

Agreement

By signing below, we acknowledge our shared responsibility to support student success.

Student Name: _____

Student Signature: _____ **Date:** _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

School Representative: _____

Signature: _____ **Date:** _____

INTRODUCTION

Principal's Message

"When you are in doubt, be still, and wait; when doubt no longer exists for you, then go forward with courage" ~ [Ponca Chief White Eagle](#)

These words of Ponca Chief White Eagle embody the focus of our efforts here at [San Pasqual Valley High School](#) and [Bill M. Manes High School](#). We are a community dedicated to the idea of preparing our young men and women to "...go forward with courage."

Your years in high school will fly by, and in the short time we have with you we will work together to prepare you for the journey you will face long after you walk out of our gates. We will challenge you, test you, support you and guide you. We will expose you to new activities, and new ways of doing things. We will share in your successes and support you in difficult times. We will help you find answers, and more importantly, we will help you discover new questions.

Together we will all grow as a community. We will face our doubts and go forward with courage, as WARRIORS!

Vision and Mission Statement



San Pasqual Valley High School Mission Statement

The mission of San Pasqual Valley High School is to empower and inspire all students to become productive citizens in the global community by providing a unique, individualized, and inclusive education.

Vision Statement

San Pasqual Valley High School students will be empowered with a strong sense of self and purpose. Each student will graduate from high school equipped with skills and capacities for college, career, and/or workforce.

Bill M. Manes High School Mission Statement

The mission of Bill M. Manes High School is to provide a high-quality standards-based education in an alternative setting from the comprehensive high school so that a student can improve his/her basic academic skills and successfully return to graduate from the comprehensive high school or graduate from the center. To achieve this mission, we will:

- Provide standards-based instruction and materials
- Develop an Individual Learning Plan (ILP) for each student.
- Provide a safe and orderly environment for student learning.
- Promote respect of self, others, and property



STAFF AND SERVICES

SPVHS Office Staff

Principal	Mrs. Noriega
Secretary	Mrs. Kish
Outreach	Ms. Wright
Attendance Clerk	Mrs. Hotel
Librarian	Mrs. Hernandez
Counselor	Mrs. Tudor
Guidance	Ms. Aguilar
& Family Coordinator	

SPVHS Teaching Staff

Mr. Arias	Mr. Knutson
Mr. Casian	Mr. Layne
Mr. Duggan	Ms. Medina
Mr. Escobedo	Ms. Ontiveros
Mrs. Ford	Ms. Pliego
Mrs. Gonzalez	Mr. Rush
Mrs. Garcia	Mrs. Wallace
	Mr. Winterholler



Bill M. Manes Office Staff

Principal	Mrs. Noriega
Teacher	Mrs. Wallace
Secretary	Mrs. Kish
Outreach	Ms. Wright
Attendance Clerk	Mrs. Hotel
Counselor	Mrs. Tudor
Guidance	Ms. Aguilar
& Family Coordinator	

Bill M. Manes Teaching and Support

Mr. Duggan
Mr. Escobedo
Mr. Gonzalez
Mr. Knutson
Mrs. Medina
Mrs. Wallace



San Pasqual Valley USD Governing Board Policies, Procedures, and Regulations

A copy of the SPVUSD policies, procedures and regulations is available at the district office. Students, parents, and members of the community have access to them, and may review them, upon request.

Support Staff and Services

Counselor: Mrs. Tudor

We encourage students to meet with the counselor as needed. The counseling office is in the Administration building on the high school campus. The counselor is a trained professional who can answer your questions and help solve problems in education, learning, and personal matters. Contact our counselor at ATudor@spvUSD.org.

Attendance Clerk: Mrs. Hotel

It is especially important that all absences are cleared in a timely manner. Please verify school absences by calling Ms. Hotel at 760-572-0222 ext. 2300, email at KHotel@spvUSD.org or you may send a note to school the following day. If you ever have questions about your child's attendance, or wish to receive an attendance report, please feel free to contact Ms. Hotel.

Library Clerk: Mrs. Hernandez

The library is open from 8:05 to 3:00. You are welcome to check out materials. Books can be checked out for two weeks, and then renewed for another two weeks. There are fines for overdue, damaged, or lost materials, which must be paid before the end of the school year. This includes classroom textbooks. For questions regarding library fees, you may contact Ms. Hernandez at 760-572-0222 ext. 2360 or AHernandez@spvUSD.org

Athletic Director: Mr. Winterholler

High school sport schedules will be available throughout the year at the front office. Students wishing to participate must have an

- Arizona Interscholastic Association (AIA) Physical Evaluation,
- completed the concussion and opioid online certificate,
- have the parent permission form signed,
- maintain a 2.0 GPA and progress towards graduation
- attend practices/school regularly.

Practices and games are held after school. High school sports include Football, Volleyball, Cheer, Basketball, Wrestling, Baseball, Softball, Soccer, and Track (subject to change). You may contact Mr. Winterholler at 760-572-0222 or JWinterholler@spvUSD.org for more information.

Campus Security: Mr. Montanez

All visitors shall report to the school office to sign in and get a visitor's pass. Visitors' passes must be worn during school ground visits.

VISITOR AND ARRIVAL/DEPARTURE PROCEDURE

Visitors to Classrooms or Other Instructional Areas

Access to classrooms and other instructional areas is subject to approval by the classroom teacher **AND** the principal. To maintain a focused and disruption-free learning environment, visitors may be asked to follow specific guidelines, which include:

- Remaining in a designated area or seat.
- Refraining from speaking to students while the class or activity is in session.
- Avoiding entering or leaving the area during ongoing activities.
- Limiting the visit to specified times or durations.
- Restricting visitor activities to specific purposes.

If you wish to meet with teachers or administrators during the school day, please schedule your conference in advance. Student visitors are welcome only if they are with an entire class from another school or have prior approval from the administration.

Bill M. Manes Visitors

All visitors to BM must check in at the San Pasqual Valley High School administration office to sign in and receive a visitor pass. No visitors will be admitted to the Bill M. Manes classroom without prior permission.

SPVHS Student Drop Off

SPVHS students can be dropped off at the cafeteria starting at 7:15 am. If arriving before 7:30 am, ensure drop-off occurs at the cafeteria. Students will not be permitted to enter the high school campus before 7:30 am. If you arrive after 8:00 am, students check in at the attendance window to get a tardy slip.

Bill M. Manes Drop Off

Bill Manes students should enter through the Bill Manes campus school gate in the morning starting at 8:45. Arrivals after 9:00 must check in at the High School campus to receive a tardy pass.

Traffic Lane and Bus Zone

Please keep the bus lane clear for all buses during the morning from 7:15 to 8:00. If a bus is in the lane **DO NOT ENTER**. Students should walk along the paved sidewalks to avoid crossing the lane of traffic when entering the cafeteria.

Leaving During School Hours

It is necessary to know where students are always. If a student needs to leave school due to illness, doctors' appointment, or any other reason, the ***parent/guardian must sign the student out in the front office before leaving campus.*** Student attendance counts during schoolwide activities (e.g., dances, assemblies, etc.).

Upon returning to school, the student must report to the attendance office before returning to class. Failure to follow the sign-in procedure may result in a school consequence or correction of the attendance record; however, the reason for the absence and the verification provided will determine whether the absence is excused.

Arriving Late, Leaving Early, and Returning

Students arriving after the beginning of the school day must report to the attendance office before going to class.

Students may not leave campus during the school day unless they are signed out through the office by a parent/guardian or another authorized adult, except as otherwise permitted by law.

Students returning during the school day must report to the attendance office before returning to class.

Failure to follow the sign-in or sign-out procedure may result in a school consequence or correction of the attendance record. However, failure to sign in or out does not automatically make an otherwise legally excused absence unexcused. The reason for the absence and the verification provided will determine how it is recorded.

DISTRICT CALENDAR



San Pasqual Valley Unified School District 2026-2027 District Calendar

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July

3- Independence Day (observed)

August

6-7-Certificated Staff Development
10-Orientation Day (All Staff)
11-All Staff Development
12- First Student Day of School

September

7- Labor Day

October

9- Native American Day (NSD)
14-16- Parent Conferences

November

11- Veteran's Day
23-27- Fall break
26-27- Thanksgiving Holiday

December

21-31 Winter Break
24- Christmas Eve Day
25- Christmas Day
31-New Year's Eve Day

January

1- New Year's Day
1-8-Winter Break
7-Certificated Staff Development
8-All Staff Development
11-School in Session
18-ML King Day

February

8-Lincoln's B-day (observed)
15-President's Day

March

26- Good Friday
29-31-Spring Break
17-19- Parent Conferences

April

1-2-Spring Break

May

31- Memorial Day

June

3- Middle School Promotion
4- Last Day of School
4- Graduation
7-25- Summer School
18-Juneenth (observed)

First/Last day of School	
Non Student Day	
Certificated Staff Development	
All Staff Development	
Holidays	
Summer School	

January 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1st Semester	85
2nd Semester	95
Total Days	180
Minimum Days	44

SPVHS CALENDAR OF EVENTS

August 2026

- 12th First day of school
- 26th & 27th Beginning of Year STAR - ELA & Math
- 28th School Site Council - 12:15- 1:30

September 2026

- 3rd Back-to-school Night 5:30 - 6:30 PM
- 7th Labor Day - No School
- 9th Progress Report Quarter 1
- 12th Saturday School
- 10th You Matter Day
- 14th to 18th Higher Education Week I
- 25th School Site Council - 12:15 - 1:30
- 25th Cafecito Chat I
- 26th Saturday School

October 2026

- 2nd Homecoming/FFA BBQ (ASB Incentive)
- 7th End of Quarter 1
- 8th Native American Celebration
- 9th Native American Day - No School
- 15th Anti-Bullying Campaign
- 14th Parent Conferences 1:30 - 6:15 PM
- 15th & 16th Parent Conferences 1:30 - 3:15 PM
- 17th Saturday School
- 21st Unity Day
- 30th School Site Council 12:15 - 1:30
- 26th to 30th Red Ribbon Week

November 2026

- 7th Saturday School
- 10th Progress Report Quarter 2
- 11th Veterans' Day - No School
- 13th World Kindness Day
- 14th Saturday School
- 20th School Site Council 12:15 - 1:30
- TBD Community Thanksgiving Dinner
- 23rd to 27th Fall Break - Thanksgiving Holiday

December 2026

- 2nd & 3rd Mid-Year STAR - ELA & Math
- 4th Cafecito Chat II
- 5th Saturday School
- 12th Saturday School
- 18th Warrior Winter Social (ASB Incentive)
- 18th End of Semester 1
- 21st Winter Break Begins (Ends Jan. 7th)
- 21st & 22nd Winter Session

January 2027

- 11th Return from Winter Break
- 18th Martin Luther King Jr. Day - No School
- 29th School Site Council - 12:15 - 1:30
- 29th Awards Assembly - Semester 1
- 30th Saturday School

February 2027

- 8th Lincoln's Birthday - No School
- 11th Healthy Choices
- 12th Progress Report Quarter 3
- 15th President's Day - No School
- 19th School Site Council - 12:15 - 1:30
- 20th Saturday School
- 26th Cafecito Chat III

March 2027

- 6th Saturday School
- 12th End of Quarter 3
- 12th Warrior Bloom Bash (ASB Incentive)
- 17th Parent Conferences 1:30 - 6:15 PM
- 18th & 19th Parent Conferences 1:30 - 3:15 PM
- 19th School Site Council - 12:15 - 1:30
- 20th Saturday School
- 26th Good Friday - No School
- 29th Spring Break Begins (ends April 2nd)

April 2027

- 5th Return from Spring Break
- 8th Career Day
- 10th Saturday School
- 16th Progress Report Quarter 4
- 20th & 22nd ICA & CAASPP ELA (9th/10th & 11th GR.)
- 23rd Cafecito Chat IV
- 24th Saturday School
- 27th CAST - Science Testing (Juniors)
- 29th iCAN Event
- 30th School Site Council - 12:15 - 1:30

May 2027

- TBD Junior/Senior Prom
- TBD Cinco de mayo celebration
- 4th & 6th ICA & CAASPP MATH (9th/10th & 11th GR.)
- 8th Saturday School
- 17th Higher Education Week 2
- 19th & 20th End of Year - STAR ELA & Math
- 20th FFA Banquet
- 21st School Site Council - 12:15 - 1:30
- 22nd Saturday School
- 26th Athletic Banquet
- 31st Memorial Day - No School

June 2027

- TBD Water Day (ASB Incentive)
- 1st Scholarship & Senior Awards Banquet
- 2nd Awards Assembly - Semester 2
- 4th Last Day of School Year 2026-2027
- 4th High School Graduation 7:00 - 9:00 PM
- 7th First day of Summer School 2027
- 19th Juneteenth - No Summer School
- 25th Last day of Summer School

SAN PASQUAL VALLEY HIGH SCHOOL

BELL SCHEDULE

REGULAR SCHEDULE (Monday, Tuesday, Wednesday & Thursday)		
60 - Minute Classes – 5 - Minute Passing		
PERIOD 1	8:00	9:00
PERIOD 2	9:05	10:05
<i>PERIOD 3</i> <i>LIFESKILLS</i>	<i>10:10</i>	<i>10:30</i>
PERIOD 3	10:30	11:30
PERIOD 4	11:35	12:35
LUNCH	12:35	1:05
PERIOD 5	1:10	2:10
PERIOD 6	2:15	3:15
MINIMUM DAY SCHEDULE (Every Friday)		
40 - Minute Classes – 5 - Minute Passing		
PERIOD 1	8:00	8:40
PERIOD 2	8:45	9:25
<i>PERIOD 3</i> <i>ADVISORY</i>	9:30	9:45
PERIOD 3	9:50	10:30
PERIOD 4	10:35	11:15
PERIOD 5	11:20	12:00
PERIOD 6	12:05	12:45
LUNCH	12:45	1:15

ASSEMBLY SCHEDULE

33 - Minute Classes – 5 - Minute Passing

PERIOD 1	8:00	8:33
PERIOD 2	8:38	9:11
PERIOD 3	9:16	9:49
PERIOD 4	9:54	10:27
PERIOD 5	10:32	11:05
PERIOD 6	11:10	11:45
ASSEMBLY	11:45	12:45
LUNCH	12:45	1:15

BILL M. MANES HIGH SCHOOL

PERIOD SCHEDULE

REGULAR SCHEDULE (Monday, Tuesday, Wednesday, Thursday)		
60 - Minute Class Sessions		
BREAKFAST	8:45	9:05
PERIOD 1 Math	9:05	10:05
<i>LIFESKILLS</i>	<i>10:10</i>	<i>10:30</i>
PERIOD 2 History/Science	10:30	11:30
PERIOD 3 English	11:35	12:35
LUNCH	12:35	1:05

MINIMUM DAY SCHEDULE (Every Friday)		
45 - Minute Class Sessions		
BREAKFAST	8:45	9:00
PERIOD 1 Math	9:00	9:45
PERIOD 2 History/Science	9:45	10:30
PERIOD 3 English	10:30	11:15
<i>INTERVENTION</i>	<i>11:15</i>	<i>12:30</i>
LUNCH	12:35	1:05



GRADE REPORT PERIODS SPVHS/BMHS 2026-2027



Grading Period	Start Date	End Date	Total Days
Fall Semester 1	August 12, 2026	December 18, 2026	85 days total
<i>Progress 1</i>	<i>August 12, 2026</i>	<i>September 9, 2026</i>	<i>20 days</i>
Quarter 1/Term 1 (BM)	August 12, 2026	October 7, 2026	40 days
<i>Progress 2</i>	<i>October 8, 2026</i>	<i>November 10, 2026</i>	<i>23 days</i>
Quarter 2/Term 2 (BM)	October 8, 2026	December 18, 2026	45 days
Spring Semester 2	January 11, 2027	June 4, 2027	95 days total
<i>Progress 3</i>	<i>January 11, 2027</i>	<i>February 12, 2027</i>	<i>23 days</i>
Quarter 3/Term 3 (BM)	January 11, 2027	March 12, 2027	42 days
<i>Progress 4</i>	<i>March 15, 2027</i>	<i>April 16, 2027</i>	<i>19 days</i>
Quarter 4/Term 4 (BM)	March 15, 2027	June 4, 2027	53 days

Progress Reports and Final Grades

Progress reports are issued approximately every 3–4 weeks to provide students and families with updates on academic progress. Progress report periods are considered benchmark updates. Grading is continuous and progressive throughout each semester or term.

Final grades are issued as follows:

- **San Pasqual Valley High School:** Final grades are issued at the end of each semester.
- **Bill M. Manes High School:** Final grades are issued at the end of each quarterly term for the courses assigned during that term.

** Only the end of semester/term grades will appear on the student's permanent record.*

Parent Conferences:

Early release - Minimum Days on all conference days. Dismissal is 1:15 pm

- October 14th from 1:30 pm to 6:15 pm
- October 15th & 16th from 1:30 pm to 3:15 pm
- March 17th from 1:30 pm to 6:15 pm
- March 18th & 19th from 1:30 pm to 3:15 pm

San Pasqual Valley High School

San Pasqual Valley High School courses are scheduled by semester. Each semester lasts approximately 18 weeks. Students earn final grades at the end of each semester, and classes generally change at the end of each semester.

Quarter reports provide an update on each student's progress in all classes and show what the student's final grade would be if the semester ended at that point. The only permanent grades students receive at San Pasqual Valley High School are the final semester grades posted at the end of each semester.

Bill M. Manes High School

Bill M. Manes High School courses are scheduled by **quarterly terms**. Each term represents a separate grading period for the courses assigned during that term. Students are expected to complete their assigned courses by the end of each term.

At the close of each term, grades are finalized for the courses assigned during that term. Students may be assigned new classes for the next term.

Because Bill M. Manes High School operates on quarterly terms, the final term grade is the permanent grade for each course assigned during that term. The only permanent grades students receive at Bill M. Manes High School are the final term grades posted at the end of each quarterly term.

Grades

Grades are calculated by dividing the total points a student has earned by the total points possible up to that point in the semester. This ensures that students and their parents/guardians have a clear understanding of academic performance and progress.

Example:

Name	Grade Period	Points Possible	Points Earned		%	Grade
Juan M	<i>Progress 1</i>	100	70	70/100	70%	C
Juan M	Quarter 1	100+100	70+40	110/200	55%	F
Juan M	<i>Progress 2</i>	100+100+100	70+40+80	190/300	63%	D
Juan M	Quarter 2	100+100+100+100	70+40+80+90	280/400	70%	C

Grading Scale

Evaluation	Grade	Percentage
Excellent	A	90-100%
Good	B	80-89%
Fair	C	70-79%
Poor	D	60-69%
Fail	F	Less than 60%

HIGH SCHOOL AND BILL MANES DIPLOMA REQUIREMENTS

Courses in the following areas must be passed and **established criteria met to receive a high school diploma** from San Pasqual High School or Bill Manes.

- English (40 credits) 4 years
 - English 9 AB
 - English 10 AB
 - English 11 AB
 - English 12 AB
- Social Science (30 credits) 3 years
 - World History AB
 - US History AB
 - Civics/Economics
- PE (20 credits) 2 years
- Mathematics (30 credits) 3 years
 - Integrated Math 1 or Algebra 1 AB (*Required*)
- Fine Arts/Foreign Language (10 credits) 1 year
- Science (20 credits) 2 years
 - Life Science
 - Physical Science
- Electives: (60 credits)
 - Accumulate Elective credits in any non-required area over the 4 years of high school enrollment.

Physical Education

All grade-nine students participate in the California Physical Fitness Test. Passing the test is not a graduation requirement. Physical Education enrollment and exemptions are determined in accordance with California law and district policy.

Homework

The staff at San Pasqual Valley High School recognizes homework, used as an extension of the day's learning, as an integral part of a child's learning experience. Students shall be able to complete homework assignments independently. Through homework assignments, students will develop responsibility, self-direction, and organizational skills.

Make Up Work

Students with excused absences will be allowed to complete assignments and assessments that can reasonably be provided. Upon satisfactory completion within the time established by the teacher, students will receive full credit.

If a student fails to complete the missed work, the assignment will be converted to a zero in the grade book. After returning to campus from an absence, students are encouraged to meet with their teachers before, after or during passing periods to inquire about missing work. Students are responsible for contacting their teachers regarding missed work to inquire about missing work. Students may ask for future assignments for upcoming absences. Failure to make up missing assignments may result in a failing grade.

Student Success Team (SST) Meetings

Students who do not pass core and/or required coursework will be automatically referred to the Student Success Team (SST) for a collaborative and comprehensive review of their strengths, talents, and academic concerns. The SST will work together to develop and implement strategies for intervention support. This plan will be monitored regularly. The SST plan provides intervention and support but does not replace or override the academic eligibility requirements established by district procedure.

GRADUATION CEREMONY PARTICIPATION

The graduation ceremony from any high school is a special event in the life of a student, and memories of that event are carried for a lifetime. This special time is made more meaningful because of the sense of accomplishing something significant in life and meeting a standard of performance that is commensurate with being honored as a young adult, ready for the post-high school world.

Students participating in the SPVHS and Bill Manes graduation ceremony must meet high standards of performance. These standards and expectations ensure that students who receive their diploma **and** participate in the graduation commencement ceremony have successfully completed a rigorous set of coursework and have met minimum academic and attendance standards. This ensures that our graduates are well-prepared for future challenges and embody the values and expectations of our school mission and community goals.

I. Course Completion Requirements

Courses in the following areas must be passed:

- | | | | |
|------------------------------|---------|--------------------------------|---------|
| • English | 4 years | • Social Science | 3 years |
| • PE | 2 years | • Mathematics | 3 years |
| • Fine Arts/Foreign Language | 1 year | • Science (1 life, 1 Physical) | 2 years |
- Electives: Electives when added to credits earned in required courses must total two hundred twenty (220) credits

Students graduating beginning in 2029–30, must complete one semester of Ethnic Studies; and

Students graduating beginning in 2030–31, must complete Personal Finance.

California permits the applicable local educational agency to exempt a student who completes Personal Finance from the separate Economics requirement.

II. GPA Requirements:

- 2.0 Cumulative GPA for all courses completed in grades 9-12

III. Attendance Requirements:

- A cumulative attendance rate of at least 90% during the student's high school enrollment.
School activities will not be counted as absences, but all other absences
Excused and unexcused will count against the percentage for this policy.

Cumulative Attendance Calculation

For graduation ceremony eligibility, cumulative attendance will be calculated using the number of instructional days the student was enrolled in high school.

- For students enrolled at SPVHS beginning in grade nine, attendance will be calculated across all four years.
- For transfer students or students who enroll after grade nine, attendance will be calculated from the student's first day of enrollment. Official attendance records from a previous high school may also be included when available.

- For students enrolled at both SPVHS and Bill M. Manes High School, attendance from both schools will be combined.
- School-sponsored activities will not be counted as absences.
- Documented absences covered by an approved medical accommodation or other legally protected circumstance will be excluded from the attendance calculation.
- All other excused and unexcused absences will be included unless an exception is approved by the Superintendent or designee due to documented extraordinary circumstances.

The attendance rate will be calculated as follows:

- **Days Present ÷ Total Applicable Days Enrolled × 100**

IV. Financial Aid Application Requirement (FAFSA) completion

- Complete and submit a FAFSA or California Dream Act Application, complete an authorized opt-out form, or be determined exempt in accordance with applicable law.

** Students successfully completing the requirements outlined in Sections I and II will be able to receive their SPVHS or Bill Manes Diplomas per SPVUSD Board Policy but must meet the requirements outlined in Sections III and IV as well if they wish to participate in the **Graduation Ceremony**.

COURSE CATALOG 2026-2027

English

English 9	10 credits
English 10	10 credits
English 11	10 credits
English 12	10 credits
AWC English 101	5 HS; 3 College credits
AWC English 102	5 HS; 3 College credits

Social Studies

World History	10 credits
US History	10 credits
AWC US History 155	5 HS; 3 College credits
Ethnic Studies	5 credits
Personal Finance	5 credits
Civics	5 credits
Economics	5 credits

Physical Education

Physical Education	5 credits per semester
Weights and Cardio	5 credits per semester
Introduction to Dance	5 credits per semester
Intermediate Dance	5 credits per semester

Foreign Language

Spanish 1	10 credits
Spanish 2	10 credits

English Development

ELD 1-2	10 credits
ELD 3-4	10 credits

Electives

Computers	5-credit semester
College and Career	5 credits per semester
Senior Seminar	5 credits per semester
ASB Student Leadership	5 credits per semester
Yearbook	5 credits per semester
Teacher's Assistant	5 credits per semester

Math

Integrated Math 1	10 credits
Algebra 1	10 credits
Geometry	10 credits
Algebra 2	10 credits
Math Analysis	5 or 10 credits
AWC College Algebra 151	5 HS; 4 College credits
Consumer Math	10 credits

Science

Life Science

Biology	10 credits
Ag Biology (CTE)	10 credits

Physical Science

Environmental Science	10 credits
Agriscience (CTE)	10 credits

Fine Arts

Art 1	5 credits per semester
Art 2	5 credits per semester
Ceramics 1	5 credits per semester
Ceramics 2	5 credits per semester

Support

Academic Support	5 credits per semester
Credit Recovery	5 credits per semester

Career and Technical Education (CTE)

Intro to Agriculture	10 credits
Ag Biology	10 credits
Agriscience	10 credits

Child Development	10 credits
Careers with Children	10 credits

Culinary Arts 1	10 credits
* Culinary Arts 2 (27-28 SY)	10 credits

RETURN TO THE COMPREHENSIVE HIGH SCHOOL FROM BILL MANES

If it has been determined by the alternative education principal that a student has made the appropriate academic progress as listed in a student's contract and Individual Learning Plan, the student desiring to return to San Pasqual Valley High School may complete an application for transfer **at the end of each term** if they were a voluntary transfer student to Alternative Education site. Involuntary transfer students must complete the expectations outlined in plan that defines the required time, complete the required number of credits, and expectation of behavior standards to be considered for transfer.

Re-admission to the regular comprehensive high school will be based on the following:

1. The parent must sign the request form to approve the transfer.
2. The student shall be on track to graduate from the regular high school.
3. The student shall have 90% or better attendance.
4. The student shall have no behavior violations that resulted in a suspension from school.
5. The staff from Bill M. Manes must recommend the return of the student and present a plan for success both academically and behaviorally at the regular high school.
6. Upon review of the administration of both schools, if the transfer is approved, the transfer form will be signed, and the student may return to the regular campus at the start of the next term.

If the request to return is made by the parent and one or more of the above stipulations are not met, the parent/guardian may request a meeting with the District Superintendent to review the transfer request.

ATTENDANCE

Attendance Expectations

Regular attendance and punctuality are essential to student success. Students are expected to attend school every day, arrive on time, remain in their assigned classes, and stay for the entire school day unless excused or authorized to leave.

Parents/guardians should report an absence as soon as possible by calling the attendance office at 760-572-0222, extension 2300, leaving a voicemail, emailing the attendance clerk, or providing a signed note when the student returns.

The notification should include the student's name, date of absence, reason for the absence, and the name of the person providing verification. An absence may remain unverified and be recorded as unexcused until sufficient information is received.

Excused Absences

Absences will be excused when authorized by California law and SPVUSD Board Policy and Administrative Regulation 5113. Examples include:

- Student illness or mental or behavioral health needs;
- Medical, dental, optometric, chiropractic, or mental health appointments;
- Quarantine directed by a health officer;
- Funeral services, bereavement, or qualifying grief-support services;
- Court appearances or jury duty;
- Religious holidays, ceremonies, or approved retreats;
- The student's naturalization ceremony;
- Approved cultural, civic, political, educational, or employment-related events;
- Spending time with an immediate family member who is on leave from or returning from military deployment;
- Military entrance processing;
- Caring for a sick child when the student is the child's custodial parent;
- Confidential medical services as permitted by law; or
- Another justifiable personal reason approved by the principal or designee.

Some absences require advance written parent/guardian permission and approval from the principal or designee. Families should contact the attendance office before a planned absence to determine what documentation or approval is required.

An excused absence remains an absence from instruction and may be included when calculating chronic absenteeism and school attendance percentages unless otherwise required by law or district procedure.

Medical and Other Verification

A parent/guardian may generally verify a short-term illness. Additional verification may be required when:

- An illness lasts three or more consecutive school days;
- A student has more than five school days of medically related absences during the school year; or
- The parent/guardian has received written notice that additional verification will be required because of a recurring attendance pattern.

Verification may be provided by a physician, dentist, optometrist, chiropractor, mental health professional, health officer, school nurse, or another qualified provider, as appropriate.

Families of students with chronic or long-term medical conditions should contact the school to establish an appropriate health, Section 504, IEP, or attendance-support plan.

Unexcused Absences

An absence may be recorded as unexcused when:

- The reason is not authorized by law or district policy;
- Required advance approval was not obtained;
- The absence has not been verified;
- The student leaves campus without permission; or
- The student is absent from an assigned class or activity without authorization.

Examples may include oversleeping, missing transportation, nonapproved family trips, cutting class, or remaining in an unauthorized area during instructional time.

Tardies and Unauthorized Absences

Tardy of 30 Minutes or Less	Tardy or Absence of More Than 30 Minutes	Period Truancy or Unauthorized Absence
A student is tardy when the student is not in the assigned classroom or instructional area when the bell rings. A tardy of 30 minutes or less: • Is recorded as a tardy • Counts toward the school's progressive intervention process • Does not independently count as a qualifying truancy occurrence under state law.	An unexcused late arrival, early departure, or absence from instruction of more than 30 minutes: • Is recorded as an unexcused absence exceeding 30 minutes • Counts toward truancy classification • Counts toward progressive attendance interventions • Affects the student's attendance percentage based on the instructional time missed.	A period truancy occurs when a student: • Does not report to an assigned class • Leaves class without authorization • Is in another classroom or campus area without an approved pass • Leaves campus without being properly signed out • Misses more than 30 minutes of an assigned class or activity without a valid excuse. Period truanies are recorded as unexcused absences and may result in immediate administrative intervention.

Progressive Attendance Interventions

Tardy and unauthorized-absence incidents are cumulative throughout the school year. The following interventions may be assigned:

- **5 incidents:** Parent/guardian notification and lunch detention.
- **10 incidents:** Parent/guardian notification, one class period of In-School Restriction, and lunch detention.
- **15 incidents:** Parent/guardian conference, one-half day of In-School Restriction, lunch detention, and attendance-support review.
- **20 incidents:** Parent/guardian conference, one full day of In-School Restriction, lunch detention, and an attendance-support plan.
- **25 or more incidents:** Formal administrative referral and comprehensive attendance review, which may include SST, SART, or SARB referral.

The school may intervene before a listed threshold when a student intentionally cuts class, leaves campus without permission, develops a serious attendance pattern, or violates an existing attendance agreement.

Interventions may also include counseling, mentoring, check-ins, transportation assistance, Saturday School, academic support, restorative practices, or other services intended to address barriers to attendance.

Truancy and SARB Process

California law requires students between the ages of 6 and 18 to attend school full time unless legally exempt.

A student is initially classified as truant when, during one school year, the student has any combination of:

- Three unexcused full-day absences;
- Three unexcused tardies or absences of more than 30 minutes; or
- Three qualifying occurrences consisting of a combination of full-day absences and absences exceeding 30 minutes.

The truancy and SARB intervention process may include the following stages:

1. Initial Truancy Notification

The parent/guardian receives formal written notification of the student's truancy classification. School staff may contact the family to identify attendance barriers and explain the possible academic and legal consequences of continued absences.

2. Continued Truancy and School Intervention

Each additional unexcused full-day absence or unexcused absence exceeding 30 minutes may result in another truancy report.

The school may:

- Conduct a student and parent/guardian conference;
- Refer the student to the Student Success Team or School Attendance Review Team;

- Develop an attendance-improvement plan or contract;
- Provide counseling, academic, health, transportation, or family support; and
- Assign appropriate school interventions.

3. Habitual Truancy

A student may be classified as a habitual truant after:

- The student has been reported as truant three or more times during the same school year; and
- The school has made a conscientious effort to meet with the student and parent/guardian.

4. SARB Referral and Hearing

When school interventions have not resulted in sufficient improvement, the student and family may be referred to the School Attendance Review Board.

The SARB panel will review the student's attendance history, prior interventions, and barriers to attendance. The student and parent/guardian may be required to enter into a formal attendance agreement and participate in identified services.

Failure to comply with a SARB agreement may result in referral to appropriate county agencies, law enforcement, or the District Attorney's Office as permitted by law. The purpose of SARB is to improve attendance and connect families with support before legal action is considered.

Extended Absences and Enrollment

A student will not be withdrawn automatically after a specific number of absences. Before withdrawing a student because of an extended unexplained absence, the school will make reasonable attempts to:

- Contact the parent/guardian and emergency contacts;
- Determine whether the student has moved, transferred, or enrolled elsewhere;
- Provide required attendance and truancy notices;
- Conduct an attendance and enrollment investigation; and
- Follow district procedures and applicable law.

Parents/guardians who intend to transfer or withdraw a student must contact the school and complete the required withdrawal process.

Academic Effect of Absences

High school progress is based on course completion and credits earned. Students are not automatically retained because of a specific number of absences. However, frequent absences and tardiness may result in missed instruction, incomplete assignments, course failure, loss of credit, ineligibility for activities, credit deficiency, or delayed graduation.

Students with excused absences will be allowed to complete assignments and assessments that can reasonably be provided in accordance with district policy.

AWARDS AND RECOGNITION

Awards and recognition will be scheduled towards the end of each semester. Award assemblies are held in the High School Gym. Families are invited to attend. Award assembly dates and times to be determined. Notices will be sent home with students a week prior to the assembly.

Valedictorian and Salutatorian

According to Board Policy 5127, the selection process for valedictorian(s) and salutatorian(s) is designed to honor superior academic achievement. It involves the use of established criteria and procedures that incorporate multiple measures of academic performance.

Selection Criteria

The selection of valedictorian and salutatorian is based on the following criteria:

- Weighted Cumulative GPA
- A-G Completion Status
- College Course Completion
- CTE (Career Technical Education) Completion
- Meeting or Exceeding Standards on the CAASPP (California Assessment of Student Performance and Progress) in English Language Arts and/or Math

Honor Roll

At the end of each semester students are selected for the honor roll by their grade point average of 3.0 or higher. Regular honor roll ranges from 3.0 – 3.4, while the high honor roll is 3.5 – 4.0.

Seal of Biliteracy

The Seal of Biliteracy (SoBL) is an award granted by a school, district, organization or state in the United States of America, in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy is meant to encourage students towards biliteracy in their first language and in a second language.

Students must meet all current California State Seal of Biliteracy requirements. Students should contact the counselor for current eligibility criteria and approved proficiency assessments.

A-G Requirements:

To meet the A-G requirements for California public universities, high school students must complete 15 year-long college preparatory courses with a grade of C or better:

- A – History/Social Science: 2 years
- B – English: 4 years
- C – Mathematics: 3 years (4 recommended)
- D – Laboratory Science: 2 years (3 recommended)
- E – Language Other than English: 2 years (3 recommended)
- F – Visual and Performing Arts: 1 year
- G – College-Preparatory Elective: 1 year

CTE Completion

Students who complete at least one of the three available Career and Technical Education (CTE) pathways in Agriculture, Culinary Arts and/or Education will be recognized for their achievement. These pathways offer specialized training and education, preparing students for careers in these fields and acknowledging their dedication and skills acquired through the program.

CAASPP Achievement

Students who achieve "Meets" or "Exceeds" standards on their California Assessment of Student Performance and Progress (CAASPP) in Language Arts and/or Math will be recognized for their academic excellence. This recognition highlights their proficiency and understanding in these critical subjects, reflecting their hard work and dedication to their studies.

College Course Completion

Students who complete one or more semesters of college coursework with a grade of C or better will be recognized for their academic achievement. This acknowledgment highlights their commitment to higher education and their ability to succeed in college-level classes, demonstrating readiness for further academic challenges and future career opportunities.

Athlete of the Year

The Athlete of the Year Award aims to promote participation in multi-sport programs among our student-athletes while emphasizing the importance of ethical behavior, good sportsmanship, positive values, and academic excellence.

Selection Criteria:

1. Participation in Sports: Earn points for participating in multiple sports seasons.
2. Academic Achievement: Points based on cumulative GPA.
3. Athletic Excellence: Points for state and regional achievements.
4. Team Contribution: Recognize significant contributions to the team's success.
5. Character and Leadership: Exhibit positive qualities on and off the field.

Presidential Award

The President's Education Awards Program recognizes graduating students for their academic excellence and dedication. The President's Award for Educational Excellence honors those with outstanding academic achievements, while the President's Award for Educational Achievement acknowledges significant improvement or exceptional effort.

Citizenship Award

The Citizenship Award honors students who demonstrate outstanding character, leadership, and commitment to their community. This award recognizes those who exemplify responsible behavior, respect for others, and active participation in school and community activities.

Resiliency Award

The Resiliency Award honors students who have demonstrated exceptional perseverance and adaptability in overcoming challenges. This award recognizes those who maintain a positive attitude and continue to strive for success despite obstacles.

Attendance

Students with perfect attendance with no tardiness and no period absences will receive award recognition at the end of the school year. Students must be in attendance for full school days to receive the award.

STUDENT SUCCESS AND LEARNING

Invitation to Parents / Guardians

Our staff provides a quality education for all students. We recognize the important role parents and guardians have in a student's success at school and encourage you to be actively involved. Please feel free to call the school and set up an appointment with your child's teacher if you ever have a concern.

Parent Conferences

Two parent conference nights will be held during the school year in the fall and spring. In addition, parents are encouraged to meet the teachers as needed throughout the school year.

Credit Recovery

SPVHS utilizes Credit Recovery software to provide SPVHS students with the opportunity to make up credits for previously failed classes during the regular school day. Students seeking to take advantage of this program to help remain or get back on track for graduation should contact the school counselor.



ACADEMIC AND AIA ELIGIBILITY

To participate in extracurricular or co-curricular activities, students must meet the academic, attendance, conduct, and participation requirements established by the district and school. Students participating in interscholastic athletics must also meet all applicable Arizona Interscholastic Association (AIA), conference, region, district, school, team, transfer, enrollment, age, physical examination, parental consent, and participation requirements.

Academic Requirements

To be academically eligible, a student must have demonstrated satisfactory educational progress during the previous completed official grading period.

Satisfactory educational progress requires both:

1. An overall GPA of at least 2.0 in all enrolled courses, calculated on a 4.0 scale; and
2. Minimum progress toward completing the graduation requirements established by the Governing Board.

A “D” or “F” grade does not, by itself, automatically make a student ineligible. All grades are included in the GPA calculation, and an “F” earns no course credit. A failed course may result in ineligibility when it causes the student’s GPA to fall below 2.0 or causes the student to cease making minimum progress toward graduation.

AIA Course-Enrollment Requirement

To participate in AIA interscholastic athletics, a student must also:

- Be enrolled in at least five courses during each of the student’s first six semesters of high school; and
- During the seventh and eighth semesters, be enrolled in the minimum number of courses established by the district.

Students with shortened schedules, dual-enrollment schedules, alternative-school placements, or other nontraditional schedules must receive eligibility verification from the principal or designee before participating.

Official Eligibility Determinations

Academic eligibility is determined from grades earned during the previous completed official grading period. Official eligibility reviews occur after:

- Quarter 1 or Term 1 - October 7, 2026
- Semester 1 or Term 2 - December 18, 2026
- Quarter 3 or Term 3 - March 12, 2027
- Semester 2 or Term 4 - June 4, 2027

Progress reports and weekly grade checks are used to identify students who need academic assistance. They do not independently change the academic eligibility of a student who was eligible during the previous official grading period.

Academic eligibility under this procedure is only one component of athletic eligibility. Before a student practices, tries out, or competes, the principal or designee must verify compliance with all applicable AIA eligibility requirements.

Academic Watch

A student may be placed on Academic Watch when current records show:

- A GPA below 2.5;
- One or more “D” or “F” grades;
- Multiple missing assignments;
- A cumulative credit deficiency;
- Failure to make progress in credit recovery; or
- Another concern that may affect eligibility at the next official grading period.

Academic Watch is an intervention status and does not independently make an otherwise eligible student ineligible. Students on Academic Watch may be referred or assigned to tutoring, credit-recovery support, teacher assistance, counselor conferences, or another academic intervention.

Academic Ineligibility

A student is academically ineligible when the previous official grading period shows:

- An overall GPA below 2.0; or
- Failure to make minimum progress toward graduation.

An academically ineligible student remains ineligible until the next official eligibility determination unless an official grade correction changes the underlying determination.

An ineligible student may not practice, try out, travel, dress for competition, or compete unless participation is expressly permitted under applicable AIA and district rules and approved by the principal or designee.

Attendance

Students must demonstrate regular attendance and comply with applicable district and school attendance-participation requirements. These include:

- Maintaining the required 90% attendance rate.
- Attending the full school day on the day of an activity or contest;
- Attending the full school day immediately preceding a weekend or non-school-day contest; and
- Complying with any applicable SST, SART, or SARB attendance plan or contract.

School-sponsored activities and administrator-approved exceptions will be addressed according to district procedures.

Bill M. Manes High School Students

A student enrolled at Bill M. Manes High School may participate in athletics at San Pasqual Valley High School only when:

- The placement qualifies under the applicable AIA rule for district alternative-school students;
- The student meets all AIA and district eligibility requirements; and
- The SPVHS principal or designee verifies the student’s eligibility before participation.

Enrollment at Bill M. Manes High School does not automatically establish athletic eligibility at SPVHS.

Final Eligibility Authority

The school administration is responsible for verifying compliance with all district and AIA eligibility requirements. Coaches do not independently determine or change eligibility.

The principal or designee will make the final site-level determination, subject to applicable district and AIA requirements.

Assembly and Field Trip Eligibility

At San Pasqual Valley High School, we recognize and celebrate students who consistently strive for excellence in both academics and behavior. These students will have the opportunity to participate in assemblies and attend field trips throughout the year. These events include but are not limited to:

- Optional incentive assemblies and reward trips;
- Athletic and co-curricular travel.

Eligibility Criteria

To be eligible for these events, students must:

- Meet the Academic Eligibility requirements.
- Behavior Eligibility - No out-of-school suspension during the eligibility period.
- Maintain a 90% attendance rate for the school year.
- *In cases where it applies, be following their SST/SART plan and/or SARB contract, meeting all the criteria specified in their plan. The plan provides intervention support but does not override eligibility requirements.*

We look forward to celebrating the hard work and dedication of our students through these special events!

QUARTER	Incentive Assembly & BBQ	Academic/Attendance Eligibility Date	Behavior Eligibility Date
1st	October 2, 2026	September 30, 2026	October 1, 2026
2nd	December 18, 2026	December 16, 2026	December 17, 2026
3rd	March 12, 2027	March 10, 2027	March 11, 2027
4th	May 28, 2027	May 26, 2027	May 27, 2027

Extracurricular Activities and Events Attendance Requirements

To participate in extracurricular and co-curricular activities, students must maintain a year-to-date attendance rate of at least 90% and meet the full-day attendance requirements described below. Failure to qualify due to attendance, must be made up through Saturday School participation.

- School-related absences will not be counted against the student attendance percentage.
- Unexcused absences count against activity eligibility. The Superintendent or designee may approve an exception for documented extraordinary circumstances.
- These will be dealt with on an individual basis.
- Students who do not qualify because of attendance may restore eligibility through approved Saturday School participation.
- In cases where it applies student must be in good standing with SART/SARB/SST attendance contract.

Saturday School

- One completed Saturday School session recovers one unexcused absence.
- Recovered attendance is applied to positive attendance rate of eligibility requirements.
- Hours required for attendance - 8:00 - 12:00; Lunch 12:00 - 12:30.
- Students must request transportation from Attendance Office if needed.
- Attendance is verified by student sign in sheet submitted to Attendance Office.

2026-2027 Saturday School Dates:

- September 12th and 26th
- October 17th
- November 7th, 14th and 23rd
- December 5th, 12th, 21st and 22nd
- January 30th
- February 20th
- March 6th and 20th
- April 10th and 24th
- May 8th and 22nd

SOCIAL EMOTIONAL LEARNING

The California Department of Education (CDE) is committed to guiding the process for social and emotional learning (SEL) to be integrated into every student's educational experience. Extensive research is proving that social and emotional learning is essential while striving for academic success and preparing for college and careers.

The California Department of Education has found that, "social and emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to:

- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions
- understand and manage emotions

All these skills are necessary- both for educators and students to function well in the classroom, in the community, and in college and careers."

San Pasqual Valley High School is also committed to educating the whole child and aligns with the California Department of Education initiative to integrate SEL into every student's educational experience. To do this, a multi-tiered system of supports has been adopted. The diagram below outlines the supports integrated at San Pasqual Valley High School.

Tier I: Universal Intervention (all students)	Tier II: Secondary Intervention (Small Group Based)	Tier III: Tertiary Intervention (Individual Based)
Classroom Guidance Lessons: classroom lessons facilitated by school counselors to address academic, college and career, and personal / social topics. Minute Meetings/Check-Ins: brief meetings with individual students to build connections, offer guidance when experiencing short-term situations, and / or determine if more support is needed. Healthy Choices Program: a day in which students learn about various social-emotional topics to guide them through high school.	Conflict Resolution: Students who participate in a friendship problem or mutual conflict with other peer(s) are offered the opportunity to meet with school counselor or designated support staff to communicate respectfully and work together to solve the problem effectively and peacefully. This intervention is not used to address bullying. Safe School Ambassadors: Selected students are invited to participate in a two-day training that teaches students how to identify and respond to mistreatment. Students meet in groups throughout the year to continue practicing the learned skills and empower them to continue enhancing school culture.	Individual Student Planning/Individual School Counseling: on-going meetings between student and school counselor to address specific academic, college/career, and personal/social areas of need. Suite 360 Intervention/Restorative Practices: Students who have been identified due to repeated discipline referral infractions will participate in support services with Alternative Behavior Specialist.

SUICIDE PREVENTION AND INTERVENTION

Introduction

The well-being of our students is a top priority. This policy outlines the procedures for suicide prevention and intervention to ensure a supportive and safe environment for all students. This policy aligns with California state laws and guidelines to address and mitigate the risks associated with suicide.

Prevention

1. Education and Training:

- Students: Annual programs and workshops on mental health awareness, stress management, and recognizing signs of suicidal behavior.
- Parents: Educational materials and workshops on supporting their children's mental health and recognizing warning signs of suicide.

2. Mental Health Resources:

- School counselors, psychologists, and mental health specialists for all students.
- Mental health services and hotlines
 - 988 Suicide & Crisis Lifeline: call or text 988
 - The Trevor Lifeline: 1-866-488-7386
 - Crisis Text Line: Text "TALK" to 741741
 - Imperial Mobile Crisis Unit: 1-800-817-5292

3. Creating a Supportive Environment:

- Implementing programs that promote a positive school climate, including anti-bullying initiatives and peer support groups.
- Encouraging open communication between students, staff, and parents regarding mental health concerns.

4. Curriculum Integration:

- Incorporating mental health education into the curriculum to normalize conversations about mental health and reduce stigma.

Intervention

1. Immediate Response:

- Any student expressing suicidal thoughts or behaviors should be taken seriously. Staff must ensure the student is not left alone and seek immediate assistance from the school counselor or administrator.
- If a student is in immediate danger, call 911.

2. Risk Screening:

- A trained mental health professional will conduct a risk screening to determine the level of risk and appropriate interventions.

- Parents/guardians will be notified as soon as possible, except in cases where notifying them may increase the risk of harm to the student.

3. Safety Plan:

- Developing a personalized safety plan for the student, which may include removing access to means of self-harm, identifying supportive contacts, and outlining steps to seek help.

4. Referral and Follow-up:

- Referring the student to appropriate mental health services outside of school if necessary.
- Regular follow-ups by school counselors to monitor the student's well-being and progress.

This policy is intended to create a safe and supportive environment for all students by promoting mental health awareness, providing timely interventions, and ensuring compassionate responses to tragedies. By working together, we can help prevent suicide and support those affected by it.

For further information or assistance, students and parents are encouraged to contact the school administration or mental health services.

SCHOOLWIDE SUPPORT SYSTEM

Schoolwide

San Pasqual Valley High School has adopted a schoolwide student support system to help provide consistency and expectations for all students.

Schoolwide Rules

- Be Respectful
- Be Responsible
- Be Accountable

Student Support Opportunities

- Teachers will provide warnings in order to support improved decision making and student actions.
- Teachers will inform students when they have received a consequence.
- Teacher will request administrative support if the student chooses not to change their behavior.

Student Support Behavior Redirection

- Teachers may keep students after class as needed.
- Teachers may contact parents or guardians.
- Teachers may send students to another room or a buddy room.
- Teachers may refer students to site administration with a disciplinary referral.

Administrative Consequences

- Students may be assigned temporary replacement clothing.
- Students may be assigned In- School Restriction for Lunch.
- Students may be assigned In-School Restriction for class periods or even days.
- Students may be suspended.
- Alternative placement may occur only through the applicable district placement process.

Who do you see if you have a question?

Mrs. Noriega	HS/BM Principal
Mrs. Tudor	HS/ BM Counselor
Ms. Kish	HS/BM Secretary
Ms. Hotel	Attendance Clerk
Ms. Wright	Outreach Consultant
Ms. Alvarez	Community Liaison
	Any Teacher

Student Responsibilities

Students are expected to learn and model positive student behavioral expectations, follow school and classroom rules, and demonstrate appropriate positive social skills when interacting with both adults and peers. When behavior expectations are not met, the student is encouraged to work to improve behavior.

- **BE RESPECTFUL**
 - Students treat others the way they want to be treated.
 - Students respect laws, rules, and school authority.
 - Students treat people fairly and respect their rights.
 - Students respect personal and public property.
 - Students are honest with others and themselves.
- **BE RESPONSIBLE**
 - Students take responsibility for their actions.
 - Students come to school regularly and on time, ready to learn.
 - Students create a positive school environment.
- **BE ACCOUNTABLE**
 - Students take ownership of their choices, actions, and learning.
 - Students follow school and classroom expectations.
 - Students accept responsibility when expectations are not met and work to make positive changes.
 - Students report concerns, including safety concerns, bullying, harassment, or unsafe behavior.
 - Students help maintain a clean, safe, and positive campus that is free of graffiti, weapons, drugs, and other unsafe items.

Parent/Caregiver Responsibilities

Parents/Caregivers take an active role in supporting efforts to maintain a positive school climate.

- Be familiar with and review positive behavior expectations with their children.
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct.
- Families and SPVUSD will work as collaborative partners in the best interest of the student (child).
 - Send the student to school prepared for learning.
 - Support regular and punctual attendance.
 - Provide continuing learning opportunities at home.

Descriptions of Intervention Support for Minor and Major Behavior Infractions

Conference(s)

Communication about expectations grounded in the principles of respect, responsibility and accountability, will help to redirect student behaviors and focus on positive, proactive prosocial skills. One-on-one conferences held outside the classroom with dignity and respect can help to defuse a situation and redirect a student to improved behavior. Parent/guardian communication is critical to engage support for improved student behavior.

Restorative Circle

A counselor can facilitate a restorative circle, helping mediate and improve communication between students and teachers. Minor classroom-managed behavior often reflect deeper issues like low self-esteem or trauma. This process fosters better relationships, reducing classroom disruptions.

Referral to school counselor

Through multiple interventions, seizing opportunities to build relationships with students and communicating with both the parents/guardians and counselors, a student may require more specific, detailed plans and supports to improve their behavior allowing them and others to learn in a classroom.

Loss of privilege(s)

A natural consequence of not being respectful, responsible or accountable is losing a privilege to the many benefits in life. A loss of privilege should be connected to the behavior. It should be meaningful and relevant to the student incident. The loss of privilege should motivate the student to change his or her behavior.

Time Out (Buddy Room)

At times, student behaviors are defused when removed from the situation. Establish a “buddy teacher” to use in such instances. A “buddy teacher” will be used when a detention is not necessary, but a break in activity will facilitate student redirection.

Detention

Teachers and administrators may assign lunch detention as part of the “Rule of 5” progressive consequence plan or in response to other minor classroom-managed behavior.

Parents/guardians must be notified of the assignment. Documentation of the detention is archived with a “Rule of 5” Parent Notification Letter and/or through an Administrative Referral.

In-School Restriction

Teachers and administrators may assign a student to one or more periods of In-School Restriction as part of the “Rule of 5” progressive consequence plan or in response to other minor classroom-managed behavior. Parents/guardians must be notified of the assignment. Documentation of the In-School Restriction assignment is archived with a “Rule of 5” Parent Notification Letter and/or through an Administrative Referral.

Alternative to Suspension

When appropriate, administrators may assign an alternative to an out-of-school suspension that allows the student to remain engaged in learning while addressing the behavior. Alternatives may include In-School Restriction, restorative practices, counseling, a behavior support plan, parent/guardian conferences, loss of privileges, or other appropriate interventions. The response will be based on the nature of the incident, the student's needs and disciplinary history, campus safety, and applicable law.

Suspension or Alternative Placement

Students engaged in repeated behaviors with increased intensity or frequency AND who have not responded to the above interventions will be referred to administration . Others that require immediate administrative support will be referred to administration. These incidents may result in any of the above consequences and may lead to suspension or alternative placement. Progressive interventions will be used when appropriate. Serious conduct or conduct requiring an immediate safety response may result in administrative action without prior progressive interventions.

CLASSROOM BEHAVIOR

Behavior Expectations

Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede instruction. The school environment is characterized by positive interpersonal relationships among students and between students and staff.

SPVUSD's behavior program uses proactive strategies designed to support positive behavior. Students will be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. There is a strong link between a positive school climate and academic success for all students.

The high school develops and annually revises a positive behavior support plan that will include teaching positive school rules; implementing a social emotional-skills development and enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies, and appropriate use of logical and meaningful consequences including the use of restorative practices.

It is only with the understanding, collaboration, and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating positive learning environments that are conducive to optimal academic achievement for all students.

RULE OF 5 - Schoolwide Classroom Management System

The Rule of 5 supports consistent classroom expectations and gives students opportunities to correct minor behavior before additional intervention is required.

Weekly Signatures

Teachers may issue a signature after providing redirection and an opportunity for the student to correct the behavior.

- The student will be informed of the behavior that resulted in the signature.
- The teacher will document the signature in the schoolwide behavior log.
- Signatures reset at the beginning of each instructional week.
- Signatures one through four serve as documented warnings and opportunities to correct behavior.
- A fifth signature during the same week completes a Rule of 5 and results in the first-level consequence listed below.
- Additional signatures after the fifth signature during the same week may result in additional lunch detention or administrative intervention.

Parent/Guardian Contact

When a student receives a fifth signature, the school will notify the parent/guardian by telephone, text message, email, or written notice.

All contact attempts will be documented, including the date, method used, and whether contact was successful. The assigned consequence will not be delayed solely because the parent/guardian does not respond. Additional contact attempts or a home visit may be made when appropriate.

In-School Restriction Expectations:

Students assigned to In-School Restriction must behave appropriately and complete all assigned academic and behavioral work. An absence does not cancel the assignment; missed time must be completed upon the student's return. Disruptive or insubordinate behavior during In-School Restriction may result in additional administrative action.

Classroom Rules and Expectations

Be RESPECTFUL	Be RESPONSIBLE	Be ACCOUNTABLE
• Students follow directions provided by the teacher. • Students use clean and appropriate language in the classroom. • Students treat others with respect. • Students treat the classroom environment, materials, and property with respect.	• Students keep hands, feet, and objects to themselves. • Students stay engaged in learning activities. • Students complete assigned work and participate appropriately. • Students help maintain a positive classroom environment.	• Students come to class prepared. • Students arrive to class on time. • Students follow classroom procedures and expectations. • Students use a pass when leaving class and report their whereabouts as required.

GENERAL STUDENT CONDUCT

Behavioral consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's behavior. Consequences that are paired with meaningful intervention, instruction, and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their behavior with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior.

Fighting/Threats of Violence

No fighting or threats of violence will be tolerated on or near the campus. The Restorative Discipline Matrix will be used to determine the consequences of such actions. Administration, Outreach Consultants, Teachers, and Counselors are available to help students resolve conflicts peacefully. Our goal is to maintain a safe and respectful environment for all members of the school community.

Harassment/Intimidation/Bullying

Harassment, bullying, and intimidation may be verbal, visual, physical, or sexual actions that interfere with a student's academic performance or create an intimidating, hostile, or offensive educational environment. Any form of harassment, bullying, or intimidation will not be tolerated.

Sexual harassment, including unwelcome verbal, visual, or physical conduct of a sexual nature, is prohibited. Such conduct may result in discipline, including suspension or a recommendation for expulsion, as permitted by law and district policy. Harassment by a student or adult should be reported immediately to any school employee.

Education Code sections 212.5 and 48900.2 provide the applicable definition and disciplinary authority.

Drugs/Alcohol/Tobacco

The possession, use, or distribution of alcohol, drugs, and tobacco on school grounds is strictly prohibited. This includes, but is not limited to, any illegal substances, prescription medications without proper authorization, vaping devices, and any other related paraphernalia. Violation of this policy will result in immediate disciplinary action, which may include suspension, expulsion, and referral to law enforcement. Our school is a tobacco-free environment, and our priority is to maintain a healthy and safe atmosphere for all students and staff. Students are encouraged to report any concerns regarding alcohol, drugs, or tobacco on campus to a school administrator or staff member immediately.

Weapons

The possession, use, or distribution of any weapon on school grounds is strictly prohibited. This includes, but is not limited to, firearms, knives, explosives, and any other objects that can be used to inflict harm. Violation of this policy will result in immediate disciplinary action, which may include suspension, expulsion, and referral to law enforcement. Our priority is to maintain a safe and secure environment for all students and staff. Students are encouraged to report any concerns regarding weapons on campus to a school administrator or staff member immediately.

Closed Campus

San Pasqual Valley High School has implemented a closed campus policy. Students are expected to remain on campus throughout the school day. Students may not leave campus for lunch. Students found off the high school campus without written permission will be considered truant.

Computers and the Internet

Students may have access to the Internet if they complete the Internet Usage License Agreement. They must abide by the rules governing student access and use. No trade may be conducted through the school, and inappropriate subjects (i.e., social networking sites, unauthorized websites, circumventing filters, cyberbullying, inappropriate content or commercial transactions) may not be accessed. Students who abuse the privilege will lose their right to access the internet.

Searches and Seizures

School officials may conduct a search when there is reasonable suspicion that the search will uncover evidence of a violation of law, Board policy, or school rules. Searches will be conducted in accordance with district policy and applicable law. A safe and orderly campus is of vital importance to all. As collaborative partners, parent/guardian support in this matter is appreciated for the safety of the school environment. Administration also reserves the right to include law enforcement presence to assist in search and seizure, if deemed appropriate.

Locker and Desk Privacy Policy:

Lockers and desks provided by the district belong to the school. The administration holds duplicate keys and combinations for all student lockers. District employees may access lockers and desks for health and safety reasons, including inspecting for prohibited items like drugs or food that could attract pests.

Students are advised not to store personal items in lockers or desks if they wish to keep them private. Students should not store money, valuables, prohibited items, or irreplaceable personal property in school lockers or desks.

Search Dogs

In our continuing effort to provide a safe and healthy learning environment for all concerned, we will utilize search dogs to minimize the presence of prohibited items on campus. Our campus will be checked periodically to reduce and hopefully eliminate the unwanted contraband. In the event the prohibited items are detected, appropriate action will be taken.

Public Displays of Affection (PDA) Policy

Students are expected to maintain appropriate personal boundaries while at school, on school transportation, and at school-sponsored activities. Brief, non-disruptive expressions of affection, such as hand-holding or a brief hug, are generally permitted.

Prohibited conduct includes prolonged or repeated embracing, kissing, sitting or lying on another person, touching intimate areas, simulated sexual conduct, or other behavior that is sexual in nature or disrupts the educational environment.

Staff will redirect inappropriate behavior. Repeated conduct or refusal to follow staff direction may result in parent/guardian contact and progressive intervention. Unwanted or nonconsensual conduct will be addressed under the school's harassment and student-conduct procedures.

ELECTRONIC DEVICES

San Pasqual Valley Unified School District permits students to possess and use personal electronic devices during approved noninstructional times. To prevent disruption to learning and school operations, device use may be limited during the school day in accordance with California Education Code 48901.5.

Electronic devices include cell phones, smartwatches, wireless earbuds, tablets, and other personal communication or recording devices.

I. Electronic Signaling Devices (Cell phones, smartwatches, wireless earbuds, tablets, and similar devices)

Electronic signaling devices may be limited during the school day on school property:

- (1) during passing and lunch periods if not disruptive to school operations,
- (2) if outside school hours,
- (3) to call 911 in a grave or extreme medical emergency; or
- (4) if the use of the device is essential to a pupil's health as verified by a physician's written instructions on file in the school office.

It is important that electronic signaling devices be silenced during class hours to prevent disruption of the learning environment and to prevent using the messaging function.

Students are to go to the office to make phone calls home. Parents and guardians are encouraged to call the school office when necessary. Students can make emergency phone calls from the main office during school hours when necessary.

NOTE: Teachers may permit and encourage the use of such devices during class when and where it is appropriately identified and utilized as part of the classroom instruction.

II: Cameras- (Digital or Film, Still or Video)

- No recording in restrooms, locker rooms, or changing areas;
- No unauthorized recording of students or staff;
- No recording, livestreaming, or distributing fights, threats, harassment, medical incidents, or other unsafe situations;
- Authorized instructional and school-event use.

III: Hold Harmless Clause

Students bring electronic devices to school at their own risk and are responsible for any loss, theft, or damage. The district is not liable for personal devices.

IV: Confiscation

Electronic devices used in violation of this policy may be confiscated by any district employee and turned over to school administration. Staff will not store or return confiscated devices directly to students.

V: Recovery

Any device which has been confiscated and delivered to the Administration may be recovered under the following conditions and reset each semester:

First Offense:

- Students may pick up the device no earlier than the end of the same school day on which the device was confiscated.

Second Offense:

- Students will meet with the Principal and will place a call to parent or guardian to inform them of happenings and inform them of a second offense. Devices will be confiscated and returned at the end of the day.

Third Offense:

- A parent or guardian must come to the school office, no earlier than the end of the same school day on which the device was confiscated and meet with the school principal. The parent or guardian must sign the "Confiscated Items" log for offense and the item will be returned. (Should the parent or guardian refuse to sign, a notation will be made on the log and the item returned) The student will be assigned ISR.

Additional offenses:

- (Should the parent or guardian refuse to sign, a notation will be made on the log and the item returned) The student will be assigned progressively increasing In School Restriction (ISR) and may be suspended. Additionally, the student may be banned from possessing an electronic device on school grounds.

ADDITIONAL DISCIPLINE:

- Any student in possession of an electronic signaling device or other electronic device which in some form becomes a distraction and/or disruption during class by ringing, vibrating, or turning-on or off will be subject to standard school disciplinary measures as outlined by the SPVHS Discipline Matrix and specific school rules, in addition to facing the confiscation of his or her device.

Exceptions

A student may use a personal electronic device when:

- There is an emergency or a perceived threat of danger;
- The use is necessary for the student's health or medical needs;
- The use is authorized in the student's Individualized Education Program (IEP), Section 504 Plan, or other approved accommodation plan;
- A teacher or staff member authorizes the device for a specific instructional activity; or
- The principal or designee approves the use for another school-related purpose.

Students must follow staff directions regarding when and how the device may be used. An exception does not permit unrelated personal use, recording, photography, or communication during instructional time.

PERSONAL LUNCHES, BEVERAGES, DELIVERIES AND FOOD SALES

Food and beverages included in a personal lunch are permitted when they comply with this policy. This procedure does not prohibit or discourage students from bringing their own meals. Food brought from home should be intended for the individual student and consumed in an approved eating area.

To support a safe, clean, and orderly campus, students may not bring, possess, or receive beverages or food items that create a safety concern, disruption, or violation of school rules. Prohibited items include, but are not limited to:

- Energy drinks
- Soda
- Coffee or specialty coffee drinks
- Fountain drinks
- Open or unsealed beverages
- Fast-food or restaurant deliveries during the school day
- Items reasonably suspected of containing prohibited substances or contraband

Students may bring a personal water bottle. Water bottles must contain water only. A water bottle or other container may be inspected when there is a reasonable suspicion that it contains a prohibited substance or that a school rule has been violated.

Food and beverages provided through the school cafeteria, included in a student's personal sack lunch, or provided through an approved school activity are permitted. Students are expected to eat and drink only in designated areas and to dispose of all trash appropriately.

Parents, guardians, students, and other individuals may not arrange restaurant, fast-food, or third-party food deliveries during the school day. Parents or guardians may provide a needed meal for their own student with prior approval from the school office. Exceptions may also be approved for documented medical or dietary needs or authorized school activities.

Food brought as part of a personal lunch is for the student's individual use and may not be sold or distributed as part of an unauthorized food sale. Students may not sell food, snacks, beverages, candy, or other items on campus or at school-sponsored activities unless the sale has been approved in advance by administration as part of an authorized student activity or fundraiser.

Staff may confiscate items that are prohibited, sold without approval, delivered without approval, open or unsealed, or reasonably suspected of containing prohibited substances or contraband. Confiscated items may be discarded and may not be returned. Violations may result in parent or guardian contact and progressive disciplinary or corrective action.

The purpose of this procedure is to ensure that students may continue to bring appropriate personal lunches from home while preventing unauthorized food sales, restricting sodas, energy drinks, and other prohibited beverages, reducing disruptions, protecting student safety, and maintaining a clean and respectful school environment.

SCHOOL DRESS CODE

Students may express their individuality through clothing, hairstyles, and personal appearance while maintaining a safe, respectful, and appropriate school environment. The dress code applies during the school day, on school transportation, and at school-sponsored activities.

Students must wear:

- A shirt or top;
- Pants, shorts, a skirt, a dress, or another appropriate bottom; and
- Shoes or appropriate footwear.

Clothing must:

- Provide opaque coverage of the chest, abdomen, back, buttocks, and groin;
- Remain in place during normal school activities;
- Cover undergarments, except for shoulder straps or waistbands; and
- Meet safety requirements for physical education, athletics, laboratories, agriculture, culinary arts, and other specialized courses.
- Leggings and other fitted clothing are permitted when they provide appropriate opaque coverage.

Prohibited Clothing and Accessories

Clothing, accessories, images, or symbols may not promote drugs, alcohol, tobacco, vaping, weapons, violence, illegal activity, hate, harassment, gang activity, profanity, pornography, or sexually explicit content. Items that create a safety hazard or substantially disrupt the educational environment are also prohibited.

Personal style, body type, identity, or appearance does not, by itself, constitute a disruption.

Headwear, Hairstyles, and Cultural Attire

Hats and hoods are permitted unless they interfere with identification, instruction, testing, safety equipment, or another person's vision. Religious, cultural, tribal, medical, and disability-related attire is permitted. Natural and protective hairstyles are allowed but may need to be secured for safety. Traditional tribal regalia and recognized religious or cultural adornments may be worn at graduation and related events.

Dress Code Enforcement

Dress code concerns will be addressed respectfully and privately. Students will be given an opportunity to correct the concern by adjusting clothing, covering or removing a prohibited item, using school-provided clothing, or contacting a parent/guardian.

Students will return to class as soon as possible. Repeated violations or refusal to comply may result in parent/guardian contact and progressive intervention. Decisions may be reviewed by the principal or designee and will be applied consistently without discrimination.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity requires students to submit honest, original work and properly acknowledge information, ideas, or assistance received from other sources.

Plagiarism

Plagiarism occurs when a student presents another person's words, ideas, images, data, or work as their own without proper acknowledgment. Examples include:

- Copying or closely paraphrasing material without citing the source;
- Submitting another student's work;
- Sharing work for another student to submit;
- Purchasing, borrowing, or downloading an assignment;
- Using unauthorized notes, answers, or assistance; or
- Submitting AI-generated content as original work when the use was not authorized or disclosed.

Use of Artificial Intelligence

The teacher's directions for each assignment determine whether and how artificial intelligence tools may be used.

When authorized, AI tools may support activities such as brainstorming, research, translation, outlining, editing, or feedback. Students must:

- Follow the teacher's instructions;
- Review and verify all AI-generated information;
- Disclose or cite AI use when required; and
- Ensure the final submission demonstrates their own understanding.

Students may not use AI to generate all or part of an assignment and submit it as their own when such use is prohibited. AI use is also prohibited during assessments unless specifically authorized.

Students should ask the teacher before using AI when expectations are unclear.

Preventing Plagiarism

Students should:

- Keep track of all sources;
- Use the citation format required by the teacher;
- Place copied language in quotation marks;
- Paraphrase information in their own words and cite the source;
- Follow assignment-specific AI requirements; and
- Ask for assistance when unsure.

Review Process

When plagiarism or unauthorized AI use is suspected:

1. The teacher will review the assignment, available evidence, and the student's work process.
2. The student will have an opportunity to explain the work, identify sources, provide drafts, or dispute the concern.
3. The teacher will determine whether an academic-integrity violation occurred and notify the parent/guardian when appropriate.
4. The student may request review by the principal or designee.

Detection software or AI-detection tools may be considered as one source of information but will not be the sole basis for determining that a violation occurred.

Responses and Consequences

Responses will consider the student's grade level, intent, the seriousness of the violation, and prior academic-integrity violations during the school year.

First Offense

- Conference with the student;
- Parent/guardian notification when appropriate;
- Academic-integrity instruction or reflection; and
- Opportunity to redo the assignment, complete an alternative assessment, or otherwise demonstrate learning, as determined by the teacher.

Second Offense

- Parent/guardian notification;
- Teacher, student, and administrator conference;
- Academic-integrity intervention; and
- Academic consequence and opportunity to demonstrate learning, as determined by the teacher and administration.

Repeated or Serious Offenses

- Administrative conference;
- Academic counseling or additional intervention;
- Loss of an assignment-related privilege when appropriate; and
- Additional academic or disciplinary consequences consistent with district policy.

A grade consequence should reflect the student's demonstrated learning and the portion of the work that was not completed honestly. Disciplinary consequences will be based on the student's conduct and handled separately from the academic grade.

Students will be provided with appropriate instruction and support to improve their research, writing, citation, and responsible technology-use skills.

SPVHS PROGRESSIVE DISCIPLINE & INTERVENTION MATRIX

Consequence	1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense
Individual Signature Classroom Managed Behaviors <i>Be Respectful, Responsible and Accountable</i>	* Student informed of behavior that required a signature. * Teacher updates behavior log.	* Student informed of behavior that required a signature * Teacher updates behavior log.	* Student informed of behavior that required a signature * Teacher updates behavior log.	* Student informed of behavior that required a signature * Teacher updates behavior log.	* Parent Contact * Letter Home * Serve consequence in ISR * Additional marks after 5th will result in additional lunch detention(s)
Rule of 5 Repeated Minor Classroom Behaviors <i>Be Respectful Responsible and Accountable</i>	Lunch Detention * PBIS Lesson	1 Class period + Lunch Detention * PBIS Lesson * Beyond Infraction.	½ School Day + Lunch Detention * PBIS Lesson * Beyond Infraction * Reflection Essay	Full Day + Lunch Detention * PBIS Lesson * Beyond Infraction * Reflection Essay * Student Learning Library	Administrative Referral * Formal Administrative Referral is completed and submitted to the principal.
Tardy & Unauthorized Absence <i>Late Arrival, Bell to Bell Tardy, Unauthorized Absence</i>	5 incidents Lunch Detention	10 incidents 1 Class period + Lunch Detention	15 incidents ½ School Day + Lunch Detention	20 incidents Full Day + Lunch Detention	25+ incidents Administrative Referral
Administrative Referral Major Behavior Violence, Bullying/Harassment/Intimidation, Weapons, Drugs/Alcohol/Tobacco	Parent/Student Conference with Principal 1-2 days ISR or OSS - Parent conference - Recommend counseling - Refer to SST - Reentry meeting	Parent/Student Conference with Principal 2-3 days ISR or OSS - Parent conference - Recommend counseling - Follow up SST - Reentry meeting	Parent/Student Conference with Principal 3-4 days ISR or OSS - Parent conference - Recommend counseling - Follow up SST - Reentry meeting	Parent/Student Conference with Principal Comprehensive review of the discipline profile to determine the course of action which may lead to long-term suspension, change of placement, expulsion or administrator options.	Parent/Student Conference with Principal Comprehensive review of the discipline profile to determine the course of action which may lead to long-term suspension, change of placement, expulsion or administrator options.
Bus Referral	Parent/Student Conference * Follow site plan for mischievous/severe discipline.	Parent/Student Conference 1-2 days bus suspension and/or: * Follow site plan for minor/major behavior procedures.	Parent/Student Conference 2-3 days bus suspension and/or: * Follow site plan for minor/major behavior procedures.	Parent/Student Conference 3-4 days bus suspension and/or: * Follow site plan for minor/major behavior procedures.	Parent/Student Conference 4-5 days bus suspension and/or: * Follow site plan for minor/major behavior procedures.

HEALTH SERVICES

Emergency Health Information

Emergency information obtained from the parent/guardian is used to contact a parent/guardian in an emergency. Please make sure that information provided to the school is accurate and current. If your child's health status changes, please inform the school or our district nurse at 760-572-0222 ext. 2191.

Medication

Students may not carry or self-administer medication unless specifically authorized by law and district procedure. Authorized self-carry medication must have the required parent/guardian and health-care-provider documentation on file. Whenever possible, we encourage parents and students to work out the dosage schedule with the doctor so that medication is not given during school hours. Medication may be administered at school only in accordance with district procedures and with the required written authorization from the parent/guardian and an authorized health-care provider. Medication must be delivered in its original, properly labeled container, except for medication the student is authorized to carry and self-administer. The licensed physician must include the name of the medication, method, dosage, and time schedule by which the medication is to be dispensed. The school will not dispense medication without a Medical Release Form completed and signed by the parent and a licensed United States physician. All medication must be submitted to the health clerk in their original container with original label attached. Please contact the District Health Clerk Jeanette Narvaez at 760-572-0222 ext. 2104 or jnarvaez@spvUSD.org for a copy of the medical release form.

Sick Children at School

Children with a contagious disease such as a virus, impetigo, head lice, conjunctivitis (pink eye) should not come to school unless the disease is no longer transmittable. Students with contagious conditions will be sent home. A doctor's note may be required if the absence is more than three days. Please contact the attendance office, at 760-572-0222 ext. 2300, when your child needs to stay home due to illness.

Immunizations

To protect those in educational settings and communities from communicable disease outbreaks, the state of California requires documentation of immunizations of students before entering school. State law mandates annual review of student health records. Parents are required to supply updated immunization records on any students who have deficient records. These records must be one of the following:

- A copy of the hospital, clinic, or doctor's office record.
- The California (or other state or country) Immunization card (baby shot book)
- The records from the child's previous school.

TRANSPORTATION

760-572-0222 ext. 2412

For safety reasons bus notes are limited to 5 changes per school year and must be provided to the school before 11:00 am. This includes pickup and after-school changes

After School Activities Bus

After School tutoring and sports must have a submitted after school transportation request. This request must be provided to the high school office for the participant to be able to use the after school activities bus. Students will not be able to use the after school bus without prior approval.

Bus Rules

- Follow instructions the first time.
- Stay in your seat.
- Keep hands, feet, and objects to yourself.
- No name-calling, put-downs, or negative language
- No eating, drinking, or chewing gum.

STANDARD RESPONSE PROTOCOL and ALICE SAFETY OPTIONS

District Emergency Response System

San Pasqual Valley Unified School District uses the Standard Response Protocol (SRP) to provide students, staff, families, and first responders with clear and consistent emergency-response language.

SRP provides the initial direction during an emergency. The five SRP actions are:

- Hold — “In Your Room or Area. Clear the Halls.”
- Secure — “Get Inside. Lock Outside Doors.”
- Lockdown — “Locks, Lights, Out of Sight.”
- Evacuate — “To the Announced Location.”
- Shelter — The hazard and appropriate safety action will be announced.

An SRP action will normally be announced by a school administrator, district administrator, authorized staff member, emergency notification system, or first responder. Students and staff must immediately follow the announced action and any additional directions provided by school officials or emergency personnel.

HOLD “In Your Classroom or Area”

A Hold is used when hallways or common areas must remain clear while normal activities continue inside classrooms or designated areas.



Students will:

- Remain in their classroom or assigned area;
- Stay out of hallways; and
- Continue normal activities unless directed otherwise.

Staff will close and lock classroom doors, account for students, and continue instruction or normal activities.

SECURE “Get Inside. lock outside doors”

Secure is used when there is a potential threat or unsafe condition outside the school.



Students will:

- Return inside the nearest school building;
- Remain indoors; and
- Continue normal activities unless directed otherwise.

Staff will bring students and visitors indoors, lock exterior doors, account for students, and maintain increased awareness of the situation. Secure is different from Lockdown. During Secure, the concern is outside the school, and normal activities may continue inside.

LOCKDOWN “*Locks, Lights, out of Sight*”

Lockdown is used when there is a potential threat inside the school or when remaining secured and out of sight is the safest immediate response.



Students will:

- Move away from doors and windows;
- Remain out of sight;
- Maintain silence;
- Silence personal electronic devices; and
- Follow staff or first-responder directions.

Adults will:

- Lock the classroom door when possible;
- Turn off the lights;
- Move students away from sight;
- Account for students when it is safe to do so; and
- Maintain silence.

Doors should not be opened in response to a knock, voice, fire alarm, or other unexpected signal unless students and staff receive verified instructions from school officials or first responders or remaining in the room presents an immediate danger. Students and staff should not leave a secured location merely to investigate a sound, locate another person, or retrieve belongings.

EVACUATE “*To a location*”

Evacuate is used when people must move from one location to another because remaining in the current location is unsafe. A schoolwide evacuation will normally be initiated by a school or district administrator, an authorized designee, or a first responder. The announcement will identify the evacuation location or provide directions for leaving the area.



Students will:

- Leave belongings behind when instructed;
- Follow staff and first-responder directions;
- Move quietly and promptly to the announced location;
- Remain with their assigned group when possible; and
- Not leave the evacuation or reunification area without authorization.

Staff will lead students to the evacuation location, use an accessible route when needed, account for students and adults, and report missing persons, injuries, or other concerns.

SHELTER “*State Hazard and Safety Strategy*”

Shelter is used when specific protective action is required because of a hazard such as severe weather, hazardous materials, an earthquake, or another environmental emergency. The announcement will identify both the hazard and the required safety action.



Hazards might include:

- Tornado, Hazmat, Earthquake, Tsunami

Safety Strategies might include:

- Evacuate to shelter area, Seal the room, Drop, cover and hold, Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems

A.L.I.C.E

SRP provides the official emergency commands used by the district. A.L.I.C.E. does not replace SRP and is not a separate emergency-notification system.

A.L.I.C.E. provides supplemental, age-appropriate safety options that may be considered during a violent-intruder emergency. A.L.I.C.E. stands for:

- **ALERT:** Get the word out that a threat exists
- **LOCKDOWN:** Secure a place to stay as much as possible as a starting point to stall
- **INFORM:** Give constant, real-time information throughout the building using all available technology
- **COUNTER:** This is a last resort. Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape
- **EVACUATE:** The goal is to move students out of the danger zone. It is important to be prepared to escape.

The available response may differ depending on the location of the threat, the information available, and the student's or staff member's location. Students should follow the directions of trained staff and first responders whenever those directions are available.

Lockdown or Evacuation During a Violent-Intruder Emergency

When a Lockdown is announced, students and staff should first secure their location and follow the Lockdown procedures.

A school administrator or first responder may later direct some or all occupants to evacuate. Staff may also direct a localized evacuation when:

- There is an immediate threat near the secured location;
- Remaining in the location presents greater danger;
- A route away from the threat is reasonably believed to be available; and
- Evacuation can be initiated without moving toward the known danger.

Students should not leave a secured room merely because they prefer to evacuate. When supervised, students must follow the directions of the staff member responsible for their group unless following that direction would place them in clear and immediate danger.

During a violent-intruder emergency, staff members must use the information available to select the safest reasonable response. Directions may change as conditions and information change.

Students Separated from a Classroom

A student who is in a hallway, restroom, office, outdoor area, or another location when an emergency action is announced should not attempt to return to an assigned classroom when doing so would require moving toward a known or suspected threat.

The student should:

- Follow the nearest staff member's directions;
- Enter the nearest securable supervised location when it is safe to do so;
- Move away from the danger when remaining in place is unsafe and a safe route is available;
- Keep hands visible and follow all first-responder instructions;
- Call 911 or provide location information when it is safe and necessary to do so; and
- Report to the designated evacuation or reunification area or another safe, supervised location.

Students who reach a safe off-campus location must remain there and notify law enforcement or school personnel of their identity and location. Students must not leave a reunification area until released through the district's reunification process.

Counter as a Last-Resort Response

Counter is not a direction to seek out, pursue, or physically confront an intruder.

Counter may be considered only when:

- A person is directly confronted by an immediate violent threat;
- Secure shelter is no longer providing protection;
- Safe evacuation is not available; and
- Some immediate action is necessary to create an opportunity to escape or survive.

Counter may involve movement, noise, distraction, distance, or barriers intended to interrupt the threat long enough for people to escape. Students are not expected to act as law enforcement officers, protect property, or place themselves in danger to confront an intruder.

Students will not be required during a drill to physically confront another person or simulate fighting an intruder.

Students with Disabilities and Access or Functional Needs

The district will plan for the safety of students and adults with disabilities, medical conditions, language needs, and other access or functional needs.

Emergency planning may include:

- Accessible alerts and communication;
- Accessible evacuation and shelter routes;

- Assigned staff assistance or buddy procedures;
- Mobility, sensory, behavioral, communication, or personal-care supports;
- Access to essential medication, medical equipment, and assistive devices;
- Alternative procedures when a standard response is not accessible; and
- Individualized emergency planning when needed.

Emergency supports may be documented through an IEP, Section 504 Plan, health plan, emergency plan, or other appropriate student-support process. Staff members responsible for providing assistance will receive information and training appropriate to their assigned responsibilities.

Students should not attempt to lift, carry, or physically assist another person unless trained or directed to do so. When possible, staff should ask the individual how assistance can be provided safely.

Emergency Communication and Reunification

During an emergency, the district will provide verified information to families as soon as it is safe and practical. Families should:

- Keep contact and emergency-release information current;
- Avoid calling students during an active emergency;
- Avoid coming to the school unless directed;
- Follow district communication and reunification instructions; and
- Bring identification to the reunification location.

Students will be released only through the district's established reunification process. Students and families should not post unverified emergency information, photographs, video, or student locations on social media.

Training and Drills

Students and staff will receive age-appropriate instruction and participate in emergency exercises in accordance with district procedures and the Comprehensive School Safety Plan.

Training will emphasize:

- Recognizing and following SRP commands;
- Listening for updated information;
- Following staff and first-responder directions;
- Understanding the difference between Lockdown and Evacuate;
- Knowing what to do when separated from a class;
- Supporting students with access or functional needs; and
- Understanding that Counter is a last-resort survival option rather than an expectation to confront an intruder.

Emergency procedures are reviewed regularly with school staff, district personnel, and appropriate first-responder partners.

UNIFORM COMPLAINT PROCEDURES

The San Pasqual Valley Unified School District has a uniform complaint process as required in the Code of Regulations, Title 5, Section 4622, and SPVUSD Policy AR 131.3(a). The Superintendent is designated as the compliance officer for the district. The policy provides for mediation or investigation, presentation of information relevant to the complaint, follows up and remedies or appeals as appropriate. (See complete policy in the enrollment packet).