

San Pasqual Valley Unified School District



SPVHS/BMHS



2025-2026

Student / Parent Handbook

Board of Trustees

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

Mrs. Anastasia Noriega
M. Ed
High School Principal
676, Baseline Road
Winterhaven, CA 92283
760-572-0222 ext. 2302

Mr. Richard Cordero
M. Ed
Superintendent
676, Baseline Road
Winterhaven, CA 92283
760-572-0222 ext. 2402

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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.

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

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 Student/Parent Handbook.

Student Signature: _____

Date: _____

Parent/Guardian 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 Alternative 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 Mission Statement

The mission at the San Pasqual Valley Continuation Center 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
Attend Clerk	Mrs. Hotel
Librarian	Mrs. Ruiz
Counselor	Mrs. Tudor
Counselor Sec	Mrs. Ortega
Guidance/Fam Coordinator	Ms. Aguilar

SPVHS Teaching Staff

Mr. Arias	Mr. Layne
Mr. Casian	Ms. Medina
Mr. Duggan	Ms. Malvido
Mr. Escobedo	Ms. Pliego
Mrs. Gonzalez	Mr. Rush
Mrs. Garcia	Mrs. Wallace
	Mr. Winterholler
. english .	. science .

Bill M. Manes Office Staff

Principal	Mrs. Noriega
Teacher	Mrs. Jeffers
Secretary	Mrs. Kish
Outreach	Ms. Wright
Attend Clerk	Mrs. Hotel
Counselor	Mrs. Tudor
Counselor Sec	Mrs. Ortega
Guidance/Fam Coordinator	Ms. Aguilar

Bill M. Manes Teaching and Support

Mr. Arias
Mrs. Jeffers
Ms. Pliego
Mr. Escobedo
. english & science .

San Pasqual Valley
Board Policies,
Regulations

A copy of the SPVUSD
and regulations is
office. Students,



USD Governing
Procedures, and

policies, procedures
available at the district
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.

The counseling secretary, Ms. Lupita Ortega at LOrtega@spvUSD.org, can set up an appointment for you to meet with the counselor. The secretary also takes care of permanent records including immunizations and school enrollment.

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. Ruiz

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 dues, you may contact Ms. Ruiz at 760-572-0222 ext. 2360 or BRuiz@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 with no "F" grades, and
- 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 ext. 2331 or JWinterholler@spvUSD.org for more information.

Campus Security: Tom Fernandez & Javier 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 a *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 7:45 am, ensure drop-off occurs at the cafeteria. Students will not be permitted to enter the high school campus before 7:45 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 school gate in the morning between 8:05 to 8:45 for student support or 8:45 to 8:55 for regular school hours.

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.

Cafeteria

SPVHS Students are expected to go through the cafeteria line for breakfast and lunch. All students are expected to be on their best manners during mealtimes and clean up after themselves.

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 school-wide activities (e.g., dances, assemblies, etc.). Upon returning to school, the student must sign in with the attendance office. Failure to do so will result in the absence not being excused.

DISTRICT CALENDAR

San Pasqual Valley Unified School District 2025-2026 District Calendar

July 2025						
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 2025						
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 2025						
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 2025						
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 2025						
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 2025						
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

4- Independence Day

August

5-6-Certificated Staff Development

7-Orientation Day (All Staff)

8-All Staff Development

11- First Student Day of School

September

1- Labor Day

October

10- Native American Day (NSD)

November

11- Veteran's Day

24-26- Fall break

27-28- Thanksgiving Holiday

December

18-31 Winter Break

24- Christmas Eve Day

25- Christmas Day

31-New Year's Eve Day

January

1- New Year's Day

1-9 Winter Break

8-Certificated Staff Development

9-All Staff Development

12-School in Session

19-ML King Day

February

9-Lincoln's B-day (observed)

16-President's Day

March

30-31-Spring Break

April

1-3-Spring Break

10-Good Friday

May

25- Memorial Day

June

4-Promotion

5-Graduation

5- Last Day of School

8-26- Summer School

19-Juneeteeth

1st Semester-85 days

2nd Semester-95 days

Total Days- 180

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

January 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

February 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

March 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				

April 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		

May 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						

June 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				

1st Review- 3.6.24

2nd Review-4.17.24

Board Approval - 5.14.24

SPVHS CALENDAR OF EVENTS

August 2024

- 12th First day of school
- 14th & 15th Beginning of Year STAR - ELA & Math
- 16th School Site Council - 12:15- 1:30
- 20th & 27th Interim Comprehensive Assessment
- 28th Back to school Night 5:30 - 7:00 PM

September 2024

- 2nd Labor Day - No School
- 13th Progress Report Quarter 1
- 14th Saturday School
- 16th to 20th Higher Education Week 1
- 20th School Site Council - 12:15 - 1:30
- 28th Saturday School

October 2024

- TBD Homecoming
- TBD Native American Celebration
- 11th Native American Day - No School
- 16th End of Quarter 1
- 14th to 17th Anti-Bullying Campaign
- 17th Parent Conferences 1:30 - 6:00 PM
- 18th Parent Conferences 1:30 - 3:00 PM
- 18th School Site Council 12:15 - 1:30
- 19th Saturday School
- 23rd ASVAB Test
- 25th Quarter 1 Incentive BBQ with ASB
- 21st to 25th Red Ribbon Week

November 2024

- 2nd Saturday School
- 8th Progress Report Quarter 2
- 11th Veterans' Day - No School
- 15th School Site Council - 12:15 - 1:30
- 16th Saturday School
- TBD Community Thanksgiving Dinner
- 25th to 29th Fall Break - Thanksgiving Holiday

December 2024

- 7th Saturday School
- TBD Winter Formal
- 13th End of Semester 1
- 13th Quarter 2 Incentive BBQ with ASB
- 16th Winter Break Begins (Ends Jan. 7th)

January 2025

- 8th Return from Winter Break
- 15th & 16th Mid-Year STAR - ELA & Math
- 17th School Site Council - 12:15 - 1:30
- 20th Martin Luther King Jr. Day - No School
- 25th Saturday School
- 31st Awards Assembly - Semester 1

February 2025

- 7th Progress Report Quarter 3
- 10th Lincoln's Birthday - No School

February 2025

- 14th Healthy Choices
- 17th President's Day - No School
- 21st School Site Council - 12:15 - 1:30
- 22nd Saturday School

March 2025

- 8th Saturday School
- 14th End of Quarter 3
- 20th Parent Conferences 1:30 - 6:00 PM
- 21st Parent Conferences 1:30 - 3:00 PM
- 21st Quarter 3 Incentive BBQ with ASB
- 21st School Site Council - 12:15 - 1:30
- 22nd Saturday School
- 31st Spring Break Begins (ends April 4th)

April 2025

- 7th Return from Spring Break
- 12th Saturday School
- 15th to 17th CAASPP ELA (11th grade)
- 15th to 17th ICA in ELA (9th & 10th grade)
- 18th Good Friday - No School
- 22nd to 23rd CAST - Science Testing (Juniors)
- 25th School Site Council - 12:15 - 1:30
- 25th Progress Report Quarter 4
- 26th Saturday School
- 29th & 30th CAASPP Math (11th grade)
- 29th & 30th ICA in Math (9th & 10th grade)

May 2025

- TBD Junior/Senior Prom
- TBD Cinco de mayo celebration
- 3rd Saturday School
- 8th Freshman Orientation
- TBD Career Day (week)
- 14th FFA Banquet
- 16th School Site Council - 12:15 - 1:30
- 17th Saturday School
- 19th & 20th End of Year - STAR ELA & Math
- TBD Career Day
- 19th to 23rd Higher Education Week 2
- 22nd Athletic Banquet
- 26th Memorial Day - No School
- 29th Scholarship & Senior Awards Banquet
- 30th Quarter 4 Incentive BBQ with ASB
- 30th Final Grades Due

June 2025

- 4th Awards Assembly - Semester 2
- 6th Last Day of School Year 2024-2025
- 6th High School Graduation 7:00 - 9:00 PM
- 9th First day of Summer School 2025
- 19th Juneteenth - No Summer School
- 27th Last day of Summer School 2025

**SAN PASQUAL VALLEY SCHOOL DISTRICT
STUDENT BELL SCHEDULE
2025-2026 SY**

REGULAR SCHEDULE

Monday, Tuesday, Wednesday & Thursday

7 PERIOD SCHEDULE	50- Minute Classes – 5-Minute Passing	
PERIOD 1	8:00	8:50
PERIOD 2	8:55	9:45
PERIOD 3	9:50	11:05
PERIOD 4	11:10	12:00
PERIOD 5	12:05	12:55
LUNCH	12:55	1:25
PERIOD 6	1:30	2:20
PERIOD 7	2:25	3:15

EARLY RELEASE SCHEDULE

Friday

7 PERIOD SCHEDULE	33- Minute Classes – 5-Minute Passing	
ADVISORY	8:00	8:15
PERIOD 1	8:20	8:53
PERIOD 2	8:58	9:31
PERIOD 3	9:36	10:09
PERIOD 4	10:14	10:47
PERIOD 5	10:52	11:25
PERIOD 6	11:30	12:03
PERIOD 7	12:08	12:41
LUNCH	12:45	1:15

ASSEMBLY SCHEDULE

Quarterly Incentive Assemblies and BBQ

7 PERIOD SCHEDULE	27- Minute Classes – 5-Minute Passing	
PERIOD 1	8:00	8:27
PERIOD 2	8:32	8:59
PERIOD 3	9:04	9:31
PERIOD 4	9:36	10:03
PERIOD 5	10:08	10:35
PERIOD 6	10:40	11:07
PERIOD 7	11:12	11:39
ASSEMBLY	11:45	12:45
LUNCH	12:45	1:15

BILL M. MANES HIGH SCHOOL PERIOD SCHEDULE - SY 25-26

REGULAR SCHEDULE (Monday, Tuesday, Wednesday, Thursday and Friday)		
40 - Minute Class Sessions		
PERIOD 1	9:00	9:40
LIFESKILLS	9:45	10:05
PERIOD 2	10:15	10:55
PERIOD 3	11:00	11:40
LUNCH	11:45	12:20
PERIOD 4	12:20	1:00
EXTRA TIME <i>(Excluding Friday)</i>	1:00	3:00



GRADE REPORT PERIODS

SPVHS/BMHS

SY 2025-2026

Grading Period	Start Date	Length of Grading Period	Quarter/Semester
Fall Semester 1 Start	August 12, 2024	82 days total	Fall Semester 1
Progress 1.1	September 13th	24 days	Mid-Quarter 1/Semester 1
Quarter 1	October 16th	22 days	Quarter 1/Mid-Semester 1
Progress 2.1	November 8th	17 days	Mid-Quarter 2/Semester 1
Semester 1 Final	December 13, 2024	19 days	Quarter 2/End of Semester 1
Spring Semester 2 Start	January 8, 2025	98 days	Spring Semester 2
Progress 3.1	February 7th	22 days	Mid-Quarter 3/Semester 2
Quarter 3	March 14th	23 days	Quarter 3/Mid-Semester 2
Progress 4.1	April 25th	24 days	Mid-Quarter 4/Semester 2
Semester 2 Final	June 6, 2025	29 days	End of Semester 2

Progress & Quarter Reports

Every 3-4 weeks a progress report will be mailed. The marking periods are to be considered benchmark updates. Grading is continuous and progressive throughout the semester.

** Only the semester grades will appear on the student's permanent record.*

First day of School:

- August 11, 2025 for 1st semester and
- January 12, 2026 for 2nd semester.

** Report cards/Progress Reports are mailed out one day after the End of Grading Period*

Parent Conferences are scheduled for:

- October 17 (early release) from 1:30 pm to 6:30 pm
- October 18 from 1:30 pm to 3:00 pm
- March 20 (early release) from 1:30 pm to 6:30 pm
- March 21 from 1:30 pm to 3:00 pm

Grading Periods

In high school, the only permanent grades students receive are posted at the end of each semester, which lasts approximately 18 weeks. To support student success, it is crucial that all grades accurately reflect a student's progress toward their final semester grade. Therefore, teachers design grading systems to show students' overall progress throughout the entire semester.

- **Progress Reports** are issued very third to fourth week of each quarter to allow for Athletic Eligibility Grade Checks.
- **Quarter Reports** provide an update on each student's progress in all classes, showing what the student's final grade would be if the semester ended at that point.

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	Point Possible	Points Earned	%	Grade
Juan M	1 st Mid Quarter	100	70	70%	C
Juan M	1 st Quarter	100+100	70+40	55%	F
Juan M	2 nd Quarter	100+100+100	70+40+80	63%	D
Juan M	Fall Semester	100+100+100+100	70+40+80+90	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 GRADUATION REQUIREMENTS

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

- 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
 - Pass the PFT (Physical Fitness Test)
- Mathematics (30 credits) 3 years
 - Algebra 1 AB (*Required*)
- Fine Arts/Foreign Language (10 credits) 1 year
- Computers (5 credits) 1 Semester
- Health (5 credits) 1 Semester
- Science (20 credits) 2 years
 - Life Science
 - Physical Science
- Electives: (70 credits)
 - Accumulate Elective credits in any non-required area over the 4 years of high school enrollment.

Qualification for **Graduation Ceremony:**

- Accumulate 230 credits to meet all above criteria with a
- 2.0 or better GPA and
- 90% cumulative attendance rate.
- Completion of FAFSA (*Ed Code: 51225.7*)

Physical Education

Students who do not pass the Physical Education test in 9th grade are required by the state of California to take Physical Education each year until they pass the test, up to and including 12th grade. Graduation requirements include two years of Physical Education. If a student needs to continue taking Physical Education after the first two years, any additional Physical Education classes passed will count as elective credits towards graduation.

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

A student has one week to make up for missed work due to his / her excused absence. Students are expected to make up any work missed due to absenteeism or suspension. Within this one week, an assignment can be reduced by 10% for every working day that it is late.

If a student fails to make up for 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. It is the responsibility of the student returning 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. Students who follow the agreed-upon SST plan can use this as their criteria to maintain academic eligibility.

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 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 | • Computers | 1 semester |
| • Science (1 life, 1 Physical) | 2 years | • Health | 1 semester |
- Electives: Electives when added to credits earned in required courses must total two hundred thirty (230) credits

II. GPA Requirements:

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

III. Attendance Requirements:

- 90% Attendance average for *ALL* four years in high school
 - Four tardies > 30 minutes will equal one absence
 - School activities will not be counted as absences, but all other absences- Excused and unexcused will count against the percentage for this policy.

IV. FAFSA completion

- Submit your FAFSA application for Federal Student Aid

**** Students successfully completing the requirements outlined in Sections I and II will be able to receive their SPVHS and 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.**

CURRICULUM

San Pasqual Valley High School follows the California state adopted standard based curriculum.

English / Language Arts 9th – 12th grade:

My Perspectives by Person

ERWC for 11th and 12th grade

Pre-Algebra:

Holt

Algebra I:

Holt

Geometry:

Holt

Algebra II:

McDougal Littell

Math Analysis:

Houghton Mifflin

Earth Science:

Holt

Biology:

Prentice Hall (Pearson)

Chemistry:

Prentice Hall (Pearson)

Physics:

SAVVAS

Environmental Science:

SAVVAS

Modern World History:

McDougal Littell

US History:

The American: McDougal Littell

Economics:

Glenco

RETURN TO THE COMPREHENSIVE HIGH SCHOOL

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 semester** if they were a voluntary transfer student to Alternative Education site. Involuntary transfer students must complete the required time, complete the required number of credits, and exhibit proper 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/Community Day School 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 semester.

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 Policy

Regular attendance is vital to a child's success. A child who is not in school cannot learn. For this reason, it is important that all parents/guardians make a commitment to make sure that their child is at school and on time. Please make every effort to adjust doctor appointments and family schedules to minimize time away from school. Please note the following:

- California State Law requires that students will be in attendance during the school day.
- Parents are responsible for notifying the attendance office if their child is absent. Parents can call the school from 7:30am-3:30pm, Monday – Friday to let Mrs. Hotel, attendance clerk, know of an absence at 572-0222 (ext. 2294). If calling before or after school hours, a message can be left on the attendance clerk's voice mail.
- If contact is not made by phone, a written note, signed by the parent/guardian, must be sent to the school upon a child's return.
- The school board requires "When students who have been absent return to school, the Board requires that they present a satisfactory explanation verifying the reason for the absence." (BP5113)
- All students must report to the attendance office to obtain an admit slip following an absence. Students will not be allowed back in class by the teacher without an admit slip. The slip clarifies whether the absence is excused or unexcused.
- Excusable absences are illness, medical appointments for the student, court appointments for the student, and bereavement.
- Seven period absences equal one full day of absence.
- Students who are not in a class assigned and do not have a pass to be elsewhere will be considered as ditching class (truant) and will be appropriately disciplined.
- Students who have 10 consecutive unexcused absences may be dropped from enrollment at the school.

What is SARB?

Education Code 48200 says that: Students between the ages of 6 and 18 must attend school full-time, unless otherwise exempt, and the legal guardian is responsible for sending them to school every day, for the full length of the day. The School Attendance Review Board (SARB) was established by the California Legislature in 1975 for the purpose of helping students who are not going to school and keeping students and parents out of the court system. The school makes phone calls, sets up SST/SART meetings, sends letters, and makes home visits to help support families before beginning the SARB Process.

The SARB Process:

3 unexcused absences—The 1st SARB letter is sent home

6 unexcused absences—The 2nd SARB letter is sent home and to the District Attorney's Office

9 unexcused absences—The 3rd SARB letter is sent home and the SARB panel may summon the family to SARB hearing to address the issue.

If placed on a contract during the hearing and it is not adhered to, you may be subject to citations from the Imperial County Sheriff's Department which will result in financial fines and court appearances before the Deputy District Attorney. California State Law requires that students will be in attendance during the school day unless officially excused.

Students who are not in their assigned class and do not have a pass to be elsewhere while on campus will be documented as an unauthorized absence (ditching, truant) and will be appropriately disciplined.

Unexcused absences are unacceptable; this includes any absence that is not excused by the State of California (student illness, student medical appointments, bereavement, and student court appointments). Three unexcused absences may cause a student to be reported as a habitual truant.

Truancy cases are reported to the School Attendance Review Board (SARB) for action. Retention at grade level will be considered for students who exceed the maximum number of absences.

Students who have more than 5 excused absences must provide a doctor's note or the absence will count as unexcused.

Tardy Policy

Students who are not in class when the bell rings are considered tardy, and the classroom teacher will sign the behavior log. Excessive tardiness will result in lunch detention.

Student Withdrawal from San Pasqual High School and Bill M. Manes

State law requires a withdrawal form, which must be signed by the parent/guardian and the registrar of the school. The student, if available, must have each instructor's signatures and a withdrawal grade. Withdrawal is complete when a student has cleared with the library, PE department, counseling office, and the principals' office. It will be mandatory that each withdrawal form be returned to the counseling office within two school days. Records will not be forwarded until all materials are returned and/or fines paid.

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:

- 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.

Award Criteria:

1. English Language Proficiency:
 - Score proficient on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts. **OR**
 - Complete all English Language Arts requirements for high school graduation with a GPA of 2.0 or above.
2. Proficiency in a Second Language
 - Pass a district-approved language exam (AVANT) that meets the rigor of a four-year high school course of study.
3. For English Learners:
 - Attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

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 two available Career and Technical Education (CTE) pathways in Agriculture 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.

Regional Occupational Program (ROP) and Career Technical Education (CTE).

The mission of ROP is to prepare students, 16 years of age and older, by providing training programs to develop skills which will benefit their pursuit of employment. ROP provides high-quality vocational, technical, and occupational preparation through a variety of specialized courses and enables of students to be trained on the job site and meet industry standards for job performance. Students will receive academic credit.

- Classes and practical experience are given in such areas as welding, food service and computers.
- Up to 10 credits per semester may be earned by attending ROP classes. Grades received in ROP
- Classes can help the student in raising their overall G.P.A.

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.



STUDENT ACTIVITIES

Extracurricular and Co-Curricular Activities and Events

To promote academic excellence, all students participating in extracurricular (such as sports), and co-curricular activities (such as ASB), shall demonstrate satisfactory academic progress.

Extracurricular and Co-Curricular activities are programs that have all the following characteristics:

- The program is supervised or financed by the district.
- Pupils participating in the program represent the district.
- The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, and do not offer credit. Extracurricular events are non-completive, non-performance related events. These may include field trips or similar events which take students out of school for the school day.

Co-curricular activities are supplementary activities that complement the academic curriculum. They include sports, arts, music, clubs, community service, and more. These activities take place outside regular classroom hours and offer opportunities for students to develop skills like leadership, teamwork, and time management, as well as explore interests beyond academics. Co-curricular activities are essential for a well-rounded education, providing students with a holistic learning experience.

Academic Eligibility

In order to participate in extra curricular or co-curricular activities students must follow the below guidelines

- Maintain a 2.0 G.P.A. A student is not eligible with F grades. Having an F grade automatically results in academic ineligible status regardless of GPA.
- Must be in full attendance (full day) during the week of the game or activity with a 90% attendance rate overall.
- *In cases where it applies students must be in good standing with their SART/SARB/SST attendance contract.*

These guidelines also apply to students voluntarily enrolled in Bill Manes Continuation High School.

In order to participate in extracurricular or co-curricular activities, a pupil shall demonstrate satisfactory educational progress in the previous grading period having earned a minimum of 2.00 - "C" GPA (with no F grades) during the preceding grading period. An incomplete (I) grade is not a passing grade. If not cleared, it will be counted as an "F".

Ineligible Status

If a student is ineligible due to having less than a 2.0 and/or F's at the end of a grading period, they can submit a grade check after **two** weeks of the new grading period to earn their way back into "monitored eligibility".

Ineligible students who are waiting out the two weeks before submitting a grade check for monitored eligibility are permitted to practice with their teams but are not permitted to travel or compete during that period. Students should be recommended to after school tutoring sessions **45 minutes twice** a week before practices.

Monitored Eligibility

To support students maintaining eligibility status, monitored eligibility will require that the student provide a weekly grade check to the athletic director and the coach showing the student is maintaining a GPA above 2.0 and no F's, in order to remain eligible for the rest of the grading period. If they fall below a 2.0 and/or have an F in that monitored eligibility period, they will return to ineligible status until the end of the grading period.

Eligibility Grade Checks - SY 25-26

Grading Period	Start Date	2 WEEK REVIEW	Monitoring Weekly Checks		
Fall Semester 1 Start	8/12/24	8/26/24	8/30/24	9/6/24	
Progress 1.1	9/13/24	9/27/24	10/4/24	10/10/24	
Quarter 1	10/16/24	10/30/24			
Progress 2.1	11/8/24	11/22/24			12/6/24
Semester 1 Final	12/13/24	1/22/25			1/31/25
Spring Semester 2 Start	1/8/25	1/22/25			1/31/25
Progress 3.1	2/7/25	2/21/25	2/28/25	3/7/25	
Quarter 3	3/14/25	3/28/25	4/11/25	4/17/25	
Progress 4.1	4/25/25	5/9/25	5/16/25	5/23/25	
Semester 2 Final	6/6/25	TBD	TBD	TBD	

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.

Eligibility Criteria

To be eligible for these events, students must:

- Meet the Academic Eligibility requirements.
- Have no assignments of Rule of 5, Detention, In-School Restriction, or 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.*

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

QUARTER	Incentive Assembly & BBQ	Academic Eligibility Date	Behavior Eligibility Date
1st	October 25, 2024	October 16, 2024	October 25, 2024
2nd	December 13, 2024	December 13, 2024	December 13, 2024
3rd	March 21, 2025	March 14, 2025	March 21, 2025
4th	May 30, 2025	May 30, 2025	May 30, 2025

Extracurricular Activities and Events Attendance Requirements

Student participation in extra curricular and co-curricular activities must maintain a 90% attendance to include the 1st period full day attendance for the totality of the preceding weeks of the current school year. 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.
- All other absences not meeting legal definition of EXCUSED will be counted against the students' attendance percentage.
- The Superintendent or designee may allow for exceptions to counting excused absences out of consideration for exceptional reasons (i.e., medical, family emergency, etc.)
- These will be dealt with on an individual basis.
- Students who fail to qualify for an event or activity due to low attendance must make up the absences through Saturday School to re-qualify for participation.
- In cases where it applies student must be in good standing with SART/SARB/SST attendance contract.

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)
<p>Classroom Guidance Lessons: classroom lessons facilitated by school counselors to address academic, college and career, and personal / social topics.</p> <p>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.</p> <p>Healthy Choices Program: a day in which students learn about various social-emotional topics to guide them through high school.</p>	<p>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 if not utilized to address bullying.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

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
 - National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
 - The Trevor Lifeline: 1-866-488-7386
 - Crisis Text Line: Text "TALK" to 741-741
 - 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.

SCHOOL WIDE SUPPORT SYSTEM

Schoolwide

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

Schoolwide Rules

- Be Respectful
- Be Responsible
- Be Safe

Student Support Opportunities

- Teachers will provide warnings, which provide opportunities for student's behavior.
- Teachers will inform students when they have received a consequence.
- Teacher will request administrative support if the student selects 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 send students to the office to see the principal with an Disciplinary Referral.

Administrative Consequences

- Students may be assigned Dress Code 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.
- Students may be transferred to Bill Manes Alternative High School.

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 SAFE**
 - Students are responsible for maintaining safety at school.
 - Students engage in activities that are safe and report any known safety hazards.
 - Students help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
 - Students report any bullying or harassment.
- **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.

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.
 - Positive attendance
 - Provide continuing learning opportunities at home.

Descriptions of Intervention Support for Mischievous and Severe Behavior Infractions

Conference(s)

Communication about expectations grounded in the principles of respect, responsibility and safety, 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 diffuse 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. Misbehaviors 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 safe 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 diffused 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 a lunch detention as part of the “Rule of 5” progressive consequence plan or in response to other mischievous 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 mischievous 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.

Suspension or Alternative Placement

Students engaged in incessant behaviors with increased intensity or frequency AND who have not responded to the above interventions will be referred as a Level 3 incident. Others that require immediate administrative support will be referred as a Level 3. These incidents may result in any of the above consequences and may lead to suspension or alternative placement. These recommendations cannot occur without documented intervention and support for prior incidents.

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 behavior program uses initiative-taking 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 positive behavior 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 optimum academic achievement for all students.



RULE OF 5

School wide Classroom Management System

At San Pasqual High School, we use the Rule of 5 to manage classroom behavior and ensure students are respectful, responsible, and safe. Each week, students have 5 opportunities to be reminded, retaught, or redirected regarding behavioral expectations. On the 5th reminder, teachers will contact parents or guardians via phone, text, or email to address concerns, and the response must be confirmed by the parent. Following this, students will receive Tier 2 intervention to promote positive behavioral outcomes. Once students accumulate 5 signatures for disruptions, they will be assigned to in-school restriction (ISR). During ISR, students work independently under a teacher's supervision and receive instruction on improving behavior and making better choices. If a student reaches a full day of ISR, a formal disciplinary referral is submitted to school administration for further action through the SST process. Our goal is to maintain a respectful and orderly educational environment that maximizes learning for all students.

While in In-School Restriction:

- Students are expected to behave appropriately and complete assigned work.
- Students who are absent on their assigned day, will make it up the day they return.
- Students that are disruptive or insubordinate during in-school-restriction may be suspended from school.
- Upon return, the in-school-restriction time will still need to be completed.
- If the form is not returned with a signature, and we are unable to make phone contact with the parent/guardian; the principal or designee may make a home visit.

Classroom Rules and Expectations

1. Be RESPONSIBLE
 - Come to class prepared
 - Arrive to class on time
2. Be RESPECTFUL
 - Follow directions provided by your teacher
 - Use clean and appropriate language in the classroom
 - Treat the class environment with respect
 - Treat others with respect
3. Be SAFE
 - Keep hands, feet and objects to self
 - Report your whereabouts (Pass 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 led 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.

Pursuant to Ed. Code 48900.2, "A pupil may be recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined"

In Penal Code Section 212.5." Also, a pupil may be recommended for expulsion if the pupil has committed or attempted to commit a sexual battery as defined in Section 243.4 of the Penal Code. Harassment in any form by an adult or student should be reported immediately to any school employee.

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 be always on the high school campus during the school day. Students can eat a hot lunch or sandwich, fruit, fresh vegetables, and milk in the cafeteria. 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., Twitter, Facebook, and all other social networking sites) may not be accessed. Students who abuse the privilege will lose their right to access the internet. Signing the Internet Usage License Agreement is considered the student's first warning.

Searches and Seizures

School administration reserves the right to search and seize when there is reason to believe that material or matter detrimental to the safety, health, and welfare of one or more students exists. 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. To prevent unintentional privacy violations, personal belongings should be kept on one's person or at home.

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

Definition: Public displays of affection (PDA) include gestures like hand-holding, touching, kissing, or hugging, which are considered romantic or sexual, and occur in areas accessible to others.

Rationale: Excessive affection in school disrupts the learning environment. Students are expected to avoid intimate behavior on campus or during school events.

Consequences: Initial warning for inappropriate PDA, followed by a parent meeting and disciplinary action if behavior persists.

Electronic Devices

San Pasqual Valley Unified School District recognizes the right of students to utilize electronic devices during non-academic activities and non-academic hours, while maintaining the needs of the school to regulate access to and use of those same devices at times and during activities during which such devices may constitute a significant distraction to orderly school operations. To that end, San Pasqual Valley High School, in compliance with California Education Code 48901.5, has established this policy regulating the possession and use of electronic devices during school hours.

For the purposes of this policy, “electronic signaling devices” include but are not limited to electronic devices such as cellular phones, text messengers, e-mail transponders, wireless devices, and other similar devices.

I. Electronic Signaling Devices (Cellular Phones, Text Messengers, Wireless Devices, etc.)

Electronic signaling devices can only be used 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)

Students may use all types of cameras in public areas of the school during lunch and passing periods if such use does not become disruptive, harass others, invade the privacy of others, or otherwise violate district policy or law. Cameras of all types are prohibited from use during class-time unless part of a designed and approved class, club, or school activity.

At no time are cameras of any type to be used in any school bathroom, locker room, or changing room.

II: Hold Harmless Clause

San Pasqual Valley Unified School District shall not be held responsible for the loss of or damage to any student's electronic device on school property. Possession and usage of all electronic devices carries with it the inherent risk of loss (both by theft and accident) and damage (both accidental and intentional). Students who bring such devices to school will bear responsibility for any such loss or damage which might occur.

IV: Confiscation

Electronic devices which are used in violation of this policy are subject to confiscation by any employee of San Pasqual Valley Unified School District. Any device which is confiscated shall be turned over to the school Administration for securing. Teachers and other employees are not to keep, store, or return to the student any device confiscated due to violation of this policy.

V: Recovery

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

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.

School Dress Code

Purpose: Our dress code policy promotes a respectful, inclusive, and focused learning environment, while preparing students for professional settings.

General Guidelines:

- Clothing should be neat, clean, and in good repair.
- Attire should not disrupt the educational process or offend others.
- Dress code applies during school hours, events, and off-campus trips.

Tops and Shirts:

- Tops must cover midriff, chest, and back completely.
- No strapless, spaghetti-strap, or halter tops.
- No offensive language, symbols, or images.

Bottoms:

- Pants, jeans, shorts, skirts, and dresses must be worn at the waist.
- Shorts and skirts must be mid-thigh length or longer.
- Leggings and yoga pants allowed with appropriate top length.

Footwear:

- Shoes must be worn at all times.

Accessories and Grooming:

- Accessories should be safe and non-distracting.
- Hairstyles and grooming should not disrupt learning.

Exceptions and Special Events:

- Exceptions for health, religion, or culture require advance approval.
- Special events may have temporary dress code modifications.

Enforcement and Consequences:

- Teachers and staff will consistently enforce the dress code.
- Non-compliance may result in clothing change or disciplinary action.

Parent and Student Responsibility:

- Parents and students should review and comply with the dress code.
- Ensure appropriate attire before leaving for school.

Note: This dress code policy is subject to periodic review and may be revised as needed.

Plagiarism

Plagiarism is a serious violation of academic integrity and ethical standards. It undermines the educational process and devalues the hard work of students who adhere to these standards. This policy aims to provide clear guidelines to students and parents regarding what constitutes plagiarism, the consequences of committing plagiarism, and the proper use of AI tools in academic work.

Definition of Plagiarism

Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as your own without proper acknowledgment. This includes, but is not limited to:

- Copying text, images, or other materials from books, websites, or other sources without proper citation.
- Paraphrasing another's work without giving credit.
- Using someone else's homework, assignment, project, or any other work as your own.
- Submitting a purchased or borrowed paper as your own.

AI Tools and Plagiarism

AI tools, including language models and other digital aids, can be valuable resources for research and learning. However, their use must be ethical and transparent. Students must ensure that:

- Any text generated by AI tools is properly cited if included in assignments.
- AI tools are not used to produce work that is submitted as entirely the student's own original creation.
- AI tools are used to support learning and understanding, not to circumvent the effort of producing original work.

Preventative Measures

To avoid plagiarism, students should:

- Develop good research habits and take thorough notes, including all sources of information.
- Learn and practice proper citation techniques (MLA, APA, etc.).
- Use plagiarism detection tools to check their work before submission.
- Seek clarification from teachers if unsure about how to cite sources or the use of AI tools.

Procedures for Addressing Plagiarism

1. Detection:
 - Teachers will use plagiarism detection software and other methods to identify instances of plagiarism.
 - Students may be asked to explain their work process and sources.
2. Investigation:
 - If plagiarism is suspected, the teacher will collect evidence and notify the student and their parents.
 - The student will have the opportunity to explain or dispute the findings.
3. Consequences:
 - *First Offense*: The student will receive a warning, a zero for the assignment, and will be required to complete an educational module on plagiarism.
 - *Second Offense*: The student will receive a zero for the assignment, a formal reprimand, and a mandatory meeting with the student, parents, and administration.
 - *Third Offense*: The student may face more severe consequences, including suspension from school activities or courses, and will be required to undergo academic counseling.
4. Rehabilitation:
 - Students who commit plagiarism will be provided with resources and support to improve their research and writing skills.
 - Follow-up meetings with a counselor or teacher will be scheduled to monitor progress and understanding.

Maintaining academic integrity is crucial for a healthy learning environment. This policy is designed to educate students about the importance of originality and proper citation, guide the ethical use of AI tools, and outline clear consequences for plagiarism. By adhering to these guidelines, students can foster a culture of honesty and respect in their academic pursuits.

For further information or clarification on this policy, students and parents are encouraged to contact the school administration.

SPVHS Restorative Discipline Matrix

Consequence	1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense
<u>Signature</u> Classroom Managed Behaviors <i>Be Respectful, Responsible and Safe</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 * Every mark after 5th will result in lunch detention. * Teacher marking mark will make parent contact and assign ISR.
<u>Rule of 5</u> Mischievous Classroom Behavior <i>Be Respectful Responsible and Safe</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 * Teacher team completes a formal Administrative Referral and submits to the principal.
<u>Administrative Referral</u> Severe Behavior Violence, Bullying/Harassment/Intimidation, Weapons, Drugs/Alcohol/Tobacco	Parent/Student Conference with Principal 1-2 days ISR or OSS <ul style="list-style-type: none"> • Parent conference • Recommend counseling • Refer to SST • Reentry meeting 	Parent/Student Conference with Principal 2-3 days ISR or OSS <ul style="list-style-type: none"> • Parent conference • Recommend counseling • Follow up SST • Reentry meeting 	Parent/Student Conference with Principal 3-4 days ISR or OSS <ul style="list-style-type: none"> • 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 mischievous/severe discipline.	Parent/Student Conference 2-3 days bus suspension and/or: * Follow site plan for mischievous/severe discipline.	Parent/Student Conference 3-4 days bus suspension and/or: * Follow site plan for mischievous/severe discipline.	Parent/Student Conference 4-5 days bus suspension and/or: * Follow site plan for mischievous/severe discipline.

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 clerk at 760-572-0222 ext.2104.

Medication

Students are not permitted to have medication of any kind in their possession while on campus. 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. Only medication prescribed by a licensed physician in the United States may be administered at school. 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 Ms. Armenta at 760-572-0222 ext. 2104 or aarmenta@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

Monica Sabori 760-572-0222 ext. 2415

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 pick up and afterschool 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.
- No balloons, giant stuffed animals, glass, or items that can not be safely transported on the bus.

STANDARD RESPONSE PROTOCOL

Our school has adopted the “I Love U Guys” Foundation’s Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

Common Language

The Standard Response Protocol (SRP) is based on an all hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol. The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD “*In Your Classroom or Area*”



Students are trained to:

- Clear the hallways and remain in their area or room until the “All Clear” is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults Do business as usual

SECURE “*Get Inside. lock outside doors*”



Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

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



Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door and turn out the lights
- Move away from sight and maintain silence
- Do not open the door and prepare to evade or defend

EVACUATE “*To a location*”



Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults and report injuries or problems

SHELTER “*State Hazard and Safety Strategy*”



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

Alice is committed to increasing survivability in a violent intruder event through training proactive response options. There are many ways to be prepared for a violent event. Whether you are at a mall, in a theater, grocery shopping, attending a game or listening to a concert, you have options. When ALICE response strategies are implemented, unwilling participants in the event are empowered to choose their best survival option. Seconds count during a violent event and the actions taken in between when the event begins, and law enforcement arrives, are significant and can increase survivability.

A.L.I.C.E. Frequently Asked Questions

What is A.L.I.C.E.?

A.L.I.C.E. is a school safety program created in year 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.I.C.E. teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs.

What do the letters stand for in the name A.L.I.C.E.?

A.L.I.C.E. is an acronym that 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.

Does the San Pasqual Valley Unified School District have plans and procedures in place for crisis situations?

Yes, SPVUSD considers the safety of students and staff their highest priority and have developed strong crisis plans and procedures for our schools. Although we hope we will never need to activate these procedures, we conduct regular drills and review our plans annually.

Why do we need to add anything more? Isn't it enough just to lock the building and keep students inside if someone is threatening them?

Traditionally, schools have used a procedure known as "lockdown" which means locking the school building and classrooms and having students and teachers take shelter in their classroom. We believe that offering additional age-appropriate options will allow our students and teachers to be better prepared if a crisis occurs. Providing a constant flow of information to everyone inside the building can allow opportunities to safely evacuate the building. Rescue by the police can take some time. An important goal of the A.L.I.C.E. program is to evacuate as many people as possible to a safe place.

How much time will the training take away from learning?

A.L.I.C.E. training will take the place of the lockdown drills we have been doing. The length of the training time for students may range from 15 to 30 minutes, depending upon the age of the students. Training will take place at least twice a year.

How will students be trained?

Training will be age-appropriate and will take place in the classroom with their teacher leading the discussion. Discussions with younger students will be an extension of "stranger danger" discussions and focus on listening carefully to the teacher in case of an emergency and following directions promptly. There is no drill planned as part of this initial training.

How many organizations are currently using A.L.I.C.E. as part of their safety protocols?

2 million students have been training or are currently being exposed to this program. Although A.L.I.C.E. was started in a kindergarten through grade 12 school setting, the program is now being used in universities, colleges, hospitals, churches, corporation, and government offices.

For information on the A.L.I.C.E. program please check out their website at <http://www.alicetraining.com/>.

UNIFORM COMPLAINT PROCEDURES

The San Pasqual Valley Unified School District has a uniform complaint process as required in the Code of Regulations, Title5, 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).