

Student-Caregiver Handbook 2025-2026



ANZAR
HIGH SCHOOL
HOME OF THE HAWKS

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Advisory

Anzar High School's Advisory program ensures that our school is student-centered and focuses on individual needs. Each student stays with an Advisor for the entire time they are at Anzar. The Advisor oversees class scheduling, college and scholarship advising, behavioral issues, testing preparation, graduation exhibitions, service learning placements, and other on-going issues.

The advisories are typically about twenty-five students. The close relationships that develop between the student and their Advisor help make sure that no student is "lost in the shuffle" at Anzar. In addition, the bond that forms within this small group of students insures a "safe" place for every student, every day.

Students meet for Advisory time three days per week. Advisory is a valuable insurance policy for all students and parents. Both parents and students can be assured that all students have an adult advocate who cares about their success in school. Parents should feel free to contact their child's Advisor if they need help in navigating the school system, arranging teacher conferences, or simply answering questions. The Advisor is the most useful parent liaison available!

Because our school is small, most Advisors have their advisees in a class at some point in their four years of schooling. This helps give Advisors a 360-degree view of the students. The Advisor knows them as students because they spend time together in intellectual pursuits. The Advisor knows them on a personal level because they jointly plan the advisees' futures.

Advisors work together by grade level to plan coordinated curriculum, to insure some consistency from Advisory to Advisory. Formal planning time is set aside monthly at our staff meetings. Advisories frequently come together to participate in grade-level "fun" activities, as well as for college field trips, guest speakers, college presentations, etc.

The Advisory is also the place where students make their voices heard in major campus decisions. Each Advisory cohort provides a representative to the ASB (Associated Student Body). These representatives are charged with carrying the ideas discussed within Advisories to the weekly ASB Leadership meetings. This insures a democratic student governance model at Anzar High School.

There is a strict protocol in place for Advisor changes, created by the staff in order to minimize Advisor switching but to allow for changes when prudent. **While the Advisory program is at the hub of Anzar, it remains an unpaid part of the teachers' workday, a labor of love. Parents should remember to not develop expectations inappropriate to a volunteer.**

ASB (Associated Student Body)

The Associated Student Body of Anzar High School is the student governing body of the school. Representatives are selected through each Advisory, insuring democratic representation across grade levels. In addition, the ASB has elected officers, called Commissioners. Each position clarifies function: Executive Commissioner, Commissioner of Activities, P.R. Commissioner, Rally Commissioners, Communications Commissioners (two students will serve as (1) the student trustee to the district's School Board, (2) the liaison to the staff at their weekly meetings and School Site council representative, and Commissioner of Athletics. These officers are elected in all-school elections.

ASB activities include dances, lunchtime activities, Spirit Weeks, Homecoming, and other evening activities. All fund-raising by students for activities must be formally approved by the ASB. All ASB funds are handled in strict accordance to state regulations set down for ASB monies. ASB meets weekly. Representatives receive Service Learning credit for this work.

Athletics

Anzar High School has a comprehensive athletic program that is ambitious for a small school. The goal of the program is to support classroom instruction by providing the opportunity for students to develop the skills of self-expression, self-discipline, goal setting, the ability to successfully work in groups, and to develop respect and tolerance for the abilities and opinions of others. The sports program is supervised by Anzar's Athletic Director, who is in turn supported by the student Athletic Commissioner and Principal Crawley. Anzar is a member of the

California Interscholastic Federation, and the newly-restructured Pacific Coast Athletic League. Incorporating 3 former area leagues, this “super”- league now has several tiers, allowing all schools to be competitive according to individual sport. Anzar fully supports the CIF's *Pursuing Victory with Honor* program that sets high standards for good sportsmanship and athletic integrity.

Athletic participation is open to all students who meet state and league eligibility requirements and maintain at least a 2.0 grade point average with no Fs, and are making satisfactory progress toward graduation. Students with a 2.0 or higher GPA and one F may be placed on academic probation for one grading period (a grading period is 5-6 weeks long). Probationary students are expected to meet minimum eligibility standards by the beginning of the next grading period. Probation is allowed only once for consecutive grading periods. Students with more than one F are not eligible for probation. Inter-session and summer school grades do not factor into academic eligibility for athletics, as they are less than 20 units (the designated athletic league standard).

All students must have a yearly physical examination before they are allowed to play or practice in a sport at Anzar. Physical exams must be performed by a medical professional and must be recorded on a form approved by the Athletic Director. Anzar is sometimes able to schedule athletic physicals (not the same as a comprehensive physical exam) in the summer before the start of school and before the winter and spring sports seasons, but families should not count on this option, as we rely on the availability of these medical professionals.

In addition, the following forms must be on file in the Athletic Director's office:

- A signed parent permission to participate in athletics;
- A parent-signed statement that the student is covered by medical insurance.
- A copy of the Athletic Code signed by the student and parent.

Mandatory Parent meetings take place at the start of each season. Participation donation goals are in place for each team. The Boosters offer a work program to subsidize donations for any Anzar families, for any sport.

Each coach may have additional paperwork requirements for participation. Coaches are responsible for development of performance and behavior expectations for their sport and make final decisions on team rosters and playing time. Coaches are also responsible for making transportation arrangements to away games. Students are not allowed to drive to away games. Parent drivers are required to be finger-printed at the district before driving. This requires setting up an appointment ahead of time: 831 623 4500. In addition, parent drivers must have a Personal Automobile Use Permission form, a copy of a valid driver's license and proof of adequate liability insurance on file in the office (These are good for the whole year).

Anzar offers the following sports:

Fall (Aug. to mid-Nov.)

Co-ed Cross Country
Girls Volleyball
Football (8 person league)

Winter (Nov. to mid-Feb.)

Boys Basketball
Girls Basketball
Boys Soccer
Girls Soccer

Spring (Feb. to May)

Softball
Baseball
Golf
Swimming
Track

Attendance and Absence Procedures

As a school, we really want to impress upon all students and parents the importance of consistent attendance to class. There is a direct connection between poor attendance, low GPAs and low test scores. In order for students to learn to their fullest and challenge themselves to their maximum potential, they simply **must** be in class regularly. **However, if your child is ill, has a fever, chills, a cough, and/or diarrhea, please do not send them to school. To support this understanding, we strongly ask parents to NOT PULL students out of school for trips during the school year.** We aim for an all-time high attendance rate this year!

School attendance is an area of mutual cooperation between the school, the parents and the student, so that the whereabouts of each student will be known at all times during the school day. Some attendance recovery

is possible through Saturday School, offered at least once a semester (see Important Dates at the front of the handbook).

Sometimes students must miss school. It is important for the school to know why any student is not attending school. Parents should follow the procedures listed below when their students are absent from school:

- ✓ Notify the School Secretary of the reason for the absence & the duration of the absence. Parents must account for each day of absence either by phone or in writing. A written note is preferred because if parents call, the secretary must still transcribe the message into writing, for accounting purposes (Anzar is audited annually, as the only high school in the district).
- ✓ Students absent 3 days or longer **must return to school with a doctor's note. Notes can be emailed to our school attendance secretary: Tbozarth@asjUSD.org**
- ✓ Students absent for at least 3 days should be placed on Independent Study Assignment (inquire at school office). This must be arranged ahead of time, with each teacher's written input logged into the contract form.

Anzar utilizes an automated caller system for notifying parents of student absences. If the information given by the automated caller is confusing in any way, attendance issues can be verified with the school secretary during school hours or on Aeries at anytime. Anzar teachers take attendance online each period, from their classrooms.

Back To School Night

Back To School Night will take place at Anzar on the Thursday after Labor Day from 5:30pm-7pm. The date can be found in the Important Dates located at the front of the handbook. A schedule will be sent home with your student that evening. The purpose of this evening is to introduce teachers and courses to parents. The overview given is intended to familiarize parents with the content and expectations for the year for their son/daughter in each class. (Parents can make appointments with teachers to discuss personal issues in depth at a later date.) We strongly encourage all parents to attend this evening. The evening will begin with grade level Advisory meetings, and will then proceed to the regular student schedule, with ten-minute periods. We promise that the evening will be worthwhile and engaging. Please plan on attending.

Anzar Athletics will be sponsoring a simple and delicious dinner fundraiser for families starting at 5:00 PM, in the Hallway between the Library and the Office. This will take care of that "no time for dinner" problem that usually arises on *Back To School* nights, as well as give all parents a chance to visit with teachers and each other before "the bell rings"! Anzar apparel will also be on sale right there. Please come to this welcoming event!

Just once a year, at *Back To School Night*, the Anzar staff asks for donations in united fashion. Parents are encouraged to bring reams of copy paper, flats of drinking water, or boxes of Kleenex to the office area. We utilize the generous donations year-round, and hope for even higher towers of donations this year.

Buses

The Aromas/San Juan Unified School District provides bus transportation to and from the communities of Aromas and San Juan Bautista. The district's transportation department has bus rules with which our students must comply:

1. Students are to give the bus driver proper respect at all times. The driver is responsible for the safety of everyone riding the school bus.
2. Students are to wait for buses at designated bus stops in a safe and orderly fashion.
3. Students are to treat everyone and everything on the bus with respect and consideration.
4. Students are to remain in their seats, facing forward, while on the bus.
5. Students are to behave in a manner that protects everyone's safety.

Penalties for breaking the rules incur citations, which are given out by the bus drivers. The first citation is a warning that the noted behavior problem has occurred. The second note will bring disciplinary action and the third citation is for 1-5 days of complete suspension from the bus. All three levels of citations include parent notification and signature requests. As a school, we strongly support our transportation department. The Anzar staff considers bus transportation to be a privilege. Misbehavior among high school students will not be tolerated.

Anzar High students will continue using the transportation card/ pass program. Students/families need to purchase the passes before school begins, at the district office in front of the high school.

Questions about bus schedules/ policies can be directed to the Transportation Department, at 623-4500.

Campus Climate

The Anzar staff highly values the right and the promise of a safe and comfortable positive learning environment, for every student on campus. All students should be able to participate fully in the educational process, free from discrimination, harassment, hateful behavior, or bullying of any kind. This includes, but is not limited to, cyber bullying of any form. Both individually and collectively, the staff will uphold the rights and safety of all individuals and groups. Anzar will not tolerate unlawful behavior against any individuals or groups including actual or perceived sex, sexual orientation, gender, gender identify, gender expression, ethnic group identification, race, or ethnicity, ancestry, national origin, nationality, religion, mental or physical disability, age, or on the basis of a person's association with a person or group. In short, all Anzar students are entitled to equal opportunities and climate safety, and any violation of this promise should be reported immediately to administration. Families will be contacted immediately in the event of any situation involving their students.

Resources about bullying and violence are found at: www.cde.ca.gov/ls/ss/se/bullyres.asp, www.cde.ca.gov/ls/ss/se/bullyfag.asp, and www.cde.ca.gov/ls/ss/vp/ssresources.asp

Class Schedule

Monday	Tues	Thurs	Weds/Fri
Per 1: 8:30-9:20 Per 2: 9:24-10:14 Break: 10:14-10:24 Per 3: 10:28-11:18 Per 4: 11:22-12:12 Lunch: 12:12-12:52 Per 5: 12:56-1:46 Per 6: 1:50-2:40 Per 7: 2:44-3:35pm	Per 1: 8:30-10:05 Break: 10:05-10:20 Per 2: 10:24-11:59 Advisory: 12:03-12:26 Lunch: 12:26-1:02 Per 3: 1:06-2:41 Per 7: 2:45-3:35pm	Per 1: 8:30-10:05 Break: 10:05-10:20 Per 2: 10:25-12:00 Lunch: 12:00-12:30 Per 3: 12:35-2:10 Per 7: 2:15-2:55pm	Per 4: 8:30-10:05 Break: 10:05-10:20 Per 5: 10:24-11:59 Advisory: 12:03-12:26 Lunch: 12:26-1:02 Per 6: 1:06-2:41 Per 7: 2:45-3:35pm

Fall Finals Schedule:

12/17	12/18	12/19
Period 1: 8:30-10:30 Break 10:30-10:45 Period 2: 10:50-12:50 Break: 12:50-1:30 Period 7 FINAL: 1:35-3:35	Advisory: 8:30-9:05 Per 3: 9:10-11:20 Break: 11:20-11:35 Per 4: 11:45-1:50	Advisory: 8:30-9:05 Per 5: 9:10-11:20 Break: 11:20-11:35 Per 6: 11:45-1:50

Spring Finals Schedule:

6/10	6/11	6/12
Period 1: 8:30-10:30 Break 10:30-10:45	Advisory: 8:30-9:05 Per 3: 9:10-11:20	Advisory: 8:30-9:05 Per 5: 9:10-11:20

Period 2: 10:50-12:50 Break: 12:50-1:30 Period 7 FINAL: 1:35-3:35	Break: 11:20-11:35 Per 4: 11:45-1:50	Break: 11:20-11:35 Per 6: 11:45-1:50
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In keeping with District procedure, Anzar High School has an earlier release time of 2:50 PM on Thursday afternoons. (The Anzar teachers have weekly staff meetings on Thursdays, from 2:50 – 4 PM.)

Closed Campus

Anzar High School is a closed campus. Having a closed campus does not indicate a lack of trust on the part of the school staff towards students. Rather, Anzar High School has always been designated a Closed Campus by our district School Board for safety and liability reasons. The following will help everyone to be as clear as possible about what closed campus means, for consistency and fairness. Students may not have food delivered by any food delivery service during the school day.

"Closed Campus" means:

- ✓ **Students are not allowed to leave campus and then return.** Students entering the campus by bus or car (passenger or driver) are not permitted to leave school and then return. That means no lunch outings. As long as students are not yet done with their classes, they are the school's responsibility. We cannot accept responsibility for students away from campus if they are planning to return.
- ✓ If seniors are done with classes before the day is over, they may leave. In fact, unless seniors are doing something school-managed and previously arranged, they are expected to leave campus for the day when classes are over. This means they should vacate all campus grounds, including the library, the quad area and the parking lot. We remind parents that the library is a classroom during the school day, and not a place where students can hang out. Seniors who have an "off campus" period will be issued an *off campus pass* at the beginning of the year, to show to campus supervisors if requested, as they head to or from their vehicle.
- ✓ Students should not go out to the parking lot or to their cars until they are ready to leave campus. The car should not be used as a locker. The parking lot is off limits to students during the day. Students are not to loiter in cars when arriving to campus or before leaving campus. If they need to get something they've forgotten in their car, they need to check in with an adult first.

The consequences for violating the Closed Campus rules are first step: *parents notified, permit revoked for 1 week and Detention*- second step: *parent notified, permit revoked for 1 month*; third step: *revocation of parking permit for the remainder of the school year, possible law enforcement notification*. (These are listed on the Discipline Guide on pp. 9-13.) Again, the intent of a clear and implemented Closed Campus policy is to insure safety for all our students, as well as the most academic environment possible.

Clubs

Clubs on the Anzar High campus usually meet at lunch, on a designated day of the week. Clubs are created out of student interest, and thus, vary some from year to year. Anzar's clubs have included:

Interact Club	C.S.F.	Writing Club	Yearbook
Poetry Aloud Club	GSA	Drama Club	Cheer
Pokeman Club	MeCHA	Christian Club	Circle of Friends

All Anzar clubs are required to have a constitution, budget, and elected officers, and to be approved by the Anzar ASB. In addition, all clubs require an adult staff Advisor, who is responsible for the group's activities. Anzar students are encouraged to form clubs that correspond to their specific interests. The elected Club Commissioner oversees two "Club Days" during the school year.

All students are highly encouraged to join clubs and/or athletics (extra curricular activities) right away, as freshmen. There is tangible data illustrating the academic success of students who are actively engaged in school in areas outside of the classroom.

College Preparation

Anzar High School offers all its graduates the possibility of going on to college. All content-area classes offered (English, History, Science and Math courses) are "college prep" courses. Anzar's required courses for graduation are more stringent than the state minimum requirements for graduation, so that students **can** attend college if they choose to do so. The *Habits of Mind* (see page 16) that guide all curriculum at Anzar, the Service Learning requirement (see page 19) and the Graduation Exhibitions required (see page 15) insure that all students truly are prepared and competitive as they embark into post-high school education.

The requirements for two-year colleges and four-year colleges/universities vary a bit. As mentioned previously, all Anzar graduates can immediately enroll at two-year colleges. (In fact, many of our upper-classmen are concurrently enrolled at Gavilan Community College and Cabrillo Community College during the regular school year.) Anzar students have the opportunity to take a Gavilan College course on our campus in a program called, Hawk Academy, with college tuition waived. The entrance requirements for California State Universities (CSUs) and Universities of California (UCs) are completely aligned. These are the two California Public College systems. Most private 4-year universities have traditionally used UC entrance requirements. Students who anticipate the possibility of attending a 4-year college should pay careful attention to the requirements in each subject area.

At Anzar, all students receive individual attention and counseling from our Guidance Counselor, Julie Hicks, for all scheduling and college planning matters. During the junior and senior years, grade level Advisors work together to assist students in signing up for and taking the SAT and/or ACT tests required by most four-year colleges. College field trips are offered annually. Junior and senior students are invited to attend College Fairs annually. The Anzar librarians can assist students in gleaning college information online. Senior students are presented with scholarship possibilities throughout their senior year, as applications are sent to the school. Senior advisors coordinate the dissemination of information equitably. Additional assistance and information is always available for parents and students in the College/Career Center, right next to the front office. Cal-SOAP counselors work on campus with a regular schedule to provide further individualized support.

Communication

There are several ways that parents can stay current on what is happening at school. Most comprehensive is the school website: <https://www.asjUSD.org/o/anzar-high-school> There is a calendar feature that is updated regularly. In addition, the second and third pages of this handbook include "Important Dates" that have already been set for the school year. The sign in front of the school (Gym gate entrance) has some current information, and lastly, we use an automated phone system for messages (always bilingual) of special importance. Special event invitations and all progress reports and report cards are mailed home. A lot of effort goes into keeping all of these communication modes updated and in practice – we ask that parents put the time and effort into checking the website, listening to the entire phone message, and checking their mail regularly for information that is sent home. Together, we can make sure that all households are as completely informed as possible! Please make sure you have your own Aeries account and check your messages regularly.

Computer Usage

Computers and the associated equipment and software are an integral part of Anzar's research capabilities and a valuable curricular tool. The school utilizes several Chromebooks. A Chromebook will be checked out to your student at the beginning of the school year. Students are expected to protect all computer equipment from misuse, damage or removal. Computer violations include knowingly altering, damaging, deleting

or destroying any data, computer network system or software; or causing disruption of computer services. It includes using another student's password or account. It includes any inappropriate usage. Cyber-bullying is not tolerated in any form.

All students must have a signed (by a parent) *Computer Use Agreement* form on file in the Anzar library before they will be allowed to log onto the school computers. These forms will be provided on the first day of school (an insert page in the district handbook) and should be returned ASAP. Social media sites are blocked and banned from the campus, as is personal email use. The librarian, the library clerk, and the school administration have the authority to ban students from school computer usage, based on documented violations.

Credits and Courses

Anzar High School requires 220 credits to graduate, as designated by the state of California. Each regular semester course is worth 5 units. If students fail a course that is required by the state for graduation, they must repeat the course for credit. As indicated earlier, all content-area courses offered at Anzar are college-prep classes. Students and parents should track progress with units and required classes very carefully throughout the four years of study. Advisors will assist with this responsibility.

Students should have a minimum of 55 credits at the end of their freshman year, 110 at the end of their sophomore year, and 165 at the end of their junior year. Because Advisory represents a safe place for most students, with close relationships formed, Anzar usually only holds extremely credit-deficient, continuing students back from moving forward with their Advisory. Credit-deficient transfer students are placed according to the number of units held. Summer School allows for a maximum of 10 units of credit recovery, with an on-line program (Edgenuity) available during the year, as appropriate.

Dances

Dances are sponsored by ASB and specific grade levels throughout the year. Dances typically have a theme; informal are held in the school gym on Friday nights, with the formal Winter Ball and Prom usually off-campus. According to ASB decision, some dances permit guests and others are for Anzar students only. Guest passes include age restrictions and require the signature/approval of an administrator at the guest's school (standard practice for public high schools). All dances are chaperoned by Anzar staff.

All Anzar students have the right to a safe, healthy dance experience, free of intimidation, injury or sexual harassment. No dancing shall simulate sexual activity, involve front-to-back dancing, or place a student at risk of injury.

Violation of these expectations will result in the following consequences: Chaperones will warn the student (at first offense), excuse the student from the dance floor for 10 minutes (at second offense), and excuse the student from the dance (at third offense).

Discipline

Discipline is handled by the school administration and Campus Supervisor. In an effort to keep discipline fair and consistent, the Anzar staff has created a Discipline Guide. Reviewed annually by the staff, it is distributed and explained to all students in Advisory each fall. Not to be confused with the CA State Educational Code, the Anzar Guide is designed to serve as a guide to disciplinary processes and consequences on campus. Advisors are informed and included in many disciplinary issues. A large poster version of the guide is posted in each classroom. Parents are encouraged to familiarize themselves with the Discipline Guide immediately upon receipt of this handbook, and not wait until an issue arises. The Anzar approach to discipline includes the idea of restorative justice and the student's awareness and understanding of the consequences of their behavior with all those affected. Reflection of behavior is regularly required, in hopes of improved maturity and awareness of impact on others and on the learning process. The Discipline Guide follows on the next three pages:

Dress Code and Dress Standards

Anzar High School promotes and encourages a positive learning environment for all students. Students should practice using their own judgment as to what is appropriate clothing, which is good preparation for life after high school. Outlined below are the goals of our dress code, as well as guidelines that must be followed regarding violations and the enforcement of these violations.

Goals:

1. Avoid disruption in learning
2. Respect all involved
3. Allow student individuality to be expressed
4. Generate body-positivity
5. Be gender-neutral

Against Dress Code

1. Clothing that discriminates or insults “on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation” (Ed Code 220)
2. Clothing that features drugs, alcohol, graphic images, sexual references, profanity or violence
3. Gang-related apparel, as determined by school administration (in accordance with Ed Code 35183)
4. Trench coats, bare feet, or sagging pants, due to safety concerns
5. Clothing that shows bottoms or private parts

Enforcement

Students who are in violation of the dress code will be confronted privately, without disrupting their learning. Dress code violations will be handled in an informative and professional manner, without shaming. Students may be asked to cover or change clothing that violates the dress code. Please refer to the Anzar Discipline Matrix for repeat violations.

*Some classes may require stricter dress codes for safety reasons

Discipline Matrix

<i>OFFENSE</i>	<i>FIRST STEP</i>	<i>SECOND STEP</i>	<i>THIRD STEP</i>
Bullying / Cyber-Bullying [48900 (r)]	Parent notification, behavior contract, conflict resolution between students	Parent meeting/attempted solution, group counseling, possible stayaway contract, loss of school privileges	1-3 day suspension, parent meeting/attempted solution, stayaway contract, loss of school privileges—such as dances and fieldtrips
Cheating, dishonesty, Forgery, lying to staff [48900(k)]	Parent notification, parent/advisor conference, no credit for assignment, teacher-generated solution	Parent notification, parent/advisor conference, no credit for assignment, teacher-generated solution	Team meeting required, recommended counseling, no credit for assignment, team-generated solution.

Class Cuts Truancies [48263, 48264.5]	Parent notification	Parent conference, set up contract, lunchtime community service, loss of school privileges—such as dances and fieldtrips, mandatory campus attendance	Move to step 1 of County Truancy Abatement Program, loss of school privileges—such as dances and fieldtrips
Closed Campus Parking policy [48900(k)]	Notify parent, Permit revoked for 1 week	Notify parent, Permit revoked for 1 month	Revocation of parking permit for the remainder of the school year, possible law enforcement notification
Defiance, Disrespect, Disruptive Behavior or Uncontrolled Behavior [48900(k)]	Student-led parent notification, apology to those hurt, and student-generated solution	Formal written apology, and parent/student solution, SST may be formed to set up contract	1-5 day in-school suspension or suitable alternative generated by parent/student/teacher team, loss of school privileges
Dress Code Violation [48900(k)]	Student must change into dress code appropriate clothing	Lunchtime detention/community service Parent Notification	Loss of school privileges—such as dances, and fieldtrips Possible confiscation of clothing item, returned to parent
Gang Affiliation [48900(k)]	Parent notification, items confiscated, law enforcement contacted	Parent notification, items confiscated, law enforcement contacted, 3 day in-school suspension, in-school counseling mandated	5 day suspension <i>Possible expulsion</i>
Habitual Tardies (15+) [48900(k)]	15+ Extreme Tardy Detentions, Parent notification	20+ Parent conference, loss of parking permit (1-3 weeks), Loss of school privileges—such as dances (including prom) and fieldtrips	Potential Referral to County Student Attendance Review Board
Inappropriate use and/or display of technology in class including cell phones, music players, etc.	Confiscated until end of the day, <u>must be returned to parent</u>	Confiscated until the end of the year or returned to parents	Moves to defiance-consequences as per step 1 of defiance
Swearing/Obscenity/Verbal abuse <i>Including racial, ethnic, sexual epithets [48900(l)]</i>	Parent notification, apology to those affected	Parent conference to set up contract, team generated solution	Verification student is receiving suitable in-school counseling
Tobacco/Nicotine Use/Possession of tobacco, drug, or alcohol, product, device, or paraphernalia [48990(h), 48901, 48907]	Parent notification, verification of enrollment in intervention program	Continued brief intervention and recommendation for family counseling	1-3 day suspension or verification student is receiving suitable professional help, Loss of school privileges—such as dances and fieldtrips
Alcohol: Under the influence [48902(a), 48915(a)(3)]	Parent notification, student must go home, verification of enrollment in intervention program	Parent notification, Brief intervention required	Continued brief intervention and recommendation for family counseling. Recommend 1-3 day suspension

Drugs: Under the influence [48915(a)(3), 48902]	Parent notification, verification of enrollment in intervention program Contact law enforcement	Parent notification, Brief intervention required Contact law enforcement	Recommend for 1-3 day suspension, law enforcement notification
IMMEDIATE SUSPENSIONS AND MULTIPLE OFFENSE EXPULSION All offenses in this category will result in loss of school privileges—such as dances and fieldtrips			
<i>OFFENSE</i>	<i>FIRST STEP</i>	<i>SECOND STEP</i>	<i>THIRD STEP</i>
Breaking & entering Including presence in an unauthorized area (parking lot, south boundary of basketball courts, other out of bound areas)	2-5 day suspension, team generated solution, Parent conference, contact law enforcement	Recommend for expulsion, contact law enforcement	
False Fire Alarm [48900(k)]	Reimbursement of all costs, school clean up outside school hours (no SL credit)	3-5 day suspension, reimbursement of all costs, contact law enforcement, set up contract	Recommend for expulsion
Fighting/Assault <i>Caused, attempted or threatened to cause physical injury to another person</i> [48900(a)(q)]	3 day suspension, possible law enforcement notification	5 day suspension, possible law enforcement notification, <i>possible expulsion</i>	Contact law enforcement, recommend for expulsion
Sexual Harassment including Cyber Sexual Bullying [48900.2]	1-5 day suspension, recommended counseling, parent conference	5 day suspension, required counseling, contact law enforcement, Recommend for expulsion	
Theft or attempting to steal or knowingly received stolen property [48900(g)(f)]	2-5 day suspension, team generated solution, Parent conference, contact law enforcement	Recommend for expulsion, contact law enforcement	
Vandalism/damage to school property [48900(f)]	Parent notification, reimbursement, repair, or replacement of property, team generated solution, contact law enforcement	2-5 day suspension, team generated solution, Parent conference, contact law enforcement	5 day suspension, contact law enforcement, Recommend for expulsion
IMMEDIATE SUSPENSION, MANDATORY RECOMMENDATION FOR EXPULSION AND CONTACT OF LAW ENFORCEMENT All offenses in this category will result in loss of school privileges—such as dances and fieldtrips			
Assault upon any person with a deadly weapon or by force likely to produce great bodily injury [48902]			
Attack or assault or menacing of any school employee [44014]			
Directly communicated threat to inflict unlawful injury upon person or property of a school employee [44014, PC71]			
Drugs, tobacco, & alcohol: sale of controlled substance [48915(c)]			
Non-accidentally inflicted physical injury upon another student which requires medical attention beyond the level of school-applied first aid [PC11166]			

Possession/furnishing/sale of dangerous object or any kind of weapon [48915(c)]

Sexual Assault or Sexual Battery [48900.2]

All other offenses will be handled according to California State Education Code, ASJUSD school board policy, and California State Law. The above consequences are a guide for most discipline situations. The administration may use professional discretion except in cases that call for mandatory expulsion. A student who is suspended from school for 3 or more days or placed on a behavior contract becomes behaviorally ineligible. He or she may not participate in or attend any school-related activities for 6 weeks.

Driver Instructions for Parents

In accordance with district procedures, there are district-standardized instructions for drivers for school-related trips and registration forms. Any parents that might be driving for either athletics or field trips should work with the District's transportation department for any legal requirements. In addition, fingerprinting is now mandated (make appointment at the district office) for all parent drivers and chaperones.

Emergency Procedures

The Aromas/San Juan Unified School district schools, in conjunction with the San Benito County Office of Education, work with local law enforcement agencies to develop effective emergency procedures. Each school has created a crisis response procedure specifically for each site. In case of an emergency, parents will be notified in the most appropriate manner given the unique nature of the situation. Calling the school or coming to school during an emergency could tie up valuable resources and hinder the efforts of emergency personnel. There will be several all-school drills: fire, earthquake, and lock-down/disaster drills.

Emergency cards are sent home to be filled out during the first week of school. Please return them as quickly as possible. **Students are only released to people listed on the emergency card; no exceptions.**

Excused Absences of Five Days or More

In keeping with our other schools, please read the following information that is supplied directly from the district office.

Reasons for Independent Study Agreement **Illness or Travel**

Before the student leaves for a minimum of 5 days:

1. Parent requests Independent Study Assignments.
2. A school secretarial staff member completes the Independent Study Agreement and the Work Assignment Record. The agreement is read and signed by the student, parent, teacher, and site administrator.
3. The parent (or student) returns the forms to the office. The original is placed in the office, and the copy is given to the student.

Upon the Student's Return:

1. The assignments are returned to the office staff before the student re-enters his/her classes. The date of return is written on the agreement. If the student returns without the assignments, the parent will be contacted immediately.
2. The packet and the agreement is given to the teachers to assess the amount and quality of work completed for the appropriate credit. The secretarial staff handles this communication. The teacher assesses, initials and dates the work samples submitted with the agreement.
3. The completed packet is returned to the office files for auditing purposes.

Field Trips

The Anzar staff firmly believes that curriculum can often be dramatically enhanced with quality field trips. Anzar students will attend college field trips through their grade level Advisories, as well as college fairs. Typically,

trips to the Tolerance Museum in Los Angeles, plays, museums, or films in the area, kayaking the Slough, etc. also are included in specific content area courses. All Anzar field trips require signed permission slips, contact and medical information, and frequently by a deadline well ahead of the date of the trip.

Field trip success relies heavily on parent participation. Without district transportation, parent drivers are required. Students cannot drive themselves on field trips, regardless of their driving status. The Anzar staff deeply appreciates the participation of parents, to make field trips do-able and memorable.

Freshman Issues

Sometimes high school staffs take for granted that all parents just magically "know" about high school. After many conversations and after pointedly asking for input from other Anzar parents, I've jotted down some ideas and concepts that may be new to first-time freshman parents and may be helpful in navigating the first year of high school. Please don't hesitate to email other questions:

- The concepts of **credits and state requirements** for graduation are unique to high schools. The state of California requires all public high school graduates to take certain mandated courses. If the student fails one of those courses, it must be repeated until it is passed. Credit is only awarded for passing classes (D or better).
- **Grades:** Anzar has six grading periods. The year is split into two semesters. Each semester has three grading periods. This means that the first two sets of grades sent home are ***progress reports***. These grades are the teachers' way of informing you of your son/daughter's progress in that class at that point in the semester. **You won't be receiving a warning before the progress report; the progress report is that warning.** Parents wishing more constant progress reports can easily access this from the Aeries Portal program for Anzar High School. By following some simple registration steps, all Anzar parents can have daily updates of academic progress at their fingertips, as well as staying up-to-date on school happenings. Look for directions for registration in the first two weeks of school.

The semester grades (December and June) are the grades that "count". At the semester, the grades are worth credits (5 per semester for regular classes). The semester grades are the grades that are listed on the student transcript, the official grade record that will go to colleges and employers when requested.

All six reports are mailed home. The grading periods for the school year are listed in the Important Dates at the front of this handbook.

Late work is usually not acceptable in high school, unless the student has been ill or has some legitimate approved reason. Students and parents should not expect teachers to provide extra credit upon request in high school classes. If extra credit **is** offered by a high school teacher, it is as an incentive to students who have completed all other assignments. It cannot be expected that a student could choose to not do a regular assignment, and then be able to do extra credit. This is the same rationale utilized in college and the work world.

- **Rough Drafts:** Frequently, freshmen are stunned to have rough drafts returned to them by teachers of varied content areas with corrections, comments and suggestions all over them. They will come to my office and say, "It was only a rough draft!" or "It wasn't even an English class!" We ask for parent help in shifting the idea of the purpose and value of rough drafts. The writing process is taken very seriously by Math, Science, History and English teachers. 'Different drafts' means *different and improved* drafts. Happily, by the time Anzar students are juniors and seniors, they actually *resent* it if a rough draft is returned to them with minimal comments or corrections. In an effort to make their final copy the best possible, they are seeking as much assistance and insight from the teacher as possible with their rough draft. We wish freshmen came to high school with this same idea, but unfortunately, many of them seem to expect either to have their rough draft just "checked off" by the teacher and returned **or** to just copy their rough draft over in pen or typed to serve as their final copy. We want students to recognize how much harder the teachers are working by honoring the value of the writing process, commenting and correcting both for content and for mechanics. The shared goal is to improve student writing by consistent effort on the part of both teachers and students.
- "This isn't History! We're just learning a bunch of *concepts*!" The sequential 'famous people and events' that once defined a history class just aren't the guiding curriculum of high school level classes. Yes, concepts **are** history....as well as Science and Math and English and Psychology, etc. High school classes will ask

students to extend beyond the literal and beginning analysis to critical thinking at a deeper level and the ability to synthesize. Answers to questions can't necessarily be "looked up". Students will need to think about what they have read and heard, and begin to form opinions based on understandings that must involve concepts. If students are having trouble understanding concepts in **any** class Parents are encouraged to activate their parental rights and to **mandate** after school tutoring in the Library on Mondays, Tuesdays, and Wednesdays, if students clearly need extra support. Specifically, World History (the 9th grade history course) is regularly remembered by Anzar seniors as the one course that required a complete shift in their approach, in the transition between middle school and high school. For this reason, the course has been designed to be extremely interactive; as long as students stay engaged and participatory in class, and keep up with the work assigned, they will be successful. Parents are encouraged to stay on top of the completion of WH assignments right away in the fall.

- High school is the place where teachers make the shift from treating students as children to treating students as adults and thus quasi-peers. This is sometimes a difficult adjustment for some students and parents. It means that the teacher sometimes talks to the student in a way that is new to them, as a real person with individual experiences and personal opinions. Just because a teacher might share personal opinion with students does not mean that the teacher is trying to get students to agree with that opinion. All Anzar teachers are professionals who value the EPERRs (see page 16) enormously, constantly encouraging students to consider as many perspectives as possible on all multi-dimensional issues. Anzar teachers will never grade down based on a difference of opinion; you can count on integrity in this area. We hope that parents will encourage their sons and daughters to get to know their teachers as human beings and not just as disseminators of information.
- In the same vein, we ask for parental support as students get to know six or seven different instructors. Students will invariably feel an easier or more comfortable personality match with certain teachers than others. However, all Anzar teachers are at Anzar by choice, love what they do and are superb instructors. Please help your students understand that they should not expect six or seven "most favorite people" and that all teachers are to be respected if they are doing their job well and with integrity. Styles vary.
- Part of the purpose of high school is to turn out self-sufficient, thinking graduates. In this endeavor, there is naturally less hand-holding in high school and more responsibility shifted to students. This does not mean that we do not strive to provide all students with the tools necessary to take on this responsibility smoothly. It might mean that sometimes students will learn about something before their parents do. And it does mean that sometimes students will be responsible for keeping their parents up-to-date on curricular and extra-curricular issues. And it does mean that students need to be the instigators for information at this stage of their education if they've been absent. The website has a calendar, and is updated every weekend for the following week.
- Sometimes high school parents are (understandably) reluctant to ask questions. Sometimes high school parents pick up incomplete or faulty information in the community and make some erroneous assumptions. There are so many places where miscommunication can occur. This is again a heartfelt area of concern this year for school staff and administration. No question is too trivial.....**please** contact Angela Crawley and ask. She will meet with any parent who would like to meet. She welcomes questions, suggestions, complaints....it's best to call during school hours (leave a real message if she's not available and she'll call back within the day), or use her school email: Acrawley@asjudd.org

Grading Policies and Periods

Traditional grading policies are as follows:

90 - 100%	A	80 - 89%	B
70 - 79%	C	60 - 69%	D
59% and below	F		

Anzar teachers have dedicated half a decade to intense research, reading and discussion of grading policies that make sense for learning. Please read each teacher's syllabus carefully, so that you are clear on how grades will be happening in that particular class. As we strive to find the grading policies and systems that are the most fair and equitable for students, based on content area needs and uniquenesses, we can promise that every grading

policy practiced has had deep thought and reasoning attached to it. Of greatest concern with the traditional %s is the disproportionate range of 59% for the one grade of F, with just 10% ranges for all other grades. Besides being mathematically inaccurate, it makes sincere efforts for improvement very tough for students. Many teachers now utilize a 40% 'floor'.

Anzar High School has a total of six grading periods each year, three per semester. The first two grade reports sent home from each semester are **progress reports**. The final report card from each semester (December and June), represent the actual grades and units that will be recorded formally on the student's transcript. The purpose of the progress reports is to formally advise and inform the students and parents of current progress in the class, in a clear, objective fashion. If the grade is poor, the progress report serves as a warning. If the grade is excellent, then the progress report applauds the effort and performance of the student to date. Anzar sends all grade reports home through the mail, mailed about a week after the end of the grading period. Advisors track their advisees academically and can certainly help parents with questions about grades. The grading periods for the school year can be found in the Important Dates at the front of this handbook.

Anzar High School's Salutatorian and Valedictorian will be identified using multiple measures including: GPA, number of Advanced Placement and Dual Enrollment courses successfully completed, and if the student has earned a pass with distinction on their PGSL.

Graduation Exhibitions

There are recent and significant changes to our Graduation Exhibition program at Anzar High School. This decision follows extensive research and reflection on our practices and their impact on our students.

The concept of graduation exhibitions originates from TheodoreSizer's work, "Horace's Compromise: The Dilemma of the American High School." The idea is for students to demonstrate mastery of their knowledge and readiness for postsecondary life to community members before earning their high school diploma.

At Anzar, students have completed exhibitions within their content area classes, scored by their content area teachers. These projects required students to explore complex issues from multiple perspectives, allowing them to gain and demonstrate their mastery of the subject and the Habits of Mind and EPERRs (Evidence, Perspective, Extension, Relevance, Reflection). Students worked on research, writing, creative, and oral presentation skills, guided toward successful completion.

Each summer, Anzar High School staff reflects on the recent graduate exhibitions and additional lessons learned during the school year. This process has revealed both the positive and engaging aspects of our curriculum and areas needing improvement. During the 2023-2024 school year, we extensively discussed the concerns and challenges posed by the exhibitions. We have realized that while beneficial in some ways, graduation exhibitions can be barriers to graduation for some students and a factor driving students to other schools. Moreover, our students receive no added benefit in college admissions for completing these exhibitions. Additionally, we have faced challenges in retaining highly qualified teachers (graduation exhibition coaches) due to burnout and difficulties in recruiting new exhibition judges from the community, placing a heavy burden on Anzar teachers.

Considering feedback from staff, students, and parents, we have decided to make significant changes to the Graduation Exhibition program moving forward. After evaluating the reimagined graduation exhibition within content classes, we concluded that the best use of classroom time is to incorporate the strengths of our exhibition program throughout the school year instead of a cumulative project.

During the 2023-2024 school year, Anzar students, families, and staff worked to identify our Core Values. At Anzar, we are dedicated to cultivating a vibrant community where empowered students develop into college and career-ready individuals. We prioritize fostering unique relationships that support each student's journey, ensuring they achieve their fullest potential in a nurturing and inclusive environment.

With that, Post Graduate/Service Learning Reflections (PGSLs) will remain unchanged. The purpose of a PGSL is self-reflection. We believe that developing and practicing the life skills of decision-making and goal-setting is crucial in the complex 21st-century world. The process of self-reflection is a key element of this exhibition and will allow students to assess their life purpose. Students will continue to write and present their PGSLs to a panel of judges during their senior year.

Students will no longer be required to complete exhibitions in all content areas. Instead, they will have the choice to enroll in Advanced Placement (AP) Seminar and/or Research classes. Research by Jagesic et al. shows that students who successfully complete AP Seminar or both AP Capstone courses have higher scores on subsequent AP exams in English, History, and sometimes Sciences. The researchers also found that students who earn the AP Capstone Diploma achieve higher grades in their first-year college courses and have higher college retention rates from the first to the second year.

The ideal student for the capstone courses is at or above grade level in their iReady Diagnostic 3rd assessment. They should be able to synthesize and analyze evidence in academic writing, as demonstrated by a writing sample. Motivated and eager to learn, these students may be four-year college-bound.

New AP Classes at Anzar:

AP Seminar:

- Taken as a 10th or 11th grade English class
- Is a prerequisite for AP Research
- Engages students in cross-curricular conversations exploring academic and real-world topics by analyzing divergent perspectives.

AP Research:

- Taken as an 11th or 12th grade elective
- Allows students to deeply explore an academic topic, problem, or idea of individual interest through a yearlong investigation.

Students who pass AP Seminar, Research, and four additional AP courses with a 3 or higher will receive the AP Capstone diploma, recognized by universities and employers worldwide. Those who pass the AP Capstone courses but not four additional AP courses receive a certificate.

AP Courses Offered at Anzar High School:

- AP Seminar
- AP Research
- AP Spanish Language and Culture
- AP Literature and Composition
- AP Language and Composition
- AP Biology/AP Environmental Science
- AP Statistics

Works Cited:

“AP Research.” AP Research – AP Students | College Board,
apstudents.collegeboard.org/courses/ap-research. Accessed 12 June 2024.

“AP Seminar.” AP Seminar Assessment – AP Students | College Board,
apstudents.collegeboard.org/courses/ap-seminar/assessment. Accessed 12 June 2024.

Jagesic, Sanja, et al. College Board, New York, NY, 2020, AP Capstone TM Participation, High School Learning, and College Outcomes: Early Evidence, <https://files.eric.ed.gov/fulltext/ED603711.pdf>. Accessed 3 Aug. 2023.

Sizer, Theodore R. "Horace's Compromise: The Dilemma of the American High School." Houghton Mifflin Company, 1992.

Habits of Mind

Habits of Mind are a way of thinking. Anzar High School graduates students who can approach any topic or subject in an insightful and perceptive manner, for the rest of their lives. In order to train this kind of thinking, the curriculum in all classes is guided by five *Habits of Mind*, commonly referred to as the "EPERRs":

Evidence	<i>(What do I know and how do I know it?)</i>
Perspective	<i>(What are the biases-mine and others?)</i>
Extension	<i>(What are the deeper implications?)</i>
Relevance	<i>(What difference does this make? So what?)</i>
Reflection	<i>(What did I learn?)</i>

While this kind of thinking manifests itself quite differently in different content areas, the skill of how to think is consistent and effective, based on feedback from our graduates in their college years. The EPERRs are posted in huge posters in each classroom and incorporated into assignments in all courses. The EPERRs guide the scoring process for the Graduation Exhibitions, as well.

Intersession

Anzar first piloted an inter-session in the school year of 2002-2003. Because our second semester, which begins after winter break, is longer than our first semester, we offer a two-week intersession for Anzar students during the first two weeks back to school in January. Students select a two-week elective based on their individual interests. This is a wonderful way of being able to offer a breadth of electives that we could not normally sustain with our small staff, and give both students and teachers the chance to try something different for a short period. We anticipate several classes being team-taught, and some community involvement in the instruction, as well. Three units of credit are assigned to the classes, and appear as normal on transcripts. Some examples of classes offered in the past twelve years include: *Gourmet Cooking, Women's Leadership, Survival Cooking, Intensive Grad Ex, Rock Star 101, Yoga, Film as Literature, Advanced Dance Performance, Art and Nature, Forensic Studies, Intensive Baking, Extreme Fitness, Everything Handmade-Pinterest, Walk/Hike/Bike, College Exploration, Construction and Sports Camp*. All intersession classes are developed as an extended unit of an already existing Board-approved course.

Medication

Health medication prescribed by a physician may be taken under the supervision of school personnel, provided the "Permit to Take Medication at School" form has been completed by both parent and school official. Medication must be supplied by the parent in the original prescription container, clearly labeled with the student's name, medication, dosage and directions. The medication will be kept in a designated secure area in the office, to be dispensed only by authorized staff.

Parent Involvement

There are many ways to participate in the programs at Anzar. Sometimes parents are reluctant to commit time and energy to a new activity, especially if they're already feeling stretched for time. We understand this completely at Anzar, and we'd like you to consider how/when you would feel most comfortable helping us out. We have so many opportunities to improve programs dramatically, with a wider breadth of parental participation. A

couple designated Saturday Work Days are another tangible way to make a difference. Please make this the year that we figure out what would be most fun for you! Any questions about parent involvement can be directed to Principal Crawley.

Several organized groups inviting stronger parent participation are:

- School Site Council is the governing board of the school, a committee made up of staff, parents and students. If you are interested in having discussions and making decisions about goals and program, Site Council might be for you! Site Council meets once a month, at 5PM/ the last Thursday of the month. We will elect at least one new member at *Back To School Night* this year.
- The ELAC is Anzar's Spanish-speaking parent group, a vibrant group that meets four times a year, at 6:00 PM. This group sets its own agendas according to member needs and requests, sometimes getting in-serviced about graduation exhibitions or college and scholarship opportunities, or other events.
- The Anzar Booster Club oversees fundraising for academic and athletic programs at Anzar, as well as providing many niceties for the staff and students (Link Crew food, staff appreciation lunches, graduation refreshments, etc.). The Boosters meet the first Tuesday of each month, at 6 PM in the Library – **this is a new meeting time**. The agenda will be prepared in English and Spanish and a Spanish interpreter will be available. They will make all new members feel welcome and needed. Please join; there is an urgent need for more participation and it's an energetic, positive group.

Parking Policy

To ensure the safe operation of vehicles on campus, students who drive to school are required to purchase parking permits costing \$20 for the entire school year. Students must provide their license, copy of insurance, and vehicle registration in order to purchase a pass. Inappropriate use of a vehicle will result in notification of parents and possible suspension or revocation of parking privileges. Inappropriate use of a vehicle constitutes violating safe vehicle operation standards, and the consequences are the same as for violation of closed campus policy or parking lot loitering (see Discipline Guide under "Closed Campus/ Parking Policy").

Personal Deliveries

In keeping with a consistent focus on a classroom learning environment for all, Anzar does **not** allow any personal non-academic deliveries to students during school hours. No balloons, gifts, or food items will be delivered to students in class. Students may not have food delivered to them using a food delivery service. Forgotten textbooks, lunches, homework, etc. can be left with the office aides or the secretary for appropriate student delivery.

Phones

Research has shown that cell phones are one of the most significant distractions to learning, with studies linking phone use in class to lower grades, increased anxiety, and reduced retention of material. At Anzar, we are committed to protecting instructional time and supporting students in building the focus and habits they need to thrive. As a way of honoring the intent of the state education code (to provide a safe and non-distracting learning environment for all students), at Anzar we require students to **turn in their cell phones in the cell phone hotel**. Teachers will collect phones in a cell phone holder in a central location of their classrooms. If a student violates this rule, his/her phone will be confiscated, to be returned either to a parent (after the incident), or to the student at the end of the year, for a first offense. In the event of a second offense, the consequence moves to the level of "Defiance": please refer to the Discipline Guide on pp. 9-13 to view the various steps. We appreciate parental support with this necessary rule. **Parents: Please do not call or text your students during class time, even if it is to just leave a message.**

Physical Education

Anzar requires each student enrolled in Fitness class to wear a physical education uniform. These uniforms are sold only on campus, under the auspices of the Anzar Boosters. T-shirts, shorts, black sweatshirts, and black sweatpants will all be available (the sweatshirts and sweatpants are optional, but nice for the cold). Information for the purchase of P.E. clothing went out with the summer mailing but will also be provided by the teacher on the first day of class. Students cannot pass their Fitness class if they do not dress out regularly. As two years of Fitness is required by the state, proper clothing is a necessity for graduation.

In recent years, students have suffered some petty thefts in the locker room. We need your help here. Students should never leave their backpacks and personal possessions unlocked. Most thefts were of cell phones and cash. Please buy a secure lock for your son/daughter to use on the P.E. locker. In addition, the Fitness instructor encourages students to give items of value to him to lock into his office during the class period. Please remind your son or daughter to use a lock on the locker, give items of value to the instructor to lock up, and to just not bring unnecessary items of value to school.

Public Displays of Affection

Being overly affectionate in school creates an environment that is not conducive to concentration and learning.

Public displays of affection include any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves and onlookers. Students should refrain from inappropriate, intimate behaviors on campus or while attending and/or participating in school related events and activities. Inappropriate public displays of affection will not be tolerated. This behavior will result in a parent meeting.

Communication Etiquette

All of our students and families will be registered on Aeries to keep up-to-date on grades and assignments, and to communicate with their teachers. As with other areas of advancing technology, it is important to be clear about appropriate and intended usage and function. We know that this is an amazingly wonderful tool for partnership with families and improved communication between schools and students/parents. We know from experience that some pitfalls can be avoided by being as explicit as possible with the following protocols and information dissemination. The Anzar staff collaborated on these together, for your benefit.

- ❖ **Checking Emails:** Teachers are committed to checking and responding to their emails within a 48 - 72 hour time period Monday - Friday, within the hours of a regular working day. Please be aware that there is a "No Reply" function that limits external exchanges.

- ❖ **Emails Exchanges and Etiquette:**

- Teachers should be models for proper etiquette=**

- ✓ proper grammar/capitalization
 - ✓ concise and based on facts
 - ✓ professional tone
 - ✓ set the stage for "next steps" and resolutions.

- Parents, family and others:**

- ✓ advised to include name of student, class and period
 - ✓ professional tone and to the point
 - ✓ inappropriate and/or controversial emails by family members will immediately be forwarded to administration
 - ✓ friendly notice to be published in newsletter relating to these protocols

- Students:**

- ✓ encouraged to follow similar guidelines
 - ✓ should never use another student's password
 - ✓ students communicating inappropriately with staff or students can easily have their communication privileges revoked by any staff members
 - ✓ should be using School Loop for school-related purposes only

❖ **Teacher Commitments**

- Teachers are committed to keeping their grades published and up-to-date within 1 - 3 weeks
- Teachers are committed to posting assignments (seen along with student's published grades)
- Posting of upcoming homework assignments, quizzes, tests, unit projects, due dates, class news, daily agendas or other features available are useful tools, but are not mandated for teachers at this time.

We hope that all families find the many features useful, but always keep in mind that this does not replace the person ultimately responsible for staying informed and up-to-date on school work. Who is that, you ask? That's right...the STUDENT! The best way for parents to stay informed is to first speak with their student, then check the gradebook, and then communicate with teachers and advisor if needed.

Senior Issues

Parents, teachers and senior students can all benefit from improved clarity of expectations for the senior year. With graduation as a tangible deadline at year's end, we'd like the last semester of the senior year to be as stress-free as possible. As such, we are again implementing a senior student-parent contract for the school year. The purpose of this contract is to ensure awareness of all-school exhibition deadlines and individual senior's exhibition plans, and to clarify grade requirements for seniors. Parent and student conferences will be required for students unable to adhere to the contract stipulations. We are trying to eliminate a mad crush at the end of the year, as well as the potential for lack of program integrity and emotional torture for senior parents in the spring.

Service Learning

To instill and foster compassion and empathy for their community, Anzar has created a Service Learning program. This program allows all students to fill an identifiable need in the community and participate in a two-way, mutually beneficial experience. Unlike "community service" programs that only emphasize time served, Anzar's Service Learning program requires students to develop a significant relationship with a service learning placement provider that allows them to feel self-empowered to a leadership capacity. Past Service Learning experiences include: coaching youth soccer teams; being a peer tutor; working in an internship capacity with a veterinarian, an airport mechanic, a chiropractor; working at the local K-8 schools or community libraries; running after-school sports, crafts or academic programs at local schools; working at Science Camp; etc. Advisors track the Service Learning experiences of their advisees. School-wide evaluation forms are utilized.

All Anzar students are required to participate in at least 4 semesters of Service Learning. The hourly requirement is 72 hours, preferably spread out as much as possible over the four years. Evaluation sheets are required, and available in the office. If students have trouble locating a placement that interests them, after consulting their parents and Advisor, they can serve as a Peer Tutor if appropriate. Students must have a variety of placements – bare minimum is at least four different (meaningful) placements and the hours must occur on their own time, not during a class period. Placements must be approved by the student's advisor ahead of time.

Sexual Harassment

In keeping with California Education Code, sexual harassment in any form will not be tolerated on the Anzar campus. Offenders can count on disciplinary actions (see *Discipline Guide*, page 9-13). Parents and students can be surprised at how literally, seriously, and swiftly incidents of sexual harassment are handled at AZ.

By definition, sexual harassment is unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical behavior of a sexual nature. Sexual harassment is when behaviors are severe or pervasive enough to have a negative impact on an individual or to create an intimidating, hostile or offensive educational environment. In making this determination, the totality of the circumstances, the nature of the harassment, and the context in which the harassment occurred will be considered.

Suspension/Expulsion Procedures

Suspension means the temporary removal of a student from class instruction and school activities for adjustment or disciplinary reasons. Grounds for suspension are delineated on Anzar's *Discipline Guide*. Suspensions always include a written parent notification. In addition, the school always makes a concerted effort to contact the student's parent/ guardian by phone at the time of the suspension, as per Ed. Code 48911.1(d). Included in Anzar's suspension form is the required parent-teacher conference regarding the suspension, before the student returns to class (Ed. Code 48910). It's important to know that Anzar is not a "suspension-happy" school; we do our best to utilize consequences that match the infraction; we know that staying at home is never helpful for improved academics. Suspension happens only as a last-ditch effort. *Expulsion* is the involuntary removal of a student from all schools and programs of the School District for an extended period of time for acts of specified misconduct. Final action is taken only by vote of the School Board. Grounds for expulsion are delineated on Anzar's *Discipline Guide* (page 9-13). The state of California has determined three distinct categories for expulsions from public California schools (EC 48917):

Category 1: **Mandatory Expulsion**

Category 2: **Mandatory recommendation for Expulsion**

Category 3: **Expulsion may be recommended**

This wording on our *Discipline Guide* aligns with the mandates in the Ed. Code.

Tardies

Getting to class on time is essential. If students miss the beginning instruction, they will be at an academic disadvantage. If teachers wait for tardy students to arrive before beginning instruction, they are wasting the time of the other students and cutting down on the amount of instruction. In addition, regular tardiness can easily be construed as disrespectful. Anzar's campus is very small and it shouldn't be a problem to get from class to class with plenty of time to spare during the five-minute passing periods. Employers value promptness and we honor this habit. Consequences for *Habitual Tardies* are listed in the *Discipline Guide*.

Visitors

Anzar school policy is to welcome adult visitors to the campus if they have legitimate business at the school. Parents are always welcome, with advance notice and respectful demeanor as an understood expectation. We require **all visitors** to sign in at the office, even parents who are staying on campus. Please bring a form of ID with you, you will need to scan it into our Raptor visitor's system. We appreciate the cooperation necessary here to continue to keep our campus as safe as possible.

Students not enrolled in Anzar classes are not allowed to visit classes without prior approval. With parent and administrative approval, we allow students from other schools to shadow Anzar students if they are interested in attending Anzar in the future. We do not allow visits by students who simply want to spend a day off at Anzar.

If you are picking up a student, you must be listed on their emergency contact list in Aeries. It is very important that the data listed in Aeries is updated regularly. Anyone picking up a student who is listed on the student's emergency contact list, must show ID to prove identity before the student will be allowed to leave campus.

Website

The Anzar website is the best and most comprehensive communication tool that Anzar currently offers. All Anzar families should frequent the website: <https://www.asjUSD.org/o/anzar-high-school> This website is updated weekly, and has a ton of information that helps explain many of Anzar's programs, as well as giving parents and students a glimpse into parts of student life that they might not be familiar with. Opportunities for service learning, complete scholarship listings, exhibition menus, etc. are all examples of other areas of interest.

WINGS

WINGS (Welcoming, Innovative, Nurturing, Goal-oriented, Service-minded) is a school-wide program based on the district-wide Positive Behavior Interventions and Supports (PBIS) framework. PBIS will be implemented district-wide in 2025 as a positive approach to supporting students to be successful in school. PBIS is rooted in the behavioral or behavior analytic perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be altered. With clear expectations in place, students will learn appropriate behaviors in the same way they learn any other skill—through instruction, practice, feedback, and encouragement.

Key features of PBIS include:

- administrative leadership team
- a clear set of defined positive expectations
- recognition of meeting expected behaviors
- monitoring and correcting errors in behaviors
- using data-based information for decision-making, monitoring, and evaluating outcomes.

School-wide PBIS is a researched-based framework that has been proven to improve school climate, reduce problem behaviors, and increase academic instructional time in schools. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

Recognizing Desired Behaviors:

It is not adequate to simply teach an expected behavior; recognition and rewards for engaging in positive behavior are also paramount to a successful school climate. Research has shown that recognizing students for engaging in expected behaviors is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of four positive interactions to every one negative interaction. As a staff member, it is easy to focus on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students. Students who are caught displaying elements of WINGS are acknowledged with 5 Star Student Points. All staff members at Anzar have access to obtaining and are encouraged to distribute 5 Star Student Points to students. Any staff member can award points to any student caught displaying elements of WINGS. WINGS points are an immediate reward used by individual teachers, at their discretion, as a tool of encouragement and a student motivator. WINGS Points can also be redeemed, by the student, on Wednesdays at lunch and during Advisory for a reward with our Campus Supervisor.