

PLACERITA JUNIOR HIGH SCHOOL REGISTRATION GUIDE 2026-2027



Welcome to Placerita Junior High. With “Pride in Excellence” as our motto for over fifty years, Placerita Junior High School’s staff, students, parents, and community work together to serve all our students, recognizing the unique characteristics of early adolescents. In a safe, caring, and healthy environment, we prepare students with academic, intellectual, social, emotional, and physical skills to help them become positive, productive, capable citizens. Our teachers and staff hold high expectations for student achievement and behavior; we believe that all students can learn and be successful. We offer many opportunities for students to grow, including academically challenging courses, a rich variety of elective classes, an active student government, and many school clubs and special programs. We encourage all students to become involved in school activities to make the junior high experience more exciting and rewarding.

Mr. John Turner, Principal
Mrs. Brandi Davis, Assistant Principal
Mr. Tim Hopper, Assistant Principal



JUNIOR HIGH SCHOOL

Six different teachers for six different subjects.

A place where all students are given equal opportunities to learn.

A school that prepares students for high school, college, and a career.

A safe haven where students and staff respect and appreciate each other.

Opportunities to explore interests, meet new friends, and experience new activities.

COUNSELING AND GUIDANCE

Our Counseling Department adheres to the National Standards for School Counseling Programs. Our three counselors facilitate student development in three broad content areas: Academic Development, Career Development, and Social/Emotional Development. They help students develop confidence to solve problems and make decisions on their own. A counselor is available to work with each student in a variety of ways.

Counseling Services

- Crisis intervention
- New student & 6th grade orientation
- Class scheduling
- Teenage grief and other support groups
- SST meetings and parent-teacher conferences
- Monitoring student progress
- Credit checks and referrals to intervention

Counselors are assigned by teams. Students will learn their team assignment on the first day of school.

Mrs. Bartolovich

Mrs. Malkowski

Mrs. Rendon

GENERAL INFORMATION

G.P.A.

Grade Point Average. An average of all the grades earned by a student each quarter. An A=4 points, a B=3 points, a C=2 points, a D=1 point, and an F=0 points. The G.P.A. is the total number of points divided by the number of classes.

Grades and Progress Reports

Midway through each of the four quarters, students receive progress report grades. Parents should check Infinite Campus, the online grading program, on a regular basis to monitor assignments, grades, progress reports, and report cards.

Quarter

A quarter is approximately nine to ten weeks of school time. There are four quarters in a school year.

Report Cards

Final grades can be found online for quarterly report cards. Each class is worth 2.5 credits, totaling 15 credits per quarter.

Student Planners

All students are expected to write down their homework for each class in their student planner. Parents can check the planner nightly. If necessary, parents can use the following incentive plan.

STUDENT PLANNER INCENTIVE PLAN

1. Direct your student to write the assigned homework in their student planner in each academic class daily. If there is no homework, your student should write “none.” After class, your student may approach the teacher, who will check and initial the student planner if necessary.
2. After school, direct your student to complete their homework in a designated homework spot in your house. Do not allow your student to watch television or listen to music while the homework is being completed.
3. Remove all entertainment devices (television, cellphone, tablets, gaming device, computer, etc.) from your child’s room and move them into a common family area so that you can keep track of what your student is doing in their spare time.
4. Decide what activity your student values the most. This might be watching television, using their phone, text-messaging friends, playing video games, visiting social media sites, etc.
5. Tell your student that there will be NO MORE of that activity UNLESS all work is completed satisfactorily.
6. When the homework is completed, together with your student, check the homework against the student planner. If your student has acquired initials from teachers, and can show you the corresponding homework, then he/she can do the valued activity for a specific time period of your choice, perhaps an hour.
7. Your student may test you with this system. They will make excuses for no signature and tell you reasons why their planner is not filled out or is wrong. Expect to be challenged and do not cave in! Be consistent and remain firm that there is no valued activity unless your student adheres to the plan.

Homework During Absences

Parents who wish to request homework for children who are absent for three or more days must do so before 10:00 A.M. in order to receive the homework after 3:00 P.M. the same day. Please call the office at 259-1551. We encourage students to call “study buddies” for absences of one or two days. For absences of three or more days, independent study is encouraged, but must be arranged at least one week prior to the absence.

Promotion Policy

A student must accumulate a total of 107.5 credits during the two years to be eligible for promotion to the 9th grade. In addition, a student must have regular attendance and good citizenship in order to participate in all end-of-year activities.

Credits

Each course earns 2.5 credits if students receive a grade of “D-” or better.

National Junior Honor Society

Students who have a cumulative grade point average of 3.5 meet and maintain the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, character, and citizenship.

8th Grade Awards

Near the end of 8th grade, there is an award ceremony celebrating 8th graders who have earned outstanding achievement in English, History, Mathematics, Science, P.E., and yearlong Electives. Awards for good citizenship and perfect attendance are also given.

Textbooks

Students will be issued textbooks to take home and class sets will be used at school. Copies of all textbooks are available for students to use in the library. Textbooks are the responsibility of the student to whom they are issued and charges for replacement of lost books will be required of that student. Students with damaged books (water, stains, writing, etc.) will be assessed a fine up to replacement cost. Students need to check their textbooks the day they are issued and report any damage to the librarian immediately.

Lunches

Students may bring their own lunches. Placerita offers a cafeteria where students can purchase school lunches, or if eligible, they can receive meals through the free and reduced lunch program. Snack items and drinks may be purchased separately. Placerita is a closed campus. Students are not allowed to leave for lunch. **Our office staff cannot accommodate lunches being dropped off for students.** Parents **should NOT bring** pizzas and large quantities of food to school for students to share with friends for many reasons.

Bicycles and Skateboards

Students who ride bicycles are required by law to wear helmets. Bicycles must be locked in the designated area before school begins. **STUDENTS SHOULD NOT SHARE LOCKS!** Bikes must be walked on school grounds. Rollerblades, scooters, and skateboards are not allowed on campus at any time.

Cell phones

Cell phones are permitted on campus; however, they must be turned off and in backpacks for the entirety of the school day. Students who misuse cell phones may lose the privilege of carrying it at school.

Lost and Found

If an item is lost, notify the office at brunch, lunch, or before school. Check the office periodically after reporting a lost item to see if it has been found. Students are urged not to bring valuables to school because of the possibility of loss.

Prohibited Items

Items such as toys, blankets, games, playing cards, skates, skateboards, liquid correction fluid, permanent markers, balloons, flowers, squirt guns, aerosol sprays, laser pens or pointers, pointed scissors, cigarette lighters, matches, sunflower seeds, or stuffed animals, etc. are not permitted on campus. Gambling of any sort, including coins or cards, is prohibited. Any flowers or balloons delivered to school will remain in the office until the end of the day. Students should avoid bringing electronic devices to school. If they do, the items must not be visible or turned on while the student is on campus, or they will be subject to confiscation. Visible headphones also will be confiscated. School personnel are not responsible for loss or theft of such items and parents may be asked to retrieve these items from the office.

Visitors to School

Visits from relatives or friends during the school day are absolutely prohibited for legal reasons.

Physical Education

It is very important that all students enrolled in Physical Education participate in appropriate clothes suited for strenuous exercise. For your convenience, appropriate P.E. uniforms with the Placerita logo are available for purchase through the student's P.E. teacher. As an alternative, students may opt to wear any appropriate exercise clothing (t-shirt, shorts, sweats) in the school colors of solid gray shirt or sweatshirt and solid blue shorts or sweatpants. Please see your PE teacher with any questions.

Garments may have **no graphics** other than the school logo. Athletic shoes (**no slip-ons**) are also encouraged.

All students are issued a P.E. locker for securing their clothes and backpack during P.E. class. The dimensions of the locker are 18 inches tall x 9 inches wide x 10 inches deep. The lockers cannot accommodate rolling backpacks or binders larger than **1 1/2 inches**. Sharing a locker with someone else doubles the chance of something getting stolen. Lockers or combinations should never be shared with anyone!

Students must use a school lock that will be issued free of charge during the first week of the semester. If the lock is not returned at the end of the school year, there will be a replacement charge of \$6.00.

To be excused from Physical Education for up to three days for reasons of health, a parent must write a note to the teacher. Any excuse covering more than three days must be substantiated by a note from a doctor given to the health assistant.

SUGGESTIONS FOR WHAT DO I NEED FOR SCHOOL?

Four spiral bound notebooks (70 pages lined)

One small pack of colored pencils

100 sheets college-ruled filler paper

One pair safety scissors (with rounded tip)

One composition book

Simple calculator with +, -, x, ÷

Three #2 pencils or a mechanical pencil

One 1 - 1 1/2" thick 3-ring binder **OR**

One each blue, black, red, and green ink pens

Six double pocket folders

3x5 index cards

WHAT CLASSES DO I TAKE?

7th Grade Courses

English 7 - 4 quarters
Math 7 or Math 7 Accelerated - 4 quarters
World History - 4 quarters
Life Science – 4 quarters
Physical Education - 4 quarters
Elective classes – 4 quarters

8th Grade Courses

English 8 - 4 quarters
Math 8 or Algebra 1 - 4 quarters
U.S. History & Government - 4 quarters
Physical Science – 4 quarters
Physical Education - 4 quarters
Elective classes - 4 quarters

MATHEMATICS COURSE PLACEMENT

COURSE	REQUIREMENT
Math 7	None
Math 7 Accelerated	Advanced on the Placerita Mathematics Placement Test
Math 8	None
Algebra I	A or B in Math 7 Accelerated and Advanced on the Placerita Mathematics Placement Test

The Mathematics Placement Test is given to 6th graders at the elementary schools. There will be additional dates in August. Please email Mr. Kass at pkass@hartdistrict.org if you have questions.

**First day of school is Tuesday, August 12, 2025.
School begins at 8:10 a.m. and ends at 2:35 p.m.**

COURSE DESCRIPTIONS

English - 7th Grade

The literature-based language arts program is designed for young people with various abilities and skill competencies. The literature provides developmental reading experiences in various literary styles, and affords opportunities for students to enjoy, to interpret, and to reflect upon the readings. The language arts activities are an integral part of the literature program. Major areas of study include the review and development of spelling, vocabulary, grammar, speaking and listening skills, independent reading, and compositions. Library research, using printed material and technology, and writing skills are emphasized. Students will access *Naviance* online as a foundation for the 7th grade Careers unit. Common Core instruction is the backbone of planning and implementation. Students will read a minimum of 20 minutes per night.

English - 8th Grade

The literature-based language arts program builds and further develops the competencies introduced to 7th graders. The literature program extends the reading experiences and opportunities for students. Emphasis is given to the analysis of character development, setting, plot, and theme. Written composition skills are expanded. A formal research paper develops library research skills, using technology as well as printed material. Common Core instruction is the backbone of planning and implementation. Students will read a minimum of 20 minutes per night.

English Language Learners Levels 1 & 2

Students will work on developing and increasing vocabulary using grade level material. Students will also be able to understand oral commands and have basic comprehension of these commands. They develop a basic understanding of the English language and create simple sentences. Students will practice a great deal of speaking English aloud, eventually understanding and answering questions in English. Students will practice giving oral

presentations, begin reading short grade level novels, analyze fiction, and annotate written language. Common Core grade level standards and the Common Core ELD standards will be used for the acquisition of academic vocabulary. Students will read thirty minutes per night.

Achieve EL JH

Achieve offers daily English Language Development (ELD) instruction required by the state of California for students who are new to the country and have limited English language skills. The course focuses on strengthening English language skills in reading, writing, speaking, and listening. The goal is to support students in earning a Level 4 on the ELPAC and reclassifying as fluent English speakers, ensuring academic success across all subjects.

Achieve 7 or 8

Achieve offers daily English Language Development (ELD) instruction required by the state of California to student identified as English Learners. The course focuses on strengthening English language skills in reading, writing, speaking, and listening. The goal is to support students in earning a Level 4 on the ELPAC and reclassifying as fluent English speakers, ensuring academic success across all subjects.

Math 7

In 7th Grade Mathematics, students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers; working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions; working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

Math 7 Accelerated

In 7th Grade Mathematics Accelerated, students will cover the entire curriculum of both Math 7 and Math 8 in one year. This is an extremely fast paced, rigorous course. Students must score Advanced on the Math Placement Test in order to take this course. Students must also maintain a grade of B or better each quarter, and demonstrate academic proficiency.

Math 8

In 8th Grade Mathematics, students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation; solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three dimensional space and figures using distance, angle, similarity, and congruence; and understanding and applying the Pythagorean Theorem.

Honors Algebra 1

This course builds from Math 7 Accelerated. It includes the critical areas from high school Algebra I and content from 8th Grade Mathematics. Algebra 1 demands a faster pace for instruction and learning. The students will master the following critical areas: (1) quantities and rates, including simple linear expressions and equations; (2) interpreting linear and exponential functions given graphically, numerically, symbolically, and verbally; translating between representations; and exploring systems of equations and inequalities; (3) using linear models to describe relationships between quantities and analyzing the appropriateness of linear models; (4) the laws of exponents to include rational exponents, creating and solving equations, inequalities, and systems of equations involving quadratic expressions; (5) solving quadratic equations; graphing of quadratic functions; comparing the key characteristics of quadratic functions to those of linear and exponential; specialized functions to include: absolute value, step functions, and piecewise-defined functions. The honors class adds two Pre-Calculus modules, in order to keep students eligible to continue on the honors track.

World History - 7th Grade

This course introduces students to several ancient world civilizations. It explores the fall of the Roman Empire to the Enlightenment. Students will examine the major events and turning points that have shaped our world today. Students may choose to participate in the Geography Bee.

U.S. History and Government - 8th Grade

In this course, students study the Colonization of the Americas through the Revolutionary War, Constitution, Westward Expansion, and Civil War to the turn of the century. The students acquire the skills necessary to understand how the United States has developed.

Science - 7th Grade

7th grade Life Science prepares students for biology and other related sciences. Life Science also gives students a better understanding and appreciation of the natural world around them. The class involves investigation and experimentation of topics such as cell biology, genetics, evolution, and human body systems, including reproduction and sexually transmitted diseases. Integrated into these topics, students will learn about science and engineering practices as well as concepts that are found in all disciplines of science, such as models, scale, and cause and effect.

Science - 8th Grade

8th grade Physical Science involves investigation and experimentation focusing on topics including chemistry, energy of motion and position, gravity, electric and magnetic interactions, waves, thermal energy and heat flow, chemical energy and reactions. Integrated into these topics, students will learn about science and engineering practices as well as concepts that are found in all disciplines of science, such as models, scale, and cause and effect.

Physical Education

All students take physical education every quarter. Physical education is co-ed, but usually divided by grade level. Students participate in and are exposed to a wide variety of sports and activities that develop physical fitness, sports skills, teamwork, and sportsmanship. They acquire knowledge of basic rules, strategies, and health fitness principles.

EXPLORATORY ELECTIVE PROGRAM

Unless designated otherwise, exploratory classes are one semester and in most cases, students are assigned to the exploratory wheel. Exploratory classes are subject to change based upon staffing. In some classes, students construct take-home projects that cost money for materials. If a student cannot afford the cost for these materials, arrangements can be made through your child's counselor for funds to be accessed for this purpose.

Art

This course is designed to develop a basic understanding of the fundamentals of design, drawing, painting, and sculpture through varied art activities. Students are encouraged to explore and experiment in a variety of media. Creativity is stressed and art history and appreciation is integrated throughout the quarter. Projects may include color wheel, drawing using perspective, value studies, painting, graphic design, collage, sculpture, and printmaking.

CTE Introduction to Culinary Arts I

CTE Intro Culinary Arts I is a junior high school CTE introductory course that teaches the foundational principles of food service, including kitchen safety, food safety and sanitation, kitchen and recipe skills, meal management, food preparation, teamwork, and employability skills, proficient use of industry tools, equipment and appliances, and career opportunities in the food industry. While this class is not a prerequisite, it prepares students for CTE Culinary Arts IA/B, the CTE Food Service and Hospitality Pathway high school concentrator course.

CTE Introduction to Construction

CTE Intro Construction is a junior high school introductory course in the CTE Residential and Commercial construction Pathway. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the building and construction trades industries. The course uses a problem-solving approach to develop individual competency using hand tools, woodworking tools, machines and materials, bench metal tools, sheet metal tools, and machining. Students apply their English, mathematics, and science skills to their projects. Activities include planning, designing, layout, machine operations, wood joinery, assembling and finishing, spot welding, and soldering. Special attention is given to individualized instruction and developing safe work practices, good working relationships, and economical use of time materials. Accuracy, neatness, and sound work habits are stressed. CTE Intro Construction is recommended before taking the CTE Residential and Commercial Construction Pathway concentrator course.

Introduction to Computers

This semester class focuses on Digital Citizenship using Common Sense Media's Digital Literacy and Citizenship Curriculum. It covers the topics of Privacy & Security, Digital Footprint & Reputation, Self-Image & Identity, Creative Credit & Copyright, Relationships & Communication, Information Literacy, and Cyber-bullying & Internet Safety.

MUSIC CLASSES

Beginning Band

Beginning Band is a semester introductory course designed to develop fundamental skills necessary for playing an instrument and reading music. Instruction is provided for woodwind, brass, and percussion instruments. All students will be provided with a school loaned instrument as inventory allows. Students graduate into Intermediate Band after one semester of Beginning Band. There is no prerequisite.

Intermediate Band

This class is a continuation for those who have had experience in basic woodwind, brass, and percussion instruments. Music reading is more advanced and geared for performance. Students have the option of using their own instrument, renting one, or borrowing one from the school. School loaned instruments are available for flute, clarinet, alto sax, tenor sax, trumpet, trombone, baritone, and tuba. Prerequisite: Instructor approval with audition.

Advanced Band

This year-long class stresses refinement of tone and a more advanced understanding of basic performance technique. Intonation, balance, and blend required in ensemble performance are developed. Fun and challenging band literature is studied with an aim toward accuracy in performance. Students may be required to rent or purchase their own instrument. Students participate in school concerts, area band competitions, and community performances. Prerequisite: Instructor approval with audition.

Advanced String Orchestra

This year-long class offers advanced instruction in all stringed instruments - violin, viola, cello, bass, and piano. It is geared to enhance technique in both reading and performing music for students with prior experience. The school has a limited supply of instruments. Students may be required to rent an instrument. Orchestra members participate in school concerts, orchestra competitions, and community performances. Prerequisite: Instructor approval with audition.

Chorus

This year-long course develops skills in ensemble singing as well as in understanding structure and meaning of music. The chorus will perform various styles of choral literature for school concerts, community programs, and local choral festivals. Requirements include exemplary citizenship and a positive attitude. There are no prerequisites.

OTHER YEAR-LONG ELECTIVES

Associated Student Body (ASB) Leadership

Leadership training is for the student interested in learning basic concepts of democratic government, leadership, parliamentary procedure, group process, speaking and writing, and organization in school situations. ASB students must have good grades, attendance, and behavior. Incoming 7th graders will be able to apply at the end of their 6th grade year. Applications will be available online, and prospective students are required to interview for available positions.

Beginning Dance

Beginning Dance is year-long and explores several areas of movement, strongly emphasizing hip-hop and basic jazz technique. This course is designed to introduce the art of dance and encourage physical, social, emotional, and artistic growth. Students also explore their own creativity through various performance opportunities and choreography projects. Experienced and non-experienced dancers are welcome.

Intermediate Dance

Intermediate Dance is a year-long elective for students who have successfully completed Beginning Dance or have auditioned to be in the class. It is designed to improve technique and performance, while promoting physical, social, emotional, and artistic growth. Students will gain an extensive “dance vocabulary” and will also explore their own creativity through various performance opportunities and choreography projects. Prerequisite: Instructor approval with audition.

Advanced Dance

Advanced Dance is a year-long elective designed for students who have an extensive background in dance as well as exemplary technique. Students must audition or gain permission from the teacher to be in this class. Advanced Dance has the same goals and objectives as the other courses, but moves at faster pace, covers a variety of styles, and involves advanced level choreography. Prerequisite: Instructor approval with audition.

Spanish I

This year-long course for 8th graders is an introduction to the language and culture of Mexico, Latin America, and Spain. Emphasis is placed on vocabulary and communication activities. Students will begin to develop speaking, listening, reading, and writing skills in Spanish. **Prerequisite:** This class is for 8th grade students only. Minimum G.P.A. of 3.5 or higher, and at least a "B" average in English classes. This course often has a waiting list, and will take the most advanced, academically successful students first until full. Successful completion of this course with a "C" or better, AND with teacher recommendation, will fulfill one year of high school foreign language requirement.

Student Service

An opportunity is provided for responsible 8th graders with a 2.5 G.P.A. to serve as assistants in the office or library. Students may also assist teachers in classrooms or physical education classes. There are very few student service positions available, and will be filled by the most academically successful students first. This class is for 8th grade students only.

Study Skills

The Study Skills class supports academic success. Based on teacher/counselor recommendation, students focus on skills that are critical to success in school, essential for acquiring good grades, and useful for life-long learning and job skills.

Yearbook

Students can learn the essentials of digital photography while creating the school yearbook. Students will become an important part of Placerita's history while they learn journalism techniques and the value of working as part of a team. No experience is necessary. This elective requires commitment and is for responsible students only.

Get involved! When school starts look for these activities and clubs:

CLUBS

Sketchbook Club
Math Club
Robotics Club
Chess Club
Crochet Club
Literacy Magazine
Kid Flix (Video Production)
Club H.O.T. (Help Our Town)
Bring Change 2 Mind
Baking Club
Woodshop Club
Running Club
Drama Club
D & D Club
Hip Hop Dance

STUDENT ACTIVITIES/

INTRAMURALS
Activity Days
Assemblies
Dances
Dodgeball
Field Trips
Track & Cross Country
Turkey Bowl & Winter Bowl
Soccer Tournament
Basketball

DRESS CODE

GUIDING PRINCIPLES

- Maintaining a safe learning environment in classes where protective or supportive clothing is needed. Examples include:
 - Science labs: eye and body protection, closed-toed shoes
 - Physical Education: athletic attire, athletic shoes
 - Athletics: Safety Equipment
 - Performing Groups: Team or group costumes
- Ensure that all students are treated equitably regardless of gender, gender identification, sexual orientation, race, ethnicity, body type, body size, religion, and personal style.

I. GOALS OF A STUDENT DRESS CODE

Our dress code sets out to accomplish the following goals:

- A. Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- B. Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- C. Allow students to wear clothing of their choice that is comfortable.
- D. Allow students to wear clothing that expresses their self-identified gender.
- E. Allow students to wear religious attire without fear of discipline or discrimination.
- F. Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- G. Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.

II. STUDENT DRESS CODE

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

- a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes. Strapless garments are not permitted.
- b) Shirts and dresses must have fabric to cover the front, the back, and the sides.
- c) Clothing must cover undergarments (waistbands and straps excluded). Undergarments, alone, cannot be worn in place of a shirt or top.
- d) Fabric must fully cover breasts, genitals and buttocks and must be solid/opaque.
- e) Hats or beanies must be Placerita hats. Faces must be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
- f) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- g) Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- h) Attire or grooming depicting or advocating violence, images of weapons, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited. All students are expected to comply with the requirements of this policy. Specifically:
 - Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
 - Clothing may not depict pornography, nudity or sexual acts.
 - Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.
 - Clothing, including gang identifiers, as identified by law enforcement, must not pose a threat

to the health or safety of any other student or staff.

Parent Responsibility

The responsibility for the dress and grooming of a student rests with the student and their parents or guardians. Parents or guardians are responsible for ensuring student compliance with the school dress code.

Student Responsibility

All students at all schools are responsible for complying with the district dress code during school hours and school activities.

Staff Responsibility

To equitably enforce the district dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year. School staff will work with students on an individual basis to address concerns as they arise.

Remedies

Administrative discretion will be utilized to consistently enforce the dress code. Remedies include, but are not limited to: change of loaner clothing provided to students, parent contact, detention, parent/student conference, and/or loss of privileges.

WHAT ABOUT DISCIPLINE?

The goal of our discipline policy is to maintain a safe environment where teachers can teach and students can learn. Learning the most you can in any class requires being able to listen, share, participate, and concentrate without interference. Placerita protects your right to an education without disruption.

Different teachers may have different rewards, punishments, and discipline. In school, just like in the rest of the world, you'll find yourself having to adjust to a variety of demands from a variety of personalities. Remember though, that all of your teachers, counselors, and administrators care about you and desire that you succeed.

Most students rarely have to worry about being disciplined. We do realize that no one is perfect and that some students have trouble controlling their energy. But an honest, polite, respectful attitude with teachers and other staff members is expected.

We expect all students to follow these behavior standards:

- Be on time and in your seat with required materials when the bell rings.
- Chewing gum, eating, or drinking will not be permitted in class.
- Writing on school property such as desks, books, or walls will not be permitted.
- Rudeness, defiance, profanity, and obscene gestures will not be tolerated.
- Any action or item that is unsafe or that disrupts school is unacceptable.

We also expect:

- NO GOSSIP
- NO PUT-DOWNS
- NO NAME-CALLING
- HANDS OFF OTHERS
- ATTENTIVE LISTENING
- APPRECIATION FOR ALL



Name calling or put downs are not allowed at Placerita Junior High. Harassment, intimidation, retaliation, violence, and hate crimes are grounds for suspension or expulsion. You have the right and the responsibility to report problems. If you have concerns about your safety, or are worried about the well-being of another student, please talk to a school counselor, teacher or administrator. Everyone has the right to be safe at school!

Non-Discrimination Policy: The William S. Hart Union High School District prohibits unlawful discrimination against and/or harassment of any student, employee, or job applicant on the basis of actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, religion, age, marital status, pregnancy, parental status, physical or mental disability, medical condition, military or veteran status, political affiliation, sex, gender, gender identity, gender expression, genetic information, sexual orientation, or any other basis prohibited by state and federal nondiscrimination laws, respectively, at any District site and/or activity. The William S. Hart Union High School District also provides equal access to the Boy Scouts and other designated youth groups. All inquiries regarding discrimination, civil rights, Title II, and/or Title IX should be directed to Mark Crawford, Director of Human Resources. Complaints regarding 504 plans should be directed to Erum Velek, Director of Student Services and Equity. Both can be reached at the William S. Hart Union High School District, 21380 Centre Pointe Pkwy, Santa Clarita, CA 91350, or by phone (661) 259-0033, or by email: UCP@hartdistrict.org.