

EMERY STUDENT-FAMILY HANDBOOK

2010-2011



E.U.S.D. GUIDING PRINCIPLES

- 1. We Hold High Academic, Social, and Professional Expectations*
- 2. We Create a Sense of Family*
- 3. We inspire and Support Innovation to End Racist and Classist Practices*

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.

Malcolm X

Welcome Emery Spartans!

The Emery Secondary School Student-Family Handbook is offered to assist student understanding of the expectations for student success during the 2010-11 school year. Students and families are responsible for knowing the information in this handbook, therefore, please take the time to review it carefully. Go Spartans!!



SCHOOL HOURS & VISITS

School Hours

Building and Office Hours

- * 8:00am – 4:00pm: ESS Office open for business—Monday through Friday

Daily Class Schedule

- * 8:25am: First bell rings
- * 8:30am – 3:30pm: Class in session—Monday, Tuesday, Thursday, Friday
- * 3:30pm: Dismissal—Monday, Tuesday, Thursday, Friday
- * 8:30am-2:04pm: Wednesday schedule
- * 2:04pm: Dismissal—Wednesday

Target Success Academy (after school programming)

- * 3:30-6:15pm: Target Success Academy program hours—Monday, Tuesday, Thursday, Friday
- * 2:00-6:15pm: Target Success Academy program hours—Wednesday

The Emery Secondary School office closes every day at 4:00pm.

School Visits & Appointments

Parents are always encouraged to visit the school, either to meet with staff or to check in on their child's learning. In order to ensure that these visits are productive for parents and also non-disruptive to school staff and students, please follow the guidelines below:

- * All families and visitors must report to the main office to obtain a visitor's pass before they visit any office or classroom. In general, parents/ guardians should not expect to meet with teachers during instructional time unless they have an appointment. For classroom observations, teachers need to be notified 24 hours in advance to accommodate the needs of parents and guardians. Student visitors, other than prospective students, are generally not permitted.
- * The best way to meet with staff members is to contact them directly. Staff email addresses can be found on the EUSD website at www.emeryusd.org. Staff members can also be contacted through the main office line at (510)601-4000 ext. 3. If you are having difficulty contacting a staff member, please contact the principal or another member of the office staff.
- * In general, the administrative team will make themselves available when parents arrive to the school with issues or concerns. However, this is not always possible at a moment's notice. The most effective way to meet with the administration, i.e., the principal, assistant principal, or dean of students is to make an appointment directly.

Administrative team contact information:

Anakarita Allen, Deputy Superintendent/Principal

anakarita.allen@emeryusd.org

(510) 601-4998: Administrative Assistant, De-Iso Quadir

Gabrielle Thurmond, Assistant Principal

gabrielle.thurmond@emeryusd.org

(510) 224-0811: Administrative Assistant, Xochitl Cortez

Maximillian Monroy-Miller, Dean of Students

max.monroy@emeryusd.org

(510) 224-7791

2010-11 EMERY UNIFIED SCHOOL DISTRICT CALENDAR

JULY 2010

0 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	31	

4=Independence Day
5= CSEA Holiday

JANUARY 2011

20 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1=New Years Day
3=First Student Day
17=M.L. King Day

AUGUST 2010

2 Instructional day

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16=Admin Asst 1st Day
25-26 =PD Days
27=First Teacher Work Day
30=First Student/IA Day

FEBRUARY 2011

15 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

21-22 + CSEA Holiday
21-25=President's Week

SEPTEMBER 2010

21 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6=Labor Day

MARCH 2011

22 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18-Optional PD Day

OCTOBER 2010

21 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

APRIL 2011

16 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

24=Easter Sunday
18-22=Spring Vacation Date
18 = CSEA Holiday

17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER 2010

18 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11=Veteran's Day
 24 Admission Day Taken
 24-26=Thanksgiving Break

MAY 2011

2011

21 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

30=Memorial Day

DECEMBER 2010

13 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec. 20-Jan. 3 =Winter Break
 22-24 =CSEA Holiday
 31 New Year Holiday

JUNE 2011

11 Instructional days

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

15=Last day of school for students/IA's
 16=Last Day for Teachers
 28= Admin Asst Last Day

Instructional days
Holidays per CSEA
Professional Development
School Closed
Teacher Work Day
Admin Asst/Office Manager

180 Total Instructional Days

STUDENT RESPONSIBILITIES

WHAT DO WE NEED FROM YOU TO ENSURE YOUR SUCCESS!!

Student Responsibilities - It is impossible to list all student responsibilities, but it must be emphasized that lack of responsibility may result in negative consequences for the student.

1. It is *your* responsibility:

to be prompt to school and to class.

not to be absent from school without parents' knowledge and consent.

not to leave a classroom without teacher's permission.

not to leave campus without school permission.

2. It is *your* responsibility:

to be prepared for class with appropriate materials.

to participate in class activities.

to follow classroom procedures.

to complete assignments, including assigned homework.

to meet proficiency standards.

to progress toward promotion and/or graduation requirements.

3. It is *your* responsibility:

to demonstrate cooperation and responsible behavior in the classroom and at school activities.

to show respect for staff members, teachers, adult supervisors, classified employees, guest speakers, substitute teachers, and other students.

to learn and carry out the rules and regulations prescribed in the school handbook.

to use proper mannerisms and channels of communication to resolve conflicts.

to respect the property of others.

to be honest.

to use acceptable language.

to show concern for the welfare of the school and student body.

to have pride in one's work, and the work of others.

to have respect for the differences of others.

not to use rudeness, defiance, disrespectful words or gestures, or profane/vulgar language.

4. It is *your* responsibility:

to keep the campus clean and free from litter.

to keep the restrooms clean.

to keep the walls of your campus free from writing, carvings or slogans.

to keep all equipment, lockers, desks, and books free from being defaced or damaged.

to keep loiterers away by reporting them to the proper authorities.

to use school property only when permission is granted.

to follow check-out procedures for school equipment.

to safekeep and use school equipment properly.

to return school equipment promptly and in good condition.

5. It is *your* responsibility:

to take home all information sheets and printed material.

to return to school all requested forms.

to ask visitors to report to the school office.

to dress and groom appropriately.

not to give false identification nor practice forgery.

not to violate rules and regulations prescribed in the student handbook.

ATTENDANCE

Regular attendance is essential to success in school. Every absence or tardy must be accounted for by the teacher; a note from a doctor in cases of prolonged illnesses is required. **It is the responsibility of the student to get missed assignments and complete them promptly according to guidelines set by course instructor.**

EUSD Registrar contact info:

Valarie Walker, Registrar

Valarie.walker@emeryusd.org

(510) 601-4958

Clearing Absences and Tardies

Students who are absent from school are *required to have a note with them upon return*. All notes must contain the following information:

1. name of student,
2. date of absence (if not a full day, identify class periods missed),
3. specific reason for absence,
4. daytime phone number where a parent may be reached, and
5. a parent's signature.

Students who were absent the previous day must go to the main office to pick up a Student Admit Slip between 8:00am and 8:30am upon their return.

Please be aware that the school takes chronic unexcused absences very seriously. It is the student's legal guardian's responsibility (along with the student's) to ensure that the student arrives to school on time everyday.

Please note that:

1. for every 3 unexcused absences a letter will be mailed home.
2. after 6 unexcused absences a School Attendance and Review Team (SART) meeting will occur with the dean and counselor.
3. **after 9 unexcused absences, parents may be required to appear before a School Attendance Review Board (SARB) at the Emeryville Police Department.**

Definition of Excused Absence

The teacher will allow a student to make up the work during an excused absence to the extent it is possible. Students will have the same number of days that they were absent from school to make up their work. Education Code 48205 states Notwithstanding Section 48200; a pupil shall be excused from school when the absence is:

- 1) due to his or her illness.
- 2) due to quarantine under the direction of a county or city health officer.
- 3) for the purpose of having medical, dental, optometric, or chiropractic services rendered.
- 4) for the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted California and not more than three days if the service is conducted outside California.
- 5) for the purpose of jury duty in the manner provided for by law.
- 6) due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- 7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and

approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

- 8) for the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

The reasons listed above are the only absences that will be marked as excused.

Definition of Unexcused Absence

When students have an unexcused absence, they will not be allowed to make up missed work. Listed below are the most common reasons given for absences which will be considered as unexcused.

- a) Family vacations and extended weekend trips
- b) Oversleeping
- c) Cutting
- d) Car trouble
- e) **Any absence considered excused which is not cleared by a parental or doctor's note *within 48 hours of returning to school***

Early Dismissal

Verbal permission given to students for an early dismissal is not accepted. In order for a student to leave class early the student must have:

1. a letter in writing submitted to the office staff on the morning of the requested dismissal;
2. the parent/ legal guardian/ adult designee pick up them up from the main office; or
3. regularly scheduled classes at a local community college.

The written notice must include: 1) the reason for leaving school grounds, 2) the time, 3) and phone numbers of the parent/ guardian.

Whenever possible, medical and dental appointments should be made outside of school hours. However, to ensure students' safety, please adhere to the following procedure for early pick-up.

1. The student will remain in class until the office notifies the teacher that the parent is here to pick up the student.
2. The parent or authorized person picking the student up must report to the main office to sign the student out. Students may not be picked up at the exit doors or in front of the school.
3. Students who have received a *Permit To Leave School* (PTLS) form from the main office and are leaving on their own, may not leave prior to the time indicated on the PTLS form.

Students who do not follow the correct procedure may face disciplinary action.

Tardies

Students are tardy if not seated and ready to work when the tardy bell rings. Parents whose child is not in attendance at school will receive notification by phone. Students with continuous attendance problems (along with their parents) will receive written writing from ESS. If the attendance issues persist, the child and parent may be referred to the School Attendance Review Board (SARB).

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

The School Attendance Review Board has the jurisdiction to:

1. Refer student for a (a) counseling and /or (b) to the Juvenile Probation Department for court intervention.
2. Refer parent/guardian/caregiver to the District Attorney for Truancy Mediation.
3. Refer parent/guardian/caregiver to Juvenile Probation Department for lack of parental care in maintaining the student's regular and punctual attendance.
4. Refer to opportunity program, independent study, county community schools, or other alternative educational programs.

SCHOOL SERVICES

Library

The Emery Secondary School library is for the enjoyment and use of all students and staff. The library hours are from 8:30 a.m. to 3:30 p.m. or by appointment. The librarian is available throughout the day to assist students in finding books and other materials which students might need. Materials may be checked out for a two week period with the privilege of renewal, unless on reserve for a class or in demand for use by other students. To ensure that all students benefit from this facility, library rules are:

- No food or drinks allowed
- Keep the noise level down
- Take proper care of all library materials
- Return all library materials on time

Lockers

Lockers will be distributed to students at the beginning of the school year. Acceptance of the locker by the student, and use of it, shall constitute acceptance of responsibility for all items thereafter contained within the locker, unless there are visible signs of forced entry and the student has immediately reported the break-in to a teacher or administrator.

Lockers are a privilege and are provided for your convenience. Students are to use the lockers at **their own risk!!!** Lockers are provided as a convenience. The school, while providing supervision of the buildings, **takes no responsibility for the security of these lockers and/or contents. In general, the school cannot be held responsible for stolen items. Students are highly discouraged from bringing items of value to the school.** This includes iPods, Mp3 players, personal computers, and hand held video games. The school retains the final control over all lockers and reserves the right to search as necessary in maintaining a safe school environment as per Education code section 44807.

Health Services

Students who become ill will report to the **office** with a pass from their teacher. Arrangements will be made with a family member for the student to go home. Under no circumstances should the student leave campus without permission. If a parent cannot be contacted and school officials deem it as an emergency, 911 will be called to obtain medical assistance.

Medication

We do not encourage students having medication at school, but if your child is under the care of a physician and must take medication for a specific medical diagnosis or condition, we wish to assist you as needed. A medically untrained person most often performs this function. Consequently, it would be best, with the help of your physician, to work out a schedule to give medication outside school hours. All medication brought to school must be stored in the office and be administered only after the district medical permission form is completed and on file. Children are not permitted to have medication in their possession at school. This practice provides for the safety of all students on campus. The only exception is when a student's well-being is in jeopardy unless the medication, such as an inhaler for asthma, is carried on his/her person. In compliance with *California Education Code 49423*, when an employee of the school district gives medication to a student, the employee must be acting in accordance with the written directions of a physician and with the written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes and at the beginning of each school year. The prescription label on the container is not acceptable as a physician's statement.

To recap:

1. Medication must be brought to school by the parent or adult representative.
2. Medication must be brought to school in the original pharmacy container.
3. Over-the-counter drugs must also be in the original container and have a completed form on file.

4. The district medical form must be renewed whenever the prescription and/or dosage changes and at the beginning of each school year.
5. Parent or adult representative must pick up unused medication at the end of the school year or when the medication order expires. Unclaimed medications will be disposed of safely.
6. Medication must be stored in the office. Medications stored in lockers, classrooms, or backpacks are not permitted
7. Medication that needs to be carried by a student for emergency use, such as an asthma inhaler or Epipen, is permitted only if the district medical form is completed and on file in the school office.

Lost and/or Damaged Books

According to Education code section 48904(b), the parent or guardian of a minor shall be liable to a school district for all property belonging to a school district loaned to the minor and not returned upon demand of an employee of the district authorized to make the demand. This includes library materials. Students must pay for damaged and/or lost library and textbooks. If a book is lost or stolen, it must be paid before a new copy is issued to the student. If a book is found within the school year, students may get a refund upon presenting a receipt. Please note that outstanding balances for books may prevent students from receiving schedules, progress reports, report cards, or transcripts.

Lost and Found

Students may look for lost articles before or after school. Lost and found articles are kept in the Dean of Students' office. Lost books may be found in the school library.

Phone calls and messages

Students shall not be called from classes for phone messages, except in emergencies. Students may only use the office phone with explicit permission given by office staff.

Parents are discouraged from calling their children directly through cell phones as that can be a distraction to the learning environment. Please contact your child by way of the main office at (510) 601-4963.

Work Permits

Students who are hired to work must possess a valid work permit if they are under 18 years of age. Work permits allow work during vacations and weekends. A parent/guardian must sign a work permit request form requesting the school to issue the permit. These forms are available from the department of counseling services.

Gifts

We understand the importance of recognizing a special day or event for our students, but sending gifts to school for students is strongly discouraged as it disrupts the academic process. Should flowers, balloons, etc., be received at school for delivery to a student, they will be sent to, and held, in the office. Deliveries of gifts will not be made to the classrooms. Students may pick up gifts in the office at the end of the school day. Students are not allowed to walk around campus with balloons or bouquets during the normal school hours.

ACADEMIC POLICIES

Grading

1. Departments and grade levels have common weighting systems that are reflected in their syllabi (i.e., common percentages for homework, tests, projects, etc.)
2. High School Grading Scale: 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), 59 & below (F).
Middle School Grading Scale: 90-100 (A), 80-89 (B), 70-79 (C), 69 & below (F).
3. Teachers should contact parents whenever a student falls below a “C”, and will do so as much as possible. However, please note that the purpose of progress reports are to inform parents of how students are performing before permanent semester grades are issued and placed on transcripts.
4. No “incompletes” will be given on report cards or progress reports.

Homework/Study Time

Parents and guardians should assume responsibility of ensuring that students have a quiet, designated location for study. We strongly encourage families to structure mandatory reading/study time each night regardless of whether or not homework is assigned. Please note:

- Mandatory homework is required Monday-Thursday (teacher’s discretion on Fridays).
- 7-8th graders are given approximately 1.5-2.0 hours of total homework a night.
- 9-10th graders are given approximately 2-3 hours a night.
- 11-12th graders are given approximately 3 hours of homework a night.
- Parents must ensure that students have a quiet place for study and are strongly encouraged to require nightly reading/study time, regardless of whether or not homework is assigned.

Make-up Work

Students are allowed to make-up work depending on the type of absence.

- Excused Absences: Students have the same number of days to submit make-up work as the days that they were absent.
- Anticipated Excused Absences: If a student is attending a field trip students must get work from their teacher before the field trip. Students who are out of town on family business should get work from their teachers before they leave. If students anticipate being absent more than five days, then the student should request an Independent Study Contract from the main office.
- Suspensions: EC 48913 The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignment and test missed during the suspension.
- Unexcused Absences: No make-up work is accepted.

Grade/Course Retention & Credit Recovery

- Middle School: Students who fall below a 2.0GPA may be subject to retention.
- High School: Students who fail courses must make up the course and additional units through the online credit recovery program, community college, or adult school at the student’s expense. Speak with the coordinator of counseling services for more information.

Academic Integrity

Cheating or intentional plagiarizing is unacceptable at ESS. Students who are caught cheating or plagiarizing will lose credit for the test/assignment and a parent phone call. A parent may request a conference between the teacher and the parent/guardian for further clarification. Repeat offenses will result in disciplinary action from the administration. Students who help another student cheat (e.g., by providing them with answers on a test) will receive the same consequences.

Academic Recognition

Students who work hard and perform well academically and socially are recognized for their efforts and achievement. One way of recognizing students is through the honor roll.

The table below outlines honor roll recognition.

GPA (Overall)	Criteria	Recognition at the end of each progress report period
4.0	No D/F grades	Suma Cum Laude - HONOR ROLL
3.5-3.9	No D/F grades	Magna Cum Laude - HONOR ROLL
3.0-3.4	No D/F grades	Cum Laude - HONOR ROLL
	E or G grades only	CITIZENSHIP HONOR ROLL
	Daily attendance	PERFECT ATTENDANCE

Marking Period	Marking Period Ends	Grades Due	Report Cards Mailed
1 st Period	October 1, 2010	October 5, 2010	October 8, 2010
2 nd Period	November 5, 2010	November 9, 2010	November 12, 2010
3 rd Period	December 10, 2010	December 14, 2010	December 17, 2010
Semester One	Finals Jan 12-14	January 25, 2011	January 28, 2011
4 th Period	March 4, 2011	March 8, 2011	March 11, 2011
5 th Period *	April 8, 2011	April 26, 2011 *	April 29, 2011*
6 th Period	May 20, 2011	May 24, 2011	May 27, 2011
Semester Two	Final Jun 13-15	June 16, 2011	June 17, 2011

Marking Period Adjusted due to WASC visit April 11-14

IMPORTANT POLICY INFORMATION

REPEATING COURSES

A course should be repeated if a student receives a “D” in a course required for college (e.g. English 10) or if a student receives a “D” in a course requiring a “C” or better as a recommendation for advancement to the next level (e.g. “C” or better in both semesters of Algebra 1). In both cases, the course(s) should be repeated either in summer school immediately following the school year, or in an approved concurrent program (please consult with your student’s counselor). Upon completion of the (re-take) course, the new grade will be recorded on the transcript; however, the credit from the previous course will be removed (as credit cannot be given twice for the same academic class.) A class may be repeated during the school year in place of an elective choice, if it is not available during summer school (e.g. foreign language or science.)

WITHDRAWAL FROM A COURSE

Students enrolled in a year-long course are expected to complete the class. *Schedule changes can only be made within the first week of each semester, and only for administrative reasons.* If a course is dropped after the sixth week, a withdrawal grade will appear on the transcript.

ADVANCED PLACEMENT (AP) & HONORS COURSES

(Please check the individual course description for specific prerequisites & requirements.)

These courses are more rigorous in nature compared to the regular program and receive weighted grades (5.0 scale.). *Advanced Placement* courses are designed by the College Board (developers of the SAT). In addition to the course work, students are encouraged to take the corresponding AP exam, which if completed with a satisfactory grade, may earn college credit. Please be aware that Advanced Placement level courses are year-long. *Moving from an AP course to a regular college prep class before the end of a semester may not be possible due to space availability.* If a student *does* switch to a regular class (mid-semester) their grade will be carried over, but not the weighted grade points.

The District intends that criteria used to determine qualification are of the following three types:

When using multiple measures for a given course, students must meet one of the designated criteria.

1. Open enrollment;
2. Prerequisite course requirements: students who may have acquired by other means the skills and knowledge normally covered in a prerequisite course must be given the opportunity to demonstrate their qualifications;
3. Multiple measures: if criteria other than a prerequisite course are used to determine qualification for participation, then multiple measures include a combination of criterion such as:
 - a) Teacher recommendation;
 - b) Grade of “B” or better in the second semester of a prerequisite course;
 - c) A qualifying score on a readiness assessment when applicable;
 - d) A qualifying score on a standardized test;
 - e) A qualifying rating on an audition or portfolio presentation;
 - f) A qualifying grade point average in prior courses related to the honors or AP course;
 - g) Other qualifying criteria that promote successful student participation.

An entrance exam shall not be the sole criteria for admission to an Advanced Placement course. At the time of Honors or AP course selection, students who do not meet the prerequisites and/or requirements may sign a placement agreement to enter the desired AP or Honors course; a parent or guardian signature is also required. The placement agreement contains a summary of the nature of Honors and Advanced Placement courses, description of the course and its requirements including summer assignments if any, the possibility that outside, additional support may be necessary, the expectations to remain in the course for its duration, and course withdrawal guidelines. Entrance to the course through the placement agreement is based on space availability.

7 PERIOD DAY POLICY

Students are required to be enrolled in seven classes, except for 12th grade students. Students must be on campus during 1st -7th periods. A schedule of 1st -6th period is permissible only to 11th and 12th grade students if the student is enrolled in an off-campus program. All required yearlong courses for graduation must be completed on the high school site.

VERIFICATION OF NON-DISTRICT COURSES

All students will be enrolled in 7 classes unless verification is provided showing enrollment in a non-district course. Upon completion of the non-district course, the student must submit a transcript to the high school. If the information is not received verifying course completion and grade, the student's transcript will reflect a WF (withdrawal/failure) for the non-district course. This policy is consistent with current procedures for district courses.

ATHLETIC ELIGIBILITY

Students participating in extracurricular activities, such as sports, leadership, cheerleading, etc., must maintain a 2.0 GPA. In addition, students may have no 'F' grades. Entering ninth grade students establish eligibility by maintaining a 2.0 GPA by June of their 8th grade year. It is the responsibility of the parent and student to monitor academic progress since academic ineligibility may result in the loss of all deposits or fees paid.)

EMERY SECONDARY SCHOOL GRADUATION REQUIREMENTS

The following are the requirements to receive a Emery Unified School District diploma.

Course Requirements (10 Credits = 1 year)		
Course		Credits
English	Students must pass 9 th , 10 th , 11 th and 12 th grade levels	40
Social Studies	a. One year of World History (10 th) b. One year of United States History (11 th) c. One semester of American Government (12 th) d. One semester of Economics (12 th)	30
Mathematics	3 years of college-preparatory mathematics that include topics covered in elementary and advanced algebra and two and three-dimensional geometry (Specific courses to be completed at a minimum include: Algebra I, Geometry.)	30
Science	2 years of laboratory science in two of the three foundational subjects of biology, chemistry, and physics.	20
Language Other Than English (LOTE)	2 years of the same language other than English	20
Physical Education	a. One year of 9 th grade P.E. b. One year of 10-12 th grade P.E.	20
Visual and Performing Arts	1 year: A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.	10
Electives	Chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in a same language other than English or two years of another language) (The “g” requirement)	60
Total number of credits required for graduation		230

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

All students must pass the CAHSEE with a minimum score of 350 for English Language Arts (ELA) and 350 for Mathematics, out of 450 possible points.

It should be noted that passing the above proposed sequence of courses does not necessarily make a student eligible to apply to a UC or CSU campus. The UC system does not recognize a grade of anything lower than a C- for the “a-g” sequence of courses. While a “D” is considered

passing for the purposes of this policy and high school graduation, if a student receives a “D” in a UC “a-g” course, it must be repeated in order for it to be counted toward eligibility for admission.

Additional Graduation Requirements:

1. All students shall complete 60 hours of community service.
2. Stated explicitly is the district’s practice of allowing students who have completed all of the course requirements for graduation but not passing the CAHSEE, will receive a “Certificate of Completion” and participate in the graduation ceremony.

EMERY SECONDARY SCHOOL GRADUATION AND COLLEGE ADMISSION (A - G) REQUIREMENTS

Please Note: Private and Out of State College and University Admission Requirements Vary

Subject Requirements (A-G)	High School Graduation Requirements	Cal State University	University of California
Social Studies (A)	(30 credits) World History I & II US History I & II American Government Economics	2 years required 1 yr. World History 1 yr. US History or 1 yr. World History 1 sem. American Government 1 sem. US History	2 years required 1 yr. World History 1 yr. US History or 1 yr. World History 1 sem. American Government 1 sem. US History
English (B)	4 yrs. (40 credits)	4 yrs. College Prep (40 credits)	4 yrs. College Prep (40 credits)
Math (C)	3 yrs (30 credits) Students must pass three years of mathematics including Algebra 1, Geometry and Advanced Algebra/Trigonometry	Algebra 1 Geometry Advanced Algebra/Trigonometry	Algebra 1 Geometry Advanced Algebra/Trigonometry 4th year recommended
Science (D)	3 yrs (30 credits) Two years of laboratory science plus one year of non-laboratory science in 9th grade	2 yrs of lab science (e.g., Biology, Chemistry, Physics, A&P)	2 yrs of lab science 3 rd yr recommended (e.g., Biology, Chemistry, Physics, A&P)
Foreign Language (E)	(20) credits; 2 yrs of the same language	2 yrs of the same language	2 yrs of the same language 3 rd year recommended
Visual/Perf. Arts (F)	1 year (10 credits)	1 yr.	1 yr.
Physical Education	2 yrs (20 credits)	None	None
Electives (G)	(60 Credits)	1 year of an additional college prep courses	1 year of an additional college prep courses
Total Credits	230 Credits	Grade of C or higher in all college prep courses	Grade of C or higher in all college prep courses
Test Requirements	California High School Exit Exam (CAHSEE)	SAT Reasoning Test or ACT Assessment	ACT Assessment plus Writing or SAT Reasoning Test <i>and</i> two SAT Subject Tests in two different areas (some majors require SAT subject tests in specific subjects). <i>* Beginning with the class of 2012, the UC's are no longer requiring the SAT Subject Tests.</i>

CREATE YOUR PERSONAL FOUR YEAR PLAN

Grade	Required Courses	Student Courses	Grade	Credit	Career Information and Plans
9 (60 cr)	English 9				Career Goal/Major:
	Math				
	Physical Science or Biology				Supporting Activities: (9 - 12)
	Physical Education				
	Geography/Health				Co-Curricular Activities:
	Elective				
	Elective				

Summer School:

Total credits to date:

10 (120 cr)	English 10					Career Goal/Major:
	Math					PLAN (prep for the ACT)
	World History					
	Biology, Chemistry or Physics					High School Exit Exam Scores: ELA _____ Math _____
	Physical Education					Co-Curricular Activities:
	Elective					
	Elective					

Summer School:

Total credits to date:

11 (180 cr)	English 11					Career Goal/Major:
	Math/Elective					PSAT _____ / _____ / _____
	U.S. History					SAT 1 _____ / _____ / _____
	Elective					SAT II _____ / _____
	Elective					ACT _____ / _____ / _____
	Elective					Co-Curricular Activities:
	Elective					

Summer School:

Total Credits to Date:

12 (240 cr)	English 12					Colleges applied to:
	Math/Elective					
	Amer. Govt./Economics					
	Elective					
	Elective					Co-Curricular Activities:
						Community Service:
Post High School Goal:						Total Credits to Date:

COURSE DESCRIPTIONS

(BY DEPARTMENTS)

SOCIAL SCIENCES

WORLD HISTORY

Grade 10 (Year)

Meets UC and CSU “a” requirement

This course presents a narrative of world history from the roots of democracy through the present. The course traces the development of civilizations throughout the world. Themes include political change, economic development, the growth of science and technology, the effect of contact between cultures, and creativity in the arts. Skill emphasis will include reading, analysis, speaking, note taking, writing and research.

UNITED STATES HISTORY

Grade 11 (Year)

Meets UC and CSU “a” requirement

This course is required for graduation. This is a survey course covering the major political, economic, social, and cultural developments of United States history.

AP UNITED STATES HISTORY UCCP (Currently offered online)

Grade 11 (Year)

Meets UC and CSU “a” requirement

This class is a challenging two-semester course that is meant to be the equivalent of a freshman college course. The content is comprised of a complete survey of American history from the age of exploration to the present using multiple perspectives. Emphasis will be placed on critical and evaluative thinking skills, essay writing, and interpretation of original historical documents.

Prerequisite: “B” or better in the prior Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

AMERICAN GOVERNMENT

Grade 12 (Semester)

Meets UC & CSU "a" or "g" requirement.

Students will examine the major principles of the American political system. Particular attention will be paid to the political decision making process employed by Federal, State and local government. Students will also analyze the major institutions of the American political system, such as the Constitution, Presidency, Congress, Supreme Court, political parties, voting, elections, civil liberties and the media. Special emphasis will be placed on helping the student understand his/her role within the American political system.

AP AMERICAN GOVERNMENT UCCP(Currently offered online)

Grade 12 (Year)

Meets UC & CSU "a" or "g" requirement.

This course will examine the nature of the American political system and will be concerned with the development of American political culture over the past two hundred years. The principal processes and institutions through which the political systems function will be studied in detail. Specific areas of study will include: 1) the context of American politics, 2) the political process, 3) major institutions of the national government, 4) civil liberties and civil rights, 5) the nature of American democracy. Students may take the AP Exam at the end of the course.

Prerequisite: “B” or better in the prior Social Studies course, if applicable, or “A’s” in prior college prep Social Studies course and English course, or successful completion of qualifying assessment.

ECONOMICS

Grade 12 (Semester)

Meets UC and CSU “g” elective requirement

This course examines the principles of the American economic system. It includes a study of comparative economic systems, economic policy-making and decision-making, and of economic issues on a personal, national and international level. This course includes principles of micro and macroeconomics.

AP PSYCHOLOGY

Grade 12 (Semester)

Meets UC and CSU “g” elective requirement

This course focuses on personal growth and provides students a basic introduction to the field of psychology. Students learn to apply basic psychology concepts to themselves so they have a better understanding of who they are and how they can relate better to those around them.

ENGLISH

ENGLISH 9

Grade 9 (Year)

Meets UC and CSU “b” requirement.

English 9 is an introductory course that lays a foundation of skills that students will need throughout high school. It is a literature-based course with an emphasis on critical reading and composition skills. These skills include: literary analysis and close reading, writing expository essays, creative writing, timed writing, grammar and usage, vocabulary, discussion group skills, and dramatic interpretation. Students are exposed to a variety of classical and contemporary genres: novels, short stories, plays, poetry and non-fiction.

ENGLISH 10

Grade 10 (Year)

Meets UC and CSU “b” requirement

English 10 is a college preparatory language arts course which expands and strengthens the skills developed in English 9. This world literature based course emphasizes critical reading, composition and speaking skills. Students will study short stories, poetry, drama, non-fiction and novels. The course also includes extensive writing instruction in a variety of forms, grammar instruction, root word instruction, and vocabulary development.

ENGLISH 11

Grade 11 (Year)

Meets UC and CSU “b” requirement

English 11 is a college preparatory language arts course in which students will study traditional and contemporary works drawn from American literature. Materials include novels, plays, short stories, essays, poetry and non-fiction. Student writing focuses on refining the thesis statement and developing the skills necessary for multiple writing tasks as well as the examination of rhetorical techniques in nonfiction writing. The course also includes grammar instruction and vocabulary development.

ENGLISH 12

Grade 12 (Year)

Meets UC and CSU “b” requirement

English 12 is a year-long course designed to prepare seniors for the rigor and depth of college-level reading and writing requirements. English 12 course work requires a synthesis of the skills taught through the first three years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Students read expansively for comprehension of content and to evaluate authors’ biases and purposes. Students write for a variety of purposes in preparation for college, including application essays, placement assessments, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review and vocabulary development. The course provides extensive and challenging reading of many literary genres, including non-fiction, poetry, fiction, and drama, ranging from classical through contemporary literature. Classroom discussions will tackle challenging themes, philosophical views, and contemporary issues.

AP ENGLISH LANGUAGE

Grade 11 - 12 (Year)

Meets UC and CSU “b” requirement

AP English Language is a rigorous, college level course emphasizing expository writing and critical reading. Writing assignments include in-class timed writings and out-of-class essays. The analysis of many forms of literature (i.e. novels, non-fiction essays, reflective essays, letters, etc.) focuses on how authors use language and literary devices to inform or persuade. Students also continue to work on grammar and vocabulary development. This is an Advanced Placement course that prepares students to take the AP Language and Composition exam in May.

Prerequisite: B- in prior English course, or meet criteria on placement assessment

AP ENGLISH LITERATURE

Grade 11 - 12 (Year)

Meets UC and CSU “b” requirement

AP English Literature is a rigorous, college level course focusing on the study of significant literary works. Students analyze literature, poetry, and essays in terms of concepts and the role of these concepts in the development of the World. The reading list is extensive and written work emphasizes a mature level of insight, the development of careful and thorough analysis, and sophisticated language use. Participation in class discussion is essential. This is an Advanced Placement course that prepares students to take the AP Literature and Composition exam in May.

Prerequisite: B- in prior English course, or meet criteria on placement assessment

ENGLISH 1A (Taught by Berkeley Community College)

Grade 12 (Fall Semester)

Reading and writing expository prose: Critical thinking, identifying logical fallacies, and reasoning inductively and deductively.

Prerequisite: ENGL 201B or ESL 21B or appropriate placement through multiple-measures assessment process. Acceptable for credit: UC/CSU

ENGLISH 1B, (Taught by Berkeley Community College)

Grade 12 (Spring Semester)

Continued expository writing: Careful reading of selected plays, poems, and novels.

Prerequisite: ENGL 1A. Acceptable for credit: UC/CSU

MATHEMATICS

ALGEBRA 1

Grade: 9-11 (Year)

Meets UC and CSU “c” requirement

In algebra, students learn to reason symbolically, and the complexity and types of equation and problems that they are able to solve increase dramatically as a consequence. The key content of Algebra I involves understanding, writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations may be solved by factoring, completing the square, using graphs, of the quadratic formula. Students should also be comfortable with operations on monomials and polynomial expressions. They learn to solve problems employing all of these techniques, they extend their mathematical reasoning in many important ways, including justifying steps in an algebraic procedure and checking algebraic arguments for validity.

Prerequisite: Basic on STAR test in General Math.

GEOMETRY

Grades: 9-12 (Year)

Meets UC and CSU “c” requirement

The purpose of the geometry curriculum is to develop geometric skills and concepts, and the ability to construct logical arguments and proofs and solve problems in geometric settings. Primarily focused on plane Euclidean geometry with an inductive approach the course also provides exposure to coordinate geometry and transformations and an introduction to basic trigonometric ratios. Major topics include the basic undefined (geometric) terms, relationships among an properties of geometric figures (e.g., angles, lines, polygons), congruence, similarity, circles, measurement (i.e., perimeter, circumference, area, surface area, volume, angle measurement) of basic geometric figure and solids, the Pythagorean Theorem, straightedge-compass construction, inductive and deductive reasoning, and poof writing.

Prerequisite: C or better in Algebra 1 (both semesters) or proficient on STAR test in Algebra 1.

ADVANCED ALGEBRA/TRIGONOMETRY

Grades 9 – 12 (Year)

Meets UC and CSU “c” requirement

The main purpose of the intermediate algebra curriculum is to provide a solid foundation in algebra as well as to develop students’ problem-solving skills in preparation for future mathematics courses. This course complements and expands

the mathematical content and concepts of Algebra I and Geometry. Major topics include the solving and graphing of absolute value, linear, and quadratic functions, equations and inequalities, systems of equations and inequalities, operations on polynomials, factoring of polynomials, complex numbers, rational algebraic expressions, law of exponents including rational and negative exponents), and radicals. Problem solving techniques, real-life and real-data applications, appropriate use of technology, mental mathematics, number sense, critical thinking, decision-making, and geometric concepts are integrated throughout the course textbook

Prerequisite: *C or better in Geometry (both semesters).*

PRE-CALCULUS

Grades 10 – 12 (Year)

Meets UC and CSU “c” requirement

Graphical calculator required (TI-84 recommended; TI-89 is not allowed on many exams). Pre-calculus combines many of the trigonometric, geometric, and algebraic techniques needed as preparation for the study of calculus and strengthens conceptual understanding of problems and mathematical reasoning in solving problems. Major emphasis is on functions. Topics include exponential logarithmic and trigonometric functions, binomial theorem, analytic geometry and trigonometry, matrices and determinants, sequence and series, and an introduction to limits.

Prerequisite: *C or better in Advanced Algebra/Trigonometry (both semesters).*

AP CALCULUS AB

Grades 11-12 (Year)

Meets UC and CSU “c” requirement

(TI-84 recommended; TI-89 is NOT allowed on many exams). All students interested in this course should sign up for Calculus. Following the screening process, counselors will place qualified students into Calculus AB AP. This course includes the following topics: functions and graphs, limits, derivative, continuity and sequences; differentiation of algebraic functions; and applications of differential calculus; Rolles and Mean Value Theorems, graphing, applied minima-maxima, concavity, differentials, related rates, anti-derivatives, the theory and applications of integral calculus, methods of integration, differentiation and integration of transcendental perspectives: graphical, numerical, analytical, and verbal.

Prerequisite: *Placement based upon multiple criteria which include grade in previous course, placement test, and final exam score*

AP CALCULUS BC

Grades 11-12 (Year)

Meets UC and CSU “c” requirement

Graphical calculator required (TI-84 is recommended; TI-89 is NOT allowed on many exams).

This course will include a brief review of the topics covered in AP Calculus AB. Additional topics will include: parametric, polar, and vectors functions, including their derivatives and applications; numerical solutions to differential equations using Euler’s method; L’Hopital’s Rule; applications of integrals including arc length and surface area; all methods of integration; improper integrals; solution of logistic differential equations; sequences and series and tests for convergence and divergence; Maclaurin and Taylor Series. Problems will be approached from four perspectives: graphical, numerical, analytical, and verbal.

Prerequisite: *Placement based upon multiple criteria which include grade in previous course, placement test, and final exam score.*

STATISTICS

Grades 11-12 (Year)

Meets UC and CSU “g” requirement

Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. The main foci of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

SCIENCE

LIFE SCIENCES

BIOLOGY

Grades 9-12 (Year)

Meets UC and CSU “d” requirement

Biology is a lab-based college prep course that focuses on the major concepts of life science, methods of science, and inquiry-based learning. Topics include science process, genetics, biochemistry, cell biology and physiology, ecology, evolution, and human body systems.

ANATOMY & PHYSIOLOGY

Grades 9-12 (Year)

Meets UC and CSU “d” requirement

Anatomy & Physiology provides an in-depth study of the human body, its construction and functions. The topics are reinforced with gross anatomy dissection and laboratory experiments. This course introduces and prepares students to pursue educational and career pathways in science or health science related fields.

This course meets the UC/CSU Lab Science “d” requirement.

AP BIOLOGY

Grades 11-12 (Year)

Meets UC and CSU “d” requirement

AP Biology is for second year Biology students and parallels the content studied in college level introductory biology. Lecture, text, and laboratory experiments will be at the college level, including the 12 required College Board Laboratory Exercises. Students will be encouraged to take the advanced placement exam at the end of the course to earn college/university credit. This course is for the self-motivated student.

Prerequisite: Completion of Biology with a B or better average. Completion of Chemistry with a B or better or concurrent enrollment in Chemistry.

PHYSICAL SCIENCES

General Science

Grades 9-10 (Year)

General Science covers basic Chemistry, Physics, Earth and Biological Sciences beyond the eighth grade standards. Topics include atomic and molecular structure, chemical bonds, acids and bases, heat and thermodynamics, waves, electric and magnetic phenomena, dynamic earth processes, biogeochemical cycles, California geology, ecology, and evolution.

CHEMISTRY

Grades 10-12 (Year)

Meets UC and CSU “d” requirement

This course uses the inquiry approach, which utilizes discussion, lecture, laboratory experiments and demonstrations. The theoretical and mathematical concepts of the fundamentals of chemistry are developed. Experience as shown that students who take this course are extremely well prepared for college and university chemistry courses. Taking Physical Earth Science prior to Chemistry is recommended.

Prerequisite: Algebra 1 with a grade of “C” or better and Biology with a grade of “C” or better.

AP CHEMISTRY UCCP (Currently offered as an Online course)

Grades 11 & 12 (Year)

Meets UC and CSU “d” requirement

AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first college/university year. Emphasis is given to the theoretical aspects of chemistry, chemical calculations, and laboratory exercises. Topics include: structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and thermodynamics. Students are encouraged to take the advanced placement exam at the end of the course and earn college/university credit.

Prerequisite: Completion of Chemistry with an A. Completion of Advanced Algebra/Trigonometry with a B or better.

PHYSICS 10 (Taught by Berkeley Community College)

Grades 11-12 (Year)

Meets UC and CSU “d” requirement

If you have ever wondered about how things worked (your CD player, pager, cell phone, ice skating, tennis, or rainbows to name a few), then this is the course for you. This course is recommended for all students planning to attend college. Basic physical concepts and their applications to everyday activities (toys, sports, and light) are emphasized through a variety of lab activities and problems. Skills taught in class include problem solving strategies, lab techniques, technical writing (lab reports), and graphical analysis of data. Physical concepts basic to all fields of science and critical thinking skills that can be utilized in any college major are introduced. Topics include motion, forces, energy, wave theory, light, electricity, and magnetism.

Prerequisite: Completion of Geometry with a C or better. Concurrent enrollment in Advanced Algebra/Trigonometry.

AP PHYSICS UCCP (Currently offered online)

Grades 11-12 (Year)

Meets UC and CSU “d” requirement

AP Physics (C) ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course will emphasize mechanics with a laboratory component. Students are encouraged to take the AP Exam at the end of the course to earn college/university credit.

Prerequisite: Completion of Physics with an A. Concurrent enrollment in AP Calculus.

ENVIRONMENTAL SCIENCE

Grades 9-12 (Year)

Meets UC and CSU “d” requirement

This course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing them.

Prerequisites: Completion of Algebra, Biology. Chemistry is recommended.

LANGUAGE OTHER THAN ENGLISH

SPANISH I

Grades 9-12 (Year)

Meets UC and CSU “e” requirement.

This course is an introduction to the four basic language skills: listening, speaking, reading and writing. Students will learn cultural information about the Spanish-speaking world.

SPANISH II

Grades 9-12 (Year)

Meets UC and CSU “e” requirement.

A continuation of the course of study of the Spanish language and of the associated cultures started in Spanish 1. Spanish 2 is designed to develop the students' speaking and writing skills to a greater extent, to reinforce correct pronunciation and intonation, and to improve listening and reading comprehension. The grammatical study of the language will also be increased.

Prerequisite: C or better in Spanish I and teacher recommendation. Students may also be given a placement exam to insure that they have the background to succeed at this level.

SPANISH III

Grades 9-12 (Year)

Meets UC and CSU “e” requirement.

Continuation of basic grammar. Fundamentals are presented in the form of moderately long reading passages and emphasis is placed on reading and writing. Conversing in the Spanish language becomes imperative and there are more advanced cultural readings.

Prerequisites: C or better in Spanish II and teacher recommendation. Students may also be given a placement exam to insure that they have the background to succeed at this level.

SPANISH IV

Grades 10-12 (Year)

Meets UC and CSU “e” requirement

Emphasis of this class is Spanish for literature and communication. Students will develop speaking skills through oral presentations and class discussions on various topics. Throughout the year students will read works of Spanish and Latin American authors. Composition and literature assignments will provide the opportunity to review grammar. The class is conducted completely in Spanish. Enthusiasm for Spanish is a must.

Prerequisite: B or better in Spanish III and teacher recommendation. Students may also be given a placement exam to insure that they have the background to succeed at this level.

VISUAL PERFORMING ARTS

ART 1

Grades 9-12 (Year)

Meets UC and CSU “f” requirement

This is an introductory skills-based, visual art course that introduces students to a variety of media. Students will also learn about art history and develop aesthetic valuing skills through writing. Class assignments are based on the California Visual Art Standards and introduce students to the Elements of Art and the Principles of Design. This class prepares students for the next level of art classes.

ADVANCED ART

Grades 11-12 (Year)

Meets UC and CSU “f” requirement

In this advanced class, students can expect to demonstrate a mature understanding of the Elements of Art and the Principles of Design in a rigorous series of lessons. Students increasingly incorporate their own perspectives and style as they explore various media to produce substantial work. Art history and culture and aesthetic valuing form a significant part of the course. Students begin to build a portfolio as a preliminary step for AP Art. Assignments are based on the California Visual Art Standards.

Prerequisite: Art 1 with "C" or better

DIGITAL MEDIA (Taught by Berkeley Community College)

Grades 11-12 (Year)

Meets UC & CSU "f" requirement

Introduction to basic image editing and digital illustration using a bitmap imaging program: Survey of elementary design principles used to create effective visual communication with emphasis on practical computer-based compositions.

MUSIC (Instrumental)

BAND

Grades 8-12 (Year)

Meets UC & CSU "f" requirement

The focus of this class is on beginning instrumental techniques using a wide spectrum of methods. Performances are mandatory

JAZZ BAND

Grades 9-12 (Year)

Meets UC & CSU "f" requirement.

This is considered an intermediate jazz course. Students must have prior experience on a traditional jazz instrument: saxophone, trumpet, trombone, piano, bass, electric guitar or drum set. The class will include elements of jazz theory, historical and cultural context, and connections to other disciplines. Introduction and enhancement of improvisation skills and techniques will be covered. Participation in regularly scheduled co-curricular performances is mandatory.

Prerequisite: Successful completion of audition process

TECHNICAL EDUCATION

COMPUTER APPLICATION

Grades 9-12

This competency-based course provides comprehensive instruction in word processing and other office skills, preparing students for entry level positions in a business office. Learning options include Windows file management and the standard Microsoft Office programs. Also included are internet skills. There is a review of general office procedures, business communication and job search preparation.

WEB DESIGN

Grades 11-12 (Year)

This course is designed to introduce high school students to various skills, methods, and techniques related to basic web design, including HTML hand coding, css (cascading style sheets), image optimization, basic animations, rollovers, and Adobe Dreamweaver. Students will be required to utilize a number of learned web design skills as well as real-life aptitudes such as reading, writing, imagination, self-expression, problem solving, attention to detail, work ethic, follow through, and communication skills. The main focus of this class will be production (the actual creation of web pages and web sites); however, attention will also be design (the organization or structure of formal elements in a composition / the combination of details or features of a composition).

PHYSICAL EDUCATION

Students scoring below the State standards on 2 or more of the Fitness Gram tests will be required to enroll in a Physical Education Course in 10th grade. The Fitness Gram is administered in the Spring of PE 9

PHYSICAL EDUCATION

Grade 9-12

A required course for all freshmen, this class is an orientation and introduction to high school physical education. Basic skills development in team sports, net sports, aquatics, fitness conditioning, weights, Pilates/yoga, dance and state fitness testing.

NON DEPARTMENTAL

LEADERSHIP

Grades 10th(Year)

This curriculum supports students to be "responsibles." Being a responsible requires skills, knowledge, and a deepened understanding of oneself and the contexts in which one lives and grows. The activities in this curriculum encourage skill and knowledge building around three areas, all common to diverse styles of leadership:

1. Communication and interpersonal skills
2. Analytic and critical reflection
3. Positive involvement in school and community affairs

Required of all 10th grade students.

GEAR UP**Grades; 8th and 9th (Year)****The Goal**

The goal of GEAR UP is to provide comprehensive early intervention, and college access programs to students and their parents that will help them learn about, prepare for, and succeed in college.

The Mission

The mission of GEAR UP is to inspire students to become active in their educational experience, to ensure they are academically prepared for advancement to postsecondary education; and to increase the economic development and quality of life for students by offering avenues to postsecondary education.

Required of all 8th and 9th grade students.

TEACHER AIDE**Grades 9-12 (Semester)**

Aides are used in all the above areas to help in organization and preparation of materials, small group work, clerical duties, etc. as outlined in each work station. Students will learn to assume responsibility for specific tasks in a businesslike atmosphere.

A maximum of 20 credits may be earned toward graduation.

Prerequisite: Completion of appropriate units towards graduation and not deficient in credits. Minimum 2.75 gpa. Supervisor approval.

SPECIAL EDUCATION

Students who are eligible for special education, and have a current Individualized Education Plan (IEP), may receive special education services in a variety of ways: in a general education class with support from a special education teacher, in a tutorial or academic success class taught by a special education teacher, individually or in a small group in a special education classroom with a special education teacher for a part of a school day, or in a Special Day Class (SDC) with core academics taught by a special education teacher. Scheduling for any of these options is based on the services outlined in a student's IEP and coordinated by the student's special education case manager in conjunction with the counseling office.

COLLEGE BOARD ADVANCED PLACEMENT (AP) PROGRAM/EXAMS

The Advanced Placement (AP) Program is a program of college level courses and exams for secondary school students. Over 90 percent of the colleges that most AP candidates attend give credit and/or Advanced Placement to students whose AP Examination grades are considered acceptable.

In the Emery Unified School District we have courses in English, Math, Science, Social Studies, Art and Foreign Languages. The AP exams that are given each May contain both multiple choice questions and free response questions that require essay writing, problem solving, etc. Each examination booklet is typically graded by four professors and teachers.

Every examination receives an overall grade on a five point scale: 5 (extremely well qualified) to 1 (no recommendation). An AP Grade Report is sent in early July to each student's home address, school and, if the student requested, to his or her college. Students must earn a score of at least 3 to be eligible to receive college credit.

TESTING INFORMATION

American College Test (ACT)

www.actstudent.org

The American College Test is designed to measure classroom achievement in four broad content areas, as well as the ability to reason, and the application of problem solving skills. The test takes approximately three hours and covers English usage, Mathematics, Social Studies and Natural Science. The score is based on the number of correct answers given with no penalty for wrong guesses. Scores for English, Mathematics, Reading, Science reasoning and a composite score are returned to the high school for distribution to the students. This test is accepted by most colleges and universities nationwide.

Testing Time (Overall): Approximately 3 hours.

Test Purpose: Designed to measure classroom achievement in four broad content areas as well as the ability to reason and the application of problem solving skills (see test content section below).

Test Content:

- English Usage - Punctuation, Basic Grammar and Usage, Sentence Structure, Rhetorical Skills, Strategy, organization and style.
- Mathematics - Pre Algebra, Elementary Algebra, Intermediate Algebra and coordinate Geometry, Plane Geometry, Trigonometry.
- Reading Test - Four Types, Prose Fiction, Humanities, Social Studies, Natural Sciences.
- Science Reasoning Test - Data Representation, Research Summaries, Conflicting Viewpoints.

Scores Reported:

English - Usage/Mechanics, Rhetorical Skills

Mathematics - Pre-Algebra, Alg/Coord Geometry, Plane Geometry Trig.,

Reading - Soc Studies/Science, Arts, Literature

Science Reasoning - Composite (Average)

Note: There is a new writing component.

Method of Scoring: Scores based on number of right answers - no penalty for guessing.

Location of Regional Offices Serving California: Sacramento - 916-361-0656 Website: www.act.org

SAT Reasoning Test

www.collegeboard.com

The SAT is designed to measure academic aptitude areas. The test contains questions on critical reading, written English and Mathematics. Scoring reflects incorrect guesses. Both verbal and mathematical scores are reported back to the student. This test is accepted by most colleges and universities nationwide. The Cal State System will not count the writing sub-score in their application analysis. The UC system will give equal weight to the SAT and the two SAT subject tests chosen. The Math II will be the only math test accepted by the UC's.

Testing Time (overall): Approximately 3 hrs and 45 minutes.

Test Purpose: Designed to measure academic aptitude in terms of verbal and numerical reasoning and ability to recognize standard written English.

Test Content:

- Critical Reading - Sentence Completion, Reading Comprehension in Social, Political, Scientific, Artistic, Philosophical and Literary Areas. Writing - Multiple Choice questions, student written essay, punctuation, grammar, sentence structure, diction and style.
- Mathematics - Arithmetic & Algebra, Geometry, Logic, Operations etc. (The use of a calculator is permitted on the mathematics sections of the SAT reasoning.)

Scores Reported: Verbal, Mathematical, Reading, Vocabulary, Test of Standard Written English, Student Background Information.

How Scores are disseminated: Scores sent directly to students to colleges and universities listed by the students, with a copy to the high school.

Method of Scoring: Score corrected for guessing.

Location of Regional Offices Serving California: Berkeley 510-654-1200 Website: www.collegeborad.com

SAT Subject Tests

Some colleges require various combinations of SAT Subject Tests and some allow students to choose their own. Check the requirements of the colleges you are interested in before deciding which tests to take. * *Beginning with the class of 2012, the UC's are no longer requiring the SAT Subject Tests.*

Testing Time (overall): All subject Tests take one hour of testing time and all consist entirely of multiple-choice questions.

Two subject tests are required in 2 different subject areas. The tests fall into five general subject areas:

- English - Literature
- History and Social Studies - US History, World History.
- Math II - Mathematics II (Calculator),
- Sciences - Biology, Chemistry, Physics
- World Languages - Chinese with Listening, French, French with Listening, German, German with Listening, Modern Hebrew, Italian, Japanese with Listening, Latin, Spanish with Listening, Korean with Listening.

The use of a calculator is prohibited on all Subject tests except Mathematics II.

COLLEGE INFORMATION

Community College

Admission requires high school graduation or being 18 with the ability to profit from community college instruction. At the community college students can complete the first two years of college and transfer as juniors to universities and colleges in California and elsewhere providing they have successfully completed the appropriate course work. Students can also receive vocational and business training which will enable them to enter an occupation. Assessment testing (Math and English) should be taken in the spring of the senior year.

Private Colleges and Universities

Admission requirements vary greatly with each school ranging from the very demanding to the less stringent admission standards. Private schools often take into consideration factors other than the grade point average and test scores. Such factors as special talents and aptitudes, religious affiliation, and high school activities may play a part in the admissions policies at some schools.

Admission to CSU

There are 23 campuses of the California State Universities. Admission is based on the student's state college grade point average and his/her score on the ACT or SAT. The state college GPA is based on work completed in the 10th and 11th grades excluding physical education and military science.

Applications and test dates are available in the Career Center. Information is also available on SAT preparation classes, SAT workshops and study guides. The California State universities also require an English Placement and a Math Placement test. After application is submitted, you will be notified as to time and place of tests.

To be eligible for admission, students with a given grade point average must present the corresponding ACT composite or SAT total score. In general, the lower the GPA the higher the test score required and conversely, the higher the GPA the lower the test scores required. Students with a 3.00 or higher GPA are eligible with any score on the entrance examination. Questions/Applications at www.csumentor.edu.

Admission to UC

The University of California has 9 campuses. The UC in San Francisco is primarily a graduate program in the health professions. To be eligible for admission to the University of California as a freshman you must meet the Subject Scholarship and Examination Requirements.

If you have any questions or need assistance in determining your eligibility, please contact your school counselor or the Office of Relations with Schools or admissions on the nearest UC campus. Final determination is made by the Campus Admissions Office. Questions at www.universityofcalifornia.edu.

Subject Requirement

To satisfy this requirement, students must have successfully completed a specific sequence of high school courses often called the "a-g subjects."

To be accepted by the University, they must appear on a list certified by the high school principal as "Courses to Meet Requirements for Admission to the University of California." The grades earned in the "a-g" subjects taken in the 10th and 11th grades are the only grades the University will use to calculate the grade point average for admission. If students take more courses than the minimum required in an "a-g" subject, the University will use only the highest grades earned.

A student is required to complete 15 "a-g" subjects as described above. At least seven of the required units must be taken in the last two years of high school.

Examination Requirements

All freshman applicants must submit test scores, as described below.

1. One aptitude test, either SAT Reasoning Test or ACT/with writing. The composite score will be reported.
2. Two SAT Subject Tests chosen from 2 different subject areas.
** Beginning with the class of 2012, the UC's are no longer requiring the SAT Subject Tests.*

Admission by Examination Alone

If you do not meet the scholarship and subject requirements for admission and have completed less than 12 transferable college units since graduation, you can qualify for admission as a freshman by examination alone. To qualify by examination alone you must score at least 1200 on the SAT. Your total score on the three achievement tests must be 1650 or higher, with no score less than 500 in an individual Achievement Test. High school graduation or a Certificate of Proficiency is required for students who qualify for admission by examination.

For a list of colleges and universities that do not require entrance tests check <http://www.fairtest.org/www.fairtest.org>

IMPORTANT DATES FOR SENIORS

(This information is provided to inform students and parents of the college application timeline in advance of the Senior year. The following is an outline of key dates and tasks to be completed during a student's 12th grade year in preparation for college application and the financial aid process. It is the student's responsibility to meet these submission deadlines.)

ACT TESTS

SAT REASONING and SAT SUBJECT TESTS

REGISTER ON-LINE FOR THESE TESTS BY GOING TO:

www.collegeboard.com (SAT)

www.actstudent.org (ACT)

SEPTEMBER

If you did not take the SAT Reasoning and/or SAT Subject tests or ACT tests during your Junior year, you should register for them by September. Request applications from private four-year colleges and universities or download from the internet. Contact teachers and counselors for letters of recommendation.

OCTOBER

Attend "College Night" to meet College representation (inquire about the specific date in the counseling office.) Keep informed by listening to announcements. Applications for the University of California and the State Universities/Colleges are available on the web at www.universityofcalifornia.edu or www.csumentor.edu

Begin survey of scholarship opportunities; see your counselor; visit career center; listen for announcements; access Scholarship Newsletter on DVHS website. Have your parents check with personnel office where they work to see if their employers have scholarship programs. Check unions, fraternal organizations, churches, etc. Also check Fastweb.com.

October 1-Nov 30 is the application filing period for California State University campuses. Apply on-line at www.csumentor.edu.

*Remember to apply for housing, according to the specific application procedures of each school.

NOVEMBER

November 1-30 is the application filing period for University of California. **Apply on-line at www.universityofcalifornia.edu/admissions/undergraduate.html**

Students should request sixth semester transcripts on-line from the DVHS website (www.dvhigh.net) to be sent to the colleges requiring them. Continue to attend college representative meetings held on campus. Keep informed by listening to announcements, checking the website, or inquire at the counseling office

DECEMBER

December is the last month to take the ACT or SAT Reasoning or SAT Subject Tests for the University of California and California State Universities. Explore scholarships in Career Center and on the Internet. Make sure all SAT Reasoning & Subject Tests are released. They are an important part of your U.C. eligibility.

JANUARY

Go online to complete FAFSA & CAL Grant applications at: www.fafsa.ed.gov. Request a seventh semester transcripts on-line, if required by colleges. Submit mid-year reports for colleges to the registrar.

FEBRUARY

Deadline for filing FAFSA is early March. If you have not already done so, apply for housing at the colleges, as appropriate.

MARCH/APRIL

Complete community college applications this month, following the procedure specified for the campus you plan to attend, and take any readiness assessments. Take assessment for DVC on-campus.

JUNE

If you have not already done so, go on-line to request your final (8th semester) transcript for the school you will attend in the fall. This is necessary to certify graduation.

SAT/PSAT/ACT 2010-2011 TEST DATES

SAT Test Date	Registration Date	Late Registration		PSAT Test Date (All 10 & 11 th Grade Students)	Registration Date	Late Registration
October 9, 2010	September 10, 2010	September 24, 2010		October 13 2010	October 6, 2010 (ESS Only)	No Late Registration
November 6, 2010	October 8 th , 2010	October 22, 2010				
December 4, 2011	November 5, 2010	November 19, 2010				
January 22, 2010	December 23, 2010	January 7, 2011				
March 12, 2011 (No subject Exams)	February 11, 2011	February 25, 2011				
May 7, 2011	April 8, 2011	April 22, 2011				
June 4, 2011	May 6, 2011	May 20, 2011				

ACT Test Date	Registration Date	Late Registration
September 11, 2010	August 6, 2010	August 20, 2010
October 23, 2010	September 17, 2010	October 1, 2010
December 11, 2010	November 5, 2010	November 19, 2010
February 12, 2011	January 7, 2011	January 8, 2011
April 9, 2011	March 4, 2011	March 18, 2011
June 11, 2011	May 6, 2011	May 20, 2011

STUDENT ACTIVITIES

Student Identification

An ESS Student Identification card is mandatory for participation in all extra-curricular student activities. The student ID card allows for certain discount opportunities throughout the year. Students are encouraged to wear their ESS ID at all times during the school day.

Athletics

To participate in ESS high school athletics, students must meet the following criteria during the season of sport. Read the *Athletics Department's Parent-Student Handbook* for more information. In order to participate on an athletic team a student must:

1. maintain a minimum 2.0 GPA **and** no F grades on the latest progress report/report card.
2. maintain weekly eligibility reports that verify satisfactory classroom behavior and academic performance.
3. attend Athletic Study Table after school for a minimum of three (3) hours per week.

Athletic Appeals Panel

Athletes will be ineligible to participate for the following week if they are not making satisfactory behavioral and academic progress. Students earning an F grade **and** a minimum 2.0 GPA on the report card or progress report may appeal their ineligibility one time per academic year to play high school sports to the Athletic Appeals Panel. Once the Appeals Panel makes its decision, it is final. The Appeals Panel consists of at least one administrator and staff member. Students who choose to appeal must:

1. make satisfactory progress at the time of appeal;
2. write a letter explaining any extenuating circumstances and the plan for recovery;
3. and appear before the Athletic Appeals Panel to represent their case.

Dances/Extracurricular Activities

To participate in ESS dances and other extracurricular activities, students must meet the following criteria.

1. Maintain a minimum 2.0 GPA and no F grades from the latest progress report/report card.
2. Maintain satisfactory citizenship grades from the latest progress report/report card.
3. Have no suspensions during 30 calendar days prior to the dance.

Awards

Students are frequently awarded for excellent academics and behavior. Some activities include: the academic rally, Target Success Academy celebrations, positive referral campaign, and the end-of-the-year athletic banquet.

Student Government

Student body organizations are an integral part of the secondary school experience. Student council and clubs allow students to develop leadership, build teamwork and strengthen grade level organization. Our student council is comprised of student leaders elected by their classmates. They are charged with the task of programming student activities, modeling and providing opportunities for school citizenship and supporting a positive school climate. Associated Student Body (ASB) and class officers represent the collective student voice. They are advocates in bringing forth concerns, issues, and ideas from their peers to the school administration. Students who are interested in implementing fundraisers, fieldtrips, dances, community service, etc., should work directly through their elected officers.

Clubs

Clubs are also an excellent source of leadership and fun. Clubs operate directly under the ASB and can be organized throughout the year. They require at least one approved advisor. All student participation in clubs or student council is encouraged by ESS, and reflects well during the admission process for college.

BELL SCHEDULES

Regular Day Schedule for 2010-11 (Mondays, Tuesdays, Thursdays, Fridays)

7th – 9th grades

1st period	8:30 – 9:24	54 minutes
2nd period	9:28 – 10:20	52 minutes
3rd period	10:24 – 11:16	52 minutes
Lunch	11:16 – 11:46	30 minutes
4th period	11:50 – 12:42	52 minutes
5th period	12:46 – 1:38	52 minutes
6th period	1:42 – 2:34	52 minutes
7th period	2:38 – 3:30	52 minutes

10th – 12th grades

1st period	8:30 – 9:24	54 minutes
2nd period	9:28 – 10:20	52 minutes
3rd period	10:24 – 11:16	52 minutes
4th period	11:20 – 12:12	52 minutes
Lunch	12:12 – 12:42	30 minutes
5th period	12:46 - 1:38	52 minutes
6th period	1:42 – 2:34	52 minutes
7th period	2:38 -- 3:30	52 minutes

Wednesdays Early Release Day for 2010-11 Teacher work day 8:30 – 3:30 pm

7th – 9th grades

1st period	8:30 - 9:10	40 minutes
2nd period	9:14 – 9:54	40 minutes
3rd period	9:58- 10:38	40 minutes
4th period	10:42 – 11:22	40 minutes
Lunch	11:22 – 11:52	30 minutes
5th period	11:56 – 12:36	40 minutes
6th period	12:40 - 1:20	40 minutes
7th period	1:24 – 2:04	40 minutes

10th – 12th grades

1st period	8:30 - 9:10	40 minutes
2nd period	9:14 – 9:54	40 minutes
3rd period	9:58- 10:38	40 minutes
4th period	10:42 – 11:22	40 minutes
5th period	11:26 – 12:06	40 minutes
Lunch	12:06 – 12:36	30 minutes
6th period	12:40 - 1:20	40 minutes
7th period	1:24 – 2:04	40 minutes

STUDENT DISCIPLINE

Our goal at ESS is to maintain an environment where both students and staff can focus on teaching and learning. The purpose of having a strict code of student conduct is to minimize distractions in order to focus our time on student learning and engagement.

The Discipline Policy covers students during the following times:

- 1) on school grounds;
- 2) while going to or coming from school;
- 3) during the lunch period, whether on or off the campus;
- 4) during the period that school is in session when the student is truant from school; and
- 5) during, or while going to or coming from, a school-sponsored activity.

Proactive Intervention

Learning is our #1 goal at ESS and the responsible and respectful presence of a student in their learning environment is critical to reaching our goal. A teacher and student will therefore use numerous intervention methods such as parent teacher conferences, parent shadowing, parent phone calls, conflict mediation, and support plans to ensure behavior concerns do not interfere with the learning process for all. **Parent participation and support in this process is key!**

SPARTAN POSITIVE REFERRAL

We will continue the positive referral system based on positive behavior that falls under our guiding principles. All staff members are encouraged to write positive referrals. Students are constantly exhibiting excellent academic and social behavior and should be recognized. Students who earn and save up positive referral points can use them to purchase merchandise from the student store. Merchandise items vary in points; therefore, students may choose to spend points immediately or save them for a more expensive item. This is a fun way to appreciate and celebrate everyday actions.

Discipline Referrals

Both students and teachers have the right to an orderly and respectful learning environment. Disruptive students will receive one warning for disruptive /inappropriate behavior. If a second warning is warranted, students may receive a discipline referral and the student will be removed from the classroom. A referral will be the last resort, and a student will be given clear warning to change their behavior prior to writing a disciplinary referral.

Consequences for referrals could include any of the following:

Parent Phone Call

Parent Teacher Conference

Parent Conference

Parent Shadow

Teacher Conference

Counselor

Behavior Contract

Operation Student Investment

Student Mentor Assignment

Conflict Mediation (peer/adult led)

Student Support Team

Wellness Referral (Therapist)

Individual Education Plan

Home visit

Target Success Academy

Weekly Progress Sheet

Lunch Duty
Lunch Suspension
Loss of School Activity Privileges
ISS
Suspension
Police Intervention
Game Suspension
Inter-District Transfer Contract
Inter-District Transfer Renewal Meeting
Inter-District Transfer Revoked
Independent Study

In-School Support (ISS)

This is an alternative to home suspension that will be used only in cases in which a student's presence at school does not jeopardize student or staff safety, or impede upon the learning environment for others. In-School Support is when a student remains at school, but is kept out of his/her regular classes and is required to do academic work or other tasks under adult supervision. Students who fail to comply during ISS will be given extended home suspension.

Digital/Electronic Devices

These devices must not be seen or heard on school grounds during the regular or extended day from 8:00am-6:15pm. This includes phones and other electronics devices being worn on belts or exterior clothing. This also includes headphones and electronics hanging from clothing regardless if they are connected or turned on. "Devices" include iPod, Mp3, headphones, cell phones, gaming devices, etc.

Any student who is observed by staff members utilizing these items shall have the item confiscated by any staff member. All confiscated items will be given to the Dean of Students where they may be picked up by a parent or legal guardian.

Dress Code

Student apparel shall be clean, safe, and not disrupt classroom instructional activities. Students are expected to adhere to the following outlined below.

- Pants must be worn at the waist. "Sagging" such that underwear or shorts can be seen over the top of the pants, regardless of shirt length, is not allowed.
- No crude or vulgar commercial lettering or images that depict drugs, tobacco, alcohol, racial/ethnic slurs, gang affiliations or sexually suggestive behavior.
- No overly revealing clothing such as see-through and/or strapless tops or tops that do not touch the top of the pants/skirts. All shorts and skirts should be no more than 3 inches above the knee. Clothing with holes or open areas are not acceptable unless student is wearing another layer underneath.
- No "pajama" pants or undergarments are to be worn as exterior clothing.
- Shoes with wheels are not allowed.
- No sunglasses or hoods indoors.
- Hats are generally acceptable; however, teachers reserve the right to have students remove them during class time.

Food, Drink

Students are not to eat or drink in classrooms. Water is acceptable in the classroom as long as it is carried in a plastic, see-through, re-sealable container.

Hall Passes

Students must have a pass when out of class. In order to support your learning environment and minimize distractions, passes will not be given out during the first or last 15 minutes of class. Students found out of class without a hall pass may be considered to be cutting.

Hate Crimes

Hate Crime is discrimination based on race, gender, national origin, sexual orientation and/or religion. Hate crimes are any unwelcome physical, verbal or written statement or adverse conduct and are unacceptable at Emery Secondary.

Litter

Students are expected to clean their own garbage and use trash receptacles. We share a common space and should show respect for ourselves by respecting our environment.

Sexual Harassment

Sexual Harassment is any unwelcome physical, verbal or written word or statement, or adverse conduct, which threatens student status, personal well being, an employee's or student's job security, professional advancement, salary, benefits, work or class assignment, or other conditions of employment. Any incident should be reported to staff members immediately.

Tardy Policy

Class begins at 8:30am. Students are expected to be on time for all classes.

Consequences for tardy students:

- Parents will receive a daily notification from the automated system if their child is tardy.
- Students who are chronically tardy will receive further consequences ranging from a parent conference, SART meeting, SARB hearing, or disciplinary action from the administration.

Emery Unified School District

2010-2011 ESS Discipline Policy

The following disciplinary action MAY result if a student is in violation of any of these offenses. Any consequences for offenses not listed will be determined by site administrator.

Students who are on an Inter-District Transfer may have their IDT revoked.

Consequences may vary depending on the frequency and/or severity of the incident.

Parents will be notified every time a student is given a suspension, ISS, detention, or work detail.

All out of school suspensions will require a parent conference.

Infraction Ed Code 48900 (a) to (t)	First Incident	Second Incident	Third Incident
(a) (1) Caused, Attempted, Or Threatened To Cause Physical Injury To Another Student.	5-days suspension, conflict mediation	5-days suspension, conflict mediation & loss of school events for remainder of year.	5-days suspension & possible expulsion
(2) Willfully Used Force Or Violence Upon The Person Of Another Requiring Medical Attention.	5-days suspension, police notification, conflict mediation & restitution	5-days suspension, possible expulsion & police notification	
(b) Possessed, Sold Or Furnished Any Firearm, Or Explosive	5-days suspension & recommendation for expulsion & police notification		
(c) Possessed, Used, Furnished, Or Been Under The Influence Of Any Controlled Substance or alcohol.	3-days suspension, mandatory counseling, parent notification and conference with police.	5-days suspension, mandatory counseling. Parent notification and conference with police.	
(d) Sold, Offered, Arranged Or Negotiated To Sell Any Controlled Substance	5-days suspension, referral to counselor, recommendation for expulsion & police notification		
(e) Committed Or Attempted To Commit Robbery Or Extortion	5-day suspension, recommendation for expulsion & police notification		
(f) Caused/Attempted To Cause Damage to School Property Or Private Property.	Restitution, 1-day suspension & police notification	Restitution, 3-days suspension, police notification, referral to counselor	Restitution, 5-days suspension, police notification, recommendation for expulsion
(g) Stole Or Attempted To Steal School Property Or Private Property	1-day suspension, police notification, restitution of stolen property	3-days suspension, police notification, restitution of stolen property, referral to counselor	5-days suspension; restitution of stolen property, possible expulsion & police notification
(h) Possessed Or Used Tobacco, Or Any Products Containing Tobacco Or Nicotine.	1-day suspension, referral to wellness	3-days suspension, referral to wellness	5-day suspension, referral to wellness
(i) (1) Engaged In Habitual Profanity Or Vulgarity.	Restitution & 1-day suspension	Restitution, 2-days suspension & referral to counselor	Restitution, 3-days suspension & referral to counselor

(i) (2) Committed An Obscene Act Or Verbal Assault Toward School Authority.	Restitution & 2 days suspension	Restitution & 3 days suspension, referral to counselor	Restitution, 5-days suspension, possible recommendation for expulsion
(j) Possessed, Offered, Arranged, Negotiated To Sell Any Drug paraphernalia.	3-days suspension, mandatory counseling. parent notification and conference with police.	5-days suspension, mandatory counseling. parent notification and conference with police.	5-days suspension, mandatory counseling. parent notification, conference with police & recommendation for expulsion
(k) (1) Disrupted School Activities	1-day suspension	Apology & 2-days suspension	2-days suspension; loss of school privileges
(k) (2) Defied The Valid Authority Of School Officials.	1-day suspension	Restitution & 2-days suspension	Restitution & 2-days suspension, loss of school privileges
(l) Knowingly Received Stolen School Property Or Private Property.	Restitution, 1-day suspension, & police notification	Restitution, 3-days suspension & police notification with referral to counselor	Restitution, 5-days suspension, police notification, recommendation for expulsion
(m) Possessed An Imitation/Replica Firearm Substantially Similar To A Real Firearm.	2-days suspension/ loss of school events, police notification	5-days suspension & police notification.	5-days suspension , police notification & recommendation for expulsion
(n) Committed Or Attempted To Commit A Sexual Assault.	5-days suspension, recommendation for expulsion & police notification		
(o) Harassed/Threatened, Or Intimidated A Student Witness In A Disciplinary Matter.	3-days suspension & police notification	5-days suspension & police notification	5-days suspension, possible expulsion & police notification.
(q) Engaged in, or attempted to engage in hazing	3-days suspension & police notification with referral to counselor	5-days suspension & police notification with referral to counselor	5-days suspension & possible expulsion & police notification.
(r) Engaged in an act of bullying including an electronic act toward another student or school personnel	3-days suspension & police notification with referral to counselor	5-days suspension & police notification with referral to counselor	5-days suspension & possible expulsion & police notification.
(t) Adiding or abetting the infliction or attempted infliction of physical injury to another	3-days suspension & police notification with referral to counselor	5-days suspension & police notification with referral to counselor	5-days suspension, possible expulsion & police notification.
EC48900.2 Sexual Harassment	3-days suspension & police notification with referral to counselor	5-days suspension & police notification with referral to counselor	5-days suspension, possible expulsion & police notification.
EC48900.3 Hate Violence	3-days suspension & police notification with referral to counselor	5-days suspension & police notification with referral to counselor	5-days suspension, possible expulsion & police notification.

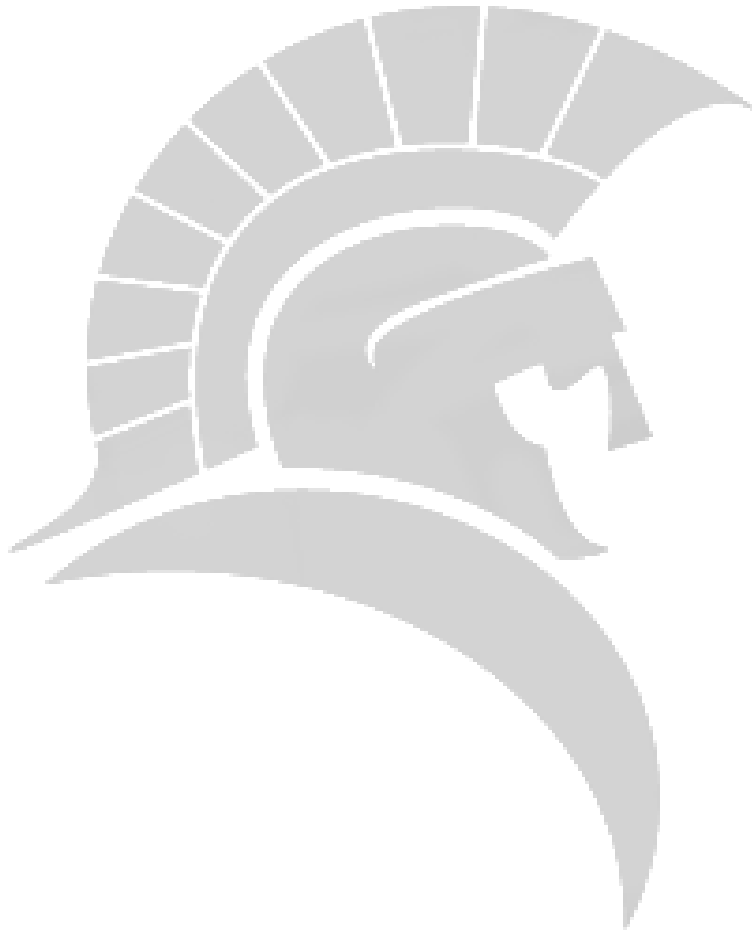
EC48900.4 Harassment, Threats or Intimidation	3-days suspension & police notification with referral to counselor	5-days suspension & police notification with referral to counselor	5-days suspension, possible expulsion & police notification.
EC48900.7 Terrorist Threats (written or oral)	3-days suspension & police notification with referral to counselor	5-days suspension & police notification with referral to counselor	5-days suspension, possible expulsion & police notification.
Other Infractions Major and Minor			
1. Argument; No Contact	Conflict mediation, ISS	Conflict mediation, student contract & ISS	Conflict mediation, & 1-day suspension or ISS
2. Cheating	Zero on assignment & parent phone call	Zero on assignment & ISS (1-day)	Zero on assignment & 1-day suspension
3. Violation of Electronic Devices Policy	Confiscation & parent pick-up	Confiscation & Parent pick-up	Confiscation & Parent pick-up
4. Refusal to Comply with Staff Enforcement of Electronics Policy	1-day suspension	1-day suspension	2-day suspension
5. Cutting Class (on campus)	1-day ISS	1-day ISS, parent conference	1-day suspension
6. Cutting Class (off campus)	1-day suspension	1-day suspension	2-days suspension
7. Arson	5-days suspension, recommendation for expulsion with police notification		
8. False Fire Alarms	5-days suspension, recommendation for expulsion with police notification		
9. Riding Bikes Or Skateboards On Campus	Confiscation & verbal warning	Confiscation & ½ day ISS	Confiscation & 1-day ISS
10. Forgery Of Any Kind	1-day ISS	1-day suspension	2-day suspension
11. Gambling	Confiscate devices & 2 days suspension	Confiscation & 3-days suspension	Confiscation & 5-day suspension
12. Gang-Related Violations	3-days suspension, Conference with police & gang contract	5-days suspension & recommendation for expulsion with police notification	
13. Dress Code Violations (see handbook)	Warning & change clothing	Change clothes & parent phone call	Change clothes & ISS
14. Kicking, Pushing Or Shoving (No Injury)	Conflict mediation & 1-day suspension/ISS	Conflict mediation & 1-day suspension	Conflict mediation & 3-days suspension
15. Hazing (minor)	Warning & ISS	1 day ISS	1-day suspension
16. Harassing, Intimidation or Bullying (minor)	ISS & Conflict mediation	1-day suspension & behavior contract	3-days suspension, referral to counselor
17. Sexual Harassment (minor)	Warning & ISS	Student contract, ISS 1-day, and referral to counselor	2-days suspension

18. Hate Motivated Behavior: Racial Slurs, Homophobic Statements (minor)	Warning & ISS	Student contract, ISS 1-day, and referral to counselor	2-days suspension
19. Instigating, Inciting Fights/Conflicts: Continued Presence, Photographing, or inappropriate presence in unsafe environments. (minor)	Warning & ISS	1-day suspension	3-days suspension & loss of remaining school events.
20. Possession of graffiti paraphernalia	Work Detail	1 day ISS	1-day Suspension
21. Graffiti (minor)	Work Detail; Restitution, 1 day ISS	Work Detail; Restitution, 1 day suspension	Work Detail; Restitution, 2 day suspension
22. Littering	Work Detail; Restitution, 1 day ISS	Work Detail; Restitution, 1 day suspension	Work Detail; Restitution, 1 day suspension
23. Creating an unsafe lunchtime environment	Work Detail; Restitution, 1 day ISS, lunch suspension	Work Detail; Restitution, 1-day ISS, lunch suspension	Work Detail; Restitution, 1 day suspension

2010-11 ESS STAFF DIRECTORY

Teachers	Class Subject	Room #	Phone Ext 601-XXXX	E-mail
Sara Stillman	Art	Art Rm	4953	sara.stillman@emeryusd.org
Anjali Kamat	ELA	12	4971	anjali.kamat@emeryusd.org
Mika Cade	ELA	8	4969	mika.cade@emeryusd.org
Monica Rasmussen	ELA	15	4977	monica.rasmussen@emeryusd.org
Cherisse Payne	Math	5	4983	cherisse.payne@emeryusd.org
Larry Pratt	Math	3	4984	larry.pratt@emeryusd.org
Arthur Wahner	Math	7	4982	arthur.wahner@emeryusd.org
Will Chavarin	Math/ Gear Up Coor 1	16	4973	will.chavarin@emeryusd.org
CJ Patterson	Math	14	4972	charles.patterson@emeryusd.org
Roland Brown	Music	Music Rm	4951	roland.brown@emeryusd.org
Cameron Clarke	P.E.	Gym	4914	cameron.clarke@emeryusd.org
Leslie Payne	P.E.	Gym	4754	leslie.payne@emeryusd.org
Julie Edwards	Science	4	4974	julie.edwards@emeryusd.org
Dan Fleming	Science	18	4967	dan.fleming@emeryusd.org
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		Emery Rm	4950	-
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Alvin Burns	Technology	9	4952	alvin.burns@emeryusd.org
				-
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Brenda Smith	Food Service	Kitchen	4956	-
Lena White	Food Service	Kitchen	4956	-
Tyronne Smith	Food Service	Kitchen	4956	-
Kasa Allen	TSA Site Coordinator	11	4979	-
Joan Edelstein	School Nurse		224-6325	-
		Brzwy Off	4746	-
Office Fax #		Main Office	4988	



Have a great year!