



Folsom High School

STUDENT HANDBOOK 2022-2023

1655 Iron Point Road

Folsom, CA 95630

Phone: (916) 294-2400 Fax: (916) 294-9070

Website: <http://www.fcusd.org/fhs>

This PAWS-PORT belongs to:

Name: _____

Address: _____

City: _____ Zip: _____

Phone #: _____ Email: _____

The information in this book was the best available at press time. Watch for additional information and changes.



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www.schooldatebooks.com • sdi@schooldatebooks.com

MY SCHEDULE

Semester 1

Period	Room	Teacher	Subject	Evac. Area
Pd 0				
Pd 1				
Pd 2				
Pd 3				
Pd 4				
Pd 5				
Pd 6				
PAWS				

Semester 2

Period	Room	Teacher	Subject	Evac. Area
Pd 0				
Pd 1				
Pd 2				
Pd 3				
Pd 4				
Pd 5				
Pd 6				
PAWS				

Lunch Evacuation Areas: Mon., Tue., & Thurs. ____ Wed. ____ Fri. ____

FOLSOM HIGH SCHOOL PTSA MEMBERSHIP/ VOLUNTEER FORM

To receive the FHS newsletter and bulletins by email please log on to

www.folsomhighptsa.com

We are always looking for help! Please email the PTSA Membership Chairperson, fhsptsaprez@gmail.com, or visit our website www.FCUSD.org/FolsomHighPTSA and click on "Volunteer" if you are interested in volunteering for any PTSA program:

Specific Programs

1. Fall PTSA Fundraiser (Fall 2022)
2. Online Auction Fundraiser (Spring 2023)
3. Sober Grad Night (Senior Grad Event May 2023)
4. Staff/Teacher Appreciation (Spring 2023)
5. SAT/ACT Practice Tests (Fall and Spring)

Ongoing Opportunities

1. Assist in library and other departments at FHS as needed
2. Assist with *Reflection* Art Contest (September- November)
3. Sell FHS Bulldog logo apparel Fridays at lunch, sporting events and school activities
4. Shadow a PTSA Executive Board member or a Committee Chairperson for 2022/23 school year.
5. 2022-2023 PTSA Secretary

Donations/Sponsorships/Gifts in Kind

We gladly accept cash donations at our website (www.folsomhighptsa.com). If you would like to donate products or services to our Spring Online Auction, or become a Sponsor, please contact fhsPTSAfundraising@gmail.com

PTSA Membership:

*****COPY THIS PAGE OUT AND SEND IN WITH YOUR MEMBERSHIP *****

Yes, we would like to become a FHS PTSA Member. Each membership is \$10.00.

Seniors must be a PTSA member to qualify for the PTSA Scholarship.

Name(s) _____

Phone: _____ Address: _____

Email Address: _____

Student Name(s) _____ Grade _____

of Memberships _____ Membership for Parent _____ Student _____ FHS Teacher _____

Please note: Email addresses are exclusively maintained by the FHS PTSA and used strictly for the purpose of communicating with our members.

Please make your check payable to FHS/PTSA

- Mail a copy of this completed form and your check to: Folsom High School, Attn: PTSA Membership, 1655 Iron Point Rd., Folsom, CA 95630. Or bring to our "Dog Walk" Or you or your student can give it to any teacher or anyone in the office. Thank you!!! Questions can be sent to the FHS PTSA Membership Chairperson at fhsPTSAfundraising@gmail.com
- Questions can be sent to FHS PTSA Membership Chairperson at FHSPTSAmembership@yahoo.com

PTSA to complete: _____ Payment date _____

Membership amount _____ Donation amount _____

Check # _____ Cash _____ Notes _____

MONTHLY TRAVEL GUIDE

STUDENT NAME:

PAWS TEACHER:

PAWS ROOM:

AUGUST

Wednesday, August 17

Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	____:____	____:____

Thursday, August 18

Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	____:____	____:____

Wednesday, August 24

Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	____:____	____:____

Thursday, August 25

Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	____:____	____:____

SEPTEMBER

Wednesday, August 31

Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	____:____	____:____

Thursday, September 1

Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	____:____	____:____



STUDENT NAME:		PAWS TEACHER:	PAWS ROOM:
SEPTEMBER cont:			
Wednesday, September 7			
Destination/ Request 1	PAWS Teacher Stamp		Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp		Time in/ Destination 2 Teacher Stamp
	:_____		:_____
Thursday, September 8			
Destination/ Request 1	PAWS Teacher Stamp		Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp		Time in/ Destination 2 Teacher Stamp
	:_____		:_____
Wednesday, September 14			
Destination/ Request 1	PAWS Teacher Stamp		Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp		Time in/ Destination 2 Teacher Stamp
	:_____		:_____
Thursday, September 15			
Destination/ Request 1	PAWS Teacher Stamp		Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp		Time in/ Destination 2 Teacher Stamp
	:_____		:_____
Wednesday, September 21			
Destination/ Request 1	PAWS Teacher Stamp		Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp		Time in/ Destination 2 Teacher Stamp
	:_____		:_____
Thursday, September 22			
Destination/ Request 1	PAWS Teacher Stamp		Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp		Time in/ Destination 2 Teacher Stamp
	:_____		:_____
Wednesday, September 28			
Destination/ Request 1	Destination/ Request 1		Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp		Time in/ Destination 2 Teacher Stamp
	:_____		:_____
Thursday, September 29			
Destination/ Request 1	Destination/ Request 1		Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp		Time in/ Destination 2 Teacher Stamp
	:_____		:_____



STUDENT NAME:	PAWS TEACHER:	PAWS ROOM:
OCTOBER		
Wednesday, October 5		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, October 6		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, October 12		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, October 13		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, October 19		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, October 20		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, October 26		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, October 27		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____



STUDENT NAME:	PAWS TEACHER:	PAWS ROOM:
NOVEMBER		
Wednesday, November 2		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, November 3		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, November 9		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, November 10		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, November 16		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, November 17		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
November 21-25: Thanksgiving Break NO SCHOOL		



STUDENT NAME:			PAWS TEACHER:			PAWS ROOM:		
NOVEMBER/DECEMBER								
Wednesday, November 30								
Destination/ Request 1			PAWS Teacher Stamp			Destination 1 Teacher Stamp		
Destination/ Request 2			Time Out/ Destination 1 Teacher Stamp			Time in/ Destination 2 Teacher Stamp		
			____:____			____:____		
Thursday, December 1								
Destination/ Request 1			PAWS Teacher Stamp			Destination 1 Teacher Stamp		
Destination/ Request 2			Time Out/ Destination 1 Teacher Stamp			Time in/ Destination 2 Teacher Stamp		
			____:____			____:____		
Wednesday, December 7								
Destination/ Request 1			PAWS Teacher Stamp			Destination 1 Teacher Stamp		
Destination/ Request 2			Time Out/ Destination 1 Teacher Stamp			Time in/ Destination 2 Teacher Stamp		
			____:____			____:____		
Thursday, December 8								
Destination/ Request 1			PAWS Teacher Stamp			Destination 1 Teacher Stamp		
Destination/ Request 2			Time Out/ Destination 1 Teacher Stamp			Time in/ Destination 2 Teacher Stamp		
			____:____			____:____		
December 19-January 2: Winter Break NO SCHOOL								



STUDENT NAME:	PAWS TEACHER:	PAWS ROOM:
JANUARY		
Wednesday, January 4		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, January 5		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Wednesday, January 11		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, January 12		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Wednesday, January 18		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, January 19		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Wednesday, January 25		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, January 26		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:



STUDENT NAME:	PAWS TEACHER:	PAWS ROOM:
FEBRUARY		
Wednesday, February 1		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, February 2		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, February 8		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, February 9		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, February 15		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, February 16		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, February 22		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, February 23		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____



STUDENT NAME:	PAWS TEACHER:	PAWS ROOM:
MARCH		
Wednesday, March 1		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, March 2		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Wednesday, March 8		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, March 9		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Wednesday, March 15		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, March 16		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Wednesday, March 22		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, March 23		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:



STUDENT NAME:	PAWS TEACHER:	PAWS ROOM:
MARCH/APRIL		
Wednesday, March 29		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, March 30		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
April 3 – April 10: Spring Break NO SCHOOL		
Wednesday, April 12		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, April 13		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, April 19		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, April 20		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Wednesday, April 26		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____
Thursday, April 27		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____ : _____	_____ : _____



STUDENT NAME:	PAWS TEACHER:	PAWS ROOM:
MAY		
Wednesday, May 3		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, May 4		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Wednesday, May 10		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, May 11		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Wednesday, May 17		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:
Thursday, May 18		
Destination/ Request 1	PAWS Teacher Stamp	Destination 1 Teacher Stamp
Destination/ Request 2	Time Out/ Destination 1 Teacher Stamp	Time in/ Destination 2 Teacher Stamp
	_____:	_____:



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

1965 Birkmont Drive

Rancho Cordova, CA 95742-6407

Phone: (916) 294-9000

Fax: (916) 294-9020

BOARD OF EDUCATION

Chris Clark

David Reid

Joshua Hoover

Tim Hooley

David Reid

Ed Short

Student Member

DISTRICT ADMINISTRATION

Dr. Sarah Koligian, Superintendent

Donald Ogden, Asst. Supt., Human Resources

Dr. Jim Huber, Asst. Supt., K-12 Instruction

Betty Jo Wessinger, Asst. Sup., Special Education & SELPA

Sean Martin, Asst. Supt., Business Services

FOLSOM HIGH SCHOOL ADMINISTRATION

Howard Cadenhead, Principal

Greg Crannell, Assistant Principal

Louise Cranston, Assistant Principal

Eric Eklund, Assistant Principal

Suzanne Ambrosini, Assistant Principal

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SCHOOL HISTORY

The first high school in Folsom opened at the Methodist Church in 1922 with 26 students. Mr. Charles Hargrove was the first principal. In 1924, classes were moved to the Riley Street campus, and in 1926, the first class of 12 students graduated from Folsom High School. In 1998, the junior and senior classes were moved to the present campus on Iron Point Road. The freshmen and sophomores were reunited for the 2000-2001 school year.

SCHOOL COLORS AND MASCOT

Folsom High School's colors are RED AND ROYAL BLUE, and the mascot is the BULLDOG.

MISSION STATEMENT

Folsom High School provides an academically rigorous and emotionally supportive culture where all students have the opportunity to develop the skills necessary to succeed in a diverse, global society

- VISION
Balance in pursuit of excellence.
- SCHOOL-WIDE LEARNER OUTCOMES (SLOs)
Folsom High School students will become:
- Life-Long Learners:
Students will value and develop the skills necessary to support life-long learning
- Critical Thinkers:
Students will develop critical thinking skills necessary for success in a competitive, global society
- Effective Communicators:
Students will develop effective speaking, writing and listening skills
- Globally Responsible Citizens:
Students will develop environmental and community responsibility



ALMA MATER

*May the lofty Sierra watch over you,
As you teach from your chair of gold,
And we who have heard your inspiring word,
Are the heirs to wealth untold.
We pledge our eternal devotion,
Our loyalty will never die,
O' mother of truth,
Wise mentor of youth,
All hail to you
Folsom High*

PAWS (PERSONAL ACHIEVEMENT WITH SUPPORT)

Block schedule days have been set up for one hour, every Wednesday and Thursday, to provide students with academic opportunities to meet with teachers for extra help, studying, collaborating with peers, making up work, using the library, or participating in enrichment activities or special functions. Students must have their PAWS Port in their possession to travel during this time.

PAWS PROCESS AND PROCEDURES:

1. Students travel from their block period to their assigned PAWS class (10:18-11:18).
2. Students fill in their PAWS Port and present their destination(s) to their PAWS teacher for verification.
3. Students with stamped teacher request must travel to the requesting teacher.
4. Teachers verify and record student travel destination on a provided PAWS attendance sheet and initial student PAWS Ports.
5. Students must arrive at their destination no later than 10:25.
6. PAWS runs from 10:18-11:18.
7. At 11:18, students will continue to their next block period (3rd or 4th).
8. Consequences for lack of attendance, tardiness, or failure to travel to a "required" destination will result in revocation of travel privileges, detentions, Saturday Schools, or further progressive discipline.

PROCESS FOR RESOLVING SCHOOL ISSUES

The Folsom High School process is a defined four-step and progressive procedure.

STEP 1: Contact the teacher directly (by phone, email or letter).

STEP 2: Contact your student's counselor (they have access to information about your student's status and progress).

STEP 3: Contact the appropriate vice principal per first letter of student's last name.

STEP 4: If you have completed the previous three steps, and your problem/issue still needs to be addressed, then contact the principal.

SCHOOL SERVICES

BUS TRANSPORTATION

Please visit the FCUSD Transportation webpage for bus transportation information. The page can be found at www.fcusd.org/transportation.

CONFLICT RESOLUTION PROGRAM

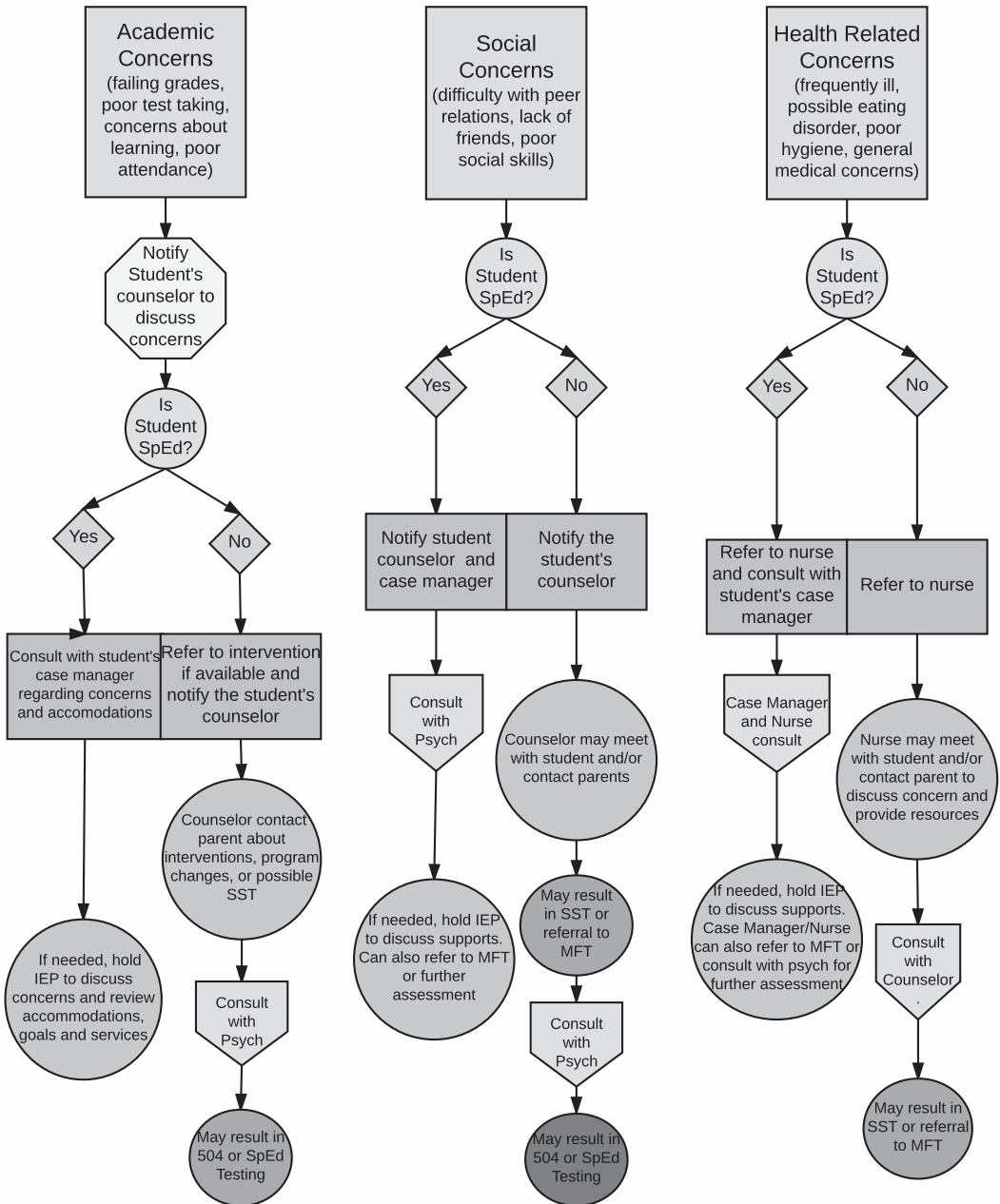
Conflict resolution, peer mediation and restorative practices are available to students on a voluntary basis. It allows students to settle their differences themselves, with dignity – away from the view of other students. Campus supervisors, counselors, teachers, and administrators can arrange this for any student who requests their assistance.

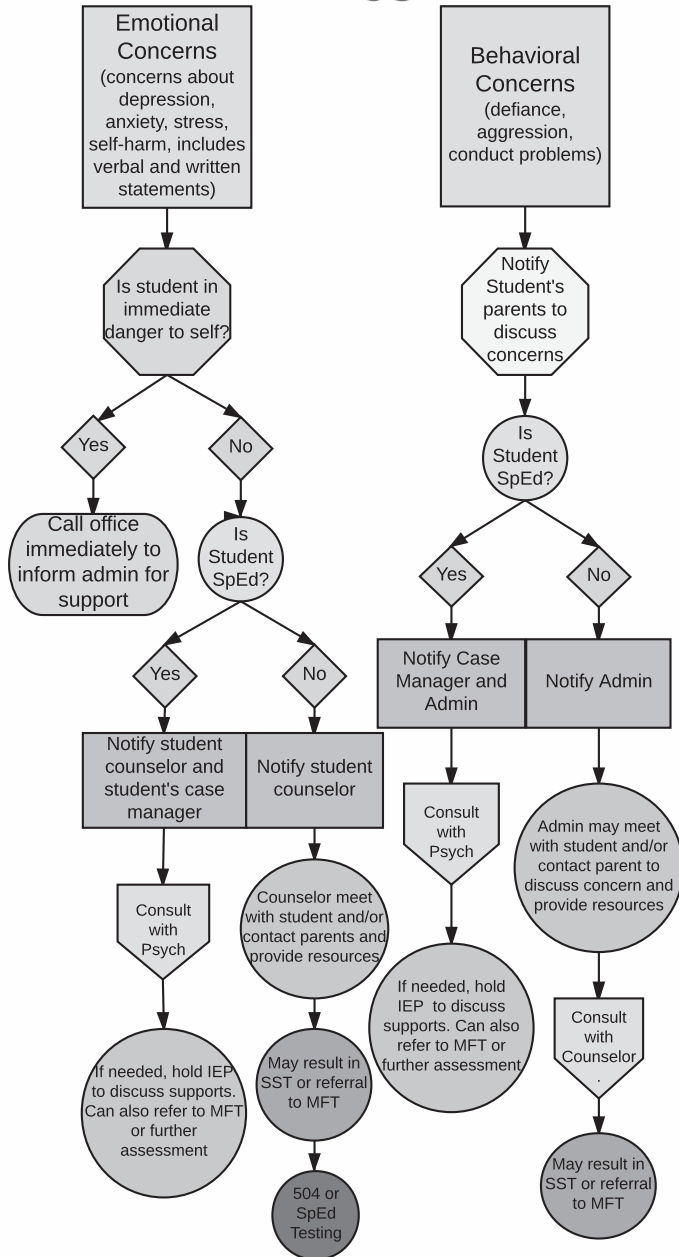
COUNSELING AND CAREER SERVICES

The Counseling Department, located in the Administration Building, strives to provide the best possible service to students in academic, career, and personal guidance. The counseling department provides information about the SAT, ACT, tutors, scholarships, colleges, and free handouts on community resources, scholarship searches, career and college planning. Should parents and students have questions about graduation requirements, career planning, and career guidance, please visit (www.fcusd.org/fhs/counseling) to see if your questions can be answered prior to contacting the counseling office. Folsom High counselors are working hard to provide you with up-to-date information on the website that will answer many questions. If you have checked the website and still have a question, please either call or email your student's counselor.



Folsom High School Intervention Chart





CRISIS & COMMUNITY RESOURCES

Crisis Lines

24-hr Suicide Prevention Hotline.....	(916) 368-3111
CA Youth Crisis Hotline.....	(800) 843-5200
Diogenes Youth Services (24-hour safe place)	(916) 363-0063
Gamblers Anonymous	(855) 222-5542
Sacramento County Mental Health.....	(916) 875-1055
Domestic Violence/Sexual Assault	(800) 656-4673
Alcoholics' Anonymous.....	(916) 454-1771
WEAVE (Women Escaping a Violent Environment)	(916) 448-2321
Summit (eating disorders)	(916) 574-1000

Sacramento Area Support Resources

Sacramento LGBT Community Center (gay/lesbian issues).....	(916) 442-0185
Girls & Boys Town (out of control teens)	(800) 989-0000
CSU Sacramento (free psychotherapy).....	(916) 278-6416
Child Protective Services – CPS	(916) 875-5437
MediCal	(916) 874-3100
New Directions (drug & alcohol counseling).....	(916) 966-4523
Sacramento County Access Team (Children's Mental Health)	(916) 875-1055
Crisis Pregnancy Center.....	(916) 880-4040

HEALTH SERVICES

A school Health Assistant is available to assist students with medications and to provide first aid. A Registered Nurse is available as a health resource for students, parents, and staff four days per week, typically Monday through Thursday. The School Nurse conducts annual hearing screenings for all tenth graders and is available for vision, hearing, and health/developmental assessments upon referral. The School Nurse will develop individual health service plans for students with health concerns, such as asthma, diabetes, seizure disorders, etc. The Nurse coordinates efforts to control communicable disease, check immunization status, provide health referrals, and offer health education.

Students must have a signed pass or PAWS-PORT to visit the Health Office and must sign in and out on the attendance record. Students are allowed fifteen minutes of rest. When a student is not feeling able to return to class, a phone call is made to notify a parent/guardian. Students must check out with the attendance office in order to be released from school.

Student Medication - Students are NOT to keep medication of any kind, including over-the-counter medication, in their possession while on campus. If it is necessary to take medication during school hours, the medicine must be brought in the original labeled container to the health office, along with a district release form completed and signed by a parent/guardian. Prescription medications or prescription-strength dosages of over-the-counter medicines require a physician's signature. Medication release forms may be downloaded from the FCUSD Health Programs website, the FHS website, and are available in the nurse's office. No medication (including "over the counter" medications) will be given without a consent form signed by the student's doctor and the student's parent/guardian.

LEARNING RESOURCE CENTER/LIBRARY

Hours: M-Th 8 am – 4 pm, F 8 am – 3 pm

Phone: 294-2400 ext. 415175

Email: cchristian@fcusd.org

Services: The LRC is available for students to read, check out books, get ahead on homework, do research, make copies (at a cost) or use a computer. Chromebooks and more robust laptops are available for use in the LRC. The LRC is open every school day before school, during lunch and after school; however, on some occasions it may be closed for alternative use. The LRC staff is happy to assist students and all students are welcome.

Circulation: A valid student ID card is required for all checkouts. Students are not allowed to check out material for other students. The FHS library has over 11,000 books available for students to use. The library is also the distribution center for school textbooks and English Dept. novels.

Lost library books: If a fiction or non-fiction book is lost or damaged beyond usability, the student's account will be charged the replacement cost of the book. No further checkouts will be allowed on the student's account until the debt is cleared.

Lost textbooks: Students are responsible for the safekeeping of the textbooks, which are provided by the school district for their education and use. All textbooks are to be returned to the library by the last day of school for the academic year. If a textbook is lost or damaged beyond usability, the student will be provided with a replacement copy, however, the student's account will be charged the current replacement cost of the material (BP 6161.2 Instruction). This can also result in the school withholding the student's grades, diploma/certificate or transcripts until reparation is made (AR5125.2).

Computer use: All students will be issued a Chromebook and are intended for academic purposes during class, PAWS and at home. They may be used for personal reasons before and after school as long as that use complies with district technology use policies.

Behavior: The LRC may be used for quiet, study-related activities. Classroom rules apply in the LRC. Please be respectful of fellow students by not being disruptive.

PE LOCKERS

PE locks and PE lockers are assigned to PE students and student athletes. Lockers for use other than for PE are not available at Folsom High School. Physical Education lockers are school property, and are subject to being searched by authorized personnel at any time. Report any locker problems to the physical education office, and remember to turn the locker dial to be certain the locker is safely locked. Do not share lockers or give your locker combination to anyone. The school is not responsible for lost or stolen personal property so leave valuables and unnecessary items at home. Bring all items needed for the day with you in the morning; cars are NOT to be used as lockers! The parking lot is off limits during school hours. Do not leave your valuables outside of your locker – place them in your locker!

LOST AND FOUND

The lost and found is located in the On-site Suspension Office. Articles will be held for two weeks during the school year, and through the last Friday of the school year.

PERSONAL PROPERTY

The school/school district is not responsible for the loss of personal property. Please do not bring large sums of money or valuable personal items to school. Your personal property is your responsibility. The school district does not carry insurance for the loss of personal property for staff or students.

SCHOOL PROPERTY

Students are financially responsible for all textbooks, Chromebooks and materials issued to them. Students will be billed for lost or damaged materials. Report cards, schedules, and/or diplomas are held until all fines are paid. Stolen textbooks must be immediately reported to administration.

STUDENT ACCOUNTS

Student business such as purchasing PE uniforms, ASB membership, activity tickets, parking permits, club dues and activities, yearbooks and/or paying fines are handled through student accounts. The office is open daily from 8:30 -4. Students may access the financial office before/after school and during lunch. Students can use cash, checks or credit/debit cards for their purchases. The office will not accept checks after April 15. Many items can also be purchased via the Folsom High School Web Store accessible through the Folsom High School website.

Students MUST show a current Folsom High School student identification card for every transaction. Replacement cards can be purchased at Student Accounts.

Debts are charged to a student account for returned checks, outstanding fundraiser materials (i.e., discount cards or books issued to students to sell for a club), overdue library books and/or outstanding or damaged textbooks. Debts must be cleared at the Student Accounts office before any other transaction can be processed. Seniors with unpaid debts will not be allowed to participate in graduation ceremonies.

WORK PERMITS

To request a work permit, requestors/students must complete a "Statement of Intent to Employ Minor and Request Work Permit" form. Forms can be obtained online at <http://www.cde.ca.gov/ci/ct/we/documents/b1-1.doc> or on the wall rack in the front office of the Folsom High School administration building. The application must be filled out and signed by your employer and signed by your parent or guardian before the work permit will be issued. You must have a new work permit for each job. The requestor/student must drop off the completed form at the front desk of the Folsom High School administration building. Within 24 hours, the work permit will be issued. The requestor/student must come back to the front desk to sign and pick up the work permit. Work permits are issued and maintained only if a student demonstrates regular attendance and acceptable citizenship and grades.

FOLSOM HIGH SCHOOL GRADUATION REQUIREMENTS

1. Complete the following high school courses for a total of 220 credits:

World Cultures (or AP European History) 10th grade	10 Credits	1 Year
U.S. History 11th grade	10 Credits	1 Year
American Government 12th grade	5 Credits	1 Semester
Economics 12th grade	5 Credits	1 Semester
English 9th-12th grade	40 Credits	4 Years
Int. Math 1 & Int. Math 2 OR Int. Math 2 & Int. Math 3 9th – 10th Grade	20 Credits	2 Years
Additional Mathematics Course 11th Grade	10 Credits	1 Years
Science (Must include Physical and Life Science) 9th-10th grade	20 Credits	2 Years
Fine Arts (VAPA) or World Language or CTE	10 Credits	1 Year
Physical Education (Must include Fitness I)	20 Credits	2 Years
Health	5 Credits	1 Semester
CTE or 3rd year science	10 Credits	1 Year
Electives	55 Credits	
Total Credits:	220 Credits	

Midterm Graduation Requirements

Students may graduate after the first semester of the senior year if a Midterm Graduation Application has been submitted and approved through their counselor during the spring registration process of the junior year. Once students have completed graduation requirements, they are no longer a student of Folsom High School and may not re-enroll as a high school student. Students who take a college course after graduating midterm (but prior to enrolling in a four-year college) may be reclassified as a “transfer student” by the four-year college. This could negatively affect a student’s enrollment status at the four-year college. Folsom High School midterm graduates may attend Senior Ball, Senior Breakfast, Sober Grad Night, and the FHS graduation ceremony.

COURSES

Course Selection Process

The Folsom High School Curriculum Guide (accessible via the Counseling link of the Folsom High School website) has descriptions of all classes at FHS and information for high school and college planning.

It is essential that all students put serious consideration into their course selections during the spring registration process because there may be limited opportunities to make changes in the future.

Folsom High School classes are yearlong with the exception of Drivers Ed and Health.

Schedule Change Process

1. If a parent or student believes that there is a compelling need to change a class/schedule, the student or parent should contact the counselor during the published schedule change window.
2. The counselor will review the schedule change request and/or pass it on to administration.
3. Counseling and administration will determine final class placement.
4. Folsom High does not honor requests for specific teachers, lunches and/or periods.

District Policy: A student who drops a course after the first two weeks of the semester shall receive an F grade on his/her permanent record.

(cf. 5125-Student Records) A student who drops a non-AP course during the first two weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course **after** the first two weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Course Substitution

Current enrichment offerings are: Fitness 2, Health, Gov/Econ, and English 4 (midyear grads). In order to be eligible to take an enrichment course offered outside FCUSD, students must show evidence of an "impacted" schedule that meets both the following criteria:

- A full schedule of six classes
- No TA period.

And one of the following criteria:

- A remaining need for classes that complete graduation requirements.
- A remaining need for classes that complete a-g requirements or Advanced Placement course.
- A remaining need for classes that complete a Career and Technical, Project Lead the Way, World Language, Global Perspective Studies or arts or music pathway.

Course Substitution Contract

A Course Substitution Contract must be completed and approved prior to the start of the high school semester during any timelines established by the school. Students should not enroll in an independent study, online, or college course until they have received notification that their Course Substitution Contract has been granted final approval by the principal. There may be limits set by the principal as to the total number of classes that will be approved.

Course Substitution Guidelines

Students accept sole responsibility for completing approved substitute courses and understand that they are doing so at their own risk. All costs (including books and supplies, as required) of any substitute course – whether taken via enrollment in an online, distance learning, or college class – is the responsibility of the student's family to pay. If required by an independent study or online course, it is the student's responsibility to locate and pay for a proctor who is certified by the institution in advance of starting an independent study or online course. It is the student's responsibility to provide an official transcript once the course is completed in order for the credits to be posted to the high school transcript. If an official transcript is not received at the high school by the due date noted on the Course Substitution Contract, then the student's graduation status may be in jeopardy.

Students and parents understand that all final course grades may be posted to the student's high school transcript, and grades for courses taken at a college may also be posted to the student's permanent college transcript. Grades earned in college courses will be posted as unweighted credits to the student's high school transcript. (Please note: This is only required for courses that will be posted on the Folsom High School transcript. We only post FCUSD graduation requirements on the transcript. These are courses that were attempted at FHS and are being repeated due to grades earned lower than a C).

COURSE CHALLENGE BY EXAMINATION (FCUSD AR 6155)

Petition to Challenge Course

One month prior to the end of the current year, currently enrolled students interested in challenging a course for the next year shall file a petition form with their counselor. No course may be challenged once the semester has started.

The counselor shall inform the course instructor of the student's intent to challenge the course. The student shall be allowed to challenge the course by examination if his/her petition is signed by the counselor, department chair, and parent/guardian. The student's petition shall include, but not be limited to, the following:

1. Grades in courses of the subject area of the challenge
2. Recommendations from the teacher
3. Substitute courses to be taken by the student
4. Student's rationale or reasons for challenging a specific course

The challenge examination may be offered when the course is part of a sequence of courses normally taken in specific order or when the course is normally required for entry into another course.

1. During their enrollment in high school, students may challenge no more than four courses which meet graduation requirements. While successful challenge will exempt a student from those specific courses required for graduation, the student is still responsible for the total units required for graduation.
2. A student may challenge a particular course only once
3. A student may challenge only one course per semester. This may be a course in which the student is enrolled or any other approved course offering
4. A student may not attempt credit for a course below his/her ability or grade placement.
5. Courses previously taken where credit was received, remedial courses and physical education courses are exempted from the course challenging program.

COLLEGE CREDIT PROGRAM (ACE CREDIT)

The College Credit Program allows qualified high school students to enroll in specific classes at Folsom High School and earn college credits while completing regular school studies. In some classes, there is some overlap between the advanced high school curriculum and college and university work and an articulation agreement between the high school and the college has been developed. Some high school classes are parallel to Folsom Lake College and others with the California State University, Sacramento. The triangle symbol in the Curriculum Guide will represent the courses that are part of the College Credit Program.

- Computer Science and Programming
- Humanities: Critical Thinking with Global Perspective
- Speech and Debate 2
- Television Production
- French 3, 4 or AP
- Spanish 3, 4 or AP
- German 3, 4, or AP

ADVANCED EDUCATION AT COMMUNITY COLLEGE

All rules and regulations governing the Los Rios Community College District will be in effect for all college courses taken by high school students. It is the student's responsibility to check the college catalog for verification of transferable credit.

The criteria for advanced education eligibility are as follows:

1. Student must have a minimum 2.70 cumulative GPA and counselor/administration approval.
2. Student must have completed 10th grade or be 16 years of age by the first day of instruction.
3. Student must meet any prerequisite(s) for the college course.

Procedure for Requesting High School Credit for College Courses:

Concurrent college courses will not be awarded Folsom High School credit without prior approval by counseling/administration. Students and parents should be aware that some colleges may not allow transfer credit for college course work that was also given high school credit.

FINAL EXAM POLICY

Final examinations are mandatory at Folsom High School and will not be given early for any reason. Students who miss their final exams will be issued a grade of "incomplete" for the semester. An "incomplete form" must be filled out and signed. Students are required to make up their missed final exams prior to the first two weeks of the following semester in order to replace the "incomplete" grade with a letter grade. Failure to do so may result in a semester grade of "F" (fail).

GRADING POLICY

At the beginning of the school year, students will receive from each of their teachers a written grading policy explaining the class requirements and behavioral expectations. The grading policy will be sent home for signature and must be returned to each individual teacher.

Letter grades are assigned on the following scale (see each teacher's course expectations):

A - SUPERIOR	D - BELOW AVERAGE
B - ABOVE AVERAGE	F - FAILING
C - AVERAGE	I - INCOMPLETE

Citizenship Marks shall be assigned by each teacher. These marks set behavior standards that describe an appropriate educational environment for all students.

1. Supporting ideas for marking citizenship

- a. A good citizen must assume responsibility for his/her own behavior.
- b. A good citizen respects himself/herself, adults, fellow students, teachers, the school, and the property of others.
- c. Each student will follow the rules and regulations of the school and each classroom.

Marking system

O = Attitude elevates the behavioral and academic level of class. Attendance is exceptional; lates/tardies are very rare. Participation and volunteerism is continuous and constructive. Respect is always demonstrated for people and property.

S = Attitude is positive and constructive. Attendance is excellent; lates/tardies are uncommon. Participation and volunteerism are frequent and constructive. Respect is consistently demonstrated for people and property.

N = Attitude is negative and nonproductive. Attendance is mediocre; lates/tardies exceed teacher's limit. Participation and volunteerism are rare or inappropriate. Respect is sometimes not demonstrated for people or property.

U = Attitude diminishes the behavioral and academic level of class attendance is poor; lates/tardies are excessive. Participation and volunteerism are nonexistent or inappropriate. Respect is often not demonstrated for people or property.

PROGRESS REPORTS/REPORT CARDS

Progress reports will only be available online; they will not be mailed home. Semester and Quarter grades will be available online. Semester grades will be mailed home.

HOMEWORK POLICY

Homework will be assigned when necessary and will vary in quantity according to subject matter. Homework will be assigned to provide the students with the independent practice necessary to successfully complete the student expectancies designated in each course outline. Teachers will communicate their homework policies in writing to the students, division leaders and administration. Teachers and administration will continually monitor the quality of assigned homework through division and division leader council meetings. (See Absence/Make-up Policy)

TRANSCRIPT REQUEST

Current Folsom High School students may obtain a copy of their unofficial transcript via Power School (please visit counseling website for steps). If an official transcript is needed (university or scholarship purposes) students must submit a request through the FHS Counseling Website. Transcripts may be picked up within 48 hours in the counseling office or they may be mailed to the specific college or university when requested. There is no charge for this service to current students. Graduates will be charged \$2.00 cash for each transcript.

SELECTION OF VALEDICTORIAN(S)

FCUSD BP 5127 B.

1. Student possesses a cumulative un-weighted GPA of 4.0 in all courses posted to his/her high school transcript. [Note: Any course grade below an A- (including course challenge grades) posted to the high school transcript that is later repeated by a student and replaced with a higher grade would disqualify him/her from being named a valedictorian candidate.]
2. Student must have completed a minimum of 60 credits in "advanced" courses, such as Honors, AP, and/or college classes, grades 10-12. No fewer than 10 of these "advanced" credits must be earned during the student's final year of high school [Note: A mid-term /mid-year graduate could take two "advanced" courses in the first semester/term of the final year of high school to meet this requirement.]
3. If no student with the minimum required number of "advanced" credits completed meets the cumulative 4.0 un-weighted GPA requirement, then it will be left to the discretion of the site principal to name a valedictorian(s) – or the principal has the option to not name a valedictorian for that school year.
4. Students selected for salutatorian or valedictorian may not have Honor Code violations.
5. If a tie exists, the principal may honor more than one valedictorian and/or salutatorian.

AWARDS

SCHOLARSHIPS – Students are encouraged to visit the website regularly: www.fcusd.org/fhs/counseling

AB 428 REQUIRED ANNUAL NOTIFICATION FOR FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT STUDENTS IN GRADES 9 - 12

Students in grades 9 through 12 in the Folsom Cordova Unified School District have the opportunity to meet with school counselors each year during the enrollment/registration process to receive assistance with choosing courses that will meet college admission requirements and/or to enroll in Career Technical Education courses. Outside of the enrollment/registration period, students and parents/guardians may schedule individual appointments (as available) with school counselors for additional guidance.

COLLEGE ENTRANCE REQUIREMENTS

California Community Colleges (Two-Year Associate Degrees, Vocational/Certificate Programs, Transfer Opportunities)
www.cccco.edu

Admission requirements: 1. Earn a high school diploma, or 2. Be eighteen years of age. Assessment tests are required in Math and English.

California State University System (Undergraduate and Graduate Degree Programs) www.csumentor.edu

Admission requirements: 1. Complete the 15 unit “a-g” subject requirements with ‘C’ grades or higher. 2. Attain a minimum 2.0 grade point average in the approved “a-g” subjects. 3. Meet the CSU eligibility index, which includes SAT Reasoning or ACT exam scores.

University of California System (Undergraduate and Graduate Degree Programs)

www.universityofcalifornia.edu/admissions

Admission requirements:

1. Complete the 15 unit “a-g” subject requirements with ‘C’ grades or higher.
2. Attain a minimum 3.0 grade point average in the approved “a-g” subjects.
3. Meet the UC eligibility index, which includes SAT Reasoning or ACT Plus Writing exam scores. UC won't require SAT Subject Tests for admission, but you may submit scores if you want to show your mastery of a particular subject. Some campuses may recommend certain Subject Tests for competitive majors.

UC/CSU (A-G) Requirements:

- a. History/Social Science 2 Years Required
- b. English 4 Years Required
- c. Mathematics 3 Years Required / 4 Years Recommended Including Integrated Math 1, Integrated Math 2, Integrated Math 3
- d. Laboratory Science 2 Years Required / 3 Years Recommended Chosen from Biology, Chemistry, and Physics
- e. Language other than English 2 Years Required / 3 Years Recommended Must be the same language
- f. Visual & Performing Arts 1 Year Required Chosen from approved UC “a-g” course list
- g. College Preparatory Elective 1 Year Required Chosen from approved UC “a-g” course list. Approved UC “a-g” High School Course List <https://doorways.ucop.edu/list/Courses> taught at FCUSD high schools that fulfill these UC/CSU subject requirements can be found online by entering the high school name at the above website.

Private Colleges and Universities www.aiccu.edu www.californiacolleges.edu www.petersons.com

Students meeting the UC/CSU admission requirements generally will meet the admission requirements of many California and out-of-state schools. Some private schools have different admission requirements than UC/CSU; students are encouraged to refer to the specific institution's website for further details.

Career-Focused Schools and Programs www.allschools.com

Students can earn associate degrees, bachelor's degrees, and even graduate degrees through many accredited campus-based and online colleges and universities. Fast-growing career fields, such as business, art, computers, and nursing are emphasized at many of these schools.

CAREER TECHNICAL EDUCATION

The California Department of Education defines Career Technical Education (CTE) as follows: Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society (www.cde.ca.gov/ci/ct/). Additional career information and self-assessment tools can be found online at www.californiacolleges.edu.

ALTERNATIVE PROGRAMS AND INDEPENDENT STUDY

Folsom High School is considered a “comprehensive” high school and attempts to meet the needs of all students and provide a successful educational experience for each student. When it is determined by the school, parents, and student that the student is not attaining success in this environment, placement in an alternative program within the school district will be considered. Available alternative programs are:

Adolescent Parent Program

Available at an alternative high school setting for pregnant students or students who are parents. Childcare is provided in this program. Contact your counselor for information.

Alternative Education

Folsom Cordova Unified School District offers alternative educational programs: Folsom Lake High School, Walnut wood High School and Innovations Academy. Contact your counselor for information.

Medical Independent Study

This program is available for students who are ill and confined to home or hospital for a minimum of six weeks. Forms must be completed by the physician and parent/guardian and can be obtained from a school counselor or the FCUSD web site.

Independent Study Agreement

Short-term independent study contracts are available to students who know in advance that they will be absent from school for a minimum of five days through a maximum of fifteen days. At least **four** days prior to the absence period, the parent/guardian must request the Independent Study Contract of the Independent Study Coordinator at ext. #415162 and sign an Independent Study Agreement. Independent study may be denied based upon previous noncompliance of an Independent Study Contract, unsatisfactory grades, or if the school determines a contract is not in the best interest of the student. Following the approval of the request, class work will be provided from teachers for the student to complete during the absence period. See Long-Term Independent Study (below) for absences exceeding 15 days.

Long-Term and Medical Independent Study

Independent study for periods of time greater than fifteen days is considered long-term, and is offered through FCUSD's Walnutwood High School. Contact your counselor for information.

ACTIVITIES AND ATHLETICS

ATHLETIC AND EXTRA CURRICULAR ACTIVITIES

Academic Eligibility

- i. Participant must be a full time student at their middle/high school. Exception: Juniors and Seniors on graduation track may have a reduced schedule as long as the student is enrolled in 20 semester credits or otherwise satisfies CIF rules regarding enrollment.
- ii. Students must maintain an unweighted GPA of 2.0 (on a 4.0 scale) in enrolled courses at the conclusion of the previous grading period. Students with less than a 2.0 GPA may be placed on academic probation until the next grading period. (BP 6145, CIF 205 b.(2)) This is a one-time per year probationary status that can only be used for one grading period, within one semester and meets the criteria listed below. Students may be required to provide a periodic grade check when requested by the coach or athletic director.

A student applying for academic probation must complete the Academic Probation Application (the application can be obtained from the AD) and meet the following criteria:

1. A minimum of 1.5 GPA (FCUSD requirement);
2. Passing at least 20 semester credits (CIF 205.B. (c) for high school only);
3. No school disciplinary issues during probationary period (BP 6145)

For questions about athletics, contact the Athletic Director.

Non-attendance of any part of the school day may result in the loss of participation in any athletic or extra-curricular activity occurring the same day unless prior approval is obtained by an administrator. Participation in any extra-curricular activities is subject to approval by school administration and is based upon student behavior and attendance.

ATHLETIC TEAMS

Folsom High is a member of the CIF Sac-Joaquin Section, Sierra Foothill League (SFL). The '*BULLDOGS*' have enjoyed great athletic success in the past and are looking forward to a competitive year. The following schools join the FHS 'Bulldogs' in the Sierra Foothill League: Del Oro, Granite Bay, Grant (Football), Oakridge, Rocklin, and Whitney.

Folsom has the following sports teams: baseball, basketball, cross country, golf, football*, lacrosse, sideline cheer, soccer, softball, stunt cheer, swimming & diving, tennis, track & field, volleyball and wrestling. *Whenever the school provides only a team or teams for boys in a particular sport, girls are permitted to qualify for the student team(s) per CIF Bylaws, Article 2, Section 200 (B). Participants in sports must complete an athletic clearance packet, including a physical examination every year, and be covered by health insurance.

ATHLETIC TEAM EXPECTATIONS

Any athlete who has been suspended (under California Ed Code, Section 48900 'C' and 'H') for possessing, using, selling, furnishing, or being under the influence of any controlled substance (drugs, alcohol or other intoxicant); for possession or use of tobacco or any tobacco product; or inappropriate conduct / unsportsmanlike behavior during an athletic contest (California Ed Code, Section 48900 'K'), will be immediately suspended from team participation (no practice or games). A formal hearing with the vice-principal, coach, and athletic director may be held during this time. The results of that hearing will determine whether or not the athlete may remain on the team. Team coaches will issue additional rules pertinent to each sport. These rules cover participation, uniforms, transportation, expected behavior, eligibility, and how letters are earned. Students may not receive a letter unless they have purchased a student body card sticker.

Athletic Event Behavior – Spectators must observe all school rules at athletic events and are asked to:

1. Show school spirit by using appropriate language and supportive cheers/chants.
2. Cheer using positive language
3. Remain in the bleachers during the game
4. Refrain from entering the field of play after the game
5. Do not direct any comments to the officials
6. Good conduct, which is a credit to the student body and school, must be observed at all times or a student may forfeit the right to attend athletic contests.

Clubs and Organizations

More information regarding a variety of clubs and organizations can be found on the school's website. Club Rush is an outdoor fair that provides information about campus clubs and recruits club members, occurring in the quad during the early fall of the school year. Club activities and T-shirt design must be approved by the club officers, the Activities Director, and Site Administration.

ACADEMIC CLUBS

National Honor Society

The applicant must be a junior or senior with the following:

In scholarship and character:

1. A cumulative GPA equal to or greater than 3.5
2. A cumulative citizenship grade with a minimum of two "Outstanding" and the rest "Satisfactory"

In leadership and service:

1. Documented leadership in school and community activities
2. Documented service to the school and community through the school

The minimum acceptance level in previous years has been *proven* and *continuous* leadership AND service in school and community organizations with primary focus on school activities. Students are awarded a special stole to be worn in their graduation ceremony.

California Scholarship Federation

CSF is a statewide organization to honor outstanding high school students. It was first organized in 1921. Semester membership is open to students in the second semester of tenth grade, and in grades eleven and twelve, who meet the eligibility requirements. Associate membership is open to students in the second semester of ninth grade and in the first semester to tenth grade who meet the eligibility requirements. Membership is based on points awarded for A and B grades in selected classes. No students with D's, F's, N's, or U's on their report cards will be awarded membership. (See application form for details.) In order to join, a student must apply each semester, bringing a copy of your previous semester's report card with your application. Dues of \$5.00 are collected at the time of application to pay for state membership fees, awards, and upcoming events.

Each semester, membership lists are publicized, and your membership is recorded on your transcript.

What is a CSF Life Member?

A Life Member is a student who has earned the following:

Has a minimum of four semesters of membership, beginning in the second semester of sophomore year. These semesters must include one semester based on senior year grades (January or May). A Life Member is recognized with highest honors if he or she has earned all qualifying semesters beginning in ninth grade. Life Members are recognized with a certificate, pin, and gold cord at Cum Laude; they have the privilege of wearing the pin and gold cord at graduation.

Student Government

Is a group that consists of elected student officials plus appointed representatives of each organization. Student Government is responsible for running the extracurricular student program. Class officers are elected by their classmates to promote and plan activities. Class officers and representatives must maintain a minimum 2.5 grade point average in order to run for and remain in office. The student activities director is the advisor.

Student Senate

Is an organization comprised of elected and appointed student representatives, although any students are welcome to participate. The group works to enhance two-way communication between students and staff and provides feedback to both groups regarding pertinent school issues.

Cultural Diversity Student Council

The mission of the Folsom High School Culture and Diversity Student Council is to create a supportive environment for everyone in the Folsom High and Folsom Lake High School Community in order to educate others about the prejudice of, advocate for and empower those in marginalized groups. All students are welcome and encouraged to attend CDSL meetings.

CAMPUS RULES/POLICIES

ACADEMIC HONESTY

Honest behavior is the expectation for all FHS students. Academic honesty and personal integrity are fundamental components of a student's education and character development. The academically honest student produces work representative of his/her own efforts and abilities, whereas the academically dishonest student attempts to show knowledge and skills he/she does not possess by claiming another person's work as his/her own. Therefore, the purpose of this school policy is to create and maintain an ethical academic environment. Any behavior that is contrary to the purpose of the school's "academic honesty" policy will be considered a violation, will be subject to the disciplinary consequences outlined in the school policy, and will apply for the duration of the student's enrollment at FHS. Students need to know that teachers, coaches, advisors, counselors, and administrators will hold them accountable for behaviors that violate the provisions of the school's Academic Honesty policy. Students denying the allegation of academic dishonesty must request an appeal with an administrator.

The definitions of behaviors that are considered to be violations of the school's Academic Honesty policy include, but are not limited to, the following:

Cheating on Tests or Assignments

Any soliciting, giving, using external assistance related to a test, quiz, or other individually graded assignment without the express permission from the teacher is considered cheating. This includes looking on another student's paper, sharing answers, copying another student's assignment/paper, allowing someone to copy your paper, or using an electronic device while testing.

Fabrication

Is considered any falsification and/or invention of data, citation, or another authority in an academic exercise.

Unauthorized Collaboration

While collaboration is often encouraged, unauthorized collaboration is not permitted. Unauthorized collaboration includes any intentional attempt to solicit an assignment, a paper, and/or test information from another person or the act of giving information, materials, answers, or an unfair advantage to another person.

Plagiarism

Is any representation of another's ideas, words, or work as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who shares his/her paper for another to copy, without the permission of the teacher, is engaged in plagiarism. Self-plagiarism, double dipping, or dovetailing is the process of recycling and/or re-using papers, class work, projects, and/or assignments without authorization in multiple classes.

Alteration of Material

Any unauthorized alteration of student, teacher, library, school data/information and/or electronic materials.

Forgery

Any unauthorized signing of another person's name to school related documents.

Theft

Any theft of material or information.

Transfer of Unauthorized Materials

Any soliciting, giving, or selling of unauthorized materials.

Consequences for Violation of Academic Honesty Policy

Any alleged violation of this school policy will be investigated thoroughly and appropriate disciplinary action will be taken. All violations of this school policy will not be limited to each separate class but will be considered as school-wide violations; and all of the student's teachers, coaches, advisors, counselors, administrators, and parents/guardians will be notified. All consequences apply for the duration of the student's enrollment at FHS. The prescribed consequences for violating the school's "academic honesty" policy will include:

For Student's First Offense:

- Teacher will notify the administration and will provide a written description of incident and submit any related supporting evidence.
- Teacher will notify the student
- Teacher will notify the student's parent/guardian by telephone or email.
- Teacher will issue a "zero" for the assignment that was associated with the violation.
- Teacher may issue the student an "N" or a "U" on his/her report card for the semester.
- Teacher may issue a class suspension based upon the nature of the incident.
- Administration will notify the student's teachers and counselors.
- Administration will document the incident and place it in the student's file.
- Administration may restrict student from participating in school activities
- Administration may issue a 1-3 day out-of-school suspension.

Second Offense:

- Teacher will notify the administration and will provide a written description of incident and submit any related supporting evidence.
- Teacher will notify the student
- Teacher will notify the student's parent/guardian by telephone or email.
- Teacher will issue a "zero" for the assignment that was associated with the violation.
- Teacher will issue the student a "U" on his/her report card for the semester.
- Teacher may issue a "class" suspension based upon the nature of the incident.
- Administration will notify the student's teachers, advisors, counselors, and parent/guardian; and the student will be dropped from school leadership positions and organizations (i.e. CSF, NHS, etc.).
- Administration will document the incident and place it in the student's file.
- Administration will consider the possibility of issuing the student a "Drop F" in the affected course.
- Administration may issue a 1-5 day out-of-school suspension.

Third Offense:

- Teacher will notify the administration and will provide a written description of incident and submit any related supporting evidence.
- Teacher will notify the student's parent/guardian by telephone.
- Teacher will issue a "zero" for the assignment that was associated with the violation.
- Teacher will issue the student a "U" on his/her report card for the semester.
- Teacher may issue a class suspension based upon the nature of the incident.
- Administration will notify the student's teachers, coaches, advisors, counselors, and parent/guardian; and the student will be dropped from school leadership positions, academic organizations, clubs or teams.
- Administration will document the incident and place it in the student's file.
- Administration will issue the student a mandatory "Drop F" in the effected course.
- Administration will restrict student from participating in school activities.
- Administration may issue a 3-5 day out-of-school suspension.

For Teacher Assistants/Student Aides

Due to the level of trust and responsibility given to the students enrolled in the school's TA (teacher assistant/student aide) program, they are expected to adhere to the appropriate standards of behavior and ethics. The consequences for any violation of the school's policies by a teacher assistant/student aide will include the following options based upon the seriousness of the offense:

Consequences:

- Staff member will notify the administration and will provide a written description of incident and submit any related supporting evidence.
- Staff member will notify the student.
- Staff member will notify the student's parent/guardian by telephone or email.
- Staff member will issue an "F" grade for the semester or may request an immediate "Drop F" and removal from the student's teacher assistant/student aide assignment.
- Staff member will issue the student a "U" on his/her report card for the semester.
- Staff member may issue a "class" suspension based upon the nature of the incident.
- Administration will notify the student's teachers, coaches, advisors, counselors, and parent/guardian.
- Administration may drop the student from school leadership positions, academic organizations, clubs, and teams.
- Administration will not allow the student to serve as a teacher assistant/student aide again for the duration of their enrollment at FHS.
- Administration will document the incident and place it in the student's file.
- Administration may issue the student a "Drop F" in the affected assignment.
- Administration will restrict student from participating in school activities.
- Administration may issue a 3-5 day out-of-school suspension.

State, National and International Assessments

Any student who violates the school's Academic Honesty policy while taking a state, national, and/or international examination (i.e. CAHSEE, STAR, AP, IB, PSAT, SAT, ACT, etc.) jeopardizes the academic reputation, integrity, and future of all other FHS students. Therefore, he/she will receive the following consequences in addition to those outlined in the directions for administration of the specific test. All consequences apply for the duration of the student's enrollment at FHS.

Consequences:

- Staff member will notify the student's parent/guardian by telephone or email.
- Staff member will notify the administration and will provide a written description of incident and submit any related supporting evidence.
- Administration will immediately notify the appropriate testing agency and impose the exact and prescribed sanctions that are designated by the testing agency.
- Administration will notify the student's teachers, coaches, advisors, counselors, and parent/guardian.
- Administration will drop the student from school leadership positions, academic organizations, clubs, and teams.
- Administration will document the incident and place it in the student's file.
- Administration will restrict student from participating in school activities.
- Administration may issue a 3-5 day out-of-school suspension.

ATTENDANCE

The attendance clerk is Mrs. Egan, ext. 415116.

The Law – School attendance is mandatory by state law for all youth under the age of 18 who have not graduated from high school, except as otherwise provided by the law. The law that went into effect July 1, 1998, recognizes only positive attendance for accounting purposes. The state no longer recognizes excused absences; only "in seat" time the student is actually in school. The school will lose funds for every day the student is not in school. We must still account for students' attendance for mandatory state attendance purposes. It is the students and parent's responsibility to ensure that attendance records are accurate; failure to do so will result in a disciplinary consequence

FHS Late Policy

1st Late: Teachers' discretion/policy

2nd Late: Teachers' discretion/policy

3rd Late: Teacher assigns 30 minute **AFTER SCHOOL** detention; suggested that teacher contact parent

4th Late: Teacher assigns 50 minute **AFTER SCHOOL** detention; teacher contacts parent

5th Late: Teacher assigns 50 minute **AFTER SCHOOL** detention; teacher contacts parent

6th Late: Teacher notifies Administration. Student is assigned **Saturday School** by Administration

7th and each additional late: Teacher contacts parents. Teacher notifies Administration by email. Administration contacts parent. Student is assigned Saturday School by Administration.

Policy is semester based and resets with the start of the second semester.

Absence

If it is absolutely necessary to be absent, the student must bring a valid note from his/her parent or guardian, regardless of the age of the student, or have the parent or guardian contact the attendance clerk by phone. A note must include the following:

1. The name of the student (first and last).
2. The date, times, and reason for the total absence.
3. The signature of the parent or legal guardian.
4. The note should be written in pen.

If a student is absent from school for any unexcused reason, their absence is considered a truancy.

1. Excused for school purposes only – confirmed illness with a doctor's note; a family funeral, a prior approved and/or fully explained family emergency.
2. Out-of-town trips – except in case of approved 5 - 15 day Independent Study Agreement
3. Unexcused absence categories that will generate formal truancy letters include, but are not limited to the following: family business; babysitting; DMV; transporting family members or other people to the airport, appointments, or shopping; weddings; graduations; award ceremonies; senior pictures; non-school related sports activities or events; etc.

Please provide the attendance office with a doctor's note or the absence will be considered unexcused and may result in Saturday School. Students are allowed 10 all-day absences per year due to illness without a doctor's note. Exceeding this limit may result in an attendance review meeting (SART). Therefore, please provide the attendance office with a doctor's note whenever possible

Falsification/forgery of a note or phone call is grounds for disciplinary action. A student presenting a forged note must have a parent or guardian report all future absences by phone to the attendance clerk.

Re-entering School After An Absence

Present the written excuse to an attendance clerk, or have parent or guardian call to verify absence. This must be completed within three (3) days or the absence becomes a truancy. If a student comes to school during a passing period, they must first come to the attendance office and check in. Single period absences will be the responsibility of the student to clear. If you receive a call from the auto dialer and were at school, check with the attendance office to see which period you were marked absent from, pick up a slip to take to the teacher and have signed that you were present, and return it to the attendance office immediately.

Non-Truant Absences

The only non-truant reasons for a pupil to be absent from school are: 1) illness; 2) medical appointments; 3) quarantine; 4) funeral of member of immediate family (one day in state, three out of state); 5) jury duty; 6) court required appearance; 7) religion; or 8) exclusion from school for not having proper immunizations (five days only). All other absences are unexcused and may result in Saturday School.

Truancy

Any pupil who has been absent from school without a valid excuse for more than **three (3) days**, or is tardy in excess of **thirty (30) minutes** on each of **three (3) or more days** in one (1) school attendance year, shall be reported as a truant to the supervisor of attendance. The supervisor of attendance shall order a SART (School Attendance Review Team) hearing at the school site. This meeting will require parent or guardian attendance, and may result in a truant citation from the City of Folsom issued by the Folsom Police Department. Violation of the city truancy ordinance may result in fines or a referral to the district attorney's office. Subsequent truanancies will result in a SARB (Student Attendance Review Board) hearing and further truant citations. Should the SARB process fail to correct the student's attendance pattern, the student and parents/guardians will be referred to Truancy Court. Single-class truanancies, full-day truanancies, and tardiness may result in after school detention, or Saturday School. Additionally, students with one or more unexcused full-day absences will be assigned Saturday School.



Early Dismissals

This is a closed campus, so prior to the close of the school day or during class time, a student must obtain a "Permit to Leave Campus" from the attendance office in order to leave campus, along with parent permission. The absence must be phoned in prior to the student leaving campus. Absences phoned in after the facts do not excuse the absence. Students 18 years old or older must check out with an administrator. Parents will be notified unless they have been removed from all educational records.

1. Emergency Or Illness – After visiting with the nurse, check out with the attendance office.
2. Appointments -- A student must bring a note from his/her parent/guardian, or have the parent/guardian telephone the attendance office, stating the reason for leaving and the time to be dismissed from school (or be able to reach the parent or guardian by phone prior to dismissal). Please follow up by bringing a doctor's note to the attendance office.
3. If a student has an appointment and must leave campus early, we ask that parents call the attendance office either the night before or early in the morning. A note will be sent to the student's class informing the student/teacher of the early dismissal time.

REMEMBER: Do not leave campus during class time or between classes without first checking out in the attendance office. Failure to physically check out with the attendance office and receive a permit to leave campus is a violation of school rules, constitutes being truant and is cause for disciplinary action such as but not limited to Saturday School, or campus clean-up. Being in the parking lot during school hours is a violation of the school's closed campus policy, and is punishable as per the above corrective disciplinary actions. See section on Closed Campus.

Absence Make-Up Policy

The FCUSD's School Board passed a policy that reinforces our expectations of positive attendance for success in school:

- Students shall be given the opportunity to make-up schoolwork missed because of an absence and shall receive full credit for work that is turned in according to a reasonable make-up schedule. Students may have two school days for each excused day of absence to make up the work, not including their first day back to school. It is the student's responsibility to request the missed work. (Education Code 48205).
- Students who miss schoolwork because of cuts will be given the opportunity to make-up missed work. Teachers shall assign such make-up work as necessary to ensure academic progress, not as a punitive measure.
- Students who have non-truant absences, been suspended or who receive in-house suspensions will be allowed to complete all assignments and tests missed during their absence.
- It is the student's responsibility to request the work assigned during the absence and to clarify with the teachers when the make-up work is due.
- Long term assignments (assigned prior to the day of absence) are still due on the date originally set, regardless of the student's attendance on that due date.

Final Exam Policy and Absenteeism

Final examinations are "mandatory" at Folsom High School and will not be given early for any reason. Students who miss their final exams will be issued a grade of "incomplete" for the semester. Students are required to make-up their missed final exams during the first 2 weeks of the following semester in order to replace the "incomplete" grade with a letter grade. Failure to do so may result in a semester grade of "F" (fail).

CLASSROOM RULES/STUDENT EXPECTATIONS

1. Be in class and seated when the late bell rings.
2. Have required books and materials daily.
3. Cellphones/headphones must be put away unless given explicit consent from your teacher.
4. Do not bring food and/or drinks (except water) into the classroom.
5. Respect school and personal property. Do not litter.
6. Clear desk of materials not pertaining to the task at hand.
7. Remain seated until dismissed by the instructor.
8. Complete class work and homework on time.
9. Use appropriate and respectful language.
10. Treat others with respect and acceptance.
11. Do not distract or disrupt student learning.

CLOSED CAMPUS

Folsom High School is a closed campus institution. Closed campus violations may result in suspension and/or a truancy citation served by the Folsom Police Department. The parking lot is off limits during school hours. Students are not allowed to return to their cars or to go to the parking lot during the school day. Failure to abide by this regulation may result in Saturday School. In addition, certain behavior is expected before, during, and after school hours. Good behavior will be expected at all times.

1. Students will not loiter on private property or disturb the peace.
2. Students are not allowed to sit in cars or be in the parking lot during lunch or school hours.
3. Students shall not litter on campus or private property.

COMPUTER AND INTERNET USE

Folsom High School is continually striving to incorporate the latest technology within our classes. With this investment in technology and the need to keep our computer systems in excellent condition, it is important that we establish and maintain the highest level of respect for this equipment.

ALL STUDENTS SHALL ABIDE BY THE FOLLOWING TECHNOLOGY RULES:

1. Use the Folsom High computer facilities for educational purpose only, and remain on task assigned by the teacher.
2. Utilize the hardware and software in an ethical manner. This implies respect for the security and privacy of students, teachers, and computer systems, and prohibits illegally gaining access to the network, hardware or software.
3. Send to the printer only those assignments requested by the teacher.
4. Do not take or copy any copyrighted and/or patented software or part thereof, and acknowledge that it is illegal to do so.
5. Do not copy another person's program or part thereof.
6. Do not bring any flash drives into the class without prior approval from the teacher, in addition to not installing any program or software, shareware program included, on the computer system including loading or creating computer viruses, in addition to installing games on the computer or using the computer for game playing.
7. Accept personal responsibility for reporting any misuse of the computer, equipment, or network to the teacher.
8. Have neither food nor drinks in the classroom.
9. Abide by the District's Internet Use Policy while using the Internet. Sites visited may be monitored by the district.
10. Avoid using Electronic Mail to transmit threatening, obscene, or harassing materials. Folsom High School reserves the right to maintain the Electronic Mail on all campus computers, which may include monitoring messages.
11. Not disrupting any of the Folsom High School networks as a whole or any equipment or system forming part of its systems, or any services provided over, or in connection with, any of the Folsom High School networks.
12. Download only those files approved by the instructor and move them to personal disks or personal directory as soon as possible. Purging of files may be required by the teacher.

Folsom High is connected to the Internet. All students must abide by the Internet Use Policy (FCUSD #6118.01) as signed and agreed to during the registration process. In return for providing this access, students agree that school rules apply for behavior and communication and include, but are not limited to:

- using polite and appropriate language in messages
- maintaining security for their own or anyone else's personal address, phone number, or password
- recognizing that e-mail is not guaranteed to be private
- using the network in ways that do not disrupt network use for other users
- not harming or destroying data or software of another user (altering, moving, deleting, tampering, viruses, etc.)
- not taking or copying data from a computer system or network unless authorized to do so.
- not accessing the email of others.

Any violations of the above provisions may result in school disciplinary action including the revoking of computer access, a DROP 'F' in the course and appropriate legal action.

DAILY BULLETIN

A daily bulletin is emailed to all teachers, students and is broadcasted during third period. You may view the bulletin on the Internet by visiting www.fcusd.org/fhs.

If students wish to place an item in the daily bulletin, pick up a bulletin form in the reception foyer of the main office. Write your bulletin, have your club sponsor or advisor and an administrator sign it, and then return it to the reception foyer.

DELIVERIES TO STUDENTS

Flowers, balloons, commercial food, and gifts are not to be delivered or brought to Folsom High School. They create instructional interruptions that interfere with the school's mission and may be a distraction or interruption to students and staff. Balloons may unnecessarily set off fire alarms and are prohibited on campus. Please do not visit campus to drop off lunch to a student, unless in the case of emergency. If a parent or guardian is going to make a delivery, they must do so at the receptionists' desk in the Administration building. A variety of lunch entrees is available daily in the cafeteria. Student Food orders from outside commercial vendors (eg: Grubhub, DoorDash, Food To You) will not be accepted at the front office or permitted on campus during school hours. For health and safety reasons, bringing home-made goods to share with others is strongly discouraged.

DISCIPLINE PROCEDURES

DISCIPLINE

A major point in the philosophy of education for Folsom High School is that all students should be provided every opportunity to experience wholesome and worthwhile learning experiences. The presence of chronic behavior problems is not conducive to maintaining discipline or to effective teaching/learning situations. Every attempt is made to eliminate or reduce obstacles to our goal of successful learning experiences. Discipline is defined in the Parents' Rights and Responsibilities Booklet and the District's "Student Conduct Code Booklet and a comprehensive due process outline with considerations and consequences is contained within; both booklets are found on the school's website, www.fcusd.org/fhs. Students who violate school rules or are referred for discipline may be subject to:

1. Student conference with teacher, counselor, or other school official
2. Parent conference with teacher, counselor, or other school official
3. Letter and/or telephone call to parent or guardian
4. Detention
5. Campus clean-up
6. Saturday School
7. Class suspension
8. At home suspension
9. Administrative transfer
10. Expulsion

DETENTION

Any staff member can assign up to 50 minutes of after school detention for behavior infractions. The student must begin serving the detention on the date of issue or the following day. Students scheduled to work (verification needed) may serve the required time before school if prior arrangements made, at the discretion of an administrator. Students are required to sign the detention form to acknowledge receipt of the form. If a student believes s/he has been assigned unjustly: 1) sign the form, and 2) make an appointment with the vice-principal. Appeals will not be considered if the student has not signed the form.

Expulsion Process

In addition to suspension from school, a written recommendation to expel from the school district shall be given to the superintendent for the following offenses committed while under school supervision:

1. caused serious physical injury to another person; CEC 48915(a)(1);
2. possessed, sold, or otherwise furnished any firearm, knife (brandished, locking or switchblade) or other dangerous object (including mace, stunguns, tasers, lasers, or otherwise normal objects used in a threatening manner, etc.); 48915 (a) (2),(c)(2);
3. unlawfully possessed, used or furnished any controlled substance (such as marijuana, methamphetamines, acid, or other hallucinogens); 48915 (a)(3),(c)(3);
4. committed robbery or extortion; CEC 48915 (a)(4)
5. committed or attempted to commit sexual assault; CEC 48915 (c)
6. committed assault or battery upon any school employee; CEC 48915 (a)(5)

Class Suspension

Any student who has been suspended from the classroom will report immediately to his/her vice-principal's office with work assigned by the teacher. If a student is suspended from a classroom, the teacher will inform the student of:

1. the section of 5132.2c the student has violated to cause disciplinary action;
2. the teacher's intention to suspend; and
3. the student's opportunity to respond to the reason for suspension.

By law, the teacher may request that the parent or guardian attend that class on the day the student is scheduled to return to the class or within three days of the student's return. The suspending teacher will make a notation on the suspension form requesting that this procedure be implemented. The principal/designee shall mail notification of such request to the parent or guardian. The teacher will attempt to make telephone contact with the parent/guardian on the day of the suspension. Students who receive excessive classroom suspensions, that is, greater than 10 hours, will receive an at home school suspension.

Interesting Facts about Searches and Conduct:

- "School officials may search individual students and their property, (including cars and cell phones), when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the District or school." In the interest of health and safety, trained drug detection canines and metal detectors may be utilized (B.P. 5145.12).
- "Law enforcement officers have the right to interview and question students on school premises" (B.P. 5145.11).
- School officials are deemed "*In Loco Parentis*" by CA State Ed. Code, whereby school officials will do whatever is necessary to insure a safe and productive learning environment for all students.
- All pupils shall be held to a strict account of their conduct on the **way to and from school**, on school grounds and during passing periods (CA State Ed. Code 44807) and in the community if the event should affect school safety or climate.
- FCUSD occasionally partners with law enforcement to use trained, non-aggressive dogs that use their sense of smell to detect drugs and other substances, such as gunpowder, that could threaten school safety. Per our school board policy, the canines will not be used in rooms occupied by students or employees. The canines will not be used to smell any individual employee or student unless there are reasonable grounds to suspect that the search will provide evidence of wrongdoing. The canines may be used to smell lockers, personal belongings such as backpacks, and vehicles located on school property. If a dog alerts on a specific item or place, the student using or responsible for it will be called to witness the search

DISCIPLINE PLAN GRID

INTERVENTIONS AND SUPPORT SERVICES FOR STUDENTS

All Folsom-Cordova Unified School District administrators are committed to utilizing interventions and disciplinary supports, and consequences that are consistent, reasonable, fair, age appropriate, and reflective of the severity of the student's misconduct. Even though there are situations that might signal suspension from school, it is the District's goal to support students in learning the skills necessary to function in the school environment and to avoid negative behavior.

Please note that this document is intended as a reference tool for illustrating and clarifying existing federal, state law and regulations as well as Board policies and regulations. Such laws, rules and regulations are subject to frequent change and court interpretation, and shall prevail in the event of any conflict with statements in this summary. As a "living document" this resource may be updated without notice from time to time to conform to law or as otherwise deemed appropriate.

There is a wide range of support interventions used to minimize suspension and expulsions, and to provide our students with meaningful experiences in our learning communities. The following are some representative examples of the interventions our school and district staff employ in order to improve climate and reduce or eliminate behavior exhibited by students that may result in suspension from school or possible recommendation for expulsion:



Parent Outreach

- School to Home Communication
- Parent-Teacher Conferences
- Parent Outreach
- Campus Parent Portal
- Parent Observation of Child in Class
- District Knock and Talks/Tap and Chats
- BlackBoard Mass
- Technology outreach
- District Digest/social media outreach
- Informational Parent Nights
- Parent Group Meetings for At-Risk Students
- Parent Focus Groups
- Anti-Bullying Campaigns and annual policy distribution to parents and other members of our school communities.
- Strengthening Families (Program)

Counseling & Mental Health Support

- School Counselor Contacts
- MHS/School Social Worker referral
- School Psychologist
- Resource Referrals
- Conflict Mediation
- Counseling for Skill Building
- Focus Groups
- Brief Interventions
- SRO

Academic Support

- Student Study Team (SST) meetings
- Peer Tutoring
- Homework Center/Homework Help
- Study Hall
- Every Child by Name
- MTSS
- Response to Intervention (RtI) Programs with Tiered Support
- Online Credit Recovery Programs
- Student Government/Leadership/ASB, Link Crew Opportunities at the middle and high schools.

Accommodations and Special Education

- IEP Team Meetings
- Behavior Intervention Plan
- PBIS Plan
- Behavior Specialist Services
- Manifestation
- Classroom Modifications
- Specialized Academic Instruction and related services
- Alternative Dispute Resolution (ADR) Meeting

Behavioral Interventions

- Response to Intervention (RtI)
- Programs with Tiered Support
- Positive Behavior Interventions and Supports (PBIS)
- Behavior Support
- Curriculum/Character Education
- Campus Clean-up, Community Service
- Warnings/Formal Reprimands/Teachable Moments
- Saturday School/detention
- Timeouts/Referrals to SRO
- Loss of Recess/Free time
- Individual Crisis Management Plan
- Section 504 Accommodations

Community Partnerships & Resources

- Folsom Cordova Community Partnership (FCCP)
- Faith Based Partnerships
- Sacramento Sheriff Department
- Folsom Police Department
- Alternative to Expulsion Program
- Administrative Transfers to other comprehensive school sites
- Student Handbooks reviewed with students in class
- School Attendance Review Board (SARB) and School Attendance Review Team (SART)
- Mentor programs (Link Crew and WEB) at all comprehensive middle and high schools.
- Restitution
- Reintegration meetings
- Check in/Check out

STUDENT DISCIPLINE CODE

The student discipline code applies to all students attending school in the Folsom Cordova Unified School District who engage in conduct at school, at a school activity, or related to school attendance, including, by way of illustration and not limitation, the following circumstances: (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity. Where appropriate, discipline should be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, a student may be suspended when there has been a determination that other means of correction have failed to bring about proper conduct or are not currently feasible, or that the student's presence causes a danger to persons.

The student discipline code also applies to: (1) all school-related trips, after-school programs and excursions approved according to governing board standards.

Consequences/Interventions

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform discipline code for the District; it is expected that this code would be followed and consistently enforced throughout the Folsom Cordova Unified School District. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner and to place emphasis on the student's ability to grow in self-discipline. All District staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, District staff should consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention. The following levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner:



Levels of Response – Interventions and Consequences

Level 1	Examples of Classroom Managed Responses		
	<p>These interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible interventions and consequences that may be used.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Establish positive relationship with student • Seat change • Pre-correction and redirection • No contact contract • Establish buddy teacher system • Parent/Guardian accompany student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with student, possible counseling check-in </td> <td style="width: 50%; vertical-align: top;"> <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> • Contact parent • Verbal corrective feedback • In-class timeout, Teacher detention • Parent/Guardian conference, Teacher meeting • Student verbal or written apology • Use buddy teacher system • Loss of class privileges • Student written reflection • Teacher and student conference/pose logical consequences </td> </tr> </table>		<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Establish positive relationship with student • Seat change • Pre-correction and redirection • No contact contract • Establish buddy teacher system • Parent/Guardian accompany student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with student, possible counseling check-in
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Level 2	Examples of Administrative Responses		
	<p>These interventions and consequences used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible interventions and consequences that may be used. Level 1 interventions may still apply.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Required Interventions</i></p> <ul style="list-style-type: none"> • Refer to SST/individual Education Plan (IEP) 504 team • Increase positive recognition • Collaborative problem solving • Establish positive relationship with student • Refer for substance abuse intervention • Mentoring, Social/Academic Skills Group • Develop/revise Behavior Support Plan (BSP) • Check In/Check Out • Refer to counseling program • Refer for educational/psychological evaluation • Refer to school/community based mental health </td> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> • Parent/Guardian notification required • Detention/Saturday School • Student verbal or written apology • Use buddy teacher system • Change of class/withdrawal from class • Conference with student • Remove privilege/restricted activity • Restitution/community Service • Time out • Relationship development action • Restorative conferencing </td> </tr> </table>		<p><i>Required Interventions</i></p> <ul style="list-style-type: none"> • Refer to SST/individual Education Plan (IEP) 504 team • Increase positive recognition • Collaborative problem solving • Establish positive relationship with student • Refer for substance abuse intervention • Mentoring, Social/Academic Skills Group • Develop/revise Behavior Support Plan (BSP) • Check In/Check Out • Refer to counseling program • Refer for educational/psychological evaluation • Refer to school/community based mental health
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Level 3	Examples of Administrative Removal Responses		
	<p>Level 3 interventions and consequences involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Develop/revise Behavior Support Plan (BSP) • Revise 504/IEP (students with disabilities) • Develop Functional Behavioral Assessment • Behavior Intervention Plan • Restorative Justice re-entry conferencing </td> <td style="width: 50%; vertical-align: top;"> <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> • Parent/Guardian notification • Suspension from school (one to five days) and <u>or</u> In-School Suspension (one to four days) <u>or</u> Alternative to Suspension class, and (one to five days) <i>Saturday School-applicable to middle and high school students</i> </td> </tr> </table>		<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Develop/revise Behavior Support Plan (BSP) • Revise 504/IEP (students with disabilities) • Develop Functional Behavioral Assessment • Behavior Intervention Plan • Restorative Justice re-entry conferencing
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Level 4	Examples of Administrative Removal Responses Including Possible Expulsion		
	<p>Level 4 involves the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 interventions and consequences have failed to bring about proper conduct and/or due to the nature of the act, the student's presence causes a danger to persons. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2 and 3 interventions may still be applied, if applicable.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Manifestation determination (IEP only)/504 compliance review • Develop/revise Behavior Support Plan (BSP) • Revise IEP (for students with disabilities) • Develop Functional Behavioral Assessment • Behavior Intervention Plan (BIP) • Alternative educational placement </td> <td style="width: 50%; vertical-align: top;"> <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> • Parent/Guardian notification • Suspension from school (5 days) • May refer for Expulsion (total removal from school if other means of correction have not brought about proper conduct <u>or</u> are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others • Mandatory recommendation for Expulsion for violations of Ca Ed Code 48915 (a1 A-E) </td> </tr> </table>		<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Manifestation determination (IEP only)/504 compliance review • Develop/revise Behavior Support Plan (BSP) • Revise IEP (for students with disabilities) • Develop Functional Behavioral Assessment • Behavior Intervention Plan (BIP) • Alternative educational placement
<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Manifestation determination (IEP only)/504 compliance review • Develop/revise Behavior Support Plan (BSP) • Revise IEP (for students with disabilities) • Develop Functional Behavioral Assessment • Behavior Intervention Plan (BIP) • Alternative educational placement 	<p><i>Required Consequences</i></p> <ul style="list-style-type: none"> • Parent/Guardian notification • Suspension from school (5 days) • May refer for Expulsion (total removal from school if other means of correction have not brought about proper conduct <u>or</u> are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others • Mandatory recommendation for Expulsion for violations of Ca Ed Code 48915 (a1 A-E) 		
Level 5	Mandatory Recommendation for Expulsion and Mandatory Expulsion		
	<p>Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Code 48915 (C1-5)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Manifestation determination (IEP only) /504 compliance review • Alternative educational placement </td> <td style="width: 50%; vertical-align: top;"> <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> • Parent/Guardian notification • Suspension from school (5 days) • Mandatory referral for expulsion, mandatory expulsion </td> </tr> </table>		<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> • Manifestation determination (IEP only) /504 compliance review • Alternative educational placement
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PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Absence from Class or School						
• Tardiness	•	•				
• Cutting class	•	•				
• Excessive absences/truancy	•	•				
Bullying						
• Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900(r))	•	•	•	•		
• Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (Suspension. Gr. 4-12 only EC 48900 (r))		•	Grade 4-12 only	Grade 4-12 only		
• Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (g))		•	•	•		
Contraband – Tobacco						
• Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))	•	•	•			
• Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))	•	•	•			
• Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))		•	•			
Contraband - Alcohol and Intoxicants						
• Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c)) *		•	•	•		•
• Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			•	•		•
Contraband - Controlled Substances						
• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))		•	•	•		
• Possessed, or came to school under the influence of, a controlled substance (EC 48900 (c), 48915 (a1C)) *		•	•	•		•
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900(p), 48915(c3))			•	•	•	•
• Used or offered a controlled substance (EC 48900 (c))			•	•		•
• Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage, or other intoxicant (EC 48900 (d))			•	•		•
• Sold a controlled substance (EC 48915 (c3))					•	•

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

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Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Contraband – Weapons						
• Possessed an imitation firearm (<i>EC 48900 (m)</i>)		●	●	●		
• Possessed a knife or other dangerous object (<i>EC 48900 (b), 48915 (a1B)</i>) *		●	●	●		●
• Sold or otherwise furnished any knife or other dangerous object (<i>EC 48900 (b)</i>)			●	●		
• Brandished a knife at another person (<i>EC 48915 (c2)</i>)					●	●
• Possessed an explosive as defined in federal law (<i>EC 48915 (c5)</i>)					●	●
• Possessed, sold, or otherwise furnished a firearm (<i>EC 48915 (c1)</i>)					●	●
Contraband - Other items						
• Possession of unauthorized items not otherwise included in this code	●	●				
• Unauthorized sale or distribution of goods not otherwise included in this code	●	●	●	●		
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (<i>EC 48900 (a1), (b), (c), (d)</i>) *		●	●	●		●
Disruption						
• Engaged in behavior causing an interruption during class or other school activity	●	●				
• Ran, made excessive noise, or loitered in a hallway or between classes	●	●				
• Engaged in gambling	●	●	●			
• Repeated and chronic behavior that creates an environment preventing teaching and learning (<i>Susp. Gr. 4-12 only EC 48900 (k)</i>)		●	Grade 4-12 only	Grade 4-12 only		
• False activation of a fire alarm (<i>Susp. Gr. 4-12 only EC 48900k</i>)		●	Grade 4-12 only	Grade 4-12 only		
• Caused a major disruption to the atmosphere of order and safety in the school, such as a riot (<i>Susp. Gr. 4-12 only EC 48900(k)</i>)			Grade 4-12 only	Grade 4-12 only		
Dress Code Violation						
• Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP/AR 5132 - Pupil Dress and Grooming (<i>EC 35183</i>)	●	●				
• Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment (<i>Susp. Gr. 4-12 only EC 48900 (k)</i>)	●	●	Grade 4-12 only			

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Harassment						
• Minor annoying behavior or negative gestures toward other students	●	●				
• Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff <i>(Susp. Gr. 4- 12 only EC 48900 (k))</i>		●	Grade 4-12 only			
• Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting <i>(Susp. Gr. 4- 12 only EC 48900.4)</i>		●	Grade 4-12 only	Grade 4-12 only		
• Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding <i>(EC 48900 (o))</i>		●	●	●		
Immodest/Offensive Behavior						
• Inappropriate display of affection	●	●				
• Viewing or displaying obscene or sexually explicit content <i>(EC 48900 (i))</i>		●	●	●		
• Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person <i>(EC 48900 (j))</i>		●	●	●		
• Sexual harassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law <i>(Susp. Gr. 4-12 only EC 48900.2)</i>			Grade 4-12 only	Grade 4-12 only		
• Committed a sexual battery <i>(EC 48900 (n), 48915 (c4))</i>					●	●
• Committed or attempted to commit a sexual assault <i>(EC 48900 (n), 48915 (c4))</i>					●	●
Lying/Cheating						
• Lying to get self or others out of trouble	●	●				
• Intentional lying to get another person(s) in trouble <i>(Susp. Gr. 4-12 only EC 48900 (k))</i>		●	Grade 4-12 only			
• Cheating or plagiarism	●	●				
Non-cooperative Behavior						
• Trespassing; Unauthorized attendance at school activities	●	●				
• Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity	●	●				
• Failure to follow directions leading to potential disruption or harm to self or others <i>(Susp. Gr. 4-12 only EC 48900 (k))</i>	●	●	Grade 4-12 only			
• Failure to follow directions that directly leads to disruption or the harm of self or others <i>(Susp. Gr. 4-12 only EC 48900 (k))</i>		●	Grade 4-12 only	Grade 4-12 only		

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Physical Aggression						
• Minor physical aggression without injury	●	●				
• Mutual fight (EC 48900 (a1))	●	●	●			
• Mutual fight (repeated instances and/or with moderate physical injury and/or other serious aggravating factors)			●	●		
• Attack on student, attempting to cause physical injury (EC 48900 (a1)(a2)) *		●	●	●		
• Aides or abets in the infliction or attempted infliction of physical injury (EC 48900 (f))		●	●	●		
• Caused or attempted to cause or participated in an act of hate violence (Susp. Gr. 4-12 only EC 48900.3)		●	Grade 4-12 only	Grade 4-12 only		
• Attack on student, causing physical injury (EC 48900 (a1))			●	●		
• Willfully used force or violence upon the person of another, except in self-defense (EC 48900 (a2))			●	●		●
• Caused serious injury to another person, except in self-defense (EC 48915 (a1))				●		●
• Unintentional, incidental physical contact with school personnel	●	●				
• Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48900 (a1)) *		●	●	●		
• Intentional assault or battery upon any school employee (EC 48915 (a1))				●		●
Property Misuse/Damage						
• Littering	●	●				
• Minor or accidental damage	●	●				
• Attempted to cause damage to property (EC 48900 (f))	●	●	●			
• Caused damage to property (EC 48900 (f))		●	●	●		
• Breaking and entering on District property (EC 48900 (f))		●	●	●		●
• Set fire to property (EC 48900 (f))		●	●	●		●
Stealing/Possessing Stolen Property						
• Stole school or private property (EC 48900 (g))	●	●	●	●		
• Knowingly possessed stolen property (EC 48900 (l))	●	●	●	●		
• Attempted to commit robbery or extortion (EC 48900 (e), 48915 (a1D)) *			●	●		
• Committed robbery or extortion (EC 48900 (e), 48915 (a1D))			●	●		●
Tantrum						
• A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention	●	●				

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Technology Violation						
• Violation of school rules regarding use of personal technology not resulting in harm	●	●				
• Violation of District's Acceptable Use Agreement for using District technology not resulting in harm	●	●				
• Using District technology without permission	●	●				
• Repeated violations of: school rules, District Acceptable Use Agreement, or using District technology without permission <i>(Susp. Gr. 4-12 only EC 48900 (k))</i>		●	Grade 4-12 only	Grade 4-12 only		
• Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person as defined in law <i>(Susp. Gr. 4-12 only EC 48900 (r))</i>		●	Grade 4-12 only	Grade 4-12 only		
Verbal and Written Aggression (Not Arising to Level of Bullying or Other Serious Offense)						
• Yelling or using aggressive language towards another student	●	●				
• Minor name calling or teasing, whether written or verbal, towards other students	●	●				
• Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff <i>(Susp. Gr. 4-12 only EC 48900 (k))</i>		●	Grade 4-12 only			
• Use of profanity or vulgarity not directed at others <i>(Susp. Gr. 4-12 only EC 48900 (k))</i>	●	●	Grade 4-12 Only			
• Habitual use of profanity or vulgarity <i>(EC 48900 (i))</i>		●	●			
• Threatened to cause an act of hate violence <i>(Susp. Gr. 4-12 only EC 48900.3)</i>		●	Grade 4-12 only	Grade 4-12 only		
• Threatened to cause physical injury <i>(EC 48900 (a1)) *</i>		●	●	●		
• Made terroristic threats against school officials or school property or both <i>(EC 48900.7)</i>		●	●	●		●



BULLYING

Folsom High School is committed to providing a safe learning environment for all of our students. Bullying behavior in any form is not tolerated at Folsom High School. Students that are engaged in bullying can receive up to a 5 day suspension and possible expulsion from Folsom High School.

In our continued efforts to provide a safe, secure, and welcoming environment for all students, we have established an online bullying reporting system. When a bullying report is submitted, a message is automatically sent to Vice Principal Greg Crannell, who will review the information and begin an investigation. This information can be entered anonymously.

To report bullying type this link into your internet browser: This link is also available on the school's home page.

www.fcusd.org/bullying. For more information regarding FCUSD anti-bullying and character education programs, please visit the following link <http://www.fcusd.org/character>. If you believe that you are being bullied, please report it right away to a school official (a Teacher, Counselor, Coach, or Vice Principal). If you know someone that is being bullied, please report it right away to a school official.

DONATIONS/FEES

With the exception of field trips and transportation, state law does not allow school districts to charge fees to students for educational activities; many of our programs benefit from financial contributions from participating families. Please know that a donation is not required to participate, and families that choose to contribute may do so at any amount. A suggested donation can help sustain school wide programs.

DRESS CODE GUIDELINES:

The following guidelines shall apply to all regular school activities:

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
- Appropriate shoes must be worn at all times.
- Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

The Dress Code is enforced by ALL STAFF. Referrals will be made to the vice principals. Violations may result in the following disciplinary actions:

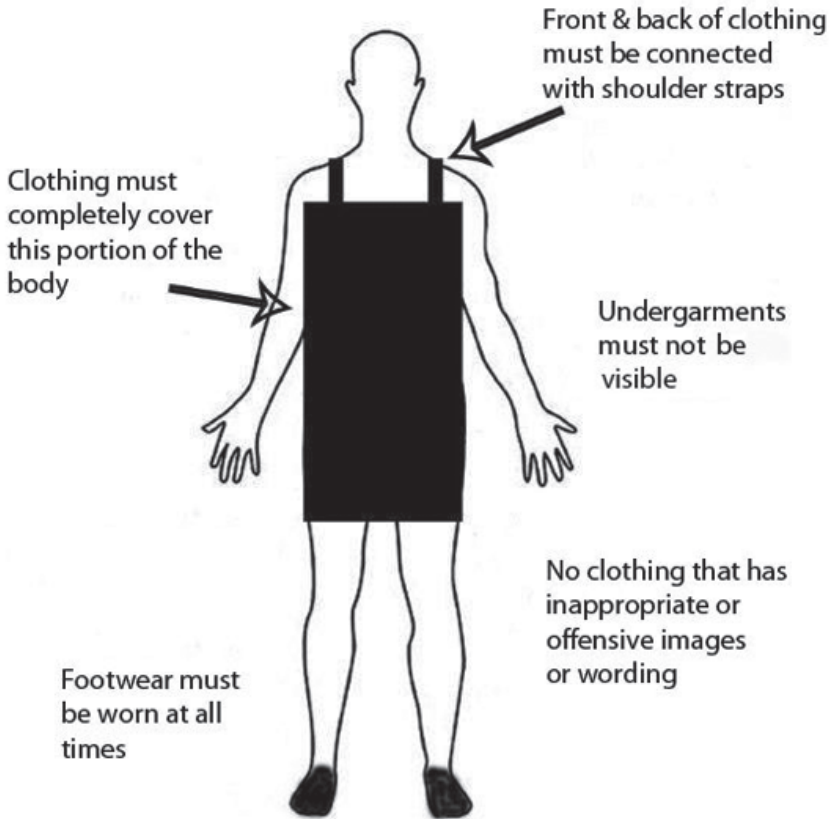
1st Violation - Student will change clothing into school provided items or call parent to drop-off appropriate clothing; inappropriate items confiscated, returned at close of day.

2nd Violation - Home contact, student will change clothing into school provided items or call parent to drop-off appropriate clothing; inappropriate items confiscated, returned at close of day.

3rd Violation - Home contact, detention, student will change clothing into school provided items or call parent to drop-off appropriate clothing; inappropriate items confiscated, returned at close of day.

4th Violation - Home contact, Saturday School, student will change clothing into school provided items or call parent to drop-off appropriate clothing; suspension, inappropriate items confiscated, returned a close of the day

Folsom High School Dress Code Policy



Please see the PAWS Port for a more detailed guideline



DRUG AND WEAPON-FREE ZONE

Folsom High School is declared a drug and weapon-free zone. Enhanced penalties will be applied to anyone prosecuted for drug or weapon violations.

ELECTRONIC DEVICES ON CAMPUS

The Governing Board recognizes that the use of cell phones, smartphones, smart watches, and other mobile communication devices on campus may be beneficial to student learning and well being, but could also be disruptive of the instructional program. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

Students in grades 9-12 may use cell phones, smartphones, smart watches or other mobile communication devices on campus during non-instructional time as long as the device is utilized in accordance with law and in accordance with BP/E 6163.4 Student Use of Technology

Mobile communication devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher, administrator, or other district employee grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher, administrator or other district employee.
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being.
4. When the possession or use is required by the student's individualized education program.

Smartphones and other mobile communication devices shall not be used in any manner that infringes on the privacy rights of any other person. The use of any electronic device, to include cell phones, may NOT be used at any time in the gym locker rooms.

For more information please see FCUSD board policy 5131.8: Mobile Communication Devices

EMERGENCY PROCEDURES

Emergency drills are held regularly throughout the year. Students must follow the procedures posted in classrooms for lock down, evacuation, and duck and cover commands. Students must write down their emergency assembly evacuation areas for each classroom in the grid located at the beginning of the Pawsport.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Students are not required to take part in the Flag Salute or Pledge of Allegiance if doing so violates their beliefs or values. Students may choose not to participate in the flag salute for personal reasons in a way that is non-disruptive to others.

GUM

Chewing gum is not permissible at any time on campus as clean up and removal of discarded gum is consumes far too much campus maintenance time. In order to promote adherence to this policy, detention may be assigned for each infraction.

HARASSMENT/HAZING

Because hazing/harassment is against the California State Education Code,

Section 220 and Calif. Law AB 537, steps will be taken by faculty and administrators to discourage this activity. Engaging in hazing/harassment of other students including sexual orientation / gender discrimination may result in suspension from school. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting. Complete procedures for filing a complaint are mailed home in the first school newsletter and delivered as a classroom lesson during the first week of school. Any student, who believes that he/she has a legitimate reason for filing a formal "Sexual Harassment" or "Title IX" violation complaint, should immediately contact his/her counselor or vice-principal.

HOME-BAKED GOODS

Please do not bring home-baked goods to share with others at school. All items that will be shared must be store-bought, individually wrapped and cleared with administration.

IDENTIFICATION CARD/STUDENT BODY CARD

Student Body Cards (I.D.) cards are required to access student accounts, the library (book checkout and computer usage), cafeteria food purchase, travel during PAWS, and for some extra-curricular activities. Off-Campus stickers will be issued and affixed to the backside of the I.D. of students enrolled in college courses, and early dismissal for travel off campus. Off-campus stickers must be updated and reapplied each semester.

Any student who has forgotten their ID must report to the Assistant Principals office upon arriving on campus.

REPLACEMENT ID CARDS

Replacement ID cards can be purchased from the student accounts office for \$5. Students who cannot afford a replacement ID will need to report to their assigned Assistant Principal.

FALSE ID'S

Any student presenting an ID which is not their own or an ID from a previous school year will be considered in violation of the ID policy and face progressive discipline.

NON DISCRIMINATION AND/OR SEXUAL HARASSMENT COMPLAINT PROCESS

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (EC 200, 220)

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. (BP 5145.7)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complaint first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)

The following compliance officer shall receive and investigate complaints and shall ensure district compliance with law:

Assistant Superintendent, Human Resources

1965 Birkmont Drive

Rancho Cordova, CA 95742

(916) 294-9025

PARKING

Sales will begin on Dog Walk Day on a first-come, first-served basis. A parking permit does not guarantee a parking space; it only grants a right to park on campus. Please remember that DMV requires teen drivers to have their license for one year before being allowed to transport young passengers without an adult in the car. See the DMV website for exceptions to this law based on transportation issues. Parking violations may be issued to any vehicle parked in a non-student permitted area on campus. Fines for violations range from \$10 to \$30 and may include a loss of parking privileges for the remainder of the school year. Unpaid parking fines are treated the same as all other student debts. All vehicles on campus are subject to search without cause; students are responsible for any items found in their vehicle—drugs, alcohol, tobacco and weapons on campus will result in suspension and/or expulsion. The school district is not responsible for any damage to or theft of a vehicle or its contents while parked on campus. Students should not leave any books or items that will be needed during the school day as students are not permitted to be in the student parking area during school hours without administrator permission. Parking on campus is a privilege, not a right. Your Parking Permit may be revoked at any time for, but not limited to, the following reasons: • Leaving school grounds without permission. • Any behavior or action that results in an off-campus suspension.

Disciplinary Actions:

1st Parking Violation: Warning

2nd Parking Violation: \$10 Fine.

3rd Parking Violation: \$30 Fine.

4th Parking Violation: \$30 Fine & Revoked Permit

Vehicle may be towed at owner's expense if parking lot violation occurs.

POSTERS, BANNERS, SIGNS, FLYERS

Any materials posted on campus shall be school-related and must be approved and stamped by an administrator prior to posting. Only BLUE masking tape may be used. Scotch tape or duct tape is not allowed. All items must be posted only in areas of the school that are not visible from the street.

RALLIES, ASSEMBLIES, AND DANCES

Rallies and assemblies are held to promote events and school spirit and are provided for the enjoyment and benefit of the students. Teachers accompany their classes to assemblies. Students are to be on their best behavior and give full attention to performers. During rallies, students are to sit in designated areas and follow the cheerleaders, staff members, and directors. Students who do not display proper manners may be removed from the assembly and may be prohibited from attending future assemblies. Electronic devices are to be turned off and placed out of sight during rallies and assemblies. Please note: no gum, food, or drinks are permitted in the gym or theatre.

Inappropriate dancing/behavior or attire will lead to removal from the dance; tickets will not be refunded. Gum, mints, water bottles, perfume bottles, cologne bottles, and other items deemed as inappropriate will be confiscated at the door.

SATURDAY SCHOOL

Saturday School may be assigned to students who are in violation of the school's attendance or discipline policy, including but not limited to truancy, unexcused absence, closed campus violation, and excessive lates and tardies. Students will be informed and a letter mailed home to parents stating the Saturday School date. Saturday School will be held in the library. Saturday School typically meets one Saturday per month at Folsom High School from 8:00 AM – 12:00 PM. Failure to attend Saturday School may result in suspension from school for defiance.

SKATEBOARDS/SKATES/BIKES

No skateboarding, skating, roller-blading or cycling by students is allowed on campus. Violation of this rule may result in confiscation of the equipment and appropriate disciplinary consequences, with return of equipment after school or to a parent or guardian.

SOCIAL EVENTS

Social activities and dances are for Folsom High School students. Other students may be admitted in some cases if a guest bid is secured prior to the function, and, based upon attendance and discipline, is subject to the discretion and approval of school administration. Since the Folsom High student is responsible for his/her guest's actions, Folsom High students should inform themselves and their guests of the following rules pertaining to school activities:

1. Your Folsom High School I.D. card is required for admission to all social events.
2. You must remain in the building. If you leave, you will not be permitted to return.
3. All students and guests must exhibit acceptable behavior or they will be asked to leave.
4. Breathalyzer tests may be utilized randomly at any time upon entrance or during a school activity. All school rules are in effect at school activities. Students who do not comply with these rules may be removed from the activity, and may be restricted from future social activities, and/or may be suspended from school.

TELEPHONE

Students shall obtain permission from school personnel to use school telephones for any calls. In case of illness or emergencies, students may use the telephone in the office after securing approval from office personnel. Except in the case of an emergency, students are not excused during class time to make telephone calls. Cell phones are never to be used during class time unless directed by a teacher.

TOBACCO-FREE SCHOOL POLICY

Effective July 1, 1995 – It is the intent of the Folsom Cordova Unified School District Board of Education to comply with State Law (AB 816). Therefore, the use of tobacco products is prohibited at all times on district property, in district vehicles, and within 1,000 feet of campus. This prohibition applies to all students, employees, visitors, and other persons (District policy 1115).

VISITORS

To provide for the protection and safety of students, teachers, employees, and school property, all visitors (non-students) are required to register in the reception foyer of the administration office at the time of arrival and departure. In accordance with the closed campus policy and in an effort to preserve instructional time for students, classroom visitations are not permitted. Should you have any questions, please contact the school's office.

****Note:** A current edition of the Paws Port student handbook, including additional revisions that may occur after printing, can be found on the school's website: <http://www.fcusd.org/fhs>

AUGUST

WEEKLY GOALS:

"We must use time creatively and forever realize that the time is always ripe to do right." – Nelson Mandela

JULY 2022							AUGUST 2022							SEPTEMBER 2022									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2	1	2	3	4	5	6							1	2	3		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29	30							
						31																	

8 MONDAY

9 TUESDAY

10 WEDNESDAY

11 THURSDAY _____

12 FRIDAY _____

13 SATURDAY _____

14 SUNDAY _____

AUGUST

WEEKLY GOALS:

"No bird soars too high if he soars with his own wings." – William Blake

JULY 2022							AUGUST 2022							SEPTEMBER 2022									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2		1	2	3	4	5	6						1	2	3		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29	30							
						31																	

15 MONDAY

16 TUESDAY

17 WEDNESDAY

18 THURSDAY _____

19 FRIDAY _____

20 SATURDAY _____

21 SUNDAY _____

AUGUST

WEEKLY GOALS:

"It is best to learn as we go, not go as we have learned." – Leslie Jeanne Sahler

JULY 2022							AUGUST 2022							SEPTEMBER 2022									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2		1	2	3	4	5	6						1	2	3		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29	30							
						31																	

22 MONDAY

23 TUESDAY

24 WEDNESDAY

25 THURSDAY _____

26 FRIDAY _____

27 SATURDAY _____

28 SUNDAY _____

AUGUST

WEEKLY GOALS:

"Luck is a matter of preparation meeting opportunity." – Oprah Winfrey

JULY 2022							AUGUST 2022							SEPTEMBER 2022									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2		1	2	3	4	5	6						1	2	3		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29	30							
						31																	

29 MONDAY

30 TUESDAY

31 WEDNESDAY

SEPTEMBER

WEEKLY GOALS:

"The thing always happens that you really believe in; and the belief in a thing makes it happen." – Frank Lloyd Wright

AUGUST 2022	SEPTEMBER 2022	OCTOBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29 30 31

5 MONDAY

Labor Day

6 TUESDAY

7 WEDNESDAY

SEPTEMBER

WEEKLY GOALS:

"Whether you believe you can do a thing or not, you are right." – Henry Ford

AUGUST 2022	SEPTEMBER 2022	OCTOBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29 30 31

12 MONDAY

13 TUESDAY

14 WEDNESDAY

15 THURSDAY _____

16 FRIDAY _____

17 SATURDAY _____

18 SUNDAY _____

SEPTEMBER

WEEKLY GOALS:

"If you don't like something, change it. If you can't change it, change your attitude. Don't complain." – Maya Angelou

AUGUST 2022	SEPTEMBER 2022	OCTOBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29 30 31

19 MONDAY

20 TUESDAY

21 WEDNESDAY

22 THURSDAY

First day of autumn

23 FRIDAY

24 SATURDAY

25 SUNDAY

*Rosh Hashanah begins at
sundown*

SEPTEMBER

WEEKLY GOALS:

"Think it more satisfactory to live richly than die rich." – Sir Thomas Browne

AUGUST 2022	SEPTEMBER 2022	OCTOBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29 30 31

26 MONDAY

27 TUESDAY

28 WEDNESDAY

29 THURSDAY

30 FRIDAY

1 SATURDAY

2 SUNDAY

OCTOBER

WEEKLY GOALS:

"There are two ways of spreading light – to be the candle or the mirror that reflects it." – Edith Wharton

SEPTEMBER 2022	OCTOBER 2022	NOVEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1	1 2 3 4 5
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30
	30 31	

3 MONDAY

4 TUESDAY

*Yom Kippur begins at
sundown*

5 WEDNESDAY

OCTOBER

WEEKLY GOALS:

"Be yourself. Who else is better qualified?" – Frank J. Giblin II

SEPTEMBER 2022	OCTOBER 2022	NOVEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1	1 2 3 4 5
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30
	30 31	

10 MONDAY _____

Columbus Day

11 TUESDAY _____

12 WEDNESDAY _____

OCTOBER

WEEKLY GOALS:

"I am not afraid of storms, for I am learning how to sail my ship." – Louisa May Alcott

SEPTEMBER 2022	OCTOBER 2022	NOVEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1	1 2 3 4 5
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30
	30 31	

17 MONDAY

18 TUESDAY

19 WEDNESDAY

OCTOBER

WEEKLY GOALS:

"We make a living by what we get, but we make a life by what we give." – Winston Churchill

SEPTEMBER 2022	OCTOBER 2022	NOVEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1	1 2 3 4 5
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30
	30 31	

24 MONDAY

25 TUESDAY

26 WEDNESDAY

NOVEMBER

WEEKLY GOALS:

"Learn to listen. Opportunity could be knocking at your door very softly." – Frank Tyger

OCTOBER 2022	NOVEMBER 2022	DECEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
	1	1 2 3
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
30 31		

31 MONDAY

Halloween

1 TUESDAY

2 WEDNESDAY

3 THURSDAY

4 FRIDAY

5 SATURDAY

6 SUNDAY

Standard time begins

NOVEMBER

WEEKLY GOALS:

"Do not follow where the path may lead.
Go instead where there is no path and
leave a trail." – Ralph Waldo Emerson

OCTOBER 2022	NOVEMBER 2022	DECEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
	1	1 2 3
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
30 31		

7 MONDAY

8 TUESDAY

Election Day

9 WEDNESDAY

NOVEMBER

WEEKLY GOALS:

"Talk about a dream; try to make it real." – Bruce Springsteen

OCTOBER 2022	NOVEMBER 2022	DECEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
	1	1 2 3
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
30 31		

14 MONDAY

15 TUESDAY

16 WEDNESDAY

NOVEMBER

WEEKLY GOALS:

"The lips know only shallow tunes.
The heart is where great symphonies
are born." – Calvin Miller

OCTOBER 2022	NOVEMBER 2022	DECEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
	1	1 2 3
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
30 31		

21 MONDAY

22 TUESDAY

23 WEDNESDAY

24 THURSDAY _____

Thanksgiving

25 FRIDAY _____

26 SATURDAY _____

27 SUNDAY _____

NOVEMBER

WEEKLY GOALS:

"The most wasted of all days is one without laughter." – E.E. Cummings

OCTOBER 2022	NOVEMBER 2022	DECEMBER 2022
S M T W T F S	S M T W T F S	S M T W T F S
1	1 2 3 4 5	1 2 3
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
30 31		

28 MONDAY

29 TUESDAY

30 WEDNESDAY

DECEMBER

WEEKLY GOALS:

"The way to get ahead is to start now." – William Feather

NOVEMBER 2022	DECEMBER 2022	JANUARY 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30	25 26 27 28 29 30 31	29 30 31

5 MONDAY

6 TUESDAY

7 WEDNESDAY

DECEMBER

WEEKLY GOALS:

"If you hear a voice within you saying 'You are not a painter,' then by all means paint, and that voice will be silenced." – Vincent van Gogh

NOVEMBER 2022	DECEMBER 2022	JANUARY 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30	25 26 27 28 29 30 31	29 30 31

12 MONDAY

13 TUESDAY

14 WEDNESDAY

15 THURSDAY

16 FRIDAY

17 SATURDAY

18 SUNDAY

Hanukkah begins at sundown

DECEMBER

WEEKLY GOALS:

"Genius is 1% inspiration and 99% perspiration." – Thomas Edison

NOVEMBER 2022	DECEMBER 2022	JANUARY 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30	25 26 27 28 29 30 31	29 30 31

19 MONDAY

20 TUESDAY

21 WEDNESDAY

First day of winter

DECEMBER

WEEKLY GOALS:

"The point is not to pay back kindness
but to pass it on." – Julia Alvarez

NOVEMBER 2022	DECEMBER 2022	JANUARY 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30	25 26 27 28 29 30 31	29 30 31

26 MONDAY

Kwanzaa begins

27 TUESDAY

28 WEDNESDAY

29 THURSDAY

30 FRIDAY

31 SATURDAY

1 SUNDAY

New Year's Day

JANUARY

WEEKLY GOALS:

"There is only one corner of the universe you can be certain of improving ... and that's your own self." – Aldous Huxley

DECEMBER 2022	JANUARY 2023	FEBRUARY 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28

2 MONDAY

3 TUESDAY

4 WEDNESDAY

JANUARY

WEEKLY GOALS:

"My life is my message." – Mahatma Gandhi

DECEMBER 2022	JANUARY 2023	FEBRUARY 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28

9 MONDAY

10 TUESDAY

11 WEDNESDAY

JANUARY

WEEKLY GOALS:

"There is nothing like a dream to create the future." – Victor Hugo

DECEMBER 2022	JANUARY 2023	FEBRUARY 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28

16 MONDAY

Martin Luther King Jr. Day

17 TUESDAY

18 WEDNESDAY

19 THURSDAY

20 FRIDAY

21 SATURDAY

22 SUNDAY

Lunar New Year

JANUARY

WEEKLY GOALS:

"I have discovered in life that there are ways of getting almost anywhere you want to go, if you really want to go." – Langston Hughes

DECEMBER 2022	JANUARY 2023	FEBRUARY 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28

23 MONDAY

24 TUESDAY

25 WEDNESDAY

26 THURSDAY

27 FRIDAY

28 SATURDAY

29 SUNDAY

FEBRUARY

WEEKLY GOALS:

"In great attempts, it is glorious even to fail." – Vincent T. Lombardi

JANUARY 2023	FEBRUARY 2023	MARCH 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2 3 4
8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11
15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18
22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25
29 30 31	26 27 28	26 27 28 29 30 31

30 MONDAY

31 TUESDAY

1 WEDNESDAY

2 THURSDAY _____

Groundhog Day

3 FRIDAY _____

4 SATURDAY _____

5 SUNDAY _____

FEBRUARY

WEEKLY GOALS:

"Everyone can be great because everyone can serve." – Martin Luther King Jr.

JANUARY 2023	FEBRUARY 2023	MARCH 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2 3 4
8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11
15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18
22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25
29 30 31	26 27 28	26 27 28 29 30 31

6 MONDAY

7 TUESDAY

8 WEDNESDAY

9 THURSDAY

10 FRIDAY

11 SATURDAY

12 SUNDAY

Lincoln's Birthday

FEBRUARY

WEEKLY GOALS:

"I change myself, I change the world." – Gloria Anzaldúa

JANUARY 2023	FEBRUARY 2023	MARCH 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2 3 4
8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11
15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18
22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25
29 30 31	26 27 28	26 27 28 29 30 31

13 MONDAY

14 TUESDAY

Valentine's Day

15 WEDNESDAY

16 THURSDAY

17 FRIDAY

18 SATURDAY

19 SUNDAY

FEBRUARY

WEEKLY GOALS:

"A strong, positive self-image is the best possible preparation for success." – Joyce Brothers

JANUARY 2023	FEBRUARY 2023	MARCH 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2 3 4
8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11
15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18
22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25
29 30 31	26 27 28	26 27 28 29 30 31

20 MONDAY

Presidents' Day

21 TUESDAY

22 WEDNESDAY

*Ash Wednesday
Washington's Birthday*

23 THURSDAY _____

24 FRIDAY _____

25 SATURDAY _____

26 SUNDAY _____

MARCH

WEEKLY GOALS:

"No one is useless in this world who lightens the burdens of another." – Charles Dickens

FEBRUARY 2023	MARCH 2023	APRIL 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2 3 4	1
5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5 6 7 8
12 13 14 15 16 17 18	12 13 14 15 16 17 18	9 10 11 12 13 14 15
19 20 21 22 23 24 25	19 20 21 22 23 24 25	16 17 18 19 20 21 22
26 27 28	26 27 28 29 30 31	23 24 25 26 27 28 29 30

27 MONDAY

28 TUESDAY

1 WEDNESDAY

2 THURSDAY _____

3 FRIDAY _____

4 SATURDAY _____

5 SUNDAY _____

MARCH

WEEKLY GOALS:

"Never give up, for that is just the place and time that the tide will turn." – Harriet Beecher Stowe

FEBRUARY 2023	MARCH 2023	APRIL 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2 3 4	1
5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5 6 7 8
12 13 14 15 16 17 18	12 13 14 15 16 17 18	9 10 11 12 13 14 15
19 20 21 22 23 24 25	19 20 21 22 23 24 25	16 17 18 19 20 21 22
26 27 28	26 27 28 29 30 31	23 24 25 26 27 28 29 30

6 MONDAY

7 TUESDAY

8 WEDNESDAY

9 THURSDAY _____

10 FRIDAY _____

11 SATURDAY _____

12 SUNDAY _____

Daylight saving time begins

MARCH

WEEKLY GOALS:

"Leadership is action, not position."
 – Donald H. McGannon

FEBRUARY 2023							MARCH 2023							APRIL 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

13 MONDAY

14 TUESDAY

15 WEDNESDAY

16 THURSDAY

17 FRIDAY

St. Patrick's Day

18 SATURDAY

19 SUNDAY

MARCH

WEEKLY GOALS:

"A wise man will make more opportunities than he finds." – Francis Bacon

FEBRUARY 2023	MARCH 2023	APRIL 2023
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2 3 4	1
5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5 6 7 8
12 13 14 15 16 17 18	12 13 14 15 16 17 18	9 10 11 12 13 14 15
19 20 21 22 23 24 25	19 20 21 22 23 24 25	16 17 18 19 20 21 22
26 27 28	26 27 28 29 30 31	23 24 25 26 27 28 29 30

20 MONDAY

First day of spring

21 TUESDAY

22 WEDNESDAY

Ramadan begins at sundown

23 THURSDAY

24 FRIDAY

25 SATURDAY

26 SUNDAY

MARCH

WEEKLY GOALS:

"Even if you are on the right track, you'll get run over if you just sit there." – Will Rogers

FEBRUARY 2023							MARCH 2023							APRIL 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
													30							

27 MONDAY

28 TUESDAY

29 WEDNESDAY

30 THURSDAY

31 FRIDAY

1 SATURDAY

April Fools' Day

2 SUNDAY

Palm Sunday

APRIL

WEEKLY GOALS:

"If you can imagine it, you can create it. If you can create it, you can become it." – William Arthur Ward

MARCH 2023							APRIL 2023							MAY 2023								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4						1		1	2	3	4	5	6			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13		
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20		
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27		
26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31						
							30															

3 MONDAY

4 TUESDAY

5 WEDNESDAY

Passover begins at sundown

APRIL

WEEKLY GOALS:

"We can do anything we want as long as we stick to it long enough." – Helen Keller

MARCH 2023							APRIL 2023							MAY 2023									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4						1		1	2	3	4	5	6				
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27			
26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31							
							30																

10 MONDAY

11 TUESDAY

12 WEDNESDAY

13 THURSDAY

14 FRIDAY

15 SATURDAY

16 SUNDAY

*Laylat al-Qadr begins at
sundown*

APRIL

WEEKLY GOALS:

"I have nothing to offer but blood, toil, tears, and sweat." – Winston Churchill

MARCH 2023							APRIL 2023							MAY 2023							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4							1			1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				
							30														

17 MONDAY

18 TUESDAY

19 WEDNESDAY

20 THURSDAY

--

21 FRIDAY

Eid al-Fitr begins at sundown

--

22 SATURDAY

Earth Day

--

23 SUNDAY

--

APRIL

WEEKLY GOALS:

"Life is a promise; fulfill it." – Mother Teresa

MARCH 2023							APRIL 2023							MAY 2023							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4							1			1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				
							30														

24 MONDAY

25 TUESDAY

26 WEDNESDAY

MAY

WEEKLY GOALS:

"The reward of a thing well done is to have done it." – Ralph Waldo Emerson

APRIL 2023							MAY 2023							JUNE 2023							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1		1	2	3	4	5	6						1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		
						30															

1 MONDAY

2 TUESDAY

3 WEDNESDAY

MAY

WEEKLY GOALS:

"It may be those who do most dream most." – Stephen Leacock

APRIL 2023							MAY 2023							JUNE 2023									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1	1	2	3	4	5	6							1	2	3		
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30							
						30																	

8 MONDAY

9 TUESDAY

10 WEDNESDAY

11 THURSDAY _____

12 FRIDAY _____

13 SATURDAY _____

14 SUNDAY _____

Mother's Day

MAY

WEEKLY GOALS:

"Other people may not have had high expectations for me ... but I had high expectations for myself." – Shannon Miller

APRIL 2023							MAY 2023							JUNE 2023								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1	1	2	3	4	5	6							1	2	3	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30						
						30																

15 MONDAY

16 TUESDAY

17 WEDNESDAY

MAY

WEEKLY GOALS:

"I would rather fail in a cause that will ultimately triumph than to triumph in a cause that will ultimately fail." – Woodrow Wilson

APRIL 2023							MAY 2023							JUNE 2023									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1	1	2	3	4	5	6							1	2	3		
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30							
						30																	

22 MONDAY

23 TUESDAY

24 WEDNESDAY

25 THURSDAY _____

26 FRIDAY _____

27 SATURDAY _____

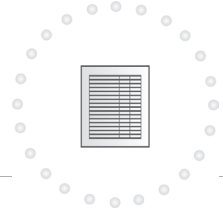
28 SUNDAY _____

NOTES



Lined area for taking notes, consisting of approximately 25 horizontal lines.

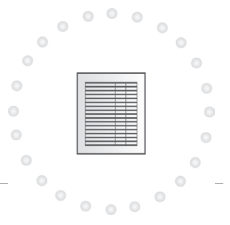
NOTES



Lined writing area with horizontal lines for notes.



NOTES



Lined writing area with horizontal lines.

