



Heritage High School 2024-2025 Student Handbook

*The Student Handbook is available for viewing on our website, www.puhsd.org/hhs. Click on the tab **Students**, then click on **Student Handbook**. Information subject to change.*

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Menifee, CA 92585
PHONE: (951) 940-5447
FAX: (951) 325-5448
WEBSITE: www.puhsd.org/hhs

Administration

Lindsay Chavez, Principal
Eric Martin, Assistant Principal
Jose Topete, Assistant Principal
Brandon Jones, Athletic Director and Assistant Principal
Lourdes Z. Medrano, Assistant Principal

Perris Union High School District

Joseph Williams, Interim Superintendent
Ms. Candace Reines, Deputy Superintendent, Business Services
Kindy Mackamul, Interim Assistant Superintendent, Educational Services
Vacant, Assistant Superintendent, Human Resources
Joseph Williams, Assistant Superintendent of Technology

Board of Education

Edward Garcia Jr., *President*
Steve Campos, *Vice President*
Anthony T. Stafford Sr., *Clerk*
David G. Nillesen, *Member*
Elizabeth Vallejo, *Member*

Heritage High School does not discriminate on the basis of race, creed, color, national origin, gender or disability.

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Mission Statement

The mission of Heritage High School is to provide a rigorous academic curriculum in a safe and caring environment that promotes all students' maximum success in the larger community.

Welcome

The staff at Heritage High School would like to welcome you to the 2023-2024 school year. We hope that each of you will find this year to be rewarding, relevant, productive, and enjoyable as we continue to build upon our successes in student academic achievement. It is the vision of Heritage High School to enable all students to acquire the knowledge, learn the skills, and develop the attitudes necessary for them to realize their full potential and to become responsible citizens and lifelong learners who can meet the challenges of a changing world. The staff is here to assist in academic pursuits, school activities, and athletic endeavors. As you experience obstacles in your educational career, we encourage you to take advantage of all the services available at Heritage High School. Feel free to ask questions or seek assistance from any staff member. We are all here to help.

In order to familiarize you with Heritage High School, enable you to assume all of your responsibilities, and take full advantage of all Heritage has to offer, we have created this handbook. Please read and discuss the handbook contents immediately with your child, as he/she will be responsible for compliance with the policies, procedures, and regulations herein. If at any time you have questions related to the school's policies and/or procedures, please contact the school.

Heritage High School office hours are 7:30 a.m. – 3:45 p.m. The phone number is (951) 940-5447.

<u>Departments</u>	<u>Extensions</u>	<u>Fax Number</u>
Administration	20101	(951) 325-5702
Athletics	20110	(951) 325-5702
Attendance	20128	(951) 325-5702
Counseling	20109 or 20124	(951) 325-5448
Discipline	20004	(951) 325-5702
Food Services	33077	
Library	20129 or 20130	(951) 926-7989

Absence Reporting Line (951) 940-5447, extension 20001
Transportation (Hemet Unified School District): (951) 943-6640

EXPECTED SCHOOLWIDE LEARNING RESULTS

MISSION STATEMENT
The mission of Heritage High School is to provide a rigorous academic curriculum in a safe and caring environment that promotes all students' maximum success in the larger community.



L **LEADERSHIP**
All students will demonstrate leadership qualities in their daily lives, including integrity, respect, honesty, and responsibility.

E **EXCELLENCE**
All students will learn strategies to promote excellence in their lives including conduct, health and vitality, and life choices.

G **GENEROSITY**
All students will demonstrate a respect for the larger community through the use of their resources to positively impact the lives of others.

A **ACADEMICS**
All students will engage in a rigorous, meaningful curriculum that emphasizes critical thinking, high standards and brain growth.

C **CHARACTER**
All students will learn the importance of character development, both personal and community responsibility, and respect for self and others.

Y **OPPORTUNITY**
All students will have equitable access to school programs and organizations that promote the development of skills to provide a competitive advantage for college and career.

ALL SCHOOL DAYS other than Minimum Days or Pep Rally Days

MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
PERIOD	TIME	MIN	PERIOD	TIME	MIN	PERIOD	TIME	MIN	PERIOD	TIME	MIN	PERIOD	TIME	MIN
PLC/Collab*	8:05 - 9:15	70	Collaboration*	8:05 - 8:30	25	Collaboration*	8:05 - 8:30	25	Collaboration*	8:05 - 8:30	25	Collaboration*	8:05 - 8:30	25
Period 1	9:15 - 9:57	42	Period 1	8:30 - 9:19	49	Period 1	8:30 - 9:19	49	Period 1	8:30 - 9:19	49	Period 1	8:30 - 9:19	49
Period 2	10:03 - 10:50	47	Period 2	9:25 - 10:15	50	Period 2	9:25 - 10:15	50	Period 2	9:25 - 10:15	50	Period 2	9:25 - 10:15	50
Period 3	10:56 - 11:38	42	Period 3	10:21 - 11:10	49	Period 3	10:21 - 11:10	49	Period 3	10:21 - 11:10	49	Period 3	10:21 - 11:10	49
1st Lunch	11:38 - 12:18	40	1st Lunch	11:10 - 11:50	40	1st Lunch	11:10 - 11:50	40	1st Lunch	11:10 - 11:50	40	1st Lunch	11:10 - 11:50	40
Period 4	12:24 - 1:06	42	Period 4	11:56 - 12:45	49	Period 4	11:56 - 12:45	49	Period 4	11:56 - 12:45	49	Period 4	11:56 - 12:45	49
Period 4	11:44 - 12:26	42	Period 4	11:16 - 12:05	49	Period 4	11:16 - 12:05	49	Period 4	11:16 - 12:05	49	Period 4	11:16 - 12:05	49
2nd Lunch	12:26 - 1:06	40	2nd Lunch	12:05 - 12:45	40	2nd Lunch	12:05 - 12:45	40	2nd Lunch	12:05 - 12:45	40	2nd Lunch	12:05 - 12:45	40
Period 5	1:12 - 1:54	42	Period 5	12:51 - 1:40	49	Period 5	12:51 - 1:40	49	Period 5	12:51 - 1:40	49	Period 5	12:51 - 1:40	49
Period 6	2:00 - 2:42	42	Period 6	1:46 - 2:35	49	Period 6	1:46 - 2:35	49	Period 6	1:46 - 2:35	49	Period 6	1:46 - 2:35	49
Period 7	2:48 - 3:30	42	Period 7	2:41 - 3:30	49	Period 7	2:41 - 3:30	49	Period 7	2:41 - 3:30	49	Period 7	2:41 - 3:30	49

**Collaboration - NO STUDENTS*

**Collaboration - NO STUDENTS*

**Collaboration - NO STUDENTS*

**Collaboration - NO STUDENTS*

**Collaboration - NO STUDENTS*

PEP RALLY SCHEDULE: *Pending
(3 Pep Rallies/Lunch based on 4th Period)

PEP RALLY		
Teacher Collaboration 8:05-8:30		
Period 1: 8:30-9:15 (45)		
Period 2: 9:20-10:05 (45)		
Period 3: 10:10-10:55 (45)		
FIRST RALLY	SECOND RALLY	THIRD RALLY
P. 4 Check-In/En route: 11:00-11:10 (10)	Lunch: 11:00-11:35 (35)	Period 4: 11:00-11:40 (40)
Rally: 11:10-11:40 (30)	P. 4 Check-In/En Route: 11:40-11:50 (10)	Lunch: 11:45-12:20 (35)
Period 4: 11:45-12:25 (40)	Rally: 11:50-12:20 (30)	P. 4 Check-In/En Route: 12:25-12:35 (10)
Lunch: 12:30-1:05 (35)	Period 4: 12:25-1:05 (40)	Rally: 12:35-1:05 (30)
Period 5: 1:10-1:55 (45)		
Period 6: 2:00-2:45 (45)		
Period 7: 2:50-3:30 (40)		

RED: Washington 101-128 and Washington 201-220 **

WHITE: Lincoln 101-128, PE, Kennedy, Jefferson, and Reagan **

BLUE: Lincoln 201-228, Washington 221-228, and STEM**

** Subject to change based on class sizes

ATTENDANCE: The administration and staff of the Perris Union High School District believe that if a student is absent from class, the educational experience lost during the absence is irretrievable as the interaction in the classroom setting can seldom be duplicated through make-up work. Absences can, therefore, adversely impact a student’s grades and should be avoided if at all possible.

Attendance Codes:

Excused—Absence from class for illness/funeral/death of any immediate family member, medical/dental appointments, court appointments, or school activities.

Unexcused—Absences that don’t qualify according to State Education Code Section 48200 (Students may not be allowed to make up missed school work).

Truant—Absences that are not cleared by parents (Student may not be allowed to make up missed school work).

ANY absence that does not fall under the excused absence definition will be UNEXCUSED (even with a phone call from the parent).

Attendance Responsibilities (Education Code Section 48200): Parents are responsible for the punctual and regular attendance of their children. It is recommended that dental and medical appointments be made for

non-school hours. Because of the need to interpret California School Attendance laws, the school determines whether the absence was excused or not. Excessive tardiness, excused absences and/or unexcused absences may lead to:

- loss of credits
- removal from class
- referral to the Student Attendance Review Team (SART)
- referral to the Student Attendance Review Board (SARB)
- placed in an alternative education program.

Verifying an absence: Parents/guardians must call the school at (951) 940-5447 ext. 20001 during normal business hours (7:45 a.m. – 3:30 p.m.). All student absences should be cleared by a parent/guardian within 3 school days of the absence.

Clearing absences is the responsibility of the parent and student. Failure to clear absences in a timely manner could affect a student's grades. Parent phone calls or notes for excused absences should include:

- The first and last name of the student
- The date of the absence
- The reason for the absence
- The parent's name/signature

Absence not cleared in 72 hours (three business days) will automatically be recorded as a Truancy and should be cleared when possible. Students arriving at school after 8:30 a.m. on regular start days and 9:15 on late start days will be given an unverified absence.

Attendance and behavioral issues may result in the loss of student privileges per administrative discretion.

Class Work/Make-Up Policy: Students are expected to complete all work assigned in each class.

- If a student has an excused absence, they shall be allowed to complete all assignments and tests missed during the absence period that can be reasonably provided and upon satisfactory completion within a reasonable period of time, shall be given full credit (EC 48205).
- Homework may be requested for absences of three (3) or more days. Please contact the teachers directly (email/phone call) to retrieve any missing assignments due to an excused absence and allow at least 24 hours for teachers to respond with information regarding your request. Some teachers may require make-up work upon a student's return to school.
- Teachers are required to provide homework or make-up activities to those students who have been suspended for two or more days as absences during a suspension are not excused absences. (EC48913.5).
- If the excused absences are long term (5 or more days) and have a medical reason, please contact the counseling office to set up alternative options.

Messages and deliveries for students: Messages for students will only be distributed between classes. Classroom interruptions jeopardize student learning. All messages must be a valid emergency.

- **Please note that items such as flowers, balloons, food (including cake), or gifts will not be accepted for delivery to students by the Heritage High staff.**
- **Food delivery services are not authorized for use during school hours. Delivery of food is discouraged unless for prescribed medical reasons. Students with unique dietary needs must be identified to the health services department.**
 - Ex: No Uber eats, door dash, or parental food drops, etc.

Passes: It is the student's responsibility to obtain a signed pass when he/she is out of class for any reason. Passes require students name, time, destination, date, and teacher's signature. This includes all students, regardless of status or schedule. Unscheduled visits to classes will not be tolerated.

Permits to leave campus: Students leaving campus prior to the end of their regular school day must be signed out in person with the Attendance Office staff by a parent/guardian, or an emergency contact designee. The person signing out the student must have a picture I.D. Student drivers must present their driver's license, along with a note from a parent/guardian indicating the time and reason the student is to be released. **Parents will be called to verify notes.**

Parents are requested to notify the school first thing in the morning about their student leaving campus that day. Any student (including seniors), who leave the campus without being properly signed out, will be marked truant.

Attendance staff will not check a student out of school after 3:10 p.m.

Re-Admits: Students need re-admits to clear their absences. They may obtain these before school, during nutrition, and during lunch. The Attendance Office will not issue re-admits during class unless a **parent accompanies the student**. When clearing absences, please note that only a parent or guardian can clear an absence.

TARDY, TRUANCY AND CELL PHONE POLICY

Tardy - Any student who arrives to class after the bell has rung is late, and therefore, marked tardy. See times below.

MORNING TARDIES:

- From 8:30 am - 9:00 am Tuesday through Friday - will be marked tardy
- From 9:15 am - 9:45 am on Late-Start Monday - will be marked tardy

PERIOD 1:

1. Teacher attempts in-class interventions
2. Teacher reaches out to the parent/guardian and logs the contacts
3. Teacher sends an email to the student's counselor
4. Counselor meets with the student to determine cause
5. If the tardies are determined to be the student's fault, they will begin on step 5 of the periods 2-7 tardy policy

PERIOD 2-7 Tardies:

1. Teacher attempts in class interventions
2. Teacher reaches out to the parent/guardian and logs the contacts
3. Teacher sends an email to the student's counselor

4. Counselor meetings and counsels the student
 5. Teacher submits a referral
 6. Administration meets with the student to implement * behavior support(s)
- Multi-Tiered Behavior Supports dependant on student's need: Counseling, Study Hall, Daily Attendance Report, Parent Conference, Non-Participation List, Saturday School

Unannounced tardy sweeps are randomly conducted periods 1 - 7. Then, on a case-by-case basis, a student may be issued a Behavior Support to promote positive attendance.

Truancy - According to the California Education Code (EC) § 48260, a student is considered truant if they meet any of the following criteria in a single school year:

- Missing school for three days or more without a valid excuse
- Being tardy or absent for more than 30 minutes without a valid excuse on three occasions
- Any combination of the above

CELL PHONE POLICY

ELECTRONIC DEVICES – At Heritage High School students are not allowed to use cellular telephones or other electronic devices during instructional time, unless approved by the teacher and/or school administration. Students are allowed to use cellular phones or electronic devices before school, at lunch, and after school. However, students must keep their cellular phones or other mobile communication devices **powered “off”** and **“out of sight” during instructional time.**

If a student refuses to follow the school electronic device policy, a school staff member will contact school administration, who will then confiscate the electronic device, log it, and store it in the Discipline Office. The offending student will have a disciplinary entry logged into their file, and only the student or the student's parent/guardian may pick it up at the end of the school day. Multiple violations will result in appropriate further disciplinary action. If the administration suspects that the device may be stolen, proof of legal purchase may be required before releasing it back to its owner. If parents cannot come into the office to pick up the device, administration will hold it for two weeks from the date of the violation before being returned to the student after school.

Examples of electronic devices are, but not limited to, as follows:

Cell Phones
iPods / MP3 players
CD Players
Earbuds/Headphones
Portable Speakers
Portable DVD players
Game Boys / PSPs
Cameras
Video Cameras

Smart Watch (talking on it)
Other electronic devices

The administration of HHS **highly discourages** the possession of these items at school.

If a student brings an electronic device to school and it is lost and/or damaged the **school is not responsible**. Site administration **will not disrupt instructional time or take up staff time** to look for lost or stolen electronic devices. The owner of the device may file a report with the local police/sheriff's department. Offenders will receive appropriate consequences. Repeat offenders may be subject to disciplinary action. Unauthorized electronic recording of student activity may result in disciplinary action, including suspension.

General Policies and Procedures

(alphabetically by subject)

BUS TRANSPORTATION — Bus services are provided through a contract with Hemet Unified School District. There is **no fee** charged to students for bus transportation. Students only need their school I.D. in order to board a PUHSD school bus. **If there are problems with the buses (late, no show, etc.), please call Hemet USD Transportation Department at (951) 943-6640, between 8:00 a.m. and 5:00 p.m.**

CHANGE OF CLASS SCHEDULE — Class schedule changes will be made for the following reasons only:

1. A class is needed for graduation.
2. The class was already completed.
3. You do not have a complete schedule.
4. A prerequisite is needed for a class.

Schedule changes made after the 4th week of a semester must be approved by the administration and may result in a withdrawal F for the class per Board Policy AR5121.

CLOSED CAMPUS — The Board of Trustees, as authorized by Education Code Section 44808.5, has established a closed campus at all Perris Union High School District schools. Once a student arrives on school grounds, they must remain on school grounds until the end of the school day. **Parking lots and access to student cars are considered to be outside of the school grounds during school hours.** Students may not leave the Heritage High School campus for lunch. Any student detained for an authorized departure from the school will be searched in accordance with Board Policy No. 5145.

COMMUNITY SERVICE — A student may earn a maximum of twenty elective credits for community service at any one non-profit organization. Students are encouraged to volunteer for community service opportunities. 60 hours of community service earns 5 elective credits.

DRIVING/PARKING ON CAMPUS — The Heritage High School campus is private property. The driving and parking of motorized vehicles on campus grounds is a *privilege*. Student vehicles may only be parked in designated stalls in the student parking lot (south side of campus) and in front of the HHS football stadium. Students **may not park**, or leave vehicles unattended, in designated visitor parking stalls, against red (fire lane) curbs, in the student drop off area, or in the staff parking area. Parking on campus is by permit only. Applications for parking permits must be obtained annually from the Assistant Principal's Office before school or during lunch. Parking Permit Tags must be visibly displayed in the lower driver side corner of the front windshield. **Any student vehicles found in violation of this policy will be cited and/or towed by the Menifee Police Department.** Cars parked in the student parking are subject to search by law enforcement. **If a student's car is found to have illegal contraband (alcohol, drugs, nicotine products, weapons, etc), the student will lose his student parking privileges, the student will be subject to school discipline, and the student will receive a citation from the Menifee Police Department.**

Student parking space is limited, and is available on a first come/first serve basis. If you wish to drive and park a

vehicle in the student parking lot, it is strongly recommended that you arrive early. All drivers are expected to observe safe driving habits and be especially alert of younger drivers. A speed limit of 5 mph shall be observed in all lanes and parking areas on campus. Do not leave valuables in vehicles. The school is not responsible and cannot provide reimbursement for damage or theft.

Students may not return to their vehicles during the school day.

Vehicles on campus are subject to search in accordance with Board Policy No. 5145, and consent to search is implied merely by parking a vehicle on campus. Parking privileges may be revoked by the Administration if a student's conduct is unacceptable. Violation of school policies while in a vehicle will result in revocation of parking privileges, in addition to any applicable legal measures as determined by law enforcement.

ALTERNATIVE TO SUSPENSION PROGRAM (ATS) — The Alternative To Suspension Program is an on-campus suspension program for students depending on the disciplinary infraction. Students can be placed into ATS for 3 or 5 days depending on the disciplinary infraction. While in ATS, the students will be able to do their academic work on their chromebooks and participate in restorative practice exercises for the school rule, the student violated.

DROP-OFF AND PICK-UP AREA — Parents may drop students off and/or pick them up using the designated student drop-off points located in front of the school adjacent to the front gate. The student and teacher parking lots are NOT to be used for a drop-off area.

FOOD/DRINK — No glass containers are allowed on campus. Food and beverages will be served and eaten in designated areas. No nuts or seeds in shells will be allowed. **All energy drinks are banned from all school campuses. No outside food can be delivered to students, during school hours.**

HEALTH OFFICE — The Health Office is located behind the Attendance Office. The Health Office is open to students from 8:00 a.m. to 3:45 p.m. daily. Students who become ill during class time **must secure a pass** from their teacher before coming to the Health Office.

INSURANCE — Student Accident Insurance forms are available from the receptionist and the Athletic Director. This insurance is optional, but students participating in athletics are required to show proof of medical coverage prior to entering the athletic program.

INDEPENDENT STUDY (Short Term) — Students who know that they will be away from campus for not more than ten (10) days for *educational reasons*, should apply for a short term Independent Study contract. See the Counseling Office for details.

LIBRARY/MEDIA CENTER — The Library/Media Center is located in the Kennedy building, just inside the main gate to the school. Students may access the library from 8:00 a.m. to 3:30 p.m. Monday through Friday. Students who wish to use the Library/Media Center during class time must have a pass from their teacher. No pass—no entrance. Computers and printers are available to use with proper requirements.

LOST/FOUND — Students who lose any items while at school should report the loss immediately to the school receptionist. Found items are kept there until the last day of each semester. After that, the items are given to a charitable organization.

MEDICATIONS — In compliance with California Education Code section 49423, when an employee of the school district gives medication to a student, the employee must be acting in accordance with the written directions of a physician and with the written permission of the student's parent or legal guardian. These authorizations must be renewed whenever the prescription changes or at the beginning of the new school year. The prescription label on the container is not acceptable as a physician's statement. Over-the-counter medications will be given only if prescribed by a physician or dentist.

We require all medications to be stored in the Health Office and to be administered only when the physician's and parent/guardian's signed permissions are on file. Students are not allowed to have medication in their possession at

school, walking to and from school, or on the school bus. The only exception to this policy is if the student's well being is in jeopardy and the medication, such as an inhaler for asthma, is carried on his/her person. The appropriate release forms can be obtained from the school and must include a statement from the physician that the student's well being is in jeopardy unless he/she carries the medication.

Medications must be provided to the school in the container in which it was purchased, with the prescription label attached, and must be prescribed to the student to whom it will be administered. School personnel can't give medication brought to school in a plastic bag, plastic ware, or any other repacking. Out-of-date medication will NOT be given. An adult must bring the medication to school along with the completed authorization form.

REPORT CARDS — Report Cards and Progress Reports will be mailed at regular intervals. The final report card of the year will be mailed home in the month of June, 2025. Please mark your calendars and discuss your student's academic performance regularly. Progress reports will be distributed following the end of the grading period.

1st Semester

1st Grading Period Ends September 20, 2024
2nd Grading Period Ends November 1, 2024
End of Semester December 19, 2024

2nd Semester

1st Grading Period Ends February 28, 2025
2nd Grading Period Ends April 11, 2025
End of Semester June 12, 2025

REPORTING ACCIDENTS — Anytime a student is injured on campus, he/she should report the injury to his/her teacher, the nurse, or Assistant Principal immediately. Accident report forms are available and should be filled out.

SATURDAY SCHOOL — Consists of 4 hours of study hall. Saturday School is open to any student to make up attendance and/or to get extra help in a class. Students must sign-up if they plan to attend. Saturday School is also assigned as a consequence for the violation of a school rule and is an alternative to home suspension. When assigned to Saturday School, students are responsible for their own transportation. Students who fail to attend a Saturday School assignment may be subject to further disciplinary action up to and including One Day of On-Campus-Suspension.

SEARCHES — Situations may occur where the health, safety, and welfare of students and staff are jeopardized and which necessitate the search of students and seizure of their property by school officials. School officials are authorized to conduct searches when there are reasonable grounds or suspicions that the search will uncover evidence that the student is violating the law, rules of the district, or rules of the school.

STUDENT IDENTIFICATION — All students will be issued a student I.D. card at the beginning of the year. Students must show their ID card in order to get on campus in the morning. **Students must carry this I.D. on campus and present it to school personnel when requested to do so.** Replacement I.D. cards may be purchased from the A.S.B. office. This photo identification card will also be used for boarding school buses to and from school.

STUDENT PRIVILEGES — **Dances and other extracurricular social events are a privilege enjoyed by students.** Students may lose these privileges if they have:

- outstanding obligations such as fees or damage assessments
- attendance issues
- discipline issues

TELEPHONES — In case of EMERGENCY, students may utilize the telephone located in the Attendance Office.

VISITORS — Heritage High School is a closed campus. Visitors must comply with the following requirements:

- COVID-19, visitors will be required to follow all current County Health and PUHSD COVID requirements.
- Parents, visitors, and officials must check into the Administration Office and sign in at the receptionist's desk prior to entering the campus.
- HHS will be utilizing the Raptor check in system to confirm identification.
- Visitors must be 18 years of age or older unless accompanied by a guardian. Positive proof of age and identification will be required.
- Visitors will be given a tag to wear identifying them as visitors and must be accompanied by certificated staff

while on campus.

- Guests wishing to visit classrooms must provide at least one day's notice (24 hours) and get permission from administration. Parents wishing to visit their student's classroom need to notify their child's counselor. The counselor will inform teachers and site administration.
- Trespassing and loitering constitutes a violation of Penal Code Section 602 and Section 653, and trespassers will be reported to the Menifee Police Department.

VENDING — The sale of any items (food, drink, merchandise) **MUST BE APPROVED BY A.S.B.** **Students may not sell any food or beverage products during school hours.** Students found to be selling items not approved by A.S.B. or being sold during school hours, shall have the items confiscated, and will be returned to parent/guardian only. If selling items continues, further disciplinary consequences may be issued by administration.

WORK PERMITS — Education Code section 12259 states that a permit to work is necessary for all minors 14 through 17 years of age. Students must have a birth certificate, original social security card, a picture I.D, and a minimum 2.0 GPA. Applications for work permits are issued in the Career Center and must be completed by the student's prospective employer prior to issuance of a work permit.

18 YEAR OLD RIGHTS — As an 18 year old, you are considered an adult and are no longer considered a minor. At this age the student holds all of the responsibilities and legal rights of citizenship, some of these include: excusing absences, leaving school, voting in State and Federal elections, as well as having sole rights to your educational records. Compulsory education ends at age 18. You are no longer required to remain enrolled in school. School Sites also have the right to terminate your enrollment, and refer you to adult education, if you do not follow the policies and rules of the school. You have the right to request that your parents do not have access to your educational information. This process involves a meeting with your counselor and filling out the 18 year old rights form to request such. Parents of 18 year old students who are considered dependents for tax purposes, are entitled access to their child's educational information. Eighteen year old students who request that their parents be denied access to their records: your parents will be notified and they will have the right to nullify this request if they provide proof of dependency.

Expectations of Parents and Students

Parents are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children. Parents/guardians are also liable for defacement, injury, or loss of any property belonging to the District. Penalties shall be those specified by the law.

All students are expected to conduct themselves in such a manner as to contribute to a productive learning environment. Each individual's conduct on the campus and going to and from school shall be orderly and in keeping with the rules and regulations of the school, the school district, and the laws of the state. An educationally sound environment does not allow anyone to interfere with the teacher's right to teach and/or a student's right to learn. It should be noted that a pupil may be suspended or recommended for expulsion for acts which are enumerated in Education Code Section 48900 and related to school activity or attendance which occur at anytime including, but not limited to, the following circumstances:

- While on school grounds or school transportation.
- While going to or coming from school.
- During the lunch period
- During or while going to or coming from a school sponsored activity
- **Note:** Campus jurisdiction also extends 1,000 feet from campus boundaries at all times, per California law.

CLASSROOM MANAGEMENT – The classroom teacher under state law is given the authority to act in the place of the parent/guardian during the time the student is under the teacher's direction. To ensure suitable classroom management, teachers will utilize a variety of methods of controlling students' behavior. Strategies teachers may use include, but are not limited to, the following:

1. Confer with students and explain the school behavior policy.
2. Take away privileges enjoyed by other students.

3. Lower a student's citizenship/participation rating.
4. Assign special tasks, which must be completed within a specified time.
5. Contact the parents/guardians so that concerted action can be taken to mutually correct the inappropriate behavior patterns of the student.
6. Give student detention as authorized by state law (Education Code Section 44807.5).
7. Class suspension of student for up to two class periods.
8. Refer a student to the school administration for correction and assistance.

TEXTBOOK CARE AND PROCEDURES — Students are responsible for maintaining their textbooks in good condition. The student must replace lost textbooks before another textbook can be issued. Textbooks are checked out at the beginning of each semester and checked in at the end of each semester from the textbook distribution windows at the Kennedy building in the quad.

CHROMEBOOK or computer device responsibilities-

Each student will be responsible for the device that has been assigned to them. In the event that the device is lost (stolen, not returned, missing, etc.) the student/parent may be responsible to pay for the replacement cost of the Chromebook.

If the device is damaged and/or inoperable, the student will be responsible for returning the device to the school site for repair and may be assessed a fine for damage repair. A replacement Chromebook will be issued upon return of the damaged device.

SKATEBOARDS NOT ALLOWED ON CAMPUS – For safety reasons and to prevent property damage, Heritage High School will not allow skateboards, inline skates, razor scooters, or other similar devices anywhere on its campus, including parking areas at any time. This includes these items that are being carried.

Students may lock these items to the racks provided between the administration and counseling buildings. Confiscated skateboards will only be returned to parents. Students caught riding skateboards on campus will be subject to strict but appropriate disciplinary action.

All unauthorized items brought to school and confiscated by staff, such as, but not limited to: skateboards, scooters, radios, cell phones, iPods, electronic devices, toys, etc. and related items, may or may not be directly returned to the students after a period of time. Parents may recover confiscated items not held in evidence upon administrative approval within a reasonable period of time. Items not recovered within a reasonable period of time or by the end of the school year will be discarded. The Perris Union High School District or any individual school is not liable for any damage or loss to these confiscated items. The primary objective of requiring students not to bring restricted materials to school is to ensure students' focus on educational tasks, students' safety, and to prevent the loss and/or damage to private property.

WRITING AND PLAGIARISM – Plagiarism is a direct violation of intellectual and academic honesty. Plagiarism refers to representing someone else's words or ideas as one's own. The most extreme forms of plagiarism are the use of a paper written by another person or obtained from a commercial source. The use of a paper made up of passages copied word for word without acknowledgment may be plagiarism. In none of its forms can plagiarism be tolerated in an academic community. Multiple incidents of cheating may constitute grounds for a failing grade or withdrawal from the class with no credit. One distinctive mark of an educated person is the ability to use language correctly and effectively to express ideas. Teachers assign written work for the purpose of helping students achieve that mark. Each teacher will outline specific ideas wanted but all expect students to present work that represents the student's understanding of the subject in the student's own words. It is seldom expected that student papers will be based entirely or even primarily on original ideas or original research. Therefore, to incorporate the concepts of others may be appropriate with proper acknowledgment of sources, and to quote others directly by means of quotation marks and acknowledgements is proper. However, if a paper consists entirely of quotations and citations, the paper should be rewritten to show the student's own understanding and expressive ability. The purpose of the written assignment (i.e.,

development of communication and analytic skills) should be kept in mind, as each paper is prepared. Research and understanding should not be evaded through plagiarism.

CHEATING – Teachers have the responsibility of planning and supervising all academic work in order to encourage honest individual effort and of taking appropriate action if instances of academic dishonesty are discovered. However, honesty is primarily the responsibility of each student. Heritage High School considers cheating to be a voluntary act for which there is no acceptable excuse. The term “cheating” includes, but is not limited to:

1. Plagiarism.
2. Receiving or knowingly supplying unauthorized information during an examination.
3. Using unauthorized material or sources during an examination.
4. Changing an answer after work has been graded and presenting it as graded.
5. Forging or altering roll sheet information.

The student who is caught cheating may be subject to a punitive grade for the assignment. Theft of any examination will result in disciplinary action determined by the school administration to be appropriate, including on or off Campus Suspension.

PERMANENT MARKERS AND TAGGING – Property damage resulting from graffiti and tagging will not be tolerated at Heritage High School. **Permanent markers, such as Sharpies, are strictly forbidden on campus.** These items are commonly used to "tag" books, restroom walls, desks, and other structures on campus. The Heritage High Administration will assume that those who possess these markers or other tagging devices (i.e. spray paint, grease pencils, or stickers used for "slap tagging") have the intent to damage property.

We take this threat to our campus so seriously that we will search students whom we have a reasonable suspicion of possessing such items and/or having used them for vandalism. Reasonable suspicion includes, but is not limited to the following:

- Students who decorate their backpacks or notebooks with tagging.
- Students who are caught with a marker will be searched for more such items.
- Students leaving restrooms where new graffiti is discovered.

First offenders consequences may include:

- Saturday School
- Behavior Contract
- Community Service
- ATS
- Suspension.

Multiple offenders may receive:

- Multi-day suspension.
- Recommendation for placement at an alternative education site.
- Recommendation for expulsion.

PUBLIC DISPLAYS OF AFFECTION — Any excessive display of affection is unacceptable on school grounds or at any school sponsored activity. Excessive includes, but is not limited to, kissing, petting, and other physical demonstration considered offensive. Violators will be subject to disciplinary action and loss of privileges.

FIREARMS — Firearms (real or imitation) of any type or size are not allowed at school. All firearms brought to school will be confiscated by local law enforcement. The student in question will be suspended and may be expelled. The student will also be referred to the Menifee Police Department.

KNIVES/LASER LIGHTS — Knives of any type or size are not allowed at school. All knives brought to school will be confiscated. The student in question will be suspended and may be expelled. Laser lights are not to be brought on campus. They may cause serious injury. Students in possession of these will have them confiscated and have disciplinary actions up to and including expulsion.

Dress Code

Expectations and Guidelines for Apparel

The dress code is in effect during school hours as well as during school sponsored activities. Heritage High School seeks to maintain a positive learning environment where mutual respect and high personal standards are established. Because of this, it is expected that clothing policies at Heritage High School will be followed by all students.

Students who come to school in clothing that is inappropriate can be assigned a disciplinary consequence and will be required to change into school appropriate attire.

BP 5132 – Dress & Grooming

Students

The Governing Board believes that appropriate dress contributes to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. (cf. 4119.22/4219.22/4319.22 - Dress and Grooming).

The primary responsibility for a student's attire resides with the student and their parent(s) or (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) guardian(s). HOWEVER, the school district is responsible for seeing that student attire does not interfere with the **health or safety** of any student or does not disrupt school activity or contribute to a hostile or intimidating atmosphere for any student. (education code 32282) (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0415 - Equity) (cf. 5145.2 - Freedom of Speech/Expression).

Additionally, the school district will ensure that dress code enforcement is equitable and does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, politics, cultural observance, household income, national origin, immigration status, or body type/size. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

Students cannot wear clothing that contains:

- * Violent language or images;
- * Images or language depicting drugs or alcohol and weapons (or any illegal item or activity);
- * Hate speech, profanity, or pornography.

School administrators, teachers, other staff, students and parents/guardians shall be informed about dress standards at the beginning of the school year in student handbooks and whenever these standards are revised. Repeated violations or refusal to comply with the district's dress code may result in progressive disciplinary action.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. (cf. 5144 - Discipline).

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

32281 School safety plans

35183 School dress codes

35183.5 Sun-protective clothing
48907 Student exercise of free expression
49066 Grades; effect of physical education class apparel

COURT DECISIONS

Jacobs v. Clark County School District, (2008) 26 F. 3d 419
Harper v. Poway Unified School District, (2006) 445 App. 3d 166
Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459
Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251
Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562
Hartzell v. Connell, (1984) 35 Cal. 3d 899
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

PERRIS UNION HIGH SCHOOL DISTRICT
Perris, California

Policy adopted: December 16, 1987
revised: June 8, 1994
revised: February 22, 1995
revised: December 11, 1996
revised: January 15, 2020
revised: May 17, 2023

AR 5132 – Dress & Grooming

Students

Perris Union High School District believes that appropriate dress contributes to a productive learning environment. Student attire and accessories must permit the student to participate in learning without posing a risk to the **health or safety** of any student or school district personnel. The school district is responsible for seeing that student attire does not disrupt school activity or contribute to a hostile or intimidating atmosphere for any student. (Education Code 32282)

1. Students must wear clothing and footwear suitable for the school activity in which they are participating.
2. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, and breasts (inclusive of nipples, areola, side and under breast) are fully covered with opaque fabric. Clothing, jewelry, and personal items shall be free of and may not display or represent images that are violent and/or depict drugs, drug paraphernalia, alcohol, or promote any unlawful act. Additionally, attire may not contain imagery, words or acronyms associated with hate speech, profanity, pornography, or any promotion and/or endorsement of violence, alcohol or drug use.

Dress Code Enforcement

No list of dress and appearance guidelines for students can be written that will anticipate all potential dress trends. In the case of questionable dress that is not specifically covered in the list above, the administration will make the final decision. The dress code may 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 require attire to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

(cf. 3260 - Fees and Charges)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

School-directed changes to a student’s attire should be the least restrictive and least disruptive to a student’s school day. Any school dress code enforcement actions should minimize the potential loss of education time. Administration and enforcement of the dress code shall be gender neutral and consistent. Repeated violations or refusal to comply with the district's dress code may result in progressive disciplinary action.

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)

(cf. 5121 - Grades/Evaluation of Student Achievement)

PERRIS UNION HIGH SCHOOL DISTRICT
Perris, California

Regulation approved: June 10, 1992
revised: April 26, 1995
revised: June 27, 1996
revised: March 21, 2002
revised: January 15, 2020
revised: May 17, 2023

Transportation Policies, Rules and Consequences

BUS CONDUCT AND RESPONSIBILITIES – Disorderly conduct or persistent refusal to submit to the authority of the driver can result in suspension or revocation of bus riding privileges. If a student receives a bus citation, they will receive disciplinary consequences with the intent of ensuring safe travel that are consistent with district policy. It is the responsibility of the student to carry his/her bus pass every day. Should the student not have their bus pass with them, they will not be permitted to ride the bus. A temporary bus pass can be obtained from the school receptionist. Only one temporary bus pass will be given to a student per semester. In the event your student loses his Student Identification Card/Bus Pass, he/she will need to purchase a replacement pass.

FOR YOUR SAFETY - FOLLOW THESE BUS RULES

Follow the rules provided by the bus driver and department of transportation. Be courteous, do not use profane language. Keep the bus clean, no littering. Cooperate with the driver. Vandalism may result in immediate loss of riding privileges and suspension from school.	Remain seated while the bus is in motion. Keep all body parts inside the bus. Bus drivers are authorized to assign seats. Eating, drinking or smoking is not permitted on the bus.
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Possible Consequences for Inappropriate Student Behavior on the Bus

Type of Offense	Examples
Level I – Minor Offense	<ul style="list-style-type: none"> ● Student out of seat ● Yelling ● Throwing things on the bus ● Hanging out the window
Level II – Intermediate Offense	<ul style="list-style-type: none"> ● Profanity used at the bus driver ● Defiance of the driver’s instructions

Level III – Serious Offense	<ul style="list-style-type: none"> ● All Ed. Code 48900 suspension events ● Destruction/Vandalism of Property ● Throwing things from the bus
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Frequency of Offense	Level of Offense	Consequence: Written referral to Site Administration
First	I	<ul style="list-style-type: none"> ● Written Referral to Site Administration ● Copy Mailed to Parent
Second	I	<ul style="list-style-type: none"> ● Written Referral to Site Administration ● Call home to parent by Site Administration
Third	I	<ul style="list-style-type: none"> ● Written Referral to Site Administration ● Call home by Site Administration ● 1-3 day bus suspension ● Possible on-campus suspension
First	II	<ul style="list-style-type: none"> ● 1 – 5 day school suspension
Second	II	<ul style="list-style-type: none"> ● 3 – 5 day school suspension
Third	II	<ul style="list-style-type: none"> ● 5 day school suspension ● Loss of bus privileges and/or alternative placement
First	III	<ul style="list-style-type: none"> ● 1 – 5 day school suspension ● Expulsion if warranted
Second	III	<ul style="list-style-type: none"> ● 3 – 5 day school suspension ● Expulsion if warranted
Third	III	<ul style="list-style-type: none"> ● 5 day school suspension ● Loss of bus privileges and/or alternative placement ● Expulsion if warranted

Safe School Environment

Students have the right to feel safe and to be free from intimidation, threats, or any form of harassment at Heritage High School. The way in which students react to conflict will determine in large part whether or not we maintain a safe and orderly environment at Heritage High School.

Prohibition Against Unlawful Discrimination, Sexual Harassment, and/or Retaliation

Under governing federal and state laws and District Board Policies (“BPs”) and Administrative Regulation (“ARs”), no individual is to be subjected to unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legal protected status; the perception of one or more of such characteristics; or the association with a person or group with one or more of these actual or perceived characteristics. Retaliation against an individual who has filed a complaint of unlawful discrimination or participated in an investigation regarding such a complaint is strictly prohibited. The District strictly forbids and has zero tolerance of any form of unlawful discrimination.

Filing a Complaint of Discrimination, Sexual Harassment, and/or Retaliation

Perris Union High School District (the “District”) recently revised and thereby clarified its Board Policies (“BPs”) and Administrative Regulations (“ARs”), specifically those addressing (1) uniform complaint procedures (BP/AR 1312.3); (2) nondiscrimination/harassment (BP/AR 5145.3); and (3) sexual harassment (BP/AR 5145.7). Any individual who believes unlawful discrimination has occurred under either BP/AR 5145.3 (Nondiscrimination/Harassment) or BP/AR 5145.7 (Sexual Harassment) may file a complaint as described in BP/AR 1312.3 (Uniform Complaint Procedures).

Upon receiving a complaint, the District will follow the specific procedures described in AR 1312.3 (Uniform Complaint Procedures).

AR 1312.3 describes the District's prompt and equitable process to investigate and resolve complaints, including complaints of unlawful discrimination based on race, color, national origin, sex, or any other protected characteristic referenced above. It also contains timeframes and a description of the investigation of the complaint, report of findings, final written decision, and corrective action, if needed, to stop the discrimination, harassment, and/or retaliation, prevent its recurrence, and remedy the effects of discrimination.

The District has an independent obligation to investigate a complaint irrespective of whether a complaint has also been filed with another governmental entity, such as the Office for Civil Rights of the U.S. Department of Education or law enforcement.

To find out more information about the District's prohibition against unlawful discrimination, harassment, and/or retaliation or if you would like to file a complaint, please contact: Kirk Skorpanich, District Assistant Superintendent of Human Resources, (951) 943-6369, ext. 8030, kirk.skorpanich@puhsd.org. You can also find additional information about filing a complaint by visiting: <http://www.puhsd.org/pages/have-a-complaint>.

ANTI-BULLYING/CYBER-BULLYING – The District/Heritage High School believes that all students, staff and community have an obligation to promote mutual respect, tolerance and acceptance. The school will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving, verbal assaults, such as teasing or name-calling, social isolation or manipulation.

Cyber-bullying includes the posting of harassing messages, direct threats, social cruelty, or harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.

This policy applies whenever a student is on school grounds, traveling to and from school, or at a school sponsored activity, during lunch period, whether on/off campus, and during a school sponsored activity. In addition to this, in the case of cyber-bullying that is done at home, where the action(s) impact school activities or school attendance, then they may be subject to discipline in accordance with district policies and regulations.

DRUGS, ALCOHOL, TOBACCO, VAPE PENS, AND ELECTRONIC CIGARETTES – The possession and/or use of any non-prescribed drugs, alcohol, tobacco, a lighter, matches, electronic cigarette, all nicotine liquids and/or rolling papers on school grounds, at school-related functions, or prior to attending school-related functions, is strictly prohibited. A student who violates this policy is subject to suspension and/or expulsion under California Education Code 48900 (c) and/or (h). Students may be cited by Law Enforcement.

The Governing Board recognizes the health hazards associated with smoking and use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment. The Board prohibits the use of tobacco products at any time in district owned or leased buildings on district property and in district vehicles. This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.

Any person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

1. Direct the person to leave school property.
2. Request local law enforcement assistance in removing the person from school premises.
3. If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for a specified period of time.

HATE VIOLENCE – No person shall by force or threat of force, willfully injure, intimidate or interfere with another person's race, color, religious ancestry, national origin, gender, or sexual orientation. To do so constitutes a hate crime resulting in suspension with a high probability of expulsion.

SEXUAL HARASSMENT POLICY – Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from or in an educational setting.

The District is committed to an educational environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal educational opportunity and is free from discriminatory practices.

Athletic Participation

The athletic department at Heritage High School is dedicated to *Pursuing Victory with Honor* not only on the field but in the classroom and the community. Athletes, coaches, parents and everyone else involved with athletics at this school is responsible for representing their school in a positive way. Participation in high school athletics is a privilege and not a right. By following the 6 Pillars of Character, as set forth by the Josephson Institute and CIF, which include: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship, we can develop student-athletes who will become productive members of society following high school.

Athletic Code: The C.I.F. Blue Book Rules and Regulations, as well as this District’s Athletic Code will govern athletic participation. Athletes will be directly responsible to the head coach of that sport and their assistants. It is assumed that the athlete’s participation in a sport is a privilege, and because of this, he or she wishes to do whatever is necessary to make the team successful. Parents and athletes will follow team rules set forth by the coach and this Athletic Code. Parents and Students agree that they will read and abide by the guidelines presented in the “Communication Guidelines” brochure included in the athletic packet.

Scholastic Eligibility and Grades: The student athlete must meet the Perris Union High School Board Policy and the C.I.F.-SS academic standards. PUHSD requires that a student be enrolled in and passing at least 4 CORE classes with a GPA of at least a 2.0. CORE CLASSES EXCLUDE T.A. AND A SECOND P.E. CLASS IF TAKEN CONCURRENTLY DURING THE SAME SEMESTER (if enrolled in P.E. class twice in one semester, only one counts towards the 20 credits). **BOARD POLICY 6145(a) requires that students earn a minimum of 20 credits, not including Pass/Fail classes.**

- **EXAMPLE #1: A senior that is enrolled in four classes, one of them being T.A. would be enrolled in only 3 “CORE” classes and thus be declared ineligible.**
- **EXAMPLE #2: A student is enrolled in four CORE classes and earns the required 2.0 GPA but fails one class. The student will have only passed 3 CORE classes and thus be declared ineligible.**

Lastly, students must be working towards minimum graduation requirements to be eligible. Eligibility is based upon the student’s last grading period. If a student does not meet these requirements, they become immediately ineligible and cannot participate in any games. They can regain their athletic eligibility at the end of the next grading period upon successful completion of the requirements mentioned above. A period of eligibility will be equal to a period of ineligibility. Athletes become eligible and ineligible on the Monday after the grades are reported approximately every six-week period. Ineligible athletes may (at the coaches' direction) practice with a team, but may not dress for a game, participate in any contest, or travel with a team when doing so would excuse them from class participation.

Heritage Patriots are a member of the Raincross Conference and we offer the following athletic programs:

Fall

Football
Girls Golf
Girls Tennis
Girls Volleyball
Co-ed Cross Country
Cheerleading
Boys Water polo

Winter

Boys Basketball
Girls Basketball
Boys Soccer
Girls Soccer
Wrestling
Traditional Sport/Cheerleading
Girls Water Polo

Spring

Baseball
Softball
Co-ed Track and Field
Boys Golf
Boys Tennis
Boys Volleyball
Stunt Cheerleading
Swimming

Post High School Planning

Educational and Vocational Planning

The Counseling Office offers educational and vocational planning. Some counseling services are offered through the Career Center, which offers similar services with more emphasis on the vocational aspects. Counselors provide orientation in the spring to tentatively plan courses for the following year. Courses are selected with the student's post-secondary goals in mind

The Riverside County Career/Technical Education (CTE) offers career preparation training to high school students. Heritage High School currently offers several CTE classes to students who are interested in vocational career opportunities. Information regarding CTE classes can be obtained in the Counseling Office.

55 elective credits may be taken from any courses offered at the high school or the Career/Technical Education (CTE). ELECTIVES are courses a student chooses to take beyond the main requirements for graduation. Only 10 credits may be taken as a Student Aide and only 40 credits may be taken in Work Experience. 20 credits may be earned for Community Service. Students may be required to take an ELA and/or Math Support course depending on their Standardized Test scores.

ALTERNATIVE EDUCATION PROGRAMS

Various Alternative Education Programs are available. The Pupil Services Department manages the assignment of Home/Hospital Study for long-term illnesses. Please consult with the student's academic counselor for all of the alternative educational programs.

UC/CSU/HHS APPROVED PREPARATORY CLASSES: Each year, lists of high school courses meeting University of California Preparatory standards are submitted to the UC Review Board. Once approved these are the only courses that may be used to fulfill subject requirements for admission to UC campuses. The following courses meet requirements for admission to the University of California: (check with the HHS Counseling department for the most updated list of these courses as well as which courses may be offered at HHS)

a-History/Social Science

Agriculture Government
American Government/Civics
American Government/Civics (AP)
Human Geography (AP)
U.S. History and Geography
U.S. History and Geography(AP)
World History (AP)
World History, Culture and Geography
World History, Culture and Geography (AP)

b-English – 4 years required

Advanced English I
Advanced English II
English I
English II
CSU Expository Reading and Writing (11th)
Language and Composition (AP)
Literature and Composition (AP)
CSU Expository Writing Reading & Writing

c-Mathematics

Algebra I
Algebra II/Trigonometry
Calculus AB (AP)
Geometry

Advanced Alg/Financial Applications
Statistics (AP)
Trigonometry
Math Analysis

d-Laboratory Science

Agriculture Biology
Agriculture Chemistry
Anatomy and Physiology
Environmental Horticulture Science
Biology
Biology (AP)
Chemistry
Chemistry (AP)
Physics
Marine Biology
Anatomy & Physiology of Vet Science
AP Computer Science Principles
PLTW Principles of Biomedical Science
Honors PLTW Human Body Systems
PLTW Medical Interventions
PLTW Biomedical Innovation
PLTW Introduction to Design and Development
PLTW Principles of Engineering

PLTW Engineering Design and Development
Science 9

e-Language Other than English

Spanish I , II, III
Spanish Language (AP)
Spanish Literature (AP)
Spanish for Spanish Speakers I, II
French I, II, III
American Sign Language I,II, III

f-Visual & Performing Arts

Art I, II, III
Art IV (AP)
Ceramics I, II,
Advanced Ceramics
Dance I, II,III
Theater I,II
Music – Concert Marching Band
Concert Choir
CTE Digital Photography I, II
CTE Video Productions I,II
The Art and History of Floral Design

g- Elective

College and Foundations
Advanced Floral Design

Agricultural Leadership,Communication and Technology
Agriculture Earth Science
Agriculture Economics
AP Macroeconomics
AP Psychology
AVID 12, 11,10,9
CP Earth Science
Economics
Economics (AP)
Link Crew Leadership
Plant and Animal Science
Plus Leadership
RCOE Law Enforcement
RCOE Forensics and Crime
Scene Investigation
RCOE Exploring the US
Criminal Justice System
Student Government and Leadership
Yearbook Publication

AVID: Tutorial Request Form

Name: _____
 AVID Teacher: _____ AVID Tutor: _____
 Date: _____ AVID Period: _____ Subject: _____



Tutorial Request Form (TRF)

BEFORE	DURING		AFTER	
TRF Pre-Work	Collaborative Inquiry	Communication	Closure	Total
/20	/ 12	/ 8	/10	/50

Indicate how the student demonstrated engagement in tutorials. Check or highlight all that apply.

Collaborative Inquiry

- Uses Socratic questioning
- Utilizes resources to investigate student presenter's POC
- Takes focused notes (Phase 1) or supplements academic class notes (Phases 2-3)

Communication

- Communicates clearly, both verbally and non-verbally
- Listens effectively to decipher meaning
- Demonstrates command of academic vocabulary
- Adapts speech to an academic setting

Closure

- Summarizes key academic learning points
- Reflects on today's tutorial process and identifies next steps

Topic/Essential Question from Academic Class:	
Initial Question:	
Source:	/2
Key Academic Vocabulary and Definition Associated with Topic/Question:	
1.	
2.	/4
What I Know About My Question:	
1.	
2.	/4

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:
! = A-Ha! moments ? = Point of Confusion 🔍 = Need to research 😊 = I'm confident about...

1. Show your thinking about your initial question, and identify your Point of Confusion. /4
2. List the general steps that you took leading up to your Point of Confusion. /4

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

/2



Name: _____

Period: _____



AVID Binder Evaluation

Organization Dividers, no loose papers, and notes easily found	/10	Classes: _____	# of pages _____	Tutor Comments:
Grade Check Letter Grade and Percentage for every class, with a parent/guardian signature	/10	_____	_____	
Agenda Legible and up-to-date. Every period, every day. Be Specific	/20	_____	_____	
Focused Notes At least 4 academic classes, minimum 1 note per class. 6 notes total.	/60	_____	_____	
Binder Total	/100	Date: _____	Tutor: _____	

Organization Dividers, no loose papers, and notes easily found	/10	Classes: _____	# of pages _____	Tutor Comments:
Grade Check Letter Grade & Percentage for every class, with a parent/guardian signature	/10	_____	_____	
Agenda Legible and up-to-date. Every period, every day. Be Specific	/20	_____	_____	
Focused Notes At least 4 academic classes, minimum 1 note per class. 6 notes total.	/60	_____	_____	
Binder Total	/100	Date: _____	Tutor: _____	

Organization Dividers, no loose papers, and notes easily found	/10	Classes: _____	# of pages _____	Tutor Comments:
Grade Check Letter Grade & Percentage for every class, with a parent/guardian signature	/10	_____	_____	
Agenda Legible and up-to-date. Every period, every day. Be Specific	/20	_____	_____	

<p>Focused Notes At least 4 academic classes, minimum 1 note per class. 6 notes total.</p>	/60	Date: _____ Tutor: _____
<p>Binder Total</p>	/100	

<h2 style="text-align: center;">Writing</h2> <p><u>Writing</u> is:</p> <ul style="list-style-type: none"> • A learning tool • A personal and public communication tool • A record of thinking 	<p><u>Inquiry</u> is:</p> <ul style="list-style-type: none"> • Uncovering one's understanding • Asking critical questions • Engaging in thinking, learning and discussion 	<p>Students who <u>Write</u>:</p> <ul style="list-style-type: none"> • Consider audience and purpose • Engage in various writing processes to address specific situations • Support their thinking • Demonstrate understanding 	<p>Examples of <u>Writing</u> in the Curriculum are:</p> <ul style="list-style-type: none"> • Cornell Notes • Learning logs • Quickwrites and reflections • Process writing • Peer evaluation • Authentic writing
<h2 style="text-align: center;">Inquiry</h2>	<p><u>Collaboration</u> is:</p> <ul style="list-style-type: none"> • Teamwork with shared responsibility • Sharing of ideas, information, opinions • Formal and informal discussion 	<p>Students who <u>Collaborate</u>:</p> <ul style="list-style-type: none"> • Work together towards a common goal • Develop positive interdependence • Work in focused groups • Support the learning of others through inquiry 	<p>Examples of <u>Collaboration</u> in the Curriculum are:</p> <ul style="list-style-type: none"> • Socratic Seminars • Tutorials • Philosophical Chairs • Peer editing groups • Service learning projects
<h2 style="text-align: center;">Collaboration</h2>	<p><u>Organization</u> is:</p> <ul style="list-style-type: none"> • Managing materials and practicing methodical study habits • Planning and prioritizing school, work and social tasks • Engaging in mental preparation and goal setting 	<p>Students who <u>Organize</u>:</p> <ul style="list-style-type: none"> • Manage their time through prioritizing and goal setting • Self-direct, self-evaluate, self-monitor and self-advocate • Work in focused study groups 	<p>Examples of <u>Organization</u> in the Curriculum are:</p> <ul style="list-style-type: none"> • Binders and organization tools • Calendars, planners and agendas • Graphic organizers • A focused note-taking system • Project planning and SMART goals
<h2 style="text-align: center;">Organization</h2>	<p><u>Reading</u> is:</p> <ul style="list-style-type: none"> • Strategically gaining meaning, understanding and knowledge from print and other media • Purpose-driven • Interactive 	<p>Students who <u>Read</u>:</p> <ul style="list-style-type: none"> • Understand text structures • Apply prior knowledge and make connections to other texts, self and world • Make predictions and ask questions • Create visual images as they read 	<p>Examples of <u>Reading</u> in the Curriculum are:</p> <ul style="list-style-type: none"> • Deep-reading strategies • Note-taking • Graphic organizers • Vocabulary building • Summarizing • Reciprocal teaching
<h2 style="text-align: center;">Reading</h2>			

Reinforcing Inquiry through Collaboration

Level 1 questions cause students to recall information. This level of question causes students to input the data into short-term memory, but if they don't use it in some meaningful way, they may soon forget.

Level 2 questions enable students to process information. They expect students to make sense of information they have gathered and retrieve from long- and short-term memory.

Level 3 questions require students to go beyond the concepts or principles they have learned and to use these in novel or hypothetical situations.

TOPIC	Level 1 (complete, count, match, name, define, observe, recite, describe, list, identify, recall)	Level 2 (analyze, categorize, explain, classify, compare, contrast, infer, organize, sequence)	Level 3 (imagine, plan, evaluate, judge, predict, extrapolate, invent, speculate, generalize)
Science	What is a gene? What is a chromosome?	Compare and contrast genes and chromosomes.	Use what you know about genes and chromosomes to predict a trait in a child?
Spanish	Conjugate the Spanish verb "ser" in the present tense.	Elaborate on the similarities and differences of the preterite and past tenses in the Spanish language.	"Invent" a new Spanish regular "ar" ending verb. Use it in 6 sentences, using different tenses and persons.
Mathematics	Evaluate this expression: $3x^2$ if $x = 4$.	When if ever, can $X^2 = 2x$	Prove whether or not the operation \oplus , is commutative, given that $a \oplus b = a^2 - b$
History	Which amendment in the US Constitution gives citizens the right to bear arms?	Compare and contrast societal conditions in the US that impacted the inclusion of the second amendment in the US Constitution with conditions today.	If there were a constitutional amendment that prohibited ownership of weapons by citizens, how might American society be affected?
English	In the book, <u>The Giver</u> , what did Jonas' mom do for a living?	Use examples for the book to elaborate on the theme of balancing freedom and security.	Speculate as to how your community would change if some of the societal controls embraced by the members of Jonas' community in the book, <u>The Giver</u> , were embraced within your community.

Tutorial Request Form

Tutorial Request Form Page 2

Three-Column Note-Taking (In Class – During the Tutorial)
Take three-column notes (question/notes/steps or processes) during the tutorial on notebook paper. Keep your notes in your binder to study.
Reflection (In class--After the Tutorial)

My point of confusion is based on a focus area from my Grade/Tutorial Analysis: Yes No
I was a student presenter during tutorial today: Yes No

In the space below, elaborate on the following questions as you reflect on the tutorial process:
What was your/the point of confusion? What did you learn about the point of confusion?
When/how did you gain a new/greater understanding about the point of confusion? How does this new learning connect to previous learning/experience, yourself and/or the world? What did you find meaningful about the tutorial session? /7

Title I, Part A School Parent and Family Engagement Policy

Heritage High School, along with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Heritage High School will ensure the organized, ongoing and timely manner of involving parents using the following methods:

- School-to-Home and Home-to-School communication in English and/or other languages
- Flyers (sent home, posted on Social Media, emailed, mailed home)
- Title I School-Parent Compact
- Coffee with Admin
- Weekly Announcements and Updates on Social Media
- Parent Video Updates
- Parent/Student Surveys
- Peach Jar and Social Media Messages
- School Website
- Email
- Counselor's Smore Pages and Newsletters
- Parent/Teacher conferences
- Phone Dialers
- And other known best practices as needed

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

At Heritage High School, parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I funds will be used by:

Attending

- Coffee with Admin meetings
- Back to School Night Title I presentation
- Annual Title I Meeting
- School Site Council Monthly meetings
- African American Parent Advisory Committee (AAPAC) meetings
- English Language Advisory Committee (ELAC) meetings
- Parent Advisory Committee (PAC)

Participating In

- Parent/Teacher/Student Association (PELI) activities
- African American Parent Advisory Committee (AAPAC)

- English Language Advisory Committee (ELAC)
- Parent Advisory Committee (PAC)
- School Site Council

Reviewing

- Academic data for funding decision making
- Previous school year Parent and Family Engagement Plan
- LCAP and SPSA Goals

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The Title 1 Parent and Family Engagement Policy is provided in both English and Spanish
- The information is distributed to parents who attend Title 1 meetings, SSC meetings, AAPAC, ELAC, PAC, PELI meetings, Coffee with Admin and at the annual Back to School Night event
- The information is included in the Student Handbook
- The information is posted on the School Website: <https://www.hhs.puhsd.org/2/home>

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Parents are encouraged to give feedback on all Title 1, Part A programs:

- Via School Site Council Meetings
- Via PELI Meetings
- Via AAPAC Meetings
- Via ELAC Meetings
- Via PAC Meetings
- At Coffee with Admin
- At Back to School or Open House
- Through Surveys
- Through Staff contact information provided on the school website

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

The school convenes an annual meeting to inform parents of Title I students about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program during one of the monthly Coffee with Admin meetings. For the 2020-21 school year, the Annual Title I meeting was held via live stream due to the online learning environment.

- Coffee with Admin includes the Annual Title I Meeting during one of its monthly meetings

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Heritage High school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening.

- A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed
- During parent teacher conferences, parents were able to choose a flexible time to meet with each teacher and translation services were provided
- Parents are able to meet with teachers through Google conferencing or Zoom and translation services are provided if needed
- Parents are able to meet with administrators through Google conferencing or Zoom and on site during the school's operating hours and translation services are provided if needed
- Home visits were provided for parents of students whose attendance was below 50%. During the visits, parents and students were given the information and resources necessary.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parental involvement policy.

- An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.
- Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), African American Parent Advisory Committee (AAPAC), English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), Gifted and Talented and Special Education advisories.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Heritage High School takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Our doors are open to the community through the implementation of activities during and after school that community members and organizations can volunteer to support. Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family.

Heritage High School will take the following steps to build capacity for meaningful parent and family engagement:

- Back to School Night

- Parent/Teacher Conferences
- Guidance Team Online Newsletter and Smore pages
- Family Night Events
- Connected through Peach Jar messages and Social Media platforms
- Regularly scheduled AAPAC/ELAC/PAC/SAC/PELI/PLC meetings

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]):

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]).

- Through Back-to-School nights, SSC, AAPAC, ELAC, PAC, and PELI.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116 [c][4][B]).

- At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for CAASPP and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA 1116 [c][4][C]).

- Through informal parent requests for meetings, 504 meetings, parent teas, Back-to-School nights, SSC, AAPAC, ELAC, PAC, and PELI.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

- School Site Council Meetings are held monthly on the last Monday of each month.
- Students, parents, teachers and community members are all welcome to attend.
- Feedback and participation is encouraged throughout the school year.

Heritage High School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on **May 17, 2024**. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before the first day of the new school year.

Mrs. Lindsay Chavez - Principal

Date: May 24, 2024

Lindsay Chavez

Mrs. Sara Huerta - Title 1 Coordinator

Date: May 24, 2024

Sara Huerta

California Department of Education

Title I Parent Compact

“Three-Way” Pledge

2024- 2025 School Year

Print Student's Name: _____ Grade: _____

The Student Pledge

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents want to help me do my very best in school. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will return completed homework on time.
- I will arrive at school on time every day unless I am ill and be prepared to work.
- I will be responsible for my own behavior.
- I will be a cooperative learner.
- I will ask for help when needed.
- I will show respect for the rights of others to learn without distraction and disruption.

Student Signature: _____ Date: _____

The Parent Pledge

I believe that parents and family are the student’s first and most important teachers. I will encourage my student’s learning and success in school by doing the following:

- I will send my student to school on time everyday.
- I will make sure my student gets adequate sleep and has a healthy diet.
- I will provide a quiet place and time for my student to do homework.
- I will promptly respond to messages from my student’s school.
- I will attend Back to School Night, Parent Teacher Conferences, Open House and other school events.

Parent Signature: _____ Date: _____

The School Pledge

We understand the importance of the school experience to every student and the role as a teacher and model. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Staff will provide an atmosphere that fosters learning, provides opportunities for success and helps to develop responsible, caring and independent students.
- Staff will teach all the necessary concepts to your student before regular homework is assigned.
- Staff will strive to address the individual needs of your students.
- Staff will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the standards.
- Staff will maintain communication regarding your student’s progress in class.
- Staff will treat all students with fairness and respect.

Principal: *Lindsay Chavez* Date: May 24, 2024

Assistant Supt. Date: May 24, 2024