Dear Clairemont students and families:

I hope you had a wonderful summer break and are looking forward to the upcoming school year. It is our goal at Clairemont High School to build a community of high achievement that is worthy of the students and families we are so privileged to serve. We believe by developing policies centered around our mission statement and core values, we will help our students develop into critical thinkers, collaborative communicators, creators, innovators, and contributing citizens. Most importantly, we seek to partner with families to help our students mature into men and women of great character and integrity.

This handbook is published each year so that students, staff, and families understand the policies and procedures we employ to help us achieve our goals. It guides the work we do to help us provide the best possible education for our students. Please read through this handbook and familiarize yourself with the information contained within as it explains procedures and practices for academics, student behavior, communication with faculty, staff, and administration, and much more. Clairemont High School reserves the right to change or amend this handbook at any time throughout the school year.

I sincerely hope that every student’s time here at CHS is not only memorable, but also helps them to become the greatest version of themselves. I encourage students and families to share with me any suggestions and ideas that might assist our efforts to provide students with the best education possible. On behalf of the fabulous staff here at CHS, welcome to Clairemont and I wish you a wonderful school year!

Sincerely,

Ethan Williams
Clairemont High School Principal
# Table of Contents

1. Mission and Vision Statements and Student Learner Outcomes .................................. 5
2. Where To Go For Answers .................................................................................. 6
3. Administration, Counseling Contact Information .................................................. 7
4. Bell Schedule ........................................................................................................ 8
5. Final Exams Bell Schedule .................................................................................. 9
6. Weekly 4x4 Schedule by Semesters .................................................................. 10-11
7. Academy Overview and Frequently Asked Questions ........................................ 12-13
8. Academy of Business Career and College Pathway ........................................... 14-15
9. Academy of Engineering & Design College Pathway ........................................ 16-17
10. Academy of Healthcare & Medical Service College & Career Pathway ........... 18-19
11. Academy of Information Technology College & Career Pathway .................. 20-21
12. Anti-Bullying, Harassment, Intimidation Statement ......................................... 22
    • Bullying
    • Cyberbullying
    • Harassment
    • Reporting Incidents of Bullying, Harassment, Intimidation
14. Expected Student Behaviors .............................................................................. 25
15. Campus Visits .................................................................................................... 26
16. Ideas for Helping Your Students Succeed ........................................................... 26
17. Attendance ........................................................................................................... 27
    • Student Early Release from Campus (Blue Slips) ........................................... 28
    • Independent Study Contract ......................................................................... 29
    • Make-Up Work ................................................................................................. 29
    • Instructional Recovery Time (IRT)/Ways to Clear Absences and Tardies ....... 29
    • Saturday School ............................................................................................... 30
18. Discipline ............................................................................................................ 30
    • Loss of Privilege (LOP) .................................................................................... 30
    • Senior Contract ................................................................................................. 31
    • Suspension ........................................................................................................ 31
    • Zero Tolerance Policy ....................................................................................... 32
    • After School and Lunchtime Detention ........................................................... 32
19. Student Dress Guidelines ..................................................................................... 33
20. Academic Honesty Policy .................................................................................... 34
    • Theft of Test Material ........................................................................................ 34
21. PowerSchool (Student/Parent Portal) ................................................................. 35
22. Naviance ............................................................................................................. 35
23. Health Office ...................................................................................................... 35
24. Associated Student Body (ASB) ......................................................................... 36
    • Grade Level Assemblies .................................................................................... 36
    • Club Rush ......................................................................................................... 36
    • Outrageous Orange and Blue Fridays ............................................................... 36
    • Spirit Week ....................................................................................................... 36

---

CHS Student/Parent Handbook
25. **College Wear Thursday** ................................................................. 38

26. **Athletics/Physical Education** ......................................................... 39
   - PE Lockers.................................................................................. 39
   - Physical Fitness Test.................................................................. 39

27. **Student Information** ................................................................. 39
   - Grade Level Classification....................................................... 39
   - Student ID Cards..................................................................... 40
   - Lockers.................................................................................... 40
   - School Meals........................................................................... 40
     - Breakfast/Lunchtime............................................................... 40
     - Lunch Pins......................................................................... 40
     - PayPams............................................................................ 40
     - Free/Reduced Lunch Applications........................................ 40
   - Z-Passes.................................................................................. 41
   - Student Parking...................................................................... 41
   - Electronic Devices................................................................. 41
   - Skateboards and Bicycles....................................................... 41
CHS Mission Statement

Clairemont High School will provide a safe, collaborative environment where students will develop academic and social skills in preparation for college and career readiness. Students will be able to think critically, reason and solve problems as contributing members of our global society.

CHS Vision Statement

All Clairemont High School students will graduate with the skills necessary for a college or career pathway leading to participation as capable, contributing citizens in society.

Student Learner Outcomes (SLOs)

Our Student Learner Outcomes (SLOs) were created with the input of students, staff, and parents. These SLOs were created with our overall achievement goals for our students in mind. Our SLOs state that students and staff will be:

**Critical Thinkers**: Good judgment and decision-making are critical to a life of success. Students must learn the analytical skills required of an independent adult. The ability to research, form opinions, and calculate effectively need to be a priority for students at a comprehensive high school.

*CHS students will…*
- Make judgments and decisions by analyzing and evaluating evidence, arguments, claims, and beliefs.
- Solve a variety of problems in both conventional and innovative ways.
- Analyze information in order to solve problems.

**Collaborative Communicators**: In order to work effectively with others, communication skills are essential. The group work model has been adopted across the board in higher education and the world of work. All types of literacy from reading and writing to math and media come into play for the skillful communicator.

*CHS students will…*
- Demonstrate an ability to work productively and respectfully with diverse teams, exercising flexibility and willingness to be helpful in making compromises to accomplish a common goal.
- Utilize multiple media and technologies, and know how to communicate responsibly and effectively.
- Listen to and articulate thoughts and ideas clearly using oral, written, and nonverbal communication skills in a variety of terms and contexts.

**Creators and Innovators**: The ability to find solutions to challenges we all face is a key characteristic of a prepared mind. Students who can find innovative solutions to problems will find college and career goals easier to attain. Asking the right questions and then being able to find the answers is part of a 21st century skill set.

*CHS students will…*
- Work creatively with others while being open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- View obstacles as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
- Develop solutions to challenging problems.

**Contributing Citizens**: In our increasingly fast paced society, students must learn to adapt to change by making choices. In order to be a productive part of the world of the future, students must understand the history we share. Part of a purposeful life is the understanding of the privileges and responsibilities of citizenship.

*CHS students will…*
- Demonstrate the ability to work effectively and respectfully with diverse teams.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
- Demonstrate actions that reflect integrity, commitment, and compassion to their fellow citizens.
## Where To Go For Answers

Main Line (858) 273-0201

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletics</strong></td>
<td>Alfie Nowak (Athletic Director) x4008</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Heidi Fulton x2205</td>
</tr>
<tr>
<td><strong>Cafeteria</strong></td>
<td>Modesta Mays x2230</td>
</tr>
<tr>
<td><strong>Clubs (to join or start)</strong></td>
<td>Andy Ko (ASB Advisor) x4115 or x4109</td>
</tr>
<tr>
<td><strong>College Information, Financial Aid, Scholarships, and Career Information</strong></td>
<td>(Contact Assigned Counselor)</td>
</tr>
<tr>
<td><strong>Counselors</strong></td>
<td>Christian Ramirez (A-G) x2226</td>
</tr>
<tr>
<td></td>
<td>Claudia Victorino (H-N) x2219</td>
</tr>
<tr>
<td></td>
<td>Gaby Sosa (O-Z) x2212</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>Teresa Roman x2229</td>
</tr>
<tr>
<td><strong>Facilities/Rentals</strong></td>
<td>De Hunold x2206</td>
</tr>
<tr>
<td><strong>Financial Office</strong></td>
<td>Lulu Distor x2208</td>
</tr>
<tr>
<td><strong>First Aid/Illness</strong></td>
<td>Sascha Lopez-Nusser (Nurse) x2211</td>
</tr>
<tr>
<td></td>
<td>Rodel Agpaoa (Health Tech) x2265</td>
</tr>
<tr>
<td><strong>Leaving Campus</strong></td>
<td>(Contact Nurse or Attendance)</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>Alison Manning x2248</td>
</tr>
<tr>
<td><strong>Linked Learning/Academy Information</strong></td>
<td>Liz Rush (Linked Learning Coordinator) x2207</td>
</tr>
<tr>
<td><strong>Lost and Found</strong></td>
<td>(Contact Front Office)</td>
</tr>
<tr>
<td><strong>PowerSchool Parent Portal</strong></td>
<td>Heidi Fulton x2205</td>
</tr>
<tr>
<td><strong>Personal Problems and/or Peer Counseling Referral</strong></td>
<td>(Contact Assigned Counselor)</td>
</tr>
<tr>
<td><strong>Schedule Changes</strong></td>
<td>(Contact Assigned Counselor)</td>
</tr>
<tr>
<td><strong>Transcripts/Student Records</strong></td>
<td>Teresa Peña x2209</td>
</tr>
<tr>
<td><strong>Work Permits</strong></td>
<td>(Contact Assigned Counselor)</td>
</tr>
</tbody>
</table>
School Administration

Ethan Williams
School Principal
(858) 273-0201
ewilliams4@sandi.net

Dr. Carol Whaley
Interim Vice Principal (A-L)
(858) 273-0201 Ext. 2224

Sarah Thomas
Vice Principal (M-Z)
(858) 273-0201 Ext. 2226
sroondithomas@sandi.net

Liz Rush
Linked Learning Coordinator
(858) 273-0201 Ext. 2207
erush@sandi.net

Counseling Department

For all schedule changes/concerns, students and families MUST contact their assigned school counselor.

Christian Ramirez
Counselor (A-G)
(858) 273-0201 Ext. 2228
cramirez5@sandi.net

Claudia Victorino
Head Counselor (H-N)
(858) 273-0201 Ext. 2219
cvictorino@sandi.net

Carmen (Gaby) Sosa
Counselor (O-Z)
(858) 273-0201 Ext. 2212
csosa@sandi.net
Bell Schedule (2019-2020)

**BELL SCHEDULE**

<table>
<thead>
<tr>
<th>Regular Day</th>
<th>EARLY-OUT SCHEDULE And Final Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1 7:20 – 8:49</td>
<td>Period 1 7:20 – 8:27</td>
</tr>
<tr>
<td>Period 2 8:54 – 10:23</td>
<td>Period 2 8:32 – 9:38</td>
</tr>
<tr>
<td>Lunch 12:02 – 12:32</td>
<td>Lunch 10:54 – 11:24</td>
</tr>
</tbody>
</table>

**EARLY-OUT DATES**

<table>
<thead>
<tr>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>13</td>
<td>10</td>
<td>2</td>
<td>13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>23</td>
<td>14</td>
<td>20</td>
<td>27</td>
<td>24</td>
<td>16</td>
<td>27</td>
<td>18</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

First Day of School: August 26, 2019
Last Day of school: June 9, 2020
Final Exams Bell Schedule

Semester 1 Final Exams ("A" Day)
Thursday, January 23, 2020

- Period 1: 7:20-8:49
- Period 2: 8:54-10:23
- Period 3: 10:28-11:57
- Lunch: 12:02-12:32
- Period 4: 12:38-2:07

Semester 1 Final Exams ("B" Day)
Friday, January 24, 2020

- Period 1: 7:20-8:49
- Period 2: 8:54-10:23
- Period 3: 10:28-11:57
- Lunch: 12:02-12:32
- Period 4: 12:38-2:07

Semester 2 Final Exams ("A" Day and Early Out)
Monday, June 8, 2020

- Period 1: 7:20-8:27
- Period 2: 8:32-9:38
- Period 3: 9:43-10:49
- Lunch: 10:54-11:24
- Period 4: 11:29-12:35

Semester 2 Final Exams ("B" Day and Early Out)
Tuesday, June 9, 2020

- Period 1: 7:20-8:27
- Period 2: 8:32-9:38
- Period 3: 9:43-10:49
- Lunch: 10:54-11:24
- Period 4: 11:29-12:35
## Weekly Schedule - Semester 1

<table>
<thead>
<tr>
<th>Week of:</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26 – Aug 30</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Sep 2–6</td>
<td>H</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Sep 9–13</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Sep 16–20</td>
<td>E,A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Sep 23–27</td>
<td>E,B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Sept 30 – Oct 4</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Oct 7–11</td>
<td>E,B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Oct 14–18</td>
<td>E,A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Oct 21–25</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Oct 28 – Nov 1</td>
<td>E,A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Nov 4–8</td>
<td>E,B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>H</td>
</tr>
<tr>
<td>Nov 11–15</td>
<td>H</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Nov 18–22</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 25–29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 2–6</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Dec 9–13</td>
<td>E,A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Dec 16–20</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>E,B</td>
</tr>
<tr>
<td>Winter Holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 23–Jan 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 6–10</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Jan 13–17</td>
<td>E,B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Jan 20–24</td>
<td>H</td>
<td>A</td>
<td>B</td>
<td>F,A</td>
<td>F,B,L</td>
</tr>
<tr>
<td>Jan 27–31</td>
<td>E,A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>

*Dates are subject to change

<table>
<thead>
<tr>
<th>A</th>
<th>“A” Day</th>
<th>Day ends at 2:07pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>“B” Day</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Early-Out Monday</td>
<td>Day ends at 12:35pm</td>
</tr>
<tr>
<td>F</td>
<td>Finals Day</td>
<td>Day ends at 2:07pm</td>
</tr>
<tr>
<td>H</td>
<td>Holiday (No School)</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>Last Day of Semester 1</td>
<td></td>
</tr>
</tbody>
</table>
# Weekly Schedule Semester 2

<table>
<thead>
<tr>
<th>Week of:</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 3 - 7</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Feb 10 - 14</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>H</td>
</tr>
<tr>
<td>Feb 17 - 21</td>
<td>H</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Feb 19 - 23</td>
<td>H</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Feb 24 - 28</td>
<td>E,A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Mar 2 - 6</td>
<td>E,B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Mar 9 - 13</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Mar 16 - 20</td>
<td>E,B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Mar 23 - 27</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Break Mar 30 - April 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 6 - 10</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Apr 13 - 17</td>
<td>E,A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Apr 20 - 24</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Apr 27 - May 1</td>
<td>E,A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>May 4 - 8</td>
<td>E,B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>May 11 - 15</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>May 18 - 22</td>
<td>E,B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>May 25 - 29</td>
<td>H</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Jun 1 - 5</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>E,B</td>
</tr>
<tr>
<td>June 8 - 12</td>
<td>E,A</td>
<td>E,B,L</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Dates are subject to change*

<table>
<thead>
<tr>
<th>Day Type</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>“A” Day</td>
<td>Day ends at 2:07pm</td>
</tr>
<tr>
<td>B</td>
<td>“B” Day</td>
<td>Day ends at 12:35pm</td>
</tr>
<tr>
<td>E</td>
<td>Early-Out Monday</td>
<td>Day ends at 12:35pm</td>
</tr>
<tr>
<td>F</td>
<td>Finals Day</td>
<td>Day ends at 2:07pm</td>
</tr>
<tr>
<td>H</td>
<td>Holiday (No School)</td>
<td>Day ends at 2:07pm</td>
</tr>
<tr>
<td>L</td>
<td>Last Day of Semester 1</td>
<td>Day ends at 2:07pm</td>
</tr>
</tbody>
</table>
Linked Learning Demonstration School Academy Overview and FAQs

What is the “Linked Learning Academy Transformation” Clairemont is undergoing?
Clairemont High is in the process of converting into four Linked Learning pathways: Business, Engineering, Health and Medical Sciences and Information Technology which will encompass the entire student body by 2017-18.

What is “Linked Learning?”
Linked Learning is a proven approach to education that combines college-focused academics, work-based learning, and intensive student supports. By centering high school around industry themes, learning becomes relevant. Students graduate with the skills and confidence to succeed in college, career and life. The Linked Learning Alliance was formed in California in 2008, powered by several organizations, the main of which is ConnectEd California. It has been further funded by the Linked Learning Initiative Pilot AB790. Now, Linked Learning is being implemented in over 800 schools nationwide. Linked Learning encompasses four core components which are woven together in industry-themed pathways:

- **Rigorous academics** – Core subjects that prepare all students for college, including the a-g coursework required by California’s public universities and aligned to the common core state standards.
- **Career-based learning in the classroom** – Professional skills and industry-related knowledge woven into lessons and projects to give students context for what they’re learning.
- **Integrated student supports** – Dedicated support services tailored to the needs of students, such as counseling and supplemental instruction, that help ensure students are successful in school and life.
- **Work-based learning in professional settings** – A range of real-world experiences, from mentoring and job shadowing to internships, that expose students to possible career paths.


Who has committed to supporting and partnering in our transformation?
- SDUSD District Office of Secondary Schools
- Local Universities and Colleges including San Diego State University, University of San Diego, Mesa College and more
What is an Academy?
An academy is a personalized, supportive learning community that focuses student learning around an industry pathway. The academy model prepares students for college and career, emphasizing a “family” environment of peers, teachers, and industry partners. Academies are one way to implement Linked Learning at a comprehensive high school. The following four components make up the academy model:

- **Student Cohorts** - Students choose an academy and then are grouped together in core classes and career-themed classes for grades 9-12. Students “grow up” in the academy, forming a community of trust and collaboration.
- **Teacher Team** - Academy teachers work as an interdisciplinary team, committed to common mission, goals, and expectations. Teachers implement cross-curricular projects and have a regular planning period together.
- **Curriculum Sequence** - Academy coursework follows a rigorous sequence, integrating college-prep curriculum with career electives at each grade level, to provide context and relevance. Students also participate in a field internship.
- **Industry Partnerships** - Academies enlist industry partners to comprise an Advisory Board which provides authentic experiences for students including: mentorships, college planning, job shadows, industry projects, internships and more.

What are the Four Linked Learning Academies at CHS?
- **The Academy of Business** prepares students for college and career paths in accounting, business administration, economics, finance, financial planning, entrepreneurship, investment, management, marketing, and real estate.
- **The Academy of Engineering & Design** prepares students for college and career paths in design engineering, electrical engineering, mechanical engineering, structural engineering, and environmental engineering.
- **The Academy of Health & Medical Sciences** prepares students for college and career paths in biochemistry, biological sciences, medical tech, nursing, nutrition, public health, pharmacology, radiology, physiology, and psychology.
- **The Academy of Information Technology** prepares students for college and career paths in computer engineering, computer science, computer info systems, graphic design, IT support, programming, network systems, software design, and security.

How do students select a pathway?
All CHS Academies meet UC a-g requirements, and all academies have equal advanced and AP course offerings. All four academies also offer flexibility for CHS comprehensive elective courses (not specific to an academy) such as theater, art, media production, music, accelerated math, and more. Students learn about pathways in 8th grade and complete an application, where they get to request their first and second choice academy. Students are encouraged to select carefully and commit to their academy pathway for all four years. However, should a concern arise, there is a transfer petition process in place for students and parents at the end of 9th grade year.
The award-winning and nationally acclaimed Academy of Business has been preparing students for a career in the competitive business world since it opened its doors in 2004. Supported by the AOBT Foundation, the Academy of Business works to prepare students for college and career, emphasizing skills in business and finance. Relevant courses, real-world experiences, team collaboration, industry partnerships, and internships provide students with a competitive edge. With rigorous curriculum that focuses on finance, management marketing, and entrepreneurship, and new state-of-the-art facilities including a mock trading floor, the Academy of Business encourages students to think innovatively and creatively to become future leaders and problem solvers.

**Industry Sector: Business and Finance**

Focus on managing finances of a company, organization, and an individual:

- Entrepreneurship (starting a business)
- Business ownership and management
- Financial decisions
- Stocks and investments
- Banking and personal finance
- Marketing, sales, promotion

**Four-Year Course of Study at CHS**

**KEY:**  
UC = UC a-g credit  
+ = weighted credit on transcript  
# = Community College articulated credit or college course  
= community classroom internship

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business 100</td>
<td>Adv. Accounting 3,4 UC(a)+</td>
<td>Business &amp; Financial Markets 1,2 UC(a)+</td>
<td>Business Management &amp; Ownership 1,2 UC(a)+</td>
</tr>
<tr>
<td>English 1-2 CL UC(b)</td>
<td>English 3-4 Adv UC(b)</td>
<td>American Lit 1-2 UC(b) or</td>
<td>ERWC 1,2 UC(b)# or</td>
</tr>
<tr>
<td>Integrated Math I UC(c)</td>
<td>Integrated Math II UC(c)</td>
<td>AP English Language 1-2 UC(b)#</td>
<td>AP Eng Literature 1-2 UC(b)#</td>
</tr>
<tr>
<td>Biology 1-2 UC(d)</td>
<td>Chemistry 1-2 UC(d)</td>
<td>Integrated Math III UC(c)</td>
<td>4th Year Math:</td>
</tr>
<tr>
<td>PE 1-2</td>
<td>World History 1-2 UC(a)</td>
<td>Physics 1-2 UC(e)</td>
<td>Pre-Calc, AP Stats/ Mesa Math or AP Calc</td>
</tr>
<tr>
<td>World Language UC(f)</td>
<td>PE 3-4</td>
<td>U.S. History 1-2 UC(d) or</td>
<td>Econ/Govt UC(d)# or</td>
</tr>
<tr>
<td>Elective</td>
<td>World Language UC(f) / Elective</td>
<td>AP U.S. History 1-2 UC(d)#</td>
<td>AP MacroEcon UC(d)#</td>
</tr>
</tbody>
</table>

**College & Career Pathway**

**LOCAL UNIVERSITIES & COLLEGES**
- SDSU College of Business Admin.
- CSUSM College of Business Admin.
- USD Undergraduate Business Program
- SD Mesa College Business Department (AAs in business, accounting, transfer)

**RELATED MAJORS**
- Accounting/Accountancy
- Business Administration
- Economics
- Finance/Financial Services
- Global Business Management
- Global Supply Chain Management
- International Business
- Management
- Management Info Systems
- Marketing
- Real Estate

**RELATED CAREERS**
- Auditor
- Accountant*
- Appraiser
- Budget Analyst
- Claims Examiner/Cost Estimator
- Credit Analyst/Credit Counselor
- Financial Planner*
- Entrepreneur
- Human Resources Specialist
- Loan Officer
- Loss Prevention
- Office Manager
- Insurance Appraiser
- Management Analyst
- Purchasing Agent
- Chief Financial Officer

**LOCAL COMPANIES & PARTNERS**
- AXA Advisors LLC*
- California Coast Credit Union*
- Century 21 Award*
- Ernst & Young*
- ING Financial*
- Merrill Lynch
- Mission Federal Credit Union*
- PriceWaterhouseCoopers*
- State Farm Insurance*
- SD Financial Literacy Center*
- World Financial Group*
- Wells Fargo

*denotes existing partnership with CHS
*denotes in-demand job

---

CHS Student/Parent Handbook
Sample Project Based Learning (PBL) Interdisciplinary Academy Project

Project Title: “Sustainable Enterprise”

Project Description Overview: The Sustainable Enterprise Project explores how to create a business that addresses the triple bottom line—people, profits and the planet. In this unit, students learn to identify and evaluate sustainable, environmentally-friendly enterprises and gain skills directly applicable to starting or contributing to a sustainable business. Students develop and analyze sustainable enterprise ideas already created. Then, based on business partner feedback, students work in groups to create thirteen new ideas and develop business plans. Groups create a prototype, research financials, write a business plan and present the business plans to industry partners.

Objectives: Students learn how to create a marketable product, create a prototype of that product, develop a complete business plan and present a business pitch to investors.

Essential Questions:
- What is sustainability? What is a sustainable enterprise?
- How can a product meet the triple bottom line (people, profits and the planet)?
- How can we create an accurate and detailed business plan?
- How do we effectively pitch a business plan to an investor?

Grade Level: 11th Grade

Classes Teaming: Business Management Ownership, American Literature

Project Length: 6 weeks

Project Deliverables: In Business, students deliver 30-second pitch of ideas of their own products to industry partners. They also work in groups to conduct marketing research, create financial statements and design a website for their products. In English, students write a formal business plan including an executive summary and marketing research. Students present formal business presentations to industry partners as a semester final in both classes.

Industry Connections: The project launch is a field trip to SDG&E Energy Innovation Center where students learn about sustainability. During the project, eight industry mentors (entrepreneurs, energy companies and more) work with non-profit partner Strategic Energy Innovations and spend twenty hours each in the classroom, listening to business pitches, giving feedback, assisting in full business plan development, and being available to students as consultants. Mentors also evaluate student pitches and judge the final presentations to select the winning group with the top business idea.

Culminating Event: Students compete and present business plans for a new Sustainable Enterprise to a panel of industry specialist “investors.” The last day of the project students watch a video of the industry partners and how they narrow down the top three groups to the final winner of the Sustainable Enterprise Project. The winning group receives a trophy and everyone who participates is given a Certificate of Completion. Select teams also present at the San Diego Unified District College Career & Technical Education Showcase, which is judged by local industry partners and educators.
Overview

Students in the Academy of Engineering Design are encouraged to express inner creativity to create, build, or reverse-engineer projects. The pathway course of study focuses on technology, computer science, architecture, robotics and electronics. Students have the opportunity to work in state-of-the-art classrooms and laboratories. Projects include product development, civil or architectural designs, robotic competitions, and much more. Academy students have a strong desire to solve problems using math, science and technology. Academy students collaborate with and learn from industry partners as they provide leadership and expertise to inspire students to innovate, design and build solutions to address current and future global challenges.

Industry Sector: Engineering and Design

- Focused on the design, building, and use of engines, machines, and structures
- Mechanical: engines, machines, and robotics
- Electrical: circuits and systems
- Systems Diagnostics
- Engineering Technology
- Environmental Engineering

Four-Year Course of Study at CHS

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Design</td>
<td>Principles of Engineering</td>
<td>Engineering Design &amp; Development</td>
<td>AP Computer Science</td>
</tr>
<tr>
<td>UC(f) (PLTW) #</td>
<td>UC(g) (PLTW) #</td>
<td>UC(a)(g)</td>
<td>ERWC 1,2</td>
</tr>
<tr>
<td>English I-2 CL UC(b)</td>
<td>English 3-4 Adv UC(b)</td>
<td>American Lit 1-2 UC(b) or</td>
<td>AP English Literature 1-2 UC(b)#</td>
</tr>
<tr>
<td>Integrated Math I UC(c)</td>
<td>Integrated Math II UC(c)</td>
<td>AP English Language 1-2 UC(b)#</td>
<td>Integrated Math III UC(c)</td>
</tr>
<tr>
<td>Biology 1-2 UC(d)</td>
<td>Chemistry 1-2 UC(d)</td>
<td>Physics 1-2 UC(d)</td>
<td>Physics 1-2 UC(d)</td>
</tr>
<tr>
<td>PE 1-2</td>
<td>World History 1-2 UC(a)</td>
<td>U.S. History 1-2 UC(a)#</td>
<td>U.S. History 1-2 UC(a)#</td>
</tr>
<tr>
<td>World Language UC(f)</td>
<td>PE 3-4</td>
<td>World Language UC(f) /</td>
<td>World Language UC(f) /</td>
</tr>
<tr>
<td>Elective</td>
<td>World Language UC(f) /</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

College & Career Pathway

LOCAL UNIVERSITIES & COLLEGES
- SDSU Engineering Program
- UCSD Jacobs School of Engineering
- USD Shiley-Marcos School of Engineering
- Mesa College (AAs and transfer in Engineering)

RELATED MAJORS
- Electrical Engineering
- Mechanical Engineering
- NanoEngineering
- Structural Engineering
- Aerospace Engineering
- Environmental Engineering

RELATED CAREERS
- Air Pollution Control Engineer
- Automotive Engineer
- Design Engineer
- Engineering Technologist
- Environmental Safety Technician
- Electrical Engineer
- Electrician
- Field Engineer
- Investigator/Inspector*
- Manufacturing Design Engineer*
- Materials Engineer*
- Mechanical Engineer*
- Mechanical/Electrical Drafter
- Transportation Service Technician/Maintenance*

LOCAL COMPANIES & PARTNERS
- Qualcomm
- CalTrans
- Art of Science Learning
- Hewlett Packard
- Raytheon
- SDG&E*
- SPAWAR*
- Solar Turbines*
- Society of Women Engineers
- The Control Group

CHS Student/Parent Handbook
Sample Project Based Learning (PBL) Interdisciplinary Academy Project

Project Title: “Mini-Golf Design Project”

Project Description Overview: Students design and build a mini golf course tailored to clients with special needs. They create a concept, and then use the skills they have learned with Autodesk Inventor to represent their design digitally. In their math class, students carefully consider parameters of their design such as slope and area. In their English class, students research a disability and write about how accommodations need to be made for people who play mini golf.

Objectives: The main objective for this project is for students to learn how the engineering design process applies to almost all industries and can solve problems for the good of the community. The project also raises awareness about accommodations for those with special needs. Finally, students learn how to work collaboratively to design.

Essential Questions:
- How does collaboration lead to engineering a more innovative design?
- What is positive impact? How do we effect positive change?
- How do we work with others to collaborate, assign, and designate roles to produce a product?
- How do we design and engineer the different elements of a mini golf course usable by individuals with special needs?

Grade Level: 9th Grade

Classes Teaming: Introduction to Engineering Design, English 1-2, Integrated Math I

Project Length: Approximately 8 weeks

Project Deliverables: Students present their mini golf design and concepts to business partner clients for approval prior to building. They create their design on Autodesk Inventor and build a scale model. Students conduct research and write a paper on a specific disability. Students create a report on how their course is accommodating to individuals with specific special needs. Students also build a presentation that showcases their design.

Industry Connections: Industry partners will be involved by acting as advisors, periodically checking in with the students’ progress and participating in a panel during the culminating event.

Culminating Event: Student groups present their design to a panel of industry partners who assess them on the quality of their mini-golf course design, evidence of what they have learned in each of their academy classes, and presentation
skills. Select students also present their project at the San Diego Unified District College Career & Technical Education Showcase, which is judged by local industry partners and educators.

**ACADEMY of HEALTH and MEDICAL SCIENCES**

**Overview**

With a focus on health, medicine and nutrition, the Academy of Health and Medical Sciences provides students with a comprehensive, engaging and relevant curriculum, allowing them to explore the wide array of careers and advanced degrees offered through the medical field. Nationally renowned industry partners work one-on-one with students both in the classroom as well as in clinical settings, allowing students to apply skills learned inside the classroom to real-world situations. Each year, Academy students will work to develop and execute a community health fair. Held on the Clairemont campus, students inform fellow students, staff and community members about the prevention of global health issues such as heart disease, diabetes, infectious diseases, as well as the importance of eating healthy and maintaining an active lifestyle.

**Industry Sector: Health Sciences**

Focus on health, medicine, curing & preventing disease

- Patient care
- Doctors and nurses
- Lab science
- Biomedical
- Nutrition and medicines
- Wellness
- Psychology and Psychiatry

**Four-Year Course of Study at CHS**

*KEY: UC = UC a-g credit  + = weighted credit on transcript  # = Community College articulated credit or college course  ^=community classroom internship*

**GRADE 9**

- Principles of Biomedical Science 1-2 UC(d) (PLTW) #
- English I-2 CL UC(b)
- Integrated Math I UC(c)
- Biology 1-2 UC(d)
- PE 1-2
- World Language UC(f)
- Elective

**GRADE 10**

- Human Body Systems 1-2 UC(d) (PLTW) #
- English 3-4 Adv UC(b)
- Integrated Math II UC(c)
- Chemistry 1-2 UC(d)
- World History 1-2 UC(a)
- PE 3-4
- World Language UC(f)/ Elective

**GRADE 11**

- Medical Interventions 1-2 UC(d) (PLTW) #
- American Lit 1-2 UC(b) or AP English Language 1-2 UC(b) #
- Integrated Math III UC(c)
- Physics 1-2 UC(d)
- U.S. History 1-2 UC(a) or AP U.S. History 1-2 UC(a) #
- World Language UC(f) / Elective

**GRADE 12**

- Biomedical Innovations 1-2 UC(d) (PLTW) # ^
- ERWC 1,2 UC(b) or AP Eng Literature 1-2 UC(b) #
- 4th Year Math:
- Pre-Calc, AP Stats/ Mesa Math or AP Calc
- Econ/Govt UC(b) or AP MacroEcon UC(b) #

---

**LOCAL UNIVERSITIES & COLLEGES**

- SDSU School of Nursing
- UCSD School of Medicine
- SD Mesa College (AA & transfer in medical)

**RELATED MAJORS**

- Biochemistry and Cell Biology
- Biological Sciences
- Chemistry and Chemical Physics
- Health Science and Nursing
- Nutrition and Public Health
- Pharmacological Chemistry
- Physiology and Neuroscience
- Psychology

**RELATED CAREERS**

- Clinical Medical Technologist*
- Dentists and Dental Hygienists
- Dieticians and Nutritionists
- Geneticists
- Licensed and Vocational Nurses*
- Medical Health Aid*
- Medical Lab Aides & Assistants*
- Medical Laboratory Technicians
- Mental Health Therapist
- Occupational Therapists
- Personal Care Aides*
- Pharmacists

**LOCAL COMPANIES & PARTNERS**

- Kaiser Permanente*
- Sharp Healthcare
- Rady Children’s Hospital
- UCSD Medical Center*
- Camp Pendleton Hospital
- Scripps Health

---

**College & Career Pathway**

**LOCAL UNIVERSITIES & COLLEGES**
- SDSU School of Nursing
- UCSD School of Medicine
- SD Mesa College (AA & transfer in medical)

**RELATED MAJORS**
- Biochemistry and Cell Biology
- Biological Sciences
- Chemistry and Chemical Physics
- Health Science and Nursing
- Nutrition and Public Health
- Pharmacological Chemistry
- Physiology and Neuroscience
- Psychology

**RELATED CAREERS**
- Clinical Medical Technologist*
- Dentists and Dental Hygienists
- Dieticians and Nutritionists
- Geneticists
- Licensed and Vocational Nurses*
- Medical Health Aid*
- Medical Lab Aides & Assistants*
- Medical Laboratory Technicians
- Mental Health Therapist
- Occupational Therapists
- Personal Care Aides*
- Pharmacists

**LOCAL COMPANIES & PARTNERS**
- Kaiser Permanente*
- Sharp Healthcare
- Rady Children’s Hospital
- UCSD Medical Center*
- Camp Pendleton Hospital
- Scripps Health
Sample Project Based Learning (PBL) Interdisciplinary Academy Project

Project Title: “Healthy You, Healthy Us”

Project Description Overview: In this project, students learn about making educated health and wellness choices which improve the quality of life in their community. Students research, create, educate, and present projects about health and wellness by putting on a health fair open to the community. Booth presentations will include topics such as heart disease, diabetes, exercise, infectious diseases, healthy food and lifestyle choices. Each booth will have an informational deliverable and a demonstration pertaining to a health and wellness topic.

Objectives: The main objective for this project is for students to do in-depth research in a medical, health, or wellness topic of interest and thereby learn more about the research process and how to effectively inform and educate their community.

Essential Questions:
- What does it mean to be healthy?
- How will we improve our health and the health of our communities?
- What are the pressing health issues impacting our communities?
- How will we best deliver the message of the importance of healthy lifestyles?
- What obligations do we have to help those in need within our societies?

Grade Level: 9th Grade
Project Length: Approximately 4 months

Project Deliverables: Students complete an in-depth research paper on a current health topic, discuss and research it in Biology and PBS, and write and edit the paper in English. Students create an educational, digital presentation on their research topic, including a hands-on demonstration for the booth at the health fair. They will also develop an informational giveaway (pamphlet, flyer, etc.) for their booth.

Industry Connections: Medical industry volunteers from local facilities such as Kaiser Permanente and UCSD Medical help to provide connections to field experts in each of the topics students research. These expert volunteer partners aid students in the process of researching their topics and help them reach industry standard work for the health fair booths and deliverables. The project also incorporates a job shadow off-site of a medical facility and panel of industry partners.

Culminating Event: Students hold a Community Health Fair, where school and community members and students from CHS gain information from the students’ booths. Visitors provide feedback for the booths they visit, rating the quality of the giveaway, the demonstration, and the booth itself. Select student booths also present their project at the San Diego
Unified District College, Career & Technical Education Showcase, which is judged by local industry partners and educators.

**ACADEMY of INFORMATION TECHNOLOGY**

**Overview**

Integrating the use of technology in all classes, students in the Academy of Information Technology learn advanced computer skills including software and system development, mobile app design, website design, coding and programming, game design and simulation, and more. Instruction ranges from the basics of computer hardware to the complex relationship between humans and computers. The Academy equips students with the personal, analytical, technical and communications skills they need to thrive in IT as well as the digital multimedia skills and experiences needed to function in today’s world, whether in higher-education, professional careers or everyday life.

**Industry Sector: Information Communication Technology**

- Focus on the study of principles and use of computers:
- Software & systems development
- Coding & programming
- Information systems
- Networking, telecommunications, Internet
- Games and simulation

**Four-Year Course of Study at CHS**

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of IT</td>
<td>AP Computer Science + Principles</td>
<td>Computer Science 1-2 UC(c)+</td>
<td>AP Computer Science 1-2 UC(g)+</td>
</tr>
<tr>
<td>English I-2 CL UC(b)</td>
<td>English 3-4 Adv UC(b)</td>
<td>American Lit 1-2 UC(b) or AP English Language 1-2 UC(b)#</td>
<td>AP Computer Science 1-2 UC(b) or AP Eng Language 1-2 UC(b)#</td>
</tr>
<tr>
<td>Integrated Math I UC(c)</td>
<td>Integrated Math II UC(c)</td>
<td>Integrated Math III UC(c)</td>
<td>4th Year Math: Pre-Calc, AP Stats/ Mesa Math or AP Calc</td>
</tr>
<tr>
<td>Biology 1-2 UC(d)</td>
<td>Chemistry 1-2 UC(d)</td>
<td>Physics 1-2 UC(b)</td>
<td>Econ/Govt UC(b)# or AP MacroEcon UC(b)#</td>
</tr>
<tr>
<td>PE 1-2</td>
<td>World History 1-2 UC(a)</td>
<td>U.S. History 1-2 UC(a) or AP U.S. History 1-2 UC(a)#</td>
<td></td>
</tr>
<tr>
<td>World Language UC(f)</td>
<td>PE 3-4</td>
<td>World Language UC(f) / Elective</td>
<td>World Language UC(f) / Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>World Language UC(f) / Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**College & Career Pathway**

**LOCAL UNIVERSITIES & COLLEGES**
University of California, San Diego
San Diego State University
SD Mesa College- certificates and AAs in computer science

**RELATED MAJORS**
Computer Engineering
Computer Science
Computer Science with Specialization in Bioinformatics
Computer Information Systems
Graphic Design

**RELATED CAREERS**
Applications or app developers
Artistic Director
Commercial Artist

Software developers/engineers*
Web Designer/ Developer

**LOCAL COMPANIES & PARTNERS**
Managed Solution*
Qualcomm*
The Control Group
Northrop Grumman
SAIC*
House of Hints*
CRI
CompTia
SPAWAR
Intuit
Sony
Clear Channel

*denotes existing partnership with CHS

CHS Student/Parent Handbook
Software Developer/Applications*  *denotes in-demand job
Sample Project Based Learning (PBL) Interdisciplinary Project

**Project Title:** “The Game Tube,” Interactive Gaming Apps

**Project Description Overview:** The 9th grade Academy of Information Technology students have created a company called “Interactive Gaming Apps” designed to integrate custom board games with Android mobile apps. This year’s product is the “Game Tube,” a digital trivia application designed to help students study and review for a variety of high school courses using their smartphones.

**Objectives:** The main objective for students in this project is to learn basic coding and gain an understanding of how technology plays a crucial role in the modern world of marketing.

**Essential Questions:**
- How does technology affect personal/family relationships? How do we bring interpersonal relationships back to a household dominated by technology?
- How does technology make life more efficient?
- How do we balance our lives in a virtual world?
- What will technology be like in the future?

**Grade Level:** 9th Grade

**Classes Teaming:** Principles of Computer Science, World History, English 1-2, Integrated Math II, Chemistry

**Project Length:** This is an ongoing, year-long project embedded in each of the IT 9th grade courses.

**Project Deliverables:** Students work in groups to build a trivia game that will be a combination of digital applications, made on the MIT App Inventor for Android-based smartphones, with an accompanying board game design component. Content-specific trivia questions for the game are created and refined in the academy’s English, math, history and sciences classes. Once completed, CHS students will actually be able to use the game as an interactive study device.

**Industry Connections:** Students work with software developers from Managed Solution, one of the fastest growing local IT companies in Southern California, as well as a local board game producer from WigityBang Games. Students also take a job-shadow field trip to Managed Solution as part of this project to learn more about careers related to this industry.

**Culminating Event:** Students hold a “CHS Family Game Night,” where participants can judge each team’s product. The top 10 teams move on to round two at a local board game-themed restaurant to be judged. The top three teams present their project at the San Diego Unified District College, Career & Technical Education Showcase, which is judged by local industry partners and educators. All Game Tube apps will be available to CHS students to play before finals, as a study guide for their classes.
Anti-Bullying, Harassment, Intimidation Statement

In our commitment to providing all students and staff with a safe learning environment where everyone is treated with respect and no one is physically or emotionally harmed, San Diego Unified will not tolerate any student or staff member being bullied (including cyberbullying), harassed, or intimidated in any form at school or school-related events, (including off-campus events, school-sponsored activities, school busses, any event related to school business), or outside of school hours with the intention to be carried out during any of the above (SDUSD Admin Procedure 6381).

Bullying
Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. It is any severe or pervasive or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students, directed towards one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a student(s) in fear of harm to that student’s or students’ person or property.
- Causing a student to experience a substantially detrimental effect on his/her physical or mental health, academic performance, ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying
The district defines cyberbullying as the intentional or reasonably perceived mistreatment of others through the use of technology, such as computers, cellphones, and other electronic devices. It includes, but is not limited to:

- Sending mean, hurtful, or threatening messages or images about another person.
- Posting sensitive, private information about another person for the purpose of hurting or embarrassing the person
- Pretending to be someone else in order to make that person look bad.
- Intentionally excluding someone from an online group.

Harassment
Harassment is governed by state laws and is generally defined as a course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. It is unwanted, unwelcomed, and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Additionally, it is:

- Physical, verbal, nonverbal, or written conduct that affects a student's ability to participate in or benefit from an educational program or activity,
- Creating an intimidating, threatening, hostile or offensive educational environment.
- Having the purpose or effect of interfering with a student's academic performance or educational opportunities.
Reporting Incidents of Bullying, Harassment, Intimidation

We encourage students, parents/guardians to immediately report any incidents of bullying to Clairemont High School’s administration or staff member. Please do so in person, phone, or email. Incidents of bullying can also be reported using SDUSD’s Online Bullying Reporting Form. This online form can be used by San Diego Unified students to report being bullied or by someone witnessing a student being bullied. Please click on the following link: https://www.sandiegounified.org/forms/online-bullying-reporting-form. When filling out the form, provide as much information as possible. An investigation will begin within five (5) working days. This form may be submitted anonymously. Once submitted, it will be forwarded to the site principal and the Office of Youth Advocacy. If you do not want the form to go to the principal, contact the Office of Quality Assurance at qualityassurance@sandi.net or (619) 725-7211 to report bullying. Do not complete the form.
The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the [Name of school ("School")], receives a request for access.
   a. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
   a. Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
   a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
   b. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202
# Expected Student Behaviors

We, at Clairemont, believe everyone deserves a safe, supportive, and orderly learning environment. We believe students CAN succeed in making responsible and effective choices in order to reach their academic potential and positively contribute to the school community and beyond. CHS students should strive to abide by the following behavioral expectations:

## I will show RESPECT for...

<table>
<thead>
<tr>
<th><strong>MYSELF by:</strong></th>
<th><strong>OTHERS by:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Attending school regularly and being on time.</td>
<td>❑ Being understanding of others feelings.</td>
</tr>
<tr>
<td>❑ Following rules and directions of adults.</td>
<td>❑ Using positive words with others (no putdown).</td>
</tr>
<tr>
<td>❑ Doing my schoolwork and homework neatly and completely.</td>
<td>❑ Treating others like I want to be treated.</td>
</tr>
<tr>
<td>❑ Practicing positive behavior choices.</td>
<td>❑ Not bullying or threatening.</td>
</tr>
<tr>
<td>❑ Remaining on school grounds unless I have permission to leave school.</td>
<td>❑ Being honest by telling the truth, and admitting to things I have done.</td>
</tr>
<tr>
<td>❑ Learning from consequences of my behavior.</td>
<td>❑ Working with others in positive ways.</td>
</tr>
<tr>
<td>❑ Choosing not to bring tobacco, alcohol, other drugs, or weapons to school.</td>
<td>❑ Keeping my hands to myself.</td>
</tr>
<tr>
<td>❑ Dressing in a way that is appropriate for the learning environment.</td>
<td>❑ Refraining from using profanity in school.</td>
</tr>
</tbody>
</table>

## I will show RESPECT for...

<table>
<thead>
<tr>
<th><strong>LEARNING by:</strong></th>
<th><strong>PROPERTY by:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Following school rules and staff directions.</td>
<td>❑ Taking care of things in school and on school grounds by avoiding vandalism and chewing gum in class.</td>
</tr>
<tr>
<td>❑ Keeping focused on my work.</td>
<td>❑ Not bringing dangerous or distracting things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc.</td>
</tr>
<tr>
<td>❑ Coming to school prepared to work.</td>
<td>❑ Using school materials or classmate’s materials for their intended purpose.</td>
</tr>
<tr>
<td>❑ Participating in class activities and discussions.</td>
<td>☐ Using computers as directed by adults.</td>
</tr>
<tr>
<td>❑ Completing my own schoolwork and homework.</td>
<td>❑ Following rules about safety:</td>
</tr>
<tr>
<td>❑ Keeping my eyes on my own paper when taking quizzes and tests.</td>
<td>☐ Refraining from touching a fire alarm unless there is an emergency.</td>
</tr>
<tr>
<td></td>
<td>☐ Refraining from making threats about bombs or blowing something up.</td>
</tr>
<tr>
<td></td>
<td>☐ Using PE and all other equipment in a safe manner.</td>
</tr>
<tr>
<td></td>
<td>● Keeping cell phones off and out of sight during class time except with permission from school staff.</td>
</tr>
</tbody>
</table>

*Adopted from the Anne Arundel County Public Schools Student Handbook.*
Campus Visits

When Visiting the Campus

- Sign-in at the main office
- Pick up a visitor/guest badge and wear it at all times while on campus during school hours
- Main office staff will direct you to where you need to go

Reminders about Campus Visits

- School tours for prospective students must be pre-arranged with our Linked Learning Academy Coordinator, Liz Rush.
- Parent/Guardian classroom visits are welcome any time after checking in at the CHS Office
- Classroom visits are not conferences with the students and/or teacher
- Visitors and guests may not confront another student and/or staff member about a concern without the supervision of a school official
- Food, flowers, or balloons may not be delivered to students

Closed Campus

- Clairemont is a closed campus. Students may not leave school at any time without prior notification from a parent/guardian to the Attendance Office. **No outside food, flowers or balloons may be delivered to students. Students may not go to their cars during school hours.** Doing so may result in disciplinary actions.
Ideas for Helping Your Student Succeed

Parents/Guardians can do their part to help support their student with his/her homework by:

- Understanding that the school expects homework to be completed and returned.
- Reserving uninterrupted time for homework by turning off the television, radio, phone, video games, etc.
- Providing their student with suitable study conditions (desk or table, lights, books, and supplies).
- Showing interest in what your student is doing, but not doing the work for him/her.
- If in doubt, call or email your student’s teacher(s) to clarify what the instructor expects regarding homework.
Attendance

It is imperative that all students attend school each and every day. Students and parents/guardians are highly encouraged to clear your absences and tardies immediately to avoid Saturday School, being on the LOP, and not being able to participate in extracurricular activities. Therefore, it is important to understand what constitutes “excused” and “unexcused” absences.

Excused Absences

- **Illness**
  - Medical, Dental, or Chiropractic appointments
  - Lice, under a doctor’s care
  - Medical quarantine and hospitalization

  **NOTE:** Illness does not include a student being overtired, depressed, or fatigued. And an “illness” does not extend to a parent or sibling’s illness.

- **Justifiable Personal Reasons**
  - Death in the Family
  - Court Appearances
  - Religious Observances (holidays, ceremonies, retreats)
  - Family emergency (student’s absence is requested in writing by the parent/guardian and approved by the principal or vice principal)
  - School-initiated absences, including suspensions
  - Juvenile Hall (because students are confined)
  - Student is absent pending exemption or placement

Unexcused Absences

- Absences for reasons other than those listed above or non-approved personal emergency are unexcused.
  - A non-approved personal emergency is a situation that school administration find could have been handled in some other manner, even though approved by the parent or guardian.

Tardies/Truancy

School begins each morning promptly at 7:20 a.m. When the bell rings, students are expected to be in their seats and ready for instruction. Any student not in their ASSIGNED SEAT at the time of the bell is considered tardy. Whether or not parents call to explain late arrivals, students who are tardy to any class period are subject to consequences from their teacher, including after school or lunch detention, lowered citizenship grade, and a refusal to accept homework or other assignments. Additionally, excessive tardies may result in placement on the “Loss of Privilege” list.
Excused Tardies
- Medical, dental, or chiropractic appointments
  - Should tardiness due to medical reasons become excessive, you will be referred to our school nurse in order to clear any further tardies.
- Late school bus pick-up

Unexcused Tardies
- Tardies for reasons other than those listed above or non-approved personal emergency are unexcused.
  - A non-approved personal emergency is a situation that school administration find could have been handled in some other manner, even though approved by the parent or guardian.

NOTE: If a student has been marked absent or tardy from a class in error, the student is responsible for having the teacher make the correction. The teacher will notify the attendance office of the change by submitting the district approved form (pink slip). If you receive a call that your child was absent, and you believe it to be an error, please check the student’s Parent Portal account to see which teacher has marked him/her absent.
Student Early Release From Campus (Blue Slips)

Blue Slips will be given for medical, dental, chiropractic, and court appointments, funerals, or extreme family emergencies and must be obtained from the Attendance Office BEFORE leaving campus. The parent or guardian must:

- Notify the Attendance Office, in advance of the early release by way of a phone call or a signed note that explicitly states the reason for the early release. Parents may also sign their student out in person, by coming into the main office and speaking with the Attendance Clerk.

- Students are to remain in class until the blue slip is delivered to them or they are excused by an office staff member. Students may not leave campus without the blue slip and will only be released to contacts listed on the student’s Registration Card. Parents/guardians will be required to show an ID when signing their students out of school early.

When sending a note for an early release, parents MUST include ALL of the following information:

- Student’s legal First and Last Name
- Student’s date of birth
- Reason for the early release
- Time to be released
- Parent/Guardian Phone number
- Signature of Parent/Guardian

Early release notes that are forged or questionable will be given to the Administration for approval or discipline.

If a student becomes ill during the school day, they must obtain a pass to the nurse’s office for evaluation. They should not phone or text their parents for an early release blue slip. Students who do so will be asked to return to class or sent to the nurse’s office.

Independent Study Contract (ISC)

The Independent Study Contract allows students to complete academic requirements during a pre-approved short-term absence from the school. An ISC may be granted to students who are going to miss 5-20 days of school. Contract language follows strict guidelines taken directly from the California Department of Education in order for the student to receive appropriate attendance and scholastic credit. Assignments completed and submitted by the date indicated on the ISC will earn academic and attendance credit. The teacher reviews, grades, and records the student’s grade, which may positively or negatively impact student’s overall grade in the course. All parties agree that failure to complete this contract may result in the lowering of the student’s academic grade and will require evaluation of whether or not student may participate in a future Independent Study Contract. When requesting an ISC, we ask that you submit your request for approval 3-5 days prior to the start of the contract. All students are required to complete and sign the contract prior to the beginning of the contract. For additional questions regarding an ISC, please contact attendance clerk, Lori Serrano x2205.
Make-Up Work

Students are responsible for making up missed assignments after being absent. It is the student's responsibility to inquire about missed homework/assignments. He/she should meet with the teacher once returning from the absence or send an email to the teacher to inquire about missed work. For every day a student has an EXCUSED absence, he/she will be allotted one extra day to turn the assignments in. Work missed during a confirmed truancy or unexcused/unverified absence may not be made up.

Instructional Recovery Time (IRT)

Ways to Clear Absences and Tardies

Making up for lost instructional time is critical to a student’s academic success. Therefore, students are expected to clear ALL unexcused/unverified absences and tardies. Students are first advised to check PowerSchool and have their parent/guardian clear all legitimate, excused absences/tardies with the attendance clerk within 10 days.

Students must attend Saturday School in order to clear absences. Students will be summoned and be required to attend Saturday School. Unfortunately, NO other alternative (i.e. after school tutoring, community service) options are available to clear an absence.

To clear UNEXCUSED/UNVERIFIED PERIOD ABSENCES, students must do the following:
- Have parent/guardian contact attendance office to clear unexcused absences that should have been excused
- Attend Saturday School (in accordance with district policy)

NOTE: Period absences are cleared through Saturday School BEFORE unverified/unexcused tardies. One Saturday School session may clear up to four period absences.

To clear UNEXCUSED/UNVERIFIED TARDIES, students may do one of the following:
- Attend one 15-minute session of lunch or after school tutoring/detention with the period teacher on record
- Attend CASSAS (Saturday School)

NOTE: One Saturday School session may clear up to four tardies.

Core Academy: Supporting Student Achievement Success (CASSAS) program,
(formerly known as Saturday School)

CASSAS is a component of the IRT (Instructional Recovery Time). It operates from September through June on selected Saturdays from 7:55 am till noon. Students may be assigned Saturday School for excessive absences and tardies but it is ultimately the STUDENT’S responsibility to attend and keep track of their own attendance and the accuracy of their records. Each Saturday School clears one full-day of absences and a combination
of four period absences and tardies. Once all full-day absences and period absences have been cleared, then tardies will then be cleared. Seniors must have no more than 12 absences, tardies, and/or truancies in order to participate in school events and senior activities including but not limited to dances, commencement, and prom, in accordance with the senior contract. Underclassmen who would like to participate in school events like dances or would like to be guests of seniors at the prom must follow the same attendance expectations. Students are encouraged to be proactive in clearing their record before receiving notices and/or calls from the school. The dates for Saturday School are posted on CHS’ Master Calendar, located on our school’s website.

INSTRUCTIONS
1. Saturday School is held from 8:00am - 12:00am.
2. Students should report to the main office at 7:55 a.m. to sign in WITH THEIR ID’s.
3. Students are required to bring enough academic work to last the entire four hours or they may be turned away. Students should also bring a book to read should if they finish their academic work early.
4. A ten-minute break will be given during the four-hour session. Failure to return on time will result in dismissal of Saturday School without receiving credit for attendance.
5. If students leave at any time during the session or asked to leave by a staff member, the student will not receive credit for attending Saturday School.

Discipline

Loss of Privilege (LOP)

The “Loss of Privilege” list (or LOP) is published at the end of each grading period. Students are placed on it for one or more of the following reasons:

1. GRADES –
   ● Student earned below a 2.0 GPA in unweighted scholarship and/or citizenship from previous grading period
2. BEHAVIOR –
   ● Student earned a formal suspension in the current grading period
3. ATTENDANCE –
   ● Student has a cumulative combination of 12 or more unexcused/unverified period absences and/or tardies from previous grading period until the present day

Time Duration
A student’s duration on the LOP depends on the reason he/she is originally placed on the list:

1. GRADES – for the ENTIRE grading period
2. BEHAVIOR – for the ENTIRE grading period
3. ATTENDANCE – until the record reflects LESS THAN a cumulative combination of 12 or more period absences/tardies from previous grading period to present day.

NOTE: See the section on “Instructional Recovery Time” for more information on ways to clear attendance.
Consequences
Any student on the LOP may not participate in extra-curricular school activities (not open to the greater Clairemont Community) such as athletic/cheerleading events, drama performances, dances, non-instructional field trips, etc.

Athletes
Athletes who are on the LOP list due to grades are considered ineligible so they may NOT compete/perform in games for the ENTIRE grading period. Additionally, athletes who are considered to be credit-deficient (regardless of the LOP) must enroll and attend ALL after school credit recovery classes before participating in practices, games, and performances. Those on the LOP may attend practice ONLY if they are not credit-deficient, there is no after school tutoring offered by his/her teachers, and there is no tutoring offered through the ARC Program that day.

Senior Contracts
Senior activities are a privilege and all seniors may attend. However, senior students at Clairemont High School must accept and abide by school rules and regulations. Any student who is found to be engaged in inappropriate and/or illegal behavior at a school-sponsored event may be prohibited from participating in the Graduation Ceremony. The Senior Contract will be distributed in their packet during orientation; seniors and their parents must sign and return it to the front office.

CONTRACT
Eligibility requirements for Clairemont High School’s senior activities

<table>
<thead>
<tr>
<th>To earn a DIPLOMA, students must:</th>
<th>To participate in SENIOR ACTIVITIES/GRADUATION CEREMONY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Earn 44 credits in required courses;</td>
<td></td>
</tr>
<tr>
<td>✓ Earn an academic GPA of 2.0 or higher;</td>
<td></td>
</tr>
<tr>
<td>✓ Complete all online courses tentatively by Friday, June 5, 2020 (if applicable).</td>
<td>✓ Meet the expectations for a DIPLOMA or a Certificate of Recognition</td>
</tr>
<tr>
<td></td>
<td>✓ Earn an academic and citizenship GPA of 2.0 or higher;</td>
</tr>
<tr>
<td></td>
<td>✓ Successful completion of the Senior Checkout Sheet;</td>
</tr>
<tr>
<td></td>
<td>✓ By June 5, 2020, have no more than 12 cumulative unexcused/unverified PERIOD absences/tardies combined for the entire academic year;</td>
</tr>
<tr>
<td></td>
<td>✓ Have no suspensions during 1st or 2nd semester*;</td>
</tr>
<tr>
<td></td>
<td>✓ No involvement in senior pranks.</td>
</tr>
</tbody>
</table>

NOTES:
* Clairemont High School’s Grad Night is sponsored by our Parent Teacher Student Association (PTSA) and is NOT a school or district sponsored event. Seniors may attend Grad Night ONLY if they meet the PTSA’s eligibility requirements. Please contact the PTSA directly for additional information about this event.

*If suspended, seniors MUST go through senior appeals process in May 2020 to re-earn eligibility for senior activities.
SENIOR APPEAL PROCESS
Any senior who receives a formal suspension during their senior year will lose their privilege to attend any senior related school activities. However, seniors may go before the Senior Appeals Board in hopes to regain a portion or all of their senior activities. For questions regarding senior appeals, please speak with CHS principal, Mr. Williams.

Suspension

If a student's behavior is a threat to the safety, health or emotional wellbeing of others, and previous methods of prevention and intervention have not been successful, that student will be suspended in accordance with district policy (SDUSD AP 6290) and state law.

Reasons for Suspension
State law allows for the suspension of a student if a school investigation shows the student - while on school grounds, going to or from school, during the lunch period (on or off campus), or during, or while going to or from, a school-sponsored activity - has engaged in any of the following acts:

- Assault/Battery
- Weapons
- Alcohol/Intoxicants/Controlled Substances
- Substance in Lieu of Alcohol/Intoxicants/Controlled Substances
- Drug Paraphernalia
- Tobacco or Nicotine Products
- Robbery and Extortion
- Property Damage
- Property Theft
- Obscenity
- Disruption or Defiance
- Sexual Harassment
- Hate Violence
- Threats and Intimidation
- Harassment
- Bullying and Cyberbullying (on and off campus)
- Hazing

For a detailed description of the policy, please refer to SDUSD Administrative Procedure #6290.

NOTE: The Drug Canine Unit may make random visits to our campus.

Zero Tolerance Policy

Items brought to school and taken into the classroom should be for the purpose of enhancing the instructional process, not interrupting the process. The Zero Tolerance Policy requires suspension or expulsion for students who violate rules related to weapons, controlled substances, or violence if the offense occurs during lunch period – off-campus, and during, or while going to or from a school-sponsored activity. In conjunction with California’s Ed Code #48900, the Board of Education has approved the Zero Tolerance Policy:
● Possessing, selling, or otherwise furnishing a firearm.
● Brandishing a knife at any other person.
● Unlawfully selling a controlled substance.
● Committing or attempting to commit a sexual assault or committing a sexual battery.
● Possession of an explosive device.

Expulsion from San Diego Unified School District will result in the loss of your privileges to attend school or extracurricular activities. In addition to discipline, if you are found to have violated the law, you may be arrested and taken to a juvenile detention facility. You may be placed in an alternative school or program. Zero Tolerance Policy is designed to make your school a safe environment and to provide an appropriate learning environment for you and other students. There is no acceptable reason for violating these rules.

### Student Dress Guidelines

Clairemont High School is committed to a safe and secure campus where students can learn without fear of harassment, intimidation, or distraction. Students are required to wear clothes that are neat in appearance and appropriate for school (CA Title V, Sec. 302). Attire should protect the health and safety of the students and should not interfere with the educational process. We reserve the right to include additional articles of clothing to this list throughout the year. For the safety of all students we have established the following guidelines throughout the length of the school day:

1. In accordance with State of California regulations, students must wear footwear in school. To ensure the protection of the bottom of the feet, all footwear must have soles. House slippers (bedroom slippers) are not considered safe footwear and are not allowed in school.

2. Pajama bottoms, blankets and/or robes are not appropriate school attire and are not allowed in school (the only exception is during CHS Spirit Week).

3. Students should be clean. Issues concerning personal hygiene will be referred to the school nurse.

4. Clothing or jewelry may not display profanity, provocative or suggestive statements, obscenities, advertising for drugs, alcohol, tobacco products, illegal activities, gambling or gang identification.

5. Spikes on bracelets, belts, rings, lips, eyebrows, earrings or necklaces are not allowed. Wallet chains are not allowed.

6. Skirts or pants that reveal undergarments or skin above or below the waist when the student sits down in the classroom are unacceptable. Shorts, skirts, dresses, etc. must be extended beyond a student’s fingertips when the student is standing up straight.

7. Sagging of the pants is prohibited. Pants must fit at the waist without requiring alteration. Underwear must not be visible.
8. Attire that includes oversized clothing such as oversized pants, oversized hanging belts, oversized shorts with long socks, or oversized overalls are not permitted.

9. Shirts that show cleavage, tummies, or bare backs violate dress code. No portion of a student’s torso should be visible.

10. No mesh tops, see-through, cut-off shirts, halters, skintight clothes, or clothing of any type that exposes the torso are permitted. Jeggings/Leggings may be worn only if under a dress code approved dress/skirt.

11. In addition to the above requirements, any clothing or jewelry declared inappropriate by district regulations or the principal is automatically unauthorized by the school.

Consequences for Dress Code Violations
Repeat offenders of dress code policies will be referred to the office for disciplinary actions and parents will be contacted immediately. The inappropriate item will be confiscated and the student’s parent/guardian will be contacted to bring his/her child a change of clothes. In the event a parent/guardian is not able to bring his/her child appropriate clothing, the school will provide a loaner item for the student to wear. Once the loaner item has been washed and returned, the confiscated item(s) will be returned to the student. Repeat violations may result in further disciplinary actions.

Academic Honesty Policy

Doing one’s own work is essential to the academic and personal integrity of each student. To falsely take credit for work that belongs to another student or source is not acceptable behavior.

Plagiarism is the copying of another student’s work and/or the copying of material from another source (i.e., Internet or published) and taking personal credit for it.

Cheating is taking an examination/quiz in a dishonest way, as by having improper access to answers. Use of a cell phone in class/during a test is deemed to be cheating.

On the FIRST offense all of the following MAY occur:
1. A grade of “0” on the assignment or test with no make-up opportunity.
2. A citizenship grade of “U” (“Unsatisfactory”) for the grading period.
3. Parent notification by the teacher.
4. Referral to counselor for intervention.

On SUBSEQUENT offenses all of the following MAY occur:
1. A grade of “0” on the assignment or test with no make-up opportunity.
2. A citizenship grade of “U” (“Unsatisfactory”) for the grading period.
3. Failing the course for the grading period. If the offense occurs during the final grading period of the semester, the student may receive an “F” for the semester grade.
4. Referral to the vice principal with disciplinary consequences that may include in-school suspension (if available), Saturday School, out-of-school suspension, or removal from the class.
5. Parent, student, teacher, and vice principal conference.

Both the student providing the material/test answers and the student receiving the information are equally guilty and subject to equal consequences.

### Theft of Test Material

A student guilty of stealing or using stolen test materials or altering a grade will be referred to an administrator, as this is a serious offense. The student may face suspension, a failing grade for the semester, and removal from the class. A citizenship grade of “Unsatisfactory” (U) will be given for the current grading period. This may also result in an automatic “F” in the class for the current grading period.

### PowerSchool (Student/Parent Portal)

**PowerSchool's Parent/Student Portal** provides parents and students access to their grades, attendance, assignments, and more. We encourage ALL parents to sign up for Parent Portal in order to stay informed about their child’s academic progress and attendance. Students and Parents who already have an account can access Parent Portal at [https://powerschool.sandi.net/public/](https://powerschool.sandi.net/public/). Parents who do not have access to Parent Portal can contact Heidi Fulton for assistance with creating a Parent Portal account. She can be reached at hfulton@sandi.net or 858-273-0201 Ext. 2205.

### Naviance

Family Connection from Naviance is a Web-based service designed especially for students and parents. Family Connection is a comprehensive website that families can use to help in making decisions about courses, colleges, and careers. Family Connection will allow families to: get involved in the planning and advising process; build a resume, complete on-line surveys, and manage timelines and deadlines for making decisions about colleges and careers. Family Connection also lets school counselors share information with students and parents about up-coming meetings and events, local scholarship opportunities, and other Web resources for college and career information. Parents can access Naviance through the CHS website – [www.sandi.net/clairemont](http://www.sandi.net/clairemont) on the Counseling page.

### Health Office

The Health Office is located in the Main Office Building. Health Office days and times will be announced at the beginning of each school year. Parents should contact the Health Office at (858) 273-0201 ext. 2211 or 2265 for further information and concerns. If a student becomes ill during the day they MUST get a pass from their teacher to go to the Health Office and, if needed, Health Office Staff will contact the parent/guardian, issue a Blue Slip, and release the student to go home.

Reminders about students taking medications while at school:
- All medications (including Tylenol, Motrin, asthma medications, and Epipens) must be stored and administered in the Health Office and must include a physician’s order and parent’s written consent to be administered at school
- Students with asthma may carry inhalers with the appropriate paperwork on file.
- No medications may be dropped off for a student

## Associated Student Body (ASB)

### Grade Level Assemblies

Two times during the school year, Clairemont will hold grade level assemblies. Grade level assemblies are designed to inform students of upcoming events, as well as encourage class spirit and involvement. Grade level assemblies also provide an opportunity for students to be made aware of expected student behaviors. During this time students will also be recognized for various achievements. Below is a list of assembly dates*:

- Wednesday, September 6, 2019
- Wednesday, February 12, 2020

*All dates are subject to change. Please refer to our school’s master calendar on our website.

### Club Rush

Club Rush promotes our diverse clubs/sports teams on campus while allowing them a way to fundraise. CHS will have four Club Rush’ throughout the school year. The first will be a form of recruitment; all subsequent dates will be fundraisers. Below is a list of Club Rush dates*:

- Friday, September 19, 2019
- Friday, January 23, 2020
- Thursday, May 21, 2020

*All dates are subject to change. Please refer to our school’s master calendar on our website.

### Outrageous Orange and Blue Fridays

Every Friday, students show their pride by wearing Chieftains colors, orange and blue. Students also gather in the lunch quad to participate in fun competitive activities, listen to music, etc.

### Spirit Week

Spirit Week is a time for students and staff to show unity through various themes and lunchtime activities. For an entire week, students and staff participate in crazy and fun activities/dress. Each day has its own theme. For example, Pajama Monday, Hippie Tuesday, Wacky Wednesday, Twin Thursday, etc. Below is a list of dates*:

- September 16 - September 20
- December 9 - December 13
- January 21 - January 24
- May 18 - May 22

*All dates are subject to change. Please refer to our school’s master calendar on our website.
School Dances

Throughout the school year, students will have an opportunity to attend a school-sponsored dance. We want students to be able to attend these dances, and we want each dance to be a safe and enjoyable event for all. Students must have at least a 2.0 GPA in both scholarship and citizenship on the progress report preceding the dance and be off the LOP list in order to be “cleared.” Contracts will be available a few weeks prior to each dance and further information and requirements will be outlined for students and their families.

Below is a list of the school dance dates*:

- Homecoming (on-campus): Saturday, September 21, 2019
- ASB Winter formal (off-campus): Saturday, January 25, 2020
- Spring Sadies (on-campus): Friday, May 23, 2020
- Senior Prom (off-campus @ El Cortez): Saturday, June 6, 2020

*All dates are subject to change. Please refer to our school’s master calendar on our website.

There are three formal dances at Clairemont High School: Homecoming (Fall), ASB Ball (Winter), and the Senior Prom (Spring).

San Diego Blood Bank Donation Drives

As a way to encourage our students and community to give back, assisting others in need, ASB sponsors three blood drives on our campus throughout each school year. Students 18+ can donate blood. Please refer to our school’s master calendar on our website for donation dates.

Week of Consciousness

The Week of Consciousness is a week-long series of events in which students and teachers focus on a particular social injustice such as homelessness, famine, sex trafficking, etc.

For the Week of Consciousness dates please refer to our school’s master calendar on our website.

*All dates are subject to change.

Pep Rallies

Pep Rallies are a way for students and staff to show their Chieftain spirit. Three times a year, students and staff gather together during the school day to celebrate the upcoming games, events, and students.

*All dates are subject to change. Please refer to our school’s master calendar on our website.
Senior Activities/Important Dates

- Seniors who purchase the Senior Early Saver Pack will receive discounts on school dances, ASB card, yearbook, and senior activities.
- Seniors can purchase an Early Saver Pack for $190.
  - Seniors have two options when paying for their Saver Pack:
    - Pay for the Saver Pack in full by November 1, 2019
    - Pay for the Saver Pack in installments. Below are the installment due dates:
      - Minimum Deposit - $50 due by September 13, 2019
      - 2nd installment - $50 payment due on October 25, 2019
      - 3rd installment - $50 payment due on January 31, 2020
      - Final installment - $50 payment due on April 10, 2020
- **Cap and Gown Fitting:** (To be determined)
- **Senior Awards and College Acceptance Night:** (To be determined)
- **Senior Cookout:** June 4, 2020
- **Senior Graduation Rehearsal** and various senior activities: June 8-9, 2020.

*All dates are subject to change. Please refer to our school’s master calendar on our website.*

---

**College Wear Thursday**

Help us promote Clairemont’s college-going culture by sporting your college gear every Thursday.

---

**Athletics/Physical Education**

All information regarding the Clairemont Athletics Program can be found on [https://chschieftains.com/](https://chschieftains.com/) like team schedules, rosters, coaches’ information, and forms. Additionally, please contact our Athletic Director, Alfie Nowak, for questions or concerns.

---

<table>
<thead>
<tr>
<th>ATHLETIC SEASONS</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
<td>Sideline Cheer, CoEd</td>
<td>Basketball, Boys</td>
<td>Badminton, CoEd</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>Cross Country, Boys</td>
<td>Basketball, Girls</td>
<td>Baseball, Boys</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Cross Country, Girls</td>
<td>Soccer, Boys</td>
<td>Golf, Boys</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Field Hockey, Girls</td>
<td>Soccer, Girls</td>
<td>Lacrosse, Boys</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>Football</td>
<td>Wrestling, Boys</td>
<td>Lacrosse, Girls</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Tennis, Girls</td>
<td>Wrestling, Girls</td>
<td>Softball, Girls</td>
</tr>
</tbody>
</table>
Lockers are located in the P.E. dressing rooms and will be issued only to students in P.E. classes. They are only to be used by the student to whom it is assigned. Only combination locks will be allowed on lockers. Students should not store or bring large sums of money or valuable items in P.E. lockers. We do our best to ensure locker room security; however, the school is not liable for the cost or replacement of books or personal articles lost through theft or negligence. We strongly discourage students from bringing cell phones and electronics devices to their P.E. class.

With reasonable suspicion school administration reserves the right to enter school lockers at any time to ensure a safe and secure school climate. Students involved with any locker room thefts are subject to arrest, suspension, and/or expulsion.

**Physical Fitness Test**

The physical fitness test for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students start lifelong habits of regular physical activity.

- All 9th grade students must be enrolled in a physical education class. Four physical education credits must be earned to graduate from high school.
- A student must pass the California State Physical Fitness Test in the 9th grade to be exempted from taking physical education courses in grades 11th and 12th.
- Students failing the California Physical Fitness Test in the 9th grade will attempt to take the test in the 10th grade and every year after until they are successful in meeting the requirement.
- Passing the California Physical Fitness Test is NOT a graduation requirement. However, passing the physical fitness test IS required in order for students to be exempted from physical education in grades 11th and 12th.
Student Information

Grade Level Classification

Students are expected to make regular progress in their classes, pass all courses and earn a high school diploma in four years. In order to move from one grade level to the next, all students are required to earn the predetermined credits indicated.

❑ To be a sophomore, 10-20 semester credits
❑ To be a junior, 21-30 semester credits
❑ To be a senior, 31 or more semester credits

Student ID Cards

ID cards will be issued during registration. LifeTouch will be taking pictures in the cafeteria. Students who do not get an ID during registration can get one during the make-up sessions in September. Students who lose their ID and need a replacement can get one in the front office before school, during lunch, or after school.

Lockers

Lockers are issued on a first come, first served basis, during registration. Students must have a lock and a locker partner. Students who forget their combination or locker number can get this information from Ms. Eide in the front office. Seniors will be issued lockers in the 100 BLDG. Juniors and Sophomores in the 300 BLDG and Sophomores and Freshman in the 200 Building. Students are NOT allowed to decorate (paint, add stickers, etc) the outside or inside of their lockers, in any way.

School Meals

Breakfast/Lunch Times
Breakfast is served in the cafeteria from 7:00am – 7:20am and Lunch is served from 12:02pm – 12:32pm on regular days and 10:54am – 11:2 am on Early Release days.

Lunch Pins
Lunch pins are printed on the student class schedules. Students who misplace or forget their pin number can request it from Marla Archuleta in the front office.

PayPams
Parents/students can pre-pay for school meals using PayPams. To sign up, go to PayPams.com and click on the “Sign Up Now!” button on the home page. Select your state, and then select your school district. Create a username and password and enter your contact information. Add student(s) name to the account. Make payments or set up automatic payments based on low balance. It takes 1-2 days before balances and cafeteria purchase information for new registrants can be displayed. If you have questions or need assistance with PayPams click on “Help” on the front page of PayPams.com
Free and Reduced Lunch Applications
Students will be given a free and reduced lunch application during registration. The application needs to be completed and submitted to the front office during the first two weeks of school to prevent an interruption in meal plan. Students who are on the free and reduced list lunch from the previous year will carry over for the first two weeks of school. If an application for free and reduced lunch is not submitted and processed the student will not be eligible for free and reduced lunch until an application is completed and processed. The free and reduced lunch application can also be completed online at www.sandiuified.org and selecting School Meal Info/Application.

Z Passes
Students who participate in the VEEP program need to present a Z Pass to board the morning, afternoon and late activity buses. Returning students will use the Z Pass that has been issued to them and new students will need to request a Z Pass. Students who lose their Z Pass will need to request a new pass and must have a temporary pass issued. Students will not be able to board the bus without a Z Pass or a temporary pass. To request a Z Pass or temporary pass students need to see Teresa Roman x2229 in the front office.

Student Parking
Students who park on campus must park in the area designated for student parking (front, main lot). Students are not to park in staff or faculty marked lots, including the area by the auto shop. Parking anywhere other than the designated student areas may result in the vehicle being ticketed. We do our best to protect vehicles, but Clairemont High School is not liable for vandalism or theft of personal property.

Electronic Devices
In accordance with Board of Education Policy H-6980, all electronic devices (including earphones) may be used before school, during lunch, and after school only and must kept out of sight and turned off during the classroom instructional program. Unauthorized use of such devices disrupts and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Staff members may confiscate electronic devices and hand them to administration. Parents/Guardians may be required to pick up electronic devices in order for them to be returned. Repeated unauthorized use of such devices may lead to disciplinary action.

Clairemont High personnel will not be held liable for items that are stolen when brought to school. It is the sole responsibility of the individual student to safeguard any electronic device that is brought to school. Students are strongly encouraged to leave electronic devices at home.
Skateboards and Bicycles

By state law students using skateboards, bicycles, rollerblades, or inline skates as a mode of transportation to and from school must wear helmets. Bicycle racks are located in front of the school. None of the above-mentioned is to be used on campus during the school day and is subject to confiscation if used on campus. The riding of any skateboard, rollerblade, or roller skate type device, on any property of the district, at any time, is prohibited. Nothing within this procedure shall prohibit anyone from operating such devices to and from school; however, such devices must be stored properly when entering district property (SDUSD Admin Procedure 5020). Students may store their skateboards in a teacher’s classroom or in the main office. Students are not allowed to carry their skateboard around campus. Clairemont High School is not liable for skateboards stored on campus.