



Del Lago Academy Student Handbook 2017-2018



DEL LAGO ACADEMY
Campus of Applied Science

1740 Scenic Trails Way
Escondido, CA 92029
Phone: 760.291.2500
www.dellagoacademy.org





Dear Scholars,

Welcome to Del Lago Academy. This student handbook has been designed as a reference to assist you in understanding Del Lago's culture and learning expectations. Del Lago Academy is built upon the foundation and expectation that scholars, staff, and families work together to uphold the Pillars and Core Beliefs, upon which this school was founded.

Del Lago Academy Pillars:

- Welcome
- Do No Harm
- Never Too Late To Learn
- Choice Words
- Be The Best

As a scholar, you are a part of a dynamic place of learning that seeks to help you gain a deeper understanding of the world by addressing issues that serve to feed the world, heal the world, fuel the world, and restore and protect the environment.

We are excited that you are here, and we encourage you to actively and fully participate in all that Del Lago offers. Del Lago is a place where your ideas, thoughts, and opinions are valued and welcomed. Our school was founded on simple concepts:

Respect yourself,
Respect others, and
Respect this place.

May you have a joyful year full of incredible learning experiences and opportunities for personal growth.

Sincerely,

Ruth Hellams
Principal



MISSION STATEMENT

Preparing future scholars, innovators, and world citizens.

- **Scholars** with the academic skills required for postsecondary and global workforce success.
- **Innovators** who create solutions to local and global problems through empathy, creativity, and collaboration.
- **World Citizens** who are respectful, responsible, ethical, and compassionate.

CORE BELIEFS

Personalization

- We believe learning is a social process and relationships are important. Students that are known as individuals, challenged intellectually, respected, supported, and connected to their learning will be successful.

Authentic Learning Experiences

- We believe students who are challenged intellectually by actively exploring real-world problems value their learning and are motivated to succeed.

Ethic of Excellence

- We believe students immersed in a school and community culture that fosters excellence will value their own accomplishments and strive for academic and social excellence.

Skilled Professional Teachers

- We believe skilled teachers understand that students learn in different ways. They know a great deal about the learning process, and they use this knowledge to make the content accessible for diverse learners and support the learning process.

PEOPLE TO KNOW



Administration:

Ms. Ruth Hellams	Principal
Mr. Cory Gregory	Assistant Principal
Ms. Tessa Riley	Academic Dean

Teachers and Certificated Personnel:

Mr. Aled Anaya	Art
Mr. Ryan Andrade	Mathematics
Ms. Rita Boyd	Science
Mr. Kris Bucu	Science
Ms. Veronica Cornell	Science
Ms. Carissa Duran	Humanities
Ms. Sheri Erickson	Exercise Nutrition Science
Ms. Renee Farrell	Mathematics
Mr. Ben Gravenkamp	Exercise Nutrition Science
Ms. Sally Groenke	Science
Ms. Alyse Hamilton	Mathematics
Ms. Carly Hanzlik	English
Ms. Karin Helenschmidt	English
Ms. Milagros Hinojosa	Spanish
Mr. Marc Kibler	Science
Ms. Victoria Lieu	Mathematics
Ms. Soudabeh Memarzadeh	Art
Ms. Emily Morrison	Humanities
Ms. Amber Myers	Special Educator
Mr. David Nemteanu	Art
Ms. Tiffany O'Brien	Mathematics
Ms. Lania Padilla	Spanish
Ms. Jennifer Perez	Humanities
Mr. Matthew Schiavon	Humanities
Ms. Anne Schwartz	Mathematics
Mr. Brent Sellstrom	Mathematics
Ms. Melanie Shivraj	Science
Mr. Bobby Shull	Science
Mr. Hunter Simmons	Humanities
Mr. Tyson Smith	Spanish
Ms. Lindsey Stillman	English
Ms. Allison Talbott	Mathematics
Ms. Alyssa Wallace	Science
Ms. Lis Winther	Special Educator

Student Services:

Ms. Lauren Dobbs	Counselor
Ms. Kristi Kalish	School Social Worker
Ms. Paty Macedo	Registrar
Mr. Jose Ramirez	Counselor

DEL LAGO ACADEMY BELL SCHEDULE



MONDAY & FRIDAY		
	<i>START TIME</i>	<i>END TIME</i>
Period 1	8:30 am	10:00 am
Nutrition	10:00 am	10:15 am
Period 2	10:23 am	11:48 am
Lunch	11:48 am	12:18 am
Period 3	12:26 pm	1:51 pm
Period 4	1:59 pm	3:24 pm
Learning Center	3:32 pm	4:57 pm

LATE START SCHEDULE		
	<i>START TIME</i>	<i>END TIME</i>
Nutrition	10:47 am	11:02 am
Period 1	11:10 am	12:08 pm
Period 2	12:16 pm	1:06 pm
Lunch	1:06 pm	1:36 pm
Period 3	1:44 pm	2:34 pm
Period 4	2:42 pm	3:32 pm
Learning Center	3:40 pm	4:30 pm

TUESDAY AND THURSDAY		
	<i>START TIME</i>	<i>END TIME</i>
Period 1	8:30 am	9:45 am
Nutrition	9:45 am	10:00 am
Period 2	10:08 am	11:23 am
Period 3	11:31 am	12:46 pm
Lunch	12:46 pm	1:16 pm
Period 4	1:24 pm	2:39 pm
X-Block	2:47 pm	3:32 pm
Learning Center	3:32 pm	4:57 pm

FINALS SCHEDULE		
	<i>START TIME</i>	<i>END TIME</i>
Period 1/2	8:30 am	10:26 am
Nutrition	10:26 am	10:36 am
Period 3/4	10:44 am	12:40 pm
Lunch	12:40 pm	1:10 pm

WEDNESDAY		
	<i>START TIME</i>	<i>END TIME</i>
Period 1	8:30 am	9:45 am
Nutrition	9:45 am	10:00 am
Period 2	10:08 am	11:23 am
Advisory	11:31 am	12:16 pm
Lunch	12:16 pm	12:46 pm
Period 3	12:54 pm	2:09 pm
Period 4	2:17 pm	3:32 pm
Learning Center	3:40 pm	4:55 pm



WHAT YOU NEED TO KNOW ABOUT LEARNING AT DEL LAGO

SCHEDULING

The bell schedule at Del Lago is somewhat different than at other comprehensive high schools. To start, school begins later in the morning (8:30 am), because adolescents need their sleep! School also ends later in the day (3:24 pm on Monday and Friday, and 3:32 p.m. Tuesday through Thursday).

There are just four core class periods during the school day, plus lunch. This is what is known as a 4x4 schedule. These core courses meet for approximately 80 minutes a day. The longer class periods allow teachers time to use different modes of instruction and give attention to students who may be struggling with the content. On Tuesday through Thursday the class periods are slightly shorter in order to account for time in an X-Block (elective) or advisory class.

One main advantage of the 4x4 schedule is that “teacher load” is much smaller than that of teachers in other high schools. Although class size at Del Lago will remain about the same, teachers only teach three core classes a day, plus an advisory and X-Block. Therefore, teachers only have responsibility for the academic work of approximately 110 students. This means that teachers have more time to focus on and individually work with every scholar under his or her care.

SINGLE PATHWAY

Del Lago offers what is known as a “single pathway” curriculum. In this curriculum, all scholars are enrolled in the same coursework at each grade level. Research and experience have shown that mixing students up by gender, race, cultural background and ability levels encourages learning among both the stronger and weaker students in any given content area. The different perspectives that scholars bring to such a diverse classroom create a rich, open learning environment, which has the potential to bring out the best in everyone when managed skillfully.

Some classes may be broken down into ability groups for different projects, but there is no “tracking” at Del Lago. Teachers develop their own lesson plans, projects and materials to give students “multiple points of entry” to the curriculum. For example, teachers will utilize different modes of instruction such as lecture, project-based learning, small group discussion, individual research and writing so that every scholar finds a way to engage with the material.

The “single pathway” curriculum is designed to incorporate all the coursework/credits scholars will need in order to meet the UC/CSU A – G Requirements. In other words, every scholar that successfully completes the curriculum will be eligible for entrance into any four-year university.

IT TAKES A VILLAGE

At Del Lago Academy, one of our core beliefs involves personalization. Scholars at Del Lago Academy will be respected, supported, connected, and known as individuals. One structure to support this personalization is the village model of learning. Each scholar will be in a village of about one hundred students that share the same core teachers and support staff.

Collaboration time for teachers is built into the schedule so that teachers can discuss the best way to support each scholar in their village. Core content teachers, administrators, social workers/counselors, and special education teachers will participate in village meetings in order to ensure a well-rounded plan for the social and academic welfare of each scholar in the village. In addition to building relationships with staff, the village system will allow scholars to nurture relationships of mutual respect and support with classmates.

ADVISORY

Each Del Lago scholar will attend an advisory class once a week. Core teachers serve as advisors for a multi grade-level group of about 25 scholars. Our goal is that scholars will remain in the same advisory, with the same teacher, from freshman through senior year. The main purpose of advisory is to create and build positive relationships between scholars, as well as between teachers and scholars. Advisory topics will focus on creating community, academic advisement, postsecondary planning, and social and emotional learning. Advisors will also serve as the primary point of contact for the scholar's family.

X-BLOCK

Twice a week, scholars will participate in an X-Block class. X-Block classes are student-designed electives that give scholars an opportunity to participate in activities they are interested in, and are only limited by the imagination of the scholars and teachers that help create them! They are meant to be fun and enjoyable, and help scholars get to know other students and teachers across villages and grade levels. Example X-Blocks include Spirit Club, Spin Bikes, Yearbook, Cake Decorating, and Robotics. X-Block may also be utilized as an intervention period for those scholars who need additional academic or behavioral support.

OFF-CAMPUS LEARNING EXPERIENCES & INTERNSHIP

As part of the "School to College and Career Program", our scholars will be participating in off-campus learning experiences beginning in the 9th grade year, and progressing through the 12th grade year. These experiences may include industry tours, seminars, job shadows, and internships. These activities bring relevance to the school curriculum, and are an essential component of the educational program at DLA.

We consider participation in these activities to be a tremendous student opportunity, responsibility, and privilege. At times, scholars may be placed in sensitive professional settings, such as the hospital or a biotechnology company. Our professional partners work closely with us to provide our scholars with rigorous and relevant educational experiences, and their expectation is that scholars will adhere to all rules and procedures established at the off-campus sites.

In addition, our scholars will be representing Del Lago Academy when travelling off-site, and are expected to comply with all school rules and behavior expectations at all times. When off-campus, scholars are required to wear their Del Lago collared shirt, provided by the school. Any violations of these expectations will be subject to school disciplinary procedures.

DEL LAGO ACADEMY GRADING PRACTICES

The curriculum at Del Lago is designed to ensure that all of our scholars will be eligible for entry into any four-year university upon graduation, and prepared to be successful in their college coursework. In order for our scholars to receive credit for their courses from a university, they must complete each course at Del Lago with a grade of C – or better.

Consistent with our mission and vision, scholars will receive the mark of “No Mark” when their performance does not meet the standard of quality established by the instructor and based on state standards. If a scholar receives a score of “No Mark” on any given competency, the scholar will have the opportunity to improve their score and clear their “No Mark” prior to the end of the term. In order to re-take a competency, scholars will need to follow the re-take procedures as defined by their classroom instructor. Scholars must earn a passing score (C- or above) on each competency in order to receive a letter grade at the term. If a scholar has the score of “No Mark” on any competency at the end of the term, or the scholar’s overall performance in any given term falls below the level of receiving credit (C-), the scholar will earn a mark of “No Mark” in the course.

A grade of “No Mark” in any course will require the development of a Student Success Plan, which must be approved by the teacher, parent, social worker/counselor and administrator. Student Success Plans may include mandatory tutorial attendance at lunch, before or after school, and/or during X-Block, among other interventions.

Student Success Plans will be reviewed and updated on a regular basis by the teacher and support team. When the scholar completes the work outlined on the Student Success Plan, the scholar is assigned a grade for the course. However, ~~kh~~ two terms (including the summer term) elapse after the development of the contract, the course grade will be recorded as “F” and no credits will be awarded. ~~K'ku'lo r qtvcpv'q'pqvg'y cv'wuo o gt'uej qqn'ku' f gr gpf gpv'qp'yj g'cxckcdk'kv' qh'gcej gtu.'cpf 'kpf k'kf vcn'eqwtugu'o c{ 'pqv'dg'qh'gtgf O'K'yj g'eqwtug'ku'pqv'qh'gtgf f wtkpi 'uwo o gt'veto . 'k'ku'yj g'tgur qpukdk'kv' qh'yj g'uej qm't'v'q'ergct'yj gk'veto '3'P q'O ctnir tkqt'v'q'yj g'gpf 'qh'Ur tkpi "~~ Veto 0'

In addition, at Del Lago it is our expectation that our scholars will continually strive to improve and produce the high quality work we know they are capable of. Scholars will have the opportunity to raise a letter grade on any competency throughout the term. Scholars who earn a final passing grade of B or C at the term, but do not believe their performance represents their best capabilities, will be allowed to petition their teacher to request a Quality Work Plan. These plans are only available to those who did not receive a NM as their final grade. For those wishing to improve a final grade from first term, the plan must be submitted by the third Friday in January. Those scholars wishing to improve a grade from second term must submit their plan by the second Friday after school begins in August. The teacher may or may not elect to approve the plan, based on the scholar’s effort to improve their letter grade throughout the previous term. If the teacher, parent, administrator, and counselor/social worker approve the plan, the student will complete the work outlined on the Quality Work Plan and be assigned a new grade for the course. If the scholar leaves Del Lago, or the contract expires, the course grade will be recorded as the grade the student would have originally received at the end of the term0 "

HONORS OPTION

Del Lago Academy will offer an honors option in many of the courses offered in the junior and senior years. All scholars are eligible to participate in the honors option. When scholars successfully complete the honors option, their transcript will reflect that their work was honors level. Colleges and universities will then be able to consider this information in their admission decisions.

Who can participate? Any scholar enrolled in a course with an honors option may elect to participate in the honors program. Current 2017-2018 honors courses include:

- Biochemistry II
- U.S. History – Public Health
- English Language Arts – Applied Medical English

- Physics of the Human Body

Do Del Lago honors courses earn weighted credit? The University of California system approved the Del Lago honors courses for **extra honors credit: a=5, b=4, c=3** (<http://www.ucop.edu/doorways/>). Please note that the decision to use weighted grade criteria in the determination of college acceptance is at the discretion of the post secondary institution.

How do scholars enroll in the honors option? During the first 6-week grading period, scholars interested in participating in the honors option must signal their intention to their teacher, and complete all the non-honors and honors coursework. Scholars earning a No Mark in the course on their fall 6-week progress report may be counseled against continuing in the honors program. After the fall 6-week progress report, scholars will remain in the course for the entire first term. At the conclusion of the first term, scholars will meet with their instructor to determine whether or not they will continue in the honors course. If a scholar receives a NM at the term, they will need to complete all honors and non-honors work in order to clear the NM.

Will scholars leaving the honors program be penalized? Scholars removed from the honors program at the 6-week or first term reporting periods will continue in the non-honors coursework without penalty.

Can a scholar elect to enroll in the honors program for only the second term? No. The honors curriculum is year long and intentionally designed to build skills and knowledge over the course of the entire year.

How will scholars in the honors program be graded? Honors courses will follow the same Del Lago grading practices outlined in the student handbook above.

FINALS POLICY

9th and 10th Grade (Lower Division)

Finals in the 9th and 10th grades are considered “Do No Harm” exams. Their score on a final exam will not negatively affect a scholar’s overall course grade. The purpose of the final is to familiarize our scholars with taking a cumulative exam, and to prepare them for the finals they will take in grades 11 and 12. In addition, scholars may have the opportunity to clear “No Marks” that they have earned on individual competencies throughout the term by performing well on sections of the final exam. In this scenario, the highest score a scholar can earn on the competency is a 2.5, or C. In order to increase this grade, the scholar will need to meet with the instructor to demonstrate a higher level of understanding.

11th and 12th Grade (Upper Division)

Final exams in the 11th and 12th grades will be factored into the final course grade. All scholars enrolled in junior level courses must take the final, and all finals are cumulative. Honors finals will ask scholars to demonstrate a deeper level of understanding, and may include additional sections. Grades on the final exam will affect the term grade in the following way(s):

- Scholars with an overall grade of A or B on the date of the final exam must score a 2.5/4 on the final to maintain their letter grade. Scholars earning below a 2.5/4 on the final will earn one letter grade lower as their final grade at the term.
- Scholars with an overall grade of C on the date of the final exam must score a 2.0/4 on the final to maintain their letter grade. Scholars earning below a 2.0/4 on the final will earn a NM as their final grade. Scholars earning a NM will demonstrate competency/clear their NM by completing an alternative assignment.
- Scholars with an overall grade of NM on the date of the final exam must take the entire cumulative final. They may use sections of the final to clear NMs on earlier competencies.

GRADING PRACTICES FOR GRADUATING SENIORS

Board policy indicates that scholars must graduate with letter grades, and cannot participate in graduation with “No Marks” on their transcript. In keeping with this policy, any “No Mark” earned prior to the senior year that has not been cleared will be changed to an “F.”

Scholars will have the opportunity to clear any “No Marks” earned in the first term throughout the second term, but must have it cleared prior to graduation. Any “No Mark” that has not been cleared will be changed to the calculated grade based on the actual work done during first term.

Seniors that will be participating in graduation will not be given a “No Mark” for second term. The grade given for the course will be calculated based on the actual work done during second term.

If a senior wishes to continue working on “No Marks” during the summer term, they will not be able to participate in the DLA graduation ceremony. They may elect to participate in the district summer graduation ceremony after clearing their “No Marks”.

TRANSFERABILITY OF CREDITS

All Del Lago core courses are approved or are in the process of being approved by the University of California. We have worked to ensure that courses offered at DLA are as transferable as those offered at other high schools, and are recognized as such by colleges and universities.

Due to the unique nature of the Del Lago curriculum, DLA does not offer the same courses, or the same sequence of courses, as do many other schools. It is highly recommended that 11th and 12th grade scholars transferring to other schools meet as soon as possible with their new high school counselor to ensure they are enrolled in the correct courses needed to meet graduation and college entrance requirements.

If a scholar has any “No Marks” in individual courses at the time they transfer out, the teacher will assign a letter grade in the course based on their overall academic performance throughout the semester. Scholars and parents/guardians are advised to take the unique academic program of DLA into account when making decisions to enroll at DLA and to transfer to other schools.

INCOMING TRANSFERS

The Del Lago Academy curriculum sequence supports incoming 10th graders in meeting EUHSD graduation requirements, as well as the A – G requirements for college entrance. We believe entering 10th grade scholars will be highly successful. Del Lago is a “single pathway” curriculum, which means that all students in each grade level are enrolled in the same coursework.

Scholars wishing to transfer to Del Lago in the 10th grade are encouraged to conduct a transcript audit with the Del Lago registrar to determine potential credit recovery requirements. For example, Del Lago only offers Physical Education coursework in the 9th grade, and therefore, an incoming 10th grader may require an independent contract PE course to meet graduation requirements. Also, if a student did not pass English 9 with a grade of C- or better, the student will need to retake English 9 in Summer School in order to fulfill the college entrance requirements.

Del Lago Academy also welcomes scholars that wish to transfer to DLA in the 11th and 12th grade. Scholars will need to schedule an appointment with the counselor in order to review their transcript, credits, and progress toward completion of A-G and graduation requirements. It is important to note that a scholar’s ability to successfully complete A-G requirements during their time at DLA will be dependent on their prior coursework and academic performance.



BUILDING A CULTURE OF ACHEIVEMENT

DEL LAGO PILLARS

The Del Lago staff has identified five commitments, or “pillars” that we believe are essential to creating a culture of achievement here at Del Lago. The pillars include:

Do No Harm
Choice Words
Never Too Late to Learn
Choice Words
Be the Best

The pillars provide us with a framework to proactively and intentionally teach scholars the skills they need to be responsible, respectful, ethical, and compassionate world citizens. Scholars and school staff will work together to gain a deeper understanding of the pillars throughout the school year.

THE COMPREHENSIVE STUDENT ASSISTANCE TEAM (CSAT) PROCESS

The CSAT process is a systematic process for identifying students in need of additional academic, attendance, behavioral, or social-emotional interventions, and for linking students with the supports available to reduce the barriers to learning and increase their school success. Think of it as an “Early Warning System” that identifies academic, behavioral, and social-emotional concerns in a timely manner, so they can be thoughtfully addressed.

Teachers, school staff members, and/or family members may refer scholars to CSAT. Scholars may also self-refer. The CSAT team, comprised of classroom teachers, a school administrator, the school social worker, and other school personnel, will meet weekly to develop specialized plans for identified scholars, implement appropriate interventions, and monitor their progress.

RESTORATIVE PRACTICES

Proactive

In recent years, the importance of creating a positive school culture has become increasingly evident. At Del Lago, we are using the framework of restorative practices to help create a positive, supportive school environment for our scholars. Restorative practices include proactive processes that focus on building relationships and community, and ensuring that all students feel welcome and connected. The continuum of restorative practices ranges from how we speak to students on a daily basis, to how discipline incidents are handled.

Responsive

When a disciplinary problem occurs, or a relationship is harmed, scholars are provided the opportunity to meet in a controlled, supportive environment in order to learn about how their actions have affected others, and what may be done to “repair the harm”. In this way, scholars are not only able to take responsibility for their actions, but are also able to restore the relationship and sense of community.



“MAP Your Future, Reach Your Destination”

A Program Ensuring College Admission to California State University, San Marcos.

Are you willing to?

- Attend high school in the Escondido Union High School District for grades 9-12?
- Aim for a 3.0 or higher GPA?
- Do well on the ELM & EPT Exams?
- Complete all A-G coursework?
- Maintain 98% attendance over 4 years?
- Take the SAT Reasoning or ACT with writing exams?
- Be involved with school/community activities?

If you are, then you will be eligible for guaranteed admission to California State University, San Marcos and tuition assistance.

MAP is a simple acronym to help keep school success as a goal for all students and emphasizes these important messages:

Maintain an academic focus, Attend school daily and Participate in school or community activities.

The Escondido Union High School District, along with the Escondido Union School District, San Pasqual Union School District and California State University, San Marcos (CSUSM) has created a community-wide partnership for academic reform and college admission. Joining these efforts are the Escondido Chamber of commerce and the City of Escondido. With focus and commitment to the three critical areas of **MAP**, students are guaranteed admission to CSUSM and may benefit from tuition assistance.

Beginning with the class of 2011, students who complete all four years of high school on an Escondido Union High School District campus and achieve the following benchmarks will be eligible for guaranteed college admission to CSUSM and eligible to receive tuition assistance:

- M** Maintain an academic focus (Complete A through G, UC/CSU admission criteria with a “C” or higher and an overall GPA of 3.0 or higher).
- A** Attend school daily (maintain an average of 98% attendance over 4 years within the Escondido Union High School District).
- P** Participate in school and/or community activities (minimum total of 100 hours).

Parents are encouraged to support the student’s efforts and must complete the Free Application for Federal Student Aid (FAFSA) as required in order for the student to meet eligibility standards. For more information, see your student’s school counselor/social worker or call EUHSD at 760.291.3200. As a community, we have created a road map to student success. We look forward to working together to inspire and guide the youth of Escondido to MAP their future and reach their destination.



**University of California/California State University
Entrance Requirements (A- G)
&
Escondido Union High School District Graduation
Requirements**

**UC/CSU A-G Course Requirements
<https://doorways.ucop.edu/list>**

A. History/Social Science – 2 years required

Two years of history/social science including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

B. English – 4 years required

Four years of college preparatory English. Students may only use one year of ESL/ELD English.

C. Mathematics – 3 years required, 4 years recommended

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated courses may be used to fulfill part, or all, of this requirement.

D. Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

E. Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English.

F. Visual & Performing Arts – 1 year required

One year of Visual Performing Arts (VPA), including dance, drama/theater, music or visual art.

G. College Preparatory Elective – 1 year required

One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.

Graduation Requirements

Subject	Require Credits
English	40
Mathematics (must include algebra)	20
Physical Education/Health	20
Physical Science	10
Biological Science	10
World Cultures	10
U.S. History	10
Fine Arts or Foreign Language	10
American Government	5
Economics	5
Designated college prep course or Designated Career Technical Education course	10
Electives	80
Total	230



ESCONDIDO UNION HIGH SCHOOL DISTRICT LOCAL, STATE & NATIONAL ASSESSMENTS CALENDAR 2017-2018

TESTS	DATES – REGISTRATION – OTHER INFORMATION			
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ELPAC	CELDT/ELPAC Initials – All Sites	ELPAC Annuals		
	Based on dates of enrollment	Feb 1 – May 31, 2018 Site Schedules TBD		

CHSPE (California High school Proficiency Exam) Results back per CDE/EDS schedule	Test Dates	Registration	Late Reg. (with fee)	Results mailed
	Sat. Oct. 21, 2017	Fri. Sept. 22, 2017	Fri. Oct 6, 2017	Fri. Nov. 20, 2017
	Sat. Mar. 17, 2018	Fri. Feb. 16, 2018	Tues. Mar. 13, 2018	Fri. Apr. 20, 2018

NAEP	TBD for 2017-2018			
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PSAT	Wed. Oct 11, 2017	10 th +11 th grade students	Results available per College Board schedule	
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SAT *The late reg. date is 1 week earlier if registering by mail **SAT test Only. No Subjects	Test Dates All dates on Saturday	Registration Ends	Late Registration Ends (Late fees apply)	Estimated Dates For Online Score Release Multi choice /Essay
	August 26, 2017	July 28, 2017	August 15, 2017	Sept 15 / Sept 18, 2017
	October 7, 2017	September 8, 2017	September 27, 2017	Oct 20-26 / Oct 31, 2017
	November 4 2017	October 5, 2017	October 25, 2017	Nov 17-23 / Nov 28 2017
	December 2, 2017	November 2, 2017	November 21, 2017	Dec 15-21 / Dec 26, 2017
	**March 10, 2018	February 9, 2018	February 28, 2018	Mar 23-29 /Apr 3, 2018
	May 5, 2018	April 6, 2018	April 25, 2018	May 18-24 / May 29, 2018
	June 2, 2018	May 3, 2018	May 21, 2018	June 29 / Jul 11, 2018

ACT	Test Dates All dates on Saturday	Registration Ends	Late Registration Ends (Late fees apply)	Estimated Dates for Online Score Release Multi choice / Essay
	September 9, 2017	August 4, 2017	August 5 - 18, 2017	Sept 19 / Sept 30, 2017
	October 21, 2017	September 22, 2017	Sept. 23 – October 6, 2017	Nov 7 / Nov 18, 2017
	December 9, 2017	November 3, 2017	November 4 - 17, 2017	Dec 19 / Dec 30, 2017
	February 10, 2018	January 12, 2018	January 13 - 19, 2018	Feb 20 / Mar 3, 2018
	April 14, 2018	March 9, 2018	March 10 - 23, 2018	April 24 / May 5, 2018
	June 9, 2018	May 4, 2018	May 5 - 18, 2018	June 19 / June 30, 2018
	July 14, 2018	June 15, 2018	June 16-22, 2018	July 24 / Aug 4, 2018

Physical Fitness (PFT)	10 th – 12 th grade students	Nov/Dec & Feb/Mar as determined by site
	9 th grade students	Feb/March as determined by site

CAASPP – Program SBAC after 80% of instructional year, or last 7 weeks of school Science - Has 25-day window with mid-point after 85% of instructional year CAA Grade 11	SBAC-Grade 11 ELA & Math Including EAP CAPA/CST/CMA Grade 10 Life Science Grade 11 Alternative Assessment ELA/Math (OL)	TBD (Apr-June) TBD (Apr-June) TBD (Apr-June)
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Reading and/or Math	All Basic Reading System 44 Read 180	Tentative schedule →	# 1: First 2 weeks of school # 3: March (before Spring Break) # 2: Early November # 4: Last 2 weeks of school

2018 AP Exam Dates	Morning 8:00 AM	Afternoon 12:00 PM	2:00 PM
Monday, May 7, 2018	Chemistry // Spanish Literature and Culture	Psychology	
Tuesday, May 8, 2018	Seminar // Spanish Language and Culture	Art History // Physics 1: Algebra-Based	
Wednesday, May 9, 2018	English Literature and Composition	Japanese Language and Culture // Physics 2: Algebra-Based	
Thursday, May 10, 2018	United States Gov't and Politics	Chinese Language and Culture // Environmental Science	
Friday, May 20, 2018	German Language and Culture // United States History	Computer Science Principles	
	Studio Art – Last day for Coordinators to submit digital portfolios (by 8 p.m. EDT) & to gather 2-D Design and Drawing students for physical portfolio assembly. Teachers should have forwarded students' completed digital portfolios to Coordinators before this date.		
Monday, May 14, 2018	Biology // Music Theory	Physics C: Mechanics	2:00 PM Physics C: Electricity & Magnetism
Tuesday, May 15, 2018	Calculus AB // Calculus BC	French Language and Culture // Computer Science A	
Wednesday, May 16, 2018	English Language and Composition	Italian Language and Culture // Macroeconomics	
Thursday, May 17, 2018	Comparative Gov't and Politics // World History	Statistics	
Friday, May 18, 2018	Human Geography // Microeconomics	European History // Latin	



ATTENDANCE POLICES/PROCEDURES

At Del Lago Academy, we are committed to the academic success of all of our scholars. One of the keys to attaining success in the classroom is attending school daily and on time. Significant absences, repeated unexcused absences or tardiness may impact classroom performance and could lead to disciplinary consequences.

With this in mind, Del Lago Academy requests that families schedule vacations or special programs so as not to conflict with school. Appointments and other activities should be scheduled during non-school hours whenever possible.

In the event of a necessary absence, please contact the Attendance Office at **760-291-2510**

- Parents must report the absence to the office each day the scholar will be absent. Parents should call the school prior to 10 a.m.
- Upon returning to school, scholars must submit a note from a parent stating the reason and date of the absence to the attendance office in order to acquire a readmit.
- If an absence is not cleared within two (2) school days after the scholar returns to school, it will be recorded as an unexcused absence/truancy and school discipline may apply.

UNEXCUSED ABSENCES

Unexcused absences are absences that are not a result of justifiable personal reasons including, but not limited to, illness, having medical, dental, optometric, or chiropractic services rendered, special religious ceremonies, school related and approved activities, and family emergencies that cannot be handled in some other manner, even though approved by parents/guardian.

OFF CAMPUS PASSES

While we encourage scholars and families to schedule appointments before or after school, we know that occasionally students may need to leave campus for a doctor or dentist appointment.

If your scholar needs to be excused early, please provide the attendance office with advance notice prior to the appointment, either by a call or a written note. Your scholar will be provided an off campus pass, which they can pick up from the attendance office before school, during break, or during lunch. However, a parent/guardian must come to the school office and **sign the student out of school** at the front desk when scholars leave campus before the end of the school day. **If a student leaves campus without a pass and parent signature, it is considered a truancy. A disciplinary consequence will apply, which may include being searched for contraband. The absence cannot be excused.**

TRUANCY

The following are considered truanies:

- Being absent from school without the knowledge and consent of the parent.
- Leaving the school grounds during the school day without permission.
- Staying out of class without permission.

- Arriving thirty (30) minutes or more late for class without a valid pass. A period truancy will be recorded, if not cleared (CA Education Code Sec. 48260.5).

TRUANCY POLICY

It is our belief that it is necessary for our scholars to attend school every day in order to gain the skills needed for success in college and the workforce. It is the responsibility of every scholar to attend school regularly and on time.

As stated previously, parents of scholars must clear all absences. If an absence is not cleared within two days, the scholar will be considered truant. Habitual tardiness or trancies may result in participation in a Restorative Conference, detention, the loss of privilege to participate in extracurricular activities, and/or referral to the Student Attendance Review Team (SART).

1 st Truancy	Teacher will call parent/guardian to notify of non-attendance. Attendance Office notifies parent of absence by phone.
3 rd Truancy	Attendance Office personnel sends first letter home to parent. Attendance Office personnel refers student to advisory teacher. Advisory teacher makes contact with student and parent, and completes a Comprehensive Student Assistance Team (CSAT) Referral.
6 th Truancy	Attendance Office personnel sends second attendance letter. School Attendance Review Team (SART) will meet with student/parent to discuss interventions and complete a SART contract.
9 th Truancy	Attendance Office personnel sends third attendance letter. Referral to Student Attendance Review Board (SARB) if no improvement is made.

TEACHER MANAGEMENT OF CLASSROOM TARDINESS & TRUANCY

The following procedure will be followed to discourage tardiness and truancy from a **particular class period**:

First (1st) Tardy/Truancy from a class

- Teacher/Scholar Conference

Third (3rd) Tardy/Truancy, or combination of both from a class

- Teacher/Scholar Conference
- Parent Notification

Fifth (5th) Tardy/Truancy, or combination of both from a class

- Teacher/Scholar Conference
- Referral to Comprehensive Student Assistance Team
- Counselor will contact the parent & student, and notify the student's advisor

Seventh (7th) Tardy/Truancy, or combination of both from a class

- Teacher/Scholar Conference
- Referral to Assistant Principal
- Assistant Principal will contact parent & student

Eighth (8th) Tardy/Truancy, or combination of both from a class

- The administrator will confer with the student and parent.

- The administrator may drop the student from the class with loss of credit and/or apply other corrective action.

SCHOOL ATTENDANCE LAWS

California state law requires that all persons between 6 and 18 years of age attend school (E.C. 48200). In addition, parents have the legal responsibility to ensure their child's attendance.

EXCESSIVE ABSENCES AND TRUANCIES

A scholar who has ten excused (partial and full) absences is considered excessively absent (this includes tardies in excess of 30 minutes). After 10 absences, scholars will be required to provide a doctor's note, and all subsequent absences will be considered truancies. A scholar who has three unexcused absences is considered truant (E.C. Section 48260). For excessive excused absences or truancies, scholars are referred to a SART (School Attendance Review Team).

THE STUDENT ATTENDANCE REVIEW TEAM (SART)

Scholars who are absent for three days or tardy for more than a thirty-minute period on three occasions (or any combination thereof) will receive a truancy letter. If the truancy continues, a second and third letter will go home to the parents and the school administrators will be notified. This also applies to excessively excused students. Scholars with truancies or excessive excused absences will be referred to a Student Attendance Review Team. This team is comprised of Del Lago Academy personnel and works with the scholar and parents to support school attendance and ensure the regular and on-time school attendance of the student.

THE SCHOOL ATTENDANCE REVIEW BOARD (SARB) PROCESS

(E.C. Section 48260)

If tardiness and absences continue to be a problem following the SART meeting, the scholar and family will be referred to SARB. SARB is a legal body comprised of representatives of the school district, juvenile justice system, Child Protective Services, and community agencies. SARB directs students with school attendance problems to appear before the committee, accompanied by parent/guardian, in order to mutually problem solve and implement appropriate interventions.

The goal of the School Attendance School Board is to minimize the negative effects of excessive absences by coordinating and directing the efforts of parents, students, and school personnel on the behalf of the student's welfare and achievement.



DEL LAGO ACADEMY CODE OF ACADEMIC INTEGRITY

The scholars of Del Lago Academy, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity¹.

Acts of academic dishonesty may take several forms, and are outlined below:

1. Cheating on tests

Any intentional giving/discussing/using of external assistance relating to an examination, test or quiz, without express permission of the teacher.

2. Fabrication

Any intentional falsification or invention of data, citation, or other authority in an academic exercise.

3. Unauthorized Collaboration

Intentional collaboration on an assignment between a student and another person is not permitted unless expressly permitted by the teacher.

4. Plagiarism

Any intentional use of another's ideas, words, or work as one's own. Plagiarism includes the misuse of published/copyrighted material whether written or visual and/or the work of other students.

5. Theft or Alteration of Materials

Any intentional and unauthorized taking, concealment, or alteration of student, teacher, or library materials. This includes the use of cameras and cell phones.

The following website from the Paul Robeson Library provides an excellent overview on what constitutes plagiarism:

www.libraries.rutgers.edu/rul/lib/robeson_lib/flash_presents/text_plag.html

Students are responsible for clarifying expectations and following the code with all assignments and in all classes. Honesty and integrity are essential components in creating a challenging and supportive classroom for all students, in maintaining community trust, and in promoting positive student-teacher interaction. If you are unclear about an assignment or need additional assistance, please speak to your teacher.

Violations of the Code of Academic Integrity

Consequences for violating the Code of Academic Integrity shall include re-doing the assignment/test, completing an alternate assignment, parental notification, referral to the Comprehensive Student Assistance Team, parent conference, completion of an ethics contract, and/or participation in a Restorative Conference.

¹ "Code of Honor," n.d., www.nd.edu (15 September 2003)



DEL LAGO DRESS FOR SUCCESS STANDARD

The purpose of the recommended Del Lago Dress for Success Standard is to foster a professional, safe and respectful environment at school. As part of the unique curriculum at Del Lago Academy, scholars will be interacting with university and industry professionals on a regular basis, both on and off school campus.

While scholars are NOT required to follow this standard on a daily basis, it is highly recommended that they do. Scholars **ARE** required to follow this standard on industry and college visits.

TOPS

Students must either wear a short or long-sleeve blouse, shirt with a collar or sweater. Shoulders must be covered and exposed midsections are not accepted. T-shirts may not be worn over collared shirts.

BOTTOMS

Appropriate school attire includes long pants, shorts or skirts worn with the waistband at the waist. Skirts and shorts must be of acceptable length (2 inches above the knee). Baggy pants, athletic wear and sweat pants are not allowed. Jeans in good repair are acceptable.

HATS/SHOES

Slippers, beach sandals and flip-flops are not acceptable. Hats, hoods and bandanas should remain down/off while on campus.

OTHER

Text that promotes violence, sex, tobacco, alcohol or drugs is prohibited.

Appropriate attire for academic internships varies by workplace.

Scholars are required to wear their ID card on a lanyard at all times.

ESCONDIDO UNION HIGH SCHOOL DISTRICT DRESS CODE

The following section outlines the required dress code for all students in the Escondido Union High School District, including the scholars of Del Lago Academy. This is the minimum dress standard that all scholars **are required** to follow on a daily basis. Scholars must also wear their ID card at all times.

- All students must wear clothing which is clean, safe and in good repair.
- The clothing should promote the health and welfare of the wearer.
- Student dress, personal appearance, and conduct are expected to be of such character and decency as not to disrupt or distract from the instructional process, nor diminish the disciplinary control of the teacher.
- The two standards of the Dress Code are modesty and safety.
- The Dress Code is a dynamic document. Changes may be made at any time during the school year.

- Discretion may be used to determine appropriate attire for the classroom by administration. Students and parents will be notified of any changes through a parent newsletter and / or a letter mailed home.

Dress Code Implementation Guidelines and Administrative Regulations

California Education Code EC35183 states: Both students and staff of the senior high school campuses have the constitutional right to be safe and secure in their persons at school. "Gang-related apparel" is hazardous to the health and safety of the school environment. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags. The Escondido Union High School District has adopted a reasonable dress code policy that prohibits pupils from wearing "gang-related apparel".

Referrals for dress code violations accumulate.

Violations are not cleared from student discipline records at the end of each year.

Administrative Regulation #1: Clothing must be modest and provide adequate coverage	
GUIDELINES	<ul style="list-style-type: none"> • Garments that are see-through, low cut or expose midriff are not acceptable. • Prohibited tops to include any top with scooped arms that show undergarments. Sleeveless blouse/shell is OK if no undergarments are visible. • Sleeveless undershirts in any color are prohibited as outerwear. • Low or revealing neckline is a violation of dress code. • No bare midriffs or bathing suits. • No spaghetti straps or sundresses with spaghetti straps are allowed without an appropriate shirt underneath. • No open back tops, halter-tops, tube tops, or strapless tops. • Certain clothing will not be allowed if it is determined by administration to interfere with the learning environment. • Shoes must be worn at all times. Specific classes may require appropriate footwear for safety reasons.

Administrative Regulation #2: No clothing, accessories, belts, jewelry displaying alcohol, tobacco or other drugs or look-alikes, sex, illegal substance or messages promoting violence, unsafe or illegal activity	
GUIDELINES	<ul style="list-style-type: none"> • Students shall not wear clothing items that contain messages that are vulgar, offensive, obscene, or libelous, that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability, that promote alcohol or drug use or violence, or that are otherwise contrary to the school's educational mission. This includes look-alike advertising, tobacco messages/ advertising, slogans or any text promoting unsafe or illegal activity.

Administrative Regulation #3: Size appropriate clothing only	
GUIDELINES	<ul style="list-style-type: none"> • Students may not dress in brief or revealing clothing. • Pants must fit at waist, buttocks, crotch and legs. • Dress code criteria are for student safety. If the pant fit is baggy enough to conceal contraband and/or weapons the pant does not meet the dress code requirement for safety. • If the waist size is loose enough for student pant/short to sag, the pant/short does not meet the requirement for appropriateness for school. • No pant may be worn that has a waist or a cut that shows underwear or is cut to be worn below the waist level. Pants must be fastened.

Administrative Regulation #4: No see through clothing	
GUIDELINES	<ul style="list-style-type: none"> • Garments that are see through, cut low or expose the midriff are not acceptable. Bib top overalls worn without appropriate top are prohibited. • Undergarments must not be visible. • See through clothing is permitted only if worn with opaque clothing underneath. • If underneath clothing is underwear or otherwise violates the dress code then see through clothing item is also contraband.

Administrative Regulation #5: Dress code compliant headgear	
GUIDELINES	<ul style="list-style-type: none"> • No addition of name written or otherwise sewn attachment to headgear • Student given name written under the brim for purposes of identification is okay. • Sun protective headgear is okay. • Sun protective is a fully brimmed hat. • No headgear, head covering, or hoods to be worn indoors. • All headgear must meet Dress Code Administrative Regulations-2,6,7,8 and 9. • Headgear will not be allowed if it is determined by administration to have a negative impact or gang affiliation. Examples - Detroit Tigers or Washington Nationals baseball hat. • No Rags, bandannas, do-rags, hairnets, or skullcaps. Scarf-style bandanas, currently a female fashion trend, are acceptable.

Administrative Regulation #6: Clothing promoting/representing a professional athletic team	
GUIDELINES	<ul style="list-style-type: none"> Professional or college sports attire is allowed as long as it is not determined by the administration to have a negative impact or gang affiliation. Examples - #23 Jersey (Westside) , #4 Jersey (Diablo's), #88 Jersey (Heil Hitler).

Administrative Regulation #7: No clothing with altered logos/emblems	
GUIDELINES	<ul style="list-style-type: none"> No clothing with logos that are altered and may violate dress codes in areas such as vulgarity, by representing gang affiliation or other regulations. See gang or gang like behavior following this section

Administrative Regulation #8: No chains or spiked clothing	
GUIDELINES	<ul style="list-style-type: none"> No heavy gauge chain to be worn as jewelry. Wallet chains okay if light gauge and less than 6'. No clothing, rings or other attire with spikes that present a possible danger to the wearer or other. No clothing rings or other attire that may be used as a weapon or otherwise qualify as dangerous objects.

Administrative Regulation #9: No Gang related clothing or apparel	
GUIDELINES	<ul style="list-style-type: none"> No Plaid or Pendleton style shirts buttoned to the neck. No "Wife Beater" tank tops No Long shorts and pulled up white socks as not to expose skin on legs. No Nazi or confederate symbols, patches on piece of clothing or hat. Gloves or mittens are permitted during inclement weather only. Certain clothing will not be allowed if it is determined by administration to have a negative impact or gang affiliation.

CONSEQUENCES FOR VIOLATING THE DRESS CODE

Infractions will be routed to the advisory teacher, who will then follow through with the appropriate actions. **The following policy applies to the entire year (not per term).**

First Violation

- Student/Teacher Conference.
- Advisory Teacher phones parent and a solution is discussed.

Second Violation

- Student/Teacher Conference.
- Advisory Teacher phones parent and warns that the next violation will lead to a referral and/or additional disciplinary actions.

Third Violation

- Advisory Teacher writes a referral to the Assistant Principal with the uniform violation attached.
- Advisory Teacher completes a referral to the Comprehensive Student Assistance Team (CSAT).
- Assistant Principal meets with the scholar & parent, and assigns appropriate consequence (i.e. – detention, loss of school privileges, participation in a Restorative Circle, etc.).

Fourth Violation

- Advisory Teacher writes a referral to the Assistant Principal.
- Assistant Principal meets with the scholar & parent, and assigns appropriate consequences (i.e. – detention, loss of school privileges, participation in a Restorative Circle, etc.).
- Parent may be asked to bring appropriate clothing to school, or agree to an alternative school provided substitute.

Fifth Violation (and thereafter)

- Advisory Teacher writes a referral to the Assistant Principal.
- Student is assigned In-school Suspension for defiance, and a parent conference is held.
- After the 7th violation, the student will be placed on a Level 1 Behavior Contract and may be suspended for up to 5 days.
- After the 8th violation, the student may be involuntarily transferred to the continuation school for continued defiance.



DEL LAGO ACADEMY ATHLETICS

DLA Athletic Director – Karin Helenschmidt

Del Lago Academy currently offers five CIF approved sports for both males and females. All Del Lago scholars are invited to try out for DLA athletic teams. Del Lago Academy's athletic department is committed to providing every scholar an opportunity to participate and develop their skills in a supportive environment. Through their participation in athletics, students will learn teamwork, sportsmanship, responsibility, confidence, and other life-long skills.

Student athletes will represent Del Lago Academy on the field, on trips, on campus, and out in the community. Therefore, it is important that they maintain good conduct throughout their time at DLA.

Offered Sports:

Fall	Winter	Spring
Girls Volleyball	Boys Soccer	Boys Lacrosse
Boys & Girls Cross Country	Girls Soccer	Girls Lacrosse
	Boys Basketball	Boys Volleyball
	Girls Basketball	

Pre-Sport Preparation

Each student must obtain the following to be cleared for participation on any DLA athletic team:

- An Emergency Procedure Card, which includes proof of insurance coverage, a physical performed by a medical doctor, and parental consent to participate.
- A signed CIF Ethics Code for sports.
- A signed Del Lago Academy Athletic Contract.
- A signed CIF Sports Injury Risk Warning and Agreement.
- Scholars must be in good academic standing.
 - Minimum 2.00 GPA.
 - A "No Mark" may exclude a scholar from participating on a team.
- Scholars will become eligible or ineligible per Administrative Regulation 6145 the next calendar day following the official notification of grades at the end the grading period.
- Scholars must have medical insurance to participate in sports. There is an option for families to purchase insurance through the district. Please see the Athletic Director for more information.

ACADEMIC COMMONS INFORMATION

Library Media Technician:

Hours: 7:30 a.m. – 4:30 p.m. Monday through Friday (Unless otherwise posted).

The Academic Commons is a great place to collaborate, work on projects, read, and do homework. We offer students a multitude of options to further their education. A variety of materials are available, which include books, software, and magazines. Please don't hesitate to ask one of our staff members for assistance locating materials, getting help with the computers or anything else you may need.

ID CARDS

- Students must wear their ID cards at all times, and show their **current ID card** when checking out textbooks/library materials. Lost ID cards and ID cards for new students are issued in the library. The replacement cost for a lost ID card is \$5.00 and is to be paid to the cashier.

CHECKING OUT BOOKS/MATERIALS

- Students are allowed to check out up to four library books at a time. Checkout period is 3 weeks. At the end of the three weeks, students may renew their book for an additional 3 weeks.
- Students are responsible for examining all textbooks/library materials issued to them, checking for any damage that is NOT stamped "Damage Noted." If student finds damage that has not been stamped, he/she has two weeks, from date of issue, to report it to library staff. If it is not reported within the two-week grace period, we will assume that the damage was done while the book was issued to the student and a fine will be charged.
- Students are responsible for the proper care of all textbooks/library materials checked out to them including books left in classrooms, on campus or other various places, stolen, damaged or lost.
- Students shall return all textbooks/library materials issued to them at the time they leave the school, drop/change a class or at the end of the school year. For one-semester courses, books are due back on or before the last day of the semester. Class novels should be returned as soon as the class has finished the book. If student leaves the current school to attend another school, he/she **MUST** return all books on or before the last day at current school before an official transcript will be released.

RETURNING BOOKS/MATERIALS

- Each student or their parents/legal guardian is responsible for textbooks not returned by the student.
- A \$5.00 fine will be assessed for **each** book not turned in by **3:00 p.m. on the last day of school**.
- Students are responsible for the exact book(s) issued to them (each book has its own unique barcode number). If a student returns a book with a barcode different from the one that was issued to him/her, he/she will still be responsible for the original book.

REFUNDS

- If a lost book is paid for, then found, (in the same condition as when it was issued) a refund will be issued. Please allow 3-4 weeks to receive your refund by mail.

EUHSD FINES

Fines will be assessed in accordance with BP 6161.2 and AR 5125.2 of the Escondido Union High School District and California State Educational Code Section 48904. Unresolved debts will be attached to the student's permanent record and the district may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made. Fine amounts for damage and/or vandalism to library materials varies depending on the type and severity of the damage. Fines range from \$5.00 up to the full replacement cost.

Type of Damage	Library	Textbooks/Class Novels
Lost	Full replacement cost (ranges from \$5 to \$50)	Full replacement cost (ranges from \$50 to \$160)
Damaged Beyond Repair (including, but not limited to: excessive liquid damage, any amount of mold, excessive writing in book, etc.)	Full replacement cost (ranges from \$5 to \$50)	Full replacement cost (ranges from \$50 to \$160)
Damage to Cover or Spine	\$12.50 Bindery cost or cost of book (whichever is less)	\$12.50 (Bindery cost)
Damaged: In House Repair (including, but not limited to: torn/missing pages, damage to binding, corner or edges of book, partial liquid damage, etc.)	\$5.00 Repair cost	\$5.00 Repair cost
Writing in Book	\$5.00 and referral to Assistant Principal's Office	\$5.00 and referral to Assistant Principal's Office
Barcode Damage or Removal	Referral to Assistant Principal's Office	Referral to Assistant Principal's Office
Overdue/Late	\$0.10 per day/\$5.00 max	\$5.00



STUDENT HEALTH OFFICE

Location: 1st Floor, Administration Building

Nurse: Mary Lou Villasenor

It is well known that students are more able to focus, and perform better academically, when they are healthy. In order to help support the overall well being of all our scholars, Del Lago Academy will have a health office and a part-time nurse. Scholars and parents/guardians are encouraged to discuss any medical problems with Health Office personnel.

If students feel ill or are injured, they must obtain a pass from a teacher and go to the health office before leaving campus. Scholars will not be admitted to the health office without a pass, with the exception of emergencies. If a student feels ill and wants to go home, he/she should come to the health office first before using their cell phone to call a parent. If a scholar leaves campus without first going to the health office, they will be considered truant. A current emergency contact number must be provided for each scholar.

Students who are excused from P.E. for two or more days will need to bring a note from a doctor to the DLA Health Office.

MEDICATIONS

Students are not allowed to bring or carry any medication with them, except for those allowed by law. If a student has a medical condition that requires them to carry medication, please notify the school nurse so that the appropriate paperwork can be completed. The school nurse may assist any pupil who needs to take medication during the school day if the school receives:

1. A medication authorization form completed from the doctor detailing the method, amount, and time the medication is to be taken (form available from the DLA Health Office).
2. Parent signature on medication authorization form asking the school to assist the student.
3. After the required forms are brought to school, prescription medication brought to school will be given to the pupil according to the provisions listed on this form. Medications should be in the prescription containers, and be clearly labeled by the pharmacist with the name of the pupil; the name of the prescribing physician; the druggist who dispensed the medication or the manufacturer; and the amount of medication to be taken at specified times or in specific situations. If the authorized medication is over-the-counter, it must be in the original unopened/sealed container and labeled with the student's name.
4. School personnel without the written authorization of the student's physician and parent or guardian cannot dispense medication of any kind.

Please contact the DLA Health Office about any changes in your students' health status that may affect her/his school day. Also, if students are diagnosed by physicians as having an infectious disease, please contact the Health Office.

CONSEQUENCES FOR STUDENT MISCONDUCT

School discipline consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

DEFINITIONS

As defined in Federal codes and State Education codes:

Absence (Unexcused) and Truancy - Any absence which has not been both excused by a parent / caregiver or legal guardian and approved by the appropriate school official.

Aiding or abetting - Assisting, encouraging, supporting others in the act of inflicting injury to another person.

Arson - Starting or setting a fire on school campus.

Battery on a Staff Member - Aggressive physical contact with an employee of the school district.

Bullying, Cyberbullying & Harassment - Knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and involves an imbalance of real or perceived power among those involved. This includes cyberbullying which is the use of information technology (e.g. cell phones, instant messaging, e-mail, social networking sites) to harass, threaten or intimidate someone.

Bus Conduct - Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Engages in misconduct, disrupts school bus travel, disrespects the school bus driver or jeopardizes the safety of school bus rides.

Cheating - Dishonesty on a test or school related assignment.

Defiance of School Personnel's Authority - Refusal to comply with reasonable requests of school personnel.

Destruction or Defacement of Property - Destroying or mutilating property or materials belonging to the school, school personnel or other persons.

Disorderly Conduct, Including Profanity And Obscene Behavior - Conduct and/or behavior that is disruptive to the orderly educational procedure of the school.

Drug/Alcohol/Paraphernalia - The use, possession or sale of a controlled substance, or otherwise furnish to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverage.

Explosive Devices - The use, possession, or sale of explosive devices.

Extortion/Robbery - The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

False Fire Alarm - Deliberately pulling or setting off school fire alarm.

Fighting/Mutual Combat - Engaging in or threatening an act which causes or might cause harm to another person; mutual combat between two people.

Fighting/Assault - Willfully using force or violence upon another except in self-defense.

Forgery - Writing and using the signature or initials of another person.

Gambling - Participating in games of chance for the purpose of exchanging money or something of value.

Gang Behavior/Attire - Engaging in behavior (writings, hand signals, intimidation, "stare down", etc.) or wearing attire (caps, shirts, "rags") or symbols (notebooks, tattoos, etc.) that signify gang affiliation or membership.

Hate Crimes - Actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation.

Hazing - Any method of initiation into a student organization or group that causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.

Off Campus Without A Pass - Leaving campus without proper authorization.

Parking Violations - Parking in an unauthorized area on the school grounds.

Profanity/Obscene Acts - Vulgarity or acts which are considered obscene.

Reckless Driving On/Around Campus - Excessive speed or careless driving.

Sexual Assault - Committed or attempted to commit an act of sexual battery, rape, statutory rape, lewd and lascivious conduct, molestation, etc.

Sexual Harassment - Prohibited sexual harassment includes, but is not limited to, unwelcomed sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature.

Smoking/Tobacco/Possession - The possession or use of tobacco or nicotine products on school property.

Tardiness - Arriving late to school or class.

Theft/Possession of Stolen Property - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.

Weapons/Injurious Objects - The possession, use or sale of any object that might be used to inflict bodily injury to another person.

INTERVENTIONS & DISCIPLINARY ACTIONS

Prior to suspension, or any disciplinary measure, students should first be supported in learning the skills necessary to function in the school environment and to avoid negative behavior. Guiding principles that set forth clear expectations, and the development of a Positive Behavior Intervention and Support (PBIS) system, enable staff to have available the information and resources needed to evaluate and address student misconduct more effectively. Disciplinary and restorative interventions may include:

Loss of Privileges - If someone abuses a previously earned privilege, that privilege can be revoked. The student can earn it back by successfully engaging in the behavior under supervision, or by meeting prearranged criteria for reinstatement of the privilege. Any activity or event that is a scheduled part of the school day (e.g. recess, lunch) is not considered a privilege.

Informal Conference - A school official (teacher, administrator or counselor) will meet with the student for instruction & guidance providing re-teaching and corrective feedback. This may offer the student an opportunity to have an understanding of, and be motivated to change, his or her behavior. A student so involved is more likely to become re-engaged in the process of learning.

Formal Conference - A formal conference is held between the student, parent, and one or more school officials. During this conference, the student must agree to correct his/her behavior. Parent(s) may be notified by telephone, personal contact, letter or certified letter. A conference may also be conducted between the student, his/her parent(s), appropriate school personnel and any other individuals concerned.

Community Service - A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (EC 48900.6)

Restorative Practices – Gives students who commit infractions in school an opportunity to understand how their behavior affects others in the school community, including students, teachers and parent / caregivers, and directly involves them in a process to repair the harm caused. Students may participate in “circles”, “peer mediations,” or other “conferences” to allow affected parties to come together in a safe environment to explore how everyone has been affected by an offense and, when possible, to decide how to repair the harm.

Comprehensive Student Assistance Team (CSAT) – A formal process involving a team of school site personnel, parent / caregiver, and students (when appropriate) to develop collaboratively strategies to assist students who have learning and/or behavioral challenges at school. The goal of CSAT is to design a team action plan for student improvement.

Behavior Contracts – An effective contract is one in which clearly states what the behavioral goals are for the student, positive

consequences (rewards) he or she can earn for demonstrating these behaviors, and negative consequences that will follow when those behaviors are not demonstrated.

Behavior Support Plans – A Student experiencing “serious” behavior challenges may benefit from a Behavior Support Plan (BSP) developed through the Student Study Team (SST). Special education students whose behavior impedes learning may also require a BSP as defined in the Education Code (EC sections 56520 et seq.) through the IEP team. A Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) may also be required. The law also requires additional procedures and considerations for suspensions and expulsions of students with disabilities.

Detention - Assignment of a student to a supervised detention schedule. Such detention shall not occur during the minimum lunch or recess period, and may be imposed for up to one hour after the close of the maximum school day. A student who is transported by school bus shall be detained only until the time when the bus departs. School personnel must give the parent/student 24-hour advance notice.

Parent Liability, Withholding Grades, Diploma, or Transcripts - Willful misconduct that result in school district property being damaged not returned (e.g. library & text books, uniforms) will result in grades, diplomas and/or transcripts being withheld until Community Service, Restorative Practices is made. Additionally, the parent of student will be liable, not to exceed \$10,000. If the pupil or parent / caregiver is unable to pay for the damages, or to return the property, the district will provide a program of voluntary work for the student in lieu of payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts shall be released. (EC 48904)

Alternatives to Suspension - Consequences identified as appropriate responses to misconduct that provide a student with an opportunity to learn skills necessary to avoid future misconduct may include re-teaching expected behavior, practicing the expected behavior, community service, or restorative practices (among others). *ALTERNATIVES TO SUSPENSION; i.e SARB; MUST BE USED TO ADDRESS PROBLEMS OF TRUANCY, TARDINESS, AND/OR OTHER ATTENDANCE-RELATED ISSUES.

Suspension from Extracurricular or Co-curricular Activities – Extracurricular activities occur outside of the academic day. Co-Curricular activities may be within or outside of the academic day and are built into the curriculum. It may be determined that a student may not participate in an extracurricular activity (e.g. athletics) or a co curricular activity (e.g. field trips, Outdoor Ed) if they have shown unsafe or other behavior that would indicate that they may harm themselves or others.

Classroom Suspension - A student may be suspended from one class for no longer than the balance of the day plus the following day and must remain on campus under appropriate supervision. The teacher shall, as soon as possible, ask the parent / caregiver to attend a conference with the teacher, at which the school administrator, school counselor, or school psychologist may also be present. If the student has committed an obscene act, engaged in habitual profanity or vulgarity, or has disrupted school activities or otherwise defied the valid authority of school officials, the teacher may require that the parent attend a portion of the school day in his or her child's classroom. The teacher MUST provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning. (EC 48910)

In School Suspension - A student may be removed from ongoing instruction and remain on campus during the term of the In School Suspension, site for no more than five consecutive school days if the principal determines it is appropriate and he or she is appropriately supervised. At the time of In School Suspension the student's parent(s) or legal guardian(s) is notified in person or by telephone and by letter that the student is subject to In School Suspension and the infraction resulting in the In School Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. An In School Suspension program may include conferences between staff, parents/guardians and students, detention, community service, restorative practices, community agency referrals, Student Study Teams (SST) or other assessment-related teams, and/or referral to school support services staff (EC 48911.1). The teacher MUST provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

Informal Suspension - If a parent / caregiver is told to keep a child at home under the supervision of the parent / caregiver, or a student is sent home without benefit of a conference is a violation of California compulsory attendance laws, the IDEIA, and District policy. It is prohibited.

Out of School Suspension - Removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended by any school site for no more than five consecutive school days. The parent / caregiver and student are notified in person, or by telephone, and confirmed by letter that the student is subject to suspension and will include the details resulting in Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. A Suspension from school may be issued for any of the reasons enumerated in Sections 49800, 48900.2, 48900.3, 48900.4, and 48900.7 of the California Education Code.

Suspension/Juvenile Hall Re-Entry meetings with Counselors/Administrators- For students returning from suspension or incarceration at Juvenile Hall, school sites will be responsible, within 5 days of a student's return, to meet with the student and plan for make up of any missed assignments, credits or initiate other interventions; e.g. CSAT.

Expulsion - A student may be expelled without being suspended and, therefore, not be allowed to attend any EUHSD school or program during the term of expulsion; or the enforcement of the expulsion may be suspended pursuant to Education Code Section 48917. The length of an expulsion may be for the balance of the semester in which the Board expels or for the balance of the semester, plus the following school semester; or for one-calendar year, depending on the violation and/or the student's social adjustment background. Under certain circumstances, the term of an expulsion may be lengthened. Students recommended for expulsion are afforded a fair and impartial hearing if requested and all due process rights. The student's parent(s) or legal guardian(s) is notified by telephone and letter that the student is subject to expulsion by the student's school at the time of Suspension. Notification to the parent(s) or legal guardian(s) will include clear instructions regarding the due process procedure. School/District Administrators will recommend to the Board of Education that the student be expelled. The due process procedure is immediately initiated. The expulsion does not become effective until the due process procedure has been completed. (EC 48925, 48917)

SARB- (School Attendance Review Board) - Written notifications of school truancy and parent / caregiver conferences on interventions toward better attendance are implemented for students defined as 'habitual truants' at each school site. Chronic truancy or tardiness may result in a student and parent / caregiver's required attendance at a SART (School Attendance Review Team) meeting at the school site or a SARB (School Attendance Review Board) hearing at the Police Department. Failure to

comply with the SARB directives may result in either criminal prosecution of the parent or a violation of Education Code section 42800 by the student. Violation of this Education Code concerning compulsory school attendance can result in parent fines, community service, suspension of driver's license, revoking of work permits, parents' attendance at school with the student and/or declaration of the child as a ward under the Welfare and Institutions Code section 601.

RELATIONSHIP BETWEEN PROBLEM AREA AND DISCIPLINE ACTION

The following charts indicate in general the types of disciplinary action that apply in each problem area in the school. Each infraction shows a minimum and maximum action suggested, as well as a suggested action for the first occurrence and one for repeated occurrences. School officials will consider the school records of students before action is taken. If a student has continually and repeatedly been involved in problem areas, the disciplinary action may result in the maximum action listed. Students should not feel they will automatically receive the maximum action if they have previously been involved in problem areas. Aggravated incidents may result in the maximum discipline action without going through the progressive discipline action.

YOUR RIGHTS--DUE PROCESS

All students are entitled to due process. This means there are certain procedures that school officials must follow prior to taking appropriate disciplinary action. There are also procedures students and parent / caregivers must follow if they do not agree with the school's actions. If a student does become involved in a situation in which a suspension or expulsion might result, both the student and his/her parents will be given a more detailed description of the due process procedures and rights. Challenges or objections suspensions may be addressed directly to the school-site principal. Students who are recommended for expulsion have a right to an expulsion hearing. (EC 48900, 48915).

REFERENCES:

California Education Code, Section 48900-48927
Napa Valley Unified School District, Student Behavioral Expectations

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Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) Re-teach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were affected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Comprehensive Student Assistance Team (CSAT) meeting at the site 8) removal of the student from the setting.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURENCE
Absence/Truancy— Unexcused EC 48900 k, 48260, 48200 {k(1)}	Minimum	See Del Lago Academy Attendance/Tardy Policy	May include: Home Visits, Principal Letter, Truancy Letters, SART, SARB
	Maximum	Detention	
Arson EC 48900 f PC 450, 451 {f(1)}	Minimum	May include: Re-teach (e.g. fire safety), Loss of Privileges (e.g. increased supervision, limited mobility), Formal Conference, Community Service, Restorative Practices (e.g. letter of apology), Contact Fire Marshal, Counseling Ref.	Community Service (e.g. repair/replace damaged property, voluntary work in lieu of payment), Restorative Practices
	Maximum	In School Suspension, Suspension Formal Reprimand, Police Report, Expulsion	Expulsion, Police Report
Battery on School Staff EC 48900, 48915 a(5), 44401 {a(5)}	MANDATORY	Suspension and recommendation for Expulsion, Police Report. May include: Restorative Practices	Board of Education to expel for 1 calendar year, Police Report
Bullying (incl. Cyberbullying) EC 48900 (r) r (4)	Minimum	May include: Loss of privileges (e.g. restricted free time area, increased supervision), Informal/Formal Conference, Community Service, Counseling	Informal/Formal Conference, No Contact Contract, Community Service (e.g. project to contribute to school safety and respect)
	Maximum	Detention, No Contact Contract, In School Suspension, Suspension, Safe Schools Contract, Police Report, Expulsion	In School Suspension, Suspension (up to 5 days), Transfer to Continuation School, Expulsion
Bus Conduct EC 48900 AR, BP 5131.1 (a-e) Title IV 14103	Minimum	Informal/Formal Conference, May also include: Re-teach (e.g. PBIS bus lesson), Loss of Privileges (e.g. sit in front seats of bus), Community Service (e.g. clean bus), Restorative Conference	Loss of Bus Privileges, Community Service (e.g. teach bus lesson to other students)
	Maximum	Detention, Loss of Bus Privileges, Formal Conference, In School Suspension, Suspension, Formal Reprimand	In School Suspension, 3 Day Suspension, Formal Reprimand, Expulsion
Campus – Leaving Without Proper Authorization EC 48900k, 35291 {k(1)}	Minimum	May include: Re-teach (e.g. problem solving lesson), Loss of Privileges (e.g. restricted area for free time, check in regularly with office), Informal/Formal Conference, Community Service	Detention, In School Suspension <i>Student may be subject to search upon re-entry</i>
	Maximum	Detention, In School Suspension <i>*Student may be subject to search upon re-entry</i>	In School Suspension, Suspension, SARB
Cheating on Test or School Related Assignment, Plagiarizing EC 48900k, 35291 {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on “Be the Best”, write report on cheating/plagiarizing), Loss of Privileges (change seat), Conference, Community Service, Restorative Practices (e.g. apology to student and teacher), Re-do assignment.	Detention, Informal/Formal Conference, Community Service (e.g. provide tutoring for other students in strong area while receiving tutoring in low area), loss of credit
	Maximum	Formal Conference, Detention, In-School Suspension, Suspension	In School Suspension, Suspension
Defiance – Willful Defiance of Authority Disruption on School Property or in Classroom EC 48900k {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on “Do No Harm), Loss of Privileges, Informal Conference, Community Service (e.g. help teacher in classroom).	Informal/Formal Conference, Behavior Contract, Detention
	Maximum	Restorative Formal Conference, Detention, In School Suspension, Rec. for counseling	In School Suspension, Suspension, Transfer to Continuation School, Expulsion
Destruction of Property (School or Personal) EC 48900 f {f(1)}	Minimum	May include : Re-teach (e.g. lesson on respect of property), Loss of Privileges (e.g. limited access to areas of campus), Informal Conference, Community Service, Restorative Practices (e.g. letter of apology)	Formal Conference, Parent Liability, Restitution of Damages, Community Service (e.g. repair/replace, voluntary work in lieu of payment, Restorative Conference
	Maximum	Parent Liability, Restitution of Damages, In School Suspension, Suspension, Transfer to Continuation School, Expulsion, Police Report	In School Suspension, Suspension, Police Report, Possible Transfer to Continuation School, Expulsion

DEL LAGO ACADEMY

Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) Re-teach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were affected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Comprehensive Student Assistance Team (CSAT) meeting at the site 8) removal of the student from the setting.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURENCE
Driving Reckless on or Around Campus EC 48900 {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on driving expectations), Loss of Privileges (e.g. parking on campus), Informal/Formal Conference, Community Service (e.g. parking lot clean up) Detention	Detention, Formal Conference, Loss Parking Privilege on Campus
	Maximum	In School Suspension, Suspension, Revoke Driving Privileges, Police Report <i>*All driving violations subject to police citation</i>	In School Suspension, Suspension, Revoke Driving Privileges, Possible Transfer to Continuation School, Police Report <i>*All driving violations subject to police citation</i>
Drugs/Alcohol/Paraphernalia EC 48900 c {c(1)} EC 48915 a(3) {c(2)} EC 48915 c(3) {c(3)} EC 48900 p {c(4)}, EC 48900 d {d(1)} EC 48900 j {j(1)}	Minimum	District Sponsored Counseling Program	Suspension, Involuntary Transfer to Continuation School
	Maximum	5 Day Suspension, Expulsion, Police Report	Police Report, Suspension and/or Expulsion.
	MANDATORY	Mandatory Expulsion for Sales	Mandatory Expulsion for Sales
Electronic Devices Possession/Using if Disrupts Educational Process (EC 48900, 48901.5) {o(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on cell phones), Loss of Privileges (e.g. keep phone in office) Informal Conference, Community Service (e.g. help PBIS Team make posters on cell phone use), Restorative Practices (e.g. letter of apology)	Informal/Formal Conference, Confiscation (e.g. for rest of week pick up from office)
	Maximum	Detention, Confiscation (e.g. for rest of day, pick up from teacher)	Confiscation (e.g. for rest of semester, parent / caregivers pick up in office), In School Suspension, Suspension
Explosive Devices/Bomb Threat C 48900 b, 48915 a(2) {b(1)} EC 48915 c(5) {b(4)}	MANDATORY	Threat Assessment, Suspension, Safe Schools Contract, Expulsion for one year, Police Report. May include: Restorative Conference, Re-teach (e.g. problem solving skills).	Threat Assessment, Suspension, Recommendation for Expulsion for one year, Police Report
Extortion/Robbery EC 48900 e EC 48915 a(4) {e(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on “Do No Harm”), Loss of Privileges, Formal Conference, Community Service (e.g. replace item), Letter of Apology, Detention	Detention, Formal Conference, Community Service, Restorative Practice Intervention
	Maximum	In School Suspension, Suspension, Expulsion for one year, Police Report	In School Suspension, Suspension, Expulsion for one year, Police Report
Fighting/Assault/Threats EC 48900 a(1) {a(1)} EC 48900 a(2) {a(2)} EC 48900 s {a(3)} EC 48915 a(1) {a(4)} EC 48915 a(5) {a(5)} PC 241, 243, 245, 22	Minimum	May include: Re-teach (e.g. problem solving lesson, anger management group), Loss of Privileges (e.g. restricted areas of campus), Informal/Formal Conference, Detention, Safe Schools Contract, Rest. Practices, No Contact Contract, Community Service	Formal Conference, Restorative Practices (e.g. letter of apology, conflict resolution), Community Service, Safe Schools Contract, Counseling
	Maximum	In School Suspension, Suspension, Transfer to Continuation School, Expulsion, Police Report	In School Suspension, Suspension, Transfer to Continuation School, Expulsion, Police Report
Fighting – Causing Serious Physical Injury (Battery) EC 48900 a(1) EC 48900 a(2) EC 48915 a (1)	Minimum	May include: Up to 3 day Suspension, Recommendation for Counseling, Safe Schools Contract, Restorative Conference	Up to 5 Day Suspension, Restorative Conference
	Maximum	Suspension, Expulsion, Transfer to Continuation School, Police Report	Suspension, Expulsion, Police Report, Transfer to Continuation School
Fire Alarm – Deliberate False EC 48900 k {k(1)}	Minimum	May include: Re-teach (e.g. write report on fire safety) Loss of Privileges (e.g. must be supervised during transitions), Informal Conference, Comm. Service (e.g. volunteer for fire department), Detention	Formal Conference, Detention, Community Service (e.g. make up for lost instructional time by assisting in office).
	Maximum	In School Suspension, Suspension, Fire Marshall and/or Police Report	In School Suspension, Suspension, Fire Marshall, Expulsion, Police Report

DEL LAGO ACADEMY

Action to Be Taken

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PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURENCE
Forgery EC 48900, 35291 PC 470-483.5 {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on responsibility), Loss of Privileges (e.g. parent/caregiver phone contact in lieu of student communication), Informal Conference, Restorative Practices (e.g. letter of apology)	Detention, Formal Conference
	Maximum	Detention, In School Suspension, Suspension	In School Suspension, Suspension, Expulsion, Police Report
Gambling EC 48900 k {k(1)}	Minimum	May include: Re-teach (e.g. write report on gambling), Loss of Privileges (e.g. increased supervision, restricted access to areas of campus, Informal Conference, Community Service	Loss of Privileges, Community Service (e.g. help with school fund raiser), Formal Conference
	Maximum	In School Suspension, Suspension	In School Suspension, Suspension
Gang Behavior/Attire EC 48900 k, 35183, 35294.1 BP 5132 {k(2)}	Minimum	May include: Re-teach (e.g. problem solving lesson, support group), Referral to Counselor (academic support and cultural awareness), Loss of Privileges (e.g. restrict areas of campus), Informal Conference, Detention	Loss of Privileges (e.g. increased supervision, limited free time area), Formal Conference with Parent / Guardian and Student, Conference with SRO
	Maximum	Community Agency Referral, In School Suspension, Safe Schools Contract, Suspension, Expulsion, Police Report	In School Suspension, Suspension, Transfer to Continuation School, Expulsion, Police Report
Harassment/Intimidation EC 48900.4 {r(1)} EC 48900 o {r(2)} EC 48900 q {r(3)}	Minimum	Re-teach (e.g. problem solving skills), Loss of Privileges, Formal Conference, Community Service (e.g. project to make students feel safe and respected), Safe Schools Contract, Counseling Referral, Detention	Formal Conference
	Maximum	In School Suspension, Suspension, Expulsion	In School Suspension, Suspension (5 days), Police Report, Transfer to Continuation School, Expulsion
Hate Crimes/Violence EC 48900 t, 48900.3 {p(1)} (Gr. 4-12)	Minimum	May include: Re-teach (e.g. diversity training, write a report on group), Formal Conference, Comm. Service (e.g. project to make climate respectful), Threat Assessment, Counseling	Threat Assessment, Formal Conference, Safe Schools Contract, Community Service
	Maximum	Safe Schools Contract, In School Suspension, Suspension, Expulsion, Transfer to Continuation School, Police Report	In School Suspension, Suspension (5 days), Transfer to Continuation School, Expulsion, Police Report
Hazing EC 48900q, 32050, 32051 {r(3)}	Minimum	May include: Re-teach (e.g. write report on dangers of hazing), Loss of Privileges, Informal Conference, No Contact Contract, Community Service	In School Suspension, Suspension (up to 5 days).
	Maximum	In School Suspension, Suspension, Safe Schools Contract, Transfer to Continuation School, Expulsion	Transfer to Continuation School, Expulsion
Parking Violations EC 48900 {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on parking lot norms), Informal Conference, Parking Citation	Formal Conference, Loss of Parking Privileges, Parking Citation, Detention
	Maximum	Formal Conference, Loss of Parking Privileges <i>*All driving violations are subject to Police Citation</i>	In School Suspension, Suspension
Profanity/Obscene Acts Immoral Acts/Verbal Abuse EC 48900 i {i(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson "Choice Words:), Loss of Privileges (e.g. break/lunch restriction), Informal Conference, Community Service, Restorative Practices (e.g. letter of apology), Detention	Detention, Community Service (e.g. make PBIS posters for "Choice Words", "Do No Harm", Formal Conference
	Maximum	In School Suspension, Suspension, Expulsion, Police Report	In School Suspension, Suspension, Expulsion, Police Report
Sexual Battery EC 48900 n, 48915 c(4) {n(1)}	MANDATORY	Suspension and Recommendation for Expulsion for one calendar year, Police Report, Report to the State Department of Education	Suspension and Recommendation for Expulsion for one calendar year, Police Report, Report to the State Department of Education
Sexual Assault EC 48915c(4) n(2)	MANDATORY	Suspension and Recommendation for Expulsion for one calendar year, Police Report, Report to the State Department of Education	Suspension and Recommendation for Expulsion for one calendar year, Police Report, Report to the State Department of Education

DEL LAGO ACADEMY

Action to Be Taken

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) Re-teach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting student privileges, 5) parent / caregiver contact 6) allow student to restore the environment and relationships which were affected by his or her behavior in the form of Restorative Practices and Community Service 7) refer student for a Comprehensive Student Assistance Team (CSAT) meeting at the site 8) removal of the student from the setting.

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURENCE
Sexual Harassment EC 48900.2 (Gr 4-12) EC 212.5 q(1)} (Gr. 4-12)	Minimum	Title IX Officer Notification May include: Re-teach (e.g. PBIS lesson, write report), Loss of Privileges, Formal Conference, Community Service (e.g. school projects to promote respectful environment), No Contact Contract, Safe Schools Contract, Counseling	Suspension (5 days), Title IX report, Police Report
	Maximum	Detention, In School Suspension, Suspension, Formal Reprimand, Expulsion, Title IX Officer Police Report	Expulsion, Title IX and Police Report (BP & AR 4019.11 a-e & 5145.7)
Smoking/Tobacco Products EC 48900 h, EC 51260 BP 5131.6, 5144.1 {{h(1)}}	1 st Offense	May include: Warning, Tobacco Education Program, Police Citation, Parent Conference (See EUHSD Smoking Policy)	2 nd Offense – 1 Day Suspension. Police Citation. Multiple Offenses – Up to 5 days suspension, possible transfer to continuation school for persistent violations.
Terrorist Threats EC 48900.7 (a), 48900.7 (b) EC 48900.2, EC48900.3, EC 48900.4 t(1)	Minimum	May include: Re-teach (e.g. lesson on problem solving), Loss of Privileges, Formal Conference, Referral to Counselor, Threat Assessment	Threat Assessment, In School Suspension, Suspension (up to 5 days), Police Report, Expulsion
	Maximum	In School Suspension, Suspension, Police Report, Expulsion	Suspension (up to 5 days), Police Report, Expulsion
Theft/Possession of Stolen Property/Burglary EC 48900 g {g(1)} EC 48900 l {l(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on respecting others property), Loss of Privileges (e.g. increased supervision, restricted break/lunch area), Informal Conference, Community Service (e.g. replace item, voluntary work in lieu of payment), Restorative Practices (e.g. letter of apology), Detention	Formal Conference, Community Service, Restorative Practices
	Maximum	In School Suspension, Suspension, Police Report, Expulsion	In School Suspension, Suspension, Police Report, Transfer to Continuation School, Expulsion
Weapons/Injurious Objects Replica Firearm EC 48900 b, 48915 a(2) {b(1)} EC 48915 c(1) {b(2)} EC 48915 c(2) {b(3)} EC 48915 c(5) {b(4)} EC 48900 m {m(1)}	Minimum	May include: Re-teach (e.g. write report, problem solving skills), Loss of Privileges (e.g. backpack/pocket check daily), Formal Conference, Community Service, Detention, Safe Schools Contract	Detention, Formal Conference, Community Service
	Maximum	In School Suspension, Suspension, Involuntary Transfer to Continuation School, Police Report, Expulsion	In School Suspension, Suspension, Involuntary Transfer to Continuation School, Police Report, Expulsion
	MANDATORY	Mandatory expulsion for firearm possession, brandishing of a knife & possession of an explosive.	

ADDITIONAL DISTRICT POLICIES & INFORMATION

SEARCHES AND SEIZURES (CA Ed Code and Board Policy 5145.12)

The law provides school officials with wide latitude to search students, their possessions, and automobiles, in the ongoing effort to maintain a safe and secure campus. When a school official has a “reasonable suspicion” that a student may be in possession of contraband or dangerous objects, the student will be asked to empty all pockets and provide the official access to other personal items (backpacks, lockers, cars) which may contain contraband or dangerous objects. Where possible, metal detectors are used when searching an individual for weapons. It is expected that all students will be cooperative, and the school official will make every attempt to be unobtrusive and respectful of privacy. Students should be aware that a ground for suspicion commonly includes being “out-of-bounds” without permission or a report by another student, parent or staff member of possession of contraband or dangerous objects. (Students should also be aware that any contraband or dangerous objects found in their possession would be assumed to belong to them.)

If a student should discover contraband or dangerous objects on campus, he or she should go directly to the Principal or other staff members and turn it over without delay. Parents are notified by phone if/when their student is searched.

USE OF TRAINED DOGS (Board Policy 5145.12(b))

In order to provide a safe school environment, the Escondido Union High School District has approved the use of trained dogs which are used to detect the presence of substances prohibited by law or district policy and gunpowder-related weapons. Dogs may be brought onto campus without notification to students and parents.

USE OF METAL DETECTORS (Board Policy 5145(a))

Where possible, staff will use a metal detector in searching a student for weapons. The Board finds that the growing presence of weapons in the schools threatens the district’s ability to provide a safe and orderly learning environment. Metal searches may be conducted in a random fashion that excludes individual discretion regarding who will be searched.

DANGEROUS DRUGS, NARCOTICS AND LOOK-A-LIKES: THIS IS YOUR OFFICIAL NOTIFICATION

Purpose and scope

- ❑ This procedure outlines the policy regarding action to be taken by district and school officials when students possess, use, sell, attempt to sell, otherwise furnish, or are under the influence of drugs, narcotics, or look-a-likes.
- ❑ The provisions of this procedure do not apply in those cases where drugs are administered to students under the supervision of competent medical personnel.
- ❑ The provisions of this procedure apply to all students of the Escondido Union High School District under the following conditions:

- ❑ If the violation occurs on/or about campus during school hours and/or at a school sponsored activity or is related to school activity.

General Information

- ❑ This policy and procedure statement was developed as a result of an increasing number of narcotics cases involving students of the Escondido Union High School District and to give added emphasis to the efforts made by local citizens in this matter.
- ❑ Students apprehended by either school or police authorities for the possession, use, sale, attempted sale, otherwise furnishing, or being under the influence of dangerous drugs, narcotics, and look-a-likes may be referred by the Superintendent to the Board of Trustees for possible expulsion or other recommended action.
- ❑ The terms used in this procedure are defined as follows:
- ❑ Dangerous Drugs and Narcotics – These shall include marijuana, LSD, volatile barbiturates, amphetamines, or any dangerous drug not administered under the direction of a physician.
- ❑ Expulsion – The act whereby a student is denied the right of attending any of the educational institutions under the responsibility of the Escondido Union High School District Governing Board.
- ❑ The general functions and responsibilities of the various organizational levels are as follows:
- ❑ The Principal, or duly authorized assistant determines that a violation has occurred, investigates the circumstances surrounding the case and prepares materials for the Superintendent.
- ❑ The Principal, or duly authorized assistant has the responsibility for presenting the contents of this policy and procedures statement to all parents and students of the school each year.

Weapons, Explosives, Related Devices:

- ❑ Any student proved to be in possession of firecrackers or any other explosive device will be subject to suspension with possible consideration for expulsion.
- ❑ Any student found guilty of setting off an explosive device will result in a suspension pending consideration of being recommended for expulsion.
- ❑ Any student in possession of any instrument or object that could be construed as a weapon is consideration of being recommended for expulsion. This includes look alike firearms.

- ❑ Pellet guns, B.B. guns and Paint Ball guns on a school campus are considered firearms and are considered to be an expellable offense. Students bringing such weapons will be arrested, suspended and recommended for expulsion.
- ❑ Any weapons or simulated weapons brought on campus will be confiscated. The result could be possible arrest, prosecution, and expulsion.
- ❑ All types of knives are considered weapons.
- ❑ Any person except a police officer, who brings or possesses on school grounds, of or within, any public school, any dirk, dagger, ice pick, knife with blade 2'' long or folding knife with locking-blade, razor with unguarded blade, taser or stun gun is in violation of the law.

Parent Responsibility for Damages:

Each student in the school district is responsible for the proper care of school property and the school supplies and equipment entrusted to his/her use. In accordance with law, students who vandalize school property are subject to disciplinary measures.

California Education Code (EC) Section 48904(a)(1) provides that the parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school district or private school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or private school, or personal property belonging to a school employee, resulting from the willful misconduct of the minor. The liability of the parent or guardian shall not exceed \$10,000.

EC Section 48904(a)(1) also specifies that the parent or guardian of a minor is liable for any reward offered by a local agency for information leading to the identification and apprehension of any person who willfully damages or destroys property, or whose willful misconduct results in injury or death to any person. This liability also shall not exceed \$10,000 pursuant to Government Code Section 53069.5.

Smoking Or Use Of Tobacco Products On Campus:

State law prohibits the smoking, possession or use of tobacco or nicotine, or any product containing tobacco, by students or adults while on campus or while attending school sponsored activities. This includes

nicotine delivery devices such as e-cigarettes or hookah pens.

No Smoking Rule:

- ❑ This includes before and after school and is prohibited in the parking lot, in or out of cars, outside school entrances and areas adjacent to and around school property. This applies to both students and adults.
- ❑ Chewing tobacco is not permitted on campus. Students using or in possession of tobacco products on campus will be subject to disciplinary action and will be required to attend mandatory tobacco education on Saturdays.

Sexual Harassment:

Definition: Any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature. This is defined as uninvited behavior that makes being in school offensive, negative, unfriendly and/or intimidating and leads to a hostile environment that makes learning difficult.

Conditions:

- ❑ Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, progress, or promotion.
- ❑ Submission to, or rejection of, the conduct by the individual is used as the basis for employment or academic decisions affecting the individual.
- ❑ The conduct has the effect of having a negative impact upon the individual's work or academic performance or of creating an intimidating, hostile, or offensive work or educational environment.
- ❑ Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Flirting Vs. Sexual Harassment

FLIRTING

Welcomed behavior
Leaves you feeling positive
Respectful
Fun
Wanted
Flattering
Enjoyable

SEXUAL HARASSMENT

Unwelcome behavior
Leaves you feeling negative
Disrespectful
No fun
Unwanted
Unpleasant
Illegal

What Can Be Done?

- ❑ **ASSERT YOURSELF:** Tell the harasser to stop the behavior. Tell him or her aloud or in writing what behaviors you find offensive.
- ❑ **CALL FOR HELP:** Ask for the help of someone you trust - your friends, parents or a person in authority. Tell them of your problem. Enlist friends as witnesses.
- ❑ **TAKE NOTES:** Keep a detailed, written record of what was said and done to share with the person who investigates your complaint.
- ❑ **INFORM AUTHORITIES:** Report the offensive behaviors to a teacher, counselor or principal. Give details and provide witnesses. This action may stop the behavior.
- ❑ **OPEN A CASE:** File a complaint against the person who is harassing you.
- ❑ **NEVER GIVE IN:** If you are not satisfied with the results of your complaint, continue to take action and get help.

Sexual harassment is based upon the impact on the victim. It is not based on the intentions of the perpetrator.

Sexual Battery:

Sexual Battery is a crime and will be reported to and investigated by the Escondido Police Department. The school will follow the definitions as described in California Penal Code Section 243.4. An abstract of this follows.

Definition: Any person who touches an intimate part of another person while that person is unlawfully restrained by the accused or an accomplice, and if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse, is guilty of sexual battery.

Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse

As used in this subdivision, "touches" means physical contact with another person, whether accomplished directly, through the clothing of the person committing the offense, or through the clothing of the victim.

Intimate part means the sexual organ, anus, groin, or buttocks of any person, and the breast of a female.

What Can Be Done?

- ❑ **ASSERT YOURSELF:** Tell the perpetrator to stop the assault or battery. Fight back to escape and flee the scene.
- ❑ **CALL FOR HELP:** Immediately call loudly for help. Report this yourself, or through your friends, parents to a person in authority.
- ❑ **OPEN A CASE:** File a complaint with the police against the person who assaulted you.

Brent
Sells from
B. Farrell

Mickie
J.

WE

Steven S. Sinner

BELIEVE

IN

YOU!

Ruby Meadows
Cynthia W. Wolfe
Kendall

Ray. F. R. R. R.
Penny Parker
Herman

Lis Winther

- Del Lago Academy Staff

Queen Paola

Natali

Mickie Newman

James Pouchette