



WILMER AMINA CARTER HIGH SCHOOL

STUDENT PLANNER
2020-21

CHS – HOME OF THE LIONS

2630 N Linden Ave

909-854-4100

<http://chs.rialto.k12.ca.us/>

Follow us on Twitter @principalCHS1



2020-2021
Carter High School

2630 N Linden Ave.
 Rialto, CA 92377
 909-854-4100

<http://chs.rialto.k12.ca.us/>

This planner belongs to _____

Address _____ City _____ Zip _____

Phone _____ Email _____

My Schedule

Fall Semester

Spring Semester

Period	Subject	Teacher	Room	Period	Subject	Teacher	Room
0				0			
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			



W.A. CARTER HIGH SCHOOL



BELL SCHEDULE

2020 - 2021

MONDAY - FRIDAY

		0	6:23	7:18	
		1	7:25	8:20	
		2	8:27	9:32	
		3	9:39	10:34	
4A	10:41	11:36	1ST LUNCH (10:34-11:10) C, D, F, PE		
		TRANSITION (11:10-11:36)			
4B	11:17	12:12	2nd LUNCH (11:36-12:12) E, I, H		
		5	12:19	1:14	
		6	1:21	2:16	
		7	2:23	3:18	

Regular Day is Periods 1-6

Periods 0, 7, are beyond the regular school day.

COLLABORATION TUESDAY SCHEDULE

Semester I

August 18th, 25th
September 1st, 15th, 29th
October 6th, 27th
November 3rd, 17th
December 1st, 8th

Semester II

January 26th
February 2nd, 23rd
March 2nd, 23rd, 30th
April 6th, 13th, 20th
May 4th, 11th

		0	6:23	7:18	
		1	7:25	8:12	
		2	8:19	9:06	
		3	9:13	10:05	
		4	10:12	10:59	
		LUNCH (10:59-11:42) ALL BUILDINGS			
		5	11:49	12:36	
		6	12:43	1:30	
		7	1:37	2:24	

SEMESTER FINAL SCHEDULE

Finals: Dismissal at 12:05

Fall- December 17, 18
Spring - June 2, 3

		0	6:22	7:18	
		1,2	7:25	8:54	
		3,4	9:01	10:30	
		5,6	10:37	12:05	
		LUNCH (12:12-12:42)			
		7	12:49	1:45	

Day 1 - Periods 1, 3, 5

Day 2 - Periods 2, 4, 6

BUS LEAVES PROMPTLY AT 12:50

MINIMUM DAY SCHEDULE

Back to School Night

September 3rd

Staff Development Min. Days

October 22nd
February 11th

Other Min. Days

March 10th

		0	6:38	7:18	
		1	7:25	8:05	
		2	8:12	8:57	
		3	9:04	9:44	
		4	9:51	10:31	
		5	10:38	11:18	
		6	11:25	12:05	
		LUNCH (12:12-12:42)			
		7	12:49	1:45	

BUS LEAVES PROMPTLY AT 12:50

W. A. Carter High School Student/Parent Handbook

Table of Contents

INTRODUCTION

Vision, Mission, Core Values.....	3
CHS Staff.....	4
Message from the Principal.....	4

GENERAL INFORMATION

Calendar.....	5
Graduation Requirements.....	6
Message from Counselors.....	7
Academic Planning by Grade.....	10
Rules by Location.....	11
PBIS Flow Chart.....	12
Bullying Prevention.....	13
Bully/Harassment Complaint Form.....	18
Random Searches.....	20
Code of Conduct.....	22
Safety.....	26
Athletics.....	27
Parent Rights/UCC Procedure.....	28
Attendance Policy.....	29
General Information.....	34

ACADEMIC PLANNING

Academic Planning Calendars.....	36
Post High School Planning.....	41
University of California Information.....	42
California State University Information.....	43
Private College Information.....	44
Directory of Colleges.....	45
High School Assessments.....	46
Career Planning Checklist.....	47
Senior Contract.....	48
Financial Aid Information.....	49
AP Agreement.....	50
Wellness Policy.....	54
Nutrition.....	57
School-Parent Compact.....	59
Mental Health Services.....	61

Non-Discrimination Statement

The Rialto Unified School District does not discriminate on the basis of the actual or perceived race, ethnicity, religion, color, age, national origin, political affiliation, gender, gender identity, gender expression, sexual orientation, mental or physical disability, parental or marital status, or any other basis protected by the federal, state, or local law, ordinance, or regulation in its educational programs or employment.

Welcome to Carter High School. Here at Carter High School, our staff is dedicated to increasing academic performance and engaging students. We utilize professional collaboration for instructional improvement and common core implementation. In addition, our staff and students work diligently to create an atmosphere that is both positive and supportive. We are expecting wonderful things in 2020-2021.

MISSION

The mission of the Rialto Unified School District, the bridge that connects students to their aspirations for the future, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- High expectation for student achievement
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional school setting
- Appreciation of universal diversity

BELIEFS

We believe that...

- Everyone has unique talent
- There is boundless power in all of us
- All people have equal inherent worth
- Diversity is strength
- Each person deserves respect
- High expectation inspires high achievement
- Risk is essential to success
- Common and individual interest are reciprocal
- Integrity is critical to trust
- Honest conversation leads to understanding
- Music is the universal language
- A strong community benefits all of its members
- Everyone can contribute to the good of the community

PARAMETERS

- We will make all decisions in the best interest of students
- We will honor the worth and dignity of each person
- We will hold the highest expectations of everyone
- We will assert the unlimited potential of every student
- We will practice participatory decision-making throughout the district
- We will not allow the past to determine our future

The mission of Carter High School, a pride of passionate learners, is to guarantee that all students are critical thinkers instilled with the qualities and drive to fulfill personal, academic, and career goals through a dynamic system distinguished by:

- High expectations for all students and staff
- Effective family and community partnerships
- A diverse culture that promotes creativity and innovation
- Engaging experiences for college and career readiness
- A safe learning environment

RIALTO UNIFIED SCHOOL DISTRICT SERVICE PROMISE

We promise to provide professional services to students, parents/guardians, community members, visitors, and District personnel.

We further promise to interact in a courteous, caring, and positive manner that ensures all people will be treated with dignity and respect.



CHS STAFF

ADMINISTRATION

Dr. Greg Anderson	Principal
Ricardo Garcia Felix	Assistant Principal
Dr. Eric Schessler	Assistant Principal
Natasha Harris-Dawson	Assistant Principal
Curt Walsh	Dean of Students
Selena Sanchez	ASB Director
Joseph Paluba	Athletic Director

COUNSELING DEPARTMENT

Julia Barajas	Counselor
Brenda Guardado	Counselor
Joyce Hampton	Counselor
Clark Wilson	Counselor
Brent Baier	Counselor
Lindsay Morton	PBIS Counselor
Katrina Patterson	Wellness Center Counselor
Gloria A. Rodriguez	Counseling Clerk

CAREER CENTER

Ashantee Zamora Erickson	Career Center Technician
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Health

Nurse	Pam Carnes
Health Clerk	TBD

Support Services

Registrar/Records	Vicki DeMarco
Educational Technology Technician	Gus Gonzalez
Psychologist	Terrilynn Bryant
Psychologist	Jonathan Franco
ASB Clerk	Britainny Sankey
Budget Clerk	Tina Vargas
Lead Library Technician	Amy Lugo
Receptionist	Yanet Arellano
Substitute Teacher Clerk	Mina Torres
School Resource Officer	Officer Jones
Lead Safety Officer	Anthony Brown

Classified/Secretarial

Principal's Secretary	Yolanda Cervantes-Espinoza
Assistant Principal Secretary	Carmen Ayala
Assistant Principal Secretary	Violet Ravelo
Assistant Principal Secretary	Zahra Noori

Attendance Department

Attendance Specialist	Maria Zavalza
Attendance Clerk	Rosemary Festini-Civitarese
Attendance Clerk	Sylvia Garcia
Attendance Clerk	Diana Acosta

A MESSAGE FROM YOUR PRINCIPAL

Dear Students and Parents:

Welcome to the 2020-2021 school year at Carter High School! We are extremely proud to have you as a member of the Lion community. Our high school offers excellent academic and extra-curricular programs that prepare our student body with the skills necessary to succeed in college and life beyond high school. As a community, we will hold our students to high standards and push towards success for all.

This student handbook was created to be your personal organizer for your high school experience. It is filled with important policies, procedures, and dates that will support your success as a Lion. Please take advantage of this excellent resource in planning your days, weeks, and months at Carter High School.

The 2019-2020 school year promises to be exciting, engaging, and challenging. The high school experience for many can be a time filled with wonderful experiences that will shape future success. With this in mind, there are three recommendations that I have for students:

1. Take responsibility for your education. Every day is an opportunity to learn and grow as a young adult. Great effort and achievement in the classroom will translate to success in, and outside of school.
2. Challenge yourself academically. Take courses in areas that interest you and will push you. That may mean choosing an honors class, an Advanced Placement class, or an elective that sparks your interest. This can open your eyes to achievements you never knew you were capable of.
3. Get involved in the school community. Studies show that students who are involved in extra-curricular activities during their high school experience feel more connected and are more successful in their academic pursuits at our school. We have student organizations, arts, clubs, athletics, and many activities here at Carter High School to help keep you involved and having fun.

As Eleanor Roosevelt once said, "People grow through experience if they meet life honestly and courageously. This is how character is built." Here at Carter High School, your growth will be great. Embrace the challenge. Your teachers, counselors, administrators, and support staff are here to serve our community. Please let us know how we can continue to push all Lions to success. If you have any questions or need any further information, please contact us.

Sincerely,

Dr. Greg Anderson
Principal

ID CARDS

All students will be issued an ID Card free of charge at the beginning of school. **This ID Card must be carried with them at all times.** If the ID card is lost, a new one will be reissued to the student for a fee of **\$3.00** in the ASB office.

CARTER HIGH SCHOOL

JULY 2020							2020-2021 CALENDAR							JANUARY 2021						
S	M	T	W	T	F	S	DISTRICT HOLIDAYS July 3: Independence Day Sept 7: Labor Day Nov 11: Veterans' Day Nov 26-27: Thanksgiving Holiday Dec 24: Christmas Eve Dec 25: Christmas Day Dec 31: In lieu of Admissions Day Nov 11: Veterans' Day Nov 26-27: Thanksgiving Holiday Dec 24: Christmas Eve Jan 1: New Year's Day Jan 18: Dr. Martin Luther King's Day Feb 8: Lincoln's Day Feb 15: Presidents' Day May 31: Memorial Day TRADITIONAL SCHOOL CALENDAR Aug 6-7: Teacher Prep Day (No Students) Aug 10: First Day of School Aug 18, 25: Collaboration Days Sept 1, 15, 29: Collaboration Days Sept. 3: Back to School Night Oct 6, 29: Collaboration Days Oct 15: The Great Shakeout Oct 22: Minimum Day Nov 3, 17: Collaboration Days Nov 23-27 Fall Break (No Students) Dec 1, 8: Collaboration Days Dec 17-18 Final Exams (Minimum Days) Dec 21-Jan 11 Winter Break (No Students) Jan 11: Teacher Prep Day (No Students) January 26: Collaboration Day Feb 2, 23: Collaboration Days Feb 11: Minimum Day Mar 2, 23, 30: Collaboration Days Mar 10: Minimum Day Mar 11-19: Spring Break (No Students) Apr 6, 13, 20: Collaboration Days May 4, 11: Collaboration Days June 2-3: Final Exams (Minimum Days) June 3: Last Day of School for Studentets	S	M	T	W	T	F	S						
						4		3								2				
5						11		10	T	12	13	14	15		16					
12						18		17							23					
19						25		24							30					
26								31	25	C	27	28	29							
AUGUST 2020								FEBRUARY 2021												
S	M	T	W	T	F	S		S	M	T	W	T	F	S						
						1		7							6					
2						8		14							20					
9	10	11	12	13	14	15	21							27						
16	17	C	19	20	21	22	28													
23	24	C	26	27	28	29														
30	31																			
SEPTEMBER 2020							MARCH 2021													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
						5	7							13						
6						12	14							20						
13	14	C	16	17	18	19	21							27						
20	21	22	23	24	25	26	28													
27	28	C	30																	
OCTOBER 2020							APRIL 2021													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
						3	4							10						
4	5	C	7	8	9	10	11							17						
11	12	13	14	15	16	17	18							24						
18	19	20	21			24	25							30						
25	26	27	28	C	30	31														
NOVEMBER 2020							MAY 2021													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
1	2	C	4	5	6	7	2							1						
8	9	10				14	9							15						
15	16	C	18	19	20	21	16							22						
22						28	23							29						
29	30						30													
DECEMBER 2020							JUNE 2021													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
						5	6							12						
6	7	C	9	10	11	12	13							19						
13	14	15	16			19	20							26						
20						26	27													
27																				

KEY
 C : Collaboration Day
 F : Final Exams
 H : Holiday
 M : Minimum Day
 T : Teacher Prep Day

**To earn a high school diploma from Carter High School,
A student must:**

1. Complete a **minimum** of **220** semester credits.
2. Complete the minimum course requirements, as outlined below, each semester of a class passed equals 5 credits (a grade of "D" or higher is considered passing):
 - I. ENGLISH4 years.....40-semester credits
 - II. MATHEMATICS3 years.....30-semester credits
 - III. SCIENCE.....3 years.....30-semester credits
 - Either Embedded or Integrated Sciences
 - IV. SOCIAL STUDIES3 years.....30-semester credits
 - 10 credits of World History
 - 10 credits of 20th Century U.S. History
 - 5 credits of American Government
 - 5 credits of Economics
 - V. VISUAL/PERFORMING ARTS or FOREIGN LANGUAGE1 year.....10-semester credits
 - VI. PHYSICAL EDUCATION.....2 years....20-semester credits
 - VII. ELECTIVES..... 60-semester credits

The Wilmer Amina Carter High School Counseling department is committed to providing comprehensive school counseling services to our students. As a result our students are assigned to counselors based on extracurricular interest and participation, identified need, and academic status. Identification in the following groups will determine a students' counselor:

- Advancement Via Individual Determination (AVID)
- Alpha Scholars
- English Language Learner (ELL)
- National Collegiate Athletic Association (NCAA)
- Positive Intervention and Behavioral Supports (PBIS)

A student who does not belong to any of the above groups will be assigned alphabetically based on last name and/or counselor discretion.

All seniors will be enrolled in a math or science class in their 12th grade year!



Your counselor will assist you in...

- Selecting coursework and programs that best fit your abilities and interests.
- Preparing to graduate from high school and continuing your education and career choices.
- Interpreting and explaining testing programs.
- Determining the best ways to study and learn materials.
- Personal/social issues

Don't forget...

Meet with your counselor on a regular basis to ensure that you are on track to graduate and discuss your post-secondary plans!

DISTINGUISHED SCHOLARS CRITERIA

Students who complete the Fall semester of their senior year with a cumulative GPA of 4.0 and higher will be designated a ***Distinguished Scholar***. Deadline to calculate the GPA is February 15 of the graduating year.



Students will have the **first 10 days** of the school year to **request** a change in their

schedule. Requests for changes will be made in the order they are received. Not every course request will be accommodated due to the complexity of scheduling classes. If students do not make a request within the 10-day period, they will remain in their assigned schedule.

All honored schedule changes **will be final**. Schedules will not be reverted once requested changes have been made because:

- Every class is not offered every period.
- Many classes are already full.
- The change of one class can result in the change of the student's entire schedule, lunch, and/or teachers.

If a student would like to request a schedule change after the ten (10) day deadline, each request will be handled on a case by case basis. A conference may be required with student, parent/guardian, teacher(s), and/or counselor.

Other Resources:

- **After School Tutoring:** Check with your teacher or counselor for details.
- **Career Center:** Is open before/after school and at lunch to assist you with college and career research.
- **Library:** Is open before school, during lunch, and after school to provide a study space, internet access and reading materials.
- **StudentVue / ParentVue:** Allows you and your parent/guardian to access information about your grades, progress in your classes, and communicate with your teachers.
- **Grade Checks:** This form is available in the Career Center or at the Counseling Center front desk. Take it to each of your teachers once a week for signatures, then home for parent/guardian to review.

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." - Aristotle

Requirements for No 1st / 6th period, Office Clerk / TA / Cross AgeTutors

- Can only select one of the above options
- Parent approval required
- Must be a Senior
- Must be meeting A-G requirements
- Must have satisfactory attendance

Interested in Playing College Sports (NCAA)?

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

10TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

11TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

12TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES



Scan QR code for more info

For more information: ncaa.org/playcollegesports | eligibilitycenter.org

Search Frequently Asked Questions: ncaa.org/studentfaq

Follow us:  @NCAAEC  @playcollegesports  @ncaaec

Follow us:  @NCAAEC  @playcollegesports  @ncaaec

Search Frequently Asked Questions: ncaa.org/studentfaq

For more information: ncaa.org/playcollegesports | eligibilitycenter.org



IMPORTANT INFORMATION



Class of 2021
Seniors

- Familiarize yourself with required FAFSA/CA Dream Act documents
- October
 - FAFSA available at fafsa.ed.gov or CA Dream Act available at dream.csac.ca.gov
 - College Applications Open
 - College Application Day (during the school day)
- November 30th 2020: DEADLINE TO SUBMIT UC AND CSU APPLICATIONS!



Class of 2022
Juniors

- Schedule college visits or guided tours
- Visit Career Center to sign up for college/career presentations
- This is final year of grades that are calculated into Cal Grant GPA
- Begin searching for scholarships: [raise.me](https://www.raise.me) or [fastweb.com](https://www.fastweb.com)
- PSAT Day is in October
- SAT taken during a school day in March



Class of 2023
Sophomores

- Begin searching for colleges: [bigfuture.org](https://www.bigfuture.org) or [californiacolleges.edu](https://www.californiacolleges.edu)
- Cal Grant GPA begins to calculate with this year's grades
- Check and update your 4-year plan as needed (in your Google Drive)
- Monitor your grades through StudentVue every week
- PSAT Day is in October



Class of 2024
Freshmen

- Familiarize yourself with the PSAT and SAT
- Log in to your StudentVue every week
- Learn about graduation and A-G requirements
- Join a club or sport
- Update your 4-year plan as needed (in your Google Drive)



STAY HUNGRY!

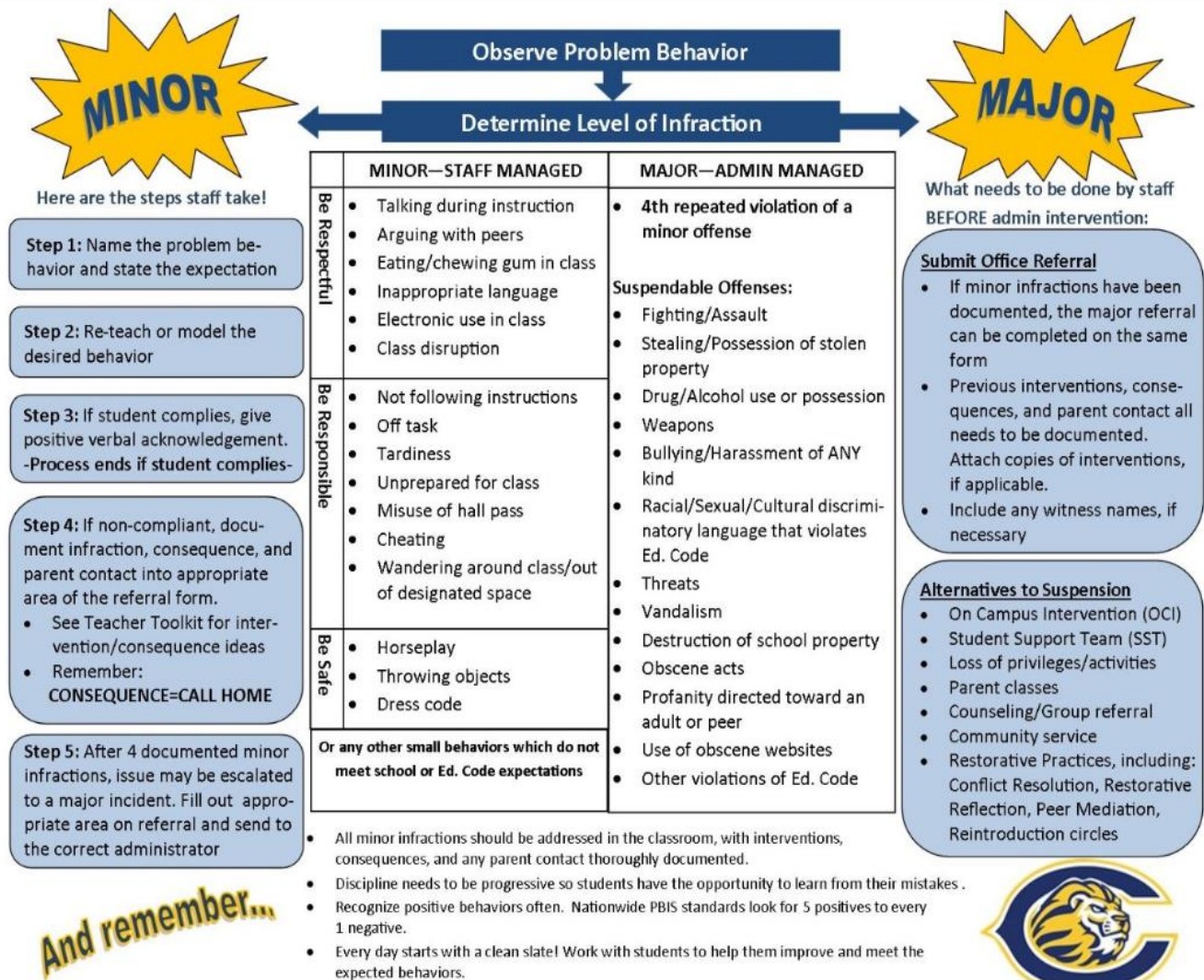


Be Respectful ~ Be Responsible ~ Be Safe

Rules by location							
ROUTINE/SETTING							
	Hallway	MPR/ QUAD	Restroom	Office	Library	Classroom	Career / Counseling
Be Respectful	<p>Use quiet voices- so not to disrupt others</p> <p>STOP, LOOK& LISTEN when spoken to by adults</p> <p>Put trash in garbage cans</p>	<p>Listen to directions from campus officers and noon aides</p> <p>Socialize without disrupting others</p> <p>Wait your turn in line and use appropriate language</p>	<p>Give people privacy</p> <p>Use quiet voices</p> <p>Wait your turn</p>	<p>Wait until the person is done talking before you speak</p> <p>Use polite language: "Hello", "Please" and "Thank you"</p> <p>Thank the person for helping you</p>	<p>Use quiet voices and work privately</p> <p>Listen to instructions, and follow directions</p> <p>Wait in a single file line at circulation desk</p>	<p>Be an active listener to the speaker</p> <p>Use appropriate tone of voice</p> <p>Use appropriate language</p>	<p>Use Quiet voices</p> <p>Use polite language</p> <p>Follow instructions given by staff members</p>
Be Responsible	<p>Be in your seat before the tardy bell rings</p> <p>Arrive at your destination on time</p> <p>Keep halls clean: This is a gum& food free zone</p>	<p>Clean up your area: table and floor</p> <p>All food & drink stay in eating areas</p> <p>Pick up trash around you – even if left by others</p>	<p>Flush toilets</p> <p>Wash your hands</p> <p>Put trash in garbage cans</p>	<p>State your purpose politely</p> <p>Wait patiently for your turn</p> <p>When finished return to class promptly</p>	<p>Keep library clean</p> <p>Stay focused and on task</p> <p>When finished, return to your class promptly</p>	<p>Come to class on time</p> <p>Be prepare: have all necessary materials</p> <p>Stay on task and complete all assigned work</p>	<p>Sign in and show your pass</p> <p>Stay in designated areas</p> <p>No food or drink</p>
Be Safe	<p>Walk with purpose at all times</p> <p>Keep hands, feet and object to yourself</p>	<p>Remain in supervised lunch areas</p> <p>Keep hands and feet to yourself</p> <p>Look, Listen and be aware of your surroundings</p>	<p>Report problems: sink/ toilet</p>	<p>Wait in a single file line</p> <p>Use appropriate tone of voice</p> <p>Keep hands and feet to self</p>	<p>Keep hands & feet to yourself</p> <p>Have your ID available at all times</p> <p>Push in your chair</p>	<p>Maintain personal space</p> <p>Sit properly in assigned seat</p> <p>Contribute positively and take every opportunity to learn</p>	<p>Keep hands and feet to self at all times</p> <p>Be courteous</p> <p>Contribute positively and take every opportunity to learn</p>

CLASSROOM-HANDLED VS. OFFICE-HANDLED BEHAVIORS

MINOR MAJOR FLOW CHART



**Rialto Unified School District
Legal Notices for Pupils and Parents/Guardians
Bullying and Harassment**

The Rialto Unified School District prohibits discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyber bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. This policy applies while on school grounds, going to or coming from school, at school activities, or using district transportation.

Board Policy 5131

Bullying is defined as any **severe or pervasive** physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

REPORT IT

Any person that has been a victim of, or witnessed bullying or harassment on school grounds, during school activities, or going to and coming from school is highly encouraged to report the incident immediately to a counselor, administrator, or other adult personnel on campus. Students have an option of reporting the incident anonymously through the Bullying/Harassment Complaint form located at the school.

INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The person who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. Within 10 school days of the reported incident, the principal or designee shall present a written report to the person who filed the complaint and the accused individual. The report shall include his/her findings, decision, and reason for the decision. If the person is in disagreement with the outcome of the investigation, an appeal can be filed at the Department of Student Services located at 260 S. Willow Ave., Rialto, CA 92376.

TRANSFER REQUEST

A student that has been reported as the victim of a violent offense as defined by state law is entitled to transfer to another school within or outside the District, under California Education Code 46600 § (b). Placement at a requested school is contingent upon **space availability**. Transfer requests can be obtained at Carter High School.

DISTRICT LIAISON

Department of Student Services
*Lead Agent, Students Services or
Agent, Child Welfare & Attendance*
260 S. Willow Ave., Rialto, CA 92376
(909) 873-4336

Distrito escolar unificado de Rialto
Avisos legales a alumnos/padres de familia/tutores
Intimidación y acoso

El Distrito Escolar Unificado de Rialto prohíbe la discriminación, acoso e intimidación de estudiantes o personal, incluso acoso sexual, conducta motivada por odio, ciber-acoso, ritos o actividad de iniciación, extorsión o cualquier otra conducta verbal, escrita o física que cause o amenace causar violencia, lesiones corporales o interrupción sustancial. Esta regla aplica estando en los terrenos escolares, al ir o venir de la escuela, en las actividades escolares o al usar la transportación del distrito.
Norma de la Directiva 5131

El acoso o intimidación se define como cualquier acto físico, verbal o de conducta **severa o grave**, que incluye comunicados por escrito o por medio de actos electrónicos e incluye uno o más actos cometidos por un alumno o grupo de alumnos en contra de uno o más alumnos que tiene o se puede predecir razonablemente tener el efecto de causar al alumno una experiencia sustancialmente perjudicial en lo físico o mental, en su desempeño académico o habilidad para participar en las actividades

REPÓRTELO

Cualquier persona que ha sido víctima o ha sido testigo de acoso o intimidación en los terrenos escolares, en las actividades escolares o al ir y venir de la escuela se le pide que reporte el incidente inmediatamente al consejero, administrador o cualquier miembro adulto del personal en el plantel. Los estudiantes tienen la opción de reportar el incidente anónimamente completando el formulario de queja de acoso e intimidación que tienen en la escuela.

INVESTIGACIÓN

El director o su designado deben de inmediato investigar todas las quejas de intimidación o acoso sexual. La persona que completa la queja debe tener la oportunidad de describir el incidente, presentar testigos y otra evidencia del acoso o intimidación y presentar su queja por escrito. En el plazo de 10 días de reportar el incidente el director o su designado debe presentar un reporte escrito a la persona que presentó la queja y al individuo acusado. El reporte debe incluir las conclusiones, decisiones y razones. Si la persona está en desacuerdo con la decisión de la investigación, puede presentar una apelación con el Departamento de Servicios Estudiantiles en el 260 S. Willow Ave., Rialto, CA 92376.

PETICIÓN DE TRANSFERENCIA

Un estudiante que ha sido víctima de una ofensa violenta como se define por la ley estatal tiene el derecho de transferirse a otra escuela adentro o afuera del distrito, conforme al Código de Educación de California 46600 § (b). La colocación en la escuela solicitada depende en **el espacio disponible**. Las solicitudes de transferencias las pueden obtener en la oficina de su escuela actual.

COORDINACIÓN DEL DISTRITO
Departamento de Servicios Estudiantiles
Delegado, Servicios Estudiantil o
Delegado, Bienestar y Asistencia Estudiantil
260 S. Willow Ave., Rialto, CA 92376
(909) 873-4336

BULLYING PREVENTION POLICY

The Rialto Unified School District is committed to providing a safe working and learning environment; takes seriously bullying or any behavior that infringes on the safety or the well-being of students, employees or any other persons within the District's jurisdiction; and will not condone retaliation in any form when bullying has been reported. District policy continues to require all schools and personnel to promote among students and staff mutual respect, tolerance, and acceptance.

The California Department of Education (CDE) has developed and made available to school districts a policy model on the prevention of bullying and on conflict resolution. These policies are developed for the purpose of incorporating them into a district wide school safety plan. The attached documents are a sample policy for Bullying Prevention & Conflict Resolution, and Student Code of Conduct for Rialto Unified School District.

Rialto Unified School District Bullying (Cyberbullying) Prevention (Policy model) (Ed. Code 48900(a),(k),(o),(r),(s))

The **Rialto Unified School District** believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The **Rialto Unified School District** will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The **Rialto Unified School District** expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff is expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses the **Rialto Unified School District** will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Definition of Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the **Student Code of Conduct**. It can also be a violation of criminal law. The District will not tolerate unlawful bullying and harassment on school grounds, or when traveling to and from school or a school sponsored activity, and during lunch period, whether on or off campus, or sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

- Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits
- Has the effect of substantially disrupting the orderly operation of school

"Bullying," means *systematically and chronically* inflicting physical hurt or psychological distress on one or more students or school employees. It is unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; is carried out repeatedly and is often characterized by an imbalance of power; or unreasonable interference with the individual's school performance or participation; and may involve but is not limited to:

- 1) Unwanted teasing or taunting (verbal or non-verbal)
- 2) Social exclusion
- 3) Threat
- 4) Intimidation
- 5) Stalking
- 6) Physical violence
- 7) Theft
- 8) Sexual, religious, or racial/ethnic harassment
- 9) Public humiliation
- 10) Destruction of property

“Cyberbullying,” sometimes referred to as internet bullying or electronic bullying, is defined as the “willful and repeated harm inflicted through the medium of electronic text”. It may involve:

- Sending mean, vulgar or threatening messages or images;
- Posting sensitive, private information about another person;
- Pretending to be someone else in order to make that person look bad; and
- Intentionally excluding someone from an online group.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion. (*Ed. Code 32261 Legislative findings, declarations, and intent; Ed. Code 48900, 48900.2, 48900.3, 48900.4, 48915(a) and 48915(c)*).

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators (*give location where listing of designated staff and students is posted*)
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussion confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

The procedures for intervening in bullying include, but are not limited to:

- District-wide training provided for students, staff, parents, and concerned community members about bullying awareness and prevention strategies.
- All staff, students and their parents will receive a summary of this policy prohibiting bullying; at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Conflict Resolution (*Policy model*)

The **Rialto Unified School District** believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, each school within the **Rialto Unified School District** will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

The **Rialto Unified School District** will provide training to provide the knowledge, attitudes, and skill students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus

BULLYING/HARASSMENT COMPLAINT FORM



BULLYING/HARASSMENT COMPLAINT FORM (Students May Report Anonymously)

Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

Student _____ Parent/Guardian _____ Employee _____ Volunteer _____ Other _____

Please check the type of bullying that has occurred (more than one can be checked):

Verbal Abuse
(name-calling, racial remarks, belittling, etc.
Can be done over the phone, in writing,
in person, over the phone, text, email)

Physical
(hitting, kicking, shoving, twisting limbs, spitting,
or destroying personal belongings)

Extortion
(verbal or physical bullying for money
or personal items)

Hazing
(Having to participate in an act of physical or emotional
harm to be part of a group, or are a victim of a group)

Indirect Bullying
(Rejection, exclusion, ignoring, alienating, or
isolating to purposely cause emotional distress)

Cyberbullying
(Using technology to harass, threaten, or target another
person – text, IMs, email, Facebook, videos, MySpace,
Twitter, etc.)

Bullying/ Harassment on the basis of: Race, color or nationality Disability
 Gender or Gender Identity Other

Dates of alleged bullying or harassment(s): _____

Person(s) alleged to have committed the bullying or harassment: _____

Description of the incident: If possible, use specific dates, times, locations, names, etc. Use the
backside of the form or additional sheets if necessary.

Names of Witnesses: _____

Have you reported this to anyone else: Yes ___ No ___ If so, who? _____

Signature of Reporting Person _____ Date _____

Note: Completion of this form will initiate an investigation of the alleged incident of bullying or harassment outlined in this form. All information will be confidential except for that which must be shared as part of the investigation. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment or work assignment. By signing above, you are verifying that your statements are true and exact to the best of your knowledge.

FORMULARIO DE QUEJA POR ACOSO/INTIMIDACIÓN



FORMULARIO DE QUEJA POR ACOSO/INTIMIDACIÓN

(Estudiantes pueden reportar anónimamente)

Fecha presentada: _____

Nombre del estudiante que esta acosado/intimidado: _____

Dirección: _____ Teléfono#: _____

Por favor identificarse usted mismo como:

Estudiante Padres/tutores Empleado Voluntario Otro

Por favor marcar el tipo de acoso que ha ocurrido (puede marcar más de uno):

Abuso verbal

(Insultos, comentarios racistas, menospreciar, etc.
Se puede hacer por teléfono, por escrito, en persona, por texto, email).

Físico

(Golpear, patear, empujar, torcer extremidades, escupir o destruir pertenencias personales).

Chantaje

(Verbal o acoso físico por dinero o artículos personales).

Humillación o ritos de iniciación

(Tener que participar en un acto de perjuicio físico o emocional siendo parte de un grupo, o son la víctima de un grupo).

Acoso indirecto

(Rechazo, exclusión, ignorar, distanciar o aislar para deliberadamente causar ansiedad emocional).

Ciber acoso

(Usar tecnología para acosar, amenazar o centrarse en otra persona – por texto, IM, email, Facebook, videos, MySpace, Twitter, etc.)

Acoso/Intimidación sobre la base de:

raza, color, nacionalidad discapacidad

género o identidad de género

otro

Fechas del alegado acoso o intimidación: _____

Personas que se alegan haber cometido el acoso o intimidación: _____

Descripción del incidente: si es posible, usar fechas, horas, lugares, nombres, etc., específicos. Usar la parte de atrás del formulario o páginas adicionales si es necesario.

Nombres de testigos: _____

¿Ha reportado esto a alguien más?: Si No Si es sí ¿a quién? _____

Firma de persona que presenta queja: _____ Fecha _____

Aviso: Al completar este formulario se iniciará una investigación del alegado incidente de acoso o intimidación descrito en este formulario. Toda la información es confidencial excepto por lo que se debe compartir como parte de la investigación. Presentar una queja auténtica de acoso o intimidación no afectará el empleo futuro, calificaciones, aprendizaje o entorno de trabajo o asignación de trabajo del demandante o informante. Al firmar el formulario usted está verificando que su declaración es verdadera y exacta según su opinión.

Random Safety Inspection Procedures

The Rialto Unified School District Board of Education in an effort to ensure student safety has adopted a Random Safety Inspection Policy (BP 5145.12) at all secondary schools. The program will be coordinated by school site administrators assisted by trained District Safety Officers who will supervise students during this process. Students are selected using a computerized random selection device, and scanned by hand held (wand) metal detectors. *"The use of a metal detector is less intrusive than a physical search and therefore constitutes a minimal invasion of privacy. This tool is generally preferred over a frisk or pat-down when searching an individual for the possession of weapons. (BP 5145.11)*

Random Safety Inspection Procedure

The school Site Administrator assisted by Safety Officers shall ensure that the following safeguards are followed when conducting random safety inspections using metal detectors:

- Security team will enter classroom, make contact with teacher, then give announcement and basic instructions to students before conducting the random safety inspection procedures.
- Each student will walk past the random selection device. A light will flash "red" for search or "green" for no search.
- Students selected for scanning will be asked to empty their pockets and belongings of any metallic objects, and place items in a container provided. The container with items will be placed on a table in plain view of student and officer.
- Next, the student (including their backpacks, purses, etc.) will be scanned with a hand held metal detector (wand). If there is no activation of the metal detector when the student is scanned, then he/she will not be searched.
- However, if an initial metal detector or wand activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry). Student(s) will then be scanned a second time.
- If a second activation occurs, a metal detector or wand shall be used for a third time.
- If the activation is not eliminated or explained by the student, then an officer shall escort the student to an appropriate area where a thorough interview and check of student belongings shall be conducted by a staff member of the same gender as the student in the presence of another District employee. (EC 49050 Article 8. Searches by School employees)
- The inspection shall be limited to the detection of the cause of the activation.

Procedimiento para Inspecciones de Seguridad Ocasionales

La Directiva Educativa del Distrito Escolar Unificado de Rialto en un esfuerzo de asegurar la protección de los estudiantes ha adoptado una Norma de inspecciones o cateos ocasionales (BP 5145.12) en todas las escuelas secundarias. El programa se coordinará por los administradores escolares ayudados por entrenados Oficiales de Seguridad del Distrito que supervisarán a los estudiantes durante este proceso. Los estudiantes son seleccionados usando un aparato de selección computarizado y un detector de mano para escanear (cachiporra) metales. *"El uso de detectores de metales es menos intrusivo que una inspección física y por lo tanto constituye una invasión mínima de privacidad. Este aparato se prefiere generalmente en vez de inspeccionar o esculcar cuando se examina a un individuo por la posesión de armas. (BP 5145.11)*

Procedimiento para inspección de seguridad ocasional

El administrador escolar ayudado por los oficiales de seguridad debe asegurar que las siguientes garantías se cumplen al llevar a cabo los cateos ocasionales usando detectores de metal:

- *El equipo de seguridad entrará en el salón de clase, primero contactará con el maestro, después dará un anuncio e instrucciones básicas a los estudiantes antes de conducir el procedimiento de inspección de seguridad.*
- *Cada estudiante caminará pasando por el aparato de selección. Se encenderá una luz "roja" para escanear o "verde" para no escanear.*
- *Los estudiantes seleccionados para ser escaneados se les pedirá que saquen todo de sus bolsillos por cualquier objeto metálico y colocarlos en un recipiente proveído. El recipiente con los objetos será colocado en una mesa a la vista del estudiante y el oficial.*
- *Después el estudiante (incluso su mochila, bolso, etc.) será escaneado con un detector de metal de mano.*
- *Si no se activa el detector de metal cuando se escanea al estudiante, entonces no será cateado.*
- *Sin embargo, si ocurre inicialmente una activación, se le pedirá al estudiante que remueva otros objetos metálicos que lleve puesto (eje., cinturón y joyas). El estudiante entonces será escaneado una segunda vez.*
- *Si ocurre una segunda activación, se usará por tercera vez el detector de metales.*
- *Si la activación no se elimina o la explica el estudiante, entonces un oficial escoltará al estudiante a un área privada en donde se lleva a cabo un cateo expandido por un miembro del personal del mismo género del estudiante en presencia de otro empleado del distrito. (EC 49050 Artículo 8, Cateos por empleados escolares)*
- *El cateo se limitará a la detección de la causa de la activación.*

K-9 Safety Inspections

The Rialto Unified School District has entered an agreement with Interquest Detection Canines, Inc., to conduct random, unannounced inspections at all of our secondary schools in the District by trained detection canines.

These canines are trained to detect the presence of illicit drugs, alcohol, and gunpowder-based items. Campus buildings, parking lots, and grounds will be randomly inspected for prohibited items. If detected and found, the District will initiate appropriate disciplinary action.

The canines used in this program are non-aggressive, retrieving breeds such as Golden and Labrador Retrievers. They are trained to single out certain scents of contraband items and indicate the area where the scent is detected. Interquest provides services to over 1, 200 public school districts across the nation.

The Rialto Unified School District is taking every reasonable precaution to provide a safe and healthy learning environment for all students, staff and visitors. The canine detection component of our Random Safety Inspection Program is but one element of our District's Comprehensive Safe Schools Plan.

Inspecciones de Seguridad K-9

El Distrito Escolar Unificado de Rialto ha contratado a la agencia *Interquest Detection Canines*, Inc. (Detección Canina) para llevar a cabo inspecciones sorpresivas, sin anunciar, en todas las escuelas secundarias del Distrito por caninos de detección entrenados.

Estos perros o sabuesos son entrenados para detectar la presencia ilegal de drogas, alcohol y objetos con pólvora. El plantel escolar, el estacionamiento y los terrenos escolares serán inspeccionados sin previo aviso y al azar para detectar estos elementos ilegales. Si se detecta y se encuentra contrabando, el Distrito iniciará la medida disciplinaria apropiada.

Los perros de rastreo Perdigueros y Labradores no son una raza agresiva de sabuesos. Están entrenados para discriminar olores específicos de artículos de contrabando e indicar el lugar donde se detecta el olor. *Interquest Detection Canines*, Inc. provee este servicio a más de 1,200 distritos de escuelas públicas en toda la nación.

El Distrito Escolar Unificado de Rialto está tomando todas las precauciones razonables para asegurar un entorno de aprendizaje salvo y seguro para todos los estudiantes, personal y visitantes. El componente de detección canina de nuestro Programa de Rastreo Ocasional es un elemento de nuestro Plan General de Seguridad Escolar del Distrito.

Positive Behavior Intervention System (PBIS) is a proactive approach to establishing the **behaviors** and **social culture** needed for all students in a school to achieve social, emotional and academic success. As a result, Carter High School has adopted the 3Bs as our Schoolwide Behavior Expectations: *Be respectful, be responsible and be safe.*

CAMPUS RULES

Carter High School students are:

1. respectful and abide by the dress code.
2. responsible and throw their trash away in the respected trash bins.
3. safe and responsible and ensure their skateboards and/or bicycles are locked away in the appropriate areas prior to coming onto campus.
4. respectful and only use electronic devices when authorized by the teacher for instructional purposes.
5. respectful and responsible and do not steal, deface or abuse district, staff, or student property.
6. responsible and have their Student I.D. on their person at all times while on campus.
7. respectful and ensure their demonstration of physical affection is limited while on campus.

*for more information see the Rules by Location on page 9.

ENVIRONMENTAL SAFETY



Due to concern for the safety of students and staff with specific allergies, students are not permitted to bring **Aerosol Dispensers (i.e. spray cans, body sprays, etc.)** on campus, or to use such products in excess during school hours.

Reference: Administrative Regulation 3514-Business and Non-instructional Operations -Environmental Safety

If a student is found with these products, parent/guardian will be contacted to address the concern.

Dropped Off Equipment or Clothes

To protect instructional time and limit distractions for students and teachers, the following policy will be used. Items, such as PE clothes, **homework, lunch money**, athletic uniforms and equipment, etc., will not be delivered to a classroom during the school day. All items that are requested to be given to a student will be kept in the front office for the student to pick up at lunch or after school. **No food deliveries will be allowed during the school day. This includes food from restaurants and pizza delivery.**

SEARCH AND SEIZURE

The administration retains control over lockers, buildings, parking lots, and grounds, and has the right to search them without a warrant. All persons entering a school site may be subject to a metal detector scan and/or search to ensure that weapons, drugs, or other dangerous items are not brought on campus. Violators may be subject to suspension, expulsion, or arrest.

SINCE MANY OF THE RULES RELATING TO STUDENT CONDUCT INVOLVE VIOLATIONS OF CIVIL LAW, SCHOOL OFFICIALS MAY BE REQUIRED TO REPORT THESE VIOLATIONS TO THE LOCAL LAW ENFORCEMENT AGENCY.

LOST, STOLEN, OR CONFISCATED ITEMS

The school is **not responsible** for **LOST, STOLEN, or CONFISCATED** items. This includes the student's schoolbooks.

STUDENT CONDUCT

STUDENT CONDUCT

HAZING

A student who commits any act that injures, degrades, disgraces, or tends to injure, degrade, or disgrace any fellow student is guilty of hazing. Trash canning or tossing students into showers, "pambas" or knuckle-raps to "celebrate" birthdays are examples of hazing. Any "fake fighting" will be classified as fighting. Students committing acts of hazing may be suspended or expelled.

HARASSMENT

Harassment, threats, or intimidation against a student or group of students, or causing, attempting to cause, or threatening to cause, or participating in an act of hate violence, are punishable by suspension or expulsion.

SEXUAL HARASSMENT

Students of Carter will not be involved in any kind of sexual harassment of other students or adult staff, while attending school or any extracurricular activity. All students, male and female, who are found to be involved, will be subject to criminal or civil prosecution. **NOTE: If your behavior is deemed offensive to a third party, that behavior may be interpreted as sexual harassment.**

KNIVES

Knives of any length are not allowed at school. Any knives that are brought to school will be confiscated and the student in question may be arrested, suspended, or expelled from school.

FIREWORKS

The possession or discharge of fireworks of any kind is prohibited by county ordinance and will result in suspension or expulsion from school and possible arrest. Igniting devices such as lighters, matches, etc. are not to be brought to school.

CONTROLLED SUBSTANCES/LOOK-ALIKE SUBSTANCES

Students found to be under the influence of a controlled substance (i.e. drugs or alcohol, look-alike drugs, non-prescription and prescription drugs) will be referred to law enforcement, parents will be notified, and the student will be suspended, and may be recommended for expulsion.

PEPPER SPRAY/MACE

Pepper spray and mace are considered dangerous objects and are not allowed on campus. Police will be notified if a student is found with either in their possession.

• P. E. LOCKER POLICIES

P.E. Lockers are not available on weekends or after school hours.

- 1) Lockers are subject to search by school officials.
- 2) No sharing or trading of lockers is permitted.
- 3) Keep your locker combination confidential.
- 4) You are responsible for items found in your locker – NO EXCEPTIONS!
- 5) No decorating outside of the lockers.
- 6) Do not leave food overnight or on weekends.



SUSPENDABLE OFFENSES

Education Code Section 48900.

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

DRESS CODE

Dress and Grooming Code (AR 5132): Carter High School students are responsible, safe and respectful, and as a result, students adhere to the dress/grooming expectations outlined below:

Expectation 1: Appropriate shoes must be worn at all times while on campus.

Expectation 2: Students must wear undergarments. Clothes must cover undergarments and/or private areas such as posteriors and cleavage at all times. Tops must have shoulder straps and should not show midriff that is not easily concealable. Sheer or see through clothing must have clothing underneath that covers undergarments.

Expectation 3: Clothing, jewelry, and personal items shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, depicting violence, sexually suggestive, drugs, alcohol or tobacco company advertisements, gambling, weapons, explosives or any apparel which advocate racial, gender, sexual, ethnic or religious prejudices, or creates animosity between groups, construes a "double meaning," has any type of gang affiliation (including bandannas), or creates an unsafe disturbance by virtue of its content.



Gang or crew-related apparel: Individual schools may establish a dress code prohibiting gang-related apparel at school or school activities. Any style of clothing, color of clothing, sports team name or logo may be deemed gang related by the principal, staff, and parents/guardians participating in the development of the school safety plan. The definition of "gang-related apparel" shall be limited to the definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1) State Education Code 48900-48926

CODE OF ACADEMIC INTEGRITY (CHEATING POLICY)

The faculty, students, and administration of Carter High School support and abide by the principle that absolute integrity is expected of every student in all academic undertakings. Students must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or be a party to another student's failure to maintain academic integrity.

1. Students assume responsibility for the content and integrity of the work they submit, such as homework, class work, quizzes, examinations, projects, reports, and research papers.
2. Students will be considered cheating if they knowingly represent the work of others as their own. Examples include, but are not limited to-
 - The copying of someone else's homework, class- work, essay or project, and paying for formula papers or reports.
 - Use or obtain or giving unauthorized assistance in any academic work. Examples include, but are not limited to, using "crib" notes or an electronic device capable of storing information, copying another's test answers, obtaining exam materials, questions or answers prior to the exam, and excessive contribution from others.
 - Alter grades, answers, or other information on any written school-work or other school document. Examples include, but are not limited to, giving unearned points to another student, changing answers after work has been graded, changing points after work has been returned, and misrepresenting physical performance.
 - Commit plagiarism. Plagiarism is presenting someone else's words (spoken or written), ideas, and/or artistic works or thoughts as if they were one's own. Examples include, but are not limited to, the copying and/or paraphrasing encyclopedia entries, the copying and/or paraphrasing of ideas in Cliff's, Barron's or other similar "notes," the copying and/or paraphrasing of critical sources, the copying and/or paraphrasing of information from Internet sources.
 - **DO NOT COPY & PASTE your ANSWERS on any ONLINE ASSIGNMENT.**

Students should not cheat in any course while attending W.A. Carter High School.

DISCIPLINARY ACTIONS for CHEATING / PLAGARISM: Determined by the individual teacher

RIALTO UNIFIED SCHOOL DISTRICT CRITICAL INCIDENT RESPONSE PLAN

SAFETY CONTROL DISPATCH (909) 820-6892

**NOTE: 911 (EMINENT DANGER) LIFE-THREATENING CALLS
SUPERCEDE CRISIS COMMUNICATIONS FLOW CHART**

CRISIS COMMUNICATIONS FLOW CHART



<p>ACTIVE SHOOTER VIOLENT INTRUDER</p> <p>Call 911</p> <p>RUN: Quickly & safely get away from area</p> <p>HIDE: Get into a building, lock & barricade doors, shut off lights, silence cell phone</p> <p>PREPARE TO DEFEND: Be ready to protect & defend yourself using any item available</p> <p>REMAIN IN PLACE: Wait for all clear from authorities before evacuating your area</p>	<p>EARTH QUAKE</p> <p>Drop, Cover, and Hold...</p> <p>Under a table or desk or against an interior wall until shaking stops (Do Not Stand in Doorway)</p> <p>After shaking stops, check yourself and others for injuries</p> <p>Evacuate if directed by Emergency Personnel and/or authorized District staff</p>	<p>BOMB THREAT</p> <p>If you receive a Bomb Threat:</p> <ul style="list-style-type: none"> • Stay calm • Pay close attention • Obtain vital information <p>Call 911 and provide them with your information.</p> <p>Very important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures.</p> <ul style="list-style-type: none"> • Check your work area for unfamiliar items. Do not touch suspicious items; report them to authorities • Take personal belongings when you leave. • Leave doors and windows open; do not turn light switches on or off. • Use stairs only; do not use elevators • Move far away from the building and follow instructions of emergency responders
<p>FIRE/EVACUATION</p> <ul style="list-style-type: none"> • Call 911 • Activate nearest fire alarm • Proceed to nearest exit • Use stairs, not elevators • Assist persons with disabilities • Meet at designated assembly area • Account for individuals • Re-enter area only when authorized by emergency personnel <p>Fire Extinguisher Instructions P – Pull safety pin from handle A – Aim nozzle at base of fire S – Squeeze the trigger handle S – Sweep from side to side</p>	<p>MEDICAL EMERGENCY</p> <ul style="list-style-type: none"> • Call 911 and/or Safety Control Dispatch (909) 820-6892 • Remain Calm – provide comfort to the sick or injured person • Provide name, location & type of emergency • Stay on the phone for instructions • Provide First Aid if you are certified • Follow the Directions from Emergency Personnel • Move victim only if danger is imminent • Designate someone to meet first responders 	<p>SUICIDE THREAT OR ATTEMPT</p> <p>WHAT: When a person makes verbal or physical gesture to inflict self-harm, follow the recommendations below.</p> <p>If threat is imminent, do not delay, call 911</p> <p>ACTIONS TO TAKE</p> <ol style="list-style-type: none"> 1. Make every effort to clear others from the area. 2. Remain Calm & Listen attentively 3. Get individual to talk (remember vital information) 4. Stay with the individual 5. Notify staff resources for assistance (i.e., principal, counselor, nurse, crisis team)
<p>CHEMICAL/HAZARDOUS SPILL</p> <p>Call 911 Give a description of the type of chemical, size, possible exposures</p> <ul style="list-style-type: none"> • Evacuate the area and/or building • Wait for all clear indication from emergency personnel • Call Risk Management at (909) 820-7700 ext. 2110 		



A Philosophy and a Purpose

Athletic programs are an integral part of the educational experience. They are a natural extension of the high-school curriculum that provides activities for the growth and development of our students. Athletics and athletic competitions are learning environments for social and cultural understanding, assimilation of cultures, integration of races, and the breaking of sexual stereotypes. Team membership and athletic competitions cross those artificial lines caused by personal finances, religious beliefs, and family background.

The purpose of the interscholastic athletic program is to provide student-athletes with an enjoyable and challenging athletic environment which emphasizes the attainment of both physical skills and strong character development. The program aims to develop in the students, excellent sportsmanship, a strong work ethic, a spirit of cooperation, leadership skills, how to win and lose gracefully and such personal character traits as integrity, loyalty, humility, and maturity. In addition, the program aims to develop a student with an improved self-image, the ability to learn a new skill, and an intrinsic motivation for growth and development. It strives to see a student who will demonstrate a willingness to accept responsibility for his/her actions, measure him/herself against standards of quality, express ideas and solutions to problems, and value fair play, honesty, and cooperation.

The program plays an important part in helping the individual student develop a healthy self-concept as well as a healthy body and mind. Competition adds to the school and community spirit and helps all students, spectators, as well as participants develop pride in their school and community

Athletic Mission Statement

To develop well-rounded student athletes who go on to winning performances on both the playing field and in the classroom. It is the program's goal that each student-athlete will learn self-discipline, skill acquisition, sports citizenship, commitment, work ethic, pride, responsibility, cooperation and respect for teammates, opponents, officials that will lead to and demonstrate membership in a quality community.

ELIGIBILITY FOR ATHLETIC ACTIVITIES

Students must have achieved a 2.0 or better GPA. Students participating in extracurricular activities will meet existing state and local eligibility standards relating to specific organizations, such as California Interscholastic Federation (CIF), organization or club by laws, and school district administration guidelines. Minimum scholarship requirements for participation in all extracurricular activities are:

1. CIF and the district policy requires students must have passed at least five classes (25 semester units or work) at the completion of the last regular grading period (quarter).

Students with a verified, unexcused absence from class(es) become ineligible for the subsequent game(s)/match(es)/competition(s).

CIF Rules and District policy require that any student who intends to participate in an athletic contest must comply with special regulations.

These rules are not negotiable and will result in game forfeiture if a school/student fails to comply. Therefore, if you plan to participate in high school athletics, please be prepared to complete the following documentation:

- Informed Consent Form (signed by a parent/guardian)
- CIF Athlete's Code of Ethics (signed by parent/guardian and student)
- Athletic Emergency Information Form (must present proof of insurance with a copy of insurance card)
- Physical Release (signed by a doctor)
- Residential Ability (signed by parent/guardian)

2. It is the student's responsibility to clear unexcused absences.
3. Students who are not eligible, but wish to participate in an extracurricular activity, may request that their eligibility status be reviewed by the school principal or designee. The principal or designee shall make recommendations to the student and parent regarding remediation and support to assist the student becoming eligible or may grant one-time only waiver upon request of the parent and student. No future waivers may be granted under any circumstances (AR5321).



PARENT RIGHTS/UNIFORM COMPLAINT PROCEDURE

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint relating to Federal Consolidated Categorical Aid Programs, State Consolidated Categorical Aid Programs, Special Education and unlawful discrimination. Federal programs include No Child Left Behind Act of 2001: Title I (Basic Programs), Title II (Teacher Quality and Technology), Title III (Limited English Proficient), Title IV (Safe and Drug Free Schools), Title V (Innovative Strategies); Title VI (Rural Education Achievement Program); Adult Education, Career/Technical Education, Child Development, Consolidated Categorical Aid Programs, Indian Education, Nutrition Services and Special Education. State Consolidated Categorical Aid Programs include Economic Impact Aid (State Compensatory Education), Economic Impact Aid (California Economic Impact Aid-Limited English Proficient), Peer Assistance and Review, School Improvement Program, School Safety and Violence Prevention, and Tobacco Use Prevention Education; unlawful discrimination because of actual or perceived sex, sexual orientation, gender (identity or expression), ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six (6) months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within sixty (60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.
4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainant's right to appeal the LEA's Decision to CDE (g) Procedure to be followed for initiating an appeal to CDE(see #5).
5. The complainant has the right to appeal and/or review the Senior Director of Personnel Services' decision through the appeal process by notifying the Board within five (5) days of the Director's decision. Any complainant may appeal the District's decision to the Superintendent of Public Instruction, State Department of Education, within fifteen (15) days of receiving the District's decision. The appeal must include a copy of the complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.
6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.
8. If you are alleging that you are a victim of discrimination, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the District's complaint procedures free of charge, please contact the

Senior Director of Personnel Services, Rialto Unified School District
182 E. Walnut Avenue, Rialto, CA 92376, (909) 820-7700 Ext. 2431.

Attendance Office Phone Number: 854-4100 Ext. 21145, 21142, 21154, 21156

Students who attend school regularly and who arrive in class on time enhance their learning experience and develop a stronger sense of responsibility. As early as possible, we need to make students aware of the value of attendance and punctuality. Employers may call for information on a student's attendance record. In addition, students' work permits and participation in extra-curricular activities require satisfactory attendance. (Board Policy 5113)

Attendance will be monitored closely at Carter High School and, as mandated by law, we report student attendance to various state agencies. If the student is on probation, has received a truancy citation or if the parent is involved in the CalWorks program, we provide attendance verification to these agencies. It is, therefore, extremely important that students under these conditions attend school regularly and that the parent keep in contact to ensure that the attendance and grades meet the requirements of the contracts they have signed.

Regular Attendance and Learning are Related: Carter High School is committed to promoting and recognizing outstanding attendance, as well as assisting students and their families with attendance problems. "The Board recognizes its responsibility under the law to ensure that students attend school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the programs of excessive absence or truancy. (Board Policy 54113a)

A student's absence must be verified within 24 hours. An absence may be verified in one of the following ways:

1. The parent/guardian calls the attendance office on the day of the absence.
2. The student may bring a note that includes date(s) of absence, reason for absence, student's full name, grade, parent/guardian signature, and home/cell/work telephone number, and submit it to the attendance office.
3. A student arriving to school 20 minutes after school starts must have the absence cleared by a parent/guardian, or he/she will be marked truant. Students arriving more than 30 minutes late after first period will be marked absent. The absence must be cleared by parent/guardian or it will be changed to truancy.

Remember:

- If a student will be absent for an extended period of time due to illness, surgery, or death in the family, the parent must call the attendance office and homework will be requested if student will be absent three or more days.
- If a student will be absent due to vacation or family issues for three or more days, parents need to call the Attendance Office prior to the absences and student will be responsible to request homework directly from his teachers.
- Unverified absences will be marked truant after 24 hours.
- Seniors: Five or more absences in the school year without a valid excuse, excessive trancies or tardies will affect his/her eligibility for school activities.
- Students running for any office such as ASB, prom court, etc., must have acceptable attendance.

Tardy policy: Students with 3 tardies will receive a call home with a warning. The 5th tardy will result in the loss of 15 minutes from lunch. Administration will be picking up these students and escorting them to the OCI room or to the proficiency house office for their 15-minute detention. If the student misses their lunch detention, the time will double. Being tardy means not being inside their scheduled classroom when the late bell rings in the morning or being late to class during the day. Students who are tardy to class will have to pick up a late pass and then expected to go back to class. Please be sure to have your child here at the school before the bell rings. You can drop off your child starting at 6 AM.

Excused Absences: Absence from school shall be excused only for illness, doctor/dentist appointment, bereavement of an immediate family member or court ordered appearance as permitted by law, Board policy and administration regulations. (Education Code 46010.5, 48205, 48216) Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergencies. (Board Policy 5113a) Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law. (Education Code 46014)

Absences and Extra-curricular Activities: Students must attend school a minimum of four periods on the day of an event to be allowed to participate in extra-curricular activities that day or evening. If an activity occurs on a weekend, students must have met the above condition on Friday. This includes participation in sporting events, dances, field trips, and visits to theme parks. Also, all unverified absences must be cleared.

Unexcused Absences/Truancy: The Superintendent or designee shall implement positive steps to reduce truancy, such as communication with parents/guardians and the use of student study teams. As means of correction of truancy, students will receive any of the following consequences: mandatory Saturday School, Citation, Truancy Classes (STRAIT program) and SART (Student Attendance Review Team). The District participates in the county school attendance review board as allowed by law in order to meet the special needs of students with school attendance or behavior problems. When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, the parent/guardian of a student who has been classified as truant may be referred to the Student Attendance Review Board. (Board Policy 5113b).

All absences count toward Chronic Absenteeism

1. Unexcused Absences
2. Excused Absences
3. Suspensions
4. Unverified absences
5. Tardies

Education Code (EC) Section 60901 (c) (1)

School Attendance Review Team Process (SART)

Updated 7/01/2018

3 absences will lead to **SART letter #1** – generated and mailed by Child Welfare and Attendance Office

6 absences will lead to **SART letter # 2** –generated and mailed by Child Welfare and Attendance office

9 absences will lead to **SART letter # 3** –generated by Child Welfare and Attendance Office and mailed by Attendance Specialist with an appointment for a SART meeting. SART meeting will be held at the School Site.

12 absences will lead to an Attendance Intervention Meeting (AIM) at the Child Welfare and Attendance Office

15 absences or more will lead to a SARB referral. SARB meeting will be held at the district. Change of school may result for SARB's decision.

- **More than five unexcused absences can hinder a senior's ability to participate in Senior Activities.**
- **All students are expected to be in school on time each day.**

Early Dismissal: If a student needs to leave campus early, he/she must bring a note from the parents to the Attendance Office before school. The request will be verified by the office and a permit will be issued to the student. If the attendance clerk is unable to verify request for early dismissal with parent or guardian, such request may be denied or result in a late release. The student must sign out at the Attendance Office before leaving campus. If a parent's note was not provided, the minor student will not be allowed to leave the campus by him/her self unless parent or emergency contact comes in person to pick the student up. Phone calls will not be accepted. Students who are eighteen (18) years of age should expect parent notifications prior to early dismissal. Parents or emergency contacts must show identification when coming to the Attendance Office to pick up a student. Please note: Excessive early dismissals can count against a student's attendance.

****If a student is of legal age (18), and wishes to leave school early, they will be required to have filled out the consent form with their parent and have it on file in the attendance office.****

Truancy Ordinance: The city of Rialto has active truancy ordinances. These ordinances prohibit any minor to loiter, idle, wander, stroll, or play in or upon public streets, highways, roads, alleys, parks, playgrounds, parking areas, or other public grounds, public places, places of amusement and eating places, vacant lots or other unsupervised places, or any place open to the public when said minor's school is in session. Police departments will enforce these ordinances and students in violation of the ordinances will be cited. The student and the parent/guardian will be required to appear in court. Fines (as much as \$250.00) may be imposed by the court and students will be required to perform community service. Additionally, it is unlawful for the parents, guardians or other adult person having the care and custody of a minor to violate these ordinances. Parents, guardians, or other adult in violation of these ordinances will be subject to a fine not to exceed \$1,000 and may be required to perform community service. Should truancy become a serious student problem, every effort will be made to address the difficulty. It is our intention to assist the student in resolving such dilemmas. Parents, students, and administrators must work together to make that possible. Therefore, truanancies will be dealt with by the various intervention methods listed below:

1. Parent notification.
2. Student-administrative contracts.
3. Parent/student/administrator conference.
4. Excessive absences may result in a class schedule modification and/or an alternative education program.
5. Student Attendance Review Team (SART) - This meeting is an attempt to resolve attendance obstacles. If attendance issues persist, referral to the Student Attendance Review Board (SARB) is initiated.
6. Student Attendance Review Board (SARB) - This board is composed of community members who meet to review cases referred to them by the school through our district office. Referrals are made for students with extreme attendance problems, habitual tardiness and/or truanancies. Meetings are held at the Registration Building or DRC.
7. STEP-UP Saturday School - All students have the option of attending STEP-UP Saturday School to improve their attendance record. Students may voluntarily attend to replace excused and unexcused absences with positive attendance. Students will be required to attend for any unverified absences or truanancies as well as minor discipline infractions. Students who do not attend Saturday School assigned from Tardy Sweep will be automatically re-assigned Saturday School the following week as a courtesy. If the student does not attend the re-scheduled Saturday School, the student will be assigned OCS for an entire day.

18-Year-Old Students: Any student, who has turned 18 years of age while in high school, may continue to attend until graduation, provided they maintain satisfactory levels of effort and conduct. Students, who are 18 years old, may be dropped from Carter High School if irregular attendance continues after a SART meeting has been held. Students who have withdrawn from school and present themselves for reenrollment after they have reached the age of 18 may be referred to the district Adult Education or college programs suitable to their needs.

- Students running for any office such as ASB, prom court, etc., must have acceptable attendance.

GOOD ATTENDANCE FOR SUCCESS
Every Minute
in School Counts





Perfect Attendance Awards

The Rialto Unified School District is placing a hold on Perfect Attendance Awards from March 12, 2020, until further notice, due to the Coronavirus (COVID-19) pandemic.

The district strongly encourages daily attendance, but not at the risk of our students' and staff's health and well-being. Students will be held harmless during this period in relation to Perfect Attendance.

If a student misses a day of instruction (in-person or via distance learning) during this time period, their cumulative Perfect Attendance status will not be affected.

Examples of Cumulative Perfect Attendance Awards:

- Perfect Attendance from Kinder through 5th grade
- Perfect Attendance from Kinder through 12th grade
- Perfect Attendance from 6th through 8th grade



Premios de Asistencia Perfecta

El Distrito Escolar Unificado de Rialto está suspendiendo los Premios de Asistencia Perfecta del 12 de marzo de 2020 hasta nuevo aviso debido a la pandemia del Coronavirus (COVID-19).

El distrito motiva encarecidamente la asistencia diaria pero no a riesgo de la salud y bienestar de los estudiantes y personal. Los estudiantes serán exentos durante este periodo en relación a la Asistencia Perfecta.

Si un estudiante falta a un día de instrucción (en persona o por aprendizaje a distancia) durante este periodo de tiempo, su estatus cumulativo de Asistencia Perfecta no se verá afectado.

Ejemplos de Premios de Asistencia Perfecta Cumulativa:

- Asistencia perfecta desde Kindergarten a 5.º grado
- Asistencia perfecta desde Kindergarten a 12.º grado
- Asistencia perfecta desde 6.º a 8.º grado

Acceptable Use Policy Internet and Email Permission

We are pleased to offer students of the Rialto Unified School District access to the district computer network for electronic mail and Internet access. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parent permission and must sign and return a copy of the Acceptable Use Policy form. Students 18 and over may sign their own AUP form. The AUP form is available through the library. Upon return of the AUP form, students will receive an AUP sticker to place on their I.D. card.

Access to e-mail and the Internet will enable students to explore thousands of curriculum related resources and communicate with people throughout the world. These resources will be invaluable in your student's learning experience. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Rialto Unified School District supports and respects each family's right to decide whether or not to apply for access.

District Internet and E-Mail Rules: Students are responsible for appropriate behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The following are not permitted:

- Sending, displaying, or accessing offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work, or files
- Employing the network for commercial purposes

The network is provided for students to conduct research and communicate with others on academic topics. Students are responsible for their behavior and communications on those networks. Access to network services is given to students who agree to act in a considerate and responsible manner. Violations of the district policy described will result in access privileges suspended or revoked as well as other disciplinary or legal action.

Network storage areas will be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

5 Tips To Succeed in an Online Class

- 1 Tackle time management**
 Putting off watching online lectures and doing assignments will only cause you stress.
 Reduce your Netflix time by a few hours a week, put that time toward your online education, and you'll be golden!
- 2 Find a good study space**
 WiFi? ✓
 Comfortable? ✓
 Organized? ✓
 No distractions? ✓
 Now, go forth and study!
- 3 Form a study group**
 Make studying funtish and reach out to other students in your class. Maybe you'll even make some new friends out of it!
- 4 Take breaks**
 Know your limits. If you've been staring a screen for hours, your brain is tired. Go for a walk, grab a snack, and take a breather.
- 5 Reach out to your professor**
 Don't be afraid to send them an email or go to office hours. They're there to help!

<https://www.scholixipoints.com/campuslife>
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Google Meet Etiquette

Mute Yourself! 	Be on Time! 	Turn on Video!
Come Prepared! 	Sit Still! 	Be Respectful!
Find a quiet space! 	Raise your hand to talk! 	No eating!



Parking Permits

On our campus is a privilege for students, and vehicles should be registered. To register a vehicle, the student must bring a current student I.D. card, California driver's license, vehicle registration, and proof of insurance for the vehicle being registered, to **Ms. Nori** in the office. A current parking sticker must be visible for all cars parked in the student parking lot. CHS is not responsible for damage, theft, and/or vandalism to vehicles or articles left in the parking lot. Students should report any accident or vandalism to the Administrations or School Resource Officer within 24 hours.

<u>BICYCLES AND SKATEBOARDS</u>	<u>LOST AND FOUND</u>	<u>PE LOCKERS</u>	<u>NURSE/HEALTH OFFICE</u>
Bicycles and skateboards should be secured in the bike and skateboard racks by personal padlock in the secured gated area in the front of the school. The District and school will not be responsible for bicycles or skateboards which are lost, stolen or damaged. Due to liability concerns, bicycles, skates, skateboards, roller blades, hover boards, etc., are not to be ridden on campus. Helmets are required for bike and skateboard riders.	Lost and found articles are to be turned in to the front office or to a campus employee. Students who lose articles are urged to check on them immediately. The school is not responsible for lost or stolen items.	PE lockers are assigned for the students to use during the PE period only. Do not bring or leave valuables such as expensive jewelry, money, etc. in your locker. Students should not reveal their combination to anyone. The school is not responsible for lost or stolen items.	Carter High School provides a full-time school nurse. With the exception of emergencies, students who are ill should request an authorized hall pass from the teacher and report to the Health Office. Students who need an elevator key due to an injury must see the nurse. In case of an accident to a student, the school nurse or other staff member trained in first aid will render services until the parent(s) or family medical advisor can be summoned. Make sure your emergency card is updated and current.

CLOSED CAMPUS

Carter High School is a closed campus. This means that students may not go off campus at any time (including lunch) during the regular school day.



The district's cell phone/electronic devices policy has not been finalized as of August 10, 2020. When students return to campus for hybrid learning during the 2020-2021 school year, the expectations of the policy will be communicated to students, parents, and staff.

Our handbook will be updated to reflect the policy.

Mobile Communication Devices: Board Policy/Administrative Regulation 5131.8

La norma del distrito sobre teléfonos/aparatos electrónicos no se ha finalizado desde el 10 de agosto de 2020. Cuando los estudiantes regresen al plantel para el aprendizaje híbrido durante el año escolar 2020-2021, las expectativas de la norma se les comunicará a los estudiantes, padres y personal.

Nuestro manual se actualizará para reflejar la norma.

Aparatos de comunicación móviles: Norma de la Directiva/Regulación Administrativa 5131.8

9th Grade – Class of 2024**August**

- Read, read, read – books you enjoy and books from the English reading list. It will make you a better thinker, give you new ideas, and build your vocabulary.
- Get involved in activities you care about – at school and after school (sports, clubs, community service, church group, etc.)
- Attend counselor presentations regarding academic, personal/social, and career development
- Register early to take the Princeton Review a practice SAT or ACT in September

September

- Be sure your classes meet the A-G requirements if you plan to attend a four-year university directly from high school.
- Start off your school year right. Remember: every grade you earn will be listed on your transcript. Ask your teachers & counselors for assistance as soon as you know you need it.
- Track your grades weekly on Synergy.
- Attend Club Rush
- Attend counselor presentations regarding 4-Year plans
- Attend Back to School Night and the College & Career Fair
- Attend Parent

October

- Explore the Career Center on campus.
- Sign up to take the PSAT. Listen to the bulletin for sign up information.
- Have parent(s) contact or set up meeting(s) with teachers in academic areas of difficulty or concern. Make a plan for improvement. If problems persist, see your counselor. Remember: if you receive an “F” grade in a core academic class, you will need to *repeat* the class in order to recuperate credits.
- 1st quarter grading ends!

November

- Utilize your School Counselor, the Career Center, and the Library to do some career and college searches.
- Visit websites on-line for more information on colleges & careers

December/January

- Continue to meet with teachers and check the Synergy Student Connect to monitor progress in areas of difficulty.
- Prepare for 1st semester finals.
- Attend counselor presentations regarding next year’s classes

February

- Continue to work hard in your classes and remember 9th grade grades count for college too.
- Get ready to request classes for 10th grade. Select courses for next year carefully; remember honors/AP and elective classes are never guaranteed. Please consult with your parent on future classes. Select a challenging schedule *without* overwhelming yourself.
- Sign up for Rialto Unified School District Summer School classes.

March/April

- Registration for 10th begins this month
- 3rd quarter grading period ends!

May/June

- See your counselor for any last minute changes to your 10th grade course selections for next year.
- Set up summer activities: (i.e. job, job shadowing, volunteer work, internship, college visits, etc.)
- Ask your counselor for a summer assignments for Honors/AP courses or visit the CHS website.
- End the year in good academic standing
- Prepare for 2nd Semester finals.

10th Grade – Class of 2023

August

- Read, read, read – books you enjoy and books from the English reading list. It will make you a better thinker, give you new ideas, and build your vocabulary.
- Review your summer school grades, high school coursework and activity plans
- Participate in non-academic experiences and programs.
- Investigate your career interests - interview adults and visit workplaces, where possible. Volunteer to work in your areas of interest. Visit colleges of interest.
- Review grades and credits. Track your grades weekly on Synergy.
- Attend counselor presentations regarding academic, personal/social, and career development

September

- Be sure your class schedule meets the RUSD graduation requirements & A-G requirements.
- Start off your school year right. Remember: 10th grade GPA is one of the most important when determining college admissions. Ask your teachers & counselors for help as soon as you need it!
- Attend Club Rush at both lunches
- Attend Back to School Night

October

- Sign up to take the PSAT. Listen to the bulletin for sign up information.
- Sign up in the Career Center to attend college representative sessions.
- Have parent(s) set up meeting(s) with teachers in academic areas of difficulty or concern. Make a plan for improvement.
- 1st quarter grading ends!

November

- Utilize your school counselor, the Career Center, and the Library to do some college and career searches.
- Visit websites on-line for more information on colleges & careers.

December

- CSU Mentor is a personalized online college and career planning tool free to students
- Continue to meet with teachers and check the Synergy to monitor progress in areas of difficulty.
- Prepare for 1st semester finals.

January

- Attend counselor presentations regarding next year's classes

February

- Get ready to request classes for 11th grade. Select courses for next year carefully; remember Honors/AP and elective classes are never guaranteed. Please consult with your parent on future classes. Select a challenging schedule *without* overwhelming yourself.
- Sign up for Summer School classes.
- Registration for 11th grade is in **February**

March/April

- 3rd quarter grading period ends!
- If you plan to attend a summer college program, check registration guidelines now.

May/June

- Set up summer activities: (i.e. job, job shadowing, volunteer work, internship, college visits, etc.)
- Ask your counselor for summer assignments for Honors/AP courses or visit the CHS website
- Prepare for 2nd Semester finals.
- End the year in good academic standing!



11th Grade – Class of 2022

August

- ❑ Review your summer school grades, high school coursework and activity plans
- ❑ Keep in mind that colleges are looking for a strong Academic GPA, challenging coursework and involvement in extracurricular activities
- ❑ Obtain a Social Security Number. You will need it to apply for college and financial aid. Memorize your number and keep it in a safe. Consider taking a PSAT or SAT preparation course to help prepare for the SAT!

September

- ❑ Start off your school year right. Ask your teachers and counselors for help as soon as you need it!
- ❑ Participate in clubs and other volunteer activities throughout the year.
- ❑ Attend counselor presentations regarding academic, personal/social, and career development
- ❑ Attend Back to School Night
- ❑ Register and Study for the PSAT. – sign up through the Student Store
- ❑ Visit the CHS Career Center to identify sources of college and career information. Info may also be found online.
- ❑ Create a plan for taking the SAT or ACT and other college admissions tests in the Spring of 2014
- ❑ Review grades and credits. Track your grades weekly on Synergy.

October

- ❑ Meet with the college admissions representatives and attend presentations in the CHS Career Center throughout the year
- ❑ Check out California Career Zone to take an assessment to determine your strengths!
- ❑ Have parent(s) set up meeting(s) with teachers in academic areas of difficulty or concern. Make a plan for improvement. If problems persist, see your counselor.
- ❑ Attend Parent night- College Representatives will be in attendance
- ❑ Sign up to take the PSAT. Listen to the bulletin for sign up information.

November

- ❑ Start looking into eligibility requirements for federal, state, institutional and private financial aid.
- ❑ Start to identify colleges that match your interests and intended major.

December

- ❑ Start planning to take the SAT or ACT. Visit the Career Center or Counseling Office for registration deadlines. Colleges will accept either SAT or ACT; we suggest taking both. The SAT Subject Test is no longer a requirement for admission to UC Schools.
- ❑ Check with colleges you are applying to and find out specific testing requirements.
- ❑ Prepare for 1st semester finals.
- ❑ Semester 1 ends

January

- ❑ Review the catalogs and websites of the 3-5 colleges that interest you the most. If appropriate, apply for an interview and or overnight visit.
- ❑ Attend counselor presentations regarding next year's classes
- ❑ During your college visits, make sure you meet with an admissions and a financial aid officer to find out what types of aid are available

February

- ❑ Start seriously investigating private scholarships and other student aid programs. Read the CHS scholarship bulletins and visit the CHS Career Center.
- ❑ See your counselor if you believe you qualify for an SAT or ACT fee waiver.

March

- ❑ Continue investigating outside funding sources.
- ❑ 3rd quarter grading ends!

April

- ❑ Begin scheduling visits to schools that are on your final list.
- ❑ Attend college presentations in the CHS Career Center
- ❑ Get plenty of sleep and eat breakfast daily – CAASPP testing is in mid-April

May

- ❑ Take the SAT or ACT exams
- ❑ From early to mid-May, Advanced Placement (AP) exams are given in high schools nationally.
- ❑ Be aware of the test dates and registration deadlines for the remaining SAT or ACT exams. You may take them through **December** of your senior year for score improvement.
- ❑ Ask your counselor for summer assignments for Honors/AP courses.

CLASS
➤ of ➤
2022

SENIORS -CLASS OF 2021!

August

- ❑ Review your summer school grades, high school coursework and activity plans
- ❑ Review your career plans and decide which type of postsecondary education/training is best for you.
- ❑ Visit some college campuses including UC, Cal State and Private.
- ❑ Go on-line to review admissions information and deadlines. Start EARLY!
- ❑ Create a file for each school to which you will apply –keep copies of everything!
- ❑ Visit the Career Center or School Counseling Office for registration materials for SAT / ACT and fee waivers.
- ❑ Be sure you are in the required classes for graduation and college. If you plan to meet A-G requirements, make sure you have made up any D or F grades in these courses.

September

- ❑ Attend Back to School
- ❑ Attend Club Rush
- ❑ Sign up to meet with college admissions representatives who visit the CHS Career Center.
- ❑ Make a list of test names, dates, fees and registration deadlines, and of deadlines for college admissions and financial aid applications.
- ❑ You should select SAT/ACT scores to be sent to your colleges on your testing date.
- ❑ Begin preparing your college applications. Check with the colleges to find out when materials must be postmarked if applying to private or out of state colleges.
- ❑ Create an appropriate email address for you to use on college applications. Free email addresses can be accessed at www.hotmail.com and www.yahoo.com
- ❑ UC/Cal State applications can be accessed via their websites.
- ❑ Start outlining essay ideas for your UC Personal Insight Questions.
- ❑ Attend counselor presentations regarding academic, personal/social career development
- ❑ Review grades and credits. Track your grades weekly on Synergy.

October

- ❑ Take the SAT/ACT, if needed.
- ❑ Work on admission application essays.
- ❑ Attend Parent Night with your family -College Representatives and Herff Jones will be in attendance.
- ❑ 1st quarter grading ends!
- ❑ Visit your top school choices. Interview students, faculty and staff regarding college and career options.
- ❑ Get information regarding the EOP (Equal Opportunity Program for minority students) at your top college choices including applications and deadlines.
- ❑ Find out which financial aid applications your college choices require and when the forms are due.
- ❑ Some private universities may require that you register for the CSS/Financial Aid Profile (www.collegeboard.org) at this time. (This determines your qualification for private school aid.)

- ❑ If you plan to file your FAFSA on-line, apply now for your PIN at www.pin.ed.gov.
- ❑ Get a Free Application for Federal Student Aid online @ www.fafsa.ed.gov. Application window will open Oct. 1st.

November

- ❑ Attend the College Application Workshops.
- ❑ Students applying to private, out of state colleges, EOP or requesting a letter of recommendation for a scholarship must submit forms to teachers, guidance counselors and employers for letters of recommendation in a timely manner. Students applying to private or out of state colleges whose recommendation letters are due in December. These requests must be personally handed to the counselor.
- ❑ UC's require that your SAT scores be sent officially (from College board) to each campus you are applying to.
- ❑ Make copies of all college applications before mailing and obtain a Certificate of Mailing at the Post Office if mailing the application. Online applications are highly recommended (but still, print copies for yourself).

December

- ❑ Take the SAT or ACT exam, if necessary.
- ❑ Local Scholarship Applications are due in **December**
- ❑ Prepare for 1st semester finals

January

- ❑ Apply for outside funding or scholarships. Check the Career Center bulletin often for scholarship information.
- ❑ KEEP COPIES OF ALL FORMS COMPLETED AND OBTAIN CERTIFICATES OF MAILING
- ❑ Have your social security number ready to submit your Cal Grant GPA verification form.
- ❑ PARENTS: It is helpful to get your income tax returns prepared early – schools may request them to prove eligibility for financial aid.

February

- ❑ Research & start to study for Advanced Placement (AP) exams in May.
- ❑ Rank your finalized list of colleges.
- ❑ **Notify all colleges of 'D' or 'F' in any "A-G" classes as well as any changes in your second semester schedule if needed. See your counselor.**

(Continued on next page)

SENIORS – CLASS OF 2021!

March

- ❑ Check your email for your Student Aid Report (SAR). Your SAR contains federal financial aid information.
- ❑ If you have not received your Student Aid Report (SAR) four weeks after sending in your FAFSA, contact the Federal Student Aid Information Center at 800-433-3243.
- ❑ Postmark deadline for FAFSA is March 2nd.
- ❑ Attend Open House
- ❑ Submit tax forms to the college's financial aid office, if requested. Contact the financial aid at your college office to make certain that your application is complete. Find out what else you need to do to establish and maintain your eligibility for financial aid. *(Some schools may have earlier priority filing deadlines)*

April

- ❑ Check your email often as colleges often communicate with you via email.
- ❑ Watch the mail/email for college acceptance and financial aid award letters. Compare the financial aid awards you receive from various colleges.
- ❑ Check with the college you have chosen to attend about the details of signing and returning your financial aid award letter. You may need to get loan applications directly from a lender.
- ❑ Watch for important deadlines at your chosen college (housing, financial aid, etc).
- ❑ Make your final decision and send in a deposit by the deadline.
- ❑
- ❑ Notify the schools that you will not be attending of your final decision.
- ❑ If you plan to attend *community college* check with the Career Center for workshops and information. Apply EARLY – be sure to meet deadlines for summer clas

May/June

- ❑ Continue to check your email often as colleges often communicate with you via email.
- ❑ Advanced Placement (AP) exams are given in high schools nationwide.
- ❑ If you have not received a notice regarding your Cal Grant application from the CA Student Aid Commission, contact them at 1-888-CAGrant as soon as possible.
- ❑ May 1st is College Decision Day. Be sure to commit and pay your deposit by this deadline.

CLASS of 2021

IMPORTANT INFORMATION & FAQ

Stay updated with

Twitter @carterhsasb

Instagram Carterlionsasb

Graduation date TBD

Graduation venue TBD

Graduation Cap & Gown: order online at Herff Jones or in person with a Herff Jones representative (date TBD)

Reminder:

ALL textbooks, uniforms, computers, etc... must be returned by graduation.

All fees (textbooks & ASB) must be paid before graduation.

Failure to pay fees or return will result in a hold on your diploma.



Work permits can be obtained by completing the application through the **CHS Career Center** (allow 48 hrs. for processing)

HOW TO CHOOSE YOUR COLLEGE

Your task is to find a good college for YOU, the type that will fit YOUR needs and fields of interest. Talk with your parents, teachers, and counselors to help you decide. Discuss the pros and cons of schools you are considering with recent graduates or students currently attending the school(s). When possible, personally visit the campus(es). Many schools will arrange an overnight/weekend stay in the dorm for prospective students. There are many reference tools available through your counselor, career center, public and/or library that can provide you with current information to aid you in making an informed decision as to the schools to which you will apply and the one you will attend. A partial listing includes:

- **View books:** You will find many college reference sources online. Go take a look!
- **Online Assessments:** Online assessments work in one of two ways: 1) you may input information about yourself and your expectations regarding colleges, and then get a list of colleges that matches this information; or 2) you may access information regarding specific colleges and then determine whether they meet your needs.
- **Videos:** For students unable to personally visit a campus, an online video provides an opportunity to look at the campus. (A picture is worth a thousand words.) However, it is important to remember while viewing video presentations that they are prepared and paid for by colleges/universities as a publicity tool. Therefore, they may present a biased viewpoint. Be sure to seek more information from other sources before making any final choices.

WHAT TO CONSIDER WHEN CHOOSING A COLLEGE

Curriculum: Does the college offer a program in your field of interest? In the college catalog, check the number of subjects offered in each department, especially those in your field.

Location: Do you want to attend college near home, or do you want to go to another section of the country such as, New England, Midwest or the South?

Size: Do you want to go to a small, medium-size, or large college? Or it does not matter? Do you want to go to college in a city or in a rural environment? Are you the kind of person who can succeed in competition with lots of other good students, as in larger colleges? Or would you do your best work in the more relaxed, informal environment found in most smaller colleges?

Religious Affiliation: Do you want to attend a college which is administered by a particular religious denomination?

Finances: Do you have specific plans for financing your college education? BE REALISTIC! Can your parents afford to send you to college? Are you willing to earn part of your way through college? Are you doing sufficiently good work to qualify for financial aid?

Housing Facilities: Do you want to live in a dormitory, or would you rather live with a limited number of people or by yourself?

ADMISSION REQUIREMENTS

Tests and test scores: Indicators of your ability to succeed in college. Check online catalogs on the colleges of your choice to determine what tests are required and what deadlines to expect. Once you have taken the test, write down the name of the test center, the date and your test number. If you make inquiries about scores at a later date, the information is invaluable.

Transcript of oracles (GPA): An indicator of past high school achievements and performance. You, not your counselor, are responsible for requesting that your transcripts be sent to colleges. Separate requests must be made for preliminary and final transcripts. See the registrar or counselor secretary regarding transcripts. The final transcript is verification to the school you plan to attend that you have completed high school. You also must request a transcript if you plan to attend a community college since they are not sent automatically.

Application: Students are responsible for completing the application for admission from the college of their choice. Students can mail in or submit an online application. Make sure to follow up that the school received everything such as, transcripts and test scores.

HELPFUL WEBSITES

These websites are a valuable source of information. They range from searching for a college, virtual tours of campuses, the application process, financial aid, SAT, ACT testing information, career and job opportunities, and answers to the most frequently asked questions. There is a great deal of help available for the college and career bound, but as in any media, please be aware of information you provide and no payments should be required for the information.

COLLEGE EXPLORATION

www.csumentor.edu - (Cal State)
 www.ucop.edu/palhighways - (UC)
 www.aiccu.edu - (Private)
 www.gocollege.com
 www.embark.com
 www.petersons.com
 www.collegequest.com
 www.callforniacolleges.edu

FINANCIAL AID

www.fastweb.com
 www.salliemae.com
 www.fafsa.ed.gov
 www.studentaid.ed.gov

TESTING

www.collegeboard.com
 www.act.org
www.review.com

CAREER EXPLORATION

www.myfuture.com
 www.careeronestop.org/
<https://www.californiacolleges.edu/>

ATHLETICS

www.ncaa.org

UNIVERSITY OF CALIFORNIA (UC)

The University considers you a freshman applicant if you are applying for UC admission and are either still in high school or have graduated from high school and have not enrolled in a regular session at any college or university. If you attend a summer session immediately after graduating from high school, you are still a freshman applicant

California Residents: There are three pathways to satisfying the University's minimum admission requirements for freshman students: Eligibility in the Statewide Context, Eligibility in the Local Context, and Eligibility by Examination Alone.

Eligibility in the Statewide Context: Eligibility in the Statewide Context is the pathway by which most students attain UC eligibility. To be eligible in the statewide context, you must satisfy the Subject, Scholarship and Examination requirements described here.

Subject Requirement: To satisfy this requirement, you must complete the 15 units of high school coursework listed below. (A unit is equal to an academic year, or two semesters, of study.) These courses are also known as the "A-G" subjects or requirements. At least 7 of the 15 units must be taken in your last two years of high school. Students must satisfy the "f" requirement (visual and performing arts) by completing a single yearlong approved course from a single VPA discipline.

California High School Students: If you attend high school in California, the courses you take to fulfill the Subject Requirement must be certified by the University as meeting the requirement and must be included on your high school's certified course list. Your counselor or principal will have a copy of this list. In addition, the lists are available online at www.ucop.edu/pathways/info_ctr/

A- G SUBJECT REQUIREMENTS

- **HISTORY/SOCIAL SCIENCE** - 2 years required. Two years of history/social science, including one year of U.S. History or one half year of U.S. History and or one half year of civics or American government; and one year of world history, cultures and geography.
- **ENGLISH** - 4 years required. Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature. Not more than two semesters of ninth grade English can be used to meet this requirement.
- **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 math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.
- **LABORATORY SCIENCE** - 3 years required, 4 years recommended. Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology {which includes anatomy, physiology, marine biology, aquatic biology, etc.}, chemistry and physics. Laboratory courses in earth sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry or physics. The appropriate two years of an approved integrated science program may be used to fulfill this requirement. Not more than one year of ninth grade laboratory science can be used to meet this requirement.
- **LANGUAGE OTHER THAN ENGLISH** - 2 years required, 3 years recommended. Two years of the same language other than English. Courses should emphasize speaking and understanding, and Include instruction in grammar, vocabulary, reading and composition. Courses in language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.
- **VISUAL AND PERFORMING ARTS (VPA)** - 1 year required. One year of visual and performing arts chosen from the following: dance, drama/theater, music and/or visual art.
- **COLLEGE PREPARATORY ELECTIVES** - 1 year required. One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history,

"Be willing to embrace wonder, to experience unexpected discovery, and to go in unknown directions... Never become so enamored of your own smarts that you stop signing up for life's hard classes." ~Melissa Harris-Perry.

Post-High School Planning: California State University (CSU)

social science, English, advanced mathematics, laboratory science and language other than

English (a third year in the language used for the "e" requirement or two years of another language)

CSU

Do I meet minimum eligibility requirements for CSU?

You are eligible for admission if you:

- Have or will have graduated from high school.
- Meet the eligibility Index with your grade point average and test scores (see the formula below).
- Have or will have completed with a grade of C or better a pattern of courses which total 15 units (see below). A "unit" is one year of study in high school. You may be required to meet higher admission requirements for impacted programs.

California Resident Eligibility Index Examples:

GPA	ACT Composite	SAT I Total
3.0	No minimum score requirement	
2.8	14	660
2.6	18	820
2.4	22	980
2.2	26	1140
2.0	30	1300

Below 2.00 does not qualify for CSU regular admission. The complete Eligibility Index table is available on the website:

<https://www2.calstate.edu/apply>

What is the eligibility index?

Use this formula to see if your grade point average and test scores meet the required eligibility index:

SAT I Scores:

$(\text{GPA} \times 800) + \text{our SAT I Total}$

Your high school GPA (exclude 9th grade, PE, & ROTC)

My index is _____

ACT Scores:

$(\text{GPA} \times 200) + (10 \times \text{ACT Composite})$

Your high school GPA (exclude 9th grade, PE, & ROTC)

My index is _____

California residents must have a minimum index of 2900 using SAT I scores or 694 using ACT scores. Non-California residents must have a minimum index of 3502 using SAT I scores or 842 using ACT scores.

What are the courses I need?

You must complete with a grade of C or better the following pattern of college preparatory subjects.

- 4 years: English
- 3 years: Mathematics (Algebra I, Geometry, and Algebra II; or integrated mathematics including these)
- 2 years: Social Science, including one year of U.S. History or U.S. History and Government
- 3 years: Science with a laboratory (one year biological and one year physical)
- 2 years: Foreign Language (the same language)
- 1 year: Visual and Performing Arts: Art, Dance, Theatre/ Drama, or Music
- 1 year: Elective chosen from the subject areas listed above 15 units total subjects

How will the CSU campus know if all admission requirements have been completed? As a first-time freshman applicant, you are required to submit a final high school transcript after you have completed your senior year of classes. The high school transcript

must have a graduation date posted on it. A final review will be done to verify that you have successfully completed all required courses and maintained the eligibility index required.

Is the foreign language requirement ever waived? If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of foreign language study, you may be allowed a waiver. For further information, contact the CSU campus.

Are students with disabilities expected to complete the 15 units of college preparatory subjects? All applicants are encouraged to complete the 15 units of college preparatory subjects. If you are unable to complete certain subjects because of your disability, you should contact the Director of Disabled Students Services at the CSU Campus you wish to attend to receive further information about your eligibility to attend the university.

When should I send transcripts? The campus to which you are applying will inform you when to submit your official high school transcript. Transcripts must be received in sealed envelopes directly from the high school.

Do I have to take any placement tests for the CSU? The English Placement Test (EPT) and the Entry Level Mathematics Test (ELM) are required of all incoming students PRIOR to enrolling in classes; therefore, you will need to take the tests unless you are exempt.

How can I be exempt from the placement tests? English Placement Test (EPT): A score of 550 or higher on the SAT I

https://www2.calstate.edu/apply/freshman/getting_into_the_csu/Pages/after-admission-placement-and-other-tests.aspx

Verbal or 24 on the English part of the ACT will exempt you from the EPT. Other ELM/EPT exemptions are described in

Can I take the EPT/ELM tests at any CSU campus? You may schedule and take the test(s) at any CSU campus. Just indicate on the test form the CSU campus(es) that should receive your scores.

What does my score on the English Placement Test (EPT) and/or the Entry Level Mathematics Test (ELM) mean?

Depending on your scores on the EPT and/or the ELM, you may be required to complete one or more specific remedial courses upon enrollment as indicated by the campus. The classes must be completed satisfactorily within one academic year.

Do I have to declare a major to apply to a CSU campus?

Most CSU campuses allow you to apply as an "undeclared" major if you are not sure about the career path you want to follow. Cal Poly San Luis Obispo, California Maritime Academy, and Channel Islands require all applicants to choose a major and will not accept students who do not declare a major. Other campuses may require upper division applicants to declare a major.

POST HIGH SCHOOL PLANNING - PRIVATE and COMMUNITY COLLEGES

COMMUNITY COLLEGES

Community Colleges are a good choice if...

- You wish an excellent value in education. The community college offers quality education at a low cost!
- You plan to earn a bachelors' degree by spending your freshman and sophomore years at a community college and then transferring to a four-year college university at the junior level.
- You wish to attend college for one or two years to learn job skills and receive training necessary to enter the job market.
- You are not sure of the field of study you wish to pursue and want to explore various subject areas.
- You wish to begin your college career while remaining in your home community.

Admission Information

Requirements: Any one of the following:

- high school diploma;
- 18 years of age;
- successful completion of the California High School Proficiency Examination or
- General Educational Development Examination with an overall average of 55 and no score below 50.

Applications: Applications are available from the college admissions offices, and their online websites.

Placement Tests: It is highly recommended that all students take English and math placement tests prior to enrolling. Placement tests are administered free of charge at all community colleges and some local high schools.

Transcripts: Students must take a copy of their final transcript to their counseling/ advising appointment.

Expenses: Current fees (Fees are subject to change and vary by county) include: Enrollment fee, at least \$46 per unit; health fee, \$20 per semester; parking permit, \$30 per semester. Nonresident tuition varies. The cost of books and supplies will vary depending upon unit load and specific class and program requirements.

Transfer Programs: Community colleges offer a full range of lower division general education courses for university-bound students. While in high school, students should prepare for the community college by following a pattern of selected courses similar to those required by the California State Universities and the University of California. These courses should fulfill as many high school requirements as possible and include college preparatory courses. Such preparation will help facilitate a successful transfer. With careful planning, students intending to transfer may enter a baccalaureate-granting college or university at the junior level after completing two years of community college work.

Vocational Programs: Vocational and technical programs prepare students with entry level and upgraded job skills and training necessary for employment. Programs range in length from one semester to two years. Units earned may be applied toward the associate degree. Students who successfully complete vocational and technical programs will be awarded a certificate of achievement.

Concurrent Enrollment Program for High School Students: Concurrent enrollment programs provide an enrichment opportunity for eligible high school students to enroll in courses at the

community college and earn college credit. Generally, students must have completed their sophomore year with a minimum overall grade point average of 2.0. Students may enroll in up to a maximum of two college courses per semester provided they maintain a minimum daily attendance in high school. Students applying for the program must complete a special concurrent enrollment application. Enrollment is subject to approval by the high school counselor or guidance administrator and the college admissions officer.

PRIVATE COLLEGES

There are hundreds of independent or private colleges and universities around the country with a wide range of characteristics that make them attractive to students. In searching for the right one for you, first decide what you are looking for and then begin checking the individual campuses

How To Find information

Since private colleges differ, you are encouraged to try some of the following ideas in order to gather information.

- Request Information. Private colleges are very prompt in answering request forms from interested students.
- Attend college representative meetings. Each year college representatives visit high school campuses to talk with students.
- Visit college campuses. Some students plan a trip to visit the campus and talk with students and admissions people.
- View current videos of college campuses
- Talk with former students of your high school who are attending the colleges in which you are interested.

How to Apply

The application procedures vary at different colleges, but the guidelines noted here should help you become involved with the admissions process. Check the deadlines carefully so you will know when to submit your application. All colleges require a transcript of high school grades. Teacher recommendations are required by most colleges. College admissions examinations are required by most colleges. Personal interviews are recommended by some of the colleges.

How Do Colleges Make Decisions?

Private colleges vary in terms of selectivity, but key factors usually involved in admission decisions are:

- High School Courses- A strong college preparatory program is advisable.
- Grades- How did the student do in high school courses?
- Entrance Examinations- SAT I, SAT II, ACT.
- Other factors such as leadership, athletics, music art, drama, journalism, alumni, family, yearbook, community activities, etc.

When Do you Find Out?

Students understandably are anxious to learn whether a college will accept them. The usual notification methods are:
April - The highly selective colleges usually notify a candidate in mid- April and ask for a reply by May 1.

Rolling Admissions - Notification is received about two or three weeks after the school receives the application.

Early Decisions - An Early Decision Application is initiated by the student, who then is notified of the college's decision earlier than usual - generally by December 15 of their senior year.

CALIFORNIA STATE UNIVERSITIES

California State University, BAKERSFIELD 9001 Stockdale Hwy., Bakersfield 93311-1099 (805) 664-2011

California State University, CHICO 1st & Normal St, Chico 95929-0247 (916) 898-4636

California State University, DOMINGUEZ HILLS 1000 E. Victoria St., Carson 90740 (310) 516-3300

California State University, FRESNO 5241 N. Maple, Fresno 93740 (209) 278-4240

California State University, FULLERTON 800 N. State College Blvd., Fullerton 92631 (714) 773-2011

California State University, EAST BAY 25800 Carlos Bee Blvd., Hayward 94542-3000 (510) 885-3000

HUMBOLDT State University
1 Hapst St., Arcata 95521 (707) 826-3011

California State University, LONG BEACH 12500 Bellflower Blvd., Long Beach 90840 (310) 985-4111

California State University, LOS ANGELES 5151 State Univ. Dr., Los Angeles 90032 (213) 343-3000

California State University MARITIME ACADEMY 200 Maritime Academy Dr., Vallejo 94590 (707) 648-4200

California State University, MONTEREY BAY 100 Campus Center, Seaside 93955-8001 (408) 393-3330

California State University, NORTHRIDGE 18111 Nordhoff St., Northridge 91330 (818) 885-1200

California State University, SACRAMENTO 6000 J St., Sacramento 95819

(916) 278-6100

California State University, SAN BERNARDINO 5500 University Pkwy., San Bernardino 92407 (909) 880-5000

SAN DIEGO State University
5300 Campanile Dr., San Diego 92182-0TT1 (619) 594-5200

SAN FRANCISCO state University 1600 Holloway Ave., San Francisco 94132 (415) 338-1111

California State University, SAN MARCOS 333 S. Twin Oaks Valley Rd, San Marcos 92096 (760) 750-4848

California State University, STANISLAUS 801 W. Monte Vista Ave., Turlock 95380 (290) 667-3122

California State Polytechnic University 3801 W. Temple Ave., Pomona 91768-4003 (909) 869-7659

California Polytechnic State University San Luis ObJspo, CA 93407 (805) 756-2311

UNIVERSITY OF CALIFORNIA

University of California, BERKELEY 110 Sproul Hall, #5800, Berkeley 94720 (510) 642-3175
www.berkeley.edu

University of California, DAVIS 175 Mrak Hall, Davis 95616 (530) 752-2971
www.ucdavis.edu

University of California, IRVINE 204 Administration Bldg., Irvine 92687-1075 (949) 824-6703
www.ucl.edu

University of California, LOS ANGELES 1147 Murphy Hall, Los Angeles 90095 (310) 825-3101
www.uda.edu

University of California, RIVERSIDE 1138 Hinderaker Hall, Riverside 92521 (951) 787-3411

www.ucr.edu

University of California, SANTA BARBARA Outreach Services, Santa Barbara 93106 (805) 893-8000
www.ucsb.edu

University of California, SANTA CRUZ 1156 High St. Santa Cruz 95064 (831) 459-4008
www.ucsc.edu

University of California, SAN DIEGO 9500 Gilman Dr., 0021, La Jolla 92093-0021 (858) 534-4831
www.ucsd.edu

COMMUNITY COLLEGES

Mt. San Jacinto Community College San Jacinto Campus
499 N. State st., San Jacinto, CA 92583 (951) 654-8011

Mt. San Jacinto Community College Menifee Campus
28237 La Piedra Rd., Menifee, CA 92355 (951) 672-6752

Palomar Community College
1140 W. Mission Rd., San Marcos, CA 92069 (619) 727-7529

Riverside Community College
4800 Magnolia Ave., Riverside, CA 92506 (951) 684-3240
Chaffey College
Rancho Cucamonga Campus
5885 Haven Ave., Rancho Cucamonga 91737 (909) 652-6000

San Bernardino Valley College San Bernardino Campus
701 S Mt. Vernon Ave., San Bernardino, CA 92410 (909) 384-4000

Crafton Hills College Yucaipa Campus
1711 Sand Canyon Rd., Yucaipa, CA 92399 (909) 794-2161

AVERAGE ANNUAL COLLEGE COSTS IN CALIFORNIA			
	Living at home and commuting	Living off campus (Apt.)	Living on Campus
Community Colleges	\$5,226	\$8,682	\$7,072
California State University	\$6,772	\$10,228	\$9,679
University of California	\$9,017	\$12,473	\$12,604
Independent Colleges	\$9,303—24,150	\$12,760—27,606	\$9,438—27,584
Private Vocational Schools	\$6,876—23,757	\$9,180—28,365	NA

This chart shows average annual costs for single students, including tuition and fees, room and board, books and supplies, transportation, and personal expenses such as clothing, laundry and entertainment. Contact each school for specific costs.

MAKING SENSE OF MULTIPLE COLLEGE AND HIGH SCHOOL TESTS

SAT I is used by the University of California, the California State Universities, and many private colleges as an entrance requirement and as a predictor of academic success. It is a three-hour test; half verbal and half mathematics. There is a fee. Scores on each part range from 400-1600, and are separately reported for the verbal and mathematics sections.

Writing - Multiple-choice questions (grammar & usage)
- Student-written essay

Critical Thinking
- Analogies eliminated
- Short reading passages added to existing long reading passages

Math - Math content expanded to include topics from third year college preparatory math
- Quantitative comparisons eliminated

SAT II -(Subject Tests) are one-hour tests in specific subject areas. The University of California requires three exams: writing, mathematics, and one from English literature, foreign languages, science or social studies. These are required by many universities and colleges for use as an indication of subject mastery and as an entrance requirement. There is a fee, so most students take three subject matter tests in different areas at one time (the least expensive way to take the pattern). Check which tests are required by the college(s) to which you are applying.

ACT- (American College Test) is accepted by the University of California system and the California State Universities in place of the SAT I towards meeting admission requirements & is required by certain other colleges. The ACT gives sub scores in English, mathematics, reading, and science reasoning. There is a fee.

TOEFL- (Test of English as a Foreign Language) is given with the major purpose of determining the English proficiency of people whose native language is not English. Many colleges include TOEFL as an admissions requirement for students who have not completed at least three years of high school in an English speaking country. If you cannot get bulletins or registration forms for this test where you live, write to: TOEFL Testing Services, P.O. Box 6151, Princeton, NJ 08541- 6151, or call (609) 771-7760 EST 8:30-4:30 M-F.

AP- Advanced Placement tests are given for college level courses taken at high school or equivalent preparation in various subject fields in May. College credit and grades can be earned for acceptable scores. (This is at the discretion of the college or university.) Announcement is made in early spring regarding registration for these tests. The test dates will be in May.

Placement Tests - Community colleges vary in their testing requirements. Most require new students to take a placement test before enrolling in those subjects. Test dates may be listed on college application forms (available in the guidance office/career center). Tests are given in April through August for the September entrance.

The PSAT/NMSQT Test- (Preliminary SAT/National Merit Scholarship Qualifying Test) is a practice test for the SAT 2 test. Although this standardized test is optional, high school juniors must take the PSAT/NMSQT test if they want to qualify for a National Merit Scholarship. These tests are for 9th, 10th, and 11th graders. The Preliminary Scholastic Aptitude Test gives you an opportunity to become aware of the types of questions you will

confront on the Scholastic Aptitude Test that you will be taking later for college entrance. The scores are valuable in giving you and your counselor some indication as to the type of college to which you may want to apply. Scores from this test also will be used to determine the candidates for the National Merit Scholarships. The PSAT/NMSQT Is given only in October each year. Announcements will tell you the time and place to sign up for the test

- This 2 hour and 10-minute test covers the following:
 - Critical Reading
 - Math
 - Writing- Most test questions are multiple choice, although the math section Includes some open-answer questions.

Many colleges base admissions decisions in part on the results of standardized tests called the ACT and the SAT tests. Juniors and seniors in high school usually take these tests to demonstrate their readiness for college level work.

What do the ACT and the SAT Tests Measure?

In general, the ACT and the SAT tests attempt to measure college readiness and predict future academic success. But they do so in quite different ways:

- The **ACT** test measures what a student already knows. It covers material that the student should have learned during high school.
- The **SAT** test is used more as a predictor of what a student is capable of learning. It deals with material that the student may NOT have learned in high school.

For this reason, some students do better on the ACT test-especially if they tend to struggle with standardized tests-and other students do better on the SAT test. Most colleges accept either test score, so many students take both exams to improve their chances of being admitted. The bottom line, your child should talk to a school counselor for guidance on which test may be best for his or her disposition.

How Many Times Should My Child Take the ACT or SAT Test?

- As long as they pay the test fee, students can take the ACT or SAT test multiple times. Colleges allow students to submit only their highest score, so students should not worry if their score drops when they retake the test.
- Research shows that more than 50% of those who take the ACT test a second time improve their scores. But according to the people who administer the SAT test, there's no evidence that shows that retaking the SAT test significantly changes scores. Plus, colleges may not look favorably on students who repeatedly take the SAT test.
- The bottom line: Your child should direct any questions about retesting to the college's Admissions Office and Financial Aid Office.



CAREER PLANNING CHECKLIST

- ❑ Use high school time wisely to explore career opportunities and narrow down your choices.
- ❑ Now is not the time to let your schoolwork get away from you. Stay on track with schoolwork and plan ahead for deadlines. Spend more time studying the subjects that are the hardest for you.
- ❑ How you perform in high school lets college gauge what type of student you are and lets employers assess what type of employee you will make. Plus, you will learn skills in school that will last you a lifetime
- ❑ Explore some of the more interesting courses that your high school offers.
- ❑ Once you identify some career areas that interest you, look at your high school curriculum to see what classes may help in your career decision-making. Interested in journalism? Try a writing class. Interested in medicine? Sign up for an anatomy or biology class.
- ❑ Complete a career assessment activity to see what careers may best fit your personality and interests. Choosing a career that you like and you are good at will be a big part of your future happiness.
- ❑ Get an early start on career exploration by trying out an internship or job shadowing opportunity. Internships and job shadowing are great ways to get some "real world" experience in a field that interests you. These types of on-the-job training give you a small taste of what you may face day to day should you pursue full-time work in that field.
- ❑ Plus, you will have the opportunity to meet professionals who do what you hope to. Ask questions, find out the challenges they face, and learn from their experience.
- ❑ Internships and job shadowing look terrific on a college or employment application.
- ❑ Ask the employed adults you know what they like and dislike about their job.
 - ❑ Many factors go into job satisfaction-job location, daily stresses, colleagues. Prioritize the top five or 10 things you want from your professional life and choose a career that you genuinely like to do, not just something that will make you a lot of money.
 - ❑ The more informed you are, the more prepared you'll be when you start your career.
 - ❑ Parents are a great sounding board for important decisions.



Career Exploration Links

- California Colleges
 - <https://www.californiacolleges.edu/#/interest-profiler>
 - California Colleges Education's assessment will ask you about your interests and then helps you understand how your interests connect to different careers.
- Career Pathways
 - <https://careerwise.minnstate.edu>
 - Career Pathways assesses your skills, teaches you about careers and helps you create a career plan.
- My Future
 - <https://www.myfuture.com/career>
 - My Future allows you to search careers based on field of study, industry, type of work or career/ personality traits.

CARTER HIGH SCHOOL SENIOR AGREEMENT 2020-2021

As a senior at Carter High School, I pledge to demonstrate Pride, Perseverance, Performance and Passion by agreeing to the following guidelines and behavior expectations throughout my senior year.

- 1. I will model all school rules and policies as outlined in the student handbook... Defiance to staff, bullying on campus or on social media will not be tolerated.
2. I will remain on track to graduate and meet with my counselor if I have any concerns in graduating on time.
3. I will carry a Carter HS issued I.D. card at all times and attend all mandatory senior events, including graduation rehearsal. Please DO NOT schedule vacations the final 3 weeks prior to graduation.
4. I understand ALL absences are recoverable. I will maintain positive attendance. 3 unexcused absences require a mandatory STEP UP; 5 unexcused absences in a semester will disqualify you from senior events.
5. I will return or make payment for all school property including textbooks, library books and materials, athletic gear, etc.

The below violations are considered severe:

Participating in physical altercation (Education Codes 48900(k), 48900-a1 & a2) at school/school sponsored event may result in automatic disqualification to participate in the senior activities including the actual graduation ceremony.

Being found in possession of or under the influence of any illegal substance or alcohol (Education Codes 48900-c & 48900-a3) at school/school sponsored event may result in automatic disqualification to participate in the senior activities including the actual graduation ceremony.

I understand that participation in graduation as well as other senior activities is a privilege, not a right. By not following the above obligations, I may lose my privilege to attend/participate in school activities and will not receive refunds for prepaid activities.

THIS BEHAVIOR AGREEMENT MUST BE ACKNOWLEDGED ONLINE THROUGH STUDENTVUE/PARENTVUE

Print Student Name Student ID Student Signature Date

I have discussed this agreement with my student and agree that the above conditions will be met.

Parent/Guardian Print name Parent/Guardian Signature Date



Wilmer Amina Carter High School
2630 North Linden Avenue, Rialto, CA 92377
909-854-4100 Phone
http://chs-rialto-ca.schoolloop.com/
Twitter @principalchs16

FINANCIAL AID

The primary purpose of financial aid is to provide assistance to students who would be unable to attend college without financial help. Your first step is to determine whether or not you might be eligible for assistance. There are resources available in the career center that explain the different kinds of financial assistance available. The process of applying can be complicated and, in most cases, entails a great deal of paperwork/documents on the part of both student and parent. Start EARLY! Don't become overwhelmed and/or discouraged. Our high school has personnel designated to assist you and your parents in completing the paperwork/documents. You should check with the school(s) in which you are interested. Many colleges have staff members to help you work your way through the numerous required forms.

Financial Aid Publications

Check with our career center for resource guides. One good source of information is the Federal Student Aid website, <https://studentaid.gov/h/apply-for-aid/fafsa>.



Types of Financial Aid

There are several forms in which financial assistance can be awarded:

- Gift Money (Grants and Scholarships): Awards of money that do not need to be repaid (Pell, SEOG, Cal Grants, A, B, C)
- Loans: Borrowed money which must be repaid with interest (CGSL, NDSL)
- Fee Waivers: (for college applications and required CEEB testing)
- College Work-Study (CWS): Provides jobs for students who need financial aid.

Frequently, colleges and universities offer students a financial aid package which consists of a combination of one or more types of aid; i.e., scholarships, grants, work-study, or loans. The Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA) form are the basis for all financial aid. Colleges use the financial report generated from the FAFSA or CADAA as the basis for awarding their

endowment funds, so even if you do not qualify for the state or federal programs, you might qualify for a college's private scholarship(s). Different priority deadlines for submitting requests for financial aid application packets are determined at each school. Check with schools you are considering for information. College expenses include more than just tuition. The cost of college will make a difference in where you will go. Also, costs vary depending on whether you live at home, at school in a dormitory or off campus near school.

College Financial Aid

The best single source of financial aid is through the college where you have applied. Each college has an Office of Financial Aid from which you may request a separate financial application. Keep in mind that most schools have a deadline of January or February for these applications if you plan to attend in the fall (November for UC schools, included on the application form check with your Guidance Counselor for complete information). Many California colleges and universities require the applicants for financial aid to apply also for a Cal Grant A and a Pell (Basic) Grant if they wish to be considered for college-awarded money. The Pell Grant can be applied for when you file the FAFSA. The Educational Opportunity Program (EOP) in the California State University system is a comprehensive program of services that includes special admissions, counseling, tutoring, and a financial aid grant (if eligible). The program is designed to help economically and/or educationally disadvantaged low-income students with academic potential to pursue a higher education. In order to evaluate a prospective student's eligibility for the program, a number of additional criteria beyond grade point average and test scores are utilized. An EOP applicant also must be a resident of the State of California and must be a high school graduate or possess its equivalent. The California State University campus selection criteria of EOP includes: Applicants must submit the CSU application, high school transcript, ACT or SAT I scores, a nomination letter, an autobiography, AIF (Applicant Information Form) student questionnaire, and letters of recommendation. Applicants must submit the Free Application for Federal Student Aid (FAFSA) in order to apply for state and federal student financial aid.

Scholarships

Check into the many scholarships that are available from outside sources, including such places as your parent's place of employment, your church group, private clubs or lodges to which your parents may belong, and any outside organizations to which you belong. The California Student Aid Commission and many high school counselors caution students about paying for services from various private scholarship search organizations. Past experience and research have shown that information gained from these sources is limited in its usefulness. Please see your scholarship advisor for more detailed information on sources and deadlines and for other possibilities. Some of these scholarships are based on examinations, an essay on a given subject, parent's ethnic background, or parent's occupation, i.e., membership in a union, etc.

AP AGREEMENT
Rialto Unified School District



The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools and colleges/universities. It gives high school students exposure to college-level material through involvement in an AP course, and then gives them an opportunity to demonstrate what they have learned by taking an AP exam. Colleges and universities often grant credit, placement, or both, to these students who earn passing scores on the AP exams. Typically, successful AP students are task-oriented, proficient readers, able to prioritize their time, and have parental support.

General Student Expectations:

- Students *choosing* an AP course understand that the course curriculum has been carefully designed and submitted to the College Board with content that is more rigorous than that of a normal course.
- Students understand that successful completion of each AP course requires approximately five hours of individual study time per week.
- **Students understand that they will be required to take the AP exams** for all AP courses in which they are enrolled. AP exams enable students to potentially receive university credit or advanced placement at most universities.
- Students understand that AP courses are year-long courses and that they are expected to remain in the class for the entire year. **If a student is struggling in an AP class and wants to drop, s/he must go through the AP Support process.**
- Individual student integrity is a standard of excellence for Advanced Placement students. All students are expected to do their own work.

Student Name: _____ Student ID: _____
Last Name First Name

Counselor: _____ Grade Level Next School Year 2019-20: **9 10 11 12**
(circle one)

This contract will apply to the following courses *(please fill in the name of the AP course/s student is requesting)*:

- 1) _____ 3) _____ 5) _____
 2) _____ 4) _____

By signing this contract, I understand that the following conditions and requirements apply:

- I thoroughly understand the course description and expectations of a college-level course.
- I will complete any required summer assignments prior to the first day of classes. In order to register for an AP class I will attend the parent/ student information meeting offered by my school site.
- I will take the AP exam, as specified by the course taken.
- I am committed to completing this course, and I understand that I must abide by the conditions set forth in the course syllabus.
- I have read and understand the AP Agreement that was provided.
- I affirm that I will abide by the AP Agreement stipulations.
- I understand that there is a summer program dedicated to preparing me for my success in AP course/s and that I can register if I choose to.

Student signature

Date

I support my student's decision to enroll in one or more of the AP courses s/he has requested for the school year. I understand that these courses are very challenging and require a serious commitment from my son/daughter. I understand that if my student is struggling that tutoring is available and that my student will be encouraged and expected to attend. I have read/discussed the AP Agreement and the conditions outlined above in this contract with my son/daughter.

Parent signature

Date

Students need parent and counselor/administration approval to take three or more AP courses.

I support my student's decision to enroll in three or more AP courses, and I understand that if permission is granted, my student will not be allowed to drop any AP courses. I understand the commitment and responsibility of each AP course my student wants to be enrolled in, and I am confident my student will be successful with this course load.

Parent Signature

Date

**Acuerdo AP
Distrito Escolar Unificado de Rialto**



El programa de Colocación Avanzada (AP, por sus siglas en inglés) es un esfuerzo educativo cooperativo entre escuelas preparatorias y colegios comunitarios/universidades. Expone a estudiantes de preparatoria a material de nivel universitario mediante la participación en un curso AP, y luego les da la oportunidad de demostrar lo que han aprendido al tomar un examen AP. Los colegios comunitarios y universidades a menudo otorgan crédito, colocación, o ambos, a estos estudiantes que obtienen calificaciones aprobatorias en los exámenes AP. Por lo general, los estudiantes AP exitosos son enfocados al trabajo, lectores competentes, capaces de priorizar su tiempo, y cuentan con el apoyo de los padres.

Expectativas generales de los estudiantes:

- Los estudiantes que *eligen* un curso AP entienden que el plan de estudios del curso ha sido cuidadosamente diseñado y presentado al College Board con contenido que es más riguroso que el de un curso normal.
- Los estudiantes entienden que completar exitosamente cada curso AP requiere aproximadamente cinco horas de estudio individual por semana.
- **Los estudiantes entienden que deberán tomar los exámenes AP para todos los cursos AP en los que están inscritos.** Los exámenes AP permiten a los estudiantes recibir créditos universitarios o colocación avanzada en la mayoría de las universidades.
- Los estudiantes entienden que los cursos AP son cursos de un año y que se espera que permanezcan en la clase durante todo el año. **Si un estudiante tiene dificultades en una clase AP y quiere abandonarla, él/ella debe pasar por el Proceso de Apoyo AP.**
- La integridad individual de los estudiantes es un estándar de excelencia para los estudiantes de Colocación Avanzada. Se espera que todos los estudiantes hagan su propio trabajo.

Nombre del Estudiante: _____ ID del Estudiante: _____
Apellido Primer Nombre

Consejero: _____ Nivel de grado para el próximo año escolar 2019-20: **9 10 11 12**
(Circule uno)

Este contrato se aplicará a los siguientes cursos (*por favor escriba el nombre del curso(s) AP que el estudiante está solicitando*):

- 1) _____ 3) _____ 5) _____
 2) _____ 4) _____

Al firmar este contrato, entiendo que las siguientes condiciones y requisitos aplican:

- o Comprendo completamente la descripción del curso y las expectativas de un curso de nivel colegio comunitario/universidad.
- o Completaré cualquier asignación requerida durante el verano antes del primer día de clases. Para inscribirme en una clase AP, asistiré a la reunión de información para padres/estudiantes que ofrece mi escuela.
- o Tomaré el examen AP, según lo especificado por el curso que he tomado.
- o Me comprometo a completar este curso y entiendo que debo cumplir con las condiciones establecidas en el plan de estudios del curso.
- o He leído y entendido el Acuerdo AP que se proporcionó.
- o Afirmo que cumpliré con las estipulaciones del Acuerdo AP.
- o Entiendo que hay un programa de verano dedicado a prepararme para mi éxito en los cursos AP y que puedo registrarme si así lo elijo.

 Firma del Estudiante

 Fecha

Apoyo la decisión de mi estudiante de inscribirse en uno o más de los cursos AP que ha solicitado para el año escolar. Entiendo que estos cursos son muy desafiantes y requieren un compromiso serio de parte de mi hijo/hija. Entiendo que si mi estudiante tiene dificultades, la tutoría está disponible y que mi estudiante será alentado y se espera que asista. He leído/analizado el Acuerdo AP y las condiciones descritas anteriormente en este contrato con mi hijo/hija.

 Firma de Padres

 Fecha

Los estudiantes necesitan la aprobación de los padres y el consejero/administración para tomar tres o más cursos AP.

Apoyo la decisión de mi estudiante de inscribirse en tres o más cursos AP, y entiendo que si se otorga el permiso, mi estudiante no podrá dar de baja ningún curso AP. Entiendo el compromiso y la responsabilidad de cada curso AP en el que mi estudiante desea inscribirse, y estoy seguro de que mi estudiante tendrá éxito con esta cantidad de cursos.

 Firma de Padres

 Fecha



Advanced Placement

AP Student Awareness

AP is an opportunity...

- to stretch yourself with a challenging class.
- to work with other committed, focused students.
- to be better prepared for the rigor of college.
- to take an AP test and potentially earn college credit.
- to build the skill sets that directly correlates to success in college.

An Advanced Placement (AP) course is a challenging learning experience that is recognized as highly effective preparation for success in college. A record of AP courses on a student's transcript is an indication of the student's commitment to rigorous academics.

Rialto Unified High Schools are committed to the goal of providing opportunities and supports for our students to be successful at the highest possible level. Advanced Placement (AP) classes here at RUSD are structured to stimulate and challenge students to perform at an advanced academic level. We are pleased that you are accepting the challenge of AP work.

- AP courses require more individual study time per week than a regular class. Students will need to read and prepare outside of class to participate effectively in classroom discussions and activities.
- Tutoring will be available for all students and required for struggling students.
- All students in AP courses are expected to take the AP exam.
- Students should take three or fewer AP courses at one time unless more are approved by a counselor and an administrator.

AP classes are designed to offer capable students an opportunity to study college level material while in high school. The courses are built to cover the equivalent of a first year college course while building research, analysis, and writing skills. Extensive reading is required in most courses, and students are expected to exercise responsibility in their work habits and class behavior. The hands-on learning that takes place in AP coursework requires students to think critically, construct logical arguments, test theories, and examine many sides of an issue. This kind of thinking is necessary to solve tough problems both in and outside the classroom, in college, and careers.

The benefits of an AP class are many, including exposure to college level work and interaction with teachers/classmates with similar interests. Studies show students who take one or more AP courses have higher college GPAs, earn more credit hours and are more likely to graduate in four or fewer years in college.

Advanced Placement Support



The purpose of this form is to outline a process to support students who are struggling in Advanced Placement courses.

Students wishing to participate in AP courses are expected to make a commitment to complete each year long course and take the Advance Placement Exam.

*Any student who requests an exit of an Honors/AP course must complete this Advanced Placement Support Slip and Process. Additionally, exit forms must be signed by the teacher, parent, student, counselor and alpha administrator.

If the AP exit request is approved, schedule changes will be subject to course availability. Seniors are responsible for communicating the course change to colleges and universities to which they have applied. If a student transfers out of a class, the student's grades will directly transfer to the course into which the student enters (i.e. a 60% in a AP class becomes a 60% in a non-AP class).

- Students beginning the second semester of a two-semester course are expected to remain in the course throughout the semester.

AP Support Process/Checklist:

- Regular Student Attendance (attach attendance sheet from synergy)
Turn in class work and homework (printout of assignments from gradebook)
Student regularly seeks additional and documented assistance outside of class (ie. Study Sessions, Peer Tutoring, etc.)*Document sessions attended
Participate in a documented student/parent/teacher intervention meeting
o Date of Meeting:
Review Class Schedule

Teacher Input:

Teacher comments: [Empty box for teacher input]

Student Name (printed): Student ID#:
Course for which I am requesting support for:

*Completed forms must be submitted to the student's counselor.

Required Signatures:
Teacher: Date:
Parent: Date:
Student: Date:
Counselor: Date:
Administrator: Date:

Mission Statement

The Carter High School Wellness Center is committed to ensuring that our students and staff have a safe place to P.R.E.S.S. toward social and emotional health.

We Value

Difference • Community • Equality • Multiculturalism

E115

twitter@wellness_chs

Carter High School Community,

Great news! We are excited to bring to our campus, The Wellness Center at Wilmer Amina Carter High School.

Our Wellness Center is committed to ensuring that our students have a safe place to P.R.E.S.S (Physical Restoration through an Emotionally Stable Self) towards social and emotional health. We are meeting this goal by offering a variety of social/emotional groups to help our students navigate life.

We recognize that there are many challenges facing our youth today and these challenges can hinder their academic success. For this reason, we are welcoming our Community to join us in helping our students become socially and emotionally balanced!

CHS WELLNESS CENTER (FAQ)

Hours: Open DAILY during school hours
7:25 am to 2:16 pm.

How do I (student) access the counselor at the Wellness Center?

During class time, students can request a pass to visit the Wellness Center from a teacher or any support staff.

Can a **student/parent/staff member request** that a student be seen by the Wellness Center Counselor?

Yes - assistance using the form found on the [Wellness Center website](#), and the student will be contacted within 48 hours. (counseling purposes only, not for emergencies)

REQUEST FOR ASSISTANCE



Click the signpost above to fill out Carter High School's Request For Assistance (RFA)

The Wellness Center at CHS



Student Wellness Policy

All parents are invited to participate in the Rialto Unified School District Wellness Council. All parents may obtain information regarding the Wellness Council and how they may participate via the District Webpage, Annual Parent Notification, School Parent/Student Handbook, etc.

The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations, or distributing other correspondence, to ensure that parents/students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are actively notified of and provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.

If you are interested in participating on the RUSD Wellness Council, please contact Student Services at 909-873-4336 extension 2371.

Mission

The educational mission is to improve the health of the school community by creating a variety of educational opportunities to establish life-long healthy eating habits and physical activity. The mission shall be accompanied by serving nutritious foods on District property, providing nutrition education to promote a healthy lifestyle and promoting physical activity.

Responsibilities

The Rialto Unified School District Board of Education recognizes the important connection between a healthy diet and a student's ability to learn effectively to meet high achievement standards in school. The Board also recognizes the school's responsibility in creating an environment that fosters healthy nutrition and physical activity.

Norma de Bienestar Estudiantil

Todos los padres están invitados a participar en el Concilio de Bienestar Estudiantil del Distrito Escolar Unificado de Rialto. Todos los padres pueden obtener información respecto al Concilio de Bienestar y cómo pueden participar en la Página Web del Distrito, Notificación Anual de Padres, Manual de Padres/Estudiantes, etc.

El Distrito usará mecanismos electrónicos como email o publicación de notificaciones en el sitio web del distrito, como también mecanismos no electrónicos, como boletines informativos, presentaciones o distribución de otra correspondencia para asegurar que los padres/estudiantes, representantes de la autoridad de comida escolar, maestros de educación física, profesionales de salud escolares, la directiva escolar, administradores escolares y el público en general están activamente notificados y se les provee una oportunidad para participar en la elaboración, implementación, revisión y actualización periódica de la norma de bienestar escolar local.

Si están interesados en participar en el Concilio de Bienestar de RUSD por favor llamar a Servicios Estudiantiles al 909-873-4336 extensión 2371.

Misión

La misión educacional es mejorar la salud de la comunidad escolar creando una variedad de oportunidades educacionales para establecer hábitos alimenticios saludables y actividad física para toda la vida. La misión debe estar acompañada sirviendo comida nutritiva en la propiedad escolar, proporcionando educación de nutrición para promover un estilo de vida saludable y promocionar la actividad física.

Responsabilidades

La Directiva Educativa del Distrito Escolar Unificado de Rialto reconoce la importante conexión entre una dieta saludable y la habilidad del estudiante para aprender efectivamente para cumplir los altos estándares de desempeño en la escuela. La Directiva además reconoce la responsabilidad de la escuela en crear un entorno que fomente la nutrición saludable y actividad física.

Nutrition Education

- Nutrition education that is ethnically appropriate will be integrated into other areas of the curriculum such as math, science, language arts and Social Studies.
- The staff responsible for nutrition education will have the opportunity to participate regularly in professional development activities to deliver an effective nutrition education program as planned.
- Nutrition education curriculum will meet the standards set by the Health and P.E. Framework.
- Nutrition education will involve sharing information with families and broader community to impact students and the health of the community positively, including sharing information on the District website.
- School District will provide health information to families to encourage them to teach their children about nutrition.

Physical Education

- Physical activity will be integrated across curricula and throughout the day. Physical movement can be made a part of science, math, Social Studies and Language Arts.
- Physical Education courses will promote an environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge of nutrition and health.
- Time allotted for physical activity will be consistent with State Standards.
- A daily recess period will be provided in grades P-5.
- Physical Education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Equipment is available for all students to participate in Physical Education. Facilities on school grounds will be safe and well maintained.
- The school provides a physical and social environment that encourages safe and enjoyable activities for all students, including those who are not athletically gifted and/or interested in athletics.
- Students will work toward performing within their "fitness zone" in order to achieve and maintain physical active lifestyles.

Other School Based Activities

- After-school programs will encourage physical activity and healthy habits.
- Support for the health of all students is demonstrated by providing health clinics, health screenings, and help to enroll eligible children in Medi-Cal and other state children's health insurance programs.
- District will organize a local Wellness Committee composed of families, teachers, support staff, administrators and students plan, implement, and improve nutrition and physical activity in the school environment.
- The Nutrition Services Department will work with the Student Advisory Committees to open a line of communication regarding healthy eating.

Nutrition Guidelines for All Foods on Campus

- All foods and beverages sold or served during school hours shall meet nutritional standards and other guidelines set by the Federal and State Government and the School Board.
- Nutrition Services will take every measure to ensure that student access to foods and beverages meets federal, state, and local laws and guidelines. Nutrition Services will offer a variety of age appropriate healthy food and beverage selections for elementary schools, middle schools, and high schools.
- Food items served and sold shall reflect the cultural diversity of the student body.
- Nutritious and appealing foods such as fruits, vegetables, and whole grain products shall be available during the school day.
- Nutrition information for products offered in snack bars, a la carte, and vending machines is readily available.
- The sale of soft drinks, candy, and any non-compliant food items are not allowed from midnight to 30 minutes after school.
- Nutrition education is encouraged during classroom snack times, not just during meals.
- Advertising of foods or beverages must be consistent with the established nutrition environment standards.
- All food and beverage items sold or given away by school organizations must have prior School Board approval.

Eating Environment

- All schools will foster an environment that allows adequate time for eating while promoting positive behavior, good manners and respect for fellow students.
- All personnel will adhere to the District's Customer Care Promise to interact in a courteous, caring and positive manner that ensures all people will be treated with dignity and respect.
- Lunch periods are scheduled as near the middle of the school day as possible.
- Cafeterias include enough serving areas so that students do not have to spend too much time waiting in line.
- Drinking water is available for students at meals.

Child Nutrition Operations

- The Nutrition Services Program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and become life-long learners.
- The school will strive to increase participation in the available Federal Child Nutrition Programs (e.g. school lunch, school breakfast, after-school snack.)
- Students are encouraged to start each day with a healthy breakfast. Breakfast programs will be offered at all schools. Pilot programs such as breakfast during testing and universal free breakfast in the classroom may be offered as funding allows.

Food Safety/Food Security

- All foods made available on campus comply with the State and local food safety and sanitation regulations. Plans and guidelines of the Hazard Analysis and Critical Control Points (HACCP) are implemented to prevent food illness in schools.
- For the safety and security of the food and facility, access to the food service operations is limited to Nutrition Services staff and other authorized personnel.

Annual Review

- The Wellness Committee shall evaluate the established District-wide Wellness Policy and report the findings annually to the Superintendent.
- The District will revise and update the Wellness Policy as needed.

This institution is an equal opportunity provider.

Revised/Approved 1.19.18

Educación de Nutrición

- Educación de nutrición que es étnicamente apropiada será integrada en otras áreas del currículo como matemáticas, ciencias, artes de lenguaje y estudios sociales.
- El personal responsable por la educación de nutrición tendrá la oportunidad de participar regularmente en actividades de capacitación profesional para ofrecer un programa de educación de nutrición eficaz como se ha planeado.
- El currículo de educación de nutrición cumplirá los estándares establecidos por el Sistema de Salud y P.E.
- La educación de nutrición incluirá compartir información con las familias y comunidad extendida para impactar a estudiantes y la salud de la comunidad positivamente, incluso compartir información en el sitio web del distrito.
- El distrito escolar proveerá información de salud a las familias para fomentarles a que instruyan a sus hijos sobre nutrición.

Educación Física

- La actividad física se integrará en todo el currículo y durante el día. Movimientos físicos se pueden hacer como parte de ciencias, matemáticas, estudios sociales y artes de lenguaje.
- Cursos de educación promoverán un entorno donde los estudiantes aprendan, practiquen y sean evaluados en habilidades motrices de desarrollo apropiadas, habilidades sociales y conocimiento de nutrición y salud.
- El tiempo asignado para educación física será consistente con los estándares estatales.
- Un periodo de recreo diario se proveerá en P-5 grados.
- Educación física incluye instrucción individual de actividades como también competitiva y no competitiva de equipos deportivos para fomentar la actividad física para toda la vida.
- Equipo está disponible para que todos los estudiantes participen en educación física. Instalaciones en los planteles escolares estarán seguras y bien mantenidas.
- La escuela provee un entorno físico y social que fomenta actividades seguras y amenas para todos los estudiantes, incluso para los que no tienen la inclinación o interés en las actividades atléticas.
- Estudiantes trabajarán para desempeñarse dentro de la "zona de aptitud física" para poder lograr y mantener estilos de vida activa físicamente.

Otras actividades basadas en la escuela

- Programas para después de clase motivarán la actividad física y hábitos saludables.
- Apoyo para la salud de todos los estudiantes se demuestra proporcionando clínicas de salud, exámenes físicos y ayuda para inscribir niños elegibles en Medi-Cal y otros programas de seguro infantil estatales.
- El distrito organizará un Comité de Bienestar local compuesto de familias, maestros, personal de apoyo, administración y estudiantes para planear, implementar y mejorar la nutrición y actividad física en el entorno escolar.
- El Departamento de Servicios de Nutrición trabajará con los Comités Consultivos Estudiantiles para abrir un diálogo respecto a la nutrición saludable.

Guías de nutrición para todas las comidas en el plantel escolar

- Todas las comidas y refrescos que se venden o sirven durante horas escolares deben cumplir los estándares de nutrición y otras guías establecidas por el gobierno federal y estatal y la Directiva Escolar.
- Servicios de Nutrición tomará cada medida para asegurar que el acceso de estudiantes a comidas y refrescos cumple las leyes y guías federales, estatales y locales. Servicios de Nutrición ofrecerá una variedad de selección de comida y refrescos saludables para las escuelas primarias, secundarias y preparatorias.
- Los artículos de comida servidos y vendidos deben reflejar la diversidad cultural del estudiantado.
- Alimentos nutritivos y apetitosos como frutas, vegetales y productos integrales debe estar disponibles durante el día escolar.
- Información de nutrición de productos ofrecidos en las barras de meriendas, a la carta y máquinas expendedoras está disponible.
- La venta de sodas, dulces/caramelos y otros productos que no cumplen las reglas no se permiten desde la medianoche hasta 30 minutos después de clases.
- Educación de nutrición motiva tiempos de merendar durante clases, no solo durante las horas de comida.
- Publicidad de comidas y refrescos deben ser consistentes con los estándares establecidos del entorno de nutrición.
- Toda la comida y refrescos vendidos o regalados por organizaciones escolares deben tener aprobación previa de la Directiva Escolar.

Entorno alimentario

- Todas las escuelas fomentarán un entorno que permita tiempo adecuado para comer mientras se promueve la conducta positiva, buenos modales y respeto por los demás.
- Todo el personal cumplirá con la promesa de servicio del Distrito para interactuar de manera cordial, atenta y positiva que asegure todas las personas son tratadas con dignidad y respeto.
- Los periodos de almuerzo se programan lo más cerca posible del horario de la escuela intermedia.
- Las cafeterías incluyen suficientes áreas de servicio para que los estudiantes no tengan que esperar tanto tiempo en línea.
- Agua para beber está disponible para estudiantes a la hora de las comidas.

Operaciones del programa de nutrición infantil

- El programa de servicios de nutrición asegurará que todos los estudiantes tengan acceso módico a una variedad de comidas nutritivas que necesitan para mantenerse saludables y convertirse en aprendices de por vida.
- La escuela se esforzará en incrementar la participación en los Programas de Nutrición Infantil Federales disponibles (eje., almuerzo escolar, desayuno escolar y meriendas después de clases).
- Se motiva a los estudiantes a empezar cada día con un desayuno saludable. Se ofrecerá programa de desayuno en todas las escuelas. Programas pilotos como desayuno durante exámenes y desayuno universal gratis en el salón de clase se puede ofrecer como lo permitan los fondos.

Seguridad y protección alimentaria

- Todas las comidas disponibles en los planteles escolares cumplen las regulaciones sanitarias estatales y locales. Los planes y normas de Análisis de Riesgos y Puntos Críticos de Control (HACCP) se implementan para prevenir enfermedad por consumo de comidas en las escuelas.
- Para la seguridad y protección de la comida e instalaciones, acceso a las operaciones de servicio alimentario está limitado al personal de Servicios de Nutrición y otro personal autorizado.

Revisión anual

- El Comité de Bienestar debe evaluar la Normativa de Bienestar establecida en todo el distrito y reportar los resultados al superintendente anualmente.
- El distrito revisará y actualizará la Normativa de Bienestar según sea necesario.

Esta institución es un empleador de oportunidades equitativas

Revisado/aprobado 1.19.18

CARTER HIGH SCHOOL
School-Parent Compact
Shared Responsibilities for High Student Academic Achievement
2020-2021

The Title I school-parent compact is jointly developed with parents, students, teachers, and administration, then distributed to parents and students. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describes the means by which the school and parents will build and develop a partnership to help children achieve the State's content standards.

School Responsibility

The following bullets describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's content standards. They also address the importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318 (d)(2))

The school agrees to carry out the following responsibilities:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's content standards.
- Communicate high expectations for every student and endeavor to motivate students to learn.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Provide parents opportunities to volunteer and participate in their student's classes and to observe classroom activities.
- Provide parents with frequent reports on their student's progress. Specifically, the school will provide reports as follows:
 - Report cards and Progress reports
 - Individual phone calls as necessary
 - Parent conferences as necessary
 - Update Synergy Web Portal grade book based on school grading policy
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through the following means:
 - Phone Contact
 - Conferences
 - Email
- Offer parents the opportunity to participate in shared decision making with other school staff and families for the benefit of students, through the following opportunities:
 - School Site Council
 - English Learners Advisory Committee
 - African American Parent Advisory Committee
 - Coffee with the principal
 - Parent Volunteer & Principal's Advisory Council

Parent/Guardian Responsibility

The following bullets describe the parent's responsibility to support their children's learning. (20 U.S.C. § 6318 (d)(1))

I will:

1. Monitor attendance and tardiness.
2. Monitor television/social media exposure.
3. Make sure that homework is completed.
4. Volunteer as appropriate.
5. Promote sensitive use of my student's extracurricular time.
6. Participate, as appropriate, in decisions relating to my child's education.
7. Stay informed about my student's education and communicating with the school by promptly reading all notices from the school or the school district either received by my student or by mail and responding, as appropriate.

Student Responsibility

The following bullets describe the student's responsibility to support their own learning.

I will:

1. Attend school daily.
2. Not be tardy to classes.
3. Complete my homework every day and ask for help when I need to.
4. Come to class prepared to learn.
5. Use my time wisely.
6. Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
7. Maintain a positive, ready-to-learn attitude.
8. Be responsible, be respectful and be safe.

Title I does not require signatures on school-parent compacts. In practice, however, schools have requested signatures and dates on compacts as evidence of how and when parents, teachers, and students agreed on the roles of each in helping the student learner be successful in school.

Principal Dr. Anderson

Parent

Student

Date

CARTER HIGH SCHOOL
Pacto entre la Escuela y Padre
Responsabilidades Compartidas para Alto Logro Académico Estudiantil
2020-2021

El Pacto entre Escuela y Padre, de Título I, es desarrollado en conjunto con los padres, estudiantes, maestros y administración, y después proporcionado a los padres y estudiantes. El Pacto define cómo los padres, el personal escolar entero y los alumnos compartirán la responsabilidad para el rendimiento académico mejorado de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños lograr los estándares estatales.

Responsabilidades Escolares

Los siguientes puntos describen la responsabilidad de la escuela de proporcionar servicios de currículos de alta calidad e instrucción en un ambiente de aprendizaje favorable y eficaz que permite a los estudiantes cumplir los estándares estatales. También se aborda la importancia de una comunicación continua entre padres y maestros a través de, un mínimo, conferencias anuales, informes sobre el progreso de estudiantes, acceso razonable al personal, oportunidades de ser voluntario y participar en la clase de su hijo/a, y observación de las actividades del salón. (20 U.S.C. § 6318 (d)(2))

La escuela se compromete a efectuar las siguientes responsabilidades:

- Convocar una reunión anual para explicar el programa del Título I a los padres e informarles de su derecho a participar en el programa.
- Proporcionar un currículo de alta calidad e instrucción en un ambiente de aprendizaje favorable y eficaz que permite a los niños participar, cumplir los estándares estatales.
- Comunicar altas expectativas para cada estudiante y motivar a los estudiantes a aprender.
- Participar en las oportunidades de capacitación profesional que mejoran la enseñanza y el aprendizaje, y apoyar la formación de asociaciones con las familias y la comunidad.
- Proporcionarle a los padres oportunidades de ser voluntarios y participar en clases del estudiante para observar las actividades en el salón.
- Proporcionarle a los padres informes frecuentes acerca del progreso de sus niños. Específicamente, la escuela proporcionará informes de la siguiente manera:
 - Boletas - Informes de progreso
 - Llamadas telefónicas individuales como sean necesarias
 - Conferencias con los padres como sean necesarias
 - Actualizar el libro de calificaciones en Synergy siguiendo la póliza de la escuela
- Proporcionarle a los padres acceso razonable al personal. Específicamente, el personal estará disponible para las consultas con los padres a través de la siguiente forma:
 - Llamadas telefónicas
 - Conferencias
 - Correo Electrónico
- Ofrecerle a los padres la oportunidad de participar en la toma de decisiones compartidas con otros miembros del personal de la escuela y familias para el beneficio de los estudiantes, a través de las siguientes oportunidades:
 - Concilio Escolar
 - Comité Asesor de Aprendices de Inglés
 - Comité Asesor de Padres Afroamericanos
 - Juntas con la comunidad
 - Café con el director
 - Padres Voluntarios & Concilio Consultivo de la Directora

Responsabilidades Familiares

Los siguientes puntos describen la responsabilidad del padre para apoyar el aprendizaje de los niños. (20 U.S.C. § 6318 (d)(1))

Voy a:

1. Supervisar la asistencia escolar y las tardanzas.
2. Supervisar cuanto tiempo ve la televisión/redes sociales.
3. Asegurar que complete su tarea.
4. Hacer trabajo voluntario como sea apropiado.
5. Promover el uso positivo del tiempo extracurricular de mi hijo.
6. Participar, como sea apropiado, en las decisiones relacionadas a la educación de mi hijo.
7. Mantenerme informado sobre la educación de mi hijo y comunicarme con la escuela al leer sin demora los avisos de la escuela o del distrito, que sean recibidos por mi hijo o por correo y contestarlos como sea apropiado.

Responsabilidades Estudiantiles

Los siguientes puntos describen la responsabilidad del estudiante para apoyar su aprendizaje.

Voy a:

1. Asistir a la escuela todos los días.
2. Llegar a tiempo a clases.
3. Hacer mi tarea todos los días y pedir ayuda cuando sea necesario.
4. Ir a las clases preparado para aprender.
5. Usar mi tiempo sabiamente.
6. Dar a mis padres o el adulto que es responsable de mi bienestar todos los avisos e información que recibo de mi escuela todos los días.
7. Mantener una actitud positiva y lista para aprender.
8. Ser responsable, ser respetuoso y mantenerme seguro.

La ley de Título I no requiere las firmas en pactos entre la escuela y padre. Sin embargo, en la práctica, las escuelas han solicitado firmas y fechas en los pactos como evidencia de cómo y cuándo los maestros, profesores y estudiantes acordaron en los papeles de cada uno para ayudar a los estudiantes ser exitosos en la escuela.



W.A. CARTER HIGH SCHOOL

Rialto Unified School District

Wilmer Amina Carter

High School

2630 North Linden Avenue, Rialto,
CA 92377

909-854-4100 Phone

<http://chs-rialto-ca.schoolloop.com/>

Twitter @principalchs16

MENTAL HEALTH SERVICES FOR STUDENTS

As required by Education Code, school districts are required to notify students and parents or guardians of students on how to access available mental health services on campus or in the community. The following information in bold will be printed on the back side of student Identification cards for students in grades 6 through 12.

Crisis Walk-In Clinic, 909-421-9495

850 East Foothill Blvd., Rialto, CA 92376

211 San Bernardino County, 2-1-1

National Suicide Prevention Lifeline, 1-800-273-8255

The Crisis Text Line, which can be accessed by texting HOME to 741741

Rialto Unified Safety Office, 909-820-6892

California Youth Crisis Hotline, 1-800-843-5200

SERVICIOS DE SALUD MENTAL PARA ESTUDIANTES

Como está requerido por Código Educativo, a los distritos escolares se les exige notificar a los estudiantes y padres o tutores de estudiantes sobre cómo acceder a servicios de salud mental en los planteles escolares o en la comunidad. La siguiente información en letra negrita se imprimirá en las tarjetas de identificación de los estudiantes en 6 a 12 grados.

Clínica de crisis sin cita, 909-421-9495

850 East Foothill Blvd., Rialto, CA 92376

211 San Bernardino County, 2-1-1

Línea de Prevención contra el Suicidio, 1-800-273-8255

Línea de Crisis en texto, acceder enviando un texto a HOME a 741741

Oficina de Seguridad de Rialto Unificado, 909-820-6892

Línea directa de Crisis Juvenil de California, 1-800-843-5200

Week of:

		MONDAY		TUESDAY		WEDNESDAY
Per. 1	✓		✓		✓	
Per. 2						
Per. 3						
Per. 4						
Per. 5						
Per. 6						
ACTIVITIES						

