



Sequoia School

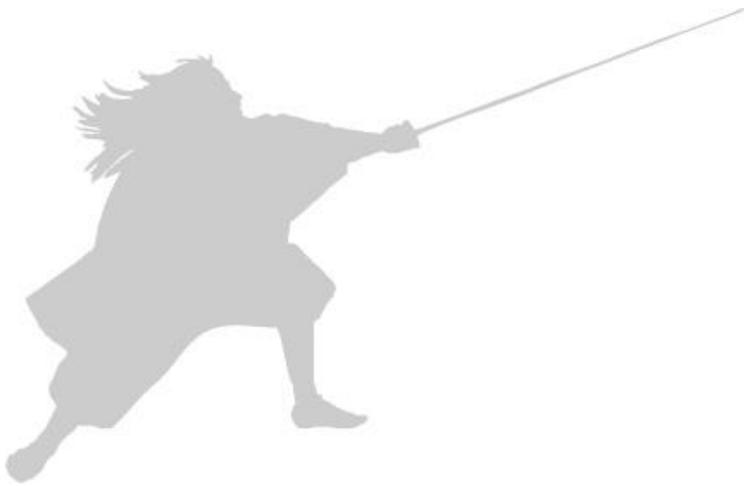
William S. Hart
Union High School District

PARENT/STUDENT HANDBOOK

Table of Contents:

Page

3	Mission Statement
4	Program Description: Special Day Class 6
5	Sequoia School Expectations
6	Dress Code Policy
6	Health/Sex Education
7	Attendance Policy
8	Homework Policy
9	Borrowing and Lending Policy
9	Student Use of Office Phone
9	Closed Campus
10	Meal Service and Student Store
11	Emergency Procedures
11	Parental Involvement and Collaboration
12	Parent Advisory Council (PAC) and Parent University
12	Educationally Related Intensive Counseling Services (ERICS)
13	Personal Accountability Rewards System (PARS)
19	Personal Progress Monitor Sheet (PPM)
20	Sequoia Regulation Index
21	Sequoia Rewards and Incentives
22	Associated Student Body and Co-Curricular Activities
23	Senior Activities
24	Senior Off-Campus Lunch Privilege
24	WSHUHSD – Acceptable Use Agreement for Student Technology
24	Cell Phone Policy
25	SCS: Student Cell Phone/Electronic Device Policy
26	WSHUHSD- Anti-Bullying Policy
27	Sexual Harassment Policy
28	Student-to-Student Contact and Physical Boundaries
28	Appropriate Use of Language
29	Bell Schedule
30	School Calendar



Mission Statement:

The mission of Sequoia School is to provide a supportive and academically focused environment for students, grades 7-12, through collaborative learning teams composed of highly qualified teachers, support staff, and Educationally Related Intensive Counseling Services (ERICs).

Sequoia School focuses on the future for each student. We believe in promoting and rewarding personal standards, partnership with family and community, and that ALL students can succeed.

We are a community of lifelong learners.

Students are expected to:

- Engage in the therapeutic process.
- Demonstrate respect for self, others, and property.
- Follow all William S. Hart UHSD discipline guidelines.
- Successfully pass all classes.
- Become active and productive members of our community.

Sequoia School

Program Description: Special Day Class 6 (SC6)

The Special Day Class 6 (SC6) Program is uniquely designed to address the needs of students experiencing significant social-emotional/behavioral difficulties which adversely impact their ability to make educational progress in a comprehensive campus setting.

Located on the campus of Sequoia School, the SC6 program provides a small, structured, educational setting for students in grades 7-12. Class sizes are kept small with increased staff-to-student ratio. Academic instruction is imparted at grade level with accommodations/modifications based on individual student needs as indicated on the Individualized Education Program (IEP). A school-wide, positive behavioral incentive system is embedded within the SC6 program to support student attendance, participation, and accountability for behavior. Through this Personal Accountability and Rewards System (PARS), students receive immediate feedback regarding their performance across classroom settings and may earn school rewards and privileges as they progress towards higher levels.

In conjunction with academic instruction and behavioral supports, a therapeutic milieu provides increased therapist-student interaction to foster social-emotional growth in an educational setting. Students participate in a range of Educationally-Related Intensive Counseling Services (ERICS) including individual and group counseling to address development of positive self-concept, coping skills, social skills, and self-awareness. In addition, parents and family members participate in family counseling to support student progress. This comprehensive, student-centered approach aims to promote student academic gains while addressing the underlying internal and external social-emotional factors impacting a student's ability to self-regulate and make educational progress.

As students progress in areas of academics and social-emotional functioning, the IEP team may consider dual enrollment with a comprehensive campus to support the student's gradual transition to his/her least restrictive environment. Students at the high school level may participate in Community Based Instruction as well as access career/vocational services and agency linkages to support post-secondary transition.

Sequoia School Expectations

Students will:

1. Attend school per district guidelines and arrive on time to all classes.
2. Follow all verbal and written directions given by staff members.
3. Demonstrate an effort to complete all academic tasks.
4. Observe school district, classroom, and group rules.
5. Show respect to all students and staff members.
6. Respect the property of the school, staff members, and other students.
7. Attend school in a sober state and free from drugs.
8. Not engage in verbal threats or verbal/physical forms of aggression.
9. Not engage in self-injurious or self-mutilating behaviors.
10. Not bring dangerous or objectionable items to school. Any inappropriate item must be surrendered to a staff member when requested. Items that are in violation of school rules will be confiscated and not returned to the student.
11. Respect and maintain the confidentiality of other students who attend this school.

Parents will:

1. Support the conditions of enrollment, including regular participation in family counseling sessions.
2. Respond promptly to all telephone calls and emails that are initiated by staff members.
3. Support staff decisions regarding student's academic and social-emotional functioning.
4. Make arrangements to be available for emergency pick-up during the school day.
5. Review and sign the Personal Progress Monitor forms.
6. Notify the school office and transportation service by 7:15 a.m. if student will be absent on that school day.
7. Understand that according to the guidelines of Non-Violent Crisis Intervention Training, Sequoia staff members will place "hands on" student if he/she engages in behavior that is dangerous or unsafe to self and/or others (peers and staff).

Dress Code Policy

It is the purpose of the Sequoia dress code to set the minimum standards of dress for students attending Sequoia. It is important that students understand their responsibility to dress and conduct themselves in a manner which will be conducive to maintaining a safe, positive school environment. Due to the ever-changing styles and interests of our student population, Sequoia reserves the right to update dress code and rules as needed. If a student is in violation of the dress code policy, his/her parent/guardian will be asked to bring appropriate clothing to school for the student to change into that day. Students can and will be sent home from school for continual failure to follow the adopted school-wide dress code policy.

The following dress code guidelines shall apply to all regular school activities both on and off the school premises:

1. Caps and/or hats may not be worn in the classroom.
2. Shoes must be worn at all times. Slippers or steel-toed shoes are not allowed. Flat, closed-toe shoes (i.e. tennis shoes) must be worn during physical education activities.
3. Clothing patches and jewelry must be free of writing, pictures, and any other insignia which are crude, vulgar, profane, sexually suggestive; or which advocate racial/ethnic/religious prejudice or the use of alcohol or drugs.
4. Clothing or dress styles, which indicate affiliation with an unauthorized group or gang are prohibited.
5. Appropriate undergarments must be worn at all times (i.e. underwear and bras).
6. Clothes must be sufficient to conceal undergarments. Pants and shorts must not fall below the waistline, and undergarments must not be visible. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, bare chests, muscle shirts, and skirts or shorts shorter than mid-thigh are prohibited.
7. Clothing, jewelry, and other items that can be used as a weapon are prohibited.
8. One of the goals of the Sequoia program is to provide a reasonably sound educational environment. Any clothing that is deemed by staff to distract students from this goal is not acceptable.
9. Appropriate attire must be worn for all PE courses, i.e., sweat pants/athletic shorts, shirts, and tennis shoes.

Health/Sex Education

Your son or daughter may eventually take the Health class at Sequoia. This is generally offered in the 10th grade, but may be offered anytime between grades 9 through 12, depending on class scheduling. One of the units offered as part of this class deals with sexually transmitted diseases.

Please indicate with the appropriate office staff whether you **do**, or **do not** want your son or daughter to receive this instruction in the Health Class. If you choose not to have your son/daughter participate, an alternate assignment will be made which provides for no loss of credit. These, and any other Hart District curriculum materials that are used at Sequoia, are

available for you to preview at any time, upon your request. If you have any questions regarding this matter, please feel free to call Brandi Davis, Principal, at 259-0033, ext. 304. Also, please note that information about, and discussion on, the above and related topics may occur with any student during individual, group or family therapy. For more information regarding this, please contact your ERICS therapist.

Attendance Policy

Absence

If a student is going to be absent from school on any given day, it is the parent/guardian's or adult student's responsibility to call the school secretary @661-259-0033, X304 or leave a voice mail message as early in the morning as possible indicating the **date** and **reason** for the student's absence.

If the student receives school bus transportation, it is imperative for parents to call the transportation department before 7:15 am to notify them that the student will not require pick up at the bus stop. If circumstances beyond your control do not allow you to call before 7:45 am, please still call at your earliest convenience. The phone number for the transportation department is: 661-259-0033 ext. 703 or 704. You may leave a message if unable to speak to someone directly.

It is the responsibility of the parent/guardian to notify other school sites, if the student is participating in the Dual Enrollment Program, in the event of an absence. The Sequoia staff will not be able to make necessary arrangements with other school sites in the William S. Hart USD.

If a student is absent for more than three (3) consecutive days, a doctor's note on official stationery from the doctor's office must accompany the student on his/her return and be given immediately to the Sequoia secretary. The note must include: 1) the nature of the illness, 2) the number of days the student was out that were necessary for recovery from the illness, and 3) a signature from the treating physician. If recovering from a contagious illness, the doctor's note must indicate that the student may return to school. **Please note:** The doctor's note is required in order to record the number of days absent that were excused and allows the student to retain his/her status on the Level System. An unexcused absence will cause the student to restart at his/her current level.

Please note: Sequoia acknowledges students who strive to maintain regular attendance, i.e., less than 3 absences per month. These students will be awarded monthly certificates and have the opportunity to participate in a quarterly reward trip/activity.

Tardy

It is the responsibility of all Sequoia students to arrive to school on time each day. If a student is tardy to school, the student must bring a written note to the school secretary (upon arrival to school) signed and dated by a parent/guardian explaining the reason for the tardiness.

Alternatively, parent/guardian may call the school secretary to request excusal for the tardy that morning.

3 tardies is the equivalent of 1 unexcused absence and may impact a student's ability to participate in an attendance reward trip.

Attendance Awards

Sequoia acknowledges students who strive to maintain regular attendance, i.e., less than 3 absences per month. Please note that 3 tardies during one month is the equivalent of 1 absence (unexcused). These students will be awarded monthly certificates and have the opportunity to participate in a reward trip/activity for the semester (work completion is not a criterion).

Support for Limited Attendance

Sequoia School endeavors to support regular student attendance and participation. Should a student encounter difficulty attending school on a consistent basis, in addition to working collaboratively with students and their families, Sequoia staff may utilize additional school and district-wide services to address attendance concerns. These services are intended to be supportive in nature and may include any of the following:

- Parent/guardian contact from the attendance office, student's case manager, ERICS therapist, school psychologist, and/or principal
- Attendance notification mailed home to parent/guardian
- Students receive individual counseling by ERICS Therapist and school-wide incentive program will be reviewed.
- Home visits made by Sequoia's support team (may include school staff, District Child Welfare and Attendance Social Worker or School Resource Officer)
- Referral to Sequoia's School Resource Officer (SRO) – this may lead to school/home visits, and/or truancy citation(s) at the SRO's discretion
- IEP meeting to discuss attendance concerns
- Referral to the district Child Welfare and Attendance (CWA) representative
- Referral to the district Student Attendance and Review Board (SARB)

Homework Policy

At Sequoia, homework may be assigned daily by teachers. Students are expected to complete and submit all assignments by the due date indicated. Assignments and homework turned in late will be accepted until Friday of the week they are due. These late assignments will have points deducted according to the teacher's class policy (noted in the syllabus for each class). Assignments submitted after Friday of the week they are due will receive NO CREDIT. Teachers have the right to make exceptions to this policy for individual projects and/or student needs. Students may have the opportunity to make up and earn credit for

missing English/Math assignments during designated academic intervention times which will be shared each semester.

Borrowing and Lending Policy

It is the purpose of Sequoia to establish a therapeutic and equitable environment for all students. It is important that students understand that the borrowing, lending and giving of items can create undue stress and unpleasant emotional reactions for those involved. Therefore, the borrowing, lending, and giving of items between peers is strictly prohibited while students are at Sequoia. This policy encompasses the borrowing, lending, and giving of money as well as non-monetary items, including cell phones. Students may not share snacks and student store points with other students. If a student violates the borrowing and lending policy, Sequoia and its staff members are not liable for any items that are damaged, lost, or not returned.

Student Use of Office Phone

Students must have staff permission to use any of the telephones located on the Sequoia premises. In general, student phone use is reserved for those situations which are considered by staff members to be emergencies. Additionally, students may use the telephone in the context of completing an academic or therapeutic assignment. When a student is using the telephone, the following guidelines must be adhered to or the phone call will be terminated and the student will lose the privilege of using the telephone:

1. The phone call will be made using a telephone that is located in an office.
2. A staff member will supervise the phone call.
3. A staff member will monitor the content of the phone call.
4. The student must be respectful to the recipient of the phone call and use appropriate language at all times.

Closed Campus

Sequoia is a closed campus. Students are permitted on campus between the hours of 7:30 am and 3:30 pm daily. Due to supervision concerns, students are not permitted to be on campus outside of these times.

Students may not leave during the school day unless they are signed out in the front office by a parent or designated emergency contact. Students must provide written permission (e.g., note or email) from parent to allow the student to access transportation to and from school and school functions from someone other than a parent, guardian, or designated emergency contact.

All visitors must sign-in with the main office prior to campus visits. All visitors must wear a visitor badge.

The Sequoia campus does not permit parents/guardians to visit classrooms without prior approval of the principal. Arrangements must be scheduled in advance.

The Sequoia campus does not permit non-students and non-family/guardian members to be on campus without prior approval of the principal. No exceptions will be made.

Meal Service and Student Store

We believe that all students should eat healthy foods, and eat enough during the day to give them the energy to learn.

- Families may apply for the Free and Reduced Lunch Program (FRAM), or may choose to put money in their child's account to be used for purchasing meals from the District Food Services. Checks should be made out to: WSHUHSD.
- While we do not have a kitchen on campus, hot lunch service is provided to Sequoia's campus by Golden Valley High School, and breakfast is provided by Bowman High School.
- As meals are ordered from other campuses, it is the student's responsibility to order lunch each morning from a designated staff member in his/her homeroom. If a student arrives on campus after 9:30 a.m., we are unable to order lunch for him/her. He/she should either bring food from home, or can purchase snacks at the reward store with points or cash if the student is on Level 2 or above.

Breakfast

Breakfast is provided to students at a cost of \$1.75 per day. Breakfast will be ordered in the morning for the following day. Student will have a choice of a hot daily breakfast special or cereal. Each breakfast comes with juice, milk, and fresh fruit. Students cannot purchase breakfast at the window as there are no "extras" available. Breakfasts must be claimed by the end of brunch. If a student has pre-ordered a breakfast and is absent, the meal must still be paid for, since it was pre-ordered.

Lunch

Lunch is provided to students who pre-order and pre-pay for their meal. The cost of lunch is \$3.00 per day. Full lunches include a hot or cold sandwich (i.e. hamburger, peanut butter & jelly sandwich, burrito, to name a few), and a choice of one or all of the following: small salad, fruit and/or chocolate/white milk. Every student who orders a kitchen lunch **must** receive his/her lunch during the lunch hour. If the student is not hungry or does not like the meal choice, he/she still must take the meal into their possession. He/she can keep it in his/her backpack until later. **Meals will not be kept overnight in the refrigerator.**

Important Notes:

- If a student is not marked “present” on the attendance sheet (turned in by 9:15AM), the student’s pre-selected menu choice for a meal will **NOT** be ordered for that student that day.
- If a student goes home sick after the lunch order has been placed, the account will be charged and the student will not receive a refund or a replacement meal upon return.
- If a student has pre-paid for a meal, and does not pick it up for any reason, he/she will not be refunded.
- If there is not enough money on the account to pay for a meal, it will not be ordered.
- Lunches are not available for on-the-spot purchases at the window.
- Students who do not pre-order/pre-pay for lunches are encouraged to bring food from home if they tend to be hungry during the school day.
- Student store items are available for on-the-spot purchases with points/cash at the window for students who are on Level 2 and above. Sorry, no IOU’s.
- Students are advised not to bring money in denominations greater than \$5. Small denominations are preferred as we simply are unable to provide change for \$10 or \$20 bills.

In addition to the District lunch program, Sequoia has a Student Store program and students may purchase items before school, during brunch and at lunch. Sequoia follows the Hart District Wellness policy. Energy drinks or high-caffeine drinks on campus are discouraged.

Emergency Procedures

Sequoia School maintains a comprehensive emergency plan. The plan may be reviewed at any point in time upon request in the main office or on the Sequoia website.

Parental Involvement and Collaboration

Due to the nature of our student population, family involvement and participation in the educational and therapeutic process is extremely important. We make exhausting efforts to include the families in our program whenever possible. Sequoia maintains a safe and family-oriented environment on a daily basis. In addition to efforts at regular communication and collaboration between home and school, we are continually in the process of designing and implementing new programs to include families in the educational and therapeutic process.

Parental involvement is regularly encouraged through Educationally Related Intensive Counseling Services, Parent Advisory Council, Parent University, and IEP meetings.

Parent Advisory Council (PAC) and Parent University

The Parent Advisory Council (PAC) at Sequoia is a school-wide parent organization which meets on a bimonthly basis to discuss school events/activities, district news, fundraising opportunities, and campus updates. All parents are invited and encouraged to join the evening PAC meetings hosted at Sequoia to remain involved at the school site and to actively participate in the Sequoia community. In recent years, Sequoia's PAC has organized a variety of special events on campus designed to enhance a positive school climate. Examples include a bi-annual school-wide picnic, campus BBQ's, staff appreciation, and holiday celebrations.

Parent University is a unique program designed to work in collaboration with our bimonthly PAC meetings, and provides an educational component for families. Presenters from various agencies are invited to provide important information regarding resources available to families. Examples of presentations include those from the Workforce Investment Act, Narcotics Anonymous, Crisis Response and PMRT, and Home-School Collaboration. In addition to agencies, Sequoia's school-based clinical staff may lead lively discussions on a variety of topics intended to illuminate the intersection of mental health and education. These 30-minute presentations highlight contemporary issues particularly relevant to adolescents and the relationship between Sequoia students and parents. Examples include Cyberbullying, Caregiver Burnout/Self Care, and other topics of relevance.

Educationally-Related Intensive Counseling Services (ERICS)

Participation in counseling is an essential component of the Special Day Class 6 (SC6) program at Sequoia. Students participate in a range of Educationally Related Intensive Counseling Services (ERICS) as indicated on each student's Individualized Education Program (IEP). These counseling services are provided by on-site, licensed therapists who work closely with students both in and out of the classroom and within the school milieu to support progress towards the social-emotional/behavioral goals indicated in each student's IEP. Each student at Sequoia is assigned an ERICS Therapist. Students must meet with their therapist on a weekly/as-needed basis (as indicated in the IEP) for individual counseling sessions. Progress towards social-emotional/behavioral goals is reported quarterly and at IEP meetings.

Students may also have the opportunity to participate in weekly counseling groups offered at Sequoia. The ERICS therapist, with input from the parent/guardian and student will decide which group is appropriate for each student.

A key component of the SC6 program is parent counseling. Parental involvement is essential to each student's success at Sequoia, therefore, it is **essential** that families commit to the

ongoing therapeutic process and participate regularly/consistently in weekly parent counseling sessions as indicated in the student's IEP and as recommended by the ERICS therapist.

In addition to providing individual, group, and family counseling sessions, the ERICS team at Sequoia endeavors to assist students who are having difficulty during the school day. As such, the role of therapists may include providing support to students during classroom instruction, consulting with teaching staff, participating in IEP's, attending school field trips, providing information at Parent University, and linking students to additional services/resources as needed.

Personal Accountability Rewards System (PARS)

In an effort to promote student independence and growth, Sequoia School is committed to a school-wide, positive behavioral support program designed to foster students' personal accountability and monitoring of progress. The Personal Accountability Rewards System (PARS) is a five-step system developed by simplistic societal and school-wide expectations, with an emphasis on personal goal attainment and positive reinforcement through access to school privileges and rewards (on-campus, off-campus, and/or community-based).

Students on Level One, Two, Three and Four will be required to carry a Personal Progress Monitor (PPM) sheet daily. Students on Level Five will be required to carry a Personal Progress Monitor sheet once weekly. Students on Mastery/Dual Enrollment will not be required to carry any form incorporated into the monitoring system, and will have identified personal educational/vocational goals for mastery. As students progress to higher steps, they may have the opportunity to access an increasing array of rewards and privileges available at Sequoia. Conversely, students who do not strive towards daily progress may take a step back on their PPM and have access to fewer reward privileges.

The personal progress monitoring system is also designed to increase home-school communication and collaboration. For students on Steps 1-5, parents are required to review and sign PPM's regularly to encourage/support progress towards goals. PPM's may also provide teacher comments and feedback to help identify current areas of behavioral strengths and weaknesses in the school setting.

Level System Overview

Students accumulate points throughout the day for engaging in the following behaviors: Arriving to class on time and ready to work; staying on task during activities and lecture; engaging in appropriate use of language; engaging in appropriate school behavior; and completing work with best effort. Upon the end of the day, each student's points are calculated. Points earned each day will be multiplied by the student's current level, and can be accumulated to purchase items at the student store. In addition, the percent of points (from 100) will be calculated daily. Students will move up and down the level system according to their percent of points. All students begin on level 2. A student who is on level 2 and has met the 80% point requirement needed to advance at the end of day 1 will be

indicated as “Level 2 plus 1.” Upon the second day of meeting the 80% criteria will be indicated as “Level 2 plus 2,” and so on.

- Students receive full points for accessing/participating in counseling/DIS services (Speech, OT, Counseling groups). Missed sessions are permitted without penalty as long as the student remains within the class and complies with instruction. Ongoing missed sessions will be addressed therapeutically.
- Surprise Rewards: Intermittent rewards/privileges to Levels 5 and Mastery
- Off-campus lunch (seniors only): Level 5 and Mastery. Privilege will be revoked for remainder of semester following abuse of privilege.
- Points must be redeemed by the end of the school year. Points do not carry over to the next year.

Automatic “Level Drops”

The following behaviors will result in the student earning one level drop each time they occur:

1. Two consecutive days on which a student does not earn % of points needed to maintain level (one day for students on Level 5).
2. Any time a student earns a suspension (in or out of school). Note – an out of school suspension greater than 2 days may result in more than one level drop since the student’s daily % will be affected by the 0 points earned for each day that the student is not in school.
3. Any extreme or gross violation of a school rule or behavior goal, at the recommendation of the staff and **verification by the Principal**. Student will not be permitted to “fast track” to the next level (i.e., advance to the next level by maintaining 2 consecutive days of 90% performance).

Truancy and Suspension

- **Truancy:** Students who have 3 tardies/truancies within a 10-day period will restart within their current level.
- **In-school intervention:** A conduct violation resulting in in-school intervention will constitute an automatic level drop. The student may still earn points for the day(s) if he/she complies with in-school intervention instruction and directions.
- **In-school suspension:** Automatic 1 level drop. The student may still earn points for the day(s) if he/she complies with in-school suspension instruction and directions.
- **Out of school suspension:** Automatic 1 level drop. An out of school suspension greater than 2 days may result in more than one level drop since the student’s daily % will be affected by the 0 points earned for each day that the student is not in school.

Level 1

How do students move up to Level 2?

1. Earn 75% of points or higher for 5 consecutive days, OR

2. Earn 90% of points or higher for 2 consecutive days – Fast Track (If student dropped to level 1, student may only Fast Track immediately after the level drop.)

What are student privileges while on level 1?

1. Earned points are multiplied by 1.

Please note: Students on level 1 are not permitted to purchase items from the reward store and may not participate in school field trips and/or reward trips.

Level 2

All new students begin at level 2 at Sequoia School.

How do students maintain level 2 status?

Continue to earn 75% of points or higher on a daily basis. One down day (or one day below 75%) is permitted.

How do students move up to Level 3?

Earn 80% of points or higher for 5 consecutive days. One down day (or one day below 80%) is permitted.

How do students drop to level 1?

Earn 74% of points or fewer for 2 consecutive days.

(Refer to automatic level drop section for behaviors resulting in automatic level drop)

What are student privileges while on level 2?

1. Earned points are multiplied by 2.
2. Reward store available for purchases with points/cash.
3. Participation in school activities during and after school hours.

Level 3

How do students maintain level 3 status?

Continue to earn 80% of points or higher on a daily basis. One down day (or one day below 80%) is permitted.

How do students move up to Level 4?

1. Earn 85% of points or higher for 10 consecutive days. One down day (or one day below 85%) is permitted.
2. Demonstrate a GPA of 2.0 upon every 5-week grading period.

How do students drop to level 2?

Earn 79% of points or fewer for 2 consecutive days.

(Refer to automatic level drop section for behaviors resulting in automatic level drop)

What are student privileges while on level 3?

1. Earned points are multiplied by 3.
2. Reward store available for purchases with points/cash.
3. Participation in school activities during and after school hours.
4. Participation in Reward Friday (pending work completion).

Level 4

How do students maintain level 4 status?

1. Continue to earn 85% of points or higher on a daily basis. One down day (or one day below 85%) is permitted.
2. Maintain 2.0 GPA upon 5-week grading period.

How do students move up to Level 5?

1. Earn 90% of points or higher for 10 consecutive days. One down day (or one day below 90%) is permitted.
2. Demonstrate a 2.5 GPA upon every 5 week grading period.

How do students drop to level 3?

Earn 84% of points or fewer for 2 consecutive days.

(Refer to automatic level drop section for behaviors resulting in automatic level drop)

What are student privileges while on level 4?

1. Earned points are multiplied by 4.
2. Reward store available for purchases with points/cash.
3. Participation in school activities during and after school hours.
4. Participation in Reward Friday (pending work completion).
5. Monthly Offsite Reward Activity.

Level 5

Level 5 is the highest level on the level system at Sequoia School to which students advance through earning points.

How do students maintain level 5 status?

1. Continue to earn 90% of points or higher on a daily basis. Down days are not permitted.
2. Maintain 2.5 GPA upon 5-week grading period.

How do students move up to Mastery/Dual Enrollment?

Advancement to the Mastery/Dual Enrollment level is based on an IEP Team decision.

How do students drop to level 4?

Earn 89% of points or fewer on any day.

(Refer to automatic level drop section for behaviors resulting in automatic level drop)

What are student privileges while on level 5?

1. Earned points are multiplied by 5.
2. Reward store available for purchases with points.
3. Participation in school activities during and after school hours.
4. Participation in Reward Friday (pending work completion).
5. Monthly Offsite Reward Activity.
6. Friday Off Campus Lunch for seniors only. (Pending parent permission. Privilege will be revoked for remainder of semester following abuse of privilege).
7. Surprise Rewards.

Mastery/Dual Enrollment

Some students may demonstrate mastery of their behavior within the level system and benefit from dual enrollment. This will be determined by the IEP Team. Students within this level will continue to have all the benefits of Level 5, and would need to show continued ability to maintain in all areas as follows:

1. 95% school attendance (both Sequoia and any other program of enrollment such as mainstreaming, ROP, work study, etc.).
2. 90% attendance in all therapy sessions.
3. Maintain an overall 2.5 GPA upon 5-week grading period (this includes coursework on both campuses). Students must maintain a C or higher in dual enrollment classes.
4. Maintain appropriate behavior on both campuses. Discipline infractions on either campus will be considered for a level drop.
5. Overall continued success.

Additional Information Regarding Personal Progress Monitor Sheets

See the Personal Progress Monitor (PPM) Sheets for specific information regarding total numbers of points earned per period. If students are pulled for therapy or other DIS service during a period, full points will still be given for participating/accessing that service. The PPM Sheet reinforces expected school behaviors such as being on time, participating, returning the previous day's PPM sheet, completing class and homework, etc. Students within levels 1 through 4 will carry their PPM sheet daily, students on level 5 will carry their PPM sheet weekly, and students within Mastery/Dual Enrollment will not carry a PPM sheet unless maintenance criteria is not being maintained.

Please note the following:

- Students may not share their PPM points with other students. For example, a student may not purchase items from the Reward Store using his/her points for another student.
- Students are encouraged to use their PPM points by the end of the school year as points will not carry over to the following school year.
- All students will begin the new school year on Level 2 (i.e., the previous year's points and level status will not carry over to the following school year).

Sequoia School: Personal Accountability Reward System*

LEVEL SYSTEM (revised 2016/2017)

Level	To Maintain	To Advance	To Drop One Level	Privileges	Restrictions	PPM Sheet
Mastery/Dual Enrollment	-3.0 GPA -95% school attendance -90% attendance in all therapy sessions -overall continued success	N/A	-IEP team decision to place on Level System again because of problems with maintenance	(same as Level 5)	-Standard rules of conduct - Minimal level of staff supervision	Student no longer carries a PPM unless maintenance criteria is not being maintained
5	-Earn 90% or higher daily once at this level -2.5 GPA at the 5 week; Restart after 1 unexcused absence/3 tardies	IEP Team Decision	Earn 89% or lower on any day once at this level; 2 unexcused absences within one month.	-Points multiplied by level -Reward Store (pts/cash) -Participation in school activities during/after hours - Reward Friday (pending work completion) -Monthly Offsite Reward Activity - Friday Off Campus Lunch (seniors) with parent permission* - Surprise Rewards	-Standard rules of conduct - Minimal level of staff supervision	Weekly (Thursday) - Daily to earn points
4	Earn 85% or higher daily once at this level; Restart after 1 unexcused absence/3 tardies	Earn 90% or higher 10 days (1 down day allowed) -2.5 GPA at the 5-week	-Earn 84% or lower for 2 consecutive days(1 down day allowed);	-Points multiplied by level -Reward Store (pts/cash) -Participation in school activities during/after hours - Reward Friday (pending work completion) -Monthly Offsite Reward Activity	-Standard rules of conduct -Moderate level of staff supervision	-Daily
3	Earn 80% or higher daily once at this level; Restart after 1 unexcused absence/3 tardies	Earn 85% or higher for 10 days (1 down day allowed) -2.0 GPA at the 5-week	-Earn 79% or lower for 2 consecutive days (1 down day allowed)	-Points multiplied by level -Reward Store (pts/cash) -Participation in school activities during/after hours -Reward Friday (pending work completion)	-Standard rules of conduct -High level of staff supervision	-Daily
2 (Intro)	Earn 75% or higher daily once at this level; Restart after 1 unexcused absence/3 tardies	Earn 80% or higher for 5 days (1 down day allowed)	-Earn 74% or lower for 2 consecutive days (1 down day allowed)	-Points multiplied by level -Reward Store (pts/cash) -Participation in school activities during/after hours	-Standard rules of conduct -Intensive level of staff supervision	-Daily
1	Continue to earn 74% or higher; Restart after 1 unexcused absence/3 tardies	Earn 75% or higher for 5 days OR Earn 90% or higher for 2 consecutive days (immediately after level drop)	N/A	-Points multiplied by level	-Standard rules of conduct -Maximum level of staff supervision at all times, including restrooms.	-Daily

Personal Progress Monitor – 2016-2017

Student: _____ **Home Room:** _____ **Date:** _____

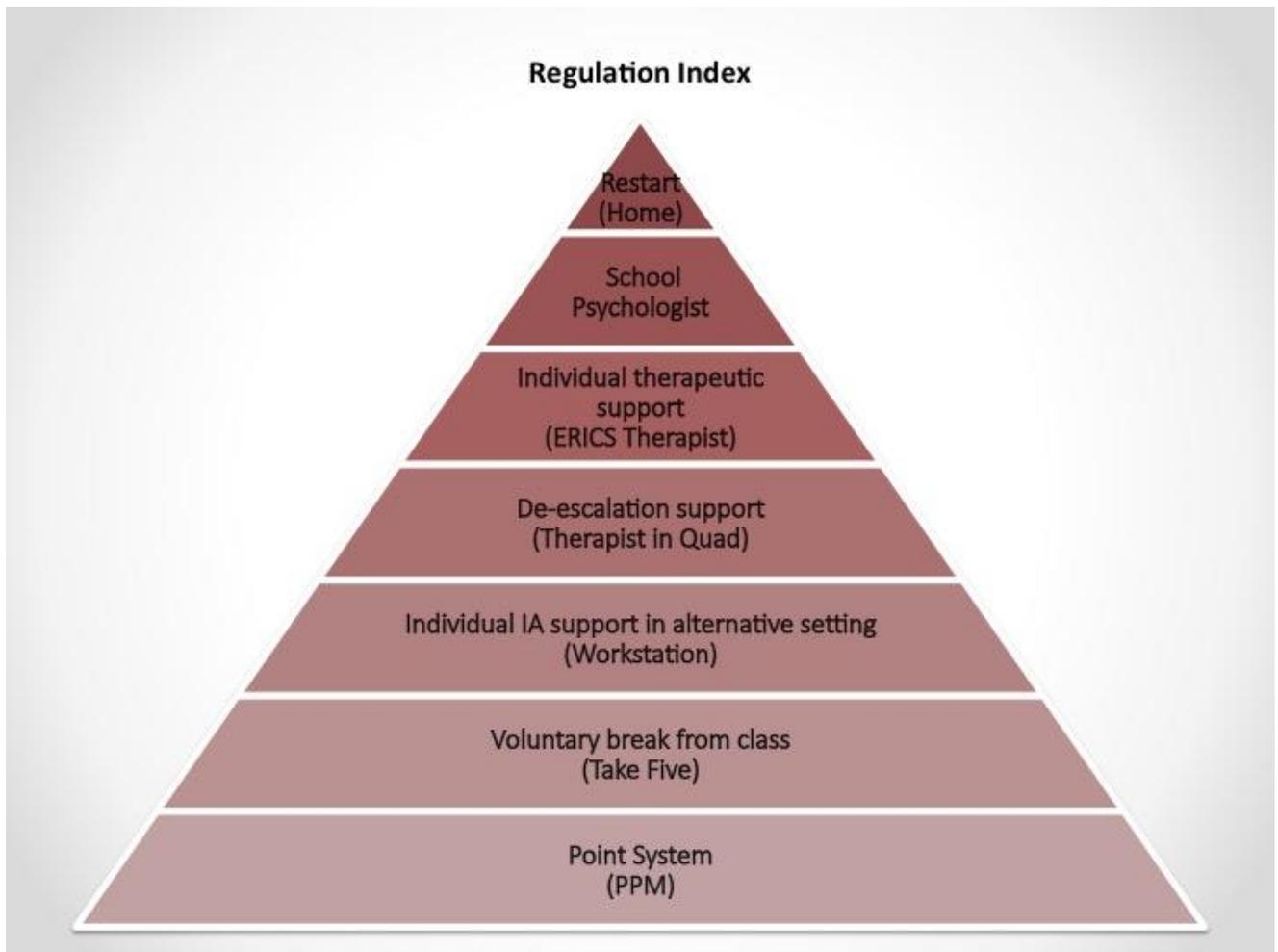
Personal Accountability Reward System Starting Step: _____

Start Time	On Time In seat Ready to work Not talking	Stay on Task During Lecture	Appropriate Use of Language	Appropriate School Behavior	Complete Work w/Best Effort	Total	Starting Points										
Home Room	0 1 2 3 4 5	T, W, F 8:00-8:14 M, Th 8:30-8:44				/5											
PERIOD 1	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	/15											
T, W, F 8:14-9:12 M, Th 8:44-9:37					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BB</td><td></td></tr> <tr><td>Take 5</td><td></td></tr> <tr><td>WS</td><td></td></tr> <tr><td>QX</td><td></td></tr> <tr><td>TX</td><td></td></tr> </table>		BB		Take 5		WS		QX		TX		Today's Points
BB																	
Take 5																	
WS																	
QX																	
TX																	
PERIOD 2					0 1 2 3	/15	X Level										
T, W, F 9:15-10:13 M, Th 9:40-10:33					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BB</td><td></td></tr> <tr><td>Take 5</td><td></td></tr> <tr><td>WS</td><td></td></tr> <tr><td>QX</td><td></td></tr> <tr><td>TX</td><td></td></tr> </table>		BB		Take 5		WS		QX		TX		Total Points
BB																	
Take 5																	
WS																	
QX																	
TX																	
PERIOD 3					0 1 2 3	/15	Points Spent										
T, W, F 10:30-11:28 M, Th 10:50-11:43					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BB</td><td></td></tr> <tr><td>Take 5</td><td></td></tr> <tr><td>WS</td><td></td></tr> <tr><td>QX</td><td></td></tr> <tr><td>TX</td><td></td></tr> </table>			BB		Take 5		WS		QX		TX	
BB																	
Take 5																	
WS																	
QX																	
TX																	
PERIOD 4					0 1 2 3	/15	Point Balance										
T, W, F 11:31-12:29 M, Th 11:46-12:39					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BB</td><td></td></tr> <tr><td>Take 5</td><td></td></tr> <tr><td>WS</td><td></td></tr> <tr><td>QX</td><td></td></tr> <tr><td>TX</td><td></td></tr> </table>			BB		Take 5		WS		QX		TX	
BB																	
Take 5																	
WS																	
QX																	
TX																	
PERIOD 5					0 1 2 3	/15	Point Balance										
T, W, F 1:06-2:04 M, Th 1:16-2:09					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BB</td><td></td></tr> <tr><td>Take 5</td><td></td></tr> <tr><td>WS</td><td></td></tr> <tr><td>QX</td><td></td></tr> <tr><td>TX</td><td></td></tr> </table>			BB		Take 5		WS		QX		TX	
BB																	
Take 5																	
WS																	
QX																	
TX																	
PERIOD 6					0 1 2 3	/15	Point Balance										
T, W, F 2:07-3:05 M, Th 2:12-3:05					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BB</td><td></td></tr> <tr><td>Take 5</td><td></td></tr> <tr><td>WS</td><td></td></tr> <tr><td>QX</td><td></td></tr> <tr><td>TX</td><td></td></tr> </table>			BB		Take 5		WS		QX		TX	
BB																	
Take 5																	
WS																	
QX																	
TX																	
Rarely (0-25%) = 0 Most of the time (26 -50%) = 1 Almost always (51 - 75%) = 2 Exceptional (76 -100) = 3 BB: Bathroom Break Take 5: Voluntary Break WS: Work Station IA Support QX: Quad Therapeutic Support TX: ERICS Support																	
M=maintain ↓=day down					Signature _____/5	Daily % %	Ending Step										

Staff: _____ **Parent/ Guardian:** _____

Sequoia Regulation Index

All students at Sequoia School are encouraged to work actively towards meeting their IEP goals. Through the academic, behavioral, and social-emotional components of the SC6 program, Sequoia offers a unique hierarchy of interventions designed to support students' ability to self-regulate throughout the school day. While students are encouraged to access these interventions in order of increasing support, Sequoia staff take into account each student's profile of strengths and weaknesses when utilizing these interventions and endeavor to increase each student's ability to access the academic curriculum.



Point System (Personal Progress Monitoring Sheet) – Within the Personal Accountability and Rewards System, the PPM sheet provides each student (on Levels 1-4) with immediate and specific feedback regarding his/her classroom participation across settings, encourages students to self-monitor their behavior throughout the school day, and helps to identify areas of difficulty for each student.

Take Five – Provides students with the opportunity to request a voluntary, supervised 5-minute break to utilize their coping strategies to self-regulate.

Workstation – After direct instruction from the classroom teacher, this intervention provides students with the opportunity to access an alternate workspace to complete a class assignment with individual/small group support from an instructional assistant (IA).

Therapist in Quad – Provides students who are struggling to self-regulate in class an opportunity to de-escalate with a therapist stationed in the school quad area.

Individual Therapeutic Support – Provides students with access to their ERICS therapist to support de-escalation.

School Psychologist – Provides further de-escalation support and/or review of student's IEP accommodations/modifications and/or behavioral supports.

Restart – Provides students who are struggling significantly the opportunity to go home for the remainder of the day to de-escalate. *This intervention is used only when there is consensus between the school administrator, ERICS therapist, case manager, and parent/guardian.*

Sequoia Rewards and Incentives

Student of the Week

Through staff recommendation and consensus, a student will be acknowledged each week as the Sequoia "Student of the Week." This student will be chosen for exemplary performance in academics, behavior, and attendance. The Student of the Week will be announced in a school-wide assembly and will receive a gift card.

Shining Stars of the Week

This program has been developed to reward students for exhibiting outstanding behavior in a specific area. Each week, staff members will recommend a particular student based on the student having an exemplary, "shining" moment or showing significant improvement in a specific area (academic or behavioral). The Shining Star will be acknowledged during a weekly assembly and receive a gift card.

Friday Reward

Each Friday, a reward activity is provided on-site for those students on Step 3-5 during 6th period. This time includes movies, snacks, karaoke, games, or other social activities. Students may elect to attend if they are on level and their schoolwork is completed for the current week.

Off-site Outings

Students who achieve Level 4 and 5 statuses will have the opportunity to participate in a monthly off-site outing arranged by Sequoia. Such outings may include attending a movie, visiting a museum, bowling, ice skating, etc. While entertaining/recreational in nature, there is also a therapeutic purpose to such a reward activity, namely to provide opportunities for students to practice their social skills in safe and supported situations.

In order to be able to attend such an off-site outing, students must complete and submit all classwork and return parental permission slips by **3:05 pm on the Wednesday** prior to the off-site outing. Students who have not returned permission slips, will not be allowed to attend, regardless of level status. No exceptions will be made.

Students on Level 4 or 5 may opt not to attend, but this must be done in advance, as most outings require reservations and/or deposits. **If a student opts not to go off-site, he/she will be required to participate in his/her assigned class or the on-site reward activity.**

***Please note:** Should there be an infraction of school rules/guidelines during a school field trip, a student's eligibility to participate in future fieldtrips will be suspended for **one full semester** at the Principal's discretion.*

***Please note:** If a student presents with medical or safety concerns on the day of the event, the Sequoia staff will determine whether it is in the best interest of the student to participate in the field trip and parents will be notified immediately.*

Academic Honors

Each semester, students receiving a Grade Point Average of 3.0 or above will be recognized. The staff at Sequoia strive to keep students on track for the anticipated date of graduation, utilizing standards-based, California adopted, curriculum in most classrooms.

Attendance Awards

Sequoia acknowledges students who strive to maintain regular attendance, i.e., less than 3 absences per month. These students will be awarded monthly certificates and have the opportunity to participate in a reward trip/activity for the semester (work completion is not a criterion).

Associated Student Body and Co-Curricular Activities

Associated Study Body (ASB)

Sequoia School maintains an active Student Body Government and Activities organization on campus. Both Junior High and High School students participate in the program each year. Our sister school is Valencia High School. Therefore, we participate in numerous events on their campus. In the ASB class, students learn about leadership skills, and take leadership roles in campus activities. Students also plan, organize and conduct campus activities.

Journalism

As offered, Sequoia's Journalism class produces a monthly school newsletter, the Samurai Scene, which is completely student written and produced. Students work to develop strong writing form and style skills. They also learn about formatting papers on a computer, utilizing Microsoft Publisher, and basic typing skills.

Yearbook

As offered, Sequoia's yearbook is designed and created by students. Students participating in this process learn about basic photo composition, creating page designs, and utilizing computer programs to design a high quality school yearbook.

Clubs

Sequoia offers student clubs at lunch and brunch. Students may start a club in any area of interest. Once a club is started, members select a staff club advisor and meeting date/time. All students are invited to join any club at any time during the school year.

Senior Activities and Graduation

Seniors attending Sequoia School are required to meet the district's graduation criteria. The graduation ceremony at Sequoia is a unique tradition in which teachers pay special tribute to graduating seniors and their journeys. Seniors who are interested in participating in this tradition must be on track to graduate 2 weeks prior to the scheduled ceremony to provide teachers and staff with time to prepare their individual dedications and the printed Graduation Program.

Students may participate in a variety of experiences during their senior year at Sequoia, including prom, Grad Night, etc. In order to participate in senior activities, students must meet all of the following criteria:

- Have a grade point average (GPA) of 2.0 or above in all classes on the most recent 5-week progress report.
- Be on Level 3 or above.
- Have no behavioral or discipline issues within two weeks of the event.
- Have no more than one absence the week of the event. (Please note: Two tardies will constitute one absence).

Please note: *If a student presents with medical or safety concerns on the day of the event, the Sequoia staff will determine whether it is in the best interest of the student to participate in the field trip and parents will be notified immediately.*

Senior Off-Campus Lunch Privilege

When appropriate, seniors may be permitted to leave the campus during the Friday lunch hour, returning to campus and being in their 5th period class on time. In order to access off-campus lunch privilege, seniors must demonstrate the following:

- A GPA of 2.5 or above
- Attend all courses daily
- Have no major discipline issues on campus
- Maintain Level 5 status
- A permission slip signed by parent/guardian (if student is under 18 years of age)

Sequoia reserves the right to revoke the off-campus privilege at any point in time if concerns arise. **Please note:** Seniors who return late to campus will receive a warning for the first occurrence. Failure to return to campus on time for a second occurrence will result in loss of off-campus lunch privilege for the remainder of the current school quarter or longer at the discretion of the school principal.

William S. Hart Union High School District – Acceptable Use Agreement for Student Technology

According to the William S. Hart School District's Acceptable Use Agreement for Student Technology, personal devices such as smartphones, tablets, laptops, and other electronic devices may connect to the District wireless network. The wireless network should be used for educational purposes. All District networks are monitored and filtered, and privacy should not be assumed while using these networks. The District is not responsible for loss, theft, or any damage of personal devices. Device compatibility with the District wireless network is not guaranteed and should not be assumed. The District will not provide technical support for personal devices in any way. Use of personal devices in the classroom is dependent upon each teacher's specific classroom policy. Staff maintains the right to restrict personal device access while on campus.

When a student is found to have violated Board policy, administrative regulation, or the District's Acceptable Use Agreement for Student Technology, the school site Principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the District's technological resources, as appropriate. Inappropriate use also may result in disciplinary and/or legal action in accordance with law, Board policy, and administrative regulation.

Cell Phone Policy

In reference to Education Code 48901.5, and Board Policy 5142.4, the William S. Hart Union High School District acknowledges the importance of communication between students and parents, particularly in emergency situations. Further, the District recognizes that instructional time is precious and school time must be protected from unnecessary disruptions.

State Bill 1253, which allows a school district governing board or its designee to regulate the use of electronic signaling devices, such as cellular telephones and pagers as long as the use of such devices does not interfere with school instruction or activities, took effect on January 1, 2003.

Therefore, students may be permitted to have a cell phone or pager in their possession on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee.

Students shall be allowed to possess and use cell phones while under supervision of the school within the following parameters:

- A. Cell phones are to be **turned off** and put away upon arriving to class.
- B. Authorization for student possession or use of a cell phone **may be revoked** by the administration for inappropriate student use.
- C. The District assumes no liability for the damage, loss, or misuse of the cell phone by the student or another person.
- D. Students are expected to **immediately comply** with the direction of any school personnel to cease the use of a cell phone on campus.
- E. **Failure to comply with this policy may result in confiscation of cell phones by the school personnel. Confiscated electronic devices may not be returned until the end of the school year, at the discretion of administration.**

Sequoia School: Student Cell Phone/Electronic Device Policy

- 1.) Cell phones will only be used at the following times: Before school, during brunch, or during lunch.
- 2.) Students will ask teacher for a pass to go to the office to utilize the school phone if extenuating circumstances arise during class time (extenuating circumstances would only consist of family emergencies which require further phone discussion beyond the designated phone usage times and which cannot be postponed until the next designated phone usage time). Office staff have the authority to grant or deny phone usage on a case-by-case basis.

3.) The following consequences will be assigned to students in violation of these policies (consequences will be assigned cumulatively throughout each school day and notated on the PPM):

***1st offense:** Student will be given a verbal warning by classroom staff to put phone away.

***2nd offense:** Student's phone will be taken away by classroom staff for the remainder of the class period and may be retrieved from classroom teacher at the end of class. Should a student refuse to comply with staff requests, the student's phone will be held in the office for the remainder of the day.

*If a student's phone is taken away for remainder of the day a 2nd time, the student's phone will be held in the office until a parent/guardian comes to pick it up.

*If a student's phone is taken away for the remainder of the day a 3rd time, the student will not be permitted to carry a phone on campus for the remainder of the current school quarter. The student will be responsible for checking his/her phone into and out of the office at the beginning and end of the school day.

William S. Hart Union High School District - Anti-Bullying Policy

The William S. Hart Union High School District believes that all students and staff have a right to a safe and healthy school environment. The William S. Hart UHSD considers bullying or any behavior that infringes on the safety of any other person as a serious matter that will be investigated and be subject to subsequent disciplinary action.

A student shall not intimidate or harass another person through words or actions for any reason including race, religion, or sexual orientation such that the actions substantially interfere with a student's educational experience, create an intimidating or threatening educational environment, or disrupt the orderly operation of the school and/or the overall educational environment.

Young people are continuously developing their social skills and often experience conflicts with one another. Every conflict between students is not an incident of bullying. Bullying is defined as aggressive behavior that involves the following factors:

1. The behavior must be intended to cause harm.
2. There must be a real or perceived imbalance of physical or psychological power between those involved.
3. The behavior must be repeated over time and include the use of hurtful words and/or acts.

Bullying behaviors may include, but are not necessarily limited to, the following:

- Verbal - Hurtful name-calling, teasing, gossiping, making threats, making rude noises or spreading hurtful rumors.
- Nonverbal - Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical - Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting or destroying property.
- Emotional/Psychological - Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure or rating or ranking personal characteristics.
- Cyber Bullying - Any bullying, harassment or intimidation when such is accomplished utilizing electronic communication media or electronic signaling devices. Such media includes, but shall not be limited to, e-mail messages, text messages, instant messages, social networking sites, and internet based video sites and postings of blogs.

If any such activity as described above is engaged in on campus; during school sponsored activities including any sports, extra-curricular, or school related activities; or utilizing school provided technology, the individual(s) shall be subject to discipline pursuant to the school's disciplinary policy.

William S. Hart UHSD reserves the right to regulate, review, investigate and discipline students for bullying harassment, intimidation and/or cyber-bullying or any other disciplinary violations when such activities threaten violence against another student, are related to school activities, or otherwise disrupt the learning environment or orderly conduct of the school, school business or school activities.

William S. Hart UHSD expects students and staff to immediately report incidents of bullying to the Principal, Assistant Principal or other campus authority. Students may also request that their name be kept in confidence to the extent allowed by law. Staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying will be promptly investigated and resolved in accordance with school policy.

To prevent bullying on campus, William S. Hart UHSD will provide training in bullying prevention and intervention strategies to staff and students. William S. Hart UHSD may provide students with instruction in the classroom or other school settings that promotes communication, social skills and assertiveness skills.

Sexual Harassment Policy

The William S. Hart Union High School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and

including dismissal. For a copy of the district's sexual harassment policy, or to report incidents of sexual harassment, please contact school site Principal Ms. Brandi Davis at 661-259-0033 ext. 246 or Mr. Greg Lee at 661-259-0033 ext. 316 or glee@hartdistrict.org.

Sequoia School will not tolerate sexual harassment by anyone participating in any Sequoia School program or activity. This includes student-to-student or peer sexual harassment as well as harassment between a student and any Sequoia School participant. Sequoia School shall take all complaints of sexual harassment seriously, investigate and address identified sexual harassment, and if the investigation results in the determination that sexual harassment has occurred, take reasonable, immediate, corrective action to stop the harassment, eliminate a hostile environment, and prevent future sexual harassment. To the extent possible, complaints shall be kept confidential. For situations of harassment or suspected harassment involving Sequoia School staff, Superintendent Policy on Personnel is applicable.

For detailed information, please refer to <https://sites.google.com/a/hartdistrict.org/sequoia/>

Student-to-Student Contact and Physical Boundaries

As the Sequoia School campus is designed to support the education of both junior high school and high school students in a small, structured setting, all students are expected to model appropriate behavior towards each other, and are encouraged to engage in interactions which respect and maintain appropriate personal space and physical boundaries. As such, public displays of affection (PDA's) which may be considered inappropriate by Sequoia staff are in violation of the school's policy, and will be addressed on an individual basis in an effort to utilize professional judgment regarding each incident and its impact on school climate.

Appropriate Use of Language

Taking into account the social-emotional needs of the school's student population, the staff at Sequoia School aim to promote a positive, healthy, and safe school climate in which students demonstrate respect towards each other and staff members through the use of appropriate language. Use of disparaging or assaultive language towards another student or staff member is in violation of school policy and will be addressed through school discipline as warranted by the severity of the violation, in conjunction with a written assignment/activity to increase student awareness of the inappropriate nature of the language used.

Bell Schedule 2016-17			
Period	Tuesday, Wednesday, Friday		Minutes
HOMEROOM/ 1 st Period	8:00	9:12	72
2	9:15	10:13	58
Brunch	10:13	10:27	14
3	10:30	11:28	58
4	11:31	12:29	58
Lunch	12:29	1:03	34
5	1:06	2:04	58
6	2:07	3:05	58

Late Start Monday/Thursday Bell Schedule 2016-17			
Period	Monday, Thursday		Minutes
HOMEROOM/ 1 st Period	8:30	9:37	67
2	9:40	10:33	53
Brunch	10:33	10:47	14
3	10:50	11:43	53
4	11:46	12:39	53
Lunch	12:39	1:13	34
5	1:16	2:09	53
6	2:12	3:05	53

Minimum Day Bell Schedule 2016-17			
Minimum Days Are : 9/13/16, 10/20/16, 11/23/16, 12/15/16, 3/2/17, 3/8/17, & 6/1/17			
Period	Monday - Friday		Minutes
HOMEROOM/ 1 st Period	8:00	8:47	47
2	8:50	9:30	40
3	9:33	10:13	40
Brunch	10:13	10:27	14
4	10:30	11:10	40
5	11:13	11:53	40
6	11:56	12:36	40

Sequoia Public School Calendar for 2016-17

AUGUST, 2016				
M	T	W	Th	F
1	2	3	4	5
8 NS	9 SD	10 NS *	11 START	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER, 2016				
M	T	W	Th	F
			1	2
5 H	6	7	8	9
12	13 MIN	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER, 2016				
M	T	W	Th	F
3 FB	4 FB	5	6	7
10	11	12	13	14
17	18	19	20 PD	21
24	25	26	27	28
31				

NOVEMBER, 2016				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11 H
14	15	16	17	18
21	22	23 MIN	24 H	25 H
28	29	30		

DECEMBER, 2016				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15 Finals	16 WB
19 WB	20 WB	21 WB	22 WB	23 WB
26 WB	27 WB	28 WB	29 WB	30 WB

JANUARY, 2017				
M	T	W	Th	F
2 WB	3 WB	4 WB	5 WB	6 WB
9	10	11	12	13
16 H	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY, 2017				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17 NS
20 H	21	22	23	24
27	28			

MARCH, 2017				
M	T	W	Th	F
		1	2 PD	3
6	7	8 MIN	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL, 2017				
M	T	W	Th	F
3 SB	4 SB	5 SB	6 SB	7 SB
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY, 2017				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29 H	30	31		

JUNE, 2017				
M	T	W	Th	F
			1 GRAD	2 NS
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- Minimum Day = 12:34 PM Dismissal
- H = Holiday
- FB = Fall Break
- WB = Winter Break
- SB=Spring Break
- NS = Non-Student - Teacher Work Day
- SD = Staff Development/Buy-Back
- 8/10 = * Registration/Picture Day for all Students
- 9/13 = SQ Back-to-School Night
- 10/20 = District Wide - Dept Collaboration
- 11/23 = Staff Collaboration
- 12/13 - 12/15 = SQ Sem. 1 Finals
- 3/2 = District Wide - Dept Collaboration
- 3/8 = SQ Open House
- 5/30 - 6/1 = SQ Sem. 2 Finals

Student Name: _____ Grade: _____
Please Print

The signatures below indicate understanding and acceptance of the following requirements/conditions as written in the Sequoia School Parent/Student Handbook. This handbook identifies rules, policies/procedures and expectations of the Sequoia School program. Additionally, signatures verify that both parent and student have reviewed the handbook together.

Should you wish to obtain additional information about the content of the Parent/Student Handbook, you may visit the school's website at: www.sequoiacharterschool.com and/or please consult with the school's administrator.

Student Signature Date

Parent Signature Date