

Somerset High School PARENT & STUDENT HANDBOOK 2014 - 2015

Mission Statement

The mission of Somerset High School is to provide an alternative education for all our students through individualized instruction. We believe our students should experience a variety of teaching methods that address all learning styles. We believe that students will graduate with the ability to communicate effectively, think critically, and become productive citizens in a diverse and complex society.

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BELFLOWER UNIFIED SCHOOL DISTRICT

16703 South Clark Avenue
Bellflower, CA 90706
(562) 866-9011

SOMERSET HIGH SCHOOL

9242 East Laurel Street
Bellflower, CA 90706
(562) 804-6548
Mark Kailiponi, Principal

Notice of Non-Discrimination: The Bellflower Unified School District does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, language, ancestry, or marital status in their educational programs and activities or employment practices. Parents/students who have questions or concerns about the policy can contact assistant superintendent of Instructional Personnel and Programs at 562 866-9011 ext. 2012.

TABLE OF CONTENTS

PRINCIPAL'S MESSAGE	1
LEARNER GOALS	1
LEARNING GOALS	1
TEACHING STAFF	2
SUPPORT STAFF PERSONNEL	2
GENERAL SCHOOL INFORMATION	3
SESSIONS.....	3
FULL DAY REQUESTS.....	3
INTERSESSION.....	3
BLOC SCHEDULES.....	3
ENROLLMENT AND REGISTRATION	3
ORIENTATION/SKILLS LAB.....	3
CLOSED CAMPUS	4
SNACK PERIODS.....	4
STUDENT ADVISORY CLASSES	4
COMBINED DAYS	4
MEDICATION INFORMATION.....	4
GRADUATION REQUIREMENTS	5
GRADING AND CREDIT POLICY	7
GRADES	7
CREDITS	7
REPORT CARDS.....	7
RUBRIC FOR GRADING ALL STUDENT ASSIGNMENTS	8
COURSE DESCRIPTIONS	9
TESTING PROGRAMS	13
CAHSEE ADMINISTRATION DATES	14
SCHOOL CALENDAR	15
HIGHLIGHT CALENDAR	16
ATTENDANCE POLICY	17
BELL SCHEDULES.....	18
FRIDAY BUYOUT POLICY	19
DRESS CODE STANDARDS	20
FLOATERS LIST POLICIES	22
GOLDENROD POLICIES.....	22
COMPREHENSIVE SAFE-SCHOOL PLAN.....	23
DISCRIMINATION, HARASSMENT, AND BULLYING.....	23
ELECTRONIC EQUIPMENT POLICY.....	25
CALIFORNIA EDUCATION CODE VIOLATIONS	26
CALIFORNIA EDUCATION CODE VIOLATIONS (SPANISH VERSION).....	28
STUDENT EXPECTATIONS AND DISCIPLINE POLICIES	30
SOMERSET HIGH SCHOOL ANTI-BULLYING POLICY	32
PARENT INVOLVEMENT POLICY FOR SOMERSET HIGH SCHOOL	34

PRINCIPAL'S MESSAGE

Dear Somerset Parents and Students,

Welcome to Somerset High School! The entire staff of Somerset High School is committed to providing all students with the skills necessary to be responsible and contributing members of society. Working together we can help Somerset students graduate on time and achieve their academic goals.

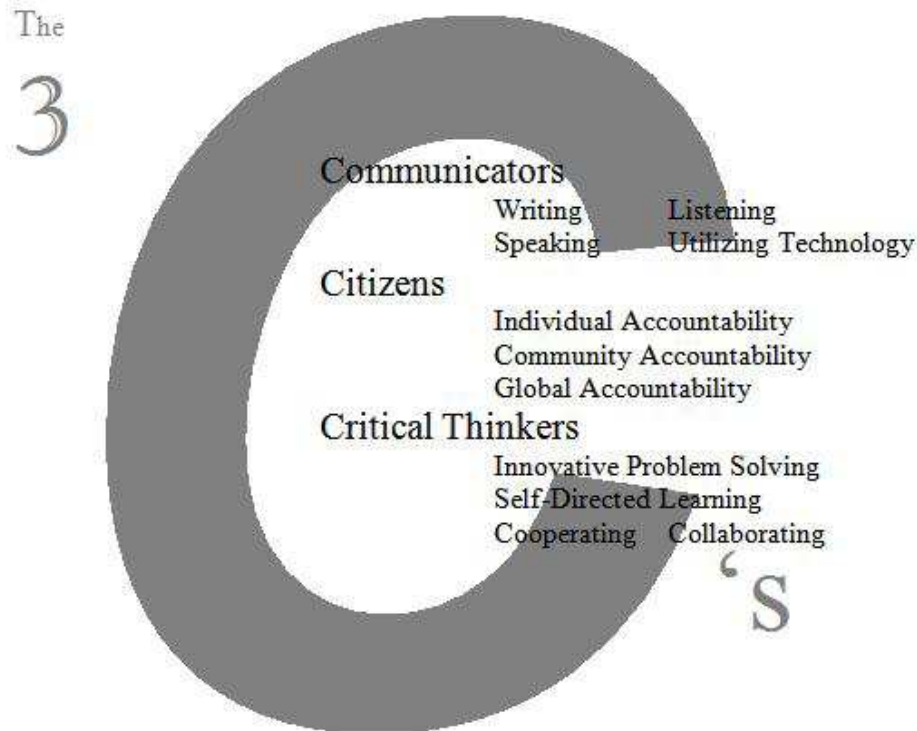
This handbook has been prepared to assist parents and students in determining the student's individual learning plans and course of study necessary to meet the requirements for graduation. It also lists the school policies, rules, procedures, and other important information necessary for academic success. Use it as a reference for questions relating to the school calendar, daily class schedules, or dress code.

I hope you take the time to read it thoroughly and discuss it with your student as that may help to ensure success and alleviate some of the concerns of enrolling in a new school.

Sincerely,
Mark Kailiponi, Principal

LEARNER GOALS

Graduates of Somerset High School will have the foundation of the 3 C's. They will be able to be effective communicators, responsible citizens and critical thinkers.



Somerset High School Administrative Staff

Mark Kailiponi, Principal

Belinda Dávila, Counselor

TEACHING STAFF

Jill Adams	Resource Specialist
Joel Fisher	Math
David Howard.....	Social Science
Mark Johnson.....	Science
Daniel Klatte.....	Woods
Sharon Koehler	English
Monique Kroese	Social Science
Alex Kubeck	English
Michael Loust	Industrial Arts
Abel Macias	Careers, ROP Computer Applications
Mike Magnera.....	Social Science
Elsa Morgan.....	English, Journalism
Deborah Reynolds	Orientation, Media Art
Sally Tate	Independent Study

SUPPORT STAFF PERSONNEL

Secretary	Esther Contreras
Clerical Assistant II	Lynn Billingsley
Clerical Assistant II	Barbara Jackson
Technology Technician	Kyle Roberts
Campus Security.....	Vern Vander Sluis
Nursing Assistant.....	Natalie Loureiro
Custodian (Day).....	Ray Pontino
Custodian (Night)	Eduardo Gomez
Instructional Aide (RSP).....	Jermain Cooper
Instructional Aide (Math Lab)	Dorothy McClain
Infant Care Aide	Bernadette Long
Community Service Worker	Isabel Chagolla
Probation Officer	Kimberly Gaither

GENERAL SCHOOL INFORMATION

Somerset High School operates on a continuous year-round schedule. Students attend a total of 178 days-the same number of days as those at Bellflower and Mayfair High Schools. There are four breaks throughout the year; a 3-week fall break, a 3-week winter break, a 3-week spring break, and a summer break of about 4 weeks. A copy of the school's attendance calendar for 2014/2015 can be found in the Appendix section of this booklet or on the district website.

Sessions

Somerset provides two sessions daily. The morning session - 4 periods - meets from 7:55 a.m. to 12:05 p.m. The afternoon session - 3 periods - meets from 12:15 to 3:15 p.m.

California Education Code considers 15 hours per week to be full time for continuation school students and Somerset High School is staffed accordingly

Full Day Requests

Somerset realizes that some students desire more classes and has a full day request process in place. To be eligible for extra classes a student must complete the full day request form during the second to the last week of the BLOC. The requests are then prioritized by student's attendance, behavior, grade level, credits completed, grades earned and productivity. We cannot guarantee placement even if eligibility requirements are met.

Intersession

During the fall, spring, and summer breaks, students may attend Intersession classes on a voluntary basis. These Intersession classes give the students the opportunity for credit recovery. The classes offered vary from session to session.

BLOC Schedules

The Somerset school year is broken up into BLOCs with each BLOC containing approximately 20 regular school days. Necessary class changes for core subject areas are made only at the beginning of a BLOC, thus allowing teachers to have more continuity in classes which better serves the academic needs of students. Certain elective classes, however, are able to be entered during a BLOC.

Enrollment and Registration

Somerset is a referral only school. Students are referred from Bellflower and Mayfair High Schools. When a referral is received, enrollment materials are sent to the student's parents/guardians, who then complete the information and return to the school at which time a registration appointment will be assigned. Somerset also accepts students from other continuation schools who have moved into the Bellflower Unified School District area. Following the completion of registration, students then begin classes at the start of the next BLOC. Students are to continue attending their respective home schools until the enrollment process is complete.

Orientation/Skills Lab

All new Somerset students complete one BLOC in the Orientation class before entering the regular schedule of classes. There are two 3-hour sessions; a morning session from 7:55 a.m. to 11:05 p.m. and an afternoon session from 12:15 to 3:15 p.m. During this time, students' skills are assessed in reading, writing, and mathematics. Students are provided remediation as needed for the basic skills necessary for successful completion of the course work offered in the regular high school classes. Study skills are reinforced and students are also oriented to the Somerset High School policies, procedures, and rules. Following the completion of the BLOC, students are placed into the regular classes they need to progress toward graduation.

Closed Campus

Leaving campus is not permitted. All students arrive through the front door and leave through the back gate when dismissed. Students must sign out in the office if leaving school with parent permission. Once you leave campus you will not be allowed back on campus. The school campus is defined to include the entire parking lot area and the sidewalk areas both in front and back of the school. Students are not allowed to congregate in the parking lot, across Laurel St. or at the Kiwanis Hall.

Snack Periods

A regular snack period is built into the Somerset schedule. Students may purchase lunches provided by the Bellflower Unified School District Food Services Department. All students must have a completed National School Lunch Program form on file even if they do not qualify. Students, who were participating at their prior schools, need to advise the staff during their registration meeting.

Student Advisory Classes

Advisory is held on Wednesdays of each week and on the first day of each block to provide academic guidance to students. Its purpose is to increase student awareness and responsibility in regards to their individual learning plan that directs them to graduation and post graduation choices. The a.m. advisory of 20 minutes follows period 1 and the p.m. advisory of 15 minutes follows period 5. In advisory, students will have the opportunity to develop and monitor their individual learning plan, make course selections and start looking towards a career.

Combined Days

Almost every Friday of the school year is a combined day. This means that afternoon students combine with morning students. Only when there is a holiday during the week is Friday a regular schedule day. Occasionally, throughout the year, there are additional combined days such as the Career Faire, Field Day, Awards' Ceremonies, Turkey Day, and some other special days. Students follow this schedule on combined days:

- Students with a 4-period a.m. schedule attend as usual.
- Students with a 3-period p.m. schedule attend from 8:55 a.m. to 12:15 p.m.
- *Students who usually attend 4th through 7th will attend from 8:55 a.m. to 12:15 p.m. and will attend their normal 5th, 6th, and 7th periods. They will not attend their 4th period class on combined days.*

If you are in doubt as to whether a particular day is a combined day, please consult the calendar in the Appendix section of this handbook or call the school at (562) 804-6548.

Medication Information

Somerset High School has the services of a nursing assistant for 3 hours daily. The nursing assistant sees students who are feeling ill or those who may have hurt themselves in some manner on campus, maintains students' health records, and coordinates various health screening tests with the District's Health Services Coordinator.

The Health Services Coordinator for the Bellflower Unified School District has issued the following statement regarding medication:

If a student is required to take medication, a doctor's written order must be on file in the health office. A form is available from the school office. Medication is kept in the health office and is dispensed by the health assistant or nurse. At no time should medication be in the student's possession while on the campus grounds or in class unless written direction from a physician is on file in the health office reflecting medical need.

GRADUATION REQUIREMENTS

Every student completing the 12th grade must successfully pass both portions (Mathematics and English/Language Arts) of the California High School Exit Exam as a condition of receiving a high school diploma. In addition, students are required to earn credits in the areas listed below.

SUBJECT AREA	CREDITS
English/Language Arts	40
Mathematics	10
Earth Science	10
Biological Science	10
World History	10
U.S. History	10
Geography	5
American Government/Political Systems	10
Economics	5
Practical Arts	10
Fine Arts/Foreign Language	10
Skills for Living	5
Careers	5
Health (State Requirement)	5
Computer Literacy	5
Algebra 1 *	10
Additional Year of Math and/or Science	10
Electives	50
Total Credits	220

* Or other mathematics course which meets or exceeds the rigor of the content standards for Algebra 1.

Students may earn high school credit for successfully passing a course taken in grades 7 and 8 with a grade of C or higher that meets or exceeds the same academic standards and rigor found in a comparable high school course. The superintendent/designee will annually identify courses in grades 7 and 8 that qualify for high school credit and submit those courses to the Board of Education for approval as part of the Course Matrix approval process.

FOUR-YEAR PLANNING SHEET

9 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Comments
English 9				
Geography/Health				
PE				
Science				
Math				
Elective:				
10 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Comments
English 10				
World History				
PE				
Science				
Math				
Elective:				
11 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Comments
English 11				
US History				
Science				
Math				
Elective:				
Elective:				
12 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Comments
English 12				
Government				
Economics (1 sem)				
Math or Science:				
Elective:				

GRADING AND CREDIT POLICY

At Somerset High School, all grades and credits earned at another school are added to the student's transcript so long as the school issuing the grades and credits is accredited by the Western Association of Schools and Colleges (WASC). Somerset High School is unable to accept grades or credits issued by a non-accredited school.

Grades

The policy statement of the Bellflower Unified School District states in part, "In grades seven through twelve, teachers shall use academic achievement markings to indicate the students' level of achievement. Teachers may also provide narrative descriptions when appropriate."

At Somerset High School, achievement markings are as follows:

A = Outstanding Achievement	4.0 grade points
B = Above Average Achievement	3.0 grade points
C = Average Achievement	2.0 grade points

Somerset High School does not issue grades below a 'C' – Instead; students are given the opportunity to redo the assignments to bring the work up to a 'C' level. Achievement grades are outlined in the *School wide Rubric of Quality Work* issued to all students and their parents and used universally throughout the school.

Credits

Credits are earned based upon a pre-arranged quantity of work successfully completed – not for time spent in the classroom. Somerset High School does issue variable credits - meaning that students may earn anywhere between ½ and 5 credits per class depending on the amount of work successfully completed.

A few classes, such as teacher or office aide and physical education, issue credits at the rate of 1 credit per 12 hours of productive participation, while wood shop and media art classes issue credits based upon project completions.

All subject area classes utilize competency exams to ensure that students have mastered the District and State content standards before issuing credits.

Report Cards

Teachers submit grades electronically and/or issue report cards when students have finished the number of credits needed to complete requirements in each subject area. A copy of the report card is given to the office and the grade and credits are entered into the computer. One copy of the report card is kept on file by the teacher and one is given to the student. Students are advised to keep their copy of the report card.

Student grade reports and transcripts are given at the end of each traditional semester. The grade report shows grades and credits for each of the eight grading periods. The transcript shows the total number of credits earned and further breaks down the number of credits semester by semester. The transcript also shows how many credits are still required in each subject area. This allows the students and parents to more fully understand exactly where a student stands on the road to graduation.

RUBRIC FOR GRADING ALL STUDENT ASSIGNMENTS

For each grade mark, all requirements for Format, Mechanics, and Content must be met or the paper will be returned for a rewrite prior to receiving a grade mark and credit.

Format	Mechanics	Content	
<p><i>For a 'C' grade assignments must be:</i></p> <ul style="list-style-type: none"> • neat and legible to the reader • written in the proper format containing: <ul style="list-style-type: none"> – your first and last name – date – class period – title – page number • not written in street or tagging style or gang writing • written in blue or black pen or #2 pencil only • written in your own words. Answers taken directly from a textbook or other source are not acceptable and your work will be returned for rewrites. <p>When doing math problems, you must show all steps taken to solve each problem.</p> <p>Each essay paragraph and short answer (one paragraph) question must include at least:</p> <ul style="list-style-type: none"> • a topic sentence • 2-3 supporting sentences • a closing sentence <p>Each essay must be written in appropriate composition form with five paragraphs including at least:</p> <ul style="list-style-type: none"> • an introductory paragraph • 3 body (detail) paragraphs • a concluding paragraph 	<p><i>All answers must:</i></p> <ul style="list-style-type: none"> • reflect the question in complete sentences with appropriate capitalization, punctuation, and usage. 	<p>All requirements for each grade mark shown below must be met in order to receive that grade.</p>	
	<p><i>For a 'C' grade:</i></p> <ul style="list-style-type: none"> • there may be several errors in grammar, usage, and mechanics, however, the answers will still be understandable. 	<p><i>For a 'C' grade:</i></p> <ul style="list-style-type: none"> • questions must be answered according to classroom teacher standards 	
	<p><i>For a 'B' grade:</i></p> <ul style="list-style-type: none"> • there may be few errors in grammar, usage, and mechanics. 	<p><i>For a 'B' grade:</i></p> <ul style="list-style-type: none"> • all questions must be answered correctly. • all answers must have additional details. 	
	<p><i>For an 'A' grade:</i></p> <ul style="list-style-type: none"> • there will be very few, if any, errors in grammar, usage, and mechanics. 	<p><i>For an 'A' grade:</i></p> <ul style="list-style-type: none"> • all questions must be answered correctly. • all answers must have additional details • all answers must demonstrate not only accuracy, but also expanded creative, critical, analytical thought in essays and short response answers. 	

COURSE DESCRIPTIONS

The Somerset High School program provides all students with the courses needed to satisfy State and District requirements for a high school diploma. This includes courses needed for credit recovery (past failures) as well as original credit (courses not yet taken). The requirements for a Somerset High School diploma are slightly different from those at Bellflower High School or Mayfair High School. The specific requirements for a Somerset High School diploma are outlined on page 5 of this handbook.

Because Somerset High School is accredited through the Western Association of Schools and Colleges (WASC), all credits earned at Somerset are accepted at any school throughout the United States.

ORIENTATION/SKILLS LAB

All newly enrolled students are placed into the Orientation/Skills Lab for a period of approximately four weeks (one BLOC). This course provides new students with an orientation of the Somerset High School system, including school rules and procedures.

Assessment tests are given in mathematics and English/Language Arts. Students receive remediation in those skills needed to successfully complete the normal high school level course work. Mathematic skill remediation may include multiplication, division, fractions, decimals, percentages, measurement, and problem solving. Additional course work in English, mathematics and electives will be given to those students not needing remediation.

English/Language Arts skill remediation may include reading comprehension, basic grammar, including punctuation and capitalization skills, and writing skills including sentence structure, and paragraph and essay construction.

Students also receive a refresher course in study skills, outlining, note-taking, and the efficient usage of text books encountered in high school courses.

ENGLISH/LANGUAGE ARTS

All classes provide experience and training in reading, writing, speaking, critical thinking, and listening skills. All students also experience a core of literature at each grade level as outlined by District requirements. Somerset High School provides a strong emphasis on students' writing abilities.

ENGLISH 9 & 10 (20)

These classes are for those students needing English credits at the ninth and/or tenth grade level. Students explore a survey of literature including reading and responding to an appropriate grade level novel. In addition, students read and respond to short stories, nonfiction writings, biographical selections, poetry collections, and a drama. The class also includes the mechanics and conventions of writing.

ENGLISH 11 & 12 (20)

These classes are for those students needing English credits at the eleventh and/or twelfth grade level. Students explore a survey of literature including reading and responding to an appropriate grade level novel. In addition, students read and respond to short stories, nonfiction writings, biographical selections, poetry collections, and a drama. The class also continues practice with the mechanics and conventions of writing.

JOURNALISM (5)

Students learn interviewing and reporting skills. They learn the ethics, etiquette, and rules governing journalistic procedures. Students are responsible for the writing and producing of the Somerset student newspaper, *The Somerset Times*.

MATHEMATICS

The mathematics department courses provide a sound analytical foundation for becoming successful college students, productive citizens, and members of the working world.

ALGEBRA 1 (10)

Students will learn the algebraic concepts of mathematics including variables, rational and irrational numbers, equations and inequalities, polynomials, special products and factoring, fractions, variations, quadratic equations, and graphing.

GEOMETRY (10)

This course will provide students with basic geometric principles such as: perspective, space, and dimension associated with geometry. Students will learn how to apply and calculate measurements of lengths, heights, circumference, areas, and volumes. It will also introduce trigonometry and allow students to work with transformations. Student will use logic to create proofs and constructions and will work with key geometry theorems and proofs.

Prerequisite: B grade or better second semester of Algebra or teacher recommendation.

ALGEBRA II (10)

Students will acquire greater facility in mastering the concepts and techniques of algebra including polynomial functions, conics, matrices, logarithmic and exponential functions.

Prerequisite: C or better second semester of Geometry.

BUSINESS MATH (10)

This course offers practical math concepts as related to all areas of 'real life.' The course includes the study of credit and credit cards, purchasing a car, banking (checking and savings accounts), income taxes, mortgages, investments, and planning a budget.

INTRODUCTION TO PROBABILITY AND STATISTICS (10)

This course is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. It is designed for those students needing math credit who have completed Algebra. Topics include independent events, conditional probability, standard distributions; mean, median, and mode; variance and standard deviation; and data organization. Students will use data from various common examples.

SCIENCE

The science department offerings are designed to meet the needs of all students with the primary goal of teaching scientific literacy so that students learn basic concepts, facts and processes of science, develop an appreciation for science in everyday life, and use thinking skills for lifelong learning.

ENVIRONMENTAL SCIENCE (10)

This course is a study of humans and their effect on earth and its inhabitants. Water quality, air quality, energy use, and land management will be investigated. Students will look both to the effects human interaction has on life; both plant and animal. The physical effects on the earth will also be explored. Scientific methods will be used to investigate the biological and physical aspects to gain better understanding. This class combines the biology and earth science as it looks at the ecology of earth. Science careers will be discussed.

SURVEY OF BIOLOGY (10)

This course includes the study of cells, biochemistry, genetics, the physiology of the systems, zoology, ecology, and botany. Students will learn to apply the scientific method to their studies.

SOCIAL SCIENCE

The goals of the Social Science curriculum are to develop cultural understanding, civic values, an understanding of the democratic process, and to promote critical thinking and participation skills that are essential for effective citizenship.

UNITED STATES HISTORY (10)

The year-long course begins with a selective review of United States history with an emphasis on two major themes – the nation's beginnings and the industrial transformation of the new nation. The remainder of the course emphasizes the major turning points in American history in the twentieth century.

WORLD CULTURES AND GEOGRAPHY (10)

This course will look at culture and geography and how it has impacted modern world history. Students will look at significant world events from the late 18th Century to the present day. Although culture and geography will be emphasized, political and social aspects effecting modern world history will be included.

AMERICAN GOVERNMENT/POLITICAL SYSTEMS (10)

This course will provide students with an overview of the general principles, concepts, theories, and actual operations of the American political system. Emphasis is placed on the characteristics of American government and its interactions with the global community. Successful completion of this course satisfies state graduation requirements.

ECONOMICS (5)

This course is designed to help students develop critical thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students will be expected to apply quantitative and mathematical skills to economics. Also, students will be expected to apply economic logic to a wide variety of real-world and hypothetical situations.

SKILLS FOR LIVING (5)

This course is a graduation requirement at Somerset High School. Students who return to their home schools have these credits converted to electives. In this course students survey three basic areas: Parenting and Family Living, Psychology and Human Behavior, and Life Skills Mathematics.

HEALTH (State Requirement) (5)

This required course is a survey of today's health issues. The issues covered in this course are proper nutrition, physical fitness, communicable and non-communicable diseases, abuse, human sexuality, personal safety, life-saving techniques, mental health concepts, and some human anatomy.

CAREERS (5)

This is designed to help students individually determine their post high school plans. It can be done independently and consists of five basic units. Each unit is worth one credit. Students will exam who they are, the different careers available, what they value in a career and steps needed to achieve their career goals. This course is a graduation requirement at Somerset High School.

Students who return to their home schools have these credits converted to electives. Students are given the opportunity to earn credit through at-home assignments presented in Advisory.

BUSINESS SKILLS/COMPUTER APPLICATIONS (5)

Students learn and practice basic keyboarding skills, as well as the basic hardware of computers. Students are exposed to various software programs such as WordPerfect, Word, Excel, and Access. Additional activities include the usage of graphics and publishing software and an introduction to the usage of the Internet. This course is a graduation requirement at Somerset High School. Students who return to their home schools have these credits converted to electives.

MEDIA ART (5)

This elective and/or art course offers the student the opportunity to create artwork through the usage of the computer. Students utilize PageMaker for Windows as well as the Internet to create their art.

WOODS/ADVANCED WOODS (5)

These electives and/or practical arts class gives students the opportunity to create a wide variety of projects out of wood. Students learn the correct usage of many different tools in building their projects as well as being taught the safety rules that apply to using equipment in the wood shop.
(Prerequisite for Woods: Industrial Arts)
(Prerequisite for Advanced Woods: Woods)

INDUSTRIAL ARTS (5)

This course serves as a pre-requisite for the Wood Fundamentals class. Students will learn drawing techniques showing different perspectives to help understand design. They will demonstrate the need for accurate measurements and prepare themselves to safe and successful in wood shop measurements.

PHYSICAL EDUCATION

Although physical education (P.E.) is not a graduation requirement for Somerset students, it is offered by special agreement for students returning to their home schools with administrator approval.

TEACHER/OFFICE AIDE

Students may be assigned as a teacher or office aide to assist with the preparation of materials and other tasks as assigned by the classroom teacher. Experience and training in various office practices and procedures such as filing, collating, sorting, and alphabetizing are gained by working in the school office. Students also learn telephone etiquette appropriate to an office environment

WORK EXPERIENCE EDUCATION

This course is for students who have a work permit and are working at part time jobs and allows them to earn practical art and/or elective credit for the hours they work. The class meets after the regular school hours once weekly.

CERRITOS COLLEGE CLASSES

Students are encouraged to enroll in Cerritos College classes through the Bridge program. The successful completion of any course at Cerritos College allows students to earn not only college units but also high school credits (i.e., the completion of a 3 unit college course gives the students 3 units of college credit and 10 high school credits). This is an excellent means of rapid credit recovery for students, as well as a 'head start' on their college careers.

ROP (Regional Occupational Program)

Somerset High School students are eligible to participate in a wide variety of ROP classes along with their regular Somerset classes. Refer to the ROP Class listings.

A student's Somerset schedule may be adjusted to accommodate an ROP class.

ASB STUDENT COUNCIL

Students are encouraged to apply for student council. Applications and elections are held twice a year. Student Council helps with the environment of the school by providing events and activities. They have hosted BBQ's, Basketball tournaments and have represented SHS at various functions. Students must maintain good standing and be a role model.

Other clubs and activities are available depending on student interest.

TESTING PROGRAMS

Testing is an essential element of accountability in education. Somerset students are taught how to take tests they will encounter throughout their education, careers, and professions. Whether it is the California High School Exit Exam, a driving test, a college entrance exam, a test to reach the next level in a career, or a licensing examination, Somerset students are taught test-taking strategies as well as the content within the exam. The following is a list of required and voluntary tests students take during high school.

REQUIRED TESTING

SMARTER BALANCED Common Core Testing

All students in grade eleven are required to participate in the annual Common Core SMARTER BALANCED TESTING. This state-mandated standardized testing program is used to compare achievement levels of students and their schools throughout the state. It consists of tests of general achievement levels that measure mastery of Common Core standards. Results from these tests are used to compare and evaluate schools and, because every student in the state takes them, to compare and evaluate individual student progress. SMARTER BALANCED testing windows open between April and June.

California High School Exit Exam (CAHSEE)

Beginning with the class of 2006, each student completing grade 12 shall successfully pass the state high school exit examination in language arts and mathematics as a condition of high school graduation. Students first take the exit examination in grade 10 and may take the examination during each subsequent administration until each section of the examination has been passed. CAHSEE is given at different times each year. (July, Oct., Feb., & March) *Additional information can be found on page 14.*

California English Language Development Test (CELDT)

All students whose home language is not English are required to take the CELDT Test each fall until they become proficient in English.

VOLUNTARY TESTING PROGRAMS

PSAT

The PSAT is most useful to students in their junior year although it is available to sophomores as well. It is designed to prepare students to take the SAT, a nationally recognized college entrance exam. Structured like the SAT, it tests verbal, mathematics, and writing skills. For students hoping to enter college, this is an excellent preparatory testing program. Somerset students are encouraged to take this test and may receive more information from the Somerset Guidance Technicians.

SAT I, SAT II, and The New SAT

The Scholastic Aptitude Test is part of the College Board's testing program. It is designed to assess aptitude for college-level work and provides verbal and math scores. Guidance Technicians can assist students in acquiring more information about the SAT.

**CALIFORNIA HIGH SCHOOL EXIT EXAM/CAHSEE
2014-2015
NOTICE TO PARENTS AND GUARDIANS**

All California public school students are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. This graduation requirement is mandated by state law. All students, including English learners and students with disabilities, must first take the CAHSEE in the tenth grade. Students do not need to pass both parts of the CAHSEE at the same administration in order to pass the CAHSEE. Students who do not pass the exam in grade ten will have additional opportunities in grades eleven and twelve to retake the part(s) not passed.

What the CAHSEE Covers

The exam is divided into two parts: (1) English-language arts (reading and writing) and (2) mathematics. All questions are aligned to California academic content standards adopted by State Board of Education. Academic content standards describe what students should know and be able to do at each grade level from kindergarten through grade twelve. Your school district can provide you with information on the academic content standards assessed by the CAHSEE, or you can download the CAHSEE test blueprints located on the Internet at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>.

Requirements for Passing the CAHSEE

Students must earn a score of 350 or higher on each part of the CAHSEE (English-language arts and mathematics) to pass the exam.

Graduation Requirements

All California public school students must pass the CAHSEE in addition to meeting all other state and local requirements to receive their high school diploma. Students with disabilities and English learners must also meet the CAHSEE requirement.

Testing Dates

The CAHSEE will be administered at the school site during regular school hours on the dates specified in the table below. As required by state law, students in grade ten must take the CAHSEE during the February administration. For students who are absent, a make-up administration will be offered in March. Students will then receive additional instruction, if needed, to ensure success on this exam.

Grade eleven students who have not passed one or both parts of the CAHSEE can retake the CAHSEE in November and will have an additional opportunity, if needed, in March.

Grade 12 students who have not passed one or both parts of the CAHSEE can retake the test in July, and, again, in November. As required by regulation, members of the class of 2015 will also be provided with a last opportunity to take the CAHSEE test after graduation in July 2015.

Designated CAHSEE ADMINISTRATION DATES 2014 – 2015		
English-Language Arts <i>Tuesday</i>	Mathematics <i>Wednesday</i>	Administered To: <i>Grade Level</i>
July 22, 2014	July 23, 2014	Class of 2014 & 2015
October 7, 2014	October 8, 2014	Class of 2015 & 2016
December 6, 2014	December 13, 2014	Class of 2014 & 2015
February 3, 2015	February 4, 2015	Class of 2017
March 17, 2015	March 18, 2015	Class of 2017 Make-up, Class of 2015 & 2016 not passed

For More Information

For the latest information regarding the CAHSEE, please visit the California Department of Education’s CAHSEE Web site at <http://www.cde.ca.gov/ta/tg/hs>. If you have any further questions about the CAHSEE, please contact our school office during regular school hours.

SCHOOL CALENDAR

SOMERSET 2014-2015 CALENDAR FOR PARENTS/GUARDIANS

	First Week					Second Week					Third Week					Fourth Week				
	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
July 1 - July 4/2014																	1	2	3	4
July 7 - August 1/2014	7	8	9	10	11	14	15	16	17	18	B-1 FD 21	22	23	24	CD 25	28	29	30	31	AUG CD 1
Aug 4 - Aug 29/2014	4 SEP	5	6	7	CD 8	11	12	13	14	CD 15	B-2 NB 18	19	20	21	CD 22	25	26	27	NS 28	NS 29
1 Sept 1 - Sept 26/2014	H 1	2	3	4	5	8	9	10	11	CD 12	15	16	17	18	CD 19	B-3 NB 22	23	24	25	CD 26
2 Sept 29 - Oct 24/2014	29	30	OCT 1	2	CD 3	6	7	8	9	CD 10	INT 13	INT 14	INT 15	INT 16	INT 17	NS 20	NS 21	NS 22	NS 23	NS 24
3 Oct 27 - Nov 21/2014	NS 27	NS 28	NS 29	NS 30	NS 31	NOV 3	4	5	6	CD 7	10	11	12	13	14	NS 17	18	19	CD 20	CD 21
4 Nov 24 - Dec 19/2014	NS 24	NS 25	NS 26	H 27	H 28	DEC 1	2	3	4	CD 5	8	9	10	11	CD 12	15	16	17	18	NS 19
Dec 22 - Jan 2/2015	NS 22	NS 23	H 24	H 25	NS 26	NS 29	H 30	H 31	JAN NS 1	NS 2										
5 Jan 5 - Jan 30/2015	NS 5	NS 6	NS 7	8	9	12	13	14	15	CD 16	H 19	B-5 NB 20	21	22	23	26	27	28	29	NS 30
6 Feb 2 - Feb 27/2015	FEB 2	3	4	5	CD 6	9	10	11	12	H 13	H 16	17	18	19	20	NS 23	24	25	26	CD 27
7 Mar 2 - Mar 27/2015	MAR 2	3	4	5	CD 6	9	10	11	12	CD 13	16	17	18	19	CD 20	B-7 NB 23	24	25	CAREER CD 26	CD 27
8 Mar 30 - Apr 24/2015	INT 30	INT 31	APR WVT 1	INT 2	INT 3	NS 6	NS 7	NS 8	NS 9	NS 10	NS 13	NS 14	NS 15	NS 16	NS 17	20	21	22	23	CD 24
9 Apr 27 - May 22/2015	27	28	29	PE DAY CD 30	MAY CD 1	4	5	6	7	CD 8	11	12	13	14	CD 15	B-9 NB 18	19	20	21	CD 22
10 May 25 - June 19/2015	H 25	26	27	28	29	JUNE 1	2	3	4	CD 5	8	9	10	11	CD 12	15	LD & CD 16	NS 17	18	19
June 22 - June 30/2015	22	23	24	25	26	29	30													

LABOR DAY
VETERAN'S DAY
THANKSGIVING
CHRISTMAS
NEW YEAR'S EVE
MARTIN LUTHER KING DAY
LINCOLN'S BIRTHDAY
PRESIDENT'S DAY
MEMORIAL DAY

SEPTEMBER 1, 2014
NOVEMBER 11, 2014
NOVEMBER 27/28, 2014
DECEMBER 24/25/31, 2014
JANUARY 1, 2015
JANUARY 19, 2015
FEBRUARY 13, 2015
FEBRUARY 16, 2015
MAY 25, 2015

H	HOLIDAYS
NS	SCHOOL CLOSED
INT	INTERSESSION CLASSES TAUGHT
FD/LD	STUDENTS FIRST/LAST DAY
NB	START OF NEW BLOC
CD	COMBINED DAY
	CAHSEE Testing Dates

BLOC	DAYS	DATES	BLOC	DAYS	DATES
1	20	7/21/2014 - 8/15/14	5	21	1/20/15 - 2/20/15
2	22	8/18/2014 - 9/19/14	6	20	2/23/15 - 3/20/15
3	23	9/22/14 - 11/14/14	7	25	3/23/15 - 5/15/15
4	26	11/17/14 - 1/16/15	8	21	5/18/15 - 6/16/15

Student Free Days
August 28, 29, 2014, January 30, 2015
& June 17, 2015

Highlight Calendar

SOMERSET CONTINUATION HIGH SCHOOL 2014 - 2015 CALENDAR HIGHLIGHTS

Non-Student Professional Days July 18 & 19 First Day of Student Attendance July 21 Back to School August 27 Non-Student Professional Days August 28 & 29 Labor Day Holiday September 1 Fall Picture Day September 25 Fall Intersession October 13-17 School Closed October 20-31 School Closed November 10 Veteran's Day Holiday November 11 WASC Visitation November 17-19 Turkey Day November 20 School Closed November 24-26 Thanksgiving Holiday November 27 & 28 Winter Break December 19 – January 7 Martin Luther King Jr. Holiday January 19 Non-Student Professional Day January 30	Make-up Picture Day February 12 Lincoln's Birthday Observance February 13 President's Day Observance February 16 Career Faire March 26 Spring Intersession March 30 – April 3 Spring Break April 6-10 School Closed April 13-17 STAR Testing Dead Weeks April 28 – May 9 P.E. Day April 30 Open House May 13 Memorial Day Holiday May 25 Spring Awards May 27 Graduation June 16 Last Day of Attendance June 16 Non-Student Professional Day June 17 School Closed June 18-19 Summer Intersession June 22-26
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COMBINED DAY/STAFF MEETING SCHEDULE

Friday	July 25	Combined Day
Friday	August 1	Combined Day
Friday	August 8	Combined Day/Staff Meeting
Friday	August 15	Combined Day
Friday	August 22	Combined Day/Staff Meeting
Wednesday	August 27	Back to School Event
Friday	September 12	Combined Day
Friday	September 19	Combined Day/Staff Meeting
Friday	September 26	Combined Day
Friday	October 3	Combined Day
Friday	October 10	Combined Day
Friday	November 7	Combined Day/Staff Meeting
Thursday	November 20	Turkey Day/Combined Day
Friday	November 21	Combined Day
Friday	December 5	Combined Day/Staff Meeting
Friday	December 12	Combined Day
Friday	January 16	Combined Day/Staff Meeting
Friday	February 6	Combined Day/Staff Meeting
Friday	February 27	Combined Day/Staff Meeting
Friday	March 6	Combined Day
Friday	March 13	Combined Day
Friday	March 20	Combined Day/Staff Meeting
Thursday	March 26	Career Faire/Combined Day
Friday	March 27	Combined Day
Friday	April 24	Combined Day/Staff Meeting
Thursday	April 30	PE Day/Combined Day
Friday	May 1	Combined Day
Friday	May 8	Combined Day/Staff Meeting
Wednesday	May 13	Open House Event
Friday	May 15	Combined Day
Friday	May 22	Combined Day/Staff Meeting
Wednesday	May 27	Spring Awards
Friday	June 5	Combined Day/Staff Meeting
Friday	June 12	Combined Day/Staff Meeting
Monday	June 15	Senior Breakfast/Late Start
Tuesday	June 16	Graduation/Combined Day

STUDENT FREE DAYS

Thursday & Friday	August 28 & 29	Non Student Day
Friday	January 30	Non Student Day
Friday	June 17	Non Student Day

Attendance Policy

“Punctuality is the key to success and a mark of excellence.”

The Somerset High School staff believes strongly that students who attend school regularly and on time will meet with success, while those with poor attendance continue to have difficulty in school. We encourage parents/guardians to help us by stressing to their students the importance of productive attendance and punctuality.

All absences must be cleared by the Somerset office staff. Parents/guardians are required to call the school attendance office whenever a student is absent for any reason. The attendance office staff or the Tele-Parent automated calling system will call for all students who are absent and whose parent/guardian has not previously called.

- Morning classes (periods 1 through 4) begin at 7:55 a.m. Students must be in their seats when the late bell rings at 7:55 a.m.
- Morning students will not be admitted to class later than 8:10 a.m. unless the **parent/guardian has called the school office ahead of time.**
- Afternoon classes (periods 5 through 7) begin at 12:15 p.m. Students should be in their seats when the late bell rings at 12:15 p.m.
- Afternoon students will not be admitted to class later than 12:30 p.m. unless the **parent/guardian has called the school office ahead of time.**
- Students, who are late without a parent call, will be held in tardy-sweep for the remainder of the period and may be required to make up missed class that same day or be assigned detention.
- Excessive tardies will result in school level intervention which may include detention, community service hours and/or referral to the School Attendance Review Team (SART) or the School Attendance Review Board (SARB), and will have an impact on the ability to earn credits. For morning students, three or more tardies may result in a change of schedule to afternoon classes.
- Students who are absent are encouraged to makeup classes missed.
- Morning students must maintain 80% productive attendance and are allowed two “make-ups” per BLOC. Failure to maintain this standard will result in an involuntary change to an afternoon schedule with a 3-period day. (NOTE: Students who have been dropped to an afternoon schedule may petition to regain a morning schedule after reestablishing 80% productive attendance during a BLOC. **(Changes may be made only at the beginning of a new BLOC.)**)

California Education Code, §48200 states that all students must maintain satisfactory attendance. If students have 3 or more unexcused absences during the school year, school administration is required to put interventions in place immediately. Such interventions may include, but are not limited to, student and parent/guardian conferences, community service hours, and referral to the School Attendance Review Team (SART) where the student and parent/guardian will agree to and sign an attendance contract, or to the School Attendance Review Board (SARB), or to the District Attorney for further action.

Bell Schedules

REGULAR BELL SCHEDULE

Morning Session

Period	From	To	Total Minutes
First	7:55	8:50	55
Passing	8:50	8:55	5
Second	8:55	9:55	60
Snack	9:55	10:05	10
Passing	10:05	10:10	5
Third	10:10	11:05	55
Passing	11:05	11:10	5
Fourth	11:10	12:05	55

Total Minutes (Excluding Snack) 240

***** Afternoon Break/Snack 12:05 - 12:10 *****

Afternoon Session

Fifth	12:15	1:15	60
Passing	1:15	1:20	5
Sixth	1:20	2:15	55
Passing	2:15	2:20	5
Seventh	2:20	3:15	55

Total Minutes (Excluding Snack) 180

COMBINED DAY BELL SCHEDULE

Periods	From	To	Total Minutes
First	7:55	8:50	55
Passing	8:50	8:55	5
Second & Fifth	8:55	9:55	60
Snack	9:55	10:05	10
Passing	10:05	10:10	5
Third & Sixth	10:10	11:05	55
Passing	11:05	11:10	5
Fourth & Seventh	11:10	12:05	55

WEDNESDAY ADVISORY

BELL SCHEDULE

Morning Session

Period	From	To	Total Minutes
First	7:55	8:45	50
Passing	8:45	8:50	5
Advisory	8:50	9:10	20
Passing	9:10	9:15	5
Second	9:15	10:05	50
Snack	10:05	10:15	10
Passing	10:15	10:20	5
Third	10:20	11:10	50
Passing	11:10	11:15	5
Fourth	11:15	12:05	50

Total Minutes (Excluding Snack) 240

***** Afternoon Break/Snack 12:05 - 12:10 *****

Afternoon Session

Fifth	12:15	1:05	50
Passing	1:05	1:10	5
Advisory	1:10	1:25	15
Passing	1:25	1:30	5
Sixth	1:30	2:20	50
Passing	2:20	2:25	5
Seventh	2:25	3:15	50

Total Minutes (Excluding Snack) 180

Friday Buyout Policy

The following is an outline of the Somerset High School policy regarding Friday Buyouts.

- Friday buyouts may only be earned during weeks that have five school days. (*Note: The classroom teachers reserve the right to apply standards for weeks without five school days to the next week that the students are eligible for a Friday buyout.*)
- Only *students* who have four classes are eligible for a Friday buyout. (Note: ROP Computer classes [4th & 5th periods] do not count toward the attendance eligibility for a Friday buyout.)
- The following standards are explicit in a teacher approving a Friday buyout:
 - ✓ The student must be present Monday through Thursday of the buyout week.
 - ✓ (Note: Making up an absence does not qualify the student for a Friday buyout.)
 - ✓ Students not in attendance for the previous non-Buy out Friday will not be permitted to Buyout.
 - ✓ The student must be in class and ready to work when the bell rings starting each period.
 - ✓ The student must remain on task in class.
 - ✓ The student must maintain acceptable behavior and citizenship each day.
 - ✓ The student must have had no dress code violations.
 - ✓ The student must adhere to any reasonable conditions stated by the classroom teacher above and beyond the conditions stated above.
- Teachers may only sign buyouts of students who are enrolled in their classes.
- Administrators will not overrule the decision by a teacher to not sign a buyout.
- Students must obtain signatures from all teachers with whom they were enrolled for a particular class period during the buyout week. This means that if students have had a change of class, they must obtain the signatures of both teachers for the days they were enrolled.
- Students who abuse or evade the correct procedures in regard to earned Friday buyouts will lose the privilege of buying out for thirty (30) school days and/or face further school discipline. (Note: Time spent off-track does not count toward resumption of Friday buyout privileges.)
- *Students with a 3-period schedule are not eligible to participate in the Friday buyout program.*

Dress Code Standards

The responsibility for the proper attire of all students attending schools within the Bellflower Unified School District rests with the parents/guardians.

The responsibility for enforcing the dress code rests with the school administration and staff of each campus*. The administrators and/or their designees—which includes all adult staff members—may make the determination as to whether a student is in violation of the dress code.

HEADWEAR / HAIR COVERING

Hats: **No baseball style hats/caps**

- The ONLY type of hat allowed is the district approved bucket hat and beanies without any logo, words, letters, or numbers, which may not be worn inside classrooms.

Other type of head covering:

- No headbands, bandannas, wave-caps, do-rags, etc.
- No hoods: Hoods on jackets or sweatshirts must be kept down completely off the head.

Non-approved headwear will be confiscated and returned only to the parent/guardian.

SHOES

- All students must wear shoes. ***Slippers or house shoes of any kind are not permitted.***

PANTS & SHORTS

- ***Basketball shorts, basketball style or athletic shorts are NOT permitted.***
- Pants must be worn at the waist; no sagging. Oversized baggy pants/shorts may not be worn.
- Students may not wear lounging pants or pajama pants.
- Undergarments shall not be visible at any time.
- Extremely short shorts are not permitted; shorts must extend to at least mid-thigh.

SHIRTS, BLOUSES, TOPS SWEATERS, SWEATSHIRTS JACKETS

- ***No athletic jerseys or athletic-style jerseys, shirts, sweatshirts, jackets, or pants, etc., with or without numbers.***
- Shall not display any high school name, team name, school logo, etc. with the exception of Bellflower, Mayfair or Somerset High Schools.
- Shirts must have sleeves; cutoff or frayed sleeves are not permitted.
- Bare mid-riff shirts and blouses shall not be worn.
- Undergarments shall not be visible at any time.
- Shoulder straps on “tank-style” blouses must be at least two (2) inches wide.
- No plunging necklines.
- So called ‘wife beater’ or shirts with open shoulder or T-backs, regardless of color, are NOT permitted.

SKIRTS & DRESSES

- The length of skirts and dresses must extend to at least mid-thigh.
- Slits on dresses must extend no further than mid thigh.
- No undergarments shall be visible.
- No plunging necklines.

TIGHTS

No tights with shirts. Tights must be worn with dress or shorts at mid-thigh.

GANG / CREW / POSSE STYLE ATTIRE

The following clothing is often associated with gangs/crews/posses and may not be worn to school. The list includes, but is not limited to: Clothing with “L.A.” letters, Dodgers, Raiders, or any professional team, city or geographic area, Zip Code or telephone Area Code or G-Unit clothing.

GANG / CREW / POSSE STYLE ATTIRE CONTINUED

The following clothing is often associated with gangs/crews/posses and may not be worn to school: Tank-style undershirts, creased white T-shirts, long shorts with knee socks pulled up. Any other clothing deemed to be gang/crew attire and/or gang/crew colors shall not be worn. Numbers or logos associated with or considered/construed as gang related are not permitted on any article of clothing, jewelry, or accessory. Key chain-lanyards with any professional team name or logo shall not be visible. *All gang related tattoos must be covered before arriving at school.*

JEWELRY & ACCESSORIES

Jewelry and/or accessories that include reference to tobacco products, drugs, alcohol, gangs, or is sexually suggestive, or deemed inappropriate by any staff member shall not be worn to school. Large medallion necklaces and/or neck chains of extended length are not permitted. Wallet chains shall not exceed six (6) inches in length and the chains must be kept inside a pocket at all times while on campus. **Key chain-lanyards with any professional team name or logo shall not be visible.**

BELTS & BELT BUCKLES

Belt buckles bearing letters or depicting inappropriate items or messages are not permitted. The tail of the belt shall not extend more than six (6) inches past the buckle.

BACKPACKS

For safety reasons, Somerset High School does not allow backpacks, book bags, tote bags, and/or large, oversized purses on campus.

BODY PIERCING/BODY ART

Excessive body piercing may be deemed inappropriate due to potential health hazard and will not be permitted. *Inappropriate body art or tattoos must be covered before arriving at school.*

NUMBERS, ARTWORK, LOGOS

- Numbers/artwork/logos associated with or considered/construed as gang /crew/posse related are not permitted on any article of clothing, jewelry, or accessory.
- Any professional team, city or geographic area, Zip Code or telephone Area Code are not permitted.
- Any artwork or logo that is deemed offensive to any person's race, culture, gender, or religion is not permitted.
- Any artwork or logo that is sexually suggestive or includes reference to tobacco products, alcohol, or drugs, is not permitted.
- Any artwork or logo deemed inappropriate by any staff member shall not be worn.
- *Numbers, logos, and/or artwork may not be covered by tape.*

CONSEQUENCES

1st Violation: Clothing: Student will call parent/guardian to bring appropriate clothing or go home to change.
Headwear: Headwear will be confiscated and may be picked up by parent/guardian only.

2nd Violation: The student shall be sent home for the day.

3rd Violation: Suspension (1 - 3 days). The student will be placed on a behavioral contract for continued defiance of school rules.

Habitual violations may result in possible alternative educational placement and/or implementation of the expulsion process from the Bellflower Unified School District.

The district dress code policy is on file in the school office.

***CAMPUS:** The school campus is defined to include the entire parking lot area and the sidewalk areas both in front and back of the school.

Please note: Students are not allowed to congregate in the parking lot, across Laurel Street, or at the Kiwanis Hall.

Floaters List Policies

In most classes at Somerset, students may leave the classroom to visit the restroom, get a drink of water, or visit the office by adhering to the following conditions:

- Obtain written pass from teacher.
- Only one student may be out at a time.
- Students may not be out during the first or last ten minutes of class.

The following is the Somerset High School policy statement regarding the Floaters' List.

- Students on the Floaters' List are not to exit the class during the regular class period.
- In the event of an emergency, the teacher will call the office via the intercom and a member of the office staff will go to the class to accompany the students from the class. **(Note: Using the restroom or getting a drink of water does not qualify as an emergency.)** Students with medical conditions must have a current doctor's written order on file (see page 4).
- Teachers may make additions to their individual in-class Floaters' List.
- Teachers will not comment on the process during which a student was placed on the Floaters' List. (Note: Each student places himself on the Floaters' List by being excessively out of class or otherwise violating the conditions of the Floaters' List; thus, teachers do not place students on the Floaters' List.)
- Students who do not adhere to the stipulations of being on the Floaters' List are to be documented via a Student Referral. Any teacher may document violations of the Floaters' List. Violators will be subject to further school discipline (i.e., community service, and/or loss of the privilege for a morning schedule, suspension, etc.) and will be automatically placed on the next Floaters' List.

Goldenrod Policies

The following is the Somerset High School policy statement for submitting student requests for administrative and/or office services - the submitting of a "goldenrod."

- Goldenrods shall be deposited in the box on the counter in the front office only during non-class time.
- If a student fails to inform his teacher of the need for a goldenrod at the beginning of the class period, the student may have to wait until the next day.
- Students must completely fill out all requested information on the Goldenrod or risk the chance of having the goldenrod discarded.
- Students requesting status reports are to submit a goldenrod at the beginning of the period. The status report will be run and delivered to the student's classroom via an office aide or messenger.

Comprehensive Safe-School Plan

Discrimination, Harassment, and Bullying

Legal References

Assembly Bill 257, chaptered on October 14, 2001, regulates that all Comprehensive Safe School Plans include Education Code 35294.2, sections (E):

- (E) *A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.*

California Education Code 2: It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes as set forth in subdivision (a) Section 422.6 of the Penal Code equal rights and opportunities in the educational institutions of the state.

Within the Bellflower Unified School District:

- All students have the right to participate fully in the educational process free from discrimination, harassment, and bullying.
- Discrimination, harassment, and bullying includes, but is not limited to, unwelcome verbal, visual, or physical conduct.
- **BP 5145.7**
The Board of Education considers sexual harassment to be a major offense, which may result in disciplinary action including suspension or expulsion of the offending student. This policy does not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. It is the policy of the Board of Education that all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in our schools.
Pursuant to Education Code 212.5, sexual harassment means unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature made by someone from or in the educational setting. Under the provisions of Education Code 212.6 notification of this policy and available remedies shall be included in the regular policy statement on comprehensive rules, regulations, procedures, and standards of conduct.
- Conduct for the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment may be considered to be discrimination, harassment, or bullying.

Procedures for Dealing with Discrimination, Harassment, and Bullying:

- a. Any student who believes s/he is being subjected to discrimination, harassment, or bullying is encouraged to immediately report the incident to an appropriate administrator, counselor, or teacher at the school of attendance. As a result of an investigation of the complaint, the conduct must be considered pervasive enough to have a negative impact upon the individual's performance or to create an intimidating, hostile, or offensive educational environment.
- b. The principal or designee shall conduct an investigation of conduct specified in a complaint considered to be reasonable by completing the following steps in accordance with BP 5144.1.
- c. Obtain all information pertinent to the complaint and reduce this information to a form which allows a conclusion to be drawn.
- d. Inform a complainant of his/her rights and any obligations to secure those rights. Inform the accused of the nature of the complaint that has been advanced. The accused shall be given an opportunity to respond to the complaint in writing or orally to the investigating authority.
- e. Investigate fully and completely all aspects of the complaint and information obtained from the accused.
- f. Adhere to appropriate California Education Codes 48900, sections (a) through (q); and 48900.2, 48900.3, 48900.4, and 48900.7 as they relate to expulsion and/or suspension from school.

- g. Disciplinary action, if warranted, shall be administered, subject to Education Code and District policies. A student may be suspended from school and recommended for expulsion only under the process required by the District.
- h. Disciplinary action may be warranted if, as a result of investigation, it is determined that a false accusation of discrimination, harassment, or bullying has been filed. Accusations of this kind are very serious and can have an extremely negative effect on students falsely charged and, if that be the case, the same severe disciplinary action may apply to the accuser.
- i. A determination and a recommendation will be forwarded to the superintendent/designee for action consistent with provisions of the discipline policy (BP 5144.1).
- j. A complete report and copy of the recommendation will be communicated to the complainant, to the accused, and to the appropriate law enforcement agencies if applicable.

Distribution

- Published in each school’s comprehensive rules, regulations, procedures, and standards of conduct;
- Included in the school’s Comprehensive Safe School Plan;
- Included in the Administrative Resources Handbook.

Legal Reference: Education Codes 200, 35294.2, sections (E)
 Penal Code 422.6
 Civil Rights Act of 1964, Title VI (42 USC 2000d-2000d-7)
 Americans With Disabilities Act (42 USC 12101-12213)

EC 48900.2 Suspension – Sexual Harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.
 For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

EC 48900.3 Suspension for Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EC 48900.4 Suspension/Expulsion – Prohibited Actions

In addition to the grounds specified in Sections 18900 and 18900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

A pupil may be suspended or expelled for behaviors described in EC48900 and related to school activity or attendance, including but not limited to any of the following: while on school grounds; during a school activity; going to or coming from school or a school sponsored activity; during lunch whether on or off campus.

Electronic Equipment Policy

Somerset High School, as well as all other Bellflower Unified School District Schools, will adhere to the following district mandate regarding cell phones:

Students may not use or display cell phones during the regular school day or during participation in school activities, unless specifically authorized by a school administrator or designee. Cell phones must remain out of sight or in holster and powered "OFF" throughout the school day.

To summarize – We hear it, we see it, we get it.

Failure to comply with any portion of this policy will result in immediate confiscation of the cell phone. **Confiscated items may be picked up by the parent/guardian only. Proof of ownership may be required at time of pick up.**

Ongoing violations may result in further disciplinary consequences in accordance with Education Code 48900 (k), *"Disrupted school activities or otherwise willfully defies the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties."*

The school and the school district are NOT responsible for lost, stolen, or confiscated property.

Somerset High School, as well as all other Bellflower Unified School District Educational Options programs, adheres to California Education Code § 48901.5 (a) (b) regarding electronic signaling devices is also prohibiting the following:

- ipods / mp3 players / gameboys / personal game devices
- headphones/CD players, etc.
- headphones: shall not be displayed on campus
- pagers (beebbers)

Students found in possession of any of the items shown above may have them confiscated. **Such confiscated items may be picked up and returned only to the parent/guardian.**

POLICIES RELATED TO COMPUTER HARDWARE AND SOFTWARE

- **There is to be no food or drink in the area of the computers.**
- **Students may not bring software from outside the classroom.**
- **Students may not download programs into the computers.**
- **Students internet usage will be monitored and if inappropriate, internet access will be with held.**

All teachers who have computers in their classroom will develop a "computer usage policy" statement for all students to sign.

Students and/or their parents/guardians may be held financially responsible for any damage caused to the school's technological equipment as a result of the violation of any of the above.

California Education Code Violations

EC § 48900 – Grounds for Suspension and Expulsion

- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section *** unless the act is related to a school activity or school attendance occurring with 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 a school activity or school 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.
- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person, or (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any 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, any 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 any 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 any 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 any 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. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means 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 as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2)(A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
- (i) A message, text, sound, image.
- (ii) A post on a social network Internet website, including, but not limited to:
- (I) Posting to or creating a burn page. "Burn page" means an Internet website created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeliness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (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 suffer 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) For a pupil subject to discipline under this section, 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 anger management program, for a pupil subject to discipline under this section that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.

- (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.

48900.2 - Sexual Harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. *Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature made by someone from or in the educational setting. (EC Section, 212.5, BP 5145.7)*

48900.3 - Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any grades 4 to 12, inclusive may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4 - Harassment, Threats or Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Discrimination, Harassment, and Bullying

Any student who believes he or she is being subjected to discrimination, harassment, or bullying is encouraged to immediately report the incident to an appropriate administrator, counselor, or teacher at the school of attendance.

48900.7 - Terroristic Threats

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 4899.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

EC § 48915 - Expulsion; particular circumstances

(a)(1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion * * * should not be recommended under the circumstances or that an alternative means of corrections would address the conduct:

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

Revised 7/13

California Education Code Violations (Spanish Version)

CE Sección 48900

(s) Un alumno no será suspendido o expulsado por ningún de los actos que se enumeran en esta sección *** a menos que el acto tenga relación a alguna actividad escolar o se lleve a cabo al asistir a una escuela bajo la jurisdicción del superintendente del distrito escolar o el director, o que ocurra en cualquier otro distrito escolar. Un alumno puede ser suspendido o expulsado por actos que se enumeran en esta sección y se relacionan con una actividad escolar o la asistencia escolar que ocurra durante cualquier momento, incluyendo pero no limitado a cualquiera de los siguientes: (1) Al estar en el plantel escolar. (2) Al ir o regresar de la escuela. (3) Durante el periodo de almuerzo ya sea dentro o fuera de la escuela. (4) Durante o de ida o venida de alguna actividad patrocinada por la escuela.

- (a)(1) Causó, atentó causar, o amenazó causar herida física a otra persona. (2) Usó intencionalmente fuerza o violencia sobre otra persona, con excepción de en defensa propia.
- (b) Poseyó, vendió, o de otro modo proporcionó cualquier arma de fuego, cuchillo, explosivo, u otro objeto peligroso, a menos que, en el caso de posesión de cualquier objeto de este tipo, el alumno había obtenido permiso por escrito para poseer el objeto de un empleado certificado de la escuela, quien está en acuerdo con el director o designado del director.
- (c) Poseyó ilegalmente, vendió, o de otro modo proporcionó o estuvo bajo la influencia de cualquier sustancia registrada en la lista del Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y de Seguridad, una bebida alcohólica, o un intoxicante de cualquier clase.
- (d) Ofreció ilegalmente, arregló, o negoció para vender cualquier sustancia registrada en la lista del Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y de Seguridad, una bebida alcohólica, o un intoxicante de cualquier clase, y entonces vendió, entregó, o proporcionó a cualquier otra persona otro líquido, sustancia, o material y representó el líquido, la sustancia, o el material como una sustancia controlada, bebida alcohólica, o intoxicante.
- (e) Cometió o atentó cometer robo o extorsión.
- (f) Causó o atentó causar daño a la propiedad de escuela o a la propiedad privada.
- (g) Robó o atentó robar la propiedad de escuela o propiedad privada.
- (h) Poseyó o uso tabaco o cualquier producto conteniendo tabaco o productos de nicotina, incluyendo pero no limitado a cigarrillos, puros de tamaño miniatura, cigarrillos de clavo, tabaco sin humo, rapé, paquetes de tabaco para masticar, y betel. Sin embargo, esta sección no prohíbe el uso ni la posesión por un alumno de sus propios productos de prescripción.
- (i) Cometió un acto obsceno o participo en una profanidad habitual o vulgaridad.
- (j) Poseyó ilegalmente u ofreció, arregló, o negoció para vender cualquier parafernalia de la droga, a como se define en la Sección 11014.5 del Código de Salud y de Seguridad.
- (k) Interrumpió las actividades de la escuela o de otro modo voluntariamente desafió la autoridad válida de los supervisores, maestros, administradores, funcionarios de escuela, o de otro personal de escuela comprometido en el desempeño de sus deberes.
- (l) A sabiendas recibió la propiedad robada de escuela o propiedad privada.
- (m) Poseyó imitación de una arma de fuego. Como se usa en esta sección, “imitación de armas de fuego” significa una copia de una pistola que es tan substancialmente semejante en las propiedades físicas que existen en armas de fuego, dirigiendo a una persona razonable a concluir que la copia es una arma de fuego.
- (n) Cometió o atentó cometer un asalto sexual a como se define en la Sección 261, 266c, 286, 288, 288a, o 289 del Código Penal o cometió un abuso sexual a como se define en la Sección 243.4 del Código Penal.
- (o) Acosó, amenazó, o intimidó a un alumno que es un testigo del que se queja o es un testigo en un procedimiento disciplinario de una escuela con el propósito de prevenir que ese alumno venga a ser testigo o venga en contra de ese alumno para prevenir o tomar represalia contra el alumno por ser testigo o ambos.
- (p) Ilegalmente ofreció, arregló vender, negoció vender, o vendió la droga de prescripción Soma.
- (q) Se involucró, o intentó involucrarse en cometer novatadas como es definido en la Sección (b) 245.6.
- (r) Se involucró en un acto de acoso. Para el propósito de esta subdivisión, los siguientes términos tienen los siguientes significados:
- (1) “Acosar” significa cualquier acto o conducto físico o verbal que es severo u omnipresente incluyendo comunicaciones escritas o por medio de un acto electrónico, e incluye uno o más de un acto cometido por un alumno o un grupo de alumnos según se define en las secciones 48900.2, 48900.3 o 48900.4, dirigido a uno o más de un alumno y que haya tenido o se puede predecir razonablemente que tendrá uno o más de los siguientes efectos:
- (A) Poner a un alumno o alumnos razonables en una posición en la cual tendrán miedo que le harán daño al cuerpo o a la propiedad de ese alumno o alumnos.
- (B) Causar que un alumno razonable sienta un efecto perjudicial considerable en su salud física o mental.
- (C) Causar a un alumno razonable sienta interferencia considerable con su rendimiento académico.
- (D) Causar a un alumno razonable sienta interferencia considerable con su habilidad de participar u obtener beneficios de servicios, actividades, o privilegios ofrecidos por la escuela.
- (2)(A) “Acto electrónico significa la transmisión por método de cualquier aparato electrónico, incluyendo, pero no limitado a, un teléfono, un teléfono celular o cualquier otro aparato de conexión inalámbrica, una computadora, o buscapersonas.
- (i) Un mensaje, texto, sonido, o imagen.
- (ii) Publicación en una red social, incluyendo, pero no limitado a:
- (I) Publicar o crear una página para insultar “burn page.” Esta tipo de página es un sitio web hecho con el propósito de tener uno o más de uno de los efectos enumerados en el párrafo (1).
- (II) Crear una personificación creíble de otro alumno real con el propósito de tener uno o más de uno de los efectos enumerados en el párrafo (1). Personificación creíble significa el hacerse pasar por otro alumno a sabiendas o sin el consentimiento con el propósito de acosar al alumno y a tal grado que el otro alumno pudiera razonablemente creer, o ha creído que el alumno es o era el alumno a quien se personificó.
- (III) Crear un perfil falso con el propósito de tener uno o más de un efecto enumerado en el párrafo (1). Un perfil falso significa un perfil de un alumno ficticio o un perfil que usa las semejanzas o características de un alumno actual aparte del alumno quien creo el perfil falso.
- (B) A pesar del párrafo (1) y el subpárrafo (A), un acto electrónico no constituye un conducto considerable sencillamente a base de que se haya transmitido por Internet o esté publicado en Internet.
- (t) Un alumno que ayuda o induce, según se define en la Sección 31 del Código Penal, a causar o intentar causar daño físico a otra persona puede resultar en suspensión, pero no en expulsión de acuerdo a esta sección, a menos que un alumno que haya sido juzgado por un tribunal juvenil de haber cometido un crimen de violencia física como ayudante o instigador, en un caso en que la víctima herida haya sufrido daño físico o grave daño físico, el infractor será sujeto a la disciplina según subdivisión (a).

- (u) Según se usa en esta sección, “propiedad escolar” incluye pero no se limita a, archivos electrónicos y bases de datos.
- (v) Un superintendente de un distrito escolar o un director puede usar su discreción al ofrecer alternativas a la suspensión o expulsión de un estudiante sujeto a la disciplina bajo esta sección, incluyendo pero no limitado a servicios de asesoramiento y programa para el control de la ira para estudiantes de edad apropiada y que de atención y corrijan el mal comportamiento del alumno según se define en la Sección 48900.5.
- (w) Es la intención de la legislatura que se impongan alternativas a la suspensión y expulsión de un alumno que llegue tarde, falte o de alguna otra manera esté ausente de actividades escolares.

48900.2 - Hostigamiento Sexual

Además de las razones enumeradas en sección 48900, un alumno puede ser suspendido de la escuela o recomendado para expulsión si el superintendente o el director de la escuela en la cual el alumno esta matriculado determina que el alumno ha cometido acoso sexual como definido en la Sección 212.5. Para los propósitos de este capítulo, la conducta descrita en la Sección 212.5 debe ser considerada por una persona razonable del mismo sexo de la víctima sea suficientemente severo o profundo y debe tener un impacto negativo sobre el desempeño académico del individuo o crear un ambiente educativo intimidante, hostil u ofensivo. Esta sección no aplicará a alumnos matriculados en el jardín de la infancia y a los grados inclusivos de 1° a 3°. *Hostigamiento Sexual significa insinuaciones sexuales no deseadas, solicitudes de favores sexuales, y otra conducta verbal, visual, o física de naturaleza sexual por parte de alguien en el sitio educacional. (EC Sección 212.5, BP 5145.7)*

48900.3 - Violencia de Odio

Además de las razones enumeradas en sección 48900 y 48900.2, un alumno en cualquiera de los grados inclusivos del 4 a 12, puede ser suspendido de la escuela o recomendado para expulsión si el superintendente o el director de la escuela en la cual el alumno esta inscrito determina que el alumno ha causado, ha procurado causar, amenazado causar, o tomó parte en un acto de violencia de odio, según se define en la subdivisión (e) de la Sección 233.

48900.4 - Hostigamiento, Amenazas o Intimidación

Además de las razones enumeradas en sección 48900, y 48900.2, un alumno inscrito en cualquiera de los grados 4 a 12 inclusivos, puede ser suspendido de la escuela o recomendado para expulsión si el superintendente o el director de la escuela en que el alumno es matriculado determina que el alumno intencionalmente ha participado en el acoso, en amenazas, o en la intimidación, dirigida contra el personal del distrito escolar o estudiantes, que sea suficientemente severo o profundo que tenga el actual razonablemente esperado efecto de materialmente interrumpir el trabajo en el salón de clases, crear un desorden sustancial, e invadir los derechos del personal escolar o estudiantes al crear un ambiente educativo intimidante u hostil.

Discriminación, Hostigamiento o Intimidación

Se le aconseja a los alumnos que si son sujetos a discriminación, hostigamiento, o intimidación, lo reporten inmediatamente a un administrador apropiado, consejero o a un maestro/a de la escuela en la cual asiste.

48900.7 - Amenazas de Terrorismo

(a) Además de las razones enumeradas en sección 48900, 48900.2, 48900.3, 48900.4 un alumno puede ser suspendido de la escuela o recomendado para expulsión si el superintendente o el director de la escuela en la cual el alumno esta matriculado determina que el alumno ha hecho amenazas terroristas contra oficiales de la escuela o propiedad de escuela, o contra ambos.

(b) Para propósito de esta sección una amenazas de terrorismo incluirán cualquier declaración, escrita u oral, hecha por una persona que voluntariamente amenaza en cometer un crimen que tendrá como resultado la muerte, grave daño físico a otra persona, o daño a la propiedad en el exceso de mil dólares (\$1,000), con la intención específica de que la declaración deberá ser tomada como una amenaza, aunque no exista la intención verdadera de llevarla a cabo y en estas circunstancias en que se hace, es tan inequívoco, incondicional, inmediato, y específico como para transmitir a la persona amenazada, una gravedad con propósito y con una perspectiva inmediata de la ejecución de la amenaza, con lo cual causa que esa persona esté razonablemente con temor continuo por su propia seguridad o por la seguridad inmediata de su familia, o por la protección de la propiedad del distrito escolar, o por la propiedad de bienes personales de la persona que amenazaron o la de su familia inmediata.

CE Sección 48915. Expulsión; circunstancias particulares

(a)(1) A menos que sea provisto en las subdivisiones (c) y (e), el director o el superintendente de escuelas recomendará la expulsión de un alumno por cualquiera de los siguientes actos cometidos en la escuela o en actividades escolares fuera de la escuela, a menos que el director o el superintendente determine que la expulsión *** no debe ser recomendada bajo estas circunstancias o que un método alternativo de corrección daría atención a la conducta:

- (A) Causar herida física crítica a otra persona a menos que sea en defensa propia.
- (B) Estar en posesión de cualquier cuchillo u otro objeto peligroso por el cual el alumno no tenga ningún uso razonable.
- (C) Estar en posesión ilegalmente de cualquier sustancia registrada en la lista del Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y de Seguridad, excepto cualquier de las siguientes razones:
 - (i) El primer delito de estar en posesión de no más de una onza avoirdupois de marihuana, aparte de cannabis concentrada.
 - (ii) Estar en posesión de medicina de venta libre para el uso del alumno con propósitos médicos o medicina recetada para el alumno por un doctor.
- (D) Robo o extorsión.
- (E) Asalto con agresión, según se define en las secciones 240 y 242 del código penal, sobre cualquier empleado escolar.

(2) Si el director o el superintendente de escuelas hace una determinación según se describe en el párrafo (1), se recomienda que lo haga lo más rápido posible a fin de asegurar que el alumno no pierde tiempo de instrucción.

Revisado 7/13

Student Expectations and Discipline Policies

Graduates of Somerset High School will have the foundation of the 3 Cs. They will be able to be effective Communicators, responsible Citizens and Critical thinkers. If students disregard this foundation, consequences occur and disciplinary steps will be taken.

Student Expectations	Outcomes	Rules & Education Code	Consequences
Somerset High School students will be effective COMMUNICATORS	Students will discuss differences in a calm rational manner.	Weapons are not allowed – No student shall possess, sell, use or furnish any weapon (including a replica), or a dangerous object including firecrackers, stink bombs, etc. EC 48900 a,b, 48915 c	1 – Warning 2 – Parent Contact 3 – Study Hall, and/ or Reflection 4 – Counseling 5 – Suspension 1 day 2 days 3 days 4 days 5 days 6 – Behavior Contract 7 – Transfer to alternate placement 8 – Refer for Expulsion 9 – Contact Sheriff Department
		Altercations are not allowed – No student is permitted to threaten to cause physical injury to another. SPECTATORS AND INSTIGATORS WILL BE TREATED THE SAME AS FIGHTERS. BULLYING is NOT allowed and will be dealt with severely. EC 48900 a, c	
Somerset High School students will be responsible CITIZENS	Students will respect school, staffs and other students property	THEFT, ROBBERY, EXTORTION, GRAFFITI, TAGGING, VANDALISM, AND PROPERTY DAMAGE ARE NOT ALLOWED. Students may not possess any graffiti devices. Students may not steal or attempt to steal school or private property or receive stolen property. EC 48900 e, f, j, l	Note- School administrators reserve the right to adjust the consequences to the behavior. The above list is only a guideline.
	Students will respect the authority of teachers, staff, administrators and school authority.	DEFIANCE. Disrupting school activities or willfully defying the authority of supervisors, teachers or administrators. EC 48900 k	
		RESTRICTED AREAS. Students may not visit another campus or invite unauthorized guests to campus with administrative permission. EC 3211	
Students will respect the right of others.	LITTERING AND THROWING FOOD ARE NOT ALLOWED. Students may not throw trash on the school ground and may not intentionally throw/spill food. Gum and sunflower seeds are not allowed. EC 48900 k THE FOLLOWING ARE NOT ALLOWED: Disobedience EC 48900 k Disrespect/Defiance EC 48900 k Lying EC 48900 k Intimidation EC 48900 o, q Profanity or vulgarity EC 48900 i Racially inciting statements EC 48900.3 Sexual harassment EC 48900.2 Obscenity EC 48900 i Hate Crimes EC 48900.3		

Student Expectations	Outcomes	Rule & Education Code	Consequences
<p>Somerset High School students will be</p> <p>CRITICAL THINKERS</p>	<p>Students will come to school clear-headed and ready to learn.</p>	<p>DRUGS AND ALCOHOL ARE NOT ALLOWED. No student shall possess, sell, buy, furnish, use or be under the influence of any alcohol, narcotic (including prescriptions), or controlled substance. Possession of drug paraphernalia is not allowed.</p>	<p>1 – Warning</p> <p>2 – Parent Contact</p> <p>3 – Study Hall, and/ or Essay</p> <p>4 – Counseling</p> <p>5 – Suspension</p> <p>1 day</p> <p>2 days</p> <p>3 days</p> <p>4 days</p> <p>5 days</p> <p>6 – Behavior Contract</p> <p>7 – Transfer to alternate placement</p> <p>8 – Refer for Expulsion</p> <p>9 – Contact Sheriff Department</p> <p>Note- School administrators reserve the right to adjust the consequences to the behavior. The above list is only a guideline.</p>
		<p>TOBACCO, MATCHES, AND LIGHTERS ARE NOT ALLOWED. No student shall possess, use, sell or furnish tobacco or any products containing tobacco or nicotine.</p>	
		<p>THE FOLLOWING ITEMS ARE NOT ALLOWED: Water guns/balloons or toys. Air Soft guns. IPods/MP3/CD players or any device to play music or display video. Laser pointers or facsimiles. Cell phones in view and/or powered on during the school day or during participation in school activities. Backpacks , book bags or oversized purses Skateboards, bicycles, scooters, rollerblades on campus in unauthorized areas.</p>	
	<p>Students will be responsible for their own work and attending school.</p>	<p>CHEATING IS NOT ALLOWED. No copying homework. No copying tests. No using notes without permission. No forging, altering or duplicating school documents. Plagiarism is putting forth the writing of another without crediting the source, including the downloading of information from the Internet and presenting to use it as one’s own original work. TRUANCY. Students may not leave campus without written permission or proper identification. Students may not leave class with approval from the teacher or office staff. EC48260</p>	
<p>Students will make sound judgments on what is appropriate to do at school.</p>	<p>GAMBLING IS NOT ALLOWED. Betting or possession of gambling paraphernalia, including dice, playing cards, etc.</p>		

SOMERSET HIGH SCHOOL ANTI-BULLYING POLICY

Our school's social vision

Somerset High School is an environment that is emotionally and physically safe, serene, and supportive. Somerset High School is a home away from home.

Purpose of this policy

Bullying and harassment stand in the way of our social vision. This policy prohibits harassment and bullying at Somerset High School, during the school and after-school program, at school field trips, sports and school sponsored events, and when students are traveling to and from school. It describes our school's procedures to prevent and stop bullying and prohibits reprisal or retaliation against any person who reports bullying. This policy applies to all students, teachers, staff, specialists, and anyone who works on our campus, whether employed by the school or district, working as contractors, or volunteers and is adopted pursuant to California Law (Seth's Law AB9).

Definitions

Bullying occurs when a student, or group of students, repeatedly try to hurt, humiliate or get power over another less powerful student in any of the following ways.

- **Physical bullying** is when a student uses physical force to hurt another student e.g. by hitting, pushing, shoving, kicking, taking a student's belongings or stealing their money.
- **Verbal bullying** is when a student uses words, images or gestures to intimidate or humiliate another student e.g. by taunting, name-calling, teasing, put-downs, insults, threats and blackmail.
- **Relational bullying** is when a student excludes or isolates another student e.g. through leaving them out, manipulating others against them, or spreading gossip or rumors.
- **Cyberbullying** is when a student uses their cell-phone, text messages, e-mails, instant messaging, chats and websites (such as Facebook, Twitter, You Tube or Instagram) to bully another student in any of the ways described above.

Bullying may at times amount to **harassment**. It is harassment to target a student online or face to face because of their actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or because they are associating with a student or group of students with one or more of these actual or perceived characteristics.

It is **sexual harassment** to target a student with unwanted sexual comments, gestures, attention, stalking and physical contact that cause a student to feel uncomfortable or unsafe at school, or interferes with schoolwork. This is dealt with further in the district's sexual harassment policy.

Our school does not tolerate bullying or harassment for any reason. You are breaking the law if you harass anyone at our school. It is a serious breach of the school rules if a student takes revenge or asks someone to threaten or hurt a student that has reported bullying or harassment.

How students can end bullying

Bullying and harassment cause pain and stress to students and are never justified or excusable as "just teasing" or "just playing." When a student stands by doing nothing, or laughs or posts comments online when others bully, they are participating in bullying.

The students at Somerset High School have agreed to join together to treat others with respect both online and face to face so that we keep our campus bully-free.

All students agree to:

- Value student differences and treat others with respect both online and face-to-face.
- Stand up to bullying students providing it is safe to do so, e.g. by using a statement such as "I don't appreciate what you said".
- If I cannot safely stop the bullying, walk away and seek help from a trusted adult.

- I will never take revenge or ask someone to hurt a student that has reported bullying.

Our school takes a problem-solving approach to bullying. We have staff members trained as **Solution Coaches®** to bring together a Solution Team® of students and ask them to end bullying situations. Most Solution Teams successfully end bullying situations after one or two meetings without using punishment.

Staff, Teacher and Parent Response to Student Harassment and Bullying

Our school follows a four-level system for preventing and responding to bullying and harassment

Level 1 – Prevent & Interrupt

- All teachers, staff, students and volunteers support a campus-wide system for educating about, preventing and stopping harassment and bullying.
- If any teacher, staff member or volunteer witnesses an act of harassment or bullying, he or she shall take immediate steps to intervene.
- If a parent or guardian knows or suspects that their child is being harassed or bullied, encourage your student to stand up to the bullying or to seek help from any trusted adult on campus. If this does not solve the situation, inform the Counselor, Belinda Davila and then the Principal, Mark Kailiponi. The school can only help you if you trust us with the problem and tell us what is happening.

Level 2 – Check in with target of bullying and notify the Assistant Principal

- All members of school staff are encouraged to watch out for students who appear to be isolated from other students, who are put down by other students behind their back, or who show signs of being bullied.
- If any staff member knows or suspects that a student is the target of ongoing bullying or harassment (i.e. bullying has happened more than once and is likely to continue), he or she shall check in with the student as soon as reasonably possible. If this appears to be ongoing bullying or harassment, he or she shall immediately inform Belinda Davila and then Principal Mark Kaliponi either verbally, via e-mail or a completed SARF.

Level 3 – Solution Team, Progressive Discipline and other responses

Our school uses a variety of methods to prevent and end harassment and bullying. We may use Solution Teams®, progressive discipline with increased consequences if behavior continues, and suspension or expulsion.

- If a Solution Team is appropriate, the Solution Coach will meet with target of bullying and offer to convene a Solution Team to bring their bullying to an end. The Solution Team is a team of 6-8 students that includes the bullying students, bystanders, and students who are positive role models. The Solution Coach records their progress using a Solution Team Log and shall report progress to the principal.
- If progressive discipline, suspension, or expulsion is appropriate, the principal will meet with the bullying student, and involve their parents and teachers when determining consequences.
- In all cases of bullying, Ms. Davila will add a referral into student's counseling notes.

Level 4 – Implement an Empathy-Building Action Plan

If a pattern of harassment or prejudice is apparent across an entire class or grade, the Solution Coach and other relevant school staff implement a plan to teach respect for differences and create a supportive peer culture.

Timeline for Complaints Under this Policy

Week One

- Student, teacher or parent notifies Belinda Davila of ongoing bullying or harassment and then the principal.
- When appropriate, the student is referred to a Solution Coach to receive the benefit of a Solution Team. Or the school principal may engage the progressive discipline process.
- Parents of target informed.

Week Two

- Second meeting of Solution Team if this has been initiated.
- Further progressive discipline or consequences issued when necessary.

Week Three

- Third meeting of Solution Team if this has been initiated.
- Target invited to attend this final Solution Team
- Solution Coach notifies the Principal and parents of outcome.
- Solution Coach implements an empathy-building plan for entire class or grade if needed.

If the school's intervention does not resolve the bullying, the student or their parent/guardian should inform the Principal. If the student or parent/guardian disagrees with how the school has responded to their complaint of discrimination, harassment, intimidation, or bullying, he or she may appeal in writing to Ms. Colleen McKinnley, Director of Curriculum and Instruction at the Bellflower district office located at 16703 S. Clark Ave, Bellflower, CA

Parent Involvement Policy for Somerset High School

Adopted the 2014-2015 School Year

Somerset High School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adhere to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education contributes greatly to student achievement and conduct.

1. Families provide the primary educational environment. An educational environment is a quiet, positive place at home where your child can complete homework.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in their children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effect when it is supportive long-lasting and well planned.
5. The benefits of parent involvement for students are not limited to early childhood or the elementary grades; positive benefits continue on through high school and college.
6. Parents must be involved in supporting their children's education at home, and to ensure the quality of schools in serving the community, parents must be involved at all levels in schools.

The staff of Somerset High School believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enable all students to meet the academic expectations set forth in the California Academic Standards.

Parents shall have the responsibility and opportunity to work with the schools in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

Parent refers to any caregiver who has responsibility for the caring for a child including parents, grandparents, aunts, uncles, foster parents, stepparents, older siblings. Etc.

Parent Involvement Policy

Parent involvement as described in this policy shall be developed with the assistance of parents, agreed to by parent, incorporated in the school's Single Plan for Student Achievement (SPSA), reviewed and updated annually by parents, and readily available to the local community.

All parents are invited and encouraged to attend an annual meeting which shall be held in the fall (i.e. Back to School Night) at a time and date that is convenient for the parent community. A written notice (in English, Spanish, and to the extent possible, other languages as needed) shall be sent to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Each year parents shall be invited to attend a number of regularly scheduled meetings (such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back to School Night, etc., that are planned at times convenient for their participation. The goal of these meetings is to keep parents informed regarding the progress of students in the core academic program, intervention programs and other issues pertaining to Somerset High School. In addition, parents will receive specific information about the SCE program participants and program implementation. Through these meetings, parents will be involved, on an on-going basis, in the planning, review and improvement of programs, including the Parent Involvement Policy and school plan.

The principal and school staff shall provide timely information about curriculum, local and state assessment results, the proficiency level students are expected to meet, the status of the school's Annual Proficiency Index (API) and Adequate Yearly Progress (AYP) and funds received through State Compensatory Education (SCE). Parents will be informed, on an ongoing basis, about student support programs, classroom activities and school events. They will provide suggestions for, and receive information and training on family and education related topics to assist them with their children.

Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed. The compact shall

- Be signed by all parties – parent, student, teacher(s) and principal and a copy given to the parent and student.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables all students to meet the California academic standards and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child’s learning by monitoring attendance, homework completion, television viewing, use of electronic devices and participating in decisions relating to the child’s education.
- Describe how students will take responsibility for coming to school to work as learners.

Building Parent Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement, the school shall –

Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title 1, Section 1118, the school shall enable parent to gain a better understanding of the following:

- State academic content standards and achievement goals all students are expected to meet.
- How to monitor their children’s progress through interpreting state and local assessment reports and student progress reports.
- Strategies to use at home to support their child’s academic achievement, such as monitoring the completion of homework and school assignments, reading with their child, working with mathematics, literacy training, etc.
- Effective use of resources provided on the parent bulletin, located in the Administration building, that support and encourage parental involvement in their children’s education.

School staff shall be educated, with the assistance of parents, in the value of parent contributions, and how to reach out to, communicate with, and work with parents as equal partners in their children’s education by using strategies to:

- Ensure the information related to school and parent programs, meetings, workshops, and other activities is sent in parent-friendly format, via Blackboard Connect, to the extent practical, in a language parents understand.
- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, and when appropriate, offer classroom/teacher support and after school activities such as translating or tutoring.
- Become knowledgeable about parent’s rights as specified in California statutes and in the No Child Left Behind Act of 2001, Title 1, Part A.

To further the goal of effective parent involvement, school staff will:

- Examine and adopt model parent involvement programs such as the PTA’s National Standards for Parent/Family Involvement.
- Encourage and inform parents of the leadership roles available to effectively serve on the PTA, Safe-School Committee, and the School Site Council.
- Organize a parent group (i.e. PTA) for the purpose of supporting parent involvement activities at the school and enhancing the leadership skills of parent in working with other parents.
- Reach outside the school through Regional Occupational Program (ROP) to form alliances with community-based agencies and businesses to connect families in need of assistance to appropriate support services.
- Consider hiring a parent/community representative to serve as a liaison between school and community to increase parent communication and participation (Funded through SCE).

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in language, to the extent possible, that parents understand.