



# **STUDENT AND PARENT HANDBOOK**

**2009-2010**



Accredited by The Western Association of Schools and Colleges



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# ABOUT SHASTA SECONDARY HOME SCHOOL

## A Learning Community

First and foremost, Shasta Secondary Home School (SSHS) is a family-centered learning community where parents, students, board members and staff come together in creative ways to support student growth.

## A Public Charter School

We are a public charter school, funded by the State of California, and sponsored by the Shasta Union High School District (SUHSD). As a charter school, we have greater flexibility to explore personalized ways of learning for our students. As a public school, we continue to have certain accountability requirements to California's Department of Education. Generally, the charter movement is seen to have greater flexibility regarding State standards in exchange for willingness on the part of individual schools to demonstrate student academic growth.

## Mission Statement

Shasta Secondary Home School, grades 6-12, honors and serves the family's choice to *personalize learning* according to their children's strengths.

**Students** achieve their goals using a multitude of methods including both school and community based resources.

**Parent(s)** support their child's learning as they remain the essential force in affecting values, attitudes, and beliefs.

**Teachers** are facilitators of discovery, mentoring and serving families regarding home-based classes, community-centered education, distance learning, and traditional school models where appropriate.

As students, parents, and facilitators develop individual Student Learning Plans, each student will be allowed and encouraged to reach their goals by use of models specific to his or her learning style while insuring parental choice.

## Personalized Learning

Shasta Secondary Home School uses a personalized learning model of education. In personalized learning, a facilitator (a certificated teacher by the state) works with a student and parent(s) to develop an individualized learning plan that draws from a palette of varied learning methods. These methods can include individual classes at comprehensive high school campuses in our district; our style of independent study, which includes a heavy emphasis on parent, tutor, and/or family involvement; community activity, which may include organizations like the local swim team, Girl Scouts, or the Redding Symphony; online courses; and courses at Shasta College. Our student community participates in various on-campus learning opportunities, including math, science, and computer labs; tutoring, journalism, and astronomy mini-courses, and photography and art classes. Students' individualized learning plans are structured within California State Content Standards and supervised by certificated teachers.

## **Middle School**

We offer a program that meets California State Educational Standards for 6<sup>th</sup> through 8<sup>th</sup> grade students. Students and families choose from a variety of texts and methods to achieve desired educational goals.

Middle School students may choose to participate in many of the elective classes at Redding School of the Arts. In addition, middle school students are welcome to join many of the high school classes held at SSHS's campus including Art, Computers, Photography.

Many middle school students participate in a recreational reading incentive program called California Reads. This voluntary program helps to spark a joy of reading in students who participate.

## **High School**

SSHS's High School program offers students and parents an opportunity to select from a menu of educational choices including student/parent-centered study at home, small group courses at our campus, individual courses at Shasta Union High School District campuses (Enterprise High School, Shasta High School or Foothill High School), Shasta College classes, Internet courses, as well as community sports and performing arts programs. Personalized learning at SSHS differs from independent study programs in that students access a wide variety of learning strategies, and parents are essential members of learning teams. As such, parents are integrally involved in their child's education.

## **Accreditations and Endorsements**

Our students have been accepted at every type of college and university, have received many scholarships (including the Cal Grant and National Merit programs), and continue to demonstrate the quality education they can acquire while a student at SSHS.

### **CCSA**

SSHS is one of the first schools in the nation to become a *Certified Charter School*. Schools must go through an approved third party review process for this honor. We at SSHS believe that in order to serve our families best it is in your interest to have such a review of our school to ensure we are doing everything possible to be a top quality school. We proudly display the plaque you see on our wall and have a banner that we that we can use. We also are allowed to use the Certified Charter School logo you see on the front of this document so people can be assured they are joining a quality charter school when they come to SSHS.

### **WASC**

SSHS has achieved Accreditation with the Western Association of Schools and Colleges (WASC). Our full six year accreditation is the longest period of time they will allow a school to be accredited. Through this process, we carefully consider our school's priorities and ensure that our school embodies them. Since students, parents, and local community members are essential parts of the Shasta Secondary Home School community, they participate in determining school priorities. WASC accreditation is voluntary and non-governmental, and is intended to assure other

educational institutions, the public, and our school community that our school meets established criteria and is achieving its own objectives.

### **College Entrance Requirements and Career Technical Education Information**

Students attending SSHS may meet entrance requirements for the University of California, California State Universities and various career/technical schools. As students continue to plan for the future our facilitators and school counselor can be of great help in choosing the right classes to take each semester.

For university admission as a freshman, students must have taken specific courses during high school and have an appropriate GPA and score on the SAT/ACT. A list of the SSHS courses that meet the A-G requirements for UC/CSU admission can be found at

<http://www.ucop.edu/doorways/> .

Click on the “a-g Course List” button, then type “Shasta Secondary” in the box. This will take you to a complete list of approved courses. The University of California states on its Website that “the purpose of a-g subject area requirements are to ensure that entering students...”

- Can successfully participate in a rigorous first-year program at a University of California
- Have developed knowledge that will give “breadth and perspective to new, more advanced studies”
- Have developed indispensable critical thinking and study skills

Courses approved for the UC’s a-g list must meet certain criteria:

- The courses must be academically challenging
- They must involve considerable reading and writing
- Courses must include problems and laboratory work where appropriate
- Courses must “show serious attention to analytical thinking as well as factual content”
- Advance students’ oral and listening skills

Career technical education (CTE) engages students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. Learn more about CTE at [www.cde.ca.gov/ci/ct](http://www.cde.ca.gov/ci/ct) .

Speak with SSHS facilitators and counselor for any help and information needed to ensure you are on the right path to reach your goals. Another great source of information in our area is College Options, <http://www.collegeoptions.org/> or 245-1845. They are locally funded and are freely available to all students.

A site that can be used all through high school to help keep up to speed and on track with regard to College and career issues is [www.collegeboard.com](http://www.collegeboard.com).

# SCHOOL GOVERNANCE AND STAFF

## Governance

The Shasta Union High School District Board of Trustees is the ultimate governing body for SSHS, although a specific SSHS Advisory Board directly governs the school. Administrative duties such as planning, budgetary expenditures, and daily operation of the program are the tasks of the SSHS Director, who is under the direct supervision of the SSHS Advisory Board. We encourage parents to participate in school governance and activities. It is our goal to involve not only District and SSHS staff in school governance, but parents, business partners, and members from the educational community at large. A governance structure that supports our educational mission is paramount.

## Advisory Board

SSHS is chartered by the Shasta Union High School District and is under the oversight of the District Board of Trustees. However, as a charter school SSHS operates somewhat separately from the District. The SSHS Advisory Board is the decision making body for our school. Five or more members represent our parents and community. The Board meets on the second Monday of each month on the school campus at 6:00 pm. Everyone is welcome to attend the meetings. Below is a list of our current board members and their term.

<u>Board member</u>	<u>Position</u>	<u>Term</u>
Dana Warren	Parent	June 2010
Carol Hail	Parent	June 2011
Wendi Hill	Parent	June 2010
Terri Runolfson	Chairperson and Parent	June 2009
Linda Rock	Parent	June 2011
Jim Nelson	Parent	June 2011
Lynn Peebles	SSHS Director	Continuing
Charlie Haase	SUHSD Board Rep (non-voting)	SUHSD discretion
Soren Nelson	Student Representative (non-voting)	

## **SSHS Employees**

### **Administration**

School Director	Lynn Peebles
Personnel and Curriculum Manager	Katherine Garrison
Business and Technology Manager	Noel Van Slyke
Administrative Intern	Ben Claassen

### **245-2600**

### **Office Staff**

Receptionist	Patricia Kelly
School Secretary	Tina Taxara
Registrar	Dino Mraz

### **245-2600**

### **Facilitators**

David Baldwin	225-8467
Marsha Bobich	225-8479
Ben Claassen	245-2788
Katherine Garrison	225-8461
Marti Ginder	225-8462
Joan Griffin	225-8478
Ryan Laughy	225-8471
Chris Ingersoll	225-8472
Lynn Peebles	245-2600
Sammie Ford	225-8466
Noel Van Slyke	225-8465
Mike Neumeister	245-2789
Cathy Laughy	225-8464

## **Contact Information**

Address: 1401 Gold Street, Redding, CA 96001  
Phone: 530-245-2600  
Fax: 530-245-2611  
Website: [www.charterhomeschool.net](http://www.charterhomeschool.net)  
Email: *firstinitiallastname@charterhomeschool.net*  
Example- for Lynn Peebles type: [lpeebles@charterhomeschool.net](mailto:lpeebles@charterhomeschool.net)

# **EDUCATIONAL OPPORTUNITIES AND RESULTS**

## **High School Diploma**

SSHS works with students and families to help determine, based on student goals, the best educational options for each individual student. Many students will want a public high school diploma. This will require meeting certain requirements listed under “Graduation Requirements.” There are many options and methods leading to a diploma that meet the requirements of the state and the Shasta Union High School District.

## **Other Options**

Many advanced students choose to take the California High School Proficiency Exam (CHSPE) and move on to community college or other activities. Students are eligible to take this exam during the second semester of their 10<sup>th</sup> grade year or at age sixteen. It is offered several times per year and takes careful planning and preparation to pass. If a student desires this option he or she should let SSHS know as soon as possible so we can begin to design a curricula that will help the student pass the exam. There is a fee paid by the family to the state for the administration of the CHSPE.

Some four-year colleges and universities have admission policies that allow for application from students in non-traditional educational settings. Early information on precise requirements is essential if a student choosing not to complete high school graduation requirements in specific subjects wants to apply for college.

Some students will choose to spend their time preparing for their future without a diploma and move on to community college at age eighteen. Students in this category could choose to finish some high school requirements at the community college and receive a high school diploma later or simply move on to higher academic degree programs.

## **Desired Student Learning Results**

SSHS works “out of the box,” as allowed by the state, to meet each individual’s needs. Working with your facilitator and our counselor to plan your educational process around your individual needs and goals is essential.

Our school’s Desired Student Learning Results (DSLRS) were developed by students, parents, and staff to keep us focused on what is most important for our students and our learning community. Our list of DSLRS is a living document, open to new ideas from school members. All DSLRS are of equal importance. The following is a current list of DSLRS:

**By graduation from Shasta Secondary Home School, all students will have had the opportunity to:**

**A Be prepared for options after high school**

*Acquire basic academic skills (1)\**

*Receive guided interface with higher education (2,3,4)\**

*Investigate personal options in career education (2,4)\**

**B Be independent, critical thinkers**

*Direct their own lifelong learning (2,1)\**

*Demonstrate positive decision making skills (2,5)\**

*Maintain independent thinking; resist peer pressure (2,5,6)\**

**C Develop a strong, positive attitude about self**

*Develop a coherent, personal system of ethics (1)\**

*Exemplify habits of personal health (1)\**

*Take responsibility for own decisions (1)\**

**D Develop foundational life skills**

*Develop basic life skills (2)\**

*Communicate in small groups (2)\**

*Become effective and competent in self advocacy (7)\**

*Solve problems and use opportunities creatively (7)\**

*Maintain updated technology skills (1)*

**E Understand and respect differing points of view within the context of family, community, and the world**

*Participate in global citizenship (8,1)\**

*Increase cultural awareness (1)\**

*Be exposed to fine art and literature (1)\**

**\*Measurement tools:**

1. Grades, assignments, coursework, test scores
2. Survey Report
3. Attendance at workshops
4. Use of interest inventories
5. Observation by staff and parents
6. CA Safe Schools
7. Projects, employment applications
8. Community Service

## **Demonstration of Educational Growth**

Demonstration of educational growth is important, especially for students and families. Satisfaction for everyone involved comes from seeing new skills and knowledge develop. Recognizing growth is part of the reward for a student's consistent involvement in learning. In addition, because Shasta Secondary Home School is a public school, we are accountable to demonstrate to the California Department of Education that our students are progressing collectively.

There are many, many ways students can demonstrate their growth and learning teams can document that growth. In addition to traditional testing, students can write about their experiences, design and complete unique research activities, create works of art, shoot photo essays, make a unique timeline, do community service, give a performance, set up a panel discussion, develop a Web page, write historical fiction, compose a resume, make a PowerPoint presentation, design a computer game, create a database, tackle a real life problem and solve it, record interviews with experts, carry out a survey, restore a classic car, compete in a bicycle race, learn new skills and build a cabinet for a stereo, conduct experiments, etc. Brainstorming ideas with your facilitator is always encouraged.

# **LEARNING RESOURCES AND OPPORTUNITIES**

## **Community Resources**

There are a great number of community resources that students can access to facilitate learning. Some of these include the YMCA, Scouts, swim teams, Turtle Bay, theater groups, dance lessons, community service, and many more. Explore with your facilitator to see how you might incorporate community resources into your learning plan.

## **Computers**

SSHS offers on-campus use of laptops and the computer lab to students who have signed a computer use agreement. The school follows strict guidelines regarding computer use to protect our community and to train students in the proper use of technology and the Internet. A computer use agreement is available at the front desk for review. Violation of the agreement can result in dismissal from class and loss of on-campus computer privileges.

## **Field Trips**

A variety of field trips, including activities, concerts, and tours, is available to students each year. Attendance at most of these trips is completely optional for students and families, although field trips planned as part of a course may be required for that particular class. Field trips are great ways for students to learn together and to further enjoy their studies.

Parents will be asked to complete a medical and emergency contact information form at registration each year.

A notice of scheduled trips will be posted on the school's bulletin board, on the Website ([www.charterhomeschool.net](http://www.charterhomeschool.net)), and in the *Newsletter*. Since many field trips have a limit on how many students may attend, be sure to sign up by the deadline. A sign up list also allows us to provide families with updates or any changes of plans. Trips will be filled on a first come first serve basis. Sign up in the office or by telephone. Generally, family members are welcome, but if interest in a particular trip is high, we may have to limit attendance to SSHS students and parents.

Students or parents with suggestions for field trips are invited to contact Marti Ginder.

## **Libraries**

A number of libraries are available to our students. Shasta Secondary Home School has a lending library that includes educational software, classic novels, videos, DVDs, and reference materials for student checkout. As students of a Shasta Union High School District charter school, Shasta Home School students

have access to district libraries. Contact the SSHS office for more information. Shasta College Library is available for all community members. Shasta County Library has a very good Website ([shastacountylibrary.org](http://shastacountylibrary.org)) at which students can check availability and request materials from home. In addition, the North State Cooperative Library System has a terrific Website for teens at [www.teenlibrary.org](http://www.teenlibrary.org). There are several libraries on the Internet that provide full texts of thousands of books available on computer. These libraries include <http://digital.library.upenn.edu/books> and [www.literature.org](http://www.literature.org). As with all Internet resources, student use should be monitored by parents.

### **On-Campus Courses at SUHSD Campuses**

Sometimes, students prefer to learn a particular subject in a traditional classroom setting. There may be a particular teacher he or she would like to learn with, or a subject that would be more enjoyable or easier with more teaching support. For instance, some of our students like to take advantage of an on-campus math or foreign language class that provides daily interaction. Students may take up to two on-campus courses per semester. Remember to meet all classroom and teacher expectations when using this option. Our continued good relationship with SUHSD campuses, as well as our reputation as a school depends on our students.

### **Online References**

#### **Follet's Web Collection Plus**

With the wealth of information available to students on the Internet, research can seem overwhelming. Web Collection Plus is a subscription service available to SSHS students that makes research easier and faster. It offers access to more than 160,000 K-12 websites that have been screened for usefulness and safety.

- On the Web, go to <http://follett.charterhomeschool.net>

As with other subscription services, **do not** share this site with anyone who is not a part of our school.

#### **Shasta Secondary Home School's Website**

[www.charterhomeschool.net](http://www.charterhomeschool.net)

SSHS's Website provides information and resources that support student learning experiences. The site has school forms and a copy of the current year's calendar.

Great educational links are available online at SSHS's website. Go to the website and click on "Educational Sites." Among other things, you'll find a great online reference desk as well as links to major newspapers listed under

“Periodicals”; the Math Journey game at the Quia Math website or step-by-step instructions on math problems at Webmath; the complete works of Shakespeare or a searchable biographical dictionary with 27,000 entries; wildlife migrations at Journey North or the chemistry of crime; great, clickable timelines at the HyperHistory website, studies of ancient cultures; and don't forget to check out “Odin's Castle”!

### **Shasta Union High School District's Reference Collection**

SSHS students have access to a tremendous online reference collection sponsored by our chartering agency, the Shasta Union High School District. Go to <http://library.suhsd.net/reference.html>.

### **Regional Occupational Program**

Students at SSHS have the opportunity to engage in learning and training for a specific occupation through the Shasta-Trinity Regional Occupational Program (ROP). Students need to be sixteen years of age or in 10<sup>th</sup> grade to participate. It is the student's responsibility to contact the instructor and enroll in an ROP course. Information on all available ROP programs can be obtained at SSHS by contacting the SSHS counselor or your facilitator.

### **Shasta College**

Students at SSHS may take up to two classes per semester at Shasta College, in accordance with college regulations. High school credits will be awarded at the rate of 3 $\frac{1}{3}$  high school credits for each college credit. For each semester a student wishes to take a class at the college, the following procedure must be followed to enroll at the college:

- Shasta Home School will reimburse for tuition as long as there are funds available in the student's educational allowance, the class reflects educational goals as written into the student's Master Agreement and the student brings in evidence of passing the course at the end of the semester. Note: please check student's eligibility for a BOG Grant from the college to pay for tuition.
- There is no provision to pay for college textbooks.
- For each semester a student wishes to take a class at the college the following procedure must be followed to enroll at the college.
  - Make an appointment with Mr. Peebles to determine eligibility, appropriate class level, educational goals, etc.
  - Get from Mr. Peebles:
    - Concurrent enrollment form, signed by Mr. Peebles. This must also be signed by the student's facilitator.
    - NOTE: When SSHS signs a Shasta College concurrent enrolment form we are endorsing for Shasta College that the student can handle college level course work. Students applying to take courses at the college must have been with SSHS for one semester and have shown exceptional ability in high school level academics and dedication to learning.

- At the College:
  - Fill out and return to the Admissions office a Shasta College Application.
  - Take the assessment tests for reading, writing, math (first time students only).
  - If you are eligible for a BOG Grant, fill out form at Financial Aid office or the Admissions office.
- Grades 6-10 may enroll during the first day of class.
  - Pick up form in Admissions office.
  - If teacher allows enrollment have teacher sign form.
  - Return form to Admissions office and enroll.
- Grades 11-12 may enroll during the first day of “open” enrollment
  - Sign up for class in the cafeteria during regular open enrollment for all students.
- Return any receipts to Shasta Home School
  - All tuition paid by Shasta Home School will be subtracted from student’s educational allowance
- Academic progress
  - Shasta Home School students usually do a great job in Shasta College classes, which, in turn, encourages teachers at the college to accept our students into their classes.
  - Students must pass Shasta College classes with at least a “C” in order for Shasta Home School to continue to help with tuition.
  - If a student fails a Shasta College class, they must reimburse Shasta Home School for the tuition, if paid.
  - If a student withdraws from a Shasta College class, they must reimburse Shasta Home School for the tuition, if paid.
  - The above conditions will constitute a probationary status (except for a withdraw that meets all deadlines). The following will be in place for one semester.
    - Shasta Home School will not pay for Shasta College classes.
    - The student may still take Shasta College classes at their own expense IF Shasta Home School issues a Concurrent Enrollment form (if college level work is not appropriate, a concurrent enrollment form will not be issued).
    - After passing an academic Shasta College class with at least a “C” at their own expense, and the student shows academic success in high school level work probation will be lifted.
- Credits from a community or other college can be counted for high school graduation under the following conditions:
  - Any credits taken during grades 9-12 can be used except for remedial courses (at Shasta College remedial course numbers would be the 200 and 300 series courses).
  - The course must be completed with a passing grade.
  - Courses taken before the ninth grade may be used if they are academic in nature and qualify to be used toward a college AA or

higher degree (at Shasta College theses would be in the 1 to 199 numbered courses.)

- GPA for college courses will be counted on a 5 point scale (Advanced Placement level) if the student achieves a B or A grade in the course and if the course is a transferable, academic university level course.
- Credits that are used will be counted at 3 ⅓ times the credit issued by the college.

### **Ski Trips**

Several times during the spring semester, SSHS organizes one-day skiing and/or snowboarding trips to Mt. Shasta Board and Ski Park which students and their families may attend. Rates are greatly reduced for groups and it is a great day of fun at the snow. Lessons are available at the ski park and are required by the ski park for first time skiers or snowboarders.

### **SSHS Courses**

SSHS courses are available to enrich students' opportunities and enjoyment of learning, and to extend opportunities for students to connect with each other in our learning community. Sign-up lists for classes are available at the beginning of each quarter. Because of budget considerations, classes must have at least eight students signed up in order to meet. Most courses can be taken either for credit or for the simple satisfaction of learning with others. Course requirements will differ, depending on the student's choice of credit or no credit. The decision to offer courses will be based primarily on student interest and availability of resources, as well as on other customary school factors. Please contact the SSHS Director or Curriculum Manager for available courses. Students and parents are encouraged to suggest courses in which they would like to participate.

**Art:** SSHS's art class meets Fine Arts requirements for high school graduation. A junior high art class is available for middle school students. Media covered in the class include pencil, watercolor pencil, watercolor paint, pastels, printmaking, and three-dimensional work.

**Computer:** The computer class covers use of the current operating system, office applications, and the hardware components of a computer. This course meets the practical arts requirement for graduation.

**Digital Art:** A one-semester course offering students an experience in creating their own masterpieces. Current computer art software and hardware is used to complete projects that

can be shown and even marketed at our year-end Art Show.

**Math:** Students needing a classroom experience for math may enroll in Pre-Algebra, Algebra I and II or make use of our Math Lab.

**Science:** Two laboratory classes are required for students who wish to graduate from the Shasta Union High School District. One class must be a life science such as biology; and one class must be a physical science such as chemistry, earth science, or physics.

**Geocaching Club:** The SSHS Geocaching Club is a group of students, parents, and staff members who are involved in hands-on learning about technology, geography, history, science, and math. At weekly meetings, club members use handheld GPS (Global Positioning System) units to hide and find "Caches" throughout northern California. These caches are registered with Groundspeak, an organization that acts as an online gathering point for the entire international geocaching community. Club members learn how to use GPS receivers, plan and maintain caches, and to use public and private lands responsibly. Basic compass and map-reading skills are also presented. The club meets both on and off campus. While this is not a class, high school credit can be earned by meeting certain requirements.

### **SSHS On-Campus Class Policy**

Students leaving a SSHS class early **MUST** leave with their parent or guardian. No one under 21 years of age will be allowed to pick up students. Older family members or friends may pick up a student **IF** the parent or guardian of the student has written permission on file in our main office.

Students who leave class early without a note from their parent or guardian **AND** discussion with their instructor before class begins will lose attendance and participation points for the day. It is our goal to keep a safe environment for our students.

### **Summer School**

SSHS students are eligible to participate in their school district's regular education summer school programs. SSHS does not conduct summer school.

## **Tutors**

Tutors are available to support student learning. For example, our students sometimes work with tutors in math, writing, languages, or performing arts. SSHS has a limited budget available to assist in paying for tutoring, up to a prorated maximum of \$250 per semester, per student beginning a family's second semester with SSHS. Because of budget limitations, it is not expected that all students will use their maximum allotments. Students and parents can begin the process of arranging for a tutor by talking with their facilitators. Any tutoring must be connected to a required course listed on the student's master agreement.

Please note that in order for a tutor to be paid by SSHS, public school law requires that he or she be screened by the school and finger printed for a background check; paid sessions with the tutor **cannot begin** until the screening process is complete.

## **Work Permit Procedure**

1. Come in to the office and pick up a work permit application. Fill out the student section and have a parent sign where indicated.
2. Take the application to the employer and have them fill out the employer portion.
3. Return completed work permit application to SSHS office. We will issue a work permit. Work permits may take up to 24 hours to process.
4. Work permits for students not enrolled in Outside Work Experience will be written for no more than 4 hours per day and no more than 20 hours per week.

## **Work Experience**

The procedures for issuing a work permit for students enrolled in Outside Work Experience are the same as those for a regular permit (see below). However there are a few differences that include:

- Work permits for Work Experience students will be written for no more than 6 hours per day and no more than 32 hours per week.
- Students must attend the Outside Work Experience class at Foothill, Shasta, or Enterprise High Schools, and must sign up for the class within the first 3 weeks of school. Information will be given to students at registration.

## **Writing Resources**

Sometimes, students and parents feel at a loss about how to develop better writing skills. Writing is a complex, subtle, essential, and often personal expression. How do we look to find our successes, areas to grow, and to track that growth? Your facilitator can assist, but not nearly as much as parents and

students can, simply because parents and students are communicating every day. The learning team – student, parent, and facilitator – can define roles for the student and parent(s) to work together at home.

Here are some resources for students, parents, and facilitators to consider:

- Use a rubric. A rubric is essentially a list of qualities to look for in a piece of writing. Sample rubrics are available at the end of each section of “Forms of Writing” in Writer’s Inc., a textbook offered at SSHS. Choose a rubric, and if it doesn’t quite fit, feel free to adjust it to your goals in writing. After you have a rubric with which you are comfortable, read it carefully and consider it *before* you begin writing. Consult it during and after you write. If necessary, adjust it during your writing process. Share your writing and your rubric with a friend, a writing partner, and/or your parent(s), and then with your facilitator.
- Actively use the guidelines in your English literature text (Writing Process Workshops). Assignments in the text help the student and parent(s) to focus on particular skills and styles of writing. These assignments will include criteria for measuring success. You and your facilitator may often tailor and change these assignments to your interests and needs, but the criteria will usually be relevant as you assess your work.
- Choose sections of Writer’s Inc. Writer’s Inc. is a very user-friendly, understandable guide to writing. It is not necessary to go cover-to-cover unless you desire. Work with your facilitator to choose a section you feel most interested in, or you feel you need the most, and begin. Read that section carefully, and then create your own pieces of writing based on samples and guides in the book. When you are done with a writing piece, *be sure* to reflect on your successes, and on what you might do differently next time. Take some notes about your reflections and share them with your facilitator.
- Sometimes some of us feel resistant to starting big writing projects; if that is the case, start smaller ones. While you are overcoming that resistance by doing frequent small chunks, watch for opportunities to enjoy writing. Writing enjoyments are there if you keep your eyes open. If you are consistent with yourself, you may even begin to love writing.
- Vary your writing. Make sure to practice expressing your feelings and your thoughts in writing. Work for a balance – if you almost always write about feelings, practice making your thoughts, opinions, and information that you have learned come through clearly on paper. If you never write about feelings, try it sometimes.
- Do consistent small chunks of the Writer’s Inc. “Skills” packets. The packets focus on specific skills, such as spelling, vocabulary, punctuation, etc. Don’t try to take the whole thing on at once. As you learn new skills – say using a semi-colon, or where to put commas – be sure to use those skills in your writing, and check for them when you go over your writing drafts.

- Join a writer's group. Check to see if SSHS has any small group opportunities to work together. Great creative partnerships and friendships can develop in small writers' groups.
- Take an English course at one of the District campuses or at Shasta College. A teacher who works with you daily or weekly can be very helpful.

# **ROLES AND RESPONSIBILITIES**

## **The Learning Team: Student, Parent(s), and Facilitator**

The teamwork and synergy developed between student, parent(s), and facilitator are the heart of SSHS's style of education: Personalized Learning. Each team member holds responsibilities toward the success and growth of the student.

The high school facilitator's job is to support the student and parent(s), develop learning resources, determine credits, and to guide the learning team regarding criteria for graduation and college recognition of high school coursework. The middle school facilitator will work to assure the integrity of middle school work and its recognition by any high school the student plans to attend.

The parent's involvement is essential: he or she serves as the integral, daily mentor of the student, encouraging, coaching, and documenting daily progress. This includes frequent grading and scoring of coursework.

The student is responsible to communicate learning desires, be open and work toward enjoying learning, work with the facilitator and parent(s) to determine assignments, and keep commitments.

The facilitator, parent(s) and student work together to determine grades. The facilitator will get input from the learning team, although the facilitator is legally the "teacher of record" and is ultimately responsible for assigning grades.

## **Accountability**

As a local school, SSHS is first and foremost accountable to offer quality educational opportunities to the students and parents we serve.

As a public charter school, SSHS is accountable to the people of California via the California Department of Education. This is to ensure that our students receive a quality education that moves them toward their personal goals. Our students and families help SSHS meet minimum accountability standards by enrolling in at least four classes, meeting the attendance requirements set by the state and moving adequately toward the goals set forth in coursework the student has selected, showing progress in a variety of ways through a student portfolio.

By state law, students are expected to participate in the STAR program, a standardized testing program that informs students and parents of student progress in core subject areas. School-wide results are used to compare SSHS to other schools in California. The federal government's *No Child Left Behind* legislation requires each school to test at least 95% of their students with state testing programs. SSHS could incur funding cuts or eventually even be closed if students choose not to test.

## **Academic Honesty**

Academic honesty is careful avoidance of deception, especially avoiding dishonesty for the purpose of improving a grade or for obtaining course credit. A student, who has an opportunity to select learning projects, who is taking responsibility for her or his work, and who recognizes study as an opportunity to learn, grow, and produce something worthwhile, will seldom feel a need to be dishonest about what he or she has done.

Note that the student has full responsibility for the content and integrity of all academic work submitted. Students who are unclear about a specific situation should ask their facilitator.

The facilitator's first assumption will be that work a student turns in is the student's own, and that what a student says is true. If a facilitator believes dishonesty may be occurring, he or she will first discuss the issue in the context of the learning team – student, parent, and facilitator. If the issue is not clearly resolved, the school Director will join the learning team in working toward a solution.

## **Examples of Academic Fraud:**

### **Taking Information**

- Copying assignments from another student.
- Copying or otherwise using an answer key on worksheets, tests, etc., rather than demonstrating your own expertise.
- Working together on tests or other assignments and calling it your own.
- Looking at another student's paper during an examination.
- Accessing another student's computer and using his/her data as one's own.

### **Providing Information**

- Giving one's work to another to be copied or used.
- Giving answers to another student during an examination.
- Providing a term paper or other project information for a student to copy or use as his or her own.
- Taking an examination, writing a paper, or creating computer data or artistic work for another.

### **Plagiarism**

- Failing to give credit for ideas, statements of fact, or conclusions derived by another author. Failure to use quotation marks when quoting directly

from another author, whether it is a paragraph, a sentence, or a part thereof.

- Copying from an Internet site and using the information as your own.
  - NOTE: In today's "information age" technology, this form of plagiarism has become rampant. Please be sure to properly document any information used from the Internet.
- Submitting a paper purchased from a "research" or term paper service.
  - NOTE: Some of these sites are actually free. Play it safe and just stay away from them. Even if you document the material, these sites engage in plagiarism for profit and should not be visited.
- Copying another person's assignment and handing it in as one's own.
- Giving a speech or oral presentation written by another and claiming it as one's own work.
- Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
- Presenting another's computer data as one's own.

### **Other Academic Dishonesty**

- Planning with one or more fellow students to commit any form of academic dishonesty together.
- Having another student take one's examination or do one's computer data or lab experiment.
- Lying to an instructor to increase a grade.
- Submitting papers or speeches that are substantially the same for credit in *two* different courses without prior approval of the instructors involved.
- Copying computer software from a floppy disk or a hard drive unless specifically allowed by the instructor.

# STUDENT SERVICES

## Educational Planning

Consultation is available for families and students for educational planning. Choices of courses and learning activities will depend on student goals that may include nurturing a love for lifelong learning, a high school diploma, the California High School Proficiency Exam, college or university, a multitude of interesting and valuable skills, and/or a particular job or career. Although ultimate responsibility and choices belong to students and parents, facilitators are available during meetings to help while considering options. Our high school counselor is available by appointment.

## College and Financial Aid Information

The SSSH College and Scholarship Handbook is full of essential information and a Senior College and Scholarship Meeting is held each October. A Financial Aid meeting is held in January of each year. Students who have taken advantage of these resources and desire further information are invited to call our counselor for an appointment.

For more details, see *Online References* under *Learning Resources and Opportunities* in this handbook.

## Special Education

Students with special needs may enroll at SSSH for a 30-day trial placement to decide if the Personalized Learning model will meet the needs of the student. At the end of the trial period, an I.E.P will be held to determine continued enrollment and the educational needs of the student. If the student's needs include classroom-based instruction or assistance, the student needs would be better met in a classroom-based school.

## Testing

There are many opportunities for students to improve their testing skills and take tests for college entrance, high school graduation, etc., through SSSH.

**CAHSEE:** All students getting a high school diploma will be required to pass the California High School Exit Exam (CAHSEE). This test is given twice each year to allow students ample opportunity to pass. SSSH also gives each student a test preparation manual and helps students prepare for the test through regular course work and evaluation.

**STAR Testing:** A standardized way of measuring student, and school growth, is administered each spring. The state uses STAR school wide scores to determine how a school is serving its students. While we at SSSH naturally tend toward more individualized ways of showing student growth, please note that

student participation in the STAR is very important for our school. The school's API (Academic Performance Index) compares like schools to each other throughout the state. Through federal legislation (No Child Left Behind), schools are now required to test at least 95% of students or face strong economic sanctions. If you have any concerns regarding the test, please contact the school Director.

**PSAT:** Students may take the PSAT each October to help prepare for other college entrance exams. There is a fee for this test.

**SAT and/or ACT:** SSHS has applications, practice tests and manuals for college entrance exams. Students may also participate in workshops to help prepare. SAT and ACT tests are given throughout the year; test dates, applications, and study materials are available at the campus.

**Course Testing:** There are many ways to document learning and we at SSHS are very creative. Some courses will require testing at home to be corrected by parents, testing here at our campus, or a final exam. Check with your facilitator for testing requirements for each course.

**Proficiency Exams:** Students wanting a high school diploma must pass the proficiency in Technology to receive a diploma. Technology proficiency can be demonstrated through course work or testing.

### **Textbooks, Software, and Other Curricular Materials**

SSHs continues to collect an array of learning materials for students. Textbooks, classic novels, nonfiction titles, software, learning games, videos, DVDs, and reference items are available for checkout.

# **PARENT AND STUDENT NETWORKING**

## **Parent Meetings**

SSHS thrives on parent involvement. Intermittently, SSHS will sponsor gatherings of families to encourage the exchange of ideas about how to make home school and personalized learning work well for each student. Since we are free to innovate, the potential for building on great ideas increases when we get together to share creative ways to learn.

## **SSHS Advisory Board Meetings**

Advisory Board meetings are held at the school campus quarterly at 5:00 p.m. on the second Monday in October, January, April, and June. Parents and students are gladly welcomed. Call the office for information.

## **APLUS+**

APLUS+ is an association dedicated to promoting the Personalized Learning model of education - a unique approach in public education that has evolved through the public charter school movement in California. Personalized Learning is a distinct educational model designed to meet the more diverse needs of 21<sup>st</sup> century Kindergarten through 12<sup>th</sup> grade students who seek a more flexible, tailored, and individualized approach to learning. Personalized learning programs have helped thousands of students in California rediscover hope and purpose in public education through this more individualized approach. [www.theaplus.org/](http://www.theaplus.org/).

## **California Charter Schools Association**

The California Charter Schools Association is a statewide non-profit organization that represents and supports charter schools through networking, including statewide conferences, advocacy, and public relations. Since any school that challenges what many consider “normal education” can face isolation, California Charter Schools Association offers valuable support by networking members, circulating new ideas, and keeping the statewide charter school community informed of current issues.

California Charter Schools Association consistently works hard to protect the original charter school concept: (relative) freedom from regulation in exchange for parent involvement as well as documented performance and accountability to the California Department of Education, which is the source of charter school funding. SSHS is a member of California Charter Schools Association. Our school Director, Lynn Peebles, was recently elected to the California Charter Schools Association Member Council as a representative for our region.

California Charter Schools Association memberships are available to parents and students, as well as to schools and school staff. A great deal of information,

including statewide charter news and legislative updates, can be found on the California Charter Schools Association Website at [www.charterassociation.org](http://www.charterassociation.org) .

### **CharterVoice**

CharterVoice is an organization that represents California charter schools and charter authorizers and is dedicated to public school choice, innovation, accountability, and excellence in education. By supporting the growth and success of the charter school movement, CharterVoice seeks to catalyze system-wide improvement in public education. An online newsletter, *CharterVoice Record*, contains articles from parents and school leaders and is available at [www.chartervoice.org/index](http://www.chartervoice.org/index) .

# PROCEDURES AND POLICIES

## Admissions and Enrollment Policy

SSHS is dedicated to creating, with the student and parent, a positive educational experience using a variety of methods and educational philosophies, including home school, to help prepare students for college, citizenship, and the world of work. The following policies reflect the mission of the school and are outlined more fully in our Charter.

- Students will be considered for admission without regard to race, ethnicity, national origin, gender, or disability.
- Preference will be given to siblings of current students, children of employees and Board members, and students living within the boundaries of the Shasta Union High School District.
- Parent and student will turn in an application and an appointment will be made at the office.
- The appointment with the student and parent will explain the philosophy of the school and a decision will be made regarding the appropriate placement of the student at SSHS or another program or school in the district.

### Admission will be based, in part, on the following:

- Parent availability to the student for guidance, organization, and help with learning objectives
- Parent participation with the student at meetings with the facilitator on a regular basis
- Students must be in good standing with their previous school with regard to grades, behavior, and attendance.
- Proper maintenance and care of school equipment and materials
- Regular and diligent effort by the parent(s) to complete all required documentation and willingness and ability to correct student work when appropriate
- Student's willingness and ability to achieve the outcomes of the Master Agreement (goals and outcomes are chosen by student and parent(s))
- Ability and willingness to participate in statewide testing programs

If the number of pupils who wish to attend the school exceeds the school's capacity, admission will be determined by a public lottery.

- A lottery will be held once each year:
  - First Tuesday in May
- Applications must be completed and returned two weeks prior to lottery date.

- Notification will be mailed regarding enrollment or priority number assigned to each student on the waiting list.
- Parents notified of an immediate opening for their child must contact the school within two weeks of notification to be admitted to the school. Failure to contact the school will result in the spot being given to the next student on the priority list.
- Students placed on the priority list for future enrollment will be contacted as openings occur.
  - Once a student has gone through a lottery and is placed on the priority list, he or she will maintain the same placement number.
- Students applying after the date of the lottery will be placed on the priority list according to the date of application and will be considered if an opening occurs.
  - Students placed on the priority list by date of application will go through the next lottery if not already enrolled.

### **Educational Resources (student accounts)**

SSHS is committed to the overall education for each of our students. The Personalized Learning model allows and encourages the use of the entire community for learning resources. SSHS will budget funds to be used for these resources under the following guidelines:

1. The school will only provide students or their parents with funds or items that facilitate the same educational opportunities available to all students. The Personalized Learning model allows for educational goals to be achieved in a variety of creative venues and methods.
2. Funds may only be used for educational resources directly related to a class or classes listed on the student's Master Agreement for that semester. Funds may not be used for any sectarian materials.
3. The class for which funds are used must be a required class that will help meet the student's stated educational goals.
4. A school-wide per student amount will be set each year with regard to overall school budget constraints.
5. Funds will be available on a per semester basis. If a student becomes eligible after the beginning of a semester, the funds will be pro-rated.
6. If a student fails or drops a course in which educational resource funds were used, the funds must be reimbursed to SSHS.
7. Students from SSHS families must be in good standing with regard to academic progress and in attendance for at least one semester before funds can be used.
8. Funds may not be used for student fees, health fees, or student center fees at Shasta College.
9. Funds may be used for a portion of the tuition and materials fees at Shasta College and under special circumstances, with the approval of the SSHS Advisory Board, for textbooks.
10. For funds to continue to be available students must maintain a 2.0 GPA and may not be failing any classes.

11. The SSHS board, at a regularly scheduled meeting, will determine any exceptions to numbers seven or nine. If the next board meeting is after the time the funds are needed, the school director may make preliminary exceptions to seven or nine. In cases where funds were used and then the board determines no exception is to be made, the funds must be reimbursed to the school.

### **Attendance: Classroom, Learning Team Meetings, and Daily Attendance**

When a student has enrolled in a class, it is very important for the student and for his classmates that he commits to attend regularly.

Facilitators at SSHS spend most of their time in learning team meetings. Missed or rescheduled meetings are not just an inconvenience for the school, but can cause problems with official attendance accounting and can be reasons for dismissal from the SSHS program.

Parents are responsible for **daily** attendance accounting, including review of student work and initialing the day's activities on the attendance sheet.

Attendance sheets should be filled out by the parent on a **daily** basis. Only include school days on the attendance form (see the calendar on reverse for correct dates). Each line should have what school work the student completed that day and a parent's initials. Do not circle items on the top line and then draw a line to the bottom of the form. Each line must be filled in and/or circled. There are exactly 20 lines on each attendance form. This coincides with the fact that each student must be seen by his or her facilitator within 20 school days of the last meeting. There will be occasions in when the school has to turn in an attendance report to the district before your student will see their facilitator again. In this case, your facilitator may call you to verify your attendance. The information you give to your facilitator must match the attendance sheet you turn in at your next meeting.

### **Guidelines and Minimum Requirements for Student Progress**

Students will meet with their educational facilitator at least once every twenty school days. This meeting may be at the Shasta Home School campus, the student's home, or via e-mail, phone, or FAX. The meeting may be used for assessment of progress in course work, helping student with portfolio design, determining what services, materials, or help the student needs, or to provide any additional information that the student and parents might require. SSHS will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.

- ❖ The Assignment and Work Record form include course descriptions, objectives, study methods, educational methods, and resources.

- ❖ The meeting will also provide an opportunity to complete the monthly learning record. This record serves as the basis for documenting student progress and attendance.
- ❖ Within the home school model, students and parents have more choice in how learning takes place. If it is determined by the student, parent, and facilitator that adequate progress is not being made (determined by missing more than 10% of assigned work), an evaluation will be made regarding continued enrollment in the program.
- ❖ SSHS is an optional educational program of the Shasta Union High School District and no student will be required to participate in the SSHS program. In the case of a pupil who is referred or assigned pursuant to Education Code 48915 or 48917, an alternative classroom has been offered and is available at all times at the school specified above.
- ❖ Students enrolled in community education courses, such as ROP, Work Experience, Comprehensive school courses, Shasta College courses, or others must follow the individual program guidelines regarding attendance, behavior, and academic success to remain in those programs.
- ❖ Two missed appointments or failure to reschedule appointments within the twenty-day period may result in dismissal.
- ❖ Additional courses may be added to or dropped from the Master Agreement as needed.
- ❖ Additional persons/teachers may be assisting student with course of study. The SSHS facilitator will coordinate these persons/teachers.

### **School Citizenship**

One of SSHS's highest priorities is to provide a comfortable, safe, educationally nurturing environment for our students and families. To that end, we expect all -- staff, students, parents and community members -- who are at our school campus to treat all others with exemplary consideration and respect. If anyone is concerned about an instance of discourtesy, please contact the SSHS Director. Our principle of respect and citizenship includes, but clearly is not limited to, the following policies.

### **Campus Safety**

#### ***Visitors***

Visitors to the school must check in at the front desk when entering the campus. Non-students that are waiting to pick up SSHS students must wait in the reception area.

## **Telephones/Communications**

In the event of an earthquake, flood or other natural disasters, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

## **Dismissal**

*Should there be a major earthquake or other natural disaster, children will remain under the supervision of school authorities until parents or responsible adults(see below) can pick them up.*

## **Student Release Procedure**

***a. It is mandatory to sign out your student before your student may leave the site. This provides a record of where each child is when someone else arrives later looking for the child.***

***b. Go directly to the entrance of the school or evacuation area.***

***c. Inform the Student Release Station that you wish to take your child with you. A staff member will retrieve your student and bring them to you.***

***d. You, or the person you have designated MUST be on the form to be able to sign-out your child. I.D. is required. This provides us a record of where each child is when someone else arrives later looking for the child.***

***e. Please leave as quickly as possible after signing out your child. The parking lot will probably not be available as it will be used for student release stations, first-aid stations, etc., so parking on the street will be at a premium.***

## **If parent/guardian can't get to the school**

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to an adult indicated on your child's Emergency Release Form. We will keep a written record of the child and the adult to whom the child has been released.

## **Discrimination or Harassment**

Neither discrimination nor harassment in any form is allowed at SSHS.

## **Technology and Computer Use**

All SSHS members are expected to use school technology with care and respect. Ask permission to use computers or other equipment. When you are not sure how to use a piece of equipment, **ask**. Be considerate of other technology users. If you encounter an inappropriate Website on the Internet, leave it immediately. Do not access or send email from school computers.

Before using technology at SSHS, all students must sign a *Computer Guidelines – Acceptable Use Agreement*, included in each year’s registration packets.

### **Use of Tobacco, Illegal Drugs or Alcohol**

Use by anyone of tobacco, illegal drugs, or alcohol is never allowed at SSHS.

### **School Violence**

No one is allowed to fight, carry weapons or potential weapons of any sort, or to carry replicas of weapons. No one is allowed to damage or steal property.

### **Plagiarism**

Students are expected to be honest; no plagiarism is allowed. (See section *Roles and Responsibilities* in this handbook for a definition of plagiarism.)

### **Respect**

Interpersonal consideration and respect is the rule. Considerate disagreement can be part of creativity and discovery; disrespectful behavior by anyone toward any other member of our learning community is not tolerated.

### **Citizenship While Students Visit Other Learning Communities**

SSHS is a learning community that emphasizes a balance of creative freedom and personal responsibility. Sometimes our students choose to take individual courses on another campus, or in another educational setting. When a student chooses to study in another setting, *it is very important* that he or she accept and actively commit to the rules as well as the ways things are done at that location. In order to provide students with such a wide range of learning opportunities, SSHS has to maintain very, very good relationships with other schools and venues.

When a SSHS student studies at other places in the community, he or she is essentially an ambassador who represents SSHS. To the teachers and other students at those venues, that SSHS student *is* Shasta Secondary Home School. Our students’ citizenship and consideration of others becomes what others believe about all of us. Although students have great flexibility in learning here, when a SSHS student chooses a course on another campus she or he commits to staying within the rules and expectations of that course. *This is necessary for SSHS to maintain its network of options for students.*

### **Student Fees**

Just as any school, there are some fees. The student account cannot be used to pay lab fees or for the student body card.

❖ I.D. Card      \$10.00 per year

# Grading, Transcripts, and Graduation

## Grading Policy

The Personalized Learning model utilizes learning team meetings and the review of student work to determine grades. The student and parent are essential in this process. As the “teacher of record” the facilitator will have final judgment in awarding grades and credits.

For the purposes of establishing a student's grade point average and his or her rank in the class, all courses taken, including physical education and work experience, will be computed on an A=4, B=3, C=2, D=1, F=0 scale. This average is computed for each student at the end of each semester.

Students will have an additional grade point awarded for courses that are designated “Advanced Placement” and are specifically preparing students to take an AP exam. Students must take the exam and receive an A or B in the course to receive a weighted grade

Incomplete Grades: Students may receive an incomplete grade when a teacher determines that assignments, tests, projects or other requirements of the course have not been completed by the end of the grading period and are due to extenuating circumstances. Incomplete grades must be made up by the middle of the next semester. If not made up by that time they could become “F” grades.

Students and parents share with the school the obligation of seeing that each student accepts the responsibilities of regular attendance accounting and the maintenance of satisfactory achievement.

Students and parents will always be aware of student progress because of the nature of Personalized Learning. Grades are recorded in permanent records on a semester basis. If a student is doing failing work, or working below his or her ability, a warning notice called a Progress Report is sent to the parent. With this information parent(s) can help the student raise his or her grade to passing by the end of the quarter. The student and parent are responsible for learning progress. If it is determined that SSHS is not meeting the needs of the student, or that the student cannot meet minimum requirements, a conference will be convened to discuss other schools or programs that could support the student.

## Transcripts

When students enroll with SSHS, the best effort is made to find any previous grades and credits a student may have from previous schools. As those are received, they are entered into our database so our students have a complete high school transcript. It is ultimately the student's responsibility to make sure we have received all previous grades and credits. Students receive grades and/or credits each semester they are enrolled with SSHS, which are then entered into

the database. Any “No Mark” a student receives is the student's responsibility to clear up. No Marks could turn to F's after one quarter if not cleared up.

### **Service Learning**

It is of great importance to be involved and participate in the community. The results of which can lead to skill development in leadership, communication and a sense of giving. These are necessary life skills. SSHS does not require volunteering for graduation, but it is woven into the fabric of many of our classes. Below is a list of some of the many ways and groups you can use. The possibilities are endless; check with your facilitator.

Athletic team	Church activity volunteer
Musical group	Red Cross
Donate blood	Woman's Refuge
Community Theater/musical	Haven Humane
County fair	Turtle Bay
Hospital volunteer	Rescue Mission
Science fair	Disaster relief
Community leadership position	Community project
Observe court proceedings	Visit a rest home

### **Graduation Requirements**

Course requirements and credits for a diploma are listed as follows: (Note that normally five credits is equivalent to one semester of work; on a regular schedule, students will complete approximately 60 credits in one school year.)

<b><u>Courses</u></b>	<b><u>Credits</u></b>	
English	40	
Geography	5	
Health	5	
World History	10	
US History	10	
Economics	5	
American Government	5	
Math	30	(including 10 of Algebra and 10 of another advanced math)
Physical Science	10	
Biological Science	10	
PE	20	
Vocational Arts	10	
Fine Arts	10	
Electives	60	

Total Credits: 230

### **Other Graduation Requirements**

Proficiency in technology

Beginning with the class of 2006, the State of California requires graduating students to pass the California High School Exit Exam (English and Math) before receiving their diplomas.

Your facilitator can help plan how and when to take your courses, complete the above graduation requirements, and demonstrate proficiencies throughout high school. In addition, SSHS's counselor will be glad to work with you. Remember, there are many ways to meet requirements for each course.

### **Graduation Ceremony**

A Graduation Committee comprised of facilitators, parents, and students will begin planning in January for commencement exercises to be held at the end of the second semester. Seniors can begin right away to choose and save photographs they would like included in the graduation Slide Show presentation, and to consider their "final quote," a short message to the graduating class or the student's family.

Students who wish to perform in the ceremony must audition – contact the school for details. Toward the end of spring semester, seniors will need to complete a *Senior Checkout Form*, required for participation in the ceremony. Students purchase and keep their caps, gowns, and diploma covers from SSHS. Students must arrange for their own graduation announcements.

# PARENT, STUDENT, OR COMMUNITY INPUT

We *want* to hear from you! How might we serve you better? What are we doing right? There are many ways you can communicate with us – in person, on the telephone, through a board member, on the annual survey, or with this form.

Our mission statement promises that we will “honor and serve the family’s choice to *personalize learning* according to their children’s strengths.”

How can we better serve you?

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What are we doing right? What would you like to see *more* of?

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