

Albert Powell High School

**Student Handbook
2008-2009**



“Home of the Eagles”

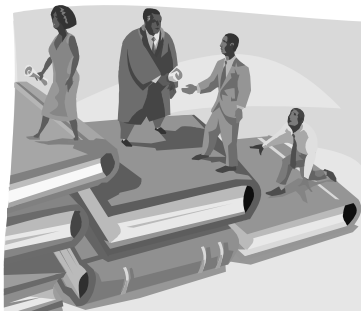
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Welcome to Albert Powell High School

1. Introduction to Albert Powell High School

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In order to prepare students for the 21st century, the Albert Powell High School community envisions a future where all students are encouraged by administrator, teachers, and staff to earn a high school diploma or its equivalent and to be responsible members of the community.



We are committed through sensitive, compassionate understanding to:

- ***Promote in all students confidence in their intellectual, physical and emotional abilities in order to fulfill their unique potential.***
- ***Educate students to be effective thinkers and learners now and for the future.***
- ***Teach students about our diverse culture and develop in them respect for and appreciation of that culture.***
- ***Prepare students with the skills and knowledge to become ethical and responsible citizens, family members and workers.***

Albert Powell High School Staff

Name	822-5210 Extension	Position
Chuck Whitecotton	223	Principal
Sunny Osburn	226	Counselor
Dona Harry	221	School Secretary
Jennifer Hedlund	233	Instructor
Tim Broneck	234	Instructor
Matt Wahl	235	Instructor
Mat Kalinczok	236	Instructor
Lisa Drummond	237	Instructor
Jim Rogers	238	Instructor
Karen Kraatz	240	Instructor
Jan Goehring	241	Instructor/AP
Gerry Campbell	242	Instructor
Lisa Heffley	130	Instructor
Mary Bishop	222	Para educator

2. Independent Study program (ISP)

Independent study is a self-directed study program for high school students seeking to complete their high school education through a home-based program. All students interested in the Independent Study Program must first attend an orientation with a parent/guardian before enrolling in the program.

3. APHS Enrollment

To enroll in Albert Powell High School, parents and students must contact the school secretary to schedule a registration

appointment. Students must also obtain a referral from their local school district, and provide a copy of the student's transcript from the previous school.

4. Registration Procedure

In order to register, outsiders shall, upon request, furnish the principal or designee with the following information:

1. His/Her name, address and occupation
2. His/her age, if; less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

5. Visitor Registration

Any person other than the following is considered an outsider; however, all visitors are required to report to the school office to register as a visitor upon entering school premises during school hours: (P.C. 627.1, 627.2, Evidence Code 1070)

1. A parent/guardian of a student of the school
2. A Governing Board member or district employee
3. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request
4. A representative of a school employee organization who is engaged in activities related to the representation of school employees
5. An elected public official

The school office staff will log all visitors and provide them with a visitor's pass. School staff should advise all visitors who do not have a visitors pass to report the office to register. Any visitor who refuses to register at the office should be reported to the office immediately.

6. Denial of Registration

The following provisions of law shall apply to outsiders. Outsiders do not include students, parents/guardians, district employees, elected public officials, or the other persons listed in the Penal Code 627.1.

1. The principal or designee may refuse to register any outsider if he/she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in distribution or use of a controlled substance. The principal or designee or school security officer may revoke an outsider's registration if he/she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code 627.7)
2. The principal or designee may request that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the principal or designee shall inform the outsider that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment.

7. Attendance, Absences, and Tardiness

When a student is unable to attend school, parents should:

Call the school office between 8:00 AM and 10:00 AM or send a note stating the student's name, teacher, and reason for the absence on the day the student returns to school. Students, returning to school following an absence, **MUST report to the office before returning to class.**

Absences/tardiness resulting in truancy

California State Education Code Sections 46010-46015 and Albert Powell High School recognizes the following as excused absences only:

1. Illness
2. Appointments with doctors/dentists
3. Attendance at funeral service of immediate family members
4. Quarantine directed by appropriate health officer.

Absence for Personal Reasons (Ed Code 48205): Please call as soon as possible or come in to talk with the school principal to have absences approved if your child must miss school for emergency reasons. The following are the **ONLY** reasons accepted as justifiable:

1. Family emergencies
2. Court appearance
3. Religious holiday or lesson

All absences from school for reasons other than those mentioned before are unexcused.

- **If your parent does not call or you do not bring a note signed by your parent or guardian stating a reason for the absence, you will receive an unverified absence.**
- **Unexcused tardiness of 30 minutes or more is considered to be truancy.**

Albert Powell High School will be sharing attendance information with the School District, the Positive Attendance Program, Probation Department, Welfare Department and Student Attendance Review Board (SARB) in an effort to encourage student attendance. Please review the School Attendance section in the Yuba City Unified School District Student Discipline Policy Handbook for further information

8. Bell Schedules

AM Schedule	PM Schedule	AM Activity Day Schedule	PM Activity Day Schedule
1 st Period 8:03-8:48	5 th Period 11:43-12:28	1 st Period 8:03 -8:33	5 th Period 11:43 – 12:13
2 nd Period 8:53-9:33	BREAK	2 nd Period 8:38 -9:08	Break
BREAK	6 TH Period 12:40-1:20	3 rd Period 9:13 – 9:43	6 th Period 12:25 – 12:55
3 rd Period 9:45-10:25	7 th Period 1:25-2:05	Break	7 th Period 1:00 – 1:30
4 th Period 10:30-11:10	8 th Period 2:10-2:50	4 th Period 9:55 – 10:25	8 th Period 1:35 – 2:05
		Activity 10:30 – 11:10	Activity 2:10 – 2:50

9. Lunch

Albert Powell High School provides lunch through the Yuba City Unified National School Lunch Program. Students may purchase lunch for \$2.25 per meal. Free/reduced lunch is also provided to those who complete the Application for Free and Reduced Priced Meals and is approved by the Yuba City School District.

10. Off Campus Lunch

Albert Powell High School has a closed campus policy. Students shall not leave the grounds at any time during the school day without written permission of their parents/ guardians and school authorities. Students who leave school without authorization shall be classified as truant and subject to disciplinary action.

11. Tardiness

Students are considered tardy if they are not seated and ready to work at the beginning of each class. If the student is tardy, whether in the morning or after lunch, he/she **must first report to the school office to get a tardy slip before returning to class**. If the tardiness is due to a dentist or doctor appointment, a medical excuse signed by the doctor/dentist should be presented. (Excessive tardiness will effect a student's education, progress and grades. To encourage students to develop the character trait of punctuality, the following has been established:

1. **Excused Tardiness** is tardiness resulting from circumstances beyond control of the student or parent. Oversleeping, alarm not going off, late car pool, etc., are **NOT** considered excused.
2. **Unexcused Tardiness** Oversleeping, alarm not going off, late car pool, etc., is not acceptable.

12. Early Dismissal

A student who is dismissed early must have a written note from the parent/guardian requesting early release. The student must be picked up in the Albert Powell High School office and signed out by a parent/guardian, or designee.

Students are required to obtain permission from the school office before leaving campus for any reason. The student must provide a note from his/her parent/guardian or have them contact the school office PRIOR to leaving, stating the time and date it will be necessary for the student to leave the campus. The Student may be considered truant if he/she leaves campus without permission.

13. Graduation Requirements

FOUR LEVELS OF HIGH SCHOOL COMPLETION

YCUSD DIPLOMA: 220 credits

same requirements as YCHS, RVHS

ADULT DIPLOMA W/O GED: *200 credits

*no PE

*no 3rd year Science requirements

*must pass CAHSEE

ADULT DIPLOMA WITH GED: *200 credits

*no PE

*no 3rd year Science

*must pass CAHSEE

*use of GED to test out of up to 80 required and elective credits

You cannot completely "test out" of any class. Only half of the credits may come from the GED. The other half come from "seat time". The rest of the GED test credits go towards Electives.

GED: NOT GIVEN AT APHS *Test only (no seat time required)

*Test administered in Marysville, Chico, Fairfield, Sacramento. Our students usually go to Chico.

*Test costs \$100 for 1st administration

*\$20 per section for retest if not passed

* If not passed 2nd time, more GED prep is required.

DIFFERENCES BETWEEN FULL AND ADULT DIPLOMAS:

- If a student is going directly to a 4-year university or college, he/she needs the FULL DIPLOMA.
- If a student is going into the Air Force, Marines (and possibly the Navy), he/she needs the FULL DIPLOMA.
- If a student is going to a community college, tech school or other 2-year program OR the Army, he/she can succeed with the ADULT DIPLOMA.

14. Curriculum

The curriculum offered in the alternative education program at Albert Powell High School is designed to help students improve all academic skills in science, math, English, history, state requirements, art, economics, current events, career exploration, job skills, personal skills and Technology.

15. Course Descriptions

Pre-Algebra

Goals and Objectives: This class is designed to prepare students for Algebra 1. It is based on the standards set-up by the State of California for Algebra 1 Intervention. It consists of understanding the four mathematical operations performed on real numbers, solving equations and graphing.

Credits: 10 credits

This course meets the high school requirements for first year math.

Course Prerequisites: Teacher recommendation and math placement test.

Course Grade Level(s): 10th, 11th, and 12th grades

Number of Course Sections: 25 course sections

Number of Course Teachers: One full time math teacher and three who teach math part-time.

Algebra 1

Goals and Objectives: This course prepares students for success in geometry and other high order mathematics classes that are prerequisites for college admission. This is a first course in algebra that emphasizes algebraic manipulation, equation solving, problem solving, and applications of algebra to everyday life.

Credits: 10 credits

Course Prerequisites: Passing of Pre-Algebra with a grade of “C” or better.

Course Grade Level(s): 10th, 11th, and 12th grade

Number of Course Sections: 27

Number of Course Teachers: One full-time math teacher and three who teach math part-time.

Bridge to Geometry

Goals and Objectives: This course is designed to prepare students for Geometry. It will include Algebra 1 and Geometry concepts necessary for success in Geometry, including graphing, solving equations, factoring, and finding area, volume, and perimeter of basic geometric shapes.

Credits: 10 credits

This course meets the high school requirement for second year math. It does not meet CSU/UC “C” math requirement.

Course Prerequisites: Completion of Algebra 1 and teacher recommendation.

Course Grade Level(s): 10th, 11th, and 12th grades.

Number of Course Sections: 14 course sections

Number of Course Teachers: One full time teacher and two teachers who teach math part-time.

Geometry

Goals and Objectives: This course prepares students for success in Algebra 2. This course covers the geometry of two and three dimensions with an emphasis on critical thinking and logical reasoning.

Credits: 10 credits

This course meets High School Requirement for 1st or 2nd year math. Meets CSU/UC “C” math requirements.

Course Prerequisites: Passing of Algebra with a grade of “C” or better and/or recommendation of the Algebra 1 teacher.

Course Grade Level(s): 10th through 12th

Number of Course Sections: 19 course sections.

Number of Course Teachers: 1 fulltime teacher and 2 part-time teachers.

Bridge to Algebra 2

Goals and Objectives: This course is designed to prepare students for Algebra 2. It will include Algebra and Geometry concepts necessary for success in Algebra 2, including factoring, solving quadratic equations, polynomials, linear systems, polygons, distance formula, and graphing.

Credits: 10 credits

This course meets the high school requirement for second year math. It does not meet CSU/UC “C” math requirement.

Course Prerequisites: Completion of Geometry and teacher recommendation.

Course Grade Level(s): 10th, 11th, and 12th.

Number of Course Sections: 14 course sections

Number of Course Teachers: One full time math teacher and two who teach math part-time.

Algebra 2

Goals and Objectives: this course extends the basic skills of Algebra 1 and Geometry and completes the topics of advanced algebra. Emphasis is given to algebraic technique, critical thinking and problem solving. Completion of this course with a grade of “C” or better is now the minimum mathematics requirements for most four-year colleges and universities.

Credits: 10 Credits

This course meets the high school requirement for first or second year math. It also meets the CSU/UC “C” math requirement.

Course Prerequisites: Completion of Geometry and teacher recommendation.

Course Grade Level(s): 2110th, 11th and 12th grades.

Number of Course Sections: 14 course sections

Number of Course Teachers: One full math teacher and one teacher who teaches math part-time.

Physical Science

Physical Science meets minimum high school physical science graduation requirements set by Yuba City Unified School District and the state of California.

This course addresses the basic fundamentals for the state standards in the Physical sciences. The course is taught at a continuation high school in a multiple subject/multiple reading level setting. It is designed around a differentiated instruction model with some direct instruction. The course was designed primarily for students with a background of low achievement in reading and mathematics.

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Third Year Science: Health

Objectives:

This course meets high school third year requirements. The course covers information about various topics that relate to an individual’s health and wellness, including but not limited to: nutrition, exercise, organ systems, human development, disease prevention, health care resources, and safety.

Credits: 10 credits

Course Prerequisites: None

Course Grade Level(s): 10th, 11th, and 12th grade

Number of Course Sections: there are currently (2006-07) 3 periods of health.

Number of Course Teachers: Two teachers who teach Health Part-time.

Life Science

Credits: 10 credits

Course Prerequisites: none

Course Grade Levels: 9-12

Meets minimum High School Life Science graduation requirements set by Yuba City Unified School District and the state of California.

This course addresses the basic fundamentals of the state standards in biology/life sciences. The course is taught at a continuation high school in a multiple subject/multiple reading level setting. It is designed around a differentiated instruction model with some direct instruction. The course was designed primarily for students with a background of low achievement in reading and mathematics.

Third Year Science: Micro Slide Studies

Objective: This course meets high school third year requirements. This course covers a survey of Life, Earth and Space sciences.

Credits: Ten (10)

Course Prerequisites: Have completed Life and Physical Science.

Course grade levels: 11th & 12th

Number of Course Teachers: One (1)

English

Goals and Objectives: The goal of English is to ensure academic success for each student in reading, writing and writing conventions. Students who successfully complete four years of English will be prepared for entry into adulthood: a continuing education program and/or a career.

The objective of English is to raise the skill level of students so that they will be, "...effective communicators, problem solvers and critical thinkers, (ESLR#1). In English we help students, "...effectively utilize identified resources to locate, collect, analyze and evaluate information," (ESLR#2).

Prerequisites: none

Grade Level: Each level of English is identified by grade level, and numbered:

ENGLISH 1: 9th grade ENGLISH 2: 10 grade ENGLISH 3: 11th grade ENGLISH 4: 12th grade

Number of Course Sections: There are currently (2006-07) 16 periods of English within each class period students in English 1,2,3, or 4 may be concurrently enrolled in additional elective courses such as: elective, fine arts and/or creative expression. The curriculum, instruction and assessment for these courses are different from English curriculum.

Number of NCLB Teachers: There are two full time English teachers, and 1 teacher who teaches English part-time.

State Requirements: Health & Drivers Education

Goals and Objectives: Provide and develop the knowledge and responsibilities associated with obtaining a California driver's license. Provide students knowledge about human health, healthy living practices and information about making good sound and consequential decisions of their individual choices about their health. Provide First Aid knowledge and information and techniques for students to know and use in emergency situations. Instill students with the knowledge, care, safety and courtesies as young drivers. Reduce and try to eliminate the risks they will encounter by driving defensively and emphasize their responsibilities as both drivers and young adults in society. Provide preparation for the California DMV (Department of Motor Vehicles) written examination. Students are provided information and knowledge about staying healthy and the choices needed to maintain good health.

Prerequisites: None

Grade Level: 10th, 11th, and 12th. This course is a graduation requirement.

Credits: 5

Number of Sections: 7

Number of Course Teachers: One (1)

World History

Goal: The goal of World History is to provide a broad and in-depth knowledge into the history of the Nineteenth and Twentieth Centuries. Students who complete the course will be better prepared citizens to view, analyze and critique current world events in relationship to our western culture, economics, government and history.

Objective: The objective of World History is to provide the important facts, events, and personalities in the Modern World's History, Culture, and Geography. This course of study will encompass the Industrial Revolution and Imperialism, emphasize the Twentieth Century, and enlighten the students to learn and live in the Twenty First Century. Students will be given the opportunity to learn and practice chronological and spatial thinking, review and analyze objectively, the evidence and points of view so they may interpret history, determine cause and effects of past events and issues, then, compare and contrast these to the current events to come in the Twentieth First Century.

Course Prerequisites: None. However, the student should have a background of World History from the 6th and 7th grade on the historical period from B.C. through the Renaissance.

Course Grade Level(s): Required 10th grade course. Students in the 11th and 12th grade may be enrolled to finish or fulfill the requirement.

Credits: 10

Number of Sections: seven (7)

Number of Course Teachers: one (1)

American Government

Goals and Objectives: American Government is a course in Civic Education. The purpose is to give students an opportunity to learn about the origins, purpose, structure and functions of the United States government.

The curriculum will prepare students to vote and learn the rights and responsibilities of citizenship.

The rationale for the course is the belief that there is a common core of American democratic values such as justice, equality, authority, participation and respect that derive from a knowledge and understanding of our American political and legal system.

Credits: Five credits

Course Prerequisite: This course has no pre requirements other than being an advanced junior or on par senior

Course Grade Level: 11th 12th

Number of Courses: Seven

Number of Course Teachers: One full time Social Studies teacher.

U.S. History

Goals and Objectives: In United States History, students will examine major turning points in American History. U.S. History is seen as a selective record of past individuals, of groups and movements of people. This study allows students to relate past human experiences to rational alternatives concerning present problems.

The course is intended to encompass the California State Standards in History-Social Science. Most high school students do not have good recall of U.S. History prior to 1900 as taught in the 5th and 8th grades.

Therefore, in this course, most instruction begins with the pre-Columbian Period depending on the individual needs of the students. This course is required for graduation from Albert Powell High School.

Credits: Ten credits

Course Prerequisites: This course has no prerequisites.

Course Grade Level: 11th 12th

Number of Course Sections: Seven

Number of Course Teachers: There is one fulltime Social Studies teacher

Economics

Goals and Objectives: The course in economics is intended to give the student an understanding of individual economic decision making and macro-economic functioning of the economy as a whole. The content includes: a) Economic Theory; b) Allocation of Resources; c) Markets and Pricing Theory; d) Labor Markets and Collective Bargaining; e) National Income Accounting; f) Governmental influence upon the Economy including Fiscal and monetary Policy; g) International Trade.

Credits: Five credits

Course Prerequisites: : This course has no pre requirements other than being a senior or an early graduating Junior

Course Grade Level(s): 12th grade

Number of Course Sections: Five

Number of Course Teachers: One Social Studies teacher

Physical Education

Goals and Objectives:

The goal of the APHS physical education program is to increase knowledge through sport or other physical

activity; promote self-image and personal development; and encourage social development among all students.

Credits: Students earn credits by participating in on-or-off campus activities such as softball, flag football, or basketball. Students will earn credits based on hours of participation. A log is available in the Office. Credits are earned at a rate of 1 credit per 20 hours of activity, up to a total of 10 credits per semester.

Credit may also be earned by co-enrolling in a physical education class at Yuba City High School. Enrollment in these classes is at the discretion of the administrative staff at both APHS and YCHS.

Course Grade Levels: 10-12

Physical Education: Softball

Goals and Objectives: The goal of the APHS physical education program is to increase movement knowledge through sport or other physical activity; promote self-image and personal development; and encourage social development among all students.

Credits: Student earn credit by participating in on-campus activities such as softball, flag football, or basketball. Students will earn credits based on hours of participation.

Credit may also be earned by co-enrolling in a physical education classes at Yuba City High School.

Enrollment in these classes is at the discretion of the administrative staff at both APHS and YCHS.

Course Prerequisites: None

Course Grade Level(s): 10-12

Number of Course Sections: 8

Number of Course Teachers: 1

Art: Beginning Art

Objective: Students will use a variety of resources to understand the elements of design – line, shape, space, texture, color, and value. This course meets the High School Requirement for Graduation as a Fine Art.

Course Prerequisites: None

Course Grade Levels: 9th – 12th

Credits: Five (5) per semester (variable: 1 per 15 hours)

Number of Course Sections: Two (2)

Number of Course Teachers: One (1)

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Additional Credits: Computer Literacy

Goals and Objectives: This course is designed for students to use electronic media, manuals, and tutorials to become more proficient in computer applications. Students will develop and produce presentations utilizing various appropriate applications.

Credits: 10 credits

Course Prerequisites: None

Course Grade Level(s): 10th, 12th

Number of Course Selections: There are currently 4 periods of Computer Literacy.

Number of Course teachers: One teacher.

Course Syllabus: A number of projects are created for each of the three Microsoft Office Suite applications, Word, Excel and PowerPoint.

Additional Credits: Orientation

All newly enrolled students *must* participate in an orientation program before they can join the regular classroom. Our orientation program is designed to prepare incoming students for the unique learning environment at Albert Powell High School. The orientation curriculum includes personal assessment, goal setting, academic & personal planning, and time management.

Goals

- Prepare students for behavioral success at APHS through familiarizing them with staff expectations as outlined in the Student Handbook.

- Prepare students for academic success and recapturing deficient credits by participating in a transcript review and week-by-week credit plan.
- Prepare students for transition to the world of work by completing a self-directed career search in preparation for more in-depth job research.
- Assess student writing proficiency and assess emotional/behavioral needs by writing a prompted autobiographical essay.

Objectives

- Read handbook aloud with counselor and other orientees for content and allow counselor to assess decoding ability and reading fluidity.
- Complete handbook post-test to reinforce material by writing/discussing with other students and counselor.
- Complete an individual transcript review with the counselor in order to determine credit deficiencies and rate of credit recapture, as well as methods of achievement, i.e., increased classes at APHS, ROP classes, co-enrollment at OneStop, YCHS, RVHS and/or Yuba College.
- Complete the Self-Directed Search (SDS) handbook in order to identify the student's Holland Code for further research into jobs sympathetic with the student's aptitudes/abilities/preferences.
- Write a 5-paragraph essay including a paragraph on each of the following areas: my past, my present, my wishes (either that something would happen, or that it hadn't), my dreams and my future, in order to assess writing level and any outstanding/immediate behavioral/emotional needs.

Additional Credits: Regional Occupational Program (ROP)

Albert Powell High School students have the opportunity to attend various ROP courses. The Regional Occupational Program prepares students to enter specific career areas including: Business, Computer and Health Careers. Since most businesses prefer to hire workers with experience, ROP courses are geared toward meeting those employers' needs while providing students an opportunity to develop skills necessary for them to become competitive in today's market place. Courses vary in length from a few weeks to 18 months. After completing each course, students receive a certificate of completion recognizing various levels of achievement.

Goals & Objectives: The Tri-County Regional Occupational Program (ROP) provides an opportunity for students to explore the world of work while mastering the necessary skills acquired while in high school to a real-job environment, students may upgrade their existing skills and prepare for advanced training. All of this is accomplished through training in laboratory or real work environments.

Credits: Students can earn credit toward their elective requirements. Students may earn either 5 or 10 credits per semester depending on whether the class is one or two periods in length.

Course Grade Levels: 10-12

Additional Credits: Shady Creek Cabin Counselor

Goals and Objectives: Counselors serve for a week in conjunction with Shady Creek's resident staff. In this capacity, counselors act as cabin leaders and accept responsibility for their own group of 10-12 6th grade students. By applying leadership skills and integrating techniques, activities and skills gained during their daily in-service meetings, counselors strive to create a safe, fun, and structured cabin environment. Counselors attend classes in a role similar to a teacher's aide; assisting instructors, managing students, role modeling participation, and occasionally leading activities. Recreation activities are lead entirely by counselors who are asked to facilitate a fun, safe and successful experience.

Credits: Students earn credit toward their elective requirement or 3rd year Science. Students may earn 5 credits per semester. The student may repeat this class a total of two times per year.

Course Grade Levels: 10-12

Course Prerequisites: Approval by Principal and interview with attending school

Students have the opportunity during 11th and 12th grade to be counselors at Shady Creek. Students may apply by signing up with the principal and going through an interview process. Attendance and classroom performance are taken into account when a student applies for consideration to be a Shady Creek counselor.

Credits earned at Shady Creek can be applied to 3rd Year Science credits, Elective credits or PE credits

Additional Credits: Yearbook

Goals and Objectives: Students will understand the fundamentals of planning and producing a school yearbook from start to finish. They will learn basic photography, i.e. taking and cropping pictures for publication. They will use the computer to write copy and prepare layouts. Students will conduct interviews, write and format reports, meet deadlines, and prepare the yearbook for final publication.

Credits: 1-5 credits

Course Prerequisites: None

Course Grade Level(s): 10-12

Number of Course Sections: 1

Number of Course Teachers: 1

Additional Credits: Sports. Medicine

Course Description: The Sports Medicine class combines the principles of exercise physiology with the study of human anatomy as it relates to sport performance and athletic injury. This class will also investigate methods and protocols for addressing various sport related conditions. The course will be taught through a traditional lecture format as well as the use of regular laboratory activities. Students enrolled in this class will complete an internship with the healthcare or fitness industry.

Credits: 10 per semester

Course Grade Levels: 10-12

16. Work Permit

Work Permits- School in Session

1. No work permit shall be issued until the student's parent/guardian, foster parent or residential shelter services provider has filed a written request with the district. (Education Code 49110)
2. To help in determining the extent to which this outside employment may be approved, the Superintendent or designee shall inspect the student's records for evidence of satisfactory grades and attendance.
3. After issuing a work permit, the Superintendent or designee shall periodically inspect the student's scholastic and attendance record.
4. A student 16 or 17 years of age who has completed the seventh grade may receive a permit to work outside of school hours for no more than 4 hours on a day or 28 hours a week in which the student is required by law to attend school. (Education Code 49112) The following exception shall apply. The 4- hour/28-hour limit may be extended to 6-hour/36-hour for students 16 or 17 years of age who are employed in a school-approved work experience program.
5. While school is in session, a student 14 or 15 years of age who has completed the seventh grade may receive a permit to work outside of the school hours for no more than 3 hours on any school day and no more that 18 hours in any week. (Education Code 49112, 49116)
6. All provisions of the Labor Code & Education Code as they apply to work permits must be adhered to.

Work Permits-When School Is Not in Session

1. Students 12 through 17 years of age may receive a permit to work on a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance because he/she arrived from another state within 10 days before the end of the school term.(Education Code 49111)

Revocation of Work Permit

1. The Superintendent or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education. (Education Code 49164)
2. Students who do not maintain a G.P.A of at least 2.0 and an overall attendance rate of 85% will have their work permit revoked.
3. Seniors who have not maintained 85% attendance and satisfactory credit production in their junior year will have their work permits revoked if they do not maintain a 90% attendance during their senior year.

Work Experience

The student meets with the Work Experience Teacher after school 1 time per week. Credits are earned at the rate of 1 credit per 20 hours worked, up to 10 credits per semester.

The work experience teacher may hear any appeals of a work permit revocation by students in the work experience program and may place the student on a probation period prior to revoking the work permit

17. Text Books

Each student will be responsible for assigned textbooks. If a book is lost, misused, or damaged beyond reasonable wear, the student shall pay for the cost of the book's replacement.

18. Internet

Please see the Yuba City Unified Internet Acceptable Use Agreement.

19. Grading Policy

The Albert Powell High School year is divided into two semesters. Each semester is divided into two grading periods of nine weeks. Grades issued at the end of the ninth week session are progress reports, and include only credits, not grades. Report cards will be available approximately one week after the end of each grading period. If you have questions on your [student's] grades, please contact the office.

20. General School Expectations

Conduct which interferes with the learning or safety of others will be treated as a serious problem. Students who repeatedly violate classroom rules or demonstrate inappropriate behavior will be referred for suspension. In addition, parents may be asked to attend a portion of the school day upon their child's return to class (48900.1). If inappropriate behavior continues, the student may be dropped from the program.

21. Homework Policy

Students are expected to complete a minimum of 45 minutes of homework for each class.

22. Examination of Classroom Behavior

When a student is involved in some form of misbehavior, the school staff will be responsible for a careful review of the incident. The student's record is extremely important for school authorities to consider in dispensing discipline as a consequence of an incident of misbehavior. There are some offenses that are so severe, however, that a penalty is assigned, the student's past record notwithstanding. Generally speaking, when a student repeats a given misbehavior the penalty increases. Also, if a student has problems that result in many days' suspension, he/she may be referred back to the district of residence.

23. Student Code of Conduct

Each student is expected to behave in a way that contributes to a positive learning environment. Students are required to participate in maintaining discipline and order, which may be described as the absence of distraction, friction, and disturbance which interferes with the effective function of the instructor, students, class, and program.

1. Students must be in their seats ready to work at the beginning of each class.
2. Students must stay within the designated break areas.
3. Fighting of any kind is not allowed.
4. Students must stop break when teacher calls or the bell rings to end break.
5. No throwing objects.
6. Knives, matches, guns (real, cap, water, or play) or explosives are not allowed on school campus.
7. Students must have a pass from their teacher in order to leave the classroom.
8. No tackle football. All balls must be used in designated areas.
9. No electronic or battery operated devices. (Pager, cell phones, cd players, etc.) These will be confiscated and the student will have to retrieve the item from the principal. On the next offense, the parents will have to retrieve the item from the principal.

10. No bouncing balls against buildings.
11. No bike riding, roller blading, or skateboarding on school campus.
12. No littering.
13. Students are not allowed to wear hats or sunglasses inside of school buildings
14. No smoking or chewing tobacco anywhere on campus. No use of alcohol or other drugs. Albert Powell High School is a Drug Free Zone.
15. All visitors must check in at the front office.
16. No loitering before or after school.
17. No graffiti.

24. Student Rights

Students have rights, as do all citizens, under the Constitution, State law and District policy. Their rights include:

1. The right to be heard. Students are encouraged to voice constructive criticism through student government, student advisory committees, school newspapers, teachers, counselors, administrator, and any other channels of communication as long as the process does not substantially disrupt the orderly operation of the school.
2. The right to an education in a safe, orderly and clean environment.
3. The right to full use of the class time for receiving instruction and for learning.
4. The right to fair, consistent, and respectful treatment by staff members and other students.
5. The right to a hearing before a penalty is imposed. When a student has been referred for some wrong doing, that student should be afforded the opportunity to offer his/her version of the incident to the school authorities.

25. Statements for Civil Rights Compliance

All educational and vocational opportunities are offered without regard to race, color, national origin, sex, or disability. A lack of English language skill will not be a barrier to admission and participation in educational and vocational programs.

Se ofrecen todas las oportunidades educacionales y vocacionales sin tomar en cuenta raza, origen étnico, sexo o incapacidad. La falta de habilidades en el idioma inglés no constituirá impedimento para admisión y participación en los programas educativos y vocacionales.

26. Notice of Nondiscriminatory Policy

Albert Powell High School does not discriminate on the basis of race, color, national, and ethnic origin in administration or its educational policies, scholarships, athletics, and other school-administered programs.

27. Sexual Harassment

Please see the Yuba City Unified Sexual Harassment policy located in the Student Discipline Policy Handbook and Legal Notifications.

28. Dress Code Policy

The primary responsibility for student dress and appearance rests with the parents. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind. Wearing apparel shall be neat, clean, safe, and not disruptive to instructional activities. All students must wear some form of shoes, sandals, or moccasins. Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation or that are sexually suggestive, on shirts, sweatshirts and other wearing apparel are not acceptable. Such items as beach attire, short shorts/skirts or unsafe accessories are not allowed. Any clothing/accessory that may be deemed dangerous, i.e., chains, studded collars, etc. are unacceptable. Inappropriately revealing clothing, including but not limited to, see through and/or strapless tops are not allowed. Underwear must be covered at all times and skirts must not be shorter than fingertip length when arms are held at sides.

The wearing/displaying of gang-related apparel or apparel which is disruptive to the school environment such as caps, stocking caps, hairnets, bandannas, jackets, certain colors, etc. is absolutely forbidden. Students are not permitted to wear hats or head coverings in class, assemblies, or at any indoor school function. Sunglasses are not to be worn in the classroom. Any student who deviates from the accepted standards set forth in this policy will be required to prepare properly for the classroom before being admitted. Refusal to cooperate will result in disciplinary action.

29. Authority to Suspend

1. Teacher's Right to Suspend Student from Class (Education Code 48910)

(a) A teacher may suspend a pupil from the teacher's class, for any of the acts enumerated in section 48900, for the day of suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal's designee for the appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practical, a school counselor or school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

2. Principal or Designee

The Principal or his/her designee may suspend a student from class, classes or the campus for the period not to exceed five school days. (Education Code 48911)

3. Superintendent or Designee – Extend a Suspension

The Superintendent or his/her designee may suspend a student or may extend a student's suspension pending final Board decision on a recommendation for expulsion, or may suspend a student for the balance of the semester from an alternative school program. An extension of suspension will only be granted if the Superintendent or his/her designee has determined, following a meeting in which the pupil and the pupil's parent/guardian/caregiver are invited to participate, that presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the educational process. (Education Code 48911)

30. Parent/Guardian/Caregiver's Right to Request a Meeting Regarding a Student's Suspension

If a suspension is ordered by a principal pursuant to Education Code 48900, the parent/guardian/caregiver shall have the right to request a meeting with the Superintendent or his designee to review the suspension.

31. Individual Searches

School officials may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050) Searches of individual students shall be conducted in the presence of at least two district employees. The Principal or designee shall notify the parent/guardian/caregiver of a student subjected to an individualized search as soon as possible after the search. (Education Code 5145.11-Questioning and Apprehension)

32. Education Code Rule Violation

Pursuant to California State Education Code Section 48900, students may be suspended or expelled on the first offense for any of the following actions:

1. Physical injury to another person – actual or threatened.
2. Possession, sale or otherwise furnishing of any weapons.
3. Possession, use or sale of drugs, alcoholic beverages, intoxicants, or substances represented as any of the above.
4. Committed theft or extortion.
5. Damage or theft of school or private property.
6. Possession or use of tobacco
7. Commission of obscene acts or engagement in habitual profanity or vulgarity

A student may be suspended or expelled for any of the acts listed above if the acts related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances:

1. While on school grounds

2. While going to or coming from campus
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from school-sponsored activities.

33. Law Enforcement – Removing a Student from School

Upon presentation of proper identification to the principal or the designee, officers have authority to remove students from school premises. The principal shall take immediate steps to notify the parent/guardian/caregiver or relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. In those cases, the school official shall provide the police officer with the address and telephone number of the minor’s parent/guardian/caregiver. (Education Code 48906)

Should you have any questions regarding any information you have read in the handbook please contact the Albert Powell High School office @ 822-5210.

Cut here and return to school

We have read and understand the Albert Powell High School Student Handbook which includes:

Introduction to Albert Powell High School Independent Study program (ISP) APHS Enrollment Registration Procedure Visitor Registration Denial of Registration Attendance, Absences, and Tardiness Bell Schedules Lunch Off Campus Lunch Tardiness Early Dismissal Graduation Requirements Curriculum Course Descriptions Orientation Regional Occupational Program (ROP) Shady Creek	Work Permit Text Books Internet Use Grading Policy General School Expectations Homework Policy Examination of Classroom Behavior Student Code of Conduct Student Rights Statements for Civil Rights Compliance Notice of Nondiscriminatory Policy Sexual Harassment Dress Code Policy Authority to Suspend Parent/Guardian/Caregiver's Right to Request a Meeting Regarding a Student's Suspension Individual Searches Education Code Rule Violation Law Enforcement – Removing a Student from School
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Parent Printed Name

Date

Parent Signature

Student Printed Name

Date

Student Signature