



Independence High School



Philosophy

- ❖ Every student can learn at high levels and reach his or her academic potential.

Vision

- ❖ Independence High School uses 21st Century instructional methods to provide a relevant and rigorous educational alternative for every student.

Mission

- ❖ Independence High School will empower every student to be an independent learner, a critical thinker, and an effective communicator who values learning as a lifelong process.



INDEPENDENCE HIGH SCHOOL

STUDENT LEARNING OUTCOMES

Students at Independence High School will demonstrate respect, responsibility, and right choices by becoming:

1. Independent Learners Who:

- demonstrate mastery of Essential Learning Outcomes*
- exhibit initiative and achieve realistic goals
- utilize technology and effective learning strategies

2. Critical and Innovative Thinkers Who:

- integrate a variety of reasoning processes such as: drawing conclusions, making comparisons, analyzing information, and conducting inquiries
- synthesize and use evidence from a variety of sources aptly
- apply critical thinking skills in a variety of circumstances
- apply academic knowledge constructively
- engage in critically evaluating political, environmental, economic, and social issues

3. Effective Communicators Who:

- write and speak with clarity
- listen attentively and read actively
- interpret the meaning of oral and written communication effectively
- demonstrate appropriate interpersonal skills



Welcome To Independence High School

Students who are continuing at Independence High School or are just starting at IHS for the first time, the teachers and staff welcome you! IHS provides a unique educational opportunity for each of our students. Our teachers provide students with the best instruction possible, geared specifically to each student's needs. As a student at IHS, you need to work independently and be certain to keep up with your assignments. As such, you are taking on great responsibility. You are directly responsible for your education, perhaps even more so than students at comprehensive high schools. You must demonstrate a great deal of self-discipline and motivation each day since the vast majority of the work will be completed at home on your own personal schedule.

Some of your responsibilities are to:

- complete each and every assignment to the best of your abilities
- schedule and spend at least 30 hours each week working on your assignments
- attend your weekly appointments even if your assignments are not completed
- be prepared to demonstrate mastery of the concept in your assignments.
- allow at least two hours for each appointment

All of us at IHS are here to help and support you in your learning. Please do not hesitate to ask for that help or support.

Under Section 5 of Article IX of the State of California Constitution, every California student is guaranteed a "free public education". Therefore, please be assured that you will not be charged fees for any school related activity while you are enrolled at Independence High School.

Parents, you also have a responsibility to your IHS student. You are in the position to help monitor your student's progress even more closely than you did at the previous school. Your student will be working at home. You need to make sure you review each week's assignments so that you can assist in helping your student complete everything each week. As a staff, we are here to help and support you. Please call your student's teacher(s) if you have any questions or concerns regarding your student's progress.

I am excited about this school year and enjoy working with the incredibly knowledgeable and dedicated staff at IHS. I look forward to helping make this the best possible school year for each student who is fortunate enough to have the opportunity to attend Independence High School.

Debra L. Latteri

Principal

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SCHOOL YEAR CALENDAR: 2017-2018

First Day of School:	August 9, 2017
Labor Day:	Monday, September 4, 2017
Work day for teachers: (no school)	Wednesday, October 11, 2017
Veteran's Day:	Friday, November 10, 2017
Thanksgiving:	November 20-24, 2017
Semester Ends:	December 19, 2017
Winter Break:	December 19- January 5, 2018
Martin Luther King:	Monday, January 15, 2018
Lincoln's Birthday:	Friday, February 16, 2018
President's Day:	Monday, February 19, 2018
Spring Break:	March 26-30, 2018
Work day for teachers (no school)	April 9, 2018
Memorial Day	May 28, 2018
Graduation:	TBA

Master Agreement (Continued)

Student:

If it is your student's intention to return to a comprehensive site and participate in athletics, please see IHS principal to discuss RJUHSD/CIF academic eligibility.

I understand that:

Independent study is a continuously optional educational alternative that I have voluntarily selected. All students who choose independent studies must have the continuing option of returning to the classroom.

By entering Independence High School I have not waived any rights as a student, and I am entitled to all the School District services and resources.

I must follow all the discipline code, dress code, and behavior guidelines of the Roseville Joint Union High School District

Any violation of these guidelines or failure to meet school/district requirements could result in dismissal from Independence High School.

Visitation on any other school campus requires permission from that school.

If I achieve only minimum study requirements, I will complete the equivalent of only 20 credits a semester. I recognize that a student in a traditional high school program achieves 30 to 40 credits per semester. One or more classes can be added to the independent studies master agreement during the year if the student finishes pre-determined classes before the end of the year.

I must attend, achieve to the best of my ability, and show improvement on all State required testing.

I agree to:

- Obtain transportation to scheduled meetings. I understand that lack of transportation to the school site is not an acceptable reason for failure to meet with my teacher and/or supervisor to submit my completed assignments.
- Complete my assigned work and achieve at least the minimum performance requirements of the course of study. I understand that credit, which is based on mastery of learning, can only be issued after I have successfully completed an activity and it has been evaluated. I realize that a minimum of 15 hours of work is needed for each unit of credit. Approximately 30 hours of work per week is expected. We recommend the hours of 8:00AM to 2:00PM be dedicated to school work.
- Be supervised by _____ and/or other approved resource personnel. I will meet regularly with the assigned staff member. I understand that failure to complete 3 assignments will result in an evaluation to determine if I should remain in independent study and may also result in one or more of the following:
 1. a letter of concern to me and my parent, guardian, or caregiver, if appropriate.
 2. a specially scheduled appointment.
 3. a special meeting with the teacher and/or counselor.
 4. citation from Roseville Police Department.
 5. a meeting with the administrator, including my parent, guardian, or caregiver, if appropriate.
 6. placement on probation.
 7. referral to SAM.
 8. increase in the amount of time I must be on campus or in an equivalent supervised situation.
 9. revocation of any work permit issued until my school work is satisfactorily completed.
 10. termination of the agreement and my return to a regular classroom program of instruction or other appropriate alternative.

Student's signature _____

Parent/Guardian/Caregiver:

I understand that the major objective of independent study is to provide a voluntary educational alternative for my son or daughter and a classroom option is available during the school year.

I agree to the above conditions listed under "**Student**". I also understand that:

- Individual course objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.
- I am liable for the cost of replacement or repair for willfully damaged or destroyed books and other school property checked out to my son or daughter.
- Unless otherwise indicated, a teacher or supervisor will meet with my son or daughter on a regular basis to direct and measure progress. The time and location of meetings with the teacher /supervisor will be determined by the teacher in consultation with my son or daughter.
- I will make sure my son/daughter is present at the school for all State required testing.
- I am expected to encourage him or her to do more than the minimum study requirements and be involved in a Regional Occupational Program (ROP), community volunteer work, or a directed project.
- I have the right to appeal any decision about my son's or daughter's placement, school program, or transfer according to the school district's procedures and if my student has been temporarily suspended from an expulsion/suspension has been offered an alternative of classroom instruction.
- The independent study option is to be substantially equivalent in quality and quantity to classroom instruction and students who choose to engage in independent study are to have equality of rights and privileges with students in the regular school program.

Parent's/Guardian's/Caregiver's signature: _____

GRADUATION REQUIREMENTS FOR ALL STUDENTS OF INDEPENDENCE HIGH SCHOOL

- Satisfactory Citizenship and Attendance
- Successful completion of 220 credits
- Personal Finance Class, no credit class

English	40 credits
Math	20 credits
Integrated Math 1	10 credits
Integrated Math 2	10 credits
Science	20 credits
Biological Science	10 credits
& Earth/Physical Science	10 credits
Foreign Language or Fine Arts	10 credits
Social Studies:	30 credits
World Studies	10 credits
US History	10 credits
Government	5 credits
Economics	5 credits
Health	10 credits
Physical Education	20 credits
Electives	70 credits

COUNSELING SERVICES

Any student requests or questions concerning changes of program, credits, or problems must be referred to the counselor's office.

The counselor is a specially trained credentialed professional who has dual responsibilities, first for students' program of studies, including ROP, and second for crisis counseling and intervention.

A counselor is available to students and/or parents during her office hours on an appointment basis.

COURSE OFFERINGS

NOTES

VPA = Visual and Performing Arts

US/CSU= Meets university entrance requirements

Grade levels are indicated to the right of each course title.

LANGUAGE DEVELOPMENT

EL ENGLISH LEVEL 3 & 4

Grades 9-12

ELD English 3 and 4 is designed for intermediate-level English Learners (EL). This course emphasizes sentence and paragraph development combined with the study of intermediate-level reading in English. This course will also include some grammar and vocabulary development. Additionally, this course will prepare students for English Language Development (EDL) (Pre-requisites: Intermediate Level of English.)

EL ENGLISH LEVEL 5 & 6

Grades 9-12

ELD English 5 and 6 is designed for advanced-level English Learners (EL). This course emphasizes development combined with the study of multi-cultural literature. This course will also include grammar and vocabulary development and some technical writing. Additionally, this course will prepare students for a mainstreamed English class. (Pre-requisites: Advanced level of English.)

ENGLISH

CP ENGLISH 9

UC/CSU

Grade 9

This course is designed for general and college preparatory students. This course emphasizes paragraph development combined with an intensive study of literature. Writing conventions such as usage, grammar, mechanics, spelling and vocabulary development may be directly taught but are generally addressed in the context with the writing process and the study of literature.

CP ENGLISH 10

Grade 10

This course is designed for college preparatory students emphasizing paragraph and short compositions development combined with an intensive study of literature. Writing conventions such as usage and mechanics may be directly taught in conjunction with the study of additional grammar skills needed to prepare for college level entry tests. Vocabulary, spelling, and research skills are developed in context with the writing process and literary analysis.

CP ENGLISH 11

UC/CSU

Grade 11

This course is designed for college preparatory students. This course emphasizes composition development combined with an intensive study of American literature. Writing conventions such as usage and mechanics may be directly taught in conjunction with the study of additional grammar skills needed to prepare for college level entry tests. Vocabulary, spelling, and research skills are developed in context with the writing process and literary analysis.

CP ENGLISH 12

UC/CSU

Grade 12

Designed for college preparatory students. This course emphasizes composition development combined with an intensive study of English literature. Writing conventions such as usage and mechanics are directly taught in conjunction with the study of additional grammar skills needed to prepare for college level entry tests. Vocabulary, spelling, and skills are included in this course. Students can also expect a variety of oral and listening activities including Memorizing short literary pieces and preparing oral presentations.

AP English Literature and Composition

UC/CSU

Grade 12

Course Description: AP English Literature and Composition is a college-level course, which focuses on enabling students to improve their reading comprehension and writing skills. Emphasis is placed on the skills necessary to pass the AP English Literature and Composition examination, including style analysis and close textual reading. The class is open enrollment;

however, only students with a strong interest in high-level analysis of literary texts should register. Students in this class will read and analyze short stories, novels, drama, and poetry. They will interpret, analyze, and evaluate these works through discussion and written composition. Prerequisite: It is recommended, but not required, that students have a “B” or better in CP English 11 and the recommendation of the CP English 11 instructor.

AP English Language and Composition UC/CSU Grade 11-12

AP English Language and Composition is a course in which students will develop writing flexibility and skill in a variety of writing modes, which can be applied in all subject areas in college and in personal and professional situations which require writing. Writing will focus on narration, exposition, and argumentation modes. Students will read a variety of non-fiction as models for their writing. Emphasis will be placed on acquiring the skills necessary to pass the AP Language and Composition exam. This college level course requires a high level of motivation and commitment due to the extensive reading and writing requirements. Prerequisite: It is recommended, but not required, that students have a “B” or better in CP English 11 and the recommendation of the CP English 11 instructor.

ENGLISH ELECTIVES

These courses **do not** fulfill district English requirements.

ACADEMIC LITERACY Grades 9-12

Designed to teach students who have scored more than three grade levels below ninth grade on a standardized diagnostic reading test. This course focuses on the re-teaching of basic reading skills, beginning with decoding skills and moving through more complex inferential skills. Academic Literacy also includes instruction in spelling, vocabulary and basic writing skills. (Mandatory class-only through classroom setting)

FILM AND LITERATURE Grade 12

This is an elective course designed to give students the opportunity to analyze film both as a form of communication and as an art form. The films will be explored in much the same way as plays, novels, short stories, and essays. Students will make connections between themes used in literature and in film. While viewing the films is an integral part of the course, this course emphasizes writing.

TWENTIETH CENTURY AMERICAN LITERATURE Grades 11-12

This is an elective course designed to give students the opportunity to study and explore current issues and themes as portrayed in novels, short stories, poems, articles, speeches, and movies written by culturally, socially, and economically diverse authors. This course may include multicultural authors and women authors and diverse backgrounds.

FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT Grades 11-12

This course focuses primarily on the physiological aspects of prenatal development, the birth process, and a child’s development and physical wellbeing. The first part of this course discusses pregnancy, and a child’s physical, as well as behavioral development, school and family concerns. It provides background information on the role of a parent and developing strategies aimed at ensuring a healthy life for you and your child. The second part of the course provides specific guidance for problems that are most likely to be encountered by infants, children and adolescents. Students will also be involved in applying this knowledge to current child-related issues through supplemental reading in a variety of media as well as Internet research projects. (Written parent permission is required for any study under 18).

EAT FOR FITNESS Grades 9-12

This course is designed for students who are interested in feeling good about themselves by “eating right” and “exercising right” to be healthy and fit. Students will learn and practice an improved lifestyle that will become a lifetime fitness program. They will learn to select and prepare the proper foods for healthier eating practice “exercising right” and gain knowledge about how to treat their bodies’ right. Designed for students seeking a better understanding of being fit for performance, as in athletics, preventing health or weight problems, or just becoming more fit for the health of it! Through knowledge and practice of food preparation and good exercise, students will improve body composition (percentage of body fat) and health.

FAMILY LIVING AND GUIDANCE

Grades 9-12

This course emphasizes relationships, communications, marriage, self-awareness, human development, and responsible parenting. Students will develop an understanding of the significant roles, functions, and responsibilities involved in family life.

LIFE SKILLS FOR TODAY

Grades 9-12

This course teaches students who to increase their purchasing power and offers the opportunity to explore the area of foods and nutrition, textiles and clothing, family relationships, child care housing and consumer education.

ADULTHOOD 101

Grade 12

Upon completion of this course, students should possess skills, knowledge, and attitudes necessary for daily basic living skills. Topics to be emphasized are food planning and preparation, consumerism, management skills, parenting, decision making and occupational exploration.

FINE ARTS/VISUAL PERFORMING ARTS

ART 1, 2, 3, 4

VPA

UC/CSU

Grades 9-12

This is a beginning course for all students who are interested in learning about design, drawing, painting, work in three dimensional media, and the processes of art as an area of study. Emphasis will be in learning the skills necessary to complete a variety of art projects. Upon completion of the course students should possess a good idea of the overall art program, art as a worldwide element, the creative processes found in art, and the role of art in American culture and history.

ART HISTORY

VPA

US/CSU

Grades 10-12

This is a class designed for the general level and the college bound student with an interest in Art. Art History is a course designed to provide students with an understanding and enjoyment of architecture, sculpture, painting and other art forms with historical and cultural contexts. In this course students will examine the major forms of artistic expression of the past as well as those of our time and of a variety of cultures. Students will learn to look at works of art critically with intelligence and sensitivity, and to articulate their observations and experiences. Outside attendance of some art showings and/or exhibits may be required. (Prerequisite: Completion of freshman year with a 2.5 GPA)

BEGINNING/INTERMEDIATE GUITAR VPA UC/CSU

Grades 9-12

This is a course designed for the beginning or intermediate guitar student. Instruction will include acoustic guitar techniques and skills, chords, progressions, tablature, music reading, and theory. Students may supply their own acoustic guitar or check out a loaner from the school.

CERAMICS 1

VPA

CSU

Grades 9-12

This is a course for general or college prep students. Emphasis will be on understanding the use of design in functional clay work in pottery and sculpture. The class covers wheel and hand-built pottery, day sculpture, and art appreciation and design, especially as they relate to ceramics. (Prerequisite: Completion of Basic Art with a grade of C or better or instructor approval.)

CERAMICS 2

VPA

UC/CSU

Grades 10-12

This is designed to give students an opportunity to concentrate in hand-built pottery, wheel pottery, or sculpture. Students will be expected to perform at an advanced level and develop an individual style. (Prerequisite: Completion of Ceramics 1 with a grade of C or better or instructor approval.)

CERAMICS 3

VPA

UC/CSU

Grades 10-12

This course is designed to give students an opportunity to concentrate on hand-built pottery, wheel pottery, or sculpture. Students will be expected to perform at an advanced level and develop an individual style. (Prerequisite: Completion of Ceramics 2 with a grade of C or better or instructor approval.)

MUSIC THEORY

Grades 10-12

Music Theory is an elective course for 10th, 11th, 12th grade students who desire a more in-depth understanding of music. This course will engage students in the study of music theory, history, instrumentation, and ethnomusicology. The course is designed for all students, those who play a musical instrument and those who do not. It will include all different forms of music, from America and from other cultures. If you love music and want to have lots of fun, Music Theory is the course for you!

MUSIC APPRECIATION/FORUM

Grades 10-12

Music Appreciation is an elective course for 10th, 11th, and 12th grade students who desire a more in-depth understanding of music. This course will engage students in the study of music theory, history, instrumentation, and ethnomusicology. The course is designed for all students, those who play a musical instrument and those who do not. It will include all different forms of music, from America and from other cultures. If you love music and want to have lots of fun, Music Appreciation is the course for you!

FOREIGN LANGUAGE

SPANISH 1

UC/CSU

Grades 9-12

This is designed for college preparatory students. These courses provide students with opportunities to hear, speak, read, and write a foreign language as well as gain understanding of foreign cultures.

(Placement Recommendation: Past experience has shown that students who have not done at least B grade level work in English have experienced difficulty in foreign language courses.

SPANISH 2, 3, 4

UC/CSU

Grades 9-12

This is designed for college preparatory students. These courses will continue the development of skills introduced in the previous Spanish course, with expansions of vocabulary and continued emphasis on speaking the language. An awareness of grammar is developed through extensive practice. Reading for comprehension is stressed. Students also learn about the countries where these languages are spoken and their cultures.

HEALTH

HEALTH AND WELLNESS

Grades 9-12

Health and Safety is a ten-credit course that is required for graduation. Students will learn the necessary skills of effective decision-making and understand the potential short-term and long-term health consequences of these choices. Students will explore such topics as mental illness, stress management, suicide, and the effects of alcohol and other drugs of abuse, sexuality, infectious diseases, nutrition, first aid and accident prevention. Students will also learn about the juvenile justice system in Placer County.

DRIVER'S EDUCATION

DRIVER'S EDUCATION

Grade 9

This course includes specific instruction in accident prevention, and driver education. Upon satisfactory completion of this required course, the student will receive a DMV Certificate of Completion of Driver's Education. This is an online course that may be completed at home or at school. It carries no academic credit.

MATHEMATICS

CC INTEGRATED MATH 1

UC/CSU

Grades 9-12

Students will solve problems that have real world context that involve linear equations and inequalities, systems of equations and inequalities, exponential functions, coordinate geometry, congruency through rigid motions and data analysis of one variable. The adopted textbook is very context and real-world problem driven; nearly all sections are motivated and taught through a real-life situation or simulation and mathematics is used to model, investigate and solve the problem presented. Students will be expected to interpret multiple representations of information such as connecting the components of the equation, graph and table representations and how each component is present in the other representations. Rationalization and justification of their work will be required in the course, as well as critiquing the work of others to look for errors or supporting their arguments.

CC INTEGRATED MATH 2**UC/CSU****Grades 9-12**

Common Core Integrated Mathematics 2 continues a three year sequence of courses (CC IM1, CC IM2 and CC IM3) started with Common Core Integrated Mathematics 1 that are designed to align to the California Common Core State Standards for Mathematics. In CC Integrated Mathematics 2, students will solve problems that have real-world context that involve an introduction to proofs, congruency, line and angle properties, transformations, trigonometry, quadratics, real and imaginary number systems, inverse functions and probability. At the conclusion of the three course sequence, students will be prepared to take Pre-Calculus. (Pre-requisite: Integrated Math 1)

GEOMETRY**UC/CSU****Grades 9-12**

This is designed for college preparatory students. This beginning course in geometry includes the basic structures of geometry and proficiency in developing formal proofs and concepts of space geometry integrated with plane geometry. Algebraic skills are reviewed and strengthened as algebraic methods are applied to solving problems. The course also includes trigonometry, area and volume, constructions, coordinate geometry, and transformation.

(Prerequisite: Completion of Algebra 1)

ALGEBRA 2**UC/CSU****Grades 9-12**

This is designed for college preparatory students. Topics from elementary algebra are reviewed and expanded to include fractional equations, exponents, radicals, logarithms, functional relationships, and trigonometry. Graphing of linear equations is introduced and explored. There will be exposure to the complex numbers systems, radical expressions, and scientific notation. Students will work with relations and functions and then corresponding domain and range.

(Prerequisite: Completion of Algebra 1 and Geometry.)

PRE-CALCULUS**UC/CSU****Grades 10-12**

This is designed for college preparatory students. Students will learn the skills and proficiencies necessary to enter and compete successfully in a first year college calculus course. Students will work on becoming proficient in the following areas: the fundamentals of college-level algebra, geometric and algebraic interpretations of functions, inverse functions, linear and quadratic inequalities, rational functions, exponential and logarithmic functions/applications, and trigonometric functions and their properties. Limits, differentiation and integration will be introduced.

(Prerequisite: Completion of Algebra 1, Geometry, and Algebra 2 with a "C" or better)

PHYSICAL EDUCATION**PE 9****Grade 9**

This course is an introduction to various physical activities and sports. Instruction includes basic skills, rules, safety, etiquette, sportsmanship, care of equipment, and personal hygiene.

PE 10**Grade 10**

A continuing experience with skills and knowledge gained in PE 9, as well as with additional physical education activities not previously taught.

PHYSICAL EDUCATION ELECTIVES**ADVANCED PE****Grades 10-12**

This is designed to provide an opportunity to develop advanced physical education skills and knowledge. Activities include volleyball, basketball, tennis, badminton, and archery. This course may be repeated for credit.

PE ELECTIVE 11-12**Grades 10-12**

Designed to provide an opportunity to expand and refine the skills learned in PE 9 and 10. The emphasis will be on recreational and carry over physical education activities. This course may be repeated for credit.

SCIENCE

CP BIOLOGY

Grades 9-12

This course is designed for college preparatory students. By using laboratory work on an investigatory nature, the principles of biological science will be reviewed. Students are expected to attend the lab class and to maintain careful records of laboratory work.

CP EARTH SCIENCE

UC/CSU

Grades 9-12

Designed for college oriented college preparatory students who are curious about the world they live in. This predominantly physical science course emphasizes those techniques needed for further scientific investigation (e.g. collection, organization, and analysis of data; scientific reasoning and methods). Students will be better prepared to enter other science courses such as biology, chemistry, and physics. Students are expected to attend the lab class and to maintain careful records of laboratory work.

CP PHYSICS

UC/CSU

Grades 10-12

This course is designed for college preparatory students who want a general overview of physics. All of the major concepts are studied including states of matter, energy (light, sound, heat, mechanical), kinetics (force, gravity, work, motion), power, electricity and magnetism. This course involves a conceptual approach to physics.

Prerequisite: Grade of C or better in Algebra, Geometry and Intermediate Algebra.

CP CHEMISTRY

UC/CSU

Grades 11-12

Chemistry requires very good mathematics, algebra and abstract (geometric) thinking skills. Students who have completed Integrated Math I with a grade of "B" or better may take this course concurrent with Integrated Math 2. Integrated Math 3 strongly recommended.

SCIENCE ELECTIVES

FISH AND WILDLIFE

Grades 10-12

This course is designed for the student who has completed Biology and wishes to continue the study of common plants, animals, and related forms found in Northern California. Students will explore where and how various organisms live. Students will examine native plants, insects, fish, amphibians, reptiles, and mammals in the area. Students will study soil and water analysis, wetlands, species identification, and habitat maintenance. They will explore the results of habitat destruction on living organisms. Students will examine recent problems facing the fishing industry and become aware of the problems facing the preservation of wildlife.

SOCIAL SCIENCE

WORLD STUDIES

UC/CSU

Grade 10

This course is designed for general level and college preparatory students. This course covers the major world civilizations of Africa, the Middle East, Asia, South American, and Europe. The contributions of each civilization to world culture will be discussed. Religious beliefs, major wars, social movements, government and technological advances are also emphasized. There is a particular emphasis on geography and the effects of environment on development.

AP EUROPEAN HISTORY

UC/CSU

Grades 10-12

This course satisfies the World Studies requirement for high school graduation. This course is designed for university-bound students. This course emphasizes analytical thinking skills and the development of improved essay writing skills. This course is designed to facilitate those students who will seek further enrollment in AP courses. Students will be expected to study a college based text along with the supplementary reading materials which includes primary sources. The course content covers the history of Europe from the 1300s to present. Successful performance on the Advanced Placement Exam will enable students to obtain college credit at selected universities.

UNITED STATES HISTORY**UC/CSU****Grade 11**

This course is designed for general level and college preparatory students. The course content covers the period of exploration to the 1980s. Students will discover why it is important in today's world to study our country's past. Course content emphasizes significant people, events, themes, governmental structures, economic developments, and social themes.

AP UNITED STATES HISTORY**UC/CSU****Grades 11-12**

Designed for university-bound students; students are expected to have skills necessary for college level performance. AP U.S. History is a rigorous in-depth examination of the course of American economic, political and social development from colonial to contemporary times. Preparation for academic success in college work and testing is a major focus of this course. Students will engage in the process of framing an inquiry, selecting relevant sources and organizing evidence in support of a hypothesis using primary and secondary sources of information in their analysis. Students will strengthen their skills in logic, analytical reading, critical thinking and high-level expository writing. Students who complete the course are strongly encouraged to take the Advanced Placement History Examination. A successful performance on the Advanced Placement Exam will enable students to obtain college credit in American History at selected colleges and universities. This course follows the national A.P. United States History framework and not the California State Standards for U.S. History.

GOVERNMENT**UC/CSU****Grade 12**

A one-semester course. Course content includes an overview of federal, state, and local government. There is an emphasis on local government as typified by the city of Roseville and Placer County. Students will study the three branches of government, the electoral process, and various systems of government.

AP AMERICAN GOVERNMENT AND POLITICS**UC/CSU****Grade 12**

Designed for university-bound students; students are expected to have skills necessary for college level performance. AP Government and Politics is a rigorous in-depth examination of the course of American economics, political and social development from colonial to contemporary times. Preparation for academic success in college work and testing is a major focus of this course. Students will engage in the process of framing an inquiry, selecting relevant sources and organizing evidence in support of a hypothesis using primary and secondary sources of information in their analysis. Students will strengthen their skills in logic, analytical reading, critical thinking and high-level expository writing. Students who complete the course are strongly encouraged to take the Advanced Placement American Government and Politics Examination. A successful performance on the Advanced Placement Exam will enable students to obtain college credit in American government at selected colleges and universities. This course follows the national A.P. American Government and Politics framework and not the California State Standards for American Government and Politics.

ECONOMICS**UC/CSU****Grade 12**

A one-semester course. Economics focuses on basic economic principles, the American business structure, economic performance, gross national product and fiscal policy, banking and monetary policy. Economic problems in the US and overseas and personal economics are also stressed. The course emphasizes the active role of the individual and provides practical strategies for students to use in making personal economic decisions.

AP MACRO ECONOMICS**UC/CSU****Grade 12**

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students who complete the course are strongly encouraged to take the Advanced Placement Macroeconomics Examination.

SOCIAL SCIENCE ELECTIVES**CURRENT WORLD AFFAIRS****Grades 11-12**

A one-semester course designed to introduce students to national and international affairs. Students will develop an awareness of the current events in the world today and the importance of these events. The first quarter will be devoted to a study of fundamental geographic, political, economic and historic terms related to the maps countries of the world. The second quarter will be devoted to a study of three main topic areas in the world. An example of a topic area would be the search for peace in the Middle East. Materials and methods to be utilized will be videos, current periodicals, such as "Scholastic Update" and "News Week", maps and other necessary sources. This course involves extensive reading and discussion.

GEOGRAPHY

Grades 9-12

This course consists of a study of the land and its people. The emphasis is global and the concepts of geography are covered by studying the world's major regions. These regions are reviewed as to their place in space, climate, global landforms, and patterns of life.

HUMANITIES I

Grades 11-12

This one semester course studies the culture (art, philosophy, literature, music) of other peoples. Emphasis will be on gaining sensitivity toward others' ways of thinking.

HUMANITIES II

Grades 11-12

This one semester course emphasizes the creative rather than the research aspect of the humanities fields. Current trends (the 20th century) are emphasized in fields such as art, music, philosophy, literature, drama, photography, and movies. Humanities I should precede Humanities II.

INTRODUCTION TO SOCIAL STUDIES

Grades 9-12

This course will provide students with the basic concepts of the social sciences such as anthropology, economics, geography, government, history, philosophy, psychology, and sociology.

PSYCHOLOGY/SOCIOLOGY

Grades 11-12

Psychology/Sociology is a course designed to provide 11th and 12th grade students with an opportunity to study human development and relationships from sociological and psychological perspectives. The first part will focus on cognitive, social and personality development of the individual, the formation of relationships, and behavior/conflict within those relationships, as well as societal influences, and group dynamics. The focus of the second half includes the study of brain function in terms of motivation, learning, and memory and on the patterns; assessment, treatment and normal behaviors are also studied. Students will have an opportunity to do field research various psychological issues.

SOCIAL PSYCHOLOGY

Grades 11-12

Social Psychology is a course designed to provide 11th and 12th grade students with an opportunity to study human development and relationships from sociological and psychological perspectives. The first part will focus on cognitive, social and personality development of the individual, the formation of relationships and behavior/conflict within those relationships, as well as societal influences, and group dynamics. The focus of the second half includes the study of brain function in terms of motivation, learning, memory and language. In addition, the patterns, assessment, treatment and prevention of abnormal behaviors are also studied. Students will have an opportunity to do field observations and research various psychological issues. This course offers scientifically researched explanations to commonly asked questions; it also offers the student an opportunity to connect the information from those findings to themselves. Students will form a deeper sense of how the human mind works and come to understand themselves better.

YOU AND THE LAW

Grades 11-12

This course is a one year course for general or college preparatory students who have an interest in legal issues, especially as they relate to law enforcement. Course content includes criminal law and the Bill of Rights, Juvenile justice, trials, probation, parole, and the death penalty. This course will also explore careers in law enforcement and career-related fields.

SPECIAL PROGRAMS

GIFTED AND TALENTED EDUCATION (GATE)

Grades 9-12

GATE courses are designed to meet the needs of the gifted and talented students. Identified students may receive supplemental instructional support materials, information on the California Association for the Gifted (CAG) conferences, various parent organizations, and identification for the student's referral to the GATE program.

ONLINE COURSES

Grades 9-12

Many of the core classes required for graduation, as well as all of our AP courses are offered online. All of the courses satisfy the RJUHSD's graduation requirements. Unless otherwise specified in this course catalog, all courses are two semester courses and they satisfy the A-G subject requirements of eligibility to the UC/CSU system that our traditional coursework satisfies.

CAREER TECHNICAL EDUCATION

MULTIMEDIA

Grades 9-12

Multimedia is an entry-level course in which students learn to create visual art on computers. Students will learn to apply the fundamentals of artistic layout and design. Technically, students will learn to manage different file formats, use a variety of image capturing devices, and combine different types of media into effective and entertaining images and presentations. Software studied will include: PIXLR, Google Apps, video editing. Students who take this course will be prepared for Advanced Multimedia at IHS.

ADVANCED MULTIMEDIA

Grades 11-12

Advanced Multimedia will apply computer art to interactive multimedia projects. Students will learn to combine art, photos, video, sound, and animations using a multimedia authoring programs. Technically, students will develop an advanced understanding of image resolutions, file sizes, image capturing, and presentation strategies. Primary software for this course will be PIXLR, Google Apps, AutoCAD 360 and wevideo.

49ER REGIONAL OCCUPATIONAL PROGRAM (ROP)

Grades 11-12

ROP courses are designed to provide students with the opportunity to explore the world of work. By applying the academics and skills required while in high school to a real work environment, students may prepare for college or advanced training and/or upgrade their existing skills. All of this is accomplished through a combination of rigorous and relevant classroom instruction by qualified instructors and supervised internships at local businesses or industries. Courses are offered in Animal and Veterinary Careers, Automotive, Business Marketing, Computer Technology, Culinary, Education, Graphic Communication, Construction, Law Enforcement, and Medical. May repeated for credit. To enroll in this program a student must see the Counselor.

SACRAMENTO REGIONAL OCCUPATIONAL PROGRAM (ROP) Grades 11-12

This course is designed to provide students with vocational education training opportunities which would not otherwise be available through the regular curriculum. ROP teaches special job skills, provides on the job training situations, vocational orientation, an understanding of the employer/employee relationships, develops student skills in handling customer relationships teaches safety procedures and the need for teamwork and cooperation. Students attend three hours of school and three hours at an on-the-job teamwork and cooperation. Students attend three hours of school and three hours at an on-the-job learning site. Course offered: Health Science and Medical technology.

SIERRA COLLEGE CLASSES

Grades 11-12

To enroll in these classes a student must see the Counselor. The school counselor/administrator will provide copies of Board Policy 5121.1 and Staff Rule 5121.1 to each student who requests an application for permission to take college courses. The counselor/administrator will also require the student to sign an acknowledgement of receipt of Board Policy 5121.1 and Staff Rule 5121.1 and keep this record on file.

Any college courses that a student needs to complete in order to fulfill graduation requirements pursuant to Board Policy 5121.1, will go on a student's transcript. However, in order for any additional college classes to be placed on a transcript, a student must receive written permission from the site principal or designee prior to taking the course.

STUDENT GOVERNMENT

Grades 9-12

A year course for students in Student Committee. This course is designed to teach the basic functions of responsible government including representing the views of the constituents, budgeting, decision-making, and the reaching of consensus and compromise agreements. This course does not meet the district social studies graduation requirement but may be repeated for credit.

TEACHER AIDE/OFFICE AIDE

Grades 11-12

Designed to provide students with the opportunity to assume an adult role in a supervised job experience. Emphasis will be on clerical work, attendance accounting, paper correction, duplicating work, running errands, helping to maintain a clean and orderly environment, and checking in and out supplies. A maximum of ten credits may be applied toward graduation. Any violations of school rules may necessitate removal from this position. (This course may not be repeated for credit.) Prerequisite: Good attendance, "C" average and approval of teacher and principal.

TEACHER INTERN

Grade 12

Designed to provide the student with an opportunity to communicate subject areas correctly and clearly to others, to take on this position's responsibilities and to work with others. Emphasis will be on organizing materials, understanding material and

teaching it to others, preparing quizzes, performing clerical work, giving individual instruction to students who have been absent or need help in a given area, helping to proctor exams and checking grades on exams and homework assignments. A maximum of 10 credits may be applied toward graduation. Any violations of school rules may necessitate removal from this course/position.

GED

Grades 11-12

The GED Prep class is designed to prepare students to take and pass the General Educational Development (GED) test on which they will be asked to demonstrate their skills and knowledge in the major and lasting academic outcomes students normally acquire by completing a typical high school program of study. During the first class, students will take a GED practice test. The results will be used to develop a preparation program focusing on the student's areas of weakness. Students will also be instructed on general test preparation as well as specific test taking strategies. At the end of the course, students will be prepared for success on the Government Educational Development (GED) tests: Language Arts, Writing Part 1, Language Arts, Writing part 2, Social Studies, Science, Language Arts, Reading, and Mathematics.

YEARBOOK

Grades 9-12

A year long class where students produce the school yearbook. Students will learn the basics of journalistic writing, layout design, photography, and the business of publications. Students will become adept at using computer programs such as Adobe In Design CS3 and Photoshop to produce the yearbook.

Required District Graduation Requirements (passing notation on transcript upon completion)

PERSONAL FINANCE

In this course, students formulate and interpret financial information for use in real world decision making. This course also introduces students to the financial areas of accounting, banking, securities investments, and other financial specializations.

GENERAL ELECTIVES

COMMUNICATION AND ORGANIZATIONAL LEADERSHIP

Grade 9-12

This course is designed to provide students with the skills they need to be effective leaders: understanding leadership styles, application of information systems (including technology, e-mail, and PowerPoint), learning skills (time management, budgeting, proposal writing, and test preparation), and research into changes and reform of leadership roles. Students will also learn and apply effective communication skills, resource management, group dynamics and interpersonal skills, and organization culture skills. This course is designed to provide students with the leadership skills they need to be actively involved in Student Government, athletics, co-curricular activities, work experience, and career preparation activities.

BUSINESS ELECTIVES

BUSINESS CONCEPTS

Grades 9-12

Business Concepts is for all general level students. This course provides an understanding of business practices and provides an understanding of business practices and procedures important to everyone as a citizen and consumer. Topics covered include personal record keeping, budgets, economics, records, banking, insurance, the stock market, and consumerism and career exploration. Guest speakers from the community and field trips are an integral part of the class. The class includes activities involving the use of computers and related technology.

Independence High School Electives

All courses are 10 credit (max.) courses unless otherwise designated

9th

10th

11th & 12th

Business

Business Concepts (Spring)

English

Accelerated Reader

Fine Arts

Art 1
Guitar
Art 2
Ceramics 1
Multimedia/Adv. Multimedia

Fam. & Cons. Science

Family Living
Eat for Fitness
Life Skills for Today

Foreign Language

Spanish 1, 2

Science

Physics

Social Studies

Geography
Intro to Social Studies

Non-Dept.

Student Government

Business

Business Concepts (Spring)

English

Accelerated Reader

Fine Arts

Art 1
Guitar
Music Appr/Theory
Art 2, 3
Ceramics 1, 2
Art History
Multimedia/Adv. Multimedia

Fam. & Cons. Science

Child Development
Eat for Fitness
Family Living
Life Skills for Today

Foreign Language

Spanish 1, 2, 3,4

Science

Horticulture
Physics
Chemistry

Social Studies

Geography
Intro to Social Studies
Humanities 1

PE Electives

Advanced PE
PE 11

Non-Dept.

Student Government

Business

Tech Leadership (Fall)
Business Concepts (Spring)
Business Math

English

Accelerated Reader (10 e/a sem.)
Film and Literature
20th Century American Lit

Fine Arts

Art 1
Art 2, 3, 4
Art History
Ceramics* 1, 2, 3
Music Appreciation/Theory
Guitar
Music Forum
Glee/Choir
Multimedia/Adv. Multimedia

Fam. & Cons. Science

Child Development
Eat for Fitness
Family Living
Parenting**
Adulthood 101 (12th only)
Life Skills for Today (11th Gr)

Foreign Language

Spanish 1, 2, 3 4

Science

Fish & Wildlife
Physics
Chemistry

Social Studies

Geography
Intro to Social Studies
Humanities I,II
Psychology
You and the Law
Current World Affairs

PE Electives

Advanced PE

Non-Dept.

ROP, GED
Student Government
Yearbook
Teacher Aide or intern•

**Requires parent permission *Maximum 10 credits

College Entrance Requirements

Community Colleges —

Community colleges are open to everyone over the age of eighteen, high school graduates or students who have passed the California High School Proficiency Exam. High School students may take classes at the community college by special permission from their high school by completion of an advanced placement form (see the counselor).

Community colleges are two year colleges, which allow students to pursue a variety of educational goals. Students may choose to complete a vocational program that will prepare them to go directly into a job. They may also choose to complete their first two years of college and then transfer to a four-year college and complete the remaining two years.

Four Year Colleges —

Admission to a four-year college is dependent upon a combination of subject, scholarship and examination requirements. Grades, test scores, types of courses completed and extracurricular activities are all given weight on college applications.

The University of California and the California State Colleges require students to complete subject requirements called the A-G requirements. The following is the list of subjects, which must be completed in order to apply to a four-year college.

- | | | |
|----|---------------------------|-------------------------|
| a. | US History/Social Science | 2 years |
| b. | English | 4 years |
| c. | Math (through Alg 2) | 3 years |
| d. | Lab Science | |
| | UC | 2 years |
| e. | Foreign Language | 2 years (Same language) |
| | (UC prefers 3) | |
| f. | Visual/ Performing Arts | 1 year required |
| g. | College Prep Electives | 1 year |

The above courses must be completed with a grade of C or better in order to count toward meeting requirements for college enrollment. In addition, overall grade point average must balance with standardized tests on a scale called the eligibility index.

Test Deadlines

Community colleges require students to take placement exams to determine the level of math and English classes in which they may enroll. These tests do not determine admission because all students who have met the entrance requirements described above are eligible to enroll.

Students interested in applying directly to a four-year college should start in the fall of their junior year with the PSAT to prepare themselves to meet testing requirements for colleges. The PSAT is a test, which prepares students to take the SAT. Seniors should take the college admissions tests required for applicants by the fall of their senior year. Students should consult the college catalogue to determine required tests. (Generally SAT I, SAT II or ACT Tests are required).

Application Deadlines

There is a different time frame in which students must apply for each of the college systems. Applications for the University of California campuses are due in the month of November. California State University applications for the more popular campuses are due in October but can be submitted into late spring, depending on the campus.

Community colleges accept applications a few months before the term begins but will also take applications up until a month before the beginning of the term. Students who apply in a timely manner will find they have more classes available to them.

Financial Aid

Financial aid applications for state and federal aid are available in January and usually due by the end of February. This is the most commonly used and best source of money with which to finance your college education. Financial need is the determining factor in eligibility. All students who want to go to college should complete one of these forms because other scholarships and types of aid programs use this eligibility index.

Scholarships

Local scholarship applications are available in February and due in March. Students have the best chance to receive a local scholarship. Most scholarships are awarded on the basis of financial need. Often school activities and community involvement play a major role in determining awards. Students should make an appointment with the counselor to set up an account for the CHOICES program (www.echoices.com) in order to research additional scholarships, and colleges.

Sample course work required for a high school diploma:

This schedule is designed for students who plan to go to community college, vocational or trade school, or directly to work following high school.

9	10	11	12
English 9	English 10	English 11	English 12
Health	World Studies	US History	Govt/Economics
Integrated Math 1	Integrated Math 2	Science 2 nd year	Fine Arts
PE	Science 1 st year	Elective	PE
Elective	Elective	Elective	Elective
Elective	Elective		

Recommended as preparation for a four-year university

9	10	11	12
CP English 9	CP English 10	CP English 11	CP English 12
Health	World Studies	US History	Govt/Economics
Integrated Math 1	Integrated Math 2	Integrated Math 3	Pre-Calculus
CP Physical Science	CP Biology	Physics	CP Elective
Foreign Language 1 Elective	Foreign Language 2 Foreign Language 1	Foreign Language 3 Foreign Language 2	Fine Art
PE	PE		

2017-2018 SAT 1: Reasoning Test and Sat 11 Subject Test, ACT Test Dates, please see Mrs. Landis, Counselor, for the dates or look online.

Some of these courses are offered as group classes such as:

AP Courses	On-line
Art	Wednesday, 3:30 to 5:30pm
Ceramics	Thursday, 3:30 to 5:30pm
Chemistry	Monday, study hall, 3-4, Class on Thursdays, 3:30-5:30pm
Driver Education Lab	On-line
GED Prep	Friday 10:00-12:00pm
Guitar	Mondays,
Literacy Lab	Wednesdays, 9:00-10:30am.
Math Labs	Monday through Friday, 8:00-12:00pm, Tue and Thurs., 12:30-3:00pm
Music Appreciation	Mondays,
Physical Education	Tuesday and Thursdays, 10:00-11:30am
Science Laboratory	Earth Science, Wednesdays, 10:00-11:30pm, Earth Science, Thursdays, 1:00-2:30pm Biology, Wed, 12:30-2:30, Fri, 10:00-12:00pm
Spanish	Spanish 1, Mon/Wed, 11:15-12:45, Spanish 2, Tues/Thu, 9:15-10:45, Spanish 3, Tues/Thurs, 11:15-12:45pm
Student Government	Tuesdays, 11:30-12:30pm, Thursdays 11:30-12:30pm
Yearbook	Thursdays, 12:30-2:00pm

*Classes may on occasion dismiss early in order to better address the individual needs of students.

IHS PHYSICAL EDUCATION PROGRAM

- To receive 5 credits of Physical Education the student will be required to attend, and actively participate in, **10**, 1 ½ hours classes.
- Classes will be held at Woodbridge Park, 415 Sierra Blvd.
(Woodbridge Park is 2 blocks West of Roseville High School's Gym.)
- Classes are held on Tuesdays and Thursdays. Students must attend one class each week. Students may be assigned to either Tuesday or Thursday, depending on class size, (see class calendar)
- Class starts at 10:00 a.m. Students arriving after 10:05 will not be allowed to participate for credit.
- **All** students will be required to perform all of the physical activities. Independence High School cannot offer Modified P. E.
- Independence High School's dress code will be strictly enforced, with the following additions.
 - a.) Students must be dressed for physical activity. Students should wear sweatpants and shirts, or athletic shorts and tee shirts. Shorts that a student cannot run in without holding them up will not be allowed.
Levis, dress pants, dresses are not allowed.
 - b.) Students must wear running, gym, or tennis shoes that adequately support arches and ankles. Slippers, sandals, high heels, and boots will not be allowed.
- Students not participating or causing class disruptions will be told to leave, and will not receive credit for the class.
- Students must arrange for their own transportation to and from class.
- Classes are over at 11:00. The teachers are not responsible for students after this time.

IMPORTANT REMINDERS:

- a.) Woodbridge Park is a PUBLIC Park. Do not bring valuables that can be taken by the public.
- b.) Classes will be canceled if the park is unavailable or the weather is changeable. Call the school if in doubt. Note: if a student needs the credit of a canceled class **THE STUDENT** will contact Mr. Guerrero for an alternative assignment.

If you or your parents have any questions about the Physical Education program, call Mr. Fry or Mr. Guerrero at 786 – 0793 with the extensions listed below.

I have read, understood, and agree to all of the conditions above.

Student signature _____

Parent signature _____

Mr. Fry ext. 1422

Mr. Guerrero ext. 1410

PE SCHEDULE

FALL, 2017

August-September

Class	Class	Class	Class	Class	Class	Class	Class	Class	Class
1	2	3	4	5	6	7	8	9	10
8/10	8/15	8/17	8/22	8/24	8/29	8/31	9/5	9/7	9/12

September-October

Class	Class	Class	Class	Class	Class	Class	Class	Class	Class
11	12	13	14	15	16	17	18	19	20
9/14	9/19	9/21	9/26	9/28	10/3	10/5	10/10	10/12	10/17

October-November-December

Class	Class	Class	Class	Class	Class	Class	Class	Class	Class
21	22	23	24	25	26	27	28	29	30
10/19	10/24	10/26	10/31	11/2	11/7	11/9	11/14	11/16	11/28

Class	Class	Class
31	32	33
11/30	12/5	12/7

SPRING, 2018

January-February

Class	Class	Class	Class	Class	Class	Class	Class	Class	Class
1	2	3	4	5	6	7	8	9	10
1/9	1/11	1/16	1/18	1/23	1/25	1/30	2/1	2/6	2/8

February-March

Class	Class	Class	Class	Class	Class	Class	Class	Class	Class
11	12	13	14	15	16	17	18	19	20
2/13	2/15	2/20	2/22	2/27	3/1	3/6	3/8	3/13	3/15

March-April-May

Class	Class	Class	Class	Class	Class	Class	Class	Class	Class
21	22	23	24	25	26	27	28	29	30
3/20	3/22	4/3	4/5	4/10	4/12	4/17	4/19	4/24	4/26

Class	Class	Class	Class	Class	Class
31	32	33	34	35	36
5/1	5/3	5/8	5/10	5/15	5/17

TELEPHONE EXTENSION LIST
MAIN TELEPHONE NUMBERS

(916) 786-0793

Staff	Title	Extension
Cordell, Mr.	Teacher	Art Room
Ferguson, Ms.	Teacher	1418
Frodahl, Ms.	Teacher	1427
Fry, Mr.	Teacher	1422
Fuller, Mr.	Teacher	Science Rm
Guerrero, Mr.	Teacher	1410
Hill, Mr.	Teacher	1419
Kringel, Ms.	Teacher	1426
Marazzo, Ms.	Teacher	1416
Moorehead, Mr.	Teacher	1414
Raines, Ms.	Teacher	1417
Rider, Ms.	Teacher	Art room
Sanner, Ms.	Teacher	1420
Schauberger, Mr.	Teacher	1423
Office Staff	Fax:	786-3389
Latteri, Debra	Principal	786-0793
Landis, Deborah	Counselor	1305
Moran, Terri	Admin Secretary 1	786-0793
Powell, Esther	Attendance/Books	1304
Williams, Gail	Registrar/Student Data Manager	1302

Independence High School

Attendance Policy

Most students are enrolled in at least two courses at a time with the expectation to complete between 35 and 40 credits each semester. A student may expect to receive a weekly assignment equivalent to 30 hours of work per week, but never fewer than 20 hours per week, for the subjects he/she is taking at the time. A student earns positive attendance by successfully completing assigned work each week. Partial attendance for a week would indicate a student successfully completed only a portion of the work for that week. No attendance for a week would indicate that for that week, no work was completed. As a result, a student's attendance is a clear indicator as to how well a student is completing assigned work and how well a student is progressing (earning credits) toward graduation. If a student fails to complete assigned work in a given week, that student can be considered to be **truant** from school. Students may, in some cases, have the opportunity to make up incomplete work; however, if a student fails to complete assigned work for three consecutive weeks, that student's continued enrollment at IHS will be reviewed. Teachers will notify parents when work is not being completed and/or appointments are missed. If a student's attendance does not improve or he/she misses three consecutive weeks, the parents may be contacted by the counselor or principal to meet and discuss if independent study is the appropriate placement for the student.

We encourage all students on independent study to return to a regular classroom program at the earliest appropriate time. It is, therefore, absolutely essential that we have the full cooperation of the student who is enrolled in independent study. Students are expected to keep all appointments, bring their completed assignments with them to the appointments, complete the assignments on their own time between appointments, and take all required state tests. Appointments are not to be changed. The only legitimate reason for missing an appointment, **not** an entire week, is illness.

A student who does not participate in all the State mandated tests may not be allowed to re-enroll at Independence High School.

We encourage the parents to be as involved as possible. Except for very unusual circumstances, we insist that the parent come to school with the student before the student can be enrolled in the school. Parents should never hesitate to telephone their student's teacher, counselor, or the principal if they wish additional assistance.

QUESTIONS MOST OFTEN ASKED BY STUDENTS:

What kind of school is Independence High School?

Independence High School is a school that is fully accredited by the Western Association of Schools and Colleges. With the exception of a few courses, this school uses independent study as its instructional mode of delivery.

What is Independent Study?

Independent study provides an educational program in which students master the key targets of a course through either onground or online individualized instruction and assessment. The teacher assigns the student work that is to be completed by the student in a setting of his/her choice in the amount of time agreed upon with the teacher. For the primary work, students on independent study do not attend regular classes. The completed work is evaluated and graded by the teacher before additional work is assigned. There can be no credit granted, regardless of the amount of work turned in by the student, until the **teacher determines that the student has achieved mastery of the course content.**

Who is eligible to enroll in Independence High School?

This school is intended for those students who prefer individualized instruction, have special circumstances that make regular attendance unreasonable, or have difficulty achieving in the regular school. Students in 9th–12th grades can be enrolled in this program with the consent of their parent and the agreement of the administrators of both the school of origin and IHS.

How long is an independent study contract valid?

The contract will terminate at the end of the school year, unless your student returns at the semester to the comprehensive school or your student leaves the District.

What completes the enrollment process?

Complete the following:

- **Registration papers (on rjuhsd.us Homelink) Please confirm all information under Student Data Confirmation.**
- **Registration meeting with counselor (30 minutes)**
- **Orientation class (3 hours minimum)**
- **Grade level study skills assignment on Blackboard (10-13 hours)**

What subjects are offered in independent study?

All of the courses required for graduation are part of the Independence High School curriculum.

How many classes/subjects will a student take?

Work will be assigned in two or three different subjects at a time up to a maximum of 45 credits per semester. Students are expected to complete between 35 and 40 credits each semester.

How often are the appointments?

For onground students, they are at least once per week. Normally, these appointments will be at the same time (as explained during the registration process) and place each week. For onground classes, students must test in our computer lab. If you wish to take advantage of some specialized classes, you will need to attend more than once per week.

How much work will be given to the student?

Normally the equivalent to the same amount of work as a student in the comprehensive school is assigned for each class. Some students may be able to do this work quickly; while some may need to spend more time than others.

How will I be able to do the work on my own?

When you come in to meet with your teacher, the teacher will explain anything that you do not understand. You will be given books and materials that have easy-to-follow instructions. If you become confused between appointments, you can either email or telephone the teacher for further clarification. If extra help is needed we urge you to come in to receive the needed help. The teachers can provide help and encouragement, but you, the student, must supply the self-discipline and motivation to actually do the work on your **OWN** time.

What if I can't make an onground appointment?

Students are expected to keep all appointments except in cases of illness or emergencies. If an emergency or illness does occur, it is the responsibility of the student to telephone the teacher directly before the appointment time. The student must also provide a written excuse to the teacher. Even if the student cannot make the appointment, it is still his/her responsibility to get the completed work to the teacher. Please do not attempt to leave messages or assignments in the main office. Arrangements must always be made with the teacher.

Is there a legitimate reason to miss an appointment?

Illness is the only legitimate reason normally accepted. To be re-scheduled, students must call the teacher before the appointment and bring a note from his/her parent. If illness becomes a frequent excuse, the teacher may ask for a doctor's excuse.

May I change my appointment time?

Students are obligated to be present at the scheduled time that is decided upon at the registration appointment. Since every hour of a teacher's time has a student assigned, teachers do not have the flexibility to rearrange schedules. A student knows his/her appointment times for each week; therefore all doctor or dental appointments as well as any personal business needs to be scheduled around these times and are not valid reasons for missing an appointment.

What do I do on days other than my independent study appointment *day*?

We strongly recommend that Independence High School students participate in an ROP program, do their assigned schoolwork (expect to work 3 to 5 hours everyday), come to our building for assistance, or go to work, if they have a job. ***Otherwise students are to stay home and away from any other school campus and avoid wandering about town during school hours.***

What about my grades?

Most grades are A – C. These grades are determined by homework, test grades and other assignments, just like in any other class or school. Work not meeting these grade standards will be reassigned.

Can I graduate through Independence High School?

Yes, if you successfully complete all of the graduation requirements of the Roseville Joint Union High School District and the State of California.

If I return to the regular classroom program, do my independent study credits count?

Yes! All credits earned at Independence High School go on your permanent transcript.

What if I am too far behind to graduate?

We have programs designed to help students pass the California High School Proficiency Exam (CHSPE), and the GED tests.

How will I know exactly how well I am doing?

When you return for the next appointment, you are to bring your completed assignments to the meeting. The teacher will evaluate all of the work. Unit tests may also be given in each subject so that you will always have current information as to how well you are doing in each subject.

How do parents know how well their student is doing on independent study?

Parents may call the student's teacher, at the time of his/her appointment, the counselor, or the principal to get current information about their student. Also each student will bring home a written "assignment sheet" each week that states exactly what pages, assignments, etc. are to be completed before the next meeting. Parents can take an active part in the student's education by monitoring these weekly assignments, being sure the student completes his/her work, assisting where possible, and making sure the student seeks help if he/she is unable to complete assignments. If a student does not have his/her current written assignment sheet from the teacher, it is likely that the student did not keep the appointment. Progress reports will be emailed to the parents/guardians every attendance period which occurs every four weeks.

Checking out books and losing books:

Once you have your assigned classes and are issued books, you must bring the books with you every time you come to class. There will be no books available to borrow once on campus, so please remember to bring your textbooks with you when you come to school. When you have completed the course and are finished with the class, please return your books as soon as possible to avoid being fined for the book.

Students who lose books will be required to pay for the book before they can receive another. **DO NOT** turn in books other than at the main office as you are responsible for the materials checked out to you, **NOT YOUR TEACHER.**

How do I get a work permit?

Applications for work permits are available from **Mrs. Moran** in the main office and may be picked up from her during office hours Monday through Friday. The work permit will be available the following school day. The **student** must pick it up **in person** as it requires the student's signature.

When you enroll at IHS, you will need to get a work permit issued from IHS. A work permit issued at another school is invalid.

What if I am removed from independent study?

Students who are administratively removed from Independence High School will be placed in an alternative program as determined by the principal or returned to their home school.

What are the responsibilities of a student at IHS?

General Rules

- Students are expected to abide by the conditions of their agreements and to treat all persons encountered at Independence High School (students, staff, parents, etc.) with dignity and respect. Disruptive behavior will not be tolerated. All students in the building at any given time will have a specific purpose for their presence. No killing time/loitering allowed. Independence High School is a "closed" campus. **No student visitors are allowed.**
- All schools and property of the RJUHSD are Tobacco-Free Environments (ab 816) where the use of tobacco products is prohibited by Board Policy 4030. This includes the parking lots! Use or possession of tobacco products may result in suspension. Penal Code 308 requires that a student be cited for any tobacco violation. To address these violations, SR 5114.2 provides the list of consequences to follow beginning with a warning.
- If you have children, you must make arrangements for child care away from the school during your appointment time. Sorry but there are no exceptions as it is mainly for your child's safety.

Dress Code

- Clean, neat clothing, free from vulgar or profane language.
- Clothing must not depict any object of substance that a student may not legally possess at school.
- Clothing must not have messages that are sexually suggestive or promote violence.
- No pajamas or sleep wear.
- Shoes are required at all times
- The length of dresses and shorts shall be within the bounds of decency and good taste. No “short” shorts or skirts.
- No bare midriffs
- No revealing tops are permitted, including: strapless, backless tops, see-through clothing, muscle shirts, tank tops (with large armholes), tube tops, or any low-cut tops.
- No ragged or torn garments.
- No wallet chains, spiked wristbands, or other possibly dangerous clothing or accessories.
- Sagging is not permitted. Underwear may not be exposed.
- No gang style clothing as defined by the current RJUSHD and Roseville Police Department gang profile.
- Personal appearance must be school-appropriate (Remember, school is a business setting).

Appropriateness will be determined by the school staff using the most common societal acceptable standards. The dress code is an evolving document. Changes may be made at any time during the school year. All revisions of the dress code will be posted on the school website.

Electronics

You are asked to turn off any electronic signaling device including, but not limited to, pagers, iPods, and cellular phones... while meeting with your teacher. “The Board strongly believes that cell phones and other electronic signaling devices should not disrupt the educational process at any school.” (BP5114) Communication devices may be used by students before class or after class out in the hall or in front of the school. As a courtesy to staff and students, electronic devices may not ring, or be used during instructional time (this includes text messaging). Our goal is to provide the best learning environment we can for ALL of our students. If a student is noisy or disruptive with his/her cell phone outside of class, the student will be asked to step outside.

In accordance with California State Education Code § 48901.5, if a licensed physician/surgeon has determined that a cell phone or pager is essential for the health of the pupil, then with prior consent of the principal, the pupil may have limited use of it for purposes related to his/her health. ... Violations may result in disciplinary action up to suspension or expulsion.

E-Cigarettes

E-cigarettes and/or paraphernalia are not allowed on Independence High School's campus in any form. Discipline by the Administration and parent notification will be the result.

Student Body Cards—

- Student body cards are usually available from your teacher within the first two weeks after enrollment. Lost cards will be replaced by the attendance clerk for \$5.00. A card must have a valid sticker on it at all times. Student body cards are required for all school activities at any campus.

Parking Passes-

You will be issued a parking pass when you enroll at IHS. This pass is to be visible on or near the rearview mirror of your car. This entitles you to park in the IHS parking lot while you are attending classes at IHS. You are not, however, allowed to park in the Roseville High School parking lot across the street from IHS. That lot is for the exclusive use of RHS students.

AFF RULE 6158.1

SUBJECT: DISTRICT CONTRACT INDEPENDENT STUDY
ORIGINATING OFFICE: ASSISTANT SUPERINTENDENT, INSTRUCTION
EFFECTIVE: JANUARY 12, 1988
REVISED: April 12, 1988
August 8, 1995
June 11, 1996

PHILOSOPHY AND GOALS OF ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT-WIDE CONTRACT INDEPENDENT STUDY PROGRAM

PHILOSOPHY:

The philosophy of the Roseville Joint Union High School District-Wide Contract Independent Study Program is to provide a positive environment, where all students are encouraged to gain knowledge through contract learning in a way best suited to each student's learning style.

GOALS:

The Contract Independent Study Program goal is to present the community with an alternative opportunity that is flexible enough to include students who otherwise might not have been included in the educational process within the community. The independent study program represents an alternative way to obtain a high school diploma.

One aim of independent study is to retrieve the potential high school drop-out and decrease the rate of truancy within the school district. By reaching out to the lifelong learner (adults), independent study provides an additional educational service. Independent study provides one more opportunity for students to complete a diploma program consistent with the district's course of study.

As a staff, our mission is to develop the intellectual, creative, cultural, vocational, physical, emotional, and social capabilities of students as lifelong learners. Our primary commitments are to develop each individual young person and to build constructive relationships with students by providing a positive learning environment and by modeling those qualities we wish to develop in our students. Because we recognize that a qualified, caring, and enthusiastic staff is the key to providing quality education, we are dedicated to the development of the professional skills and the full human potential of each staff member.

No student shall be required to participate in independent study. Each student engaged in independent study has the right, continuously, to enter or return to the regular classroom. The Adult School must also offer a classroom alternative for persons wishing a high school diploma. [Education Code 51747]

No individual with exceptional needs, as defined in Education Code 56026, may participate in independent study unless his/her individualized education program specifically provides for such participation or in cases where student/parent have previously declined special services. [Education Code 51745]

No more than 10% of the students enrolled in Continuation or Opportunity education may be on independent study at any given time. [Education Code 51745]

No temporarily disabled student may receive individual instruction pursuant to Education Code 48206.3 by means of independent study. [Education Code 51745] However if the temporarily disabled parent or guardian and the district agree, the pupil may receive instruction through independent study instead of receiving the home and hospital instruction provided pursuant to Education Code Section 48206.3.

Independent study may be offered to students 19 or 20 years of age only if they have been continuously enrolled in school since their 18th birthday. Students 21 or older or students who do not fit into the above category must enroll in an Adult Education school. [Education Code 46300.1]

Students engaging in independent study must be residents of the county or an adjacent county. [Education Code 46300.2]

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. [Education Code 51747.5]

The district shall not provide to students engaged in independent study, or to their parents or guardians, funds or anything of value that are not provided for students engaged in regular classroom-based instruction. [Education Code Section 51747.3]

INDEPENDENT STUDY PROGRAM OPERATIONAL PROCEDURES:

NUMBER OF WORK HOURS FOR STAFF EMPLOYEES

Independent Study Program teachers will receive preparation time as follows: for each 5 hour assignment per week the teacher will have 1 hour of preparation time.

CREDITS:

- a. Credit toward graduation shall be earned under the same conditions as in regular programs.
- b. Independent Study credits during the school year are based on the ratio of one semester credit for each 15 hours of school work completed for 9–12 students.
- c. Adult School independent study credits are based on the ratio of one semester credit for each 12 hours of school work completed.

STUDENT TRANSFERS:

Students wishing to return to the comprehensive high school from the independent study school must prepare an Intra-district transfer request and submit it to the Independence High School administrator for approval before submitting the request to the comprehensive school.

INDEPENDENT STUDY CONTRACT PROVISIONS:

WRITTEN AGREEMENTS AND ASSIGNMENTS

A written independent study agreement shall be executed for each participating student. The independent study agreement will include, but not be limited to, the following provisions: [Education Code 51747 and Code of Regulations, Title 5, Section 11702 require that the information listed below be included in independent study agreements]

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be available to the student.
4. A copy of the district's independent study policy, describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue on independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one year.
6. A statement of the number of course credits to be earned by the student upon completion.
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, the agreement shall also include a statement that instruction may be provided through independent study only if the student is offered an alternative of classroom instruction. [AB 1248 (ch.759, Statutes of 1992)]
9. Before the beginning of independent study, each written agreement shall be signed by the student, the parent/guardian of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

RECORD KEEPING:

Record keeping shall be the responsibility of the school and shall include but not be limited to: [Code of Regulations, Title 5, 11703]

1. A copy of the district policy, administrative/staff rules, and procedures related to independent study
2. A file of all agreements, with one representative sample of each student's completed and evaluated assignments.
3. A list of students participating in independent study, showing the number of credits attempted and the number of credits awarded.
4. An attendance registrar separate from other attendance records.

SUPPORTIVE STRATEGIES:

When an independent study student fails to attend a scheduled conference or to submit an assignment on time, one or more of the following shall result:

1. A telephone call to the student and/or parent/guardian, as appropriate.
2. The student will be assigned by the teacher to the Student Responsibility Class to make up work not completed on time.
3. A letter to the student and/or parent/guardian, as appropriate.
4. A special meeting between the student and the teacher and/or counselor.
5. A meeting between the student/ counselor and the administrator, including the parent/guardian if appropriate.
6. An increase in the amount of time the student works under direct supervision.

SUBJECT: PREVENTION OF BULLYING

ORIGINATING OFFICE: ASSISTANT SUPERINTENDENT, PERSONNEL SERVICES

EFFECTIVE: MARCH 22, 2011

REVISED:
Bullying Prevention

The Roseville Joint Union High School District believes that all students have a right to a safe and healthy school environment. The District, schools and community have an obligation to promote mutual respect, tolerance and acceptance.

The Roseville Joint Union High School District will not tolerate behavior related to school activity or attendance that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact such as hitting or shoving, verbal assaults such as teasing or name-calling, social isolation or manipulation, and cyber bullying. Students who engage in bullying related to school activity or attendance are in violation of this policy and are subject to corrective and/or disciplinary action up to and including expulsion.

The Roseville Joint Union High School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Students may request that their names be kept in confidence to the extent allowed by law. Staff are expected to intervene immediately when they see a bullying incident occur. Each complaint of bullying should be investigated promptly and resolved in accordance with site-level procedures.

To prevent bullying on school campuses, the Roseville Joint Union High School District may provide staff development training that addresses bullying prevention, early warning signs of harassing/intimidating behaviors, and effective prevention and intervention strategies. The District will also endeavor to cultivate acceptance and understanding in all students and staff so as to build each school's capacity to maintain a safe and healthy learning environment.

Cyber Bullying

Cyber bullying includes, but is not limited to, the posting of harassing messages on the Internet, social networking sites or other digital technologies which may include social cruelty, direct threats or other language or expression unprotected by law. Cyber bullying may also include breaking into another person's Internet account and assuming that person's identity in order to damage that person's reputation or friendships.

When a student is suspected of, or reported to be, using electronic or digital communications to engage in cyber bullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the relationship with, and the impact or potential impact on, school activity or school attendance. Students should be encouraged to save and print any messages sent to them that they feel constitute cyber bullying and to notify a teacher, principal or other employee so the matter may be investigated. Students who engage in cyber bullying related to school activity or attendance are in violation of this policy and are subject to corrective and/or disciplinary action up to and including expulsion.

Cyber bullying, regardless of the location and equipment used to perpetuate it, may be subject to discipline in accordance with the law, district policies and regulations. If a student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent or designee may also file a complaint with the Internet site or service to have the material removed.

Students may be disciplined for conduct related to school activity or attendance that occurs at any time including, but not limited to, while on school grounds, while going to or coming from school or school activities, while at school activities whether on or off campus, during lunch period and while on district transportation.

SUBJECT: LEARNING ENVIRONMENT DISRUPTIONS
ORIGINATING OFFICE: ASSISTANT SUPERINTENDENT, PERSONNEL SERVICES
EFFECTIVE: MARCH 22, 2011
REVISED:

The Board of Trustees is committed to a learning environment that fosters mutual respect among district staff, parents and students. Communication between parents and staff is encouraged to enhance each student's opportunity to achieve at the highest possible level. The Board of Trustees also encourages parent involvement in school-related organizations such as site councils, parent organizations and site foundations that assist the District in maximizing opportunities for teaching and learning at each school site.

Parents may contact district employees at the school site by e-mail, telephone or by appointment. The Board of Trustees encourages positive communication and discourages volatile, hostile or aggressive actions that could have a negative impact on the learning environment for both teachers and students.

The District seeks to maintain a safe and harassment-free environment for students and staff, free of disruption and threat of harm and/or disruption. The District may also take steps to prevent and address such disruption, including preventing unauthorized persons from entering school/district grounds or removing disruptive persons.

The following regulations have been developed for dealing with individuals who disrupt/damage the educational environment through volatile, hostile, aggressive or otherwise threatening actions:

Disruptions

1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language which could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on school district property will be directed to leave school or school district property promptly by the Superintendent or designee.
2. If any member of the public uses an obscenity or speaks in a threatening, demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the district employee will verbally notify the abusing party that the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on district premises, the offending person will be directed to leave promptly.
3. If violence is directed against an employee, or threatened against property, the employee shall promptly report the incident to the principal or supervisor and complete a written report. Employees and supervisors should notify law enforcement officials and report any attack, assault or threat made against them on school/district premises or at school/district-sponsored activities.
4. When an individual is directed to leave under such Paragraph 1 or 2 circumstances, the Superintendent or designee shall inform the person that he/she will be guilty of a misdemeanor in accordance with statutes including, but not limited to, California Education Code §§44810, 44811 and Penal Code §§415.5, 626.7 et seq., and 627 et seq., if he/she reenters any district facility within seven (7) days after being directed to leave which may be renewed at the discretion of the school principal or designee.

If an individual refuses to leave upon request or returns before the applicable period of time, the school principal or designee may notify law enforcement officials. An Incident Report should be completed for the situation as set forth in Paragraphs 1 and 2.

Appeal Procedure

Any person who is asked to leave a public school building or grounds may appeal to the Superintendent or designee. The Superintendent or designee shall render his/her decision within 24 hours after the appeal is made.

The decision of the Superintendent or designee may be appealed to the Board of Trustees. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next regularly scheduled public meeting. The Board's decision shall be final.

Notification Procedure

The Superintendent or designee will be responsible for making both parents and staff aware of district policy that promotes mutual respect, including provisions for dealing with disruptions.

If it is determined that a member of the public is in violation of the provisions of this policy, the individual should be counseled on the applicable Education Code and board policy provisions at the time of the incident, and the employee involved in the incident must notify his/her supervisor and provide a written report of the incident.



ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT

Unlawful Harassment of Students

The Roseville Joint Union High School District is committed to providing an educational environment free of unlawful or offensive harassment. The District prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. The District's anti-harassment policy applies to all persons involved in the District's educational environment and prohibits unlawful harassment by any student or any employee of the District, including administrators, supervisors, certificated employees, and classified employees. Violation of this policy by an employee may result in discipline, up to and including discharge, depending on the seriousness of the violation. Violation of this policy by another student may result in discipline, up to and including suspension or expulsion, depending on the nature and seriousness of the violation.

Unlawful harassment because of actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics or any other protected status includes, but is not limited to:

- Verbal conduct such as derogatory comments, slurs, or unwanted sexual advances, invitations, comments, or epithets;
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, blocking of normal movement, or interfering with the academic performance or progress of a student because of the student's sex or race or any other protected basis;
- Retaliation for having reported, or threatened to report, harassment.

Sexual harassment is defined in the Education Code as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis for academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

If a student thinks he or she is being harassed because of his or her sex, race, ancestry, or any other protected status, the student should immediately notify the principal or assistant principal. Complaints may also be filed with Mr. Stephen Williams, Assistant Superintendent, Personnel Services at (916) 782-8663.

To file a complaint, the student should provide details of the incident(s), the names of the individuals involved, and the names of any witnesses. The complaint should be, but is not required to be, in writing. The complaint should be filed as soon as possible, but at least within six months of the date of the alleged harassment or within six months of the date the student first became aware of the alleged harassment.

The District will immediately undertake an effective, thorough, and objective investigation of the harassment allegations. The investigation will be conducted in a manner that protects the confidentiality of the parties and the facts. This investigation will be completed and a determination regarding the alleged harassment will be made and communicated to the student within sixty days after the District receives the complaint.

If the District determines that unlawful harassment has occurred, it will take effective remedial action commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment. The District will not retaliate against the student for filing a complaint and will not knowingly permit retaliation by any District employee or another student.

The District encourages all students to report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly. A complaint may be filed directly with the State Superintendent of Public Instruction in a variety of circumstances. More information on this complaint process may be obtained from Mr. Stephen Williams, Assistant Superintendent, Personnel Services, 1750 Cirby Way, Roseville, California, 95661, (916) 782-8663, or the Superintendent, Mr. Ron Severson, 1750 Cirby Way, Roseville, California, 95661, (916) 782-8882.

Students should be aware that the U.S. Office of Civil Rights also investigates complaints of harassment on the basis of sex, race, color, national origin, or other protected status in educational programs that receive federal financial assistance. If any student thinks he or she has been harassed or retaliated against for resisting or complaining about harassment, the student may file a complaint with the Office. Information on beginning this complaint process may be obtained from Mr. Stephen Williams, Assistant Superintendent, Personnel Services at (916) 782-8663 or by calling the U.S. Office of Civil Rights directly.