



# **Student Handbook 2019-20**

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## **I. BASIC INFORMATION**

### **Mission**

The mission of Bayhill High School is to educate students with learning differences, focusing on their individual learning needs, with the goal of maximizing their inherent abilities and their potential to achieve success. Bayhill High School has an individualized curriculum that addresses each student's learning differences and needs and provides enrichment in their areas of strength and interest.

### **History**

Bayhill was founded in February of 2006 by a group of educators and parents concerned about the need for a comprehensive high school in the East Bay for students with learning differences. Bayhill's founding was a response to the closing of the high school program at Raskob Day School, one of the oldest programs for individuals with learning differences in the United States. Upon the closure of Raskob High School in June of 2007, Bayhill provided continuity for students and faculty, using research-based interventions similar to those developed by educational leaders at Raskob. Bayhill opened its doors to students in grades in September 2007. The full high school grade range would be served in the 2008-09 school year with the first graduation class celebrating their completion of high school in June 2009.

### **Practices**

Bayhill High School believes that students can reach their potential through the following practices:

- A school community that welcomes students from diverse cultural and economic backgrounds.
- A rigorous curriculum that will prepare students who aspire to attend a two- or four-year college or university to be well-prepared for higher education. Personalized transition counseling to assist students to reach their goals in higher education and/or the workplace.
- Remediation of academic skills using multi-sensory, explicit teaching approaches and a focus on life skills that will ensure success in school, work and independent living.
- A continuous emphasis on the development of strategies for acquiring knowledge, problem solving, and studying.
- Enjoyment of the arts and opportunities to develop creative and artistic potential.
- The use of assistive technology as a tool for understanding and expression.
- Activities that promote the development of physical fitness, motor skills, and health.
- Opportunities to contribute to the community through leadership and service.
- Highly-trained teachers who continuously pursue professional development and model a love of learning.
- A caring community that nurtures satisfying relationships between students, with faculty, and that includes family members. The school culture emphasizes ethical behavior and moral principles, cooperation in work and play, and pride in accomplishments.
- Ongoing open communication and transparent, inclusive governance and decision-making.
- Continuous organizational improvement.
- Financial stability.

## **Student Learning Outcomes**

### **1. Successful lifelong learners who:**

- Develop strategies to maximize their academic skills
- Use technology to support and augment their learning and organization skills
- Are critical thinkers that apply academic skills to problem solve
- Progress in their ability to express themselves verbally, in writing, and through creative projects

### **2. Effective Communicators who:**

- Can self-advocate by identifying and articulating their personal learning style, strengths and needs
- Can identify and request needed accommodations
- Use language appropriately in social, academic and professional situations
- Show respect for themselves, others and the community

### **3. Positive and engaged students who:**

- Are actively involved in the learning process and school community
- Demonstrate resilience by persevering through academic and personal challenges
- Take responsibility for their personal health through self-awareness and physical activity
- Develop and maintain positive relationships

### **4. Adolescents who are prepared to transition to adulthood by:**

- Developing appropriate goals for continued education, career exploration and independent living
- Identifying the connection between personal interests and career possibilities

## **Academic Program**

At Bayhill High School students are divided into classes of about 10 students in size. Bayhill classes include intensive academic support with an emphasis on skills development, self-reliance, self-advocacy and independence. Overall, the program, regardless of strand, is designed to permit students to meet Common Core Standards, California Content Standards, and Frameworks to lead to a high school diploma. Furthermore, students have the opportunity to take courses that satisfy the “a-g requirements” (necessary for admittance into the University of California and State University systems). Bayhill students will be able to choose and benefit from two fully developed options:

- The Basic Academic Strand: a rigorous curriculum that will prepare students who aspire to attend a two- or four-year college or university to be ready for higher education. Students receive personalized college counseling to reach their goals in higher education.
- The Skills Support Strand: a more supportive academic program that ensures that more delayed students achieve their academic and vocational goals. Students receive additional instruction in social skills, organization and study skills, reading comprehension and math as needed.

Regardless of the strand, practical approaches to learning study skills, organization, time management and self-advocacy are stressed. Since good socialization skills parallel survival skills, ways to establish and maintain relationships are an important part of the curriculum. High school students need specific course credits in order to graduate. Students also have the option of completing the University of California's "a-g" requirements. In addition, all high school students are required to complete a 60 hour community service internship prior to graduating.

Throughout the day, students may study the following courses:

English	Four years (literature and composition in each course)
Social Studies	World History; US history; Economics and American Government; Cultural Geography
Mathematics	Algebra 1; Algebra 1a/ 1b; Geometry; Algebra II; Pre-Calculus; General Mathematics; Consumer Math
Science	Environmental; Biology; Chemistry; Physics
Foreign Languages	Spanish I & II; American Sign Language I & II
Visual and Performing Arts	Art Fundamentals; Advanced Arts such as Drawing & Painting, Sculpture, Photography; Dance; Filmmaking
Physical Education	Courses within the school day and specialized after school classes for credit; Health
Electives and Digital Media	Psychology; Technology; Creative Writing; Photography
Specialized Courses	Study Strategies; Life Skills; Reading, Writing Support; 21 <sup>st</sup> Century Learning

### **Vocational Program**

The vocational program is designed for all students, those who are college-bound and those who are not. The intent of this program is to enable students to learn the social skills needed in all jobs and assist them in developing educational and professional goals that complement their strengths and interests. To that end, Bayhill establishes relationships with local businesses with the goal of having all students experience employment by the time they graduate from high school. Bayhill primarily utilizes the program "Bridges, From School to Work" to gain employment for students during their junior or senior year. The vocational program incorporates career awareness instruction in which students' vocational interests are assessed and the education and skills required for various jobs are explored. A minimum of 60 internship hours are required.

### **Graduation Requirements**

Bayhill High School's graduation requirements are:

- English – four years (literature and composition in each course)
- Social Studies- World History, Culture, and Geography; U.S. and History; Economics, American Government
- Mathematics – three years (must include Algebra I or the equivalent of the first year of algebra)
- Science – two years (two of the following– Environmental, Biology , Chemistry, Physics)
- Visual and Performing Arts – one year
- Physical Education – two years

- Vocational Education and Community Service – one semester
- Elective Class – one year (college preparatory elective or any class chosen by the student)
- Study Strategies/Technology – one year (required for students entering 9<sup>th</sup> grade)

### **“A-G Requirements”**

These are necessary for admittance into the University of California and State University systems:

- A - History/Social Science (two years required - one year of World History, Culture, and Geography and one year of U.S. History or one-half year of U.S. History and one-half year of American Government)
- B - English (four years required – includes regular writing and reading of classic and modern literature)
- C - Mathematics (three years required – one year of Algebra I {beginning algebra content may be covered in two years but only counts as one year}, one year of Geometry, one year of Algebra II)
- D - Laboratory Science (two years required in at least two of the following areas - Biology, Chemistry, and Physics; Algebra I is a prerequisite or co-requisite)
- E - Language Other Than English (two years of the same language)
- F - Visual and Performing Arts (one year including dance, drama/theater, music, or visual art)
- G - College Preparatory Elective (one year required - advanced Visual and Performing Arts or additional classes in academic disciplines)

### **Accreditation**

Bayhill High School is certified as a Nonpublic School by the California Department of Education. Bayhill works with a number of local school districts to provide educational services to their students. Bayhill is fully accredited by the Schools Commission of the Western Association of Schools and Colleges (WASC).

### **Staff List**

#### **Administration**

Shelley Lobell	Executive Director
Donna Austin	Assistant Director/Director of Admissions
Greg Trevigne	Dean of Students
Lydia Stacey	Business Manager
Kimberly Chao	Administrative Assistant

#### **High School Faculty**

Sofia Bell	Onsite Support/Substitute
Jason Bystrom	Digital Media Instructor/ Technology Instructor
Osiah Carbonneau	Social Studies Teacher

David Dawson	Art Instructor
Aubrey Ferreira	On-Site Support
Randall Harding	Physical Education Instructor
Jason Hoopes	Music Instructor/Support Teacher
Ken Kreider	Math Teacher
Ruthe Ann Garner	Student Teacher/Support
Laura O'Brien	English/Social Studies Teacher, Case Mgmt
Erin O'Donnell	American Sign Language Teacher
April Rasmussen	English/Government
Mele Satini	Science/Math Teacher
Holly Storey	Math and Science Teacher, Case Mgmt
Jackie Whitwill	English Lead/Social Studies Teacher

### **Support Services**

Vanessa Brown, Transition Coordinator  
Rebecca Field, College Advisor

### **Related Services**

Kathy M. Davis	LFMT
Alejandro Carranza	Speech Therapist
Peter Rose	Psychotherapist
Sara Lunson-Holtzman	Reading/ Support Instructor/ET

### **Board of Trustees**

Sylvia Ehrental, Trustee,  
Kenneth Dreyfuss, Trustee, Chair  
Sharon Jobson, Trustee  
Dennis Jones, Trustee  
Susan Jordan, Trustee  
Marianne Mitosinka, Trustee, Vice-Chair  
Paula Page, Trustee  
Michael Perna, Trustee  
Richard Segol, Trustee  
Kay Wallis, Trustee  
April Rasmussen, (Faculty Rep), Trustee  
Shelley Lobell, Executive Director

## Drop-off/Pick-up

We are committed to our students' safety at all times. Unstructured times before and after school are closely monitored by staff to assure students' emotional and physical safety. We do not have the staff to monitor your student beyond the times listed.

- Students may arrive at Bayhill no earlier than 8:00 am and must be picked up by 3:30pm if they are not signed up for afterschool program.
- Students should be dropped off and picked up on Virginia St., in front of the school. Please be considerate of traffic by dropping off students quickly.
- All students must enter through the front of the school, and sign in with the receptionist in the school office.
- Students must be picked up or leave school promptly after formal supervision ends. It is our desire to avoid complaints from our neighbors by limiting noise and litter outside the school.
- All students must be signed out by an approved parent/guardian/pick-up designee if they are leaving at any other time than their official school or enrichment activity plan. Failure to sign your student out of school will result in a phone call home to verify your student's whereabouts.
- After-school enrichment activities may not be used on a part-time or drop-in basis. If you have an emergency need for supervision, please contact Bayhill immediately to put a supervision plan in place.

## Transportation

Families may choose to arrange to carpool with other Bayhill families in order to increase the ease of what is often a long commute. Bayhill does not assist in the formation of carpools except to provide all families with a roster that they may use to contact families in their area. We encourage carpooling families to work towards ensuring that students arrive to school on time and be proactive in resolving conflicts.

Students have many options for using public transportation to travel to school. Suggestions for routes may be found on our website or by asking in the office.

Bayhill does not provide parking for students who are licensed to drive and drive themselves to school. Students may park on the streets near the school. They should abide by all parking and driving regulations. Please let us know if you're having difficulties with transportation or parking and we'll attempt to help troubleshoot.

## Absences/Illness

If your child will be absent or unavoidably late, please call the school before 8:25 a.m. When a student returns from an absence, he/she needs to bring a note from home explaining the absence. The note should include:

- Full name and grade of the student
- Date of the absence
- Reason for the absence
- Signature of the parent.

Parents may excuse their child for up to five school days per semester. A doctor's note will be required if a student exceeds five school days per semester. Please notify us immediately if an ailment is contagious, as we are required to notify other parents.

It is detrimental to the educational program of your child if he or she is absent from school. Scattered attendance produces scattered performance. The academic progress of your child is dependent upon the continuity of regular routine. You can help us in this regard. Please try to make dentist, orthodontist, and doctor appointments after school hours. Bayhill High School strongly encourages family-centered activities, including family trips, but NOT during school time. Our teachers prepare their lessons for a set number of school days, and students who miss school are being deprived of valuable instruction. Our staff is prepared to help students who miss school because of illness or absences that cannot be prevented. Bayhill's educational program is intended to be delivered directly to students through face-to-face interaction between the student and teacher. Independent study or work packets are inadequate to replace classroom instruction. If a student misses a significant amount of school, an incomplete may be given, summer school may be required, or the student may need to retake the class. Credit is awarded for a complete semester of coursework. If a student withdraws or is asked to leave for any reason, he/she will lose credit for work completed prior to the close of the given semester.

In addition, for students whose schooling is funded by school districts, any absence that is not illness-related means a loss of tuition for Bayhill. If it's absolutely unavoidable for a student to miss school when not ill, please let us know at least a week in advance and teachers will put together a packet of work for independent study.

Any student who becomes ill during the day should report to the secretary in the front office. If the student needs to go home, the secretary will call the parent/guardian to pick up the student or give the student permission to leave school. A student will not be permitted to leave campus unless the parents/guardians can be contacted.

Truancy or "cutting" is defined as an absence from class for any part of the school day without the knowledge and consent of parents, guardians, and school personnel. Truancy will result in academic credit being withheld for work missed, plus appropriate disciplinary actions.

### **Late Arrival/Dismissal**

If your child will arrive late due to an appointment, etc., please notify the school office in advance by telephone. Upon arrival to school you must sign your child in at the office. If your child needs to leave school early for any reason, please send a note in the morning detailing the time and reason for early dismissal. Students will be sent to the office at the appointed time and you must sign your child out at the front desk.

In general, arriving late upsets the student's day. Our instruction explicitly addresses how to prepare to learn. By changing the routine, our students start the day disorganized. Students enter the class unprepared and unsettled. The teacher must divert attention and time from the group instruction to bring the late students into the activity. Chronic lateness is a serious concern for Bayhill High School administrators and teachers. Parents will be notified of consistent lateness. At the high school level, unwarranted lateness converts to absences and may result in loss of credit.

Additionally, if a student arrives more than 15 minutes late to 1<sup>st</sup> period, they will be marked absent, and will earn a lunch detention. If they are tardy upon return from lunch to 5<sup>th</sup> period, they will lose their off campus privilege for the following day. Multiple tardies during a grading period may result in a parent meeting to discuss and resolve the problem.

### **Faculty In-service/Minimum Days**

Bayhill has scheduled faculty in-services to allow faculty members to participate in trainings, plan collaboratively, and continue their own learning. We believe strongly that this directly benefits the students and their instruction and creates a satisfying work environment for teachers. Please see Bayhill's master calendar for specific dates. Minimum day dismissal will be at 12:30, please plan accordingly.

## **II. EDUCATIONAL PROGRAM**

### **Academic Program**

Bayhill High School's academic program is individualized to meet the needs of each student and is guided by the California State Content Standards and Frameworks, and the Common Core Standards. We emphasize multisensory instructional strategies that are designed to be effective with students with learning disabilities. Academic content is both remedial and rigorous. Teachers remediate skills in reading, writing, and math through intensive instruction and repetition. Academic rigor is provided through classroom discussion and hands-on activities that are designed to be challenging and intellectually stimulating. The majority of Bayhill's students are developing organizational strategies. All of our instructional activities are designed to aid in this development by being structured, following clear steps, and encouraging the development of strategies for learning and studying. Students are explicitly taught to understand directions,

textbooks, time management, organization of supplies, and other study skills. Students are also taught social skills: explicitly during advisory; informally during unstructured times such as lunch, and free time; and therapeutically during social skills groups. Students are helped to understand their learning differences, how to learn strategically so that they can make progress, how to ask for the kind of help they need, and how to feel pride in themselves as learners and in their academic accomplishments. In short, they are taught to advocate for themselves.

### **Assessment**

Bayhill relies on detailed baseline information about students' academic skills upon entry in order to plan instruction, group students, and for use in measuring progress. Found mostly in psychological and neuropsychological evaluations that are submitted with applications, these baselines come in the form of standardized test scores from a myriad of educational tests. When needed, Bayhill may do standardized testing after students enter when assessment information is incomplete or when we need more information in an area of weakness. Academic skills may be selectively reevaluated using standardized tests during the eleventh or twelfth grade if deemed appropriate.

Students' academic progress is measured using curriculum/classroom-based assessment. Measures of progress in reading fluency, decoding, reading comprehension, written language, and basic math skills are administered regularly for students who are delayed in these areas. Work samples are added to the student's assessment portfolio to further demonstrate progress. Assessment results are provided in writing once a year and discussed with students and families in conferences.

The profile of a student's progress is enhanced through a focus on learning style, using the Survey of Teenage Readiness and Neurodevelopmental Status, or STRANDS, an assessment tool developed by Mel Levine and Stephen Hooper. STRANDS capitalizes on adolescents' evolving metacognitive abilities across a variety of neurocognitive and psychosocial domains by directly asking adolescents to self-report on their perceptions of their performance and of the strategies they have used.

Students also take more traditional assessments. These include quizzes, midterms, and final exams, as well the Aspire and the ACT. Bayhill's College Counselor assists students in obtaining accommodations on the Aspire and ACT. The ACT test is administered at Bayhill for those students who qualify. The Aspire is administered at Bayhill regardless of whether the student receives accommodations. ACT preparation classes may be offered for a fee. They are designed to fill in gaps in academic skills and to provide students with test-taking strategies.

When serving district-funded students, Bayhill participates in the California Assessment of Academic Student Performance and Progress (CAASPP) Program. Only district-funded students are required to participate in testing each year. Parents have the right to exempt their students from testing. Students take part in testing with accommodations that may include but are not limited to small group administration, extended time, writing in test booklet, frequent breaks, etc.

## **Case Management**

Each enrolled student is assigned to a staff member who will act as his/her case manager. That case manager will provide vital communication between the school and home, and act in an advisory capacity for the student. They will serve as the initial contact when issues arise, and facilitate resolution by funneling to the appropriate department or responsible staff person. This system is in place to streamline communication between school and home, provide individualized support for our students, and ensure that questions and issues are handled in the most prompt and efficient manner.

## **Field Trips**

Field trips are planned throughout the year to enhance study units or to provide a wider range of exposure to the arts and the world around us. Field Trips should not be considered optional as they are central to instruction. If a student is present the day of the trip, he/she is expected to participate fully in the field trip. While most field trips will not require any additional charge, some high school trips (i.e. theater excursions, camping trips) may require a minimal charge.

These trips are planned as learning experiences for the students, and thus are considered mandatory unless otherwise stipulated. Your assistance may be needed to act as an extra pair of hands and/or eyes for our staff. As we are all well aware, things happen very quickly, and it is always our first responsibility to maintain a safe learning environment for our students. This can only be done through good planning and a certain amount of structure when the students are off campus. Since teachers plan lessons around these trips, parents/guardians are asked to encourage students to remain on task during field trips and to refrain from engaging teachers in conversation about their child or another student. Only parents/guardians of students enrolled in the school may participate as drivers/chaperones, and only students enrolled in the High School may attend. Parents/guardians will be informed of field trips in advance. For your child's safety and well-being a permission slip must be returned and be on file at school prior to the actual day of the scheduled trip or the student will not be able to participate. All drivers must be appropriately insured and each passenger must have a seat belt. Bayhill drivers must submit proof of automotive insurance and a form so that Bayhill may request a driver's report from the DMV. Also, for the safety of all passengers, we ask that drivers refrain from using cell/car phones while operating the vehicle. Drivers should not take detours to stop at a restaurant or other destination not on the schedule for all students.

For overnight trips, students are included only if they have demonstrated an ability to cooperate fully with adults and to maintain consistent self-control. On some occasions for longer trips, a student may be asked to remain at school or be accompanied by a parent.

Bayhill has a school van that can accommodate 12 people. We ask that when students use it, that they respect the space, keep it neat and clean after use, and follow all directions when in use.

## **Physical Education**

The philosophy of the Physical Education program is to help each student reach his or her full potential emotionally, socially and physically. Physical education activities emphasize motor development, fitness, positive self-image, and appropriate social interaction. During the school year, a wide variety of individual activities and team sports skills are offered to allow students to experience success, enjoyment and knowledge of different physical activities. Students' skills are enhanced through sequential instruction, practice, and competition. Students are also encouraged to develop coordination and motor development through activities designed to strengthen body and spatial awareness, laterality, balance, basic loco-motor skills, and hand-eye/foot-eye coordination. An emphasis is placed on developing cardiovascular and total body fitness. Good sportsmanship and safety are also emphasized.

Since students do not have use of a locker room, parents/guardians are asked to encourage students to wear shoes and clothing to school that will allow for maximum participation in P.E. This is not only for the comfort of the student, but is also important in helping to prevent injuries. You might wish to have your child leave P.E. shoes and an extra pair of socks at school.

Students taking PE are required to purchase two PE shirts, and participate in all PE activities. If requesting a child be excused from PE, parents/guardians must send a written explanation to the teacher. The note must specify the reason and the length of time. Although excused, the student will attend the PE class, but not participate in the activities. If a written note is not received, the student will not be excused from participation. Any excuse requested for longer than five consecutive days must include a physician's authorization.

Our main concern will always be your child's safety and well-being. In the event of an accident or emergency, if it is deemed appropriate by the Physical Education Instructor or other personnel, an ambulance may be called to campus. Parents will be contacted immediately of any such incident. (Please keep us informed of any changes in emergency information, especially telephone numbers where you can be reached during the day or a pager number.)

## **Homework**

In general, homework will be assigned nightly, Monday through Friday. Assignments will reflect individual needs and abilities. Most importantly, homework is designed to build and strengthen individual responsibility for learning, along with reinforcing and improving skills. The ultimate goal for each student is to assume the tasks of bringing assigned work home, budgeting time requirements, and returning completed assignments to school. There are several skills involved in fulfilling homework assignments, which include long-term memory, perception of time, organizational ability, and self-discipline. Although students may need help at home with these skills, it is most beneficial for the student if he or she is allowed to become personally responsible for homework. Definite structure within the home, including a specific time and place for working is most helpful. Successful completion of homework assignments will mean much more to the student when work has been done independently.

Homework is an aid to improve a student's educational and personal growth. The purposes are specific, and it is important that assignments are completed and turned in when due. If this is done, it will avoid the necessity to complete homework at school during lunch or after school. If students do not complete homework or if the quality of their work does not meet standards, they may be required to attend Lunch Study. Chronic failure to complete and hand in homework may result in an academic alert.

Homework Policy and Work Make-up Procedures:

Students must hand in homework assignments on the due date. 5% will be deducted for each school day that the assignment is late, for up to 5 school days (not counting holidays or weekends). After the 5<sup>th</sup> school day, assignments may not be turned in, and will receive a zero.

If a student misses a school day or class period, they are responsible to make up the work for that class for that day. Students must pick-up a standardized assignment form for each teacher to fill out. Students with excused absences will have an extra day to complete assignments.

Students who are receiving a homework grade of D-/F in any class, will lose off campus lunch privileges until the grade is raised to a D or better, and are caught up with their missing assignments.

### **College/Transition Advising**

General transition meetings will occur at the beginning of the student's sophomore year. In October, all juniors and their parents and/or guardians are encouraged to attend an evening meeting arranged by the College Advisor and Transition Coordinator. At this meeting the students are made aware of what a Bayhill High School transcript looks like, and will review the different types of post-secondary programs and services available to students with documented learning disabilities. Parents and guardians are advised about the need for updated psychological testing and how to go about getting it completed. Families will also receive guidance on how to approach the search and advised on how to assess possible programs for your child.

Following the evening meeting an individual session is scheduled with each junior and their parents/guardian, and a post high school plan is developed. Students receive a great deal of support throughout this process. The College Advisor/ Transition Coordinator works directly with students to help them accurately assess their advocacy skills, level of independence, and personal and academic strengths to identify accommodations that will be needed for post-secondary placement and success. Students also receive assistance with the application process, essay and resume support and interviewing skills. Students are taught additional supports to ease the transition out of high school and gain confidence to become an independent adult after high school.

## **After School Programs**

Bayhill offers after-school enrichment opportunities. Enrichment is billed by the semester and may not be used as a drop-in service. No refunds or make-up sessions are offered due to student absence. Your child will not be able to attend a class unless payment is received in full before the start of the class.

Enrichment activities are offered from 3:20 to 4:20. This extra period allows students to complete a portion of their homework in a group setting under the supervision of an adult, as well as provide enrichment and specific skill building activities. Parents may sign their children up for any or all of these sessions. These classes are supervised by Bayhill Faculty. A schedule of enrichment classes and athletic activities will be provided shortly before the commencement of the school year. Although enrollment in athletic teams and enrichment classes will close two weeks after the start of the school year, if there is space available in a class late enrollment may be possible. We encourage you to send back the forms as early as possible so that classes are not cancelled due to inadequate or late enrollment. All classes have a minimum enrollment requirement in order for them to run.

## **Sports League**

Various sports and leagues will be offered this coming school year. You will receive the offerings in the summer mailer, and will get reminders as deadlines to sign-up for these sports offerings approach.

Bayhill is part of a competitive sports league of small specialized schools. Students will practice two times per week and participate in scheduled games. Students who choose to participate in leagues will be charged for participation following the policies of our afterschool program. We do not want to have the fee for our competitive sports league be prohibitive. If you need financial assistance for your child, please contact the Executive Director. Bayhill has had a cheerleading squad that practiced once a week on Mondays from 3:15 to 4:30 and attended league games. Regular attendance at both team and cheerleading practices is very important. Students who miss more than a few practices will continue to be able to be part of the team/squad but may not be able to participate in games. Bayhill's continuing ability to offer cheerleading is currently under study based on student interest and availability of a new coach. Updates will be offered after the beginning of the school year.

Students at all skill levels are encouraged to participate on teams. Student athletes do not need to try out for teams and Bayhill has a no cut policy. Our goal is to have students, no matter what their athletic level, experience personal success and learn to value the importance of teamwork.

Sign up for this activity only if your child is willing and eager to participate in structured and competitive practice and games. Students will be expected to regularly attend practice and be

well-behaved in order to participate in the sports leagues. All students and parents must sign a behavior contract to ensure the safety and success of all participants.

### **Graduation**

Bayhill has a philosophy that students and families need support during transitions, especially students with learning differences. Bayhill staff orients students to the school in a careful and deliberate manner, spending adequate time to help them understand and master the school routines and organize their school supplies.

When students and families are preparing for graduation, Bayhill staff provides intensive and individualized assistance. This assistance takes several forms, including individual conferences, information nights, detailed recommendation letters, communication with the receiving school, and alumni talks. We believe that positive transitions are best accomplished with much preparation and reflection.

In June of 2009, Bayhill initiated a tradition of solemnity and celebration with our first graduation ceremony. We believe that graduation day should be the culmination of a school experience marked by hard work, academic growth, and maturation. There is a senior graduation fee of \$300 (subject to change) that is requested. That fee also covers the senior trip.

### **Related Services**

Bayhill's philosophy is that related services should be integrated into our school program through communication and consultation and whenever possible should be available on site to minimize travel and inconvenience. All related services with the exception of Speech and Language push-in services are provided at an additional cost to families or school districts.

**Speech and Language:** Bayhill has a fully integrated speech and language program. Our speech and language therapist provides evaluation and treatment that target all areas of oral and written language. Interventions are carefully chosen based on the individual student's profile and translated to the classroom by means of communication and collaboration with Bayhill's teaching staff. Treatment is conducted through "push in" and individual and small group settings, to improve the following areas: processing of auditory information, word retrieval, expansion of vocabulary, articulation, phonological awareness, organization of written and oral information, sequencing, verbal problem solving, and pragmatics/social use of language.

**Psychological Services:** Bayhill offers a range of psychological services to support students' social, emotional and academic development. Licensed psychotherapists are available on site to provide both individual therapy and social skills therapy. In addition, these therapists offer parent consultation and parenting workshops to promote better understanding and communication between parents and teens. Therapists consult regularly with teaching staff to communicate about how to address social and emotional concerns that impact how students learn and relate to their peers. If a specific psychological service is unavailable, Bayhill will offer referrals.

Educational Therapy: For many students, the individualized attention and remediation that occur in the classroom are intensive enough to ensure academic success. However, for some students, additional academic support and remediation are needed to address delays in gaps in academic skills and to ensure that students can keep up with classroom instruction. Bayhill contracts with several educational therapists who specialize in working with adolescents.

### **III. CITIZENSHIP**

#### **Plagiarism**

Plagiarism is against school rules. The definition of plagiarism is “representing the work of others as one’s own”. This includes failing to acknowledge or properly document sources of information including electronic (internet) sources.

Students should not:

- Copy another person’s homework, test answers or other academic work.
- Allow other students to copy or paraphrase your homework, test answers or other academic work.
- Submit, as your own, previously published material.

The goal of academic work is to gain knowledge and skills. Cheating and plagiarism circumvent the process teachers have carefully planned that will help students achieve this goal. Violations of this policy may result in disciplinary consequences, reduced credit or no credit for the assignment, and additional assignments to make up for the lost educational experience.

#### **Dress Code**

Students should come to school dressed in a manner that is consistent with our dress code. We want students to be dressed in a way that promotes good student morale and school spirit. We expect our students to meet a reasonably high standard of personal appearance. In order to help our students develop and maintain a healthy self-concept, and properly represent our school in the larger community, some of our students may need parental guidance in choosing appropriate school clothing. We realize this can be a sensitive issue, and we work to keep a balanced and reasonable dress code.

- All clothing must be clean. Clothing which is not worn appropriately, not properly fastened, or with tears or holes in inappropriate places, and that are indecent will not be permitted.
- Personal grooming including combing, brushing, spraying hair and applying cosmetics is allowed only in restrooms and designated areas.
- Students must not, at any time, wear clothing or accessories that include messages associated with gangs, alcohol, drugs, excessive violence, tobacco products, or other illegal substances or paraphernalia, sexual connotations, indecent/lewd writings or pictures or cartoon images that support or depict discrimination on the basis of age, disability, national origin, marital status, race, religion, sexual orientation or gender are not allowed.

- Boys may wear long pants or Bermuda style shorts (no tight fitting, cycling-type shorts). If necessary boys should use a belt that keeps their pants from sagging.
- Girls may also wear long pants or Bermuda style shorts (no tight fitting, cycling-type or work out shorts), as well as dresses and skirts. Girls' clothing should be a suitable length for both classroom and P.E. activities, and shirts should fall to the top of pants. Clothing that unreasonably exposes the midriff or has an unreasonably low neckline is not permitted in the school building during school hours. The list of restricted items includes: backless to the waist tops and dresses, tube tops, and mini-skirts/dresses or shorts that are shorter than mid-thigh.
- Students – Outfits that are transparent, tight and/or display under garments (boxers, A-Line shirts, thongs, bra straps, etc.) are not allowed.
- Footwear must be worn in the building at all times.
- Sunglasses, hats, and hoods may not be worn during instructional periods. They may be worn before and after school and during lunch and passing periods.
- Any clothing deemed disrespectful and/or distracting will result in immediate removal from class. A phone call will be made to obtain appropriate dress clothing from home.

### **Possessions**

It is each student's responsibility to ensure that all possessions are kept secure from possible theft and/or vandalism. Valuables should be left at home. Bayhill cannot and does not assume responsibility for stolen, lost, damaged, or vandalized possessions. Bayhill will supply a locker to each student and we encourage students to keep possessions in their lockers and not left unattended in classrooms or common areas. In addition, there are items that are never to be brought to school. Items inappropriate for school will be confiscated. It is impossible to name everything, but this category would include knives, firecrackers, guns, replicas of guns, bullets, B.B's, alcohol, tobacco, lighters, matches, drugs, certain magazines, electronics, or any item that may be a distraction to students. Police will be called in the event that a student is found with a weapon.

If an incidence of theft occurs, Bayhill will conduct an investigation. This investigation may include interviewing students, viewing tape from security cameras that are placed in common areas, analyzing the motivation and opportunity of suspects, and conducting school-wide assemblies. However, the best prevention for theft is for students to secure their valuables appropriately in lockers or leave them at home.

### **Drug and Alcohol Policy**

Bayhill's goal is to maintain a drug and alcohol free school environment. This policy is strictly enforced on and around school premises and at all school sponsored activities, both on-campus and off-campus. In cases where a student has been found to have possessed or used controlled or mind-altering substances, school authorities will investigate and determine the school's response. Possible consequences of the investigative review may include, but are not limited to expulsion, suspension, probation, periodic testing and assessment, education, counseling, and exclusion from school activities. Failure to comply with the outcome of the

investigation may result in expulsion or other disciplinary action. Failure of parents/guardians to cooperate and support the conditions for the student's continuing at the school may result in the expulsion of the student.

Search: In cases where an administrator has reasonable cause to suspect that a student may be in possession of an illegal, dangerous or stolen substance or object, the administrator may ask the student to submit to a search of the contents of the student's locker, backpack and pockets in the presence of another adult staff member. Should a student refuse to submit to a search ordered for reasonable cause, law enforcement may be called, and s/he may be suspended or expelled from school.

### **Behavior and Social Skills**

Students are expected to behave in a manner that fosters a positive school environment. To that end, Bayhill High School expects the students to:

- Demonstrate personal responsibility and accountability for their actions and inactions.
- Treat others with respect, and celebrate the unique attributes and characteristics of others regardless of race, religion, gender, sexual orientation, and/or disability.
- Demonstrate respect for school property, personal property, and the property of others.
- Strive to maintain a school atmosphere that is free from physical and emotional harm. To respect staff, fellow students, and the learning environment in and around the classrooms.
- Students will be mindful of public displays of affection, and limit them in scope consistent with the environment they are in. Hugging, kissing, and other physical contact during school hours will not be allowed. Holding hands (during lunch and passing periods only) is permissible.
- Students will use appropriate language, tone, and attitude when addressing staff and each other, and employ positive problem solving techniques to address issues that arise during school.
- Students will use appropriate language, refrain from playing amplified music, and behave appropriately while in the courtyard area. Failure to do so will result in the loss of courtyard usage privileges.

Students are encouraged to take pride in their campus and keep it as attractive as possible. We are eager for our students to not only develop positive attitudes about our campus but also to develop positive attitudes about themselves and the work they do. Each and every student of Bayhill High School is an ambassador of Bayhill, and our good reputation is dependent upon continued courteous behavior to our neighbors.

## **Disciplinary Action**

In recommending or determining disciplinary action, the administration of Bayhill may consider the student's present demeanor and past disciplinary record, the nature of the offense, the severity of any damage, injury or harm resulting while taking into account the best interest of the school. If deemed appropriate, the administration may choose to impose one or more of the following actions:

A. Conversation: The first line of discipline is the conversation. Faculty members will often relay expectations and suggestions of future behavior through a one to one dialogue exchanged between parties.

B. Loss of Responsibility/Citizenship points

C. Referral/Conference: This is a formal conversation held between a student and administrator to discuss discrepancies between classroom expectations and actual student performance. Depending on severity, parent may be required to attend.

D. Detention: Detention usually consists of a removal of privileges. Depending upon the nature of the incident(s), a student could be detained from lunch recess, enrichment activities, and/or be assigned an independent project.

E. Special Behavior Program: Should the child exhibit behaviors that require measures beyond basic teacher management and discipline, Bayhill follows the procedures detailed in a behavior management plan. A plan in which the student's individual needs are addressed is developed and followed. This is viewed as an opportunity for the student to rectify his or her difficulties with faculty structure and support.

F. In-School Suspension: A specified period of time during which a student is confined under faculty supervision to a specified area during the class day. Class assignments and homework are submitted by all teachers and completed with faculty supervision.

G. Out-of-School Suspension: A specified period of time for which the student is sent home and banned from attending classes or participating in the school program. Schoolwork is provided for the duration of the suspension in all academic classes when possible. The student is responsible for completing all work satisfactorily and submitting it to each teacher on the first day of class following his/her return to school.

The suspension conference with an appropriate school administrator includes the following:

- Notice of grounds for suspension
- An explanation of the evidence or facts upon which the school official has determined that the student has committed a serious offence.
- An opportunity for the student to present his/her own version of the facts or explain the events or actions upon which the suspension is based.

· The student along with parent/s must attend a re-entry conference with an Administrator before being allowed to return to school.

Bayhill High School follows all suspension and expulsion laws specified in the California Education Code. No student will be suspended for more than 10 cumulative days during the course of a school year.

H. Expulsion: The student is permanently separated from the program at the school. The student may no longer participate in any school program or related activity.

Suspensions and expulsions are rare and decisions to resort to the most severe disciplinary actions are made on a case by case basis. Although it is not possible to list all possible causes for suspension and expulsion, the following are problems that make severe disciplinary action more likely:

- The student exhibits an ongoing pattern of behavior which interferes with his or her educational development or that of other students in the school.
- The student requires frequent or constant one-to-one attention in order to function adequately in school.
- Expulsion may occur when the student has received two suspensions during a semester, or three suspensions during the school year.
- Tuition payments become delinquent.
- Possession of drugs/alcohol/weapons
- Possession and or distribution of pornographic or other objective material.
- Assaultive contact.
- Serious disrespect for school personnel.
- Repeated harassment of fellow students.

The severity of a student's actions may warrant a student receiving a more severe consequence. Levels of consequence initiate with the conversation and progress in severity; however, there is no set sequence of steps. The determination of a consequence is related to several factors, including the severity of the violation, the history of the student, and overall impact on the school. A student, having received a consequence for a violation, must be aware that further violations will result in a more severe sanction.

Probation: A student new to the school or a student who has had a severe or several significant disciplinary problems may be put on probation. Probation is specified for a particular period of time, such as three months. Specific expectations are contracted for in writing and counseling to explore the underlying problems or provide additional support and case management may be required for a period of time. In the majority of cases students who experience the additional structure and support of probation are able to continue at Bayhill in an unconditional status after completing their probation.

## Harassment

Bayhill High School is committed to providing a learning and working environment free of harassment. The school maintains a strict policy prohibiting sexual harassment and harassment because of race, religion, creed, color, national origin, ancestry, handicap, medical condition, age, sexual orientation, gender orientation, financial status or any other basis protected by federal, state or local law or ordinance or regulation.

The Equal Employment Opportunity Commission defines sexual harassment/discrimination as, "any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submissions to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission to or rejection of such conduct by an individual is used as a basis for employment decision affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment." (Work place will be translated as school environment.)

These behaviors will not be tolerated at Bayhill High School. All members of the Bayhill community can work and learn in security and dignity and are not required to endure insulting, degrading, or exploitative treatment. Any violation of this policy including engaging in the following behaviors is a basis upon which disciplinary action will be taken up to and including dismissal:

1. Abusing the dignity of a student or employee through insulting or degrading sexual remarks or conducts;
2. Threats, demands, or suggestions that a student's, employee's or potential employee's status is contingent upon his/her tolerance of, or acquiescence to, sexual advances; or
3. Retaliation against a student or employee for complaining about the behavior described above.

It is the policy of Bayhill High School that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of Bayhill High School. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public. All such harassment will not be tolerated. Harassment in any form, including sexual, verbal, cyber, physical, threats, demands and retaliation is prohibited. Harassment includes but is not limited to:

1. Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations or comments.
2. Visual conduct such as derogatory posters, photography, cartoons, drawings or gestures.
3. Physical conduct such as assault, unwanted touching.
4. Retaliation for having reported or threatened to report harassment.

**SEXUAL HARASSMENT GUIDELINES** - Sexual harassment is prohibited at Bayhill High School. Sexual harassment can occur when, but is not limited to:

1. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
2. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
3. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding services, honors, programs, or activities available at or through the educational institution.
4. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects, pictures or cartoons.
5. Continuing to express sexual interest after being informed that the interest is unwelcomed.
6. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of student, including promises or threats regarding grades, course admission, performance evaluation, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid, work study job).
7. Inappropriate attention of a sexual nature from peer(s). i.e. student to student, employee to employee, student to employee, or employee to student.

Students or employees who believe they are being harassed should immediately report the incident to a classroom teacher, teaching assistant or the administrative team.

### **TECHNOLOGY ACCEPTABLE USE POLICY (TAUP)**

Bayhill High School believes it is necessary for all persons to become aware of acceptable uses of technology. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner. Bayhill retains the right to monitor all technology usage and files for compliance to all regulations and/or procedures. This includes inspection of electronic devices students bring to Bayhill including technology devices like, but not limited to: cell phones, personal computers, electronic data devices such as MP3 players, iPads, and iPods. We intend to partner with families and have ongoing discussions with our students about appropriate communication strategies and uses of technology. Cyber bullying or other inappropriate use of internet communication will not be tolerated and applicable consequences will occur.

Technology, particularly computers and devices with Internet access, is available to students at Bayhill. Our goal in providing these resources to our students is to enhance innovative education for students with learning disabilities through access to unique resources and collaborations. Furthermore, teachers will improve learning and teaching through research, teacher training, collaboration, and dissemination of successful educational practices, methods, and materials.

Guidelines are provided so that the technology users are aware of the responsibilities they are about to assume. Responsibilities include appropriate, efficient, ethical, and legal utilization of

technology and network resources. The student's and parent or guardians must acknowledge that he/she has read carefully and understands this technology use policy. In addition, ALL employees must sign and adhere to the provisions of this acceptable use policy.

### **Cell Phones**

Cellular phones are not to be used during classroom hours. Students are required to turn their phones in during class time. Students are able to use cell phones before school and after school, during passing periods, breaks, and lunchtime only. Any violation of this policy will result in temporary confiscation of the device by the teacher or administrator present, and may be kept in the front office and parent/guardians will be notified. Repeat offenses can lead to daily confiscation of the phone, detention, suspension and possible probation. Parents/Guardians please contact your child through the office during the school day.

### **Electronics/ Music**

IPods, portable game systems, music, etc., may only be used freely before school, during lunch and after school. These devices are to remain out of sight and turned off during class time unless they are being used for educational purposes with teacher permission (this includes after school activities). There is to be NO amplified music played during school without the permission of school staff. Materials brought to school must be appropriate enough for a teacher to hear and play in the classroom. Students are not allowed to bring or trade "burned" music or possess harassing images, music and videos. Any violation of this policy will result in temporary confiscation of the device in the front office and possible parent/guardian pick-up. Repeat offenses can lead to detention, suspension and possible probation.

### **Chromebook Check Out Procedure/Policy**

Students are required to come to school with their own Chromebook to utilize and access the curriculum here at Bayhill. In the event that a student forgets their computer, or their computer is not working or is under repair, students may check out one of the schools Chromebooks to use on a temporary basis. These school chrome books are to be available on a first come, first served basis, and should be returned once class is over, or your use for it is no longer needed. These chrome books should never leave campus, are not to be used for anything other than academic and curricular access, and are forbidden to be taken home under any circumstances!

The check-out policy/procedure is as follows:

- Students can access the chrome books in the Dean's office, from the Dean or Administrative Assistant.
- The chrome books will be numbered/identified 1-10.
- Students will check out individual chrome books by turning in their cell phone or ID
- Upon return of the Chromebook, their phone or ID will be returned to them.
- All chrome books must be returned by the end of the school day.

If a student leaves campus or takes a Chromebook home (accidentally or otherwise), that student will not be allowed to check out a Chromebook for a period of no less than one week, and possibly longer depending on the circumstances. If a student willfully or neglectfully breaks, damages, or loses a Chromebook, they will be responsible for replacement or repair costs. It is important to note, the school is not providing your student a Chromebook, but only lending them out for a temporary, short period of time. All students are required to have their own computer either from home, or provided by their school district.

**\*STUDENTS ARE OBLIGED TO FOLLOW THE CURRENT DEVICE POLICY OF THE SCHOOL AS OUTLINED HERE IN THE HANDBOOK.**

### **Terms and Conditions**

1. Acceptable Use - The use of technology at school must be in support of the curriculum and in accordance with the educational goals and objectives of Bayhill High School. Students will be personally responsible for this provision at all times when using the school's network, computers, digital cameras, handheld devices and all other technology. By providing access to unique resources and opportunities for collaborative work, technology can enhance student performance.

2. Privileges - The use of technology is a privilege, not a right, and therefore inappropriate use may result in the cancellation of those privileges by the administration.

3. Network Etiquette - Users are expected to abide by the Bayhill High School rules of network etiquette. These include, but are not limited to the following:

- Be courteous and respectful when using the internet.
- Use appropriate language and messaging.
- Respect privacy. Posting of private info, pics or videos without expressed permission is prohibited.
- Use of the internet for hate mail, harassment, discrimination, pornography, racist and anti-social behavior is strictly prohibited.
- Copyright infringement, product advertisement, political lobbying, hacking, and any illegal activity is strictly prohibited.
- Any and all electronic devices brought to Bayhill, are done at your own risk!

## **IV. STUDENT LIFE**

### **Assemblies**

Bayhill High School seeks opportunities to build community and school spirit, to give students chances to practice public speaking and performing, and to publicly acknowledge and reward academic progress and good citizenship. These goals are the primary purposes of monthly assemblies. Each month students are gathered together as a school to discuss upcoming

events, hear announcements, discuss significant events in our school, community, and world, view classroom performances and student exhibitions, and receive awards.

### **Student Council**

Bayhill High School believes that students should have opportunities to develop leadership skills and to become active citizens in their school community. One activity that develops these qualities is student council. Students who are interested in joining the student council fill out an application and participate in an interview with an administrator or teacher representative. Students also speak to the school community about their candidacy. Students are selected based on their level of motivation, ability to work in a group, and ideas for school improvement. We try to avoid making the student council a popularity contest.

The student council meets during club time to plan and organize school events. These events may include school dances and other social events and school improvement projects. Students are encouraged to initiate ideas and projects that they care about. They are also asked to represent their grade and homeroom by communicating with their peers and representing their concerns and ideas.

### **Social Events**

Bayhill High School organizes a number of social events throughout the school year to allow students to develop and maintain friendships, and encourage appropriate social interaction. These may include school dances, prom, parties, and outings in the community. Participation is optional but encouraged. Bayhill faculty relies on parents to help plan, supply, chaperone, and provide transportation for these events.

We ask that parents help us by supervising their children's social events with classmates outside of school to the extent that is appropriate for their chronological age and social development and to take steps to prevent these events from being a distraction or disruption in school. Excessive phone calling, emailing or instant messaging can cause conflict in school. Gossip and boyfriend/girlfriend issues have also been known to be highly disruptive. We also ask you to help your child be discrete in handling party invitations and other social events. We will communicate with you if we notice problems developing and we ask you to keep us informed as well.

### **Off-Campus Lunch Rules and Procedures**

Bayhill students are able to enjoy both on and off-campus lunch options. Bayhill is an open campus during the lunch hour for students in good academic and behavioral standing. All students are able to earn off-campus lunch on a one week basis. Your behavior and grades for one week determines if you'll have off-campus. 10<sup>th</sup>-12<sup>th</sup> grades have this privilege starting the first day of school. 9<sup>th</sup> graders are able to earn off-campus lunch starting after Bayhill's first academic alert period (5 weeks into the first semester).

### **How can I earn off- campus lunch?**

I will arrive to class on time

I will not receive any behavioral referrals

I will make sure my grades are in the C range or better

### **How can I lose it?**

- If I get sent out of class with a behavior referral
- If I get an academic alert because I have a D or lower in a class
- If I am tardy to class 3 or more times in a week
- If I return late from lunch once
- If I bring back food for a peer who does not have the privilege
- If I sell food and drink to students

### **Procedures:**

1. You must have a signed parent/ guardians consent form in the front office (a signed permission slip)
2. You must use the sign in/ out lunch form in the front office every day you go off campus. NO EXCEPTIONS
3. Represent our school well in the community.

***\* If you leave campus without the privilege, you will lose the privilege for the remainder of the grading period or longer! Do not make this mistake!***

Bayhill High School is very fortunate to call this historic building home. Bayhill High School is committed to preserving this beautiful facility. In an effort to ensure a clean campus, students may consume food and beverages only in the lunchroom and outside. In the classroom and with teacher permission, students are able to consume water. Students may not eat, drink or chew gum in the hallways, lobby, gym, or in classrooms. Students are asked to throw away all trash into the appropriate containers and to keep all areas litter free. Students should bring bag lunches as there is no school cafeteria.

### **Lockers**

High school students are assigned lockers that are for the student's sole use. Students are not to change lockers without authorization from an administrator. School lockers are not insured against theft of valuable personal possessions, which should not be stored in them for any length of time, no matter how brief. Each locker remains the property of Bayhill High School, which reserves the right to enter if there is suspicion of illegal substances or weapons, with or without the permission of the student and or the student's parent/guardian. Students must bring their own locks.

### **Textbooks**

Textbooks are assigned to students by teachers at the start of the year and are to be returned in similar condition prior to the end of the year. Failure to return textbooks will delay final report cards being sent out. In the event that a textbook is lost or returned in unacceptable condition, the family of the student will be billed for a replacement copy.

### **Lost and Found**

The lost and found is located in the main office. Students may claim items during school hours. Items not claimed at the end of the year will be donated to charity.

## **V. HEALTH AND SAFETY**

### **Immunizations**

Students enrolling for the first time in Bayhill High School must provide up to date immunization records before beginning school.

### **Medication**

Bayhill High School requires that all students who need medication during the school day must have:

1. A signed consent form.
2. Written instructions from a physician for any prescribed medication.
3. Medication brought to school must be in the original prescription bottle or container and it must be properly labeled by a registered pharmacist.

Bayhill High School staff members are not permitted to administer any medication to your child unless these conditions have been met. (Education Code Section 49423). School personnel are also not permitted to administer Tylenol, aspirin, or other over-the-counter medications without your written approval on file. Please do not send any medication to school to be self-administered by your child or to share with other students. Medication brought to school by students without the above conditions being met will need to be confiscated.

### **Emergency Procedures**

Regularly scheduled fire drills and earthquake drills are taught and practiced with the students. There are fire extinguishers located throughout the building on both levels. If school is in session during any disaster, teachers and staff will stay with the students until family contact has been made, and arrangements are specified. It is important for all families to remember to notify us of any change in the information on the emergency information sheet, including car-pool information.

As emergencies can occur at any time, Bayhill High School (BHS) has a thorough Emergency and Disaster Plan. Staff is trained on the implementation of the plan at the beginning of each school year. We review it with students at the beginning of the year as well. We have a battery back-up intercom system that allows us to make announcements to the entire building as well as our basketball court.

We have specific procedures for:

- Fire
- Earthquake
- Shelter in Place (Reverse Evacuation)
- Evacuation
- Off Campus
- Flood
- Chemical Spills
- Other Natural Disasters
- Communication with Parents

We have drills twice per year. Additionally, as a school, we are on the Berkeley Police Department notification text message and e-mail list. We receive information regarding situations in our area that might require immediate implementation of the Emergency Plan. If landlines are down, our mass emergency notification messaging system "One Call Now" will call, text, and email all parents. Phone directory information is distributed at the beginning of the year.

## **VI. COMMUNICATION**

### **JUPITER Grades**

Bayhill High School is committed to frequent communication between school and parents in order to ensure a productive partnership in the interest of each student benefiting to the greatest extent possible from their experience at Bayhill. One of the primary mechanisms for communication is Jupiter grades, an internet-based communication system. Jupiter Grades allows students and parents to check their current grades and homework online anytime. Everyone has their own password, so grades are always private. Parents can bookmark a one-page summary of current grades and homework for all classes.

### **Telephone Messages**

If it is necessary for you to leave a message for your child during school hours, please telephone 510 984-0599. In general, it is not possible to speak to a student or teacher during school hours. Messages will be taken and forwarded to your child or the teacher. Please telephone before 2:45 if you need to let your child know about a change of plans for after school

(example: take bus home, I will be late picking you up, etc.). Students must have permission to make or receive phone calls.

### **Teacher Communication**

Teachers will contact families regularly to inform you of accomplishments and concerns. If families should want to contact teachers, email is often the preferred method. All Bayhill teachers have an email address that is the following format: teacher's lastname@bayhillhs.org. You may also reach teachers by phone by leaving a message, calling them at a prearranged time, or calling during prep time, before school, or after school. If you need to speak with someone, it's best to start by contacting your child's case manager. There are many opportunities throughout the school year for parents to meet with administrators and teachers. We also welcome additional appointments. While our doors are always open, if your concerns warrant a conference, we request that you schedule one in advance rather than drop in. We also request that parents not drop into classrooms unexpectedly. Many of our students are highly distractible and rely on the structure and routine that Bayhill provides. Parents should check in at the front desk and wait for their child to come to them when early dismissal has been arranged. If lunch or other materials are being dropped off, they should be left at the front desk. We will ensure that your child receives the items.

### **Parent Conferences**

Annual parent conferences are held throughout the year. Conferences are generally held between 3:30 pm and 5:00 pm but special arrangements will be made if possible. Conferences are to be attended by the student, parent(s)/ guardian(s) and lead by one of Bayhill's designated teachers, who have consulted with all teachers prior to the meeting. The student's case manager may also be present at the conferences. Teachers will attend if the student is in danger of failing their class and parents are also able to request that specific teachers/ administrators also be present. Recent test scores are discussed, as well as academic and social adjustment and progress. Participation in parent conferences is mandatory.

### **Report Cards**

Report cards are issued at the end of each quarter. Report cards sent home at the end of the first and third quarter include narrative comments. Second and fourth quarter report cards include final exam grades. Only the semester grades appear on the official transcript. Grades are based on completion of assignments, quality of assignments, effort and progress. The full range of grades is possible. Students must pass a course in order to receive credit towards graduation. Bayhill faculty encourages communication and involvement in monitoring the grades of students so that all students can reach their academic potential and maintain excellent academic standing. Full grading policies for classes are communicated at the start of the semester and outlined within class syllabi.

The report cards also indicate when a student is receiving a modified grade. A modified grade indicates that the student is receiving a modified curriculum for a course in order to enable them

to access the curriculum. This may mean that material has been simplified or abridged, that assignments or expectations have been decreased, and that alternative activities or assignments have been prepared that deviate from the state standards for the course.

### **Academic Alerts and Probation**

Bayhill High School is committed to providing support to students who are struggling academically. In instances where students' academic performance places them in academic jeopardy (D's and F's) prior to the termination of a quarter, academic alerts will be sent to parents/ guardians that include progress to date and suggestions for improvement. At this time the case manager will also be alerted. If at the close of a quarter or semester, a student receives either a cumulative GPA below a 2.0 or a failing grade (F) in one or more class, the students will automatically be placed on Academic Probation for the following term. At this time, a meeting with the student, parents and case manager is scheduled and a plan is drafted.

### **Transcripts**

Official transcripts are updated annually and include all courses taken by the student, grades earned and the number of credits per class. Only semester grades are reported. In order for a student to receive outside credit for a class taken off campus, administrator approval and an official transcript is needed. A cumulative grade point average (GPA) and running total of credits is also listed. All classes are weighed equally and in the case that a student must take a course a second time, both grades will appear on the transcript and are averaged. Please note that Bayhill High School does not rank students.

A school profile also accompanies the transcript that specifies graduation requirements and includes a brief description of our program. In cases where a class has been modified (see Academic Program for additional information), a note is made on the official transcripts next to the particular class.

### **Individual Educational Plans (IEPs)**

Bayhill faculty fully participates in the IEP process for students who are funded by school districts or for any students who are for another reason scheduled for an IEP review or meeting. All students are entitled by law to have a special education evaluation and IEP if requested by a parent. This responsibility rests with the public school district in which you live. All students who are eligible for special education are entitled to an annual IEP review and meeting and a full psychological review every three years. Families are advised to maintain good records and documentation related to their child's IEP.

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA provides parents with the right to inspect educational records, prohibits disclosure of confidential student records in many

circumstances by school officials, and gives parents the right to challenge the content of educational records that are inaccurate. Copies of the FERPA statute and regulations are available at [www.specialedlaw.net](http://www.specialedlaw.net). Bayhill families have the right to access and review their student's records at any time. As a courtesy we request five days advance notice for transcript requests and copying of student records.

Bayhill students are given the opportunity to participate in their own IEP meetings. All students are informed when they are having an IEP and who is on their IEP team. They are also informed that they may speak privately and confidentially with any member of their IEP team if they choose. All students are made aware of their IEP goals and objectives through teacher discussions.

Bayhill faculty and administration attend IEP meetings as representatives of the school. They are responsible for preparing suggested goals and reports and discussing students' progress at the meetings. Bayhill is happy to help families prepare for these meetings in advance, if requested. Copies of students' IEP documents are maintained in their Bayhill file.

Bayhill High School has a policy of not participating in legal proceedings between families and school districts, including faculty or staff testifying at hearings. This is to ensure that Bayhill can remain neutral and to protect our employees from the stress that these proceedings may entail.

If you should have questions about your legal rights or the IEP process, please contact the Executive Director. She can also provide referrals for attorneys and advocates, if needed.

### **Confidentiality**

All information concerning your child's academic and psychological records and progress reports is confidential under Federal and State laws (Public Laws 94-142 and 93-380 and California Laws, Chapter 1229, Statutes of 1974.) These reports may not be distributed to any professional or other person who is not a Bayhill High School staff member without the written consent, in advance, by the parents or legal guardian of the child, under the Family Educational Rights and Privacy Act of 1974, except by court order. The rights accorded to parents under the Act pass to students or former students at age 18. Requests to review records or to receive copies of records should be received with enough advanced notice for Bayhill to comply, preferably five days in advance.

### **Change of Address**

Students and their parents/guardians are responsible for notifying the school immediately of any changes of guardianship, address, or telephone number.

## **VII, PARENT INVOLVEMENT**

### **Board of Trustees**

Bayhill High School's Board of Directors encourages and welcomes participation from all families. Parents are encouraged to attend open board meetings and volunteer to serve on committees with the purpose to support and enhance the education and welfare of Bayhill students; educate parents about school issues; support faculty and administration; help in funding of extracurricular activities, classroom equipment, teacher education, and other projects as needed. Board and committee meetings are held throughout the school year and every parent or guardian has valuable contributions to make to our school community.

### **Participation/Volunteer Expectations**

Bayhill is a vibrant learning community that relies on the talents and generosity of all its members to remain strong. Continued parent involvement in the Bayhill community is a priority as it is widely recognized that there is a strong connection between parent involvement and student achievement. Parent involvement is also crucial as we develop and expand our academic and enrichment programs. In addition to the obligation to pay tuition and fees, parents and guardians must participate in school-related activities, or make payments in lieu of such participation. For each student enrolled at Bayhill, a parent or guardian shall be required to participate in 20 hours of school-related activities per academic year, or, in lieu thereof, pay an additional non-participation fee of \$20 per hour not fulfilled. We ask that each parent keep track of their hours on the honor system and submit at the main office at the end of the school year.

What are some ideas of things you can do?

- Attend board meetings
- Drive on field trips
- Coordinate and chaperone a high school social event, such as bowling
- Get involved in fundraising
- Coordinate earthquake emergency supplies
- Volunteer to organize an earth day event
- Volunteer to solicit donations
- Speak at an admissions open house or help with food at an admissions event
- Organize or volunteer with a clean-up, repair, or construction project
- Share a talent – art, cooking, an activity relating to your family's cultural background – with a class of students
- Assist in identifying great internship sites for our juniors
- Help with clerical tasks (design a flyer; create a program for a performance event, distributing print announcements, etc.)
- Sit on a board committee
- Join the PO (Parent Organization)

These are just a few of the ways you can get involved. Thanks in advance for your commitment to Bayhill High School.

## **Tuition Payments**

You may pay in full or use monthly coupons for tuition, as specified in the contract you signed. If tuition is paid monthly, the first payment was due on July 1<sup>st</sup> and the last payment is due on May 1<sup>st</sup>. The only months when a tuition payment is not due are February and May. This is because we request tuition deposits on February 1<sup>st</sup> every year. Payment is due on the first of the month. A \$35.00 late fee shall apply to all payments not received by the fifth business day of the calendar month in which it is due, and an additional \$35.00 shall be added on the first day of each succeeding month that the payment remains outstanding. In addition, a fee of \$25.00 will be charged for any check returned unpaid. If any tuition check should be returned by the bank for insufficient funds, then all future payments for the school year may be required to be made by cashier's check, money order, or cash within the same time frame. Please do not send your tuition payment to school with your child.

If tuition payments become delinquent for two consecutive months, termination of the child's enrollment may take place. If this should occur, and parents request consideration of a new payment plan to avoid enrollment termination, consideration may be given to the request if it includes payment of all fees, penalties and tuition by the final due date specified in the original contract.

Bayhill will cooperate with any school district which undertakes to pay the tuition of Student, and will follow applicable law and any agreements made under any school district master contract. The terms of any agreement with a school district regarding Student will prevail over any inconsistent provisions of this Enrollment and Tuition Contract.

Families who receive financial aid assistance from Bayhill must disclose any financial settlement reached with their school district, including tuition reimbursement. Failure to do so will result in the withdrawal of your financial aid award. Partial payment of Bayhill's tuition by a school district may result in the reduction or elimination of your financial aid award.

## **Tax Deductibility**

Bayhill High School is certified to work with students diagnosed with a learning disability under the Individuals with Disabilities Education Act (I.D.E.A.). Accordingly, payments made for the special training provided at Bayhill may be deductible medical care expenses under the Internal Revenue Code. The regulations under Section 213 of the Internal Revenue Code provide that while ordinary education is not medical care, the cost of medical care includes the cost of attending a special school for a learning disabled individual if his or her condition is such that the resources of the institution for alleviating such a disability are a principle reason for his or her presence there.

Whether expenses will be allowed in a particular case will depend upon the facts and circumstances of each individual student's situation. There are also percentage limitations applicable to otherwise deductible medical expenses, depending on the parents' income. Therefore, before taking a tax deduction for expenses relating to the special education of a student, parents should confer with their tax lawyer or accountant about the rulings and regulations under Section 213 of the Internal Revenue Code and other applicable laws.

## **Back to School Night**

Back to School Night is an important event to help you get settled into the school year. We encourage all parents to attend. Students are not invited, however. You will have an opportunity to meet our faculty, administration, and specialists, see the facility, hear in some detail about our academic program for the year and establish relationships with other parents and the Bayhill staff. We also encourage you to take the opportunity to sign up for volunteering opportunities if you haven't already.

## **Fundraising**

At Bayhill High School, we are constantly working to improve the quality of the program we offer. We seek to attract great teachers and to provide ongoing professional development opportunities and other incentives to keep them. We enroll a wonderfully diverse mix of students and families, many of whom will receive some form of tuition assistance during their time with us. We seek out the latest instructional methods and tools that benefit our different kinds of learners. And we try to have as much fun as possible along the way!

The Annual Fund: Unfortunately, there is a gap between the revenues we bring in from tuition and other fees and the expenses associated with providing a quality program. We seek to eliminate this gap through fundraising. This year we will be asking parents and friends to support our work with a generous donation to our Annual Fund. In addition, Bayhill organizes a fundraising event in the spring that allows our community to make connections with one another while supporting the school. Money raised will be used to strengthen the quality of our program in the many ways listed above. We ask that each and every member of our community make a significant gift to the fund, although we recognize that what constitutes a significant gift will vary from person to person.

This year we will also be working hard to secure support from local foundations and corporations for our annual fund. 100% parent participation in the annual fund would make a strong statement to potential funders about how special our program is – so please be sure to make your donation as soon as possible!

**PARENT/GUARDIAN/STUDENT**  
**ACKNOWLEDGEMENT**

**PLEASE SIGN THE BOTTOM OF THIS PAGE AND RETURN TO THE FRONT OFFICE OF BAYHILL HIGH SCHOOL IF NOT SIGNING IT ELECTRONICALLY.**

We have received and read the Bayhill High School Handbook for 2019-2020 which describes the policies and procedures of the school. We agree to abide by and support the policies of Bayhill High School.

Student's name (Please Print) \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_