Goleta Valley Junior High School

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Home of the Mariners
School Colors ~ Red and White
Houses: Buccaneeers, Golden Vikings, Pirates, Sea Monkeys

Mission: To ensure safety, accountability, inclusion and learning.
Vision: All GVJH Mariners will be engaged learners, culturally aware and productive citizens in the 21st century global community.
Values: Respect, Innovation, Lifelong Learning, Goal Setting, Equity
Goal: Higher Order Thinking Skills

This agenda belongs to:

Name______________________________
GOLETA VALLEY JUNIOR HIGH SCHOOL  
ACADEMIC PORTFOLIO 2020-2021

STUDENT NAME ___________________________  GRADE ______

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CLASS SCHEDULE

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Goleta Valley Junior High School
Title 1 School-Parent-Student Compact 2020-2021

This policy and compact have been jointly developed and agreed upon by Goleta Valley Junior High School and parents/guardians of students served in the school pursuant to Title I.

The improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, school administration, teachers and other staff, students, parents (as defined for purposes of this policy to include guardians and all members of a student’s family involved in the student’s education) and community members.

Parent involvement activities in the school will include opportunities for:
- Parents to volunteer and be involved in school activities.
- Staff development and parent education.
- Parents to provide home support for their student’s education.
- Parents to participate in school decision-making.
- Effective communication between the school and parents using Parent Square.

Responsibilities of the school - The school will:
- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards.
- Involve parents in the planning, review and improvement of Title I programs, plans and policies, in an organized, ongoing and timely way.

With regard to the Parent Involvement Policy, the administration will:
- Facilitate and implement the Parent Involvement Policy.
- Involve parents in the planning, review and improvement of the School Parent Involvement Policy at least annually.
- Provide notice to parents of the School Parent Involvement Policy in a format and language the parents can understand.
- Make the Parent Involvement Policy available to the community.

With regard to parent meetings, the administration will:
- Convene annual meetings to inform parents of their school’s participation in Title I, the requirements of Title I and the right of parents to be involved.
- Inform parents of all meetings and invite and encourage parents to attend. Meetings shall be offered at various convenient dates and times to facilitate attendance by parents.

With regard to Title I programs and plans, the administration will:
- Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Involve parents in the planning, review and improvement of any Title I programs at the school.
- If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.
- If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Provide responses to parents’ suggestions and questions.
- Provide assistance to parents, as appropriate, in understanding such topics as the state’s academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student’s academic progress and how to work with teachers to improve the achievement of the student.

With regard to professional development, the administration will:
- With the assistance of parents, educate teachers, pupil personnel services, principals and other staff in:
  - The value and utility of parents’ contributions.
  - How to communicate with, encourage and work with parents.
  - Implementing and coordinating parent programs.
  - Establishing and strengthening ties between parents and the school.

With regard to the coordination with other programs, the administration will:
- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and conduct other activities, such as parent technology workshops that encourage and support parents to fully participate in the education of students.

Responsibilities shared by school administration and staff - Administration and staff will:
- Provide assistance to parents, as appropriate, in understanding such topics as the state’s academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student’s academic progress and how to work with school staff to improve the achievement of the student.
• Provide materials and training to help parents work with their student to improve the student’s achievement, such as training in literacy and technology usage, to foster parental involvement.
• Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and language parents can understand.
• Provide other reasonable support for parental involvement activities as parents may request.
• Provide access to educational resources for parents to use together with their children.

Responsibilities of teachers - Teachers will:
• Assist the administration in facilitating and implementing the Title I Parent Involvement Policy and activities.
• Advise parents of their student’s progress on a regular basis.
• Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student’s progress and to participate as appropriate in the decisions relating to their student’s education.
• Provide opportunities for parents to participate in their student’s class and observe classroom activities.

Responsibilities of parents - Parents will support their student’s learning at home by:
• Monitoring school attendance.
• Monitoring completion of homework.
• Monitoring the type of programs and length of time students watch media.
• Encouraging positive use of extracurricular time.
• Participating, as appropriate, in decisions related to their student’s education.
• Participating in school activities, whenever possible.
• Communicating with teachers regarding their child’s needs and circumstances.
• Being aware of and following rules and regulations of the school and school district.

Responsibilities of Students - Students will be successful if they follow these agreements:
• Be prepared.
• Be on time.
• Be respectful.
• Be collaborative.
• Respect themselves and others.
• Take responsibility for their individual development as lifelong learners.
• Use thinking strategies to master content across all disciplines.
• Value creativity, imagination and reason.
• Prepare to be college and career ready.
• Participate in our diverse community as informed and conscientious citizens.

I have read and agree to uphold the School Parent Compact developed jointly by Goleta Valley Junior High School and parents/guardians of students served in the school pursuant to Title I.

Student Name: ________________________________________________________________

____________________________________________________________
Student’s Signature

____________________________________________________________
Parent/Guardian’s Signature Date

____________________________________________________________
Teacher’s Signature Date

____________________________________________________________
Principal’s Signature Date
Esta política y acuerdo han sido desarrollados y acordados conjuntamente por Goleta Valley Junior High School y los padres / tutores de los estudiantes que asisten a la escuela conforme al Título I.

El logro académico mejorado de cada estudiante es una responsabilidad compartida por toda la comunidad escolar, incluyendo el distrito escolar, la escuela, la administración escolar, los maestros y otro personal, los estudiantes, los padres (como se define a los fines de esta política para incluir a los tutores y todos los miembros de la familia de un estudiante que participan en la educación del estudiante) y los miembros de la comunidad.

Las actividades de participación de los padres en la escuela incluirán oportunidades para:
- Padres voluntarios e involucrados en actividades escolares.
- Desarrollo del personal y educación de los padres.
- Los padres deben proporcionar apoyo en el hogar para la educación de sus hijos.
- Los padres a participar en la toma de decisiones de la escuela.
- Comunicación efectiva entre la escuela y los padres utilizando Parent Square.

Las Responsabilidades de la escuela - La escuela deberá:
- Proporcionará un currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz de apoyo que permita a los estudiantes cumplir con los estándares académicos del estado.
- Involver a los padres en la planificación, revisión y mejora de los programas, planes y políticas del Título I, de manera organizada, continua y oportuna.

Con respecto a la Política de Participación de los Padres, la administración:
- Facilitar e implementar la Política de Participación de los Padres.
- Involver a los padres en la planificación, revisión y mejora de la Política de participación de los padres en la escuela al menos una vez al año.
- Proporcionar un aviso a los padres de la Política de participación de los padres en la escuela en un formato del idioma que los padres puedan entender.
- Hacer que la política de participación de los padres esté disponible para la comunidad.

Con respecto a las reuniones para padres, la administración deberá:
- Convocar reuniones anuales para informar a los padres sobre la participación de su escuela en el Título I, los requisitos del Título I y el derecho de los padres al participar.
- Un informe a los padres de todas las reuniones e invite y anime a los padres a asistir. Las reuniones se ofrecerán en varias fechas y horarios convenientes para facilitar la asistencia de los padres.

Con respecto a los programas y planes del Título I, la administración:
- Informar a los padres sobre los objetivos y propósitos del Título I, cualquier programa de Título I en la escuela, El plan de estudios, las evaluaciones académicas utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
- Involver a los padres en la planificación, revisión y mejora de cualquier programa de Título I en la escuela.
- Si el plan del Título I no es satisfactorio para los padres, presente cualquier comentario de los padres sobre el plan cuando se presente al distrito.
- Si lo solicitan los padres, ofrezca oportunidades para reuniones regulares de padres y la escuela donde los padres puedan ofrecer sugerencias y hacer preguntas sobre las políticas y programas del Título I.
- Proporcionar respuestas a las sugerencias y preguntas de los padres.
- Brindar asistencia a los padres, según corresponda, para comprender temas como el contenido académico del estado y los estándares de logros, las evaluaciones académicas estatales y locales, los requisitos del Título I, cómo monitorear el progreso académico de sus estudiantes y cómo trabajar con los maestros para mejorar el logro del alumno.

Con respecto al desarrollo profesional, la administración:
Con la asistencia de los padres, educar a los maestros, a los servicios del personal de los alumnos, a los directores y demás personal en:
- El valor y la utilidad de las contribuciones de los padres.
- Cómo comunicarse, animar y trabajar con los padres.
- Implementando y coordinando programas de padres.
- Estableciendo y fortaleciendo los lazos entre los padres y la escuela.
Con respecto a la coordinación con otros programas, la administración:
- En la medida de lo posible y apropiado, coordine e integre los programas de participación de los padres y lleve a cabo otras actividades, como talleres de tecnología para padres que alienten y apoyen a los padres a participar plenamente en la educación de los estudiantes.

Responsabilidades compartidas por la administración escolar y el personal - La administración y el personal:
- Brindar asistencia a los padres, según corresponda, para comprender temas como el contenido académico del estado y los estándares de rendimiento, las evaluaciones académicas estatales y locales, los requisitos del Título I, cómo monitorear el progreso académico de sus estudiantes y cómo trabajar con el personal escolar para mejorar el Logro del alumno.
- Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus estudiantes para mejorar el rendimiento de los estudiantes, como la capacitación en el uso de la alfabetización y la tecnología, para fomentar la participación de los padres.
- Asegúrese de que toda la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres en un formato y en un idioma que los padres puedan entender.
- Proporcionar otro apoyo razonable para las actividades de participación de los padres como los padres pueden solicitar.
- Proporcionar acceso a recursos educativos para que los padres los usen junto con sus hijos.

Responsabilidades de los maestros - Los maestros:
- Ayudar a la administración a facilitar e implementar la Póliza y las actividades de Participación de los Padres del Título I
- Asesorar a los padres sobre el progreso de sus estudiantes sobre una base regular.
- Estar fácilmente al alcance de los padres y brindar oportunidades para que los padres se reúnan con ellos regularmente para discutir el progreso de sus estudiantes y participar, según corresponda, en las decisiones relacionadas con la educación de sus estudiantes.
- Proporcionar oportunidades para que los padres participen en la clase de sus estudiantes y observen las actividades en el salón.

Responsabilidades de los padres - Los padres apoyarán el aprendizaje de sus hijos en casa al:
- Seguimiento a la asistencia escolar.
- Seguimiento de la finalización de la tarea.
- Monitoreo del tipo de programas y la duración del tiempo que los estudiantes ven los medios.
- Fomentando el uso positivo del tiempo extracurricular.
- Participar, según corresponda, en decisiones relacionadas con la educación de sus alumnos.
- Participar en las actividades escolares, siempre que sea posible.
- Comunicarse con los maestros sobre las necesidades y circunstancias de su hijo.
- Conocer y seguir las reglas y regulaciones de la escuela y el distrito escolar.

Responsabilidades de los estudiantes - Los estudiantes tendrán éxito si siguen estos acuerdos:
- Necesitas estar preparado
- Necesitas estar a tiempo.
- Necesitas ser respetuoso.
- Necesitas ser colaborativo.
- Respetarse a sí mismos y los demás.
- Asumir la responsabilidad de su desarrollo individual como aprendices de por vida.
- Utilice estrategias de pensamiento para dominar el contenido en todas las disciplinas.
- Valorar la creatividad, la imaginación y la razón.
- Prepárate para estar listo para la universidad y la carrera.
- Participa en nuestra comunidad diversa como ciudadanos informados y concienzudos.

He leído y estoy de acuerdo en seguir el Compacto de Padres de la Escuela desarrollado conjuntamente por Goleta Valley Junior High School y los padres / tutores de los estudiantes atendidos en la escuela de conformidad con el Título I.

Nombre del estudiante: ____________________________________________________________

Firma del estudiante
_____________________________________________________________________________
Firma del padre / madre / tutor Fecha
_____________________________________________________________________________
Firma del maestro/a Fecha
_____________________________________________________________________________
Firma del Director Fecha

6
Goleta Valley Junior High School
TITLE I PARENT INVOLVEMENT POLICY
2020-2021

Statement of Purpose
Goleta Valley Junior High School is committed to the goal of providing quality education for every student. To this end, we want to establish partnerships with parents and the community to encourage greater involvement to promote high achievement by all students. Research has shown that parent support for their children as well as the school is critical to their children's success.

Parental Involvement in Developing the Policy
Parents from School Site Council, PTA, and Categorical representatives will review the Goleta Valley Junior High School Parent Involvement Policy. Parental input will also be elicited through parent surveys conducted as part of our needs-assessment process for the development of the Single Plan for Student Achievement. The School Site Council, which represents parents of all students, will review the Parent Involvement Policy at the final School Site Council meeting of each school year.

Involvement of Parents in the Title I Program
To involve parents in the Title I program at Goleta Valley Junior High School, the following practices have been established:

- Annual Meeting for Title I Goleta Valley Junior High School Parents to discuss Title I requirements and the rights of parents to be involved in the Title I program for Goleta Valley Junior High School
  - Parent meeting is held in the Library towards the beginning of the school year. Parent Square is used to invite parents. Invitation is sent out in English and Spanish.
- Goleta Valley Junior High School offers a flexible number of meetings for Title I parents
  - Parent meeting is held in the library towards the beginning of the school year. Parent Square is used to invite parents. Invitation is sent out in English and Spanish.
  - Meeting is held towards the beginning of the new semester in the evening.
- Goleta Valley Junior High School involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of the school’s Title I programs and Title I parent involvement policy.
  - A school needs assessment is run at the end of the 1st semester to gather input from parents on the various student and parent programs held throughout the year. Meetings are held with PTA, ELAC, and SSC to present and gather input.
- Goleta Valley Junior High School provides parents of Title I students with timely information about Title I programs.
  - Towards the end of the summer, GVJH invites parents to Regatta where parents and students take care of paperwork prior to students starting school. Students in all grades attend and parents are presented with the Parent Compact and a booklet containing all the various programs at the school. Parent Involvement Policy will also be provided at the beginning of the school year.
- Goleta Valley Junior High School provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - Title I parent meeting (morning and evening).
- Goleta Valley Junior High School provides parents of Title I students with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Parent Square fliers, invitations, memos relating to joining the PTA/ ELAC/ SSC.
  - Informational tables at Back to School Night, Open House, school climate meetings.

Parent-Student-School Compact
According to the Federal Program Monitoring regulations, each school must share with parents the responsibility for improved student achievement and develop a school and parent partnership to help students attain the state's high standards. Parents and students on the School Site Council were involved in designing the Parent-Student-School Compact which describes: (1) the school's commitment to provide high-quality curriculum and instruction in a supportive learning environment, (2) the parents' responsibility and the importance of communication between parents and teachers on an ongoing basis, and (3) the students' responsibility for their own learning. Each year, the members of the School Site Council review the effectiveness of the compact, and revisions, if necessary, are made at this time.

Types of Parental Involvement
There are many ways in which parents are expected to be involved with their children's education at home, at school, and in the community. In order to assist parents in fulfilling their responsibility, we at Goleta Valley Junior High School will help parents develop parenting skills and foster conditions at home that support students' efforts in learning by offering
- Parenting Workshop-Computer workshop
- Parent Educational Technology workshops
  - NEO Computer Training
- Parent Leadership Classes- Padres Adelante, Parent Project, PIDA (every other year)
- Parent meetings with Administrators, Counselors, Foster Youth counselor
- Social Emotional Workshops
- Digital Citizenship Workshop
- Computers for Families

Provide parents with knowledge of techniques designed to improve student achievement as well as to prepare students for the entrance and attendance into college/universities by

- NEO Computer Training
- Parent Leadership Classes- Padres Adelante
- AVID Family Night
- Just Communities-PIDA program (every other year)
- Career Day

Coordinate and provide access to community and support service for students and families by

- Mental Health Counselor on-site through Family Service Agency
- Counseling Office has a widespread referral system
- Health Office provides referrals for dental and vision services

Promote clear, two-way communication between school programs and student progress by

- Having language access
- Student and family surveys
- Counselor appointments with families/students
- Parent access to NEO
- ParentSquare communication

Support parents as decision-makers and develop their leadership, governance, advisory, and advocacy roles by

- Parent Committees
- Just Communities-Parent Involvement through Dialogue and Action (PIDA) program (every other year)
- Recruiting and involvement of parents on committees such as
  - Representatives to District and site committees
  - PTA, SSC, ELAC/DELAC, ALP
  - Parent Information Meetings
  - SSEPAC

Provide parents with opportunities to support school activities such as

- PTA volunteers. Chaperoning dances, field trips, and sporting events. Participating in school fundraisers and school events such as theater and band performances.
- Back-to-School Night, Open House
- Library volunteers
- Science Night
- FUSE Night
- AVID Nights
- Regatta
- End-of-the-year activities
Career & Technical Educational Programs available to all students who don’t have scheduling conflicts:

- Industrial Tech
- Beginning Coding

**Matching Programs to the Needs of Our Community**
Each year the school assesses the needs of parents and students through a variety of measures and uses the findings to tailor the school-wide program to meet those needs.

Parents are notified of available workshops and programs. The importance of parent participation at Goleta Valley Junior High School is communicated through

- Flyers
- Automated phone calls through ParentSquare
- Personal phone calls
- Email
- Mail
- Face-to-face meetings

**Staff-Parent Communication**
Communication with parents includes

- Face-to-face communication
- Phone calls, both personal and automated
- Emails
- ParentSquare
- Mail through Post

**Evaluation**
The School Site Council is involved in the process of school review and improvement. There continues to be an annual evaluation of the Goleta Valley Junior High School Parent Involvement Policy with discussion on how to involve more parents at Goleta Valley Junior High School. Programs will be eliminated, revised, or created to continue our commitment to promoting parent involvement in all aspects of our students' education.

Goleta Valley Junior High School is committed to parental involvement. The Goleta Valley Junior High School Parent Involvement Policy, coordinated by the family liaison, school principal, and School Site Council, will continue to be promoted by all of the staff at Goleta Valley Junior High School.

**Glossary of Terms**

**PIDA:** Parent Involvement through Dialogue and Action

**SSEPAC:** Staff Special Education Parent Advisory Committee

**Language Access:** Language access allows limited-English-proficient (LEP) individuals access to information and services provided by GVJH. Spanish interpretation services include IEP meetings, SST meetings, and school events such as Back to School Night, Open House, and AVID nights. Translation services include written documents from English to Spanish.

**PTA:** Parent Teacher Association

**Padres Adelante:** Leadership classes for families facilitated by United Parents/Padres Unidos

**NEO:** Computer application used by the school district. It is an online teacher gradebook with assignment/test scores and current grade. Students and families can log in and check the student’s status and communicate via email with teachers.

**ALP:** Advanced Learning Programs
Declaración de propósito:
Goleta Valley Junior High School está comprometida con el objetivo de proporcionar educación de calidad para cada estudiante. Con este fin, queremos establecer asociaciones con los padres y la comunidad para alentar una mayor participación para promover el alto rendimiento de todos los estudiantes. La investigación ha demostrado que el apoyo de los padres para sus hijos y para la escuela es fundamental para el éxito de sus hijos.

Participación de los padres en el desarrollo de la política:
Los padres del Consejo Escolar, la PTA y los representantes categóricos revisarán la Política de participación de los padres de Goleta Valley Junior High School. El aporte de los padres también se obtendrá a través de encuestas a los padres como parte de nuestro proceso de evaluación de necesidades para el desarrollo del Plan Único para el Aprovechamiento Estudiantil. El Consejo Escolar, que representa a los padres de todos los estudiantes, revisará la Política de participación de los padres en la última reunión del Consejo Escolar de cada año escolar.

Involucración del Programa de título I
Para involucrar a los padres en el programa Título I en Goleta Valley Junior High School, se han establecido las siguientes prácticas:

- Reunión anual para padres de la escuela secundaria de Goleta Valley de Título I para discutir los requisitos de Título I y los derechos de los padres a participar en el programa de Título I para la escuela secundaria de Goleta Valley
- Las reuniones para padres se llevan a cabo en la biblioteca durante el inicio del año.
- Parent Square invita a los padres. La invitación se hace en inglés y en español. La escuela de Goleta Valley Jr. High ofrece un número reuniones con frecuencia que son flexibles para ofrecer reuniones acerca de Título I.

- La reunión se lleva a cabo hacia el comienzo del nuevo semestre en la tarde.
- La Escuela Secundaria Goleta Valley involucra a los padres de los estudiantes del Título I de manera organizada, se continúa y otorga la oportunidad para la planificación, revisión y mejora de los programas del Título I de la escuela y la política de participación de los padres del Título I.
- Una evaluación de necesidades escolares, se lleva a cabo al final del 1er semestre para recopilar información de los padres sobre los diversos programas de estudiantes y padres que se llevan a cabo durante todo el año. Las reuniones se llevan a cabo con el PTA, ELAC y SSC para presentar y recopilar opiniones.

- La Escuela Secundaria Goleta Valley proporciona a los padres de los estudiantes del Título I información oportuna sobre los programas del Título I.
  - Hacia el final del verano, GVJH invita a los padres al evento de Regatta, donde los padres y los estudiantes se encargan del papeleo necesario antes de que los estudiantes comiencen la escuela. Los estudiantes que asisten a distintos grados escolares y a los padres se les presenta el Acuerdo de Padres junto con un folleto que contiene todos los programas en la escuela. La política de participación de los padres también se proporcionará al comienzo del año escolar. La Escuela Secundaria Goleta Valley proporciona a los padres de los alumnos del Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los alumnos y los niveles de conocimiento que se espera que los alumnos alcancen. Reunión de padres Título I (mañana y tarde). La Escuela Secundaria Goleta Valley ofrece a los padres de los estudiantes del Título I oportunidades para reuniones regulares para participar en decisiones relacionadas con la educación de sus hijos. Volantes, anuncios por medio de Parent Square, e invitaciones, o notas relacionadas con unirse al PTA/ELAC/SSC.
  - Mesas informativas en la Noche de Regreso a Clases, Casa Abierta, reuniones de acerca del ambiente escolar.

Compacto de escuela, estudiante y padres:
De acuerdo con el conjunto de reglas federales de Monitoreo del Programa, cada escuela debe compartir con los padres la responsabilidad de mejorar el rendimiento estudiantil y desarrollar una asociación entre la escuela y los padres para ayudar a los estudiantes a alcanzar los altos estándares del estado. Los padres y estudiantes del Consejo Escolar participaron en el diseño del Pacto entre padres y alumnos, que describe: (1) el compromiso de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un ambiente de aprendizaje de apoyo, (2) la responsabilidad de los padres la importancia de la comunicación entre padres y maestros de forma continua, y (3) la responsabilidad de los estudiantes de su propio aprendizaje. Cada año, los miembros del Consejo de Sitio Escolar revisa la efectividad del compacto, y las revisiones, si es necesario, se hacen en este momento.
Tipos de participación de los padres:
Hay varias formas en la cual se espera que los padres participen en la educación de sus hijos en el hogar, en la escuela y en la comunidad. A fin de ayudar a los padres a cumplir con su responsabilidad, nosotros en Goleta Valley Junior High School:

Ayudamos a los padres a desarrollar habilidades de crianza y fomentar condiciones en el hogar que apoyen los esfuerzos de los estudiantes en el aprendizaje al:

- Taller de crianza de hijos-Taller de informática
- Talleres de tecnología educativa
- Entrenamiento de Computadora NEO
- Clases de liderazgo para padres- Padres Adelante, Proyecto para padres, PIDA
- Reuniones de padres con administradores, consejeros, consejeros de jóvenes de crianza temporal
- Talleres Sociales Emocionales

Proporcionar a los padres el conocimiento de técnicas diseñadas para mejorar los logros de los estudiantes, así como para preparar a los estudiantes para la entrada y asistencia a la universidad mediante:

- Entrenamiento de Computadora NEO
- Clases de liderazgo para padres- Padres Adelante
- Noche Familiar AVID
- Programa Just Communities-PIDA
- Computadoras para familias

Coordinar y proporcionar acceso a la comunidad y servicio de apoyo para estudiantes y familias mediante:

- Consejeros de YSS en el sitio a través de CADA
- La oficina de consejería tiene un sistema de referencia generalizado
- La Oficina de Salud proporciona referencias para servicios dentales y de la vista

Promover una comunicación clara y bidireccional entre los programas escolares y el progreso del estudiante al:

- Tener acceso al idioma
- Encuestas de estudiantes y familias
- Nombramientos de consejeros con familias / estudiantes
- Acceso de padres a NEO
- Comunicación ParentSquare

Apoyar a los padres como responsables de la toma de decisiones y desarrollar sus roles de liderazgo, gobierno, asesoramiento y defensa por:

- Comités de padres
- El programa Just Communities-Participación de los padres a través del diálogo y la acción (PIDA)
- Reclutamiento e involucramiento de padres en comités tales como
  - Representantes de comités de distrito y sitio
    - PTA, SSC, ELAC / DELAC, GATE.DAC
    - Reuniones de información para padres
    - SSEPAC

Proporcionar a los padres la oportunidad de apoyar las actividades de la escuela tales como:

- Voluntarios de PTSA, bailes de acompañantes y excursiones, eventos deportivos. Y participando en eventos de recaudación de fondos y eventos escolares como el teatro y actuaciones de la banda.
- Noche de regreso a clases, Open House
- Voluntarios de la biblioteca
- Noche de ciencia
- FUSE Night
Programas Educativos Profesionales y Técnicos disponibles para todos los estudiantes tales como:

- Tecnología industrial

**Programas a juego con las necesidades de nuestra comunidad:**
Cada año, la escuela evalúa las necesidades de los padres y estudiantes a través de una variedad de medidas y utiliza los hallazgos para adaptar el programa de toda la escuela para satisfacer esas necesidades.

Los padres son notificados de talleres y programas disponibles. La importancia de la participación de los padres en Goleta Valley Junior High School se comunica a través de:

- Flyers
- Llamadas automáticas a través de ParentSquare
- Llamadas telefónicas personales
- Email
- Correo
- Reuniones cara a cara

**Comunicación entre el personal y los padres:**
La comunicación con los padres incluye:

- Comunicación cara a cara
- Llamadas telefónicas tanto personales como automáticas
- Correos electrónicos
- ParentSquare
- Correo

**Evaluación:**
El Consejo Escolar está involucrado en el proceso de revisión y mejora de la escuela. Continúa una evaluación anual de la Política de participación de los padres de Goleta Valley Junior High School con una discusión sobre cómo involucrar a más padres en Goleta Valley Junior High School. Los programas serán eliminados, revisados o creados para continuar nuestro compromiso de promover la participación de los padres en todos los aspectos de la educación de nuestros estudiantes.

Goleta Valley Junior High School está comprometida con la participación de los padres. La política de participación de los padres de Goleta Valley Junior High School, coordinada por el enlace familiar, el director de la escuela y el consejo escolar, continuará siendo promovida por todo el personal de Goleta Valley Junior High School.

**Glosario de términos**

**PIDA:** participación de los padres a través del diálogo y la acción

**SSEPAC:** Comité asesor de padres de educación especial del personal

**PTA:** Asociación de Padres y Maestros

**YSS:** Especialista en servicios juveniles

**CADA:** Consejo sobre el abuso de alcohol y drogas

**Padres Adelante:** Clases de liderazgo para familias facilitadas por United Parents / Padres Unidos

**NEO:** aplicación informática utilizada por el distrito escolar. Está en el libro de calificaciones del maestro en línea con puntajes de asignación / prueba y calificación actual. Los estudiantes y las familias pueden iniciar sesión y verificar el estado del estudiante y comunicarse por correo electrónico con los maestros.

**ALP:** Programas de Aprendizaje Avanzado
## GVJH School Calendar
### 2020-2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>August 18, 2020</td>
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<td>September 7, 2020</td>
<td>Labor Day Holiday</td>
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<tr>
<td>September 15, 2020</td>
<td>Minimum Day</td>
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<tr>
<td>October 19, 2020</td>
<td>Professional Learning Day (non student day)</td>
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<tr>
<td>November 11, 2020</td>
<td>Veterans’ Day Holiday</td>
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<td>November 23-27, 2020</td>
<td>Thanksgiving Break</td>
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<td>December 1, 2020</td>
<td>Minimum Day</td>
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<tr>
<td>December 21, 2020 – January 1, 2021</td>
<td>Winter Break</td>
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<tr>
<td>January 15, 2021</td>
<td>End of 1st Semester/Minimum Day</td>
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<tr>
<td>January 18, 2021</td>
<td>Martin Luther King, Jr. Day Holiday</td>
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<tr>
<td>February 12, 2021</td>
<td>Lincoln’s Birthday Holiday</td>
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<td>February 15, 2021</td>
<td>Presidents’ Day Holiday</td>
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<td>March 9, 2021</td>
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<td>8th Grade Promotion/Minimum Day</td>
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Please note: Dates may change. Check the GVJH website for current dates.

### 2020-2021
#### BELL SCHEDULE

#### REGULAR SCHEDULE - Mon/Tues/Wed/Fri

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#### MINIMUM DAY SCHEDULE

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021 GV School Calendar</td>
<td>13</td>
</tr>
<tr>
<td>Academic Requirements</td>
<td>19</td>
</tr>
<tr>
<td>Academics</td>
<td>18</td>
</tr>
<tr>
<td>Acceptable Use Policy for Students</td>
<td>19</td>
</tr>
<tr>
<td>After School Sports</td>
<td>21</td>
</tr>
<tr>
<td>Assembly Schedule</td>
<td>22</td>
</tr>
<tr>
<td>Associated Student Body</td>
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</tr>
<tr>
<td>Attendance</td>
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</tr>
<tr>
<td>Awards</td>
<td>21</td>
</tr>
<tr>
<td>Back to School Night</td>
<td>22</td>
</tr>
<tr>
<td>Bell Schedule</td>
<td>13</td>
</tr>
<tr>
<td>Bicycles</td>
<td>21</td>
</tr>
<tr>
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<td>21</td>
</tr>
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<td>Cafeteria</td>
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</tr>
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<td>Computers &amp; Technology</td>
<td>19</td>
</tr>
<tr>
<td>Counseling</td>
<td>18</td>
</tr>
<tr>
<td>Daily Bulletin</td>
<td>21</td>
</tr>
<tr>
<td>Debts</td>
<td>19</td>
</tr>
<tr>
<td>Digital Citizenship</td>
<td>32</td>
</tr>
<tr>
<td>Discipline Guide for Classroom &amp; Campus</td>
<td>23</td>
</tr>
<tr>
<td>District Discipline Guidelines</td>
<td>24</td>
</tr>
<tr>
<td>Eighth Grade Awards Program</td>
<td>21</td>
</tr>
<tr>
<td>Electronic Device Policy</td>
<td>31</td>
</tr>
<tr>
<td>Emergency Disaster Plan</td>
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<td>Extra-Curricular Activities</td>
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<td>Immunizations</td>
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<td>Intra-District Transfers</td>
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<td>Late Arrivals</td>
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<td>Late Start Thursdays</td>
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<td>Library / Media Center</td>
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</tr>
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<td>Lost &amp; Found</td>
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<td>Make-Up Work</td>
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<td>Medication Policy</td>
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<td>Messages to Students during School Hours</td>
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<tr>
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<td>Off-Campus Appointments</td>
<td>18</td>
</tr>
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<td>P.E. Excuses</td>
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<td>Parent Conference</td>
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<td>Parent Involvement Policy</td>
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<td>Physical Education</td>
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<td>Principal’s Message</td>
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<td>Progress or Unsatisfactory Reports</td>
<td>19</td>
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<td>Promotion Requirements</td>
<td>19</td>
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<td>Restorative Approaches</td>
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<td>School-Wide Expectations (SAIL)</td>
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</tr>
<tr>
<td>Skateboards</td>
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<tr>
<td>Student Dress Code</td>
<td>22</td>
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<tr>
<td>Student Recognition Awards</td>
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</tr>
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<td>14</td>
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<td>Transportation</td>
<td>21</td>
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<tr>
<td>Trips / other Absences</td>
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<td>Valuables</td>
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<td>Visitors on Campus</td>
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<td>Who’s Who</td>
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<td>Withdrawal or Transfer from School</td>
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UNIFORM COMPLAINT PROCEDURES BP1312.3

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged:
1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs;
2) unlawful discrimination against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, lactation accommodations, homeless, foster youth, juvenile court student, physical education minutes, or non-instructional courses, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance;
3) failure to comply with school safety planning requirements as specified in Section 7114 of Title 20 of the United States Code;
4) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; and
5) unlawful imposition of pupil fees for participation in educational activities in public schools; and 6) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3. A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to the Santa Barbara Unified School District’s Assistant Superintendent of Human Resources, or the Assistant Superintendent of Education, or the Assistant Superintendent of Student Services who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the time line. If the District finds merit in a complaint, the District shall provide a remedy to all affected pupils, parents/guardians. A complainant may appeal the District’s decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District’s decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. If a district is found to have violated a State or Federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available. [Title 5 California Code of Regulations 4622; Education Code 234.1, 32289, 49013; Board Policy 1312.3]

SEXUAL HARASSMENT POLICY BP5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment targeted at any student by anyone at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer without delay. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

For any concerns regarding discrimination and equity in educational programs or activities, contact:

Frann Wageneck Ed.D.
Assistant Superintendent, Student Services
720 Santa Barbara Street
Santa Barbara, CA 93101
805-963-4338
fwageneck@sbunified.org

Title IX Compliance Officer:
Assistant Superintendent, Student Services
720 Santa Barbara Street
Santa Barbara, CA 93101
805-963-4338
fwageneck@sbunified.org
SANTA BARBARA UNIFIED SCHOOL DISTRICT

Who’s Who?

Board of Education / District Administration

Laura Capps                President
Jacqueline Reid            Vice President
Rose Muñoz                 Clerk
Kate Ford                  Member
Wendy Sims-Moten           Member

Shawn Carey                Superintendent
Frann Wageneck             Asst. Superintendent, Student Services
John Becchio               Asst. Superintendent, Human Resources
Raul Ramirez               Asst. Superintendent, Elementary
Megg Jette                 Asst. Superintendent, Business

Goleta Valley Junior High School

Administration

Mauricio Ortega            Principal
Clanci Chiu                Assistant Principal
Ryan Sportel               Dean of Student Engagement

Counseling

Gabriela Cabrera           Counselor (A-K)
Nancy Ricardo              Counselor (L-Z)

Office Staff

Natasha Cunningham         Licensed Nurse
Marcia Gonzalez            Office Manager
Melissa Lopez              Attendance Clerk
Jazmin Sanchez             Secretary
Sonia Spencer              Registrar/ Counseling Secretary

Library

Rachel Hatcher             Librarian

Specialist

Lauren Rasmussen, Speech Language Pathologist
Paul Lozano, Psychologist
Raquel Do Carmo, FSA Counselor

Please check our GVJH website for most recent updates.
Our Values
- Respect
- Innovation
- Lifelong learning
- Goal Setting
- Equity

School Wide Expectation
- Be Safe
- Be Accountable
- Be Inclusive
- Be a Learner

Principal's Message
Welcome to Goleta Valley Junior High School. It is my pleasure to welcome you to the 2020-2021 school year. Our wonderful campus has been part of the Goleta Valley community for more than 50 years. As a Mariner, it is important for you to become involved in our comprehensive program, including extracurricular activities and school events held throughout the year. We have four Houses (Buccaneers, Pirates, Sea Monkeys, and Golden Vikings) that rely on your spirit and leadership to help make our school a place that is supportive of your social wellbeing and academic excellence.

This agenda/student planner contains important information that will have an impact on your overall success. As a Mariner, we expect that you will show respect for yourself and others and actively participate in our diverse school community. Your engagement in the educational process plays an important role to your development and success. We have an outstanding and dedicated staff that will challenge you academically, provide support, ensure a safe learning environment, and communicate with your parents on a regular basis. As a student at Goleta Valley Junior High School, you are accountable for knowing and understanding our school wide expectations while on campus or attending school-related activities.

Should you have any questions or concerns, please come by my office, or I will see you around our school.

Go Mariners!
Mauricio Ortega, Principal

WHAT ELSE IS NEW?
One out of two students at GV is new. No one needs to feel strange or out of place. This is a friendly school where teachers and students alike will offer advice and information. Teachers, counselors, and administrators will help with individual problems. If you feel a little lost the first few days, rest assured, so do half of the other students.

HEALTH OFFICE
The health office is located in the administration building. Services include assisting students who are ill, applying first aid, providing referrals to community agencies, administering medication, and maintaining health, immunization and emergency records. The Heath Technician is here for consultation and health supervision. Students wishing to see her during school hours must obtain a hall pass from a teacher before going to her office. Visits may be for illness, accidents, individual conferences concerning health problems, or securing health information.

If a student must go home during the day because of illness or injury, parents/guardians will be telephoned by the Health Technician. It is necessary that the school have a completed emergency card on file in the Health Office for each student. “Resting” cots are available in the health office for students waiting to be taken home. If you have a health problem or condition that may affect your studies or activities, please report these problems to the Health Technician.

Medication Policy: If your child takes medication prescribed by a physician during the school day, please obtain the proper forms from the school. Designated school personnel may dispense medication only if:
A. The school receives a written statement from the physician detailing the method and amount, and time schedules by which the medication is to be taken; and
B. Parent submits a written statement indicating his/her desire that the school district assist his/her child in taking the medication; and
C. Parent signs a GVJH medication release statement. The forms are available in the health office (E.C. 49423, 494890)

This procedure includes over the counter medication, such as aspirin or Tylenol. The policy is strictly adhered to.

For your protection and others, please do not come to school ill. Thank you!

Immunizations
“A pupil who has not complied with the immunization laws shall not be admitted to school until evidence of compliance is submitted.”

All students must meet state immunization requirements.
Board of Education Policy, 5141 Admin. Req.

ATTENDANCE
Every minute of school is important. Every minute you are late or absent is a loss for you and for your classmates because you are not here to participate.

The California Administrative Code Title V allows the following excused absences: illness, health related (medical, dental, optometric, etc.) appointments, quarantine (e.g. lice), funeral services for immediate family members, and religion. If a student is absent for part of or the whole day, the parent/guardian must call the attendance office at 805-967-3486, X 2504, the morning of the absence. If no call is made, the student must bring a note to the attendance office within 24 hours of returning to school. The note must be dated, include the student’s name, date of absence, reason for absence and the signature of the parent/guardian.

Unresolved absences will be posted as truancies and will result in administrative action.

It is important that you be here and that you be on time.

Whenever any part of the instruction in health or family life education conflicts with your religious training and beliefs, or personal moral conviction, or those of your child, your child shall be excused from such instruction with written request (E.C. 51240).
Late Arrivals
Students arriving late to school must report to the attendance office and be signed in by the attendance clerk. Only students who have been ill, have returned from a dental/medical appointment, funeral, or religious observance will be excused. Oversleeping, car trouble, a missed bus, being needed at home, etc. are unacceptable tardy excuses and students may be disciplined per the school’s tardy or truancy policy.

GVJH Tardy Policy
#1 Warning
#2 Warning
#3 Teacher Detention+Parent Contact
#4 Referral to administration
#5 Saturday School
ALL Incidents are documented

Off-Campus Appointments
If a student must leave during the school day for an appointment, s/he must bring a note from his/her parent/guardian to the attendance clerk before first period. Students will be issued an off-campus pass to leave class at the arranged time.

Due to legal requirements, no student will be released during school hours to anyone who is not listed on a student’s emergency card. Picture ID’s are required. No exceptions will be made to this policy. Please come in to the school office to add to the emergency card the names of anyone who might pick up your child from school due to an emergency, or to take your child to a doctor appointment, or for any other purpose. While this process may cause some inconvenience on your part we want to make sure all of our students are accounted for and safe.

Students must check out through the attendance clerk before leaving and must wait in the office for rides.

REMINDER: Goleta Valley Junior High is a closed campus. Once students arrive at school, they are not allowed to leave until they have checked out through the attendance or health office.

Trips or other Absences
If a student must be absent for one or more days for reasons other than those that are legally excused, arrangements for obtaining assignments must be made prior to the absence. It is the student’s responsibility to contact their teachers for any work they need to complete because of their absence.

P.E. Excuses
Students must submit a note to their PE teacher from their parent/guardian or physician to be excused from physical activity in PE. The note must have the student’s name, reason, date of absences and a parent/guardian or physician signature. Students will be required to dress in their PE uniform when excused from participating.

Withdrawal or transfer from school
Forms for withdrawal/transfer are obtained from registrar. This process requires that the student clear all school debts, clean his/her P.E. locker, and sign out of classes before the withdrawal. Parents wishing to withdraw their student must present their reasons in person or in writing. Students may not hand carry official school records. These will be sent to the receiving school upon request by the receiving school. Parents may inspect these records before they are sent. Contact registrar in advance.

HOMEWORK POLICY
Homework is an essential part of a challenging academic program. Homework provides enrichment opportunities for subjects taught in the classroom and practice in developing mastery of subject matter. Plan for at least two hours of homework per school night. Agenda planners are required and students are expected to use them daily to keep track of listing all assignments and due dates. Agendas are provided at school, if lost, they must be purchased.

Make-up Work
In case of illness, students are required to obtain scheduled assignments. It is recommended that students have a class buddy to call for missed assignments. Office staff will forward homework/missed assignments requests to teachers only after a student is out 3 or more days. Teachers require at least 24 hours’ notice to have work available for parent pick-up. For instance, work requested Monday afternoon would not be available until Wednesday. In case of suspension, homework is requested of teachers by the assistant principal. Homework/missed assignments are available for pick-up from the homework box in the office. Please call to confirm that the work is available for pick-up.

Teachers have their own policies regarding make-up work. It is the student’s responsibility to know the teacher’s policy on make-up work, tests and labs. It is the students’ responsibility to make up their assignments in the time allotted by their teachers.

COUNSELING
Counselors are student advocates and serve as liaisons among administrators, faculty, parents and the community. Students are encouraged to meet with their counselor. The staff is here to make your junior high years memorable, successful and an enjoyable learning experience. Counselors are available to help students with school and personal problems.

Appointments
To see a counselor, students should stop by the counseling office before or after school. Parents may make appointments by calling 805-967-3486 x2502.

INTRA-DISTRICT TRANSFERS
Intra district transfer students attending Goleta Valley are here as our guests. We retain the right to revoke transfers following Santa Barbara Unified School District transfer guidelines. The most common causes for transfer revocation are truancy, poor grades, and behavior problems.

PARENT CONFERENCE
To make an appointment for a conference or to contact personnel, call 805-967-3486. The education of your child requires a high degree of home-school cooperation. If you want information about your child’s work, call the school and ask for the teacher’s voice mail. If you have a question about a behavior problem, call and ask for an Administrator.

You may also schedule a conference with a teacher, counselor, or administrator.

ACADEMICS
Common Core State Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are aligned with college and work...
expectations; are clear, understandable and consistent; include rigorous content and application of knowledge through high-order skills; build upon strengths and lessons of current state standards; are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and are evidence-based.

Academic Requirements
Students in the seventh or eighth grades at Goleta Valley Junior High are required to enroll in six classes per semester. Students may have one elective. For promotion from seventh grade to eighth grade, students must earn 55 units. For transfer, students must have earned a minimum of 50 units. All Goleta Valley Junior High students must pass fifteen units each of Math, English/Reading, Social Studies, and Science during their two years of study.

GRADERS - Grades are earned for each subject in both achievement and citizenship.

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>CITIZENSHIP/Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Outstanding</td>
<td>O Outstanding</td>
</tr>
<tr>
<td>B Above Average</td>
<td>S Satisfactory</td>
</tr>
<tr>
<td>C Average</td>
<td>N Needs Improvement</td>
</tr>
<tr>
<td>D Below Average</td>
<td>U Unsatisfactory</td>
</tr>
<tr>
<td>F Little or no achievement</td>
<td>CR Credit</td>
</tr>
</tbody>
</table>

Progress reports are issued in November, January, March and June. Semester grades (January and June) are recorded in a student’s permanent record.

HOMEWORK CENTER
All students are welcome to come to the on-site Homework Center in the Library for help with their homework. The Center is open at lunch throughout the week.

LIBRARY MEDIA CENTER
All students are welcome in the GV library. The library is open to students before school, during lunch and after school. Students have access to both print and electronic resources to meet their information and research needs.

Passes: Hall passes are required at all times. Passes can be teacher issued, office issued or electronically issued.

Textbook Checkout: Textbooks will be checked out within the first two weeks of the start of the semester, once class schedules are finalized. Students are responsible for all books checked out to them and will be assessed fees if books are damaged or lost. Each book has a barcode and the book issued to you is the book you are expected to return. Return textbooks promptly if you change or drop classes.

Library Book Checkout: The library has 15,000 books available for student checkout. Books may be checked out for three weeks at a time.

Overdue Books: Please return books promptly so that other students may have access.

PROMOTION
An eighth grade student who is suspended for twelve (12) or more days or is referred to the office frequently for discipline will be denied the privilege of taking part in the promotion ceremony and/or eighth grade end-of-year activities. An eighth grade student who receives two (2) or more “U’s” in citizenship or a combination of three (3) or more unsatisfactory (U’s or N’s) citizenship grades in his/her second semester report, may be denied the privilege of taking part in the promotion ceremony and/or eighth grade year-end activities. An excessive number of tardies will result in a citizenship grade of “N” or “U”. In brief, any eighth grade student may be denied the privilege of participating in the promotion ceremony or accompanying activities.

Debts
An eighth-grade student who owes money to the school for lost or damaged books, locks, or money from fundraisers may be denied the privilege of taking part in the promotion ceremony and/or eighth grade end-of-year activities.

Promotion Requirements

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>English/Reading</td>
<td>15 units</td>
<td>4 semesters</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15 units</td>
<td>4 semesters</td>
</tr>
<tr>
<td>Science</td>
<td>15 units</td>
<td>4 semesters</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15 units</td>
<td>4 semesters</td>
</tr>
<tr>
<td>Physical Education</td>
<td>15 units</td>
<td>4 semesters</td>
</tr>
<tr>
<td>Tech Exploration</td>
<td>1 semester</td>
<td></td>
</tr>
</tbody>
</table>

PROGRESS OR UNSATISFACTORY REPORTS
When a student is performing below the level of his/her ability or is making an unsatisfactory citizenship grade, a progress notice is mailed to the home midway through the quarter. If a student is performing exceptionally well, a teacher may send a note of commendation.

HONOR CODE
It is required that each student be responsible for completing his or her own class work and homework. Cheating is strictly prohibited. Consequences for cheating may include lowered academic and/or citizenship grade and progressive disciplinary action.

COMPUTERS AND TECHNOLOGY
Goleta Valley Junior High School has three computer labs, located in room 409, 602, and the library. Chromebook carts are also available for teachers to use in the classroom. All students are issued an iPad as part of Santa Barbara Unified School District’s TechEquity program.

Acceptable Use Policy for Students
Computers on campus are intended to support learning and enhance instruction. It is general policy that all computers available through the District’s access to the Internet must be used in a responsible, efficient, ethical and legal manner. All students are required to sign an acceptable use permission slip.

Unacceptable uses include the following:

· Violating the conditions of the California Education Code dealing with students’ rights to privacy.
· Using profanity, obscenity, or other language that may be offensive to other users.
· Re-posting (forwarding) personal communication without the author’s prior consent.
· Copying commercial software in violation of copyright laws.
· Using the network for financial gain, commercial activity, or any illegal activity.
· Accessing inappropriate (i.e. pornography, hate/bias-related) information.
· The person to whom an account is issued is responsible at all times for its proper use. Users should change their password frequently. Users must not give their password to another user.
Cell Phones/Other Electronic Devices Policy

Board Policy 5131. GVJH requires all other electronic devices -- including cell phones-- to be turned off and put away during class. Cell phones may be used by students before and after school. Cell phones are not to be used during school hours and are to remain off and stored away. In addition, earbuds must be put away during class unless the teacher gives permission for a specific academic activity.

Should the phone/electronic device be confiscated, it will be referred to the administration office:
- 1st offense: Student pick-up after school (2:34pm)
- 2nd offense: Parent pick-up
- 3rd offense: Parent pick-up plus meeting with administrator.
- Additional offenses: Parent Pick-up, meeting with administrator and progressive discipline.

Goleta Valley Junior High School assumes no responsibility for any student-owned device. Students bring their devices to school at their own risk. Santa

CAFETERIA

The cafeteria is open for breakfast 30 minutes before school. Breakfast is free to ALL students. Lunch includes our fresh salad bar! The National School Lunch Program offers free and reduced lunch to qualifying families. Money can be deposited through myschoolbucks.com in your child’s account - no need to carry cash! We strive to prepare and serve the freshest food possible and are committed to sourcing local produce. We continue to set a high standard of food production to ensure the health and well-being of our very special students. Nancy Weiss, Director of Food Services, 805-963-4338 x6387

Free/Reduced Lunches
Applications are available for students/families who qualify for free or reduced lunches. Please complete the application before the start of school. The application takes several weeks to be approved by the district. A new application must be completed each year.

Lunch-time behavior
Help keep your campus clean. Be responsible for your own trash, pick up trash you see and deposit all trash in cans. Recycling is encouraged and recycling cans are available around campus.

GENERAL INFORMATION

Classrooms will be open 5 minutes before school. When you arrive, please stay in the quad until classrooms are opened. Students are asked to be on the inside of the covered entrance to the auditorium. Students are not to loiter in the parking lots, behind the auditorium or cafeteria, between or behind the classroom wings, on the front steps, or in front of the main office building. Once you have arrived on campus, you may not leave without permission from the office.

Change of address and/or phone numbers
Please notify the Registrar of any changes in your address, phone number or guardianship status. Provide the office with current phone numbers in case the school needs to contact parents during the school day or in case of emergency.

Departure from school at the end of the day
Students are to leave campus immediately after school unless involved in a supervised after-school activity. Parents must make arrangements to have their sons/daughters picked up in a timely manner.

I.D. Cards
Identification cards with your photograph will be issued to you. Take care not to lose or damage your I.D. card. The card has many uses including serving as your library card, used to purchase breakfast and lunch, and participation in student activities.

Insurance
Student accident insurance is available on a voluntary basis through a private company. It provides broad coverage for injuries in school activities not covered by the school district. It is the parent’s responsibility to carry insurance for their child.

Messages to Students during School Hours
Only emergency messages will be delivered. The request must be made through the office staff. Messages will be taken only from a parent/guardian. Please make your child’s after-school or pick-up plans before school. The office will not take messages related to after-school plans.

Phone Use - The office phone is available to students only for emergencies.

Release of Student to Police or Sheriff Officers
If a school official releases your child from school to a peace officer for the purpose of removing him/her from the school premises for disciplinary reasons, the school official or peace officer shall take immediate steps to notify the parent or a responsible relative/guardian noted on the student emergency card. An exception to this procedure will be made when a student has been taken into custody as a victim of suspected child abuse. In those cases, the officer will notify the parent or guardian (E.C. Section 48906).

Valuables
Do not bring items of value to school. We are not responsible for breakage, theft or loss. The school will not provide security for such items. We maintain a set of books for classroom use and provide a set for home. PE lockers are small and only provide space for clothes. Always lock them carefully!

Lost and found
Be sure to put your name on clothing, books and personal belongings. If you find a personal item such as a backpack, purse, wallet, notebook, etc., please bring it to the front office. Found books should be taken to the library. Effort will be made to recover lost or stolen items.

Visitors on campus (BP AR 1250)
Parents/adult visitors are invited to the GVJH campus during school hours. All visitors must report to the school office by signing in and obtaining a visitor badge. Parent attendance at assemblies and special class presentations is encouraged.

Student visitors are not permitted on campus during school hours. Students visiting schools do not attend may face suspension from their home school. Because of the disruption to the academic program, visiting relatives and family guests are not allowed to attend school with our students. Permission to attend by a non-GVJH student is done on a case-by-case basis and requires 24-hour advance written permission from an administrator.
TRANSPORTATION

Skateboards: You may ride your skateboard to and from school, but not on campus. All skateboards are to be locked up in the Skate Rack. It is your responsibility to provide the lock. Having a skateboard at school is a privilege. If rules are not followed, the privilege will be revoked. Follow safety procedures.

Barling Terrace, across the street from the school, is private property. The property owners may report student trespassers to authorities.

Bicycles are to be locked inside the bike cage. Bicycles may not be ridden on campus. GVJH is not responsible for bicycles brought to school during the school day, night, or weekends. Wear a helmet and obey the rules of the road. Students may not use the bike rack without a helmet.

Bus Information

MTD provides bus service for our students. Go to sbmtd.gov for route & ticket information. As a service to our families, the student 10-ride bus passes are sold on campus Tues & Wed during lunch ONLY. Students should always carry an extra pass and/or bus money. Students must reapply annually for reduced rate eligibility. Goleta Union School District provides bus service to our students living in El Capitan State Beach area.

GVJH School Bus Safety Rules

Riding the MTD bus is a privilege. MTD bus drivers will monitor behavior of passengers. It is important that all students are aware of the bus riding rules so they may keep their privileges. MTD may suspend riding privileges temporarily or permanently for misconduct. Unsafe actions that would jeopardize the safety of anyone on the bus will result in immediate suspension of bus riding privileges and may result in disciplinary action.

- When you are riding the bus home, you are still subject to school rules.
- As the bus approaches, line up in an orderly manner, without pushing.
- Observe the same high standards of citizenship that are expected at school.
- Embark/disembark promptly in an orderly manner.
- When crossing the street, students absolutely MUST cross in front of the bus.
- Follow all directions given by the driver.

FAILURE TO FOLLOW THE RULES ON THE BUS MAY RESULT IN THE SUSPENSION OF BUS-RIDING PRIVILEGES.

THE DAILY BULLETIN

The Daily Bulletin is published each school day and is read over the public address system by a student. Printed copies are available and a copy is posted on the student bulletin board in the office. The Daily Bulletin is also available on the school website. The Daily Bulletin contains information for students about club meetings, luncheon activities, house competitions, assemblies, performing arts and musical presentations, after-school sports practices and games, along with other campus events.

Parent Weekly Bulletin is sent out every Sunday via Parent Square. Please make sure the school has the correct email address or cell phone number to receive these messages.

EXTRA CURRICULAR ACTIVITIES

To be eligible to participate in extracurricular activities, students must follow the Santa Barbara Unified School District’s requirements of acceptable scholarship and citizenship.

Associated Student Body – ASB

All students of GVJHS belong to the ASB. Officers are elected in the spring for the following school year. Candidates must petition and have satisfactory academic and citizenship grades. Actively participating in ASB government or being a house representative means being involved in school-wide projects, and acquiring leadership qualities.

After-School Sports

GVJH students have the opportunity to take part in after-school sports. All that is required is a willingness to attend practices on a regular basis. Our school competes with other local junior high schools. Bus transportation is offered when competitions take place off-campus. Students have options including flag football, basketball, volleyball, softball, soccer or Ultimate Frisbee.

Other activities and groups

To make junior high school a well-rounded and more social environment, students are encouraged to participate in school activities. There is a variety of clubs and activity groups that welcome student participation and involvement. The following are some of the clubs available: Advanced Band / Chess Club / Dance Team/Peacebuilders/AHA bicy / Math Counts / Salsa Club / Science Club Tech Club / Yearbook Club/ GSA /Maker Mondays / Engineering and Robotics Club/ Homework Club. Please visit www.gvjh.org for more club information.

AWARDS

Eighth Grade Awards Program

Each year, teachers, school administrators, and the student engagement committee select certain eighth graders for honors to recognize academic achievement, outstanding community service, strong leadership skills and/or exemplary character. The awards include the following:

- Galleon Award
- Principal’s Award
- Community Service
- Joe Blake Award
- Department Awards
- D.A.R. & S.A.R.
- Kiwanis Club of SB

Please visit www.gvjh.org for details about each award.

STUDENT HOUSE AWARDS

ASB gives student Recognition Awards throughout the year. The purpose is to promote a positive and inclusive school culture.

Student of the Month

Each month, teachers nominate a Student of the Month. Six students are chosen each month for their contributions to our school and for maintaining their academic marks, punctuality, character, courtesy, respect, responsibility, productivity, sportsmanship, and helpfulness.

Very Improved Performer

Four times throughout the year, students are honored by the Credit Assistance League of Santa Barbara as a VIP (Very Improved
Performers). Students are recognized as VIP’s who have shown improvement in academics, attendance, or attitude.

National Junior High School Honor Society
The GVJHS Honor Society is a chapter of the National Junior Honor Society. To be eligible for membership, students must earn a 3.5 or better grade point average through all of 7th grade and the first semester of 8th grade, at no time dropping below 3.5. Grades in all subjects are considered in calculating the grade point average. Grades are weighed as follows: A=4, B=3, C=2, D=1, and F=0. Students must also maintain satisfactory citizenship in all classes. A recognition event is held in the spring to honor 7th and 8th graders who meet the NJHS criteria.

Late Start Thursday
First period begins at 9:15. Students who are on campus before must be in the quad area.

Assembly Schedule
Assembly Schedules will be announced in the Daily Bulletin. Assemblies are either by selected classes or whole school, and are divided into two sessions.

Back to School Night
All parents should plan to attend our Back to School Night. Parents follow their student’s schedule spending 10 minutes in each class. During the class time, teachers describe course objectives, materials, grading policies, homework policies, and the major activities in the class. Please remember, this is not a time for conferences about grades or coursework.

Emergency Disaster Plan
For the safety of our students, a comprehensive Disaster Preparedness Plan is in place. Evacuation procedures are practiced regularly. Fire and earthquake drills assist staff and students with mastering safe procedures for vacating areas of potential danger. In addition, a Drop & Lock Procedure is rehearsed in case the school faces an intruder on campus. A Violence Response Kit exists to assist law enforcement agencies responding to threats to student/staff safety.

In the event of a disaster requiring evacuation, the following procedures are in place:
-Students, with supervision of school personnel, will wait for release at designated areas on the activities blacktop.
-School and/or district will communicate specific instructions for reunification procedures via Parent Square, etc.

Involuntary Transfer: Students with 20 days of suspension in the same school year or with a cumulative total of 30 days will be involuntarily transferred to another junior high school within the district or recommended for expulsion. Students with 30 or more days of suspension may be recommended for expulsion from the Santa Barbara Unified School Districts.

Dress Code Policy
The Santa Barbara Unified School District is committed to establishing a safe and secure learning environment. While a student’s attire is generally at the discretion of a parent/guardian, appropriate dress standards are necessary for the healthy, safe and undisputed operation of a school.

The district’s dress code policy will be enforced consistently and fairly on all school campuses and at school sponsored functions. Additionally, each individual school site reserves the right to add items to the district’s dress code as necessary for the health and safety of the school environment. School sites are responsible for notifying the students and parents of established site standards.

Appropriate Dress Standards (BP AR 5132)
Our district’s students are prohibited from wearing clothing that (a) causes an actual distraction from or disturbance of any school activity, or interferes with participation of a student in a school activity or (b)creates a health or safety hazard, or (c) impedes in the learning of self or others.

1. Clean and Neat Dress: Students shall be neatly dressed and shall show proper attention to personal cleanliness. Students shall wear clothing that fits properly and which does not expose the torso or undergarments.
2. Footwear: Safe footwear is required at all times.
3. Headwear and Sunglasses: Students shall not wear hats, handkerchiefs, bandanas or other kinds of head coverings inside district buildings, except as part of a religious observation or custom. Students shall not wear dark glasses or sunglasses indoors unless a student has a valid medical note on file at the school site. Each school site shall allow students to wear sun-protective clothing while outdoors during the school day and during school functions open to the public. The type of sun-protective clothing permitted at a school site is determined by the individual site.
4. Dangerous Clothing: Students shall not wear any clothing that may be used as a weapon, including but not limited to, steel toed boots, long waist chains, items with spikes or studs and other items deemed inappropriate by an individual school site.
5. Writing, Insignias and Pictures: Students shall not wear clothing, jewelry, hairstyles, body art, or other personal effects with writing, insignia or pictures which disrupt the educational process.

This includes, but is not limited to, writings, insignia and pictures that:
- display commonly known gang and gang affiliation symbols;
- display products or slogans which promote alcohol, tobacco, drugs, violence or sex;
- are obscene, libelous, slanderous or profane;
- create a clear and present danger of the commission of unlawful acts, violation of school regulations or injury to the people or property of the school community;
- discriminate against others or are violations of hate-crime laws.

Consequences for Dress Code Violation
Students who fail to follow the provisions of the dress code will be held accountable in accordance with the established district/site discipline policy.

Staff and administrators will refer to the SB Unified Discipline Ladder when working with students who are not following dress code.
- First Offense: Student conference with administrator and attire altered;
- Second Offense: Attire altered. Administrator conference with parent and student;
- Third Offense: Attire altered. Administrator, teacher, parent, and student meeting.

Persistent and flagrant violations of the dress code may result in further consequences as allowed by the California Education Code.
P.E. Dress Requirements
Physical Education classes are part of the required curriculum. Participation is mandatory. Students may be excused from participation only for medical reasons (doctor’s note required). All students are required to wear GVJH PE clothes or plain gray t-shirt and black shorts that match our PE clothes colors. PE lockers and locks are assigned to students by PE department personnel. Uniform and locker policies are explained to students at the start of the term.

To ensure the safety of your belongings and the security of your locker, always lock your locker and do not share your lock combination with others.

Chewing Gum Policy
While we are aware of some benefits to chewing gum in specific circumstances, our policy of no gum at school is centered around maintaining a safe, clean and welcoming learning environment for all students. If gum is chewed at school, students shall cooperate in ensuring responsible disposal of chewing gum when asked.

A Final Note on Student Rights
Students have the right to fair, consistent and respectful treatment by staff members and fellow students. Students have the right to due process.

Students, within legal constraints, may exercise their constitutionally protected rights of free speech, expression, and assembly as long as they do not interfere with the operation of the regular school program.

Students have rights pertaining to search and seizure of their possessions. However, while searches at school must follow specific guidelines, the standard for search and seizure on school campuses is not probable cause. The standard for schools is known as reasonable suspicion.

Expectation of Privacy
School lockers are property of the school, and are subject to random searches. This concept extends to the contents of files or folders stored in school owned computers. Please refer to the school’s Acceptable Use Policy for computer applications.

DISCIPLINE GUIDE FOR CLASSROOM & CAMPUS
GVJH believes one of our responsibilities is the preparation of young people for responsible citizenship. We provide a learning environment that reinforces ideas of self-discipline and personal responsibility using restorative approaches. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary action. The foundation of our progressive discipline program is the philosophy that:

EVERY STUDENT HAS THE RIGHT TO LEARN
EVERY TEACHER HAS THE RIGHT TO TEACH
EVERYONE HAS THE RIGHT TO BE FREE FROM PHYSICAL AND VERBAL ABUSE

Progressive Discipline: Goleta Valley Junior High School expects students to conform to a code of behavior that guarantees the right of all students to an educational setting that is safe and orderly. Our discipline interventions are contractual, progressive and educational. Students will be made aware of what is expected of them and of the consequences that follow rule violations. A positive school climate is the end result of the total school community, adult and adolescent, behaving in productive, respectful manners with equal consideration for all.

School Staff Responsibilities: School staff members are expected to exercise a reasonable enforcement of school regulations and are responsible for counseling students regarding potential deficiencies or problems. The staff also has a responsibility, whenever possible, to notify parents of potential academic or social problems before they occur. This may include both school and after school activities which interfere with the students’ ability to be successful.

Teachers shall be responsible for the instruction of pupils in rules and regulations of proper conduct, and be responsible for proper and adequate control of pupils. The responsibility and the authority of any teacher extend to all pupils of the school district.

Parent Responsibilities
Parents are expected to cooperate with the school authorities regarding the regular attendance and behavior of their children. Parents shall be held responsible for the willful misbehavior of their children, as indicated by section 1714.1 of the Civil Code and Education Code 48909 and 48200. The Principal of each school shall take steps to insure that all rules pertaining to the discipline of pupils are communicated to students at the beginning of each school year and to transfer students at the time of their enrollment in the school.
DISCIPLINE GUIDELINES

A student may be disciplined, suspended or expelled for any of the acts listed below if the act occurs while on school grounds, while going to or coming from school, during the lunch period (on or off campus), or during, going to, or coming from any school-sponsored activity at any school or on any school district’s grounds. Education Code 48900(r).

(References in the “Offense” column below: EC is Education Code; SBUSD BP is Santa Barbara Unified School District Board Policy.) (See Note 7, on last page, for specific examples of “other means of correction.”)

<table>
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<tr>
<th>OFFENSE</th>
<th>1ST OFFENSE</th>
<th>2ND OFFENSE</th>
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<tr>
<td>1</td>
<td>Assault and/or battery on a school employee [EC 48915 A(5), SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Due to the potential seriousness of this offense, an infraction of this rule will result in 5 days suspension, and recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<td>2</td>
<td>Offering or selling a controlled substance or alcoholic beverage or intoxicant [EC 48915(c2), EC48900D, SBUSD BP 5131.6, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Due to the potential seriousness of this offense, and the requirements of the CA Ed Code 48900/48915, this will result in 5 days suspension and recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<td>3</td>
<td>Brandishing a knife or explosive or possession of any firearm [EC 48915C, SBUSD BP 5131 and SBUSD BP5144.1]</td>
<td>Due to the potential seriousness of this offense and the requirements of CA Ed Code 48915, this will result in 5 days suspension, and a recommendation for expulsion. Fire marshall and/or law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<tr>
<td>4</td>
<td>Sexual assault, committing or attempting to commit sexual assault or committing sexual battery [EC 48915 (c)(4), SBUSD BP 5131, and SBUSD BP 5144.1]</td>
<td>Due to the potential seriousness of this offense and the requirements of CA Ed Code 48915, this will result in 5 days suspension, and a recommendation for expulsion. Fire marshall and/or law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<tr>
<td>5 Possession of a knife or other dangerous object at school or school activity [EC 48900B, SBUSD BP 5131.7 and SBUSD BP 5144.1]</td>
<td>5 days suspension recommendation for expulsion unless a written report explaining the circumstances is provided to the governing board. Fire marshall and/or law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>5 days suspension and recommendation for expulsion.</td>
<td>None permitted.</td>
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<tr>
<td>6 Willfully causing serious injury to another person, except in self defense [EC 48915 A(1), EC 48900 A(1) EC 48900 A(2), SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Due to the potential seriousness of this offense and the requirements of the CA Ed Code 48900/48915, this will result in 5 days suspension and recommendation for expulsion (48915 only). Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
<td>5 days suspension and recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<tr>
<td>7 Possession, under the influence and/or use of any controlled substance, alcoholic beverage or intoxicant [EC 48900C, SBUSD BP 5131, SBUSD BP 5144.1 and SBUSD BP 5131.6]</td>
<td>5 days suspension, parent-student conference, and referral to SUPER program and/or Teen Court services to be completed within 45 school days. Law enforcement notification. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>5 days suspension, parent-student conference, and referral to Daniel Bryant Youth &amp; Family Center which will include a clinical alcohol/drug assessment and a six-week Parent Program (voluntary for parents) with the following treatment options to be determined by the Center based on the individual’s needs: 1) Alcohol and drug awareness groups with drug testing; 2) 30-day Cannabis Youth Treatment (A brief intervention program for early use of marijuana); 3) six months Moderate Treatment (for more acute use of alcohol or drugs); or 4) one year Intensive Treatment (for chronically involved in alcohol and drug use). The principal or superintendent may recommend the pupil for expulsion or an involuntary transfer based on a case-by-case analysis of the pupil’s individual circumstances including whether the pupil has complied with the district’s discipline policy requirements for the first time offense. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>5 days suspension, parent-student conference, law enforcement notification, and recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
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<td>8 Aids or abets the infliction or attempted infliction of physical injury to another person [EC48900T, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>5 days suspension, parent conference, possible law enforcement notification. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>5 days suspension, Law enforcement notification, recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
</tr>
<tr>
<td>9 Robbery and/or extortion [EC 48915 a(4) and EC 48900E, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Due to the potential seriousness of this offense, and the requirements of the CA Ed Code 48900/48915, this will result in 5 days suspension and recommendation for expulsion (48915 only). Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>5 days suspension and recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<td>10 Terroristic Threats [EC 48900.7, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension and/or possible recommendation for expulsion and Law enforcement notification, and/or restorative conference. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
<td>5 days suspension and recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<td>11 Fire setting [EC 48915 a(2), EC 48900 b and c, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension, parent conference, Fire marshall and law enforcement notification, and restorative conference. Possible recommendation for expulsion. Other means of correction.</td>
<td>5 days suspension, fire marshall and law enforcement notification, and recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<td>12 Hate crime or violence [EC 48900.3, SBUSD BP 5145.3, SBUSD BP 5131, SBUSD BP 5136 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension, parent conference, referral to counseling, law enforcement notification. Possible recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
<td>5 days suspension, parent and law enforcement notification, recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>None permitted.</td>
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<td>13 Obscene acts, habitual profanity or vulgarity [EC 48900i, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Alternative means of correction including Restorative Approaches and/or up to 5 days suspension. Other means of correction.</td>
<td>Up to 5 days suspension, and parent conference. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
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| 14  | Possession, sale and/or trade of drug paraphernalia  
     [EC 48900F, SBUSD BP 5131, 
     SBUSD BP5131.6 and SBUSD BP 5144.1] | Up to 5 days suspension, parent conference, mandatory counseling  
     (SUPER program). Law enforcement notification. Will result in a restorative conference upon return from suspension | 5 days suspension and possible recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction. |
| 15  | Theft, attempted theft, or possession of stolen school or personal property  
     [EC 48900G, EC 48900L, SBUSD BP 5131 and SBUSD BP 5144.1] | Alternate means of correction including Restorative Approaches and/or up to 5 days suspension, restitution, parent conference. Possible law enforcement notification and possible recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of terms of expulsion. | 5 days suspension and possible recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction. |
| 16  | Vandalism/destruction of school or private property  
     [EC 48900F, SBUSD BP 5131 and SBUSD BP 5144.1] | Alternative means of correction including Restorative Approaches  
     and/or up to 5 days suspension, and parent conference. Law enforcement notification and possible recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of terms of expulsion. | Up to 5 days suspension, law enforcement notification and possible recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction. |
| 17  | Possession or use of tobacco  
     [EC 48900H, SBUSD BP 5131 and SBUSD BP 5144.1] | Alternative means of correction including Restorative Approaches,  
     notification of parent and/or up to 5 days suspension. Will result in a restorative conference upon return from suspension. | Up to 5 days suspension and parent conference. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction. |
| 18  | Harassment, threats or intimidation, including via electronic transmissions  
     [EC 48900.4, SBUSD BP 5145.3, SBUSD BP 5131 and SBUSD BP 5144.1] | Alternative means of correction including Restorative Approaches  
     and/or up to 5 days suspension, parent notification, and possible law enforcement notification. Will result in a restorative conference upon return from suspension. | Up to 5 days suspension, parent conference. Possible law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction. |
| 19  | Bias-related incident  
     (racial, ethnic, religious, sexual orientation, etc.) or hazing, degrading (slurs) and disgracing any person attending the school  
     [EC 48900Q and EC 48900K, SBUSD BP 5145.3, SBUSD BP 5131 and SBUSD BP 5144.1] | Alternative means of correction including Restorative Approaches and/or up to 5 days suspension and possible recommendation for expulsion. Parent conference, and possible law enforcement notification. Will result in a restorative conference upon return from suspension. | Up to 5 days suspension, parent conference, and possible recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction. |
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<td>21 Sexual harassment [EC 48900.2, SBUSD BP 5145.3, SBUSD BP 5145.7, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension, parent notification, restorative conference, referral to counseling, possible law enforcement notification. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension, parent conference, Teen Court services. Law enforcement notification. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension, parent notification, and recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
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<td>22 Sale of any look alike substance representing drugs or alcohol [EC 48900D, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension and parent conference, Restorative Approaches. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension and possible recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
<td>Up to 5 days suspension and recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
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<td>23 Possession of unauthorized articles (i.e., pornographic material, chains, or misuse of electronic devices) [EC 48901.5 and EC48900K, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Alternative means of correction, including but not limited to parent notification; retrieval of item confiscated at restorative conference, and appropriate application of restorative consequences. (Cell phones, electronic devices referred to site administration after school.)</td>
<td>Parent notification; item confiscated-to be returned to parent only, alternative means of correction including restorative conference.</td>
<td>Up to 5 days suspension and/or parent conference. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
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<td>24 Use of physical force upon another person [EC 48900 a(1), SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension, restorative conference, parent conference, and possible law enforcement office notification. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension and parent conference. Law enforcement notification. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension and recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
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<td>25 Falsification and/or forging or altering school correspondence, passes or absence re-admits [EC48900K, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension and/or alternative means of correction, restorative conference, and will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension, parent conference, Teen Court services. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
<td>Up to 5 days suspension and parent conference. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
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<tr>
<td>26 Upbraiding, insulting, or abusing teachers or other school personnel [EC 48900K, SBUSD BP 5131 and SBUSD BP 5144]</td>
<td>Up to 5 days suspension, possible removal from class and/or alternative means of correction, parent conference, and restorative conference. Will result in a restorative conference upon return from suspension or as part of terms of expulsion. Other means of correction.</td>
<td>Up to 5 days suspension, parent conference and/or possible removal from class and restorative conference. Possible recommendation for involuntary transfer or expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
<td>Recommendation for Involuntary transfer or possible recommendation for expulsion. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion. Other means of correction.</td>
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<td>27</td>
<td>On any other campus without permission [EC48900K, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension and/or alternative means of correction, Restorative Approaches, and parent conference. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension and parent conference. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
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<td>28</td>
<td>Academic integrity (e.g., cheating/plagiarism) [EC48900(k) and SBUSD BP5131]</td>
<td>Failing grade on affected assignment, parent contact, and referred to appropriate academic supports, restorative conference.</td>
<td>Second offense within 12 months will result in failed grade in most recent affected class (contributes to GPA), parent contact, mandatory school counselor conference, and/or suspension up to 5 days. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
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<tr>
<td>29</td>
<td>Misuse of computers and/or the Internet (see computer &quot;Acceptable Use Policy&quot; in Appendices) [EC48900K, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension and/or alternative means of correction including Restorative Approaches, loss of access for specified time. Possible recommendation for expulsion. Depending on the seriousness of the offense, there may be law enforcement notification and/or recommendation for involuntary transfer. Will result in a restorative conference upon return from suspension. Other means of correction.</td>
<td>Up to 5 days suspension, parent conference and loss of access to school computers for a specified time. Possible recommendation for expulsion. Depending on the seriousness of the offense, there may be law enforcement notification and/or recommendation for involuntary transfer or expulsion. Will result in a restorative conference upon return from suspension or as part of terms of expulsion. Other means of correction.</td>
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<tr>
<td>30</td>
<td>Possession of an imitation firearm) [Education Code 48900M, SBUSD BP 5131 and SBUSD BP 5144.1]</td>
<td>Up to 5 days suspension and/or alternative means of correction including Restorative Approaches, possible recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
<td>Up to 5 days suspension, and parent conference. Possible recommendation for expulsion. Law enforcement notification. Will result in a restorative conference upon return from suspension or as part of conditions of expulsion.</td>
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Note:
1. With the exception of the use of personal electronic devices for academic purposes as directed by school staff members, such devices must be turned off from the first bell until dismissal (end of school day). The administration is not responsible for the loss or theft of personal items.
2. Education Code 48903 provides for the recommendation for expulsion or involuntary transfer to another school site any student who has accumulated 20 days of suspension (or 30 days if already transferred to another school for adjustment purposes). Education Code 48900S provides that these disciplinary guidelines apply to students on any school campus (in or out of district) and that a pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) while on school grounds, (2) while going to or coming from school, (3) during the lunch period whether on or off the campus, (4) during, or while going to or coming from, a school sponsored activity.
3. Board Policy 5145.12 provides general guidance with regards to student searches. In all cases, school officials will not conduct a search absent reasonable suspicion.
4. Misuse of electronic devices (e.g., computers, cell phones, PDAs) can result in additional legal and school consequences. Misuse of electronic devices, regardless of time and place, that disrupt the educational environment will also result in application of these disciplinary rules.
5. All school lockers and all of their contents are subject to search. Students are advised not to share lockers: Unauthorized contents of a locker are presumed to belong to the student assigned to it.
6. Other means of correction include, but are not limited to, the following:
   a. A restorative conference between school personnel, the pupil’s parent or guardian, and the pupil.
   b. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support services personnel for case management and counseling.
   c. Student study teams, counseling teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
   d. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
   e. Enrollment in a program for teaching prosocial behavior or anger management
   f. Participation in restorative approaches including Restorative Conferencing, Reactive Peace Circles, Intentional Reintegration after suspension.
   g. A positive behavior support approach with tiered interventions that occur during the school day on campus.
   h. After-school programs that address specific behavioral issue or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups (e.g.—Teen Court and SUPER).
   i. Any of the alternatives described in Section 48900
GVJH 2020-2021 iPad 1-1 Program / Electronic Device Policy

GVJH is excited that in 2020-2021 all students will be issued an iPad as part of Santa Barbara Unified School District’s TechEquity program. These devices will equip all students with electronic learning tools, enable all students to conduct online research, and provide students/teachers the tools to create advanced audio/video presentations and projects. The iPads will come with preloaded apps and a keyboard case.

Student Responsibilities:

All students are required to bring their iPads to school fully charged and ready to use every day.

Additional Responsibilities:
· Keep the iPad with you or within your sight at all times
· Do not let anyone use the iPad other than your parents or guardians
· Adhere to SB Unified Acceptable Use Policy (AUP) at all times
· Keep the iPad in the SB Unified provided case. DO NOT REMOVE IT
· Do not do anything to the iPad that will permanently alter it in any way
· Lost or stolen iPads must be reported immediately to the District’s Educational Technology Services (ETS) Department by sending an email to support@sbunified.org from your @my.sbunified.org email address
· Damaged iPads or keyboards (cracked screens, charging issues, missing keys, etc) should be reported to ETS to help maintain the longevity of the iPad
· Students can file a tech ticket by using the Tech Support app on their iPad or by sending an email to support@sbunified.org from their @my.sbunified.org email address

Cell Phones/Other Electronic Devices Policy

As every student will have access to the iPad during class to access online documents and information, and in accordance with SBUSD Board Policy 5131, GVJH requires all other electronic devices -- including cell phones-- to be turned off and put away during class. Cell phones may be used by students before and after school. Cell phones are not to be used during school hours and are to remain off and stored away. In addition, earbuds should be put away during class unless the teacher gives permission for a specific academic activity.

· Should the phone/electronic device be confiscated; it will be referred to the administration office:
  · 1st offense: Student pick-up after school (2:45pm)
  · 2nd Offense: Parent pick-up
  · 3rd offense: Parent pick-up plus meeting with Assistant Principal
  · Additional offenses: Parent Pick-up, meeting with Assistant Principal and progressive discipline.

Goleta Valley Junior High School assumes no responsibility for any student-owned device. Students bring their devices to school at their own risk.
WE, THE DIGITAL CITIZENS, PLEDGE TO...

COMMUNICATE RESPONSIBLY AND KINDLY WITH ONE ANOTHER.

PROTECT OUR OWN AND OTHERS’ PRIVATE INFORMATION ONLINE.

STAND UP TO CYBERBULLYING.

RESPECT EACH OTHER’S IDEAS AND OPINIONS.

GIVE PROPER CREDIT WHEN WE USE OTHERS’ WORK.
Our GVJH Community supports students to be:
Safe, Accountable, Inclusive, Learners (SAIL)

<table>
<thead>
<tr>
<th>School-wide Expectations</th>
<th>Classrooms and All Settings</th>
<th>Public Areas: Hallways, Restrooms, Cafeteria, Outdoor spaces</th>
<th>Online environment: social media apps, email, and text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe</strong></td>
<td>Help maintain a peaceful, neat and orderly environment.</td>
<td>Allow everyone their right to personal space.</td>
<td>Consider the feelings of others before I post.</td>
</tr>
<tr>
<td><em>How are my actions affecting others' right to feel safe?</em></td>
<td>Be attentive to directions.</td>
<td>Be aware of your surroundings.</td>
<td>Be cautious.</td>
</tr>
<tr>
<td></td>
<td>Be thoughtful of others' space and property</td>
<td>Be an upstander—speak up in appropriate ways.</td>
<td>Report suspicious or dangerous content.</td>
</tr>
<tr>
<td><strong>Accountable</strong></td>
<td>Use time wisely</td>
<td>Pick up after myself</td>
<td>Take responsibility for the effects of my social media actions.</td>
</tr>
<tr>
<td><em>How do my actions show that I consider myself to be accountable to self and others?</em></td>
<td>Be prepared.</td>
<td>Be honorable and wait my turn when in a line</td>
<td>Check my feelings before I post.</td>
</tr>
<tr>
<td></td>
<td>Accept responsibility for my errors and mistakes with grace</td>
<td>Share the burden of maintaining peace and order</td>
<td>Re-read message before I post.</td>
</tr>
<tr>
<td><strong>Inclusive</strong></td>
<td>Seek out experiences with people from different backgrounds</td>
<td>Consider the feelings and perspectives of others when I speak, and who might overhear my comments</td>
<td>Withhold judgement on the views of others while listening to their point of view.</td>
</tr>
<tr>
<td><em>How are my actions affecting others' right to feel included/value/appreciated?</em></td>
<td>I speak up in constructive ways when you witness 'injustice'</td>
<td>Remember that every person lives with unique challenges</td>
<td>Leave toxic apps alone</td>
</tr>
<tr>
<td></td>
<td>Support community activities by being involved</td>
<td></td>
<td>Utilize social apps and media to strengthen feelings of community</td>
</tr>
<tr>
<td><strong>Learner</strong></td>
<td>Allow myself to be curious when presented with new ideas</td>
<td>Be open-minded when encountering things that are new</td>
<td>Maintain a growth mindset when encountering new systems.</td>
</tr>
<tr>
<td><em>How do my actions impact my learning and the learning of others?</em></td>
<td>Take risks to share what I am thinking</td>
<td>Share your innovative ideas with others</td>
<td>Use online resources to encourage my curiosity.</td>
</tr>
<tr>
<td></td>
<td>Accept and value constructive criticism as opportunities to improve</td>
<td>Analyze below the surface of what you are observing</td>
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</table>
Goleta Valley Junior High

Restorative Approach

The 5 “R”s of RESTORATIVE APPROACHES

RELATIONSHIPS = Family, Team, Community, Friendship
I will develop, improve and maintain positive / healthy / caring relationships in my school and community.

RESPECT = Empathy, Dignity
I respect myself, the campus, the students, and the staff of GVJH. We may have different perspectives and not always agree but we will work together toward the common goal of success.

RESPONSIBILITY = Ownership, Accountability, Obligation
I am responsible for my actions. I understand that my actions can affect: my class, my school, and my community.

REPAIR = Fix, Make it Right
I will repair ANY harm to ANY relationship, even if I did not mean to cause harm.

REINTEGRATION = Welcome Back, Another Chance, Opportunity, Restore
I will reintegrate ALL people involved in conflict into our class, school and community. I will also discourage future conflict through our words and actions to maintain a positive healthy community.

1. What Happened? How Do You Feel About It?
2. Who Was Harmed / Affected?
3. What Part Are You Responsible For?
4. How Will The Harm Be Repaired?
Academic Language Frames

Report (Class Discussion)
- Use your discussion “public voice”: 2x slower, 3x louder than your “private voice.”
- Use a sentence frame to share your idea.
- Look and listen to the person speaking.
- Listen for and point out similarities before sharing your idea.

Language for Expressing Confusion About Tasks

Casual English
- We don’t get it.
- We don’t know what to do.

Formal Spoken English
- We aren’t quite sure what to do.
- We aren’t exactly sure what ______ means.
- We are somewhat confused about ______.
- We don’t quite understand how to ______.

Language for Paraphrasing to Check Understanding

Casual English
- So you think…
- So you’re telling me that…

Formal Spoken English
- So what you are saying is…
- So what you are suggesting is…
- In other words, if you believe that…
- If I understand you correctly, you think that…

Language for Expression an Opinion

Casual English
- I think ______.
- I don’t think ______.

Formal Spoken English
- I believe…In my opinion,
- Based on my experience,
- From my perspective,

Language for Pointing Out Similarities:

Casual Conversational English
- Mine’s the same.
- Me too.

Formal Spoken and Written English
- My idea is similar to __________’s.
- My idea builds upon __________’s.
- I agree with __________. I also think that______.

Language for Reporting a Group’s / Pair’s Idea

Casual English
- We think…
- We said…

Formal Spoken and Written English
- We decided that…
- We determined that…
- We observed that…
- We agreed that…
- We concluded that…
- We believe that…

Frames for Group Questions
To elicit contributions from each group members:
- Do you know what _____ means?
- Are you familiar with the word ____?
- Do you have any idea of what ____ means?
- After everyone has contributed, lead student asks:
  - What should be our definition?
  - What shall we write for our definition?

Frames for Group Reporting
- We agreed that ______ has something to do with ___.
- We decided that ______ could mean ______.
- We determined that ______ means ______.

from Kate Kinsella, January 2011
# Works Cited Template

MLA 8 Citation Style

Arrange citations in alphabetical order by author’s last name or title if no author.

Double-space the entire list, indent the second line of an entry by 5 spaces.

<table>
<thead>
<tr>
<th><strong>Book with One Author</strong></th>
<th>Author’s Last Name, First Name. <em>Title of the Book</em>, Publisher, Year the Book was published.</th>
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<tr>
<th><strong>Book with More than One Author</strong></th>
<th>Use the name of the first author listed followed by the words <em>et al.</em> and then follow directions for a book with one author.</th>
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</thead>
<tbody>
<tr>
<td>E - Book</td>
<td>Author’s last Name, First Name. “Title of the Chapter or Section.” <em>Title of the E-Book</em>, Name of E-reader Device, Publisher, Year of Publication, page number(s).</td>
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<tr>
<th><strong>Internet Source</strong></th>
<th>Author’s Last Name (if known). “Title of the Article or Individual Page.” <em>Title of the Website</em>, URL (you can skip http:// from the address). Date Accessed.</th>
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<tr>
<th><strong>Digital Image</strong></th>
<th>Creator’s Last Name, First Name. “Title of the Digital Image.” <em>Title of the Website</em>, Publisher, Publication date, URL.</th>
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<tr>
<th><strong>Article from a Database</strong></th>
<th>Copy source citation at the end of each article in the database you are using.</th>
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<tr>
<th><strong>Video Clip</strong></th>
<th>Last Name, First Name of the Creator. “Title of the Film or Video.” <em>Title of the Website</em>, Publication date, URL.</th>
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<tr>
<th><strong>Blog Post</strong></th>
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**Summary, Reflection, Analysis**

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SUCCESS SKILLS  plan for success

PLAN FOR SUCCESS

SUCCESSFUL PEOPLE DON’T BECOME SUCCESSFUL BY LUCK. THEIR SUCCESS IS THE RESULT OF SETTING GOALS AND WORKING TO ACHIEVE THOSE GOALS. IN OTHER WORDS, SUCCESSFUL PEOPLE PLAN TO SUCCEED. YOU, TOO, CAN PLAN TO SUCCEED. DON’T PROCRASTINATE. GOOD INTENTIONS WILL NOT HELP YOU SUCCEED. START PLANNING FOR SUCCESS TODAY!

(1) **Organization** – Getting organized is the first step to success.
- *Remember that you are responsible* for knowing about and completing your assignments and special projects.
- *Use your datebook* to write down your homework, extracurricular activities, community activities, and home responsibilities.
- *Make sure you have all the materials you need* when you go to class and when you do your homework.

(2) **Time Management** – Managing time wisely will help ensure that you have the opportunity to do both the things you need to do and the things you want to do.
- *Plan a definite time* to do your homework.
- *Plan time for extracurricular and social activities*, as well as home responsibilities.
- *Commit yourself to your time plan*, but be flexible. For example, if something happens that makes it impossible for you to do homework during the regularly scheduled time, plan an alternate time to do the homework.

(3) **Set Priorities** – If you have lots to do, it is important to set priorities.
- *Rank each task* in 1, 2, 3 order. Start with #1 – the most important task – and continue on down the list.
- *When doing homework*, start with the subject in which you need the most improvement.
- *Check off finished tasks.*
- *If you frequently find that you cannot finish all the tasks on your list*, you may need to prioritize your optional activities and eliminate some that are low on your priority list.

(4) **Set Goals** – Just wishing to get better grades or to excel in soccer accomplishes nothing. You need a plan of action to achieve your goals. Setting goals will result in better grades and higher self-esteem. Best of all, setting goals will make you feel in control of your life. Some hints for setting goals:
- *Be specific.* List specific goals for each academic subject. Also list goals for other school and home activities.
- *Set time limits.* Your goals can be both short-term (within a month or on the next quiz or test) and long-term (within the semester or within the school year).
- *Set realistic goals.* For example, if math has always been difficult for you, don’t aim for an “A” in Algebra at the beginning of the year. If you usually get a “C-” in math, you may want to begin by setting a short-term goal of “C+” or “B-.” Reaching that first short-term goal will give you the confidence to raise your goal for the next test or the next grading period.
- *Draw up a step-by-step plan* of action for reaching each goal; then go for it!
- *Write your goals down*, and put them in several places (your locker, your datebook, your bulletin board) so you will see them several times a day.
- *Share your goals with others* – your parents, teachers, good friends, etc. They can give you encouragement.
- *Keep at it!* Be determined, and keep a positive attitude. Visualize yourself achieving your goals.
- *Reward yourself* when you reach a goal.
**Character: I'm being bullied**

**Stop Bullying**

**Take a Stand!**
Bullies often target those who they believe are not going to stand up for themselves. Be assertive and confident if you are bullied.

**If you are confronted by a bully...**

**Don’t:**
- Engage the bully with similar behavior. If they taunt you, don’t taunt back. If they shove you, don’t shove back. It’s exactly what they want.
- Show you’re upset. Try to control your emotions and keep cool.
- Keep it a secret.

**Do:**
- Proudly walk away and ignore the bully. Don’t show you are affected.
- Confidently tell the bully you don’t like what they are doing and tell them to stop. Remember, you deserve respect and the bully is being disrespectful.
- Ask your friends for help and to accompany you in places the bully might confront you.
- Ask an adult you can trust for help. Even if you think you have solved the problem, let an adult know. The bully may move on to someone else.

**Reflect:**
Describe a time you or another person were bullied:

Given what you’ve learned, what would you have done differently?

**Bullying Vocabulary**

**Judgment:** Bullies will sometimes judge another on their appearance or dress.

**Silence:** Not speaking out; what allows bullying to continue.

**Tormenting:** Intentionally causing excessive pain or worrying.

**Name-Calling:** Verbal bullying that involves “put-downs,” insults, racial slurs, and other unpleasant names.

**Malicious:** Intentionally being vicious, causing suffering and harm to others, e.g. “That was a malicious thing to say.”

**Worry:** The emotion we feel when we think we might be bullied again.

**Bystander:** A classmate or adult who witnesses bullying taking place.

**Remember:**
It’s not your fault. It’s the bullies that have the problem, not their targets. Speak out, get help. You deserve to be respected and not tormented.
Winners Despite Rejections

If you’re brainy enough to write a book—and persevere through that long process—surely you can count on getting it published, can’t you? Not necessarily. It’s after the writing is done that you need perseverance the most, many authors who’ve faced rejection letters will tell you.

Dr. Seuss Persevered

If Dr. Seuss quit after his first or even his 10th rejection, you’d never have read *Green Eggs and Ham* or *Go Dog Go*. His first book, *To Think That I Saw It on Mulberry Street*, was rejected more than two dozen times. He went on to write nearly 50 children’s books, many loved by adults, too.

If he hadn’t persevered, you wouldn’t have the promise of his tale, *Oh the Places You’ll Go*.

So Did Emily Dickinson

Emily Dickinson, a 19th century U.S. poet, saw just seven of her poems published in her lifetime. But she kept on writing—more than 1,700 poems in all. Today, her work is studied and revered by many.

Without her perseverance, you wouldn’t be inspired by her words, “Hope is the thing with feathers/ That perches in the soul” or “As imperceptibly as Grief/The summer lapsed away.”

They Kept At It

Those who quit don’t make history. Those who stick to it, like these folks, are remembered:

- Charles Schulz
- Elizabeth Cady Stanton
- Shirley Chisholm
- Lewis and Clark

Who Do You Know Who Never Gives Up?

People who persevere are all around you. Who’s your favorite:

- In sports?
- In the music world?
- In the movie industry?
- In your family?
- At school?
- In your neighborhood?

"If you can somehow think and dream of success in small steps, every time you accomplish a small goal, it gives you confidence to go on from there."

— John H. Johnson