

PRINCIPAL'S WELCOME

Dear Parents and Students,

Welcome to the 2007-08 school year. All of us here at Ferndale Elementary School are excited to have our students return and begin another year of learning, having fun, and making fond memories.

The staff at Ferndale Elementary School is dedicated to providing all students a safe and caring environment, a rigorous and challenging curriculum, and a positive and stimulating educational experience. To ensure continued success at Ferndale Elementary School, we need the involvement and participation of our students, their families, and our community.

This handbook is intended to be a guide to the programs and services that are offered at Ferndale Elementary School, as well as, to the behavior and academic expectations. Please take time to read this handbook carefully, and sign and return the parent notification form that acknowledges that you have been informed of the school's policies and procedures.

Thank you for your cooperation and support. We look forward to a positive and productive year.

Sincerely,

Paul Meyers

Principal

GENERAL INFORMATION

FERNDALE ELEMENTARY SCHOOL

Telephone: 786-5300
Fax: 786-4284
Address: 164 Shaw Avenue, Ferndale, CA 95536
Email: pmeyers@humboldt.k12.ca.us
Web site: www.ferndalek12.org/fes

Enrollment: 320
Average Class Size: 22 students

FERNDALE UNIFIED SCHOOL DISTRICT OFFICE

Telephone: 786-5900
Fax: 786-4865
Address: 1231 Main Street, Ferndale, CA 95536

SCHOOL SCHEDULE:

Student Arrival:	After 8:10 A.M.
School Commences:	8:30 A.M.
Recess - Grades 1, 2, 3	9:55-10:10 A.M.
Recess - Grades 7, 8	10:10-10:25 A.M.
Recess - Grades 4, 5, 6	10:25-10:40 A.M.
Kindergarten Break & Snack	10:15-10:30 A.M.
Kindergarten Lunch	11:15-12:00 A.M.
Lunch - Grades 1, 2, 3	11:20-12:00 P.M.
Lunch - Grades 4, 5, 6	12:00-12:40 P.M.
Lunch - Grades 7, 8	12:30-1:10 P.M.
Dismissal - Grades K, 1, 2, 3	2:15 P.M.
Dismissal - Grades 4, 5, 6, 7, 8	3:05 P.M.
EVERY TUESDAY	2:15 P.M.

OFFICE HOURS:

8:00 A.M. to 4:00 P.M.

MISSION STATEMENT

Ferndale Unified School District, in partnership with parents and the community, will provide a structure, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, work places and communities of today and tomorrow.

BOARD OF TRUSTEES

Stephanie Koch, President
Jerry Hansen, Clerk
Joanne Farley
Danette Lentz
Joanne Walters

ADMINISTRATION

SAM GARAMENDI
- Superintendent

PAUL MEYERS
- Principal

OFFICE STAFF

Jeannette Leonardo - *Office Secretary*
Rebecca Scales - *Office Clerk*

TEACHERS

Nancy Bergenske Kindergarten
Diane Cook Kindergarten
Barbara McDonald..... First Grade
Debra Robertson First Grade
Heather Boynton Second Grade
Kathleen Leonardi..... Second Grade
Teresa Bugenig Third Grade
Will Hirsch..... Third/Fourth Grades
Kris Currier Fourth Grade
Jennifer Fisk-Becker Fifth Grade
Debra Busick..... Sixth Grade
Julia Schrick..... Sixth Grade
Gaylene Dudal Jr. High Social Studies
Carrie Brazil..... Jr. High Language Arts
Rex Rigney..... Jr. High Mathematics
David Haller..... Jr. High Science
Jacqueline Cory..... Resource Specialist/RST
Patty Houx Speech Therapist
Cindy Taylor GATE/Title I/ELL
Jeremy Cotton Music

PUPIL SERVICES

Leanne McCulloch..... Librarian/Computer Specialist
Lydia DeZordo..... School Counselor
Jacque Granstra..... School Nurse
Monika Preiss School Psychologist

AIDES

Laura Armstrong Resource Aide
Willa Briggs PIP Aide
Carrie Coppini..... Instructional Aide/Lunch Aide
Kathy Dekens..... Resource Aide
Jenifer Farley-Nalty Instructional Aide
Linda Griggs Lunch Aide
Margaret Griggs Instructional Aide/Lunch Aide
Monica Holt Special Education Aide
Amy Leon Special Education Aide
Barbara Manzi..... Instructional Aide
Lynn McCulloch..... Bilingual Aide
Melody Meyers Instructional Aide
Lauren Sanderson Lunch Aide
Anna Thayer..... Resource Aide/Lunch Aide
Tina Toste Instructional Aide
Sharon Vinum Instructional Aide
Leticia Zito..... Instructional Aide

SUPPORT STAFF

Guy McCullough Transportation/Maintenance Director
Susan Hoalton Lunch Program
Brian Cooney Maintenance/Custodial
Everett Costa..... Maintenance/Custodial

SCHOOL CALENDAR

Please use this calendar when planning family vacations, medical appointments, etc. to avoid students missing school time.

SCHOOL MEETINGS

School Board

The District Board of Trustees meets the second Tuesday of each month at 7:00 p.m. in the Ferndale High School Library.

School Site Council

The purpose of the group is to provide direction and oversight of the school's academic program. Their main role is to develop our annual school plan that addresses the needs of all of our students and ensures that state and federal funds—specifically provided for our student needs—are used in a way that maximizes academic growth. Serving on the School Site Council is an excellent opportunity for parents and teachers to discuss ways to improve and enrich our school's curriculum and to make sure each student receives a high quality educational program.

Our School Site Council consists of five parent representatives and five staff representatives (three teachers, one classified staff, and the principal). Parent representatives are voted on by parents at the beginning of each school year to serve a two-year term on the council.

Parents are encouraged to attend these meetings to learn about our school, to share ideas, and to plan student activities. The group meets on the third Wednesday of the month at 3:30 p.m. in the staff lounge.

Parent Club

The purpose of this organization shall be to keep abreast of educational trends, to promote school activities, and to be a medium of communication between parents, community, and teachers.

Membership is open to all parents, adult relatives, friends of children enrolled in school, and interested community members of our school district. Meetings are held on the third Tuesday of each month at 7:00 p.m. in the staff lounge.

Parent-Teacher Conferences

Parent-Teacher conferences for grades K-8 are scheduled at the end of the first and third quarter. Parents are notified of dates and times approximately a week prior to the scheduled date.

Parent-Teacher conferences are an important part of the educational program and both parents are urged to attend if possible. In addition, a parent-teacher meeting can be arranged by telephone through the office or by a note sent to the teacher.

In junior high, the first scheduled Parent-Teacher conferences are "Student-Led" conferences. Students in junior high will present their educational progress, show samples of their work, and review their strengths, weaknesses, and plans for improvement. If parents have additional questions or concerns following the "Student-led" conference, they may request a traditional Parent-Teacher conference with the junior high staff.

PARENTAL CONCERNS

The staff at Ferndale Elementary School is committed to providing a quality educational program to our students. We strive to provide a nurturing environment where students feel safe, comfortable, and challenged. Our goal is to communicate effectively and establish positive working relationships with parents. We seek to be partners with parents in ensuring that each student achieves to his or her highest ability, and we welcome comments or questions from parents.

Parental concerns regarding your child's academic, social or emotional growth should *first be* brought to the attention of the classroom teacher. Parents may request a conference with a teacher at any time. If necessary, a parent may request that the school counselor or principal attend the conference. Conferences provide parents and teachers the opportunity to discuss issues of concern, resolve misunderstandings, answer questions, and open channels of communication. If the concern remains unresolved, the parent should *then* make an appointment with the Principal.

Complaints are first to be discussed with the teacher or principal before contacting the School Board. For more information regarding complaints, please refer to the section on complaint procedures in this handbook.

STUDENT CONDUCT

District Philosophy and Goals on Discipline

It shall be the philosophy of the school district to establish a safe and secure learning environment for all students. Classrooms and playgrounds will be free of disruption, intimidation or antisocial behavior. The school will establish procedures for effectively dealing with safety, discipline, and attendance. School rules and consequences will be established. It will be the responsibility of school staff to publicize school rules and to consistently enforce school rules in a nondiscriminatory manner.

RESPONSIBILITIES

A. Staff Responsibility

1. Assist in developing and reinforcing school rules throughout the campus.
2. Develop classroom rules and clearly communicate rules to parents and students.
3. Establish a classroom atmosphere that elicits proper behavior and enables every student the full opportunity to learn without disruption.
4. Teach effective lessons that instill a love of learning, inspire students to achieve at their highest level, and increase student achievement.
5. Reward and reinforce students that make academic progress and consistently follow school and classroom discipline procedures.
6. Notify parents of student academic and behavioral progress through telephone calls, notes sent home, and parent conferences.

B. Parent Responsibility

1. Ensure that their child comes to school each day clean, appropriately dressed, and with a nutritious lunch.
2. Cooperate with school officials in carrying out appropriate discipline penalties when such action is necessary.
3. Attend and participate in parent conferences when requested and actively support the actions and decisions made at that time.
4. Label students' jackets, sweatshirts, sweaters, etc., with their names to ensure the return of lost and found articles.
5. Read to your child and provide a quiet time for individual reading on a daily basis.
6. Bring parental concerns regarding your child's academic, social or emotional growth to the attention of the classroom teacher.

C. Student Responsibilities

Responsibilities are things that you do for yourself or for others without being told.

Behavior Responsibilities:

1. Know and abide by school and classroom rules established by the school.
2. Behave in the classroom and on campus in a manner that does not disrupt or interfere with the rights of other students to learn.
3. Respect the authority of all school staff that enforces school rules and regulations regarding student discipline and moral conduct.

Academic Responsibilities:

1. BE PREPARED TO LEARN.

Arrive at school on time each day well rested, well fed, and ready to learn. Bring all necessary materials and books, use them, and take care of them.

2. COMPLETE YOUR SCHOOL WORK NEATLY AND ACCURATELY.

We expect you to try your very best. Learning to do your schoolwork is like learning to play the piano or to ride a bike, it takes practice. Keep working on it!

3. COMPLETE YOUR HOMEWORK.

Arrange a quiet spot and a scheduled time to do your homework and return it on time.

4. MAKE SURE NOTES AND PAPERS GET HOME TO PARENTS.

Your parents want to know what is going on at school. Please keep them informed.

RULES

A. School Wide Rules

1. RESPECT

.... each other

.... all adults

.... all school and personal property

B. Classroom Rules

Each teacher will establish classroom rules and consequences and review them with their students.

C. Lunch Rules

The lunch room is under the supervision of a lunch supervisor who is responsible for students during lunch time. Students are asked to follow the lunch room rules listed below and to be aware of listed consequences. Students that become problems in the lunch room will be required to lunch with a parent.

1. Enter and leave the lunch room quietly.
2. Do NOT throw food or objects.
3. Stay seated until dismissed to leave in an orderly manner.
4. Leave your table and floor area clean.

D. Bicycle Rules

Students are expected to follow these rules coming to and leaving school:

1. Ride with traffic and keep to the side of the road.
2. Obey STOP signs.
3. Walk your bike on sidewalks.
4. Never cut diagonally across the street.
5. Obey the Crossing Guard.
6. Bicycles **MUST** be walked, not ridden, in front of the school.
7. Bicycle racks are to be used; all students are to use the racks by the gym.
8. There will be no lingering in the bicycle area.
9. Obey all state bicycle helmet laws.

E. Bus Rules

Students are expected to follow these rules:

1. Speak quietly and use school appropriate language.
2. Do not push, fight or misuse anyone's property.
3. Keep all body parts inside the school bus.
4. Remain seated while the bus is moving.
5. Obey the supervising adult.
6. No eating on the bus.
7. No radios, electronic games, or other toys that could distract the bus driver while driving or prevent him or her from getting your attention when needed.

F. Consequences for Breaking a Bus Rule

1. Students will be given a written notice of unsatisfactory conduct to be signed by a parent and returned to the bus driver the next day.
2. Notice of unsatisfactory conduct to the parent and the principal and suspension of bus privileges.
3. Administrative action to withdraw bus riding privileges for the balance of the year.

Serious misbehavior on the bus may also result in suspension or possible expulsion from school. Parents with concerns about the bus or bus behavior are asked to contact the Principal at Ferndale Elementary School or the Principal at the High School who is responsible for bus schedules.

G. Pedestrian Rules

Students are expected to follow these rules when coming to or leaving school.

1. ALWAYS use crosswalks, including those in front of the school.
2. Look both ways before crossing the street.
3. Never cut across the street, especially from between parked cars.
4. Obey the Crossing Guard.

H. Note to Parent Drivers: The School Site Council, teachers, and staff have a great concern for the safety of our students as they travel to and from school. We need your help in enforcing these rules.

1. Pull off of the street near the curb and INSIST that your child use the crosswalk, even when late.
2. Do not park in the crosswalk to wait for your child to be dismissed.
3. Teachers will direct students to cross over to the far side of Shaw Avenue at dismissal time.
4. Do not park in the yellow bus zone - the drivers need all of the space to pull safely to the curb without backing up.

I. Playground - General Rules

1. Follow all school-wide rules.
2. Students who walk or ride a bicycle to school are not to arrive before 8:10 a.m.
3. Play only in designated areas, not behind hedges or a building.
4. Before school and during recess, students are not to be in the main building except to store their things and to get playground equipment. They are to enter and exit through the side doors only, not the front door.
5. There shall be no rough play. This includes piggyback tag, tackle football, wrestling, etc.
6. Kicking any type of ball is permitted ONLY on the field - NOT on the cement or in the gym.
7. If a ball goes over the fence, the supervisor will direct a student to go get the ball, except in the primary area. No student is to retrieve equipment in the primary area. Please respect the property of our neighbors.
8. All games are open to an individual or an individual and a partner if a team game.
9. Students are not to enter the gym unless a teacher is on duty.
10. Students are not to be in classrooms without the supervision of a teacher or an aide.
11. Snacks are to be eaten while the student is seated at recess time in the classroom or on the playground, NOT in the hallways. SUNFLOWER SEEDS, SHELLED NUTS, or GUM is NOT allowed; there will be no spitting.
12. **Items from home:** Sports equipment, radios, CD players, digital music players, recorders, hand-held computer games, cameras, cell phones, pagers, and other personal items can be a disruption to learning and often create problems when lost or broken. Student may not have these items at school without permission. Students may bring items from home for a specific project or for sharing if prior approval is granted by the teacher and parent, and the approval of the school bus driver if appropriate.
13. Skateboards may be *carried* to school, but may *not* be used.
14. The telephone in the office is to be used with the use of a telephone pass only—the exception would be any emergency. Students must have the teacher's permission to use the classroom telephone.
15. Do not knock when entering a classroom, enter and wait to be acknowledged by the classroom teacher.

J. Dress Code

Clothing shall be modest, intact, clean, and appropriate.

1. Clothing must be worn as designed or constructed, with underwear covered by clothing (no exposed boxer shorts or bra straps).
2. Clothing may not be revealing or sheer. Midriffs must not be exposed.
3. Inappropriate pictures, language, innuendo or gestures on clothing will not be allowed.
4. Tops with oversized arm holes can only be worn with a full T-shirt underneath.
5. Shoulder straps on tops may not be less than 1½ inches in width and must completely cover under garment straps. No halter-tops may be worn.
6. Shorts must be hemmed and be no shorter than the end of your fingertips when standing with your arms at your side. Compression shorts must be covered with school appropriate shorts.
7. Dress or skirt length must be equivalent to school appropriate shorts.
8. Oversized pants must be worn at the waist and may not drag the ground.
9. Shoes or sandals must be worn at all times and should be appropriate for running and playing.
10. Hats may not to be worn in buildings.

P.E. Attire - In order to fully participate in physical education (PE) classes, all students must wear appropriate and comfortable shoes (not sandals) and clothing.

CONSEQUENCES

Consequences for Breaking a Rule

Students choosing not to follow the rules will receive the following consequences:

1. A warning will be given. Students using profanity will be required to notify their parents.
2. Benched for the remainder of the break or lunch period.
3. The student will be referred to the Principal's office for a discipline conference.
4. After school detention for up to one hour.
5. Discipline conference with the principal, teacher, parent, and student.
6. Suspension from school.
7. Administrative hearing for possible recommendation to the school board for expulsion from school.

Depending upon student action, consequences are not necessarily followed in order. Damage to any public or personal property will be compensated for by the person or persons responsible for the damage.

DISCIPLINE PROCEDURE

Detention

A student may be detained after school for disciplinary purposes for up to one hour. With parental consent, the student may be detained for more than one hour. It is the practice of the school to allow the student to call a parent or other responsible person as a notification of detention.

Discipline Conference

If a student continues to experience difficulty in following school rules, a conference involving the student, parent, teacher, and administration will be scheduled. At the conference the discipline problem will be identified and a plan developed to deal with the problem. It will be the responsibility of all participants to support the plan.

Suspension - Expulsion Procedure

It is the intent of the School Board to establish a positive school climate whereby students exhibit self-discipline. For students who continue to defy the school authority or who commit an act of an extreme nature, the Board will authorize school officials to pursue suspension or expulsion as appropriate to the circumstance.

A suspension is a temporary removal from school and all activities of the school. A student may not be suspended for more than five days at a time unless suspended by the School Board. A student may not be suspended for more than twenty days per year.

A student may be suspended from school for the following behaviors:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had previously obtained written permission to possess the item from a certificated school employee, which is concurred to by the principal or the designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11007 of the Health and Safety Code, such as an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material or represented the liquid, substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to cause robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any tobacco product containing tobacco or nicotine products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm.
14. Committed or attempted to commit a sexual assault or sexual battery.
15. Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
16. Committed sexual harassment as defined in Section 212.5 of the Educational Code.
17. Caused, attempted to cause, threatened to cause, or participated in hate violence.
18. Engaged in harassment, threats or intimidation directed against a pupil or a group or pupils.

A student may be suspended or expelled for any act listed in this section related to a school activity or school attendance which occurs at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While coming to or going from school.
3. During the lunch period, whether on or off the campus.
4. During or while coming to or going from a school sponsored activity.

A suspended student will be given oral or written notice as to why he or she is being suspended. The student will be given an opportunity to present his or her side of the story. The parent or guardian will be notified of the suspension by letter and requested to attend a parent conference. If the parent desires a further review of the case, he or she may request a meeting with the Superintendent. A final review may be requested of the School Board.

Expulsion is the removal of a student from attendance at the school by the School Board. The length of the removal is determined by the School Board, but typically spans from the remainder of a quarter to up to one school year.

COMPLAINT PROCEDURES

Complaints Concerning Schools

The School Board welcomes constructive criticism of school policies, programs, and personnel when it is motivated by a sincere desire to improve the quality of the educational process and to assist the schools in performing their tasks more effectively.

All complaints submitted in accordance with the procedures adopted by the Board shall be assured of receiving appropriate review and consideration. The Board encourages the resolution of valid complaints through a process that is fair, timely, and discrete. If the complaint is not resolved at a lower level, the Board shall review it.

When individual Board members are approached with complaints about the schools, they shall be expected to listen to the complaints and demonstrate their concern by clearly identifying established procedures and channels through which complaints may receive attention.

(Cf.1313 Uniform Complaint Procedures)
(Cf.1313a Complaints Concerning School Personnel)
(Cf.1313v Complaints Concerning Instruction Material)

Legal References:

EDUCATION CODE

35146 Closed Sessions
35160.5 Requirement of school district policies: parental complaints re: employees
56500 Procedural safeguard: special education programs

GOVERNMENT CODE

950 Actions against public employees
54957 Closed Sessions

CODE OF REGULATIONS TITLE 5

3950-3953 Complaint procedures: Categorical Aid Programs

Complaints Concerning School Personnel

The Board recognizes the need for a clearly defined avenue whereby valid complaints can be brought to the Board. Every attempt should be made to satisfy the concern through normal administrative channels prior to the complaint reaching the Board. Administrative staff shall be responsible for insuring that no retaliatory action will be imposed upon a student as a result of a complaint being registered.

Procedures for Registering Complaints - General

The normal procedure for registering complaints is to work through the District staff before going to the School Board.

- At the local school level, complaints should be made to the teacher or to the principal.
- Complaints of a general District nature should be made to the appropriate division within the District office.
- If, after discussing the complaint at the school or District level, the person making the complaint is still dissatisfied, he or she may present the complaint to the Board.
- Complaints that reach the Board shall be presented in a written form. The Board will acknowledge the complaint, if requested, with a response.

Procedure for Registering Complaints – Employees

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary criticism. The Board also recognizes that parents have the right to present legitimate complaints regarding employees in a responsible fashion. The following procedures shall apply to complaints from parents or guardians regarding District employees. They are not intended to supersede any provisions of the respective employee agreements that may treat complaints concerning District employees. The procedure shall not be applicable to any complaint concerning student discipline, student publications, contract grievances, or matters for which an alternative administrative remedy is available within the District.

1. The complainant should make complaints directly to the person against whom the complaint is lodged. It is hoped that concerns can be offered verbally and processed in an informal fashion. The immediate supervisor may become involved to facilitate resolution of the complaint. Every effort will be made to resolve the complaint at an informal level.
2. Should the complaint not be resolved at this level, the complainant is requested to put the complaint into writing and to direct it to the employee's immediate supervisor.
3. Citizen or written complaints about a certificated bargaining unit member shall be reported on the working day received to the teacher by the administrator receiving the complaint. Copies of written complaints about employees, other than teachers, shall be provided to the employee who is the subject of the complaint within five (5) working days of receipt of the complaint. The employee shall be given the right of full involvement and rebuttal to such written charge.
4. The immediate supervisor shall schedule a conference as soon as reasonably possible to discuss the complaint with the employee. Should the employee request a conference with the complainant, such a conference shall be scheduled.
5. In the event the complainant refuses to appear at a scheduled conference the complaint shall be dismissed unless information acquired during the investigation should be pursued. Should that occur, the immediate supervisor shall give to the Superintendent or his or her designee and the employee involved copies of the original complaint, the employee's response to the complaint, other relevant documents, and a full report regarding the investigation.
6. In the event that a conference is held and the complaint is not resolved, the immediate supervisor shall give to the Superintendent or designee and the employee involved copies of the original complaint, the employee's response to the complaint, other relevant documents, and a full report regarding the investigation.
7. The Superintendent shall review submitted materials. Should the Superintendent deem that further investigation is appropriate, he or she shall meet as soon as possible with the involved employee and other parties, as necessary. The employee involved shall be informed of the Superintendent's findings as to the complaint within thirty (30) days. Complainants should consider the Superintendent or his designee's decision as final.

However, the complainant, the employee or the Superintendent may ask to address the School Board regarding the complaint.

8. Except when the complaint is directed against the Superintendent, no party to the complaint may address the Board, either in closed or open session, unless the Board has received the Superintendent or designee's written report concerning the complaint. The Superintendent or designee's report shall contain, but not be limited to, the following:
 - Name of each employee involved.
 - A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the employee(s) as to the precise nature of the complaint and to allow the employee(s) to prepare a defense.
 - A true copy of the signed original complaint.
 - A summary of the action taken by the Superintendent or designee, with his specific finding and if disposition of the case at the Superintendent's level has not been possible, the reasons why.
1. All parties to the complaint, including the school administration, shall be requested to attend such a meeting or part of such a meeting for the purpose of presenting all available evidence and allowing every opportunity for explaining and clarifying the issue.
2. Complaints concerning an employee shall be addressed in closed session of the Board unless the employee requests that the issue be addressed in open session.
3. The decision of the Board following the hearing shall be final.

Complaints Concerning Instructional Materials

Complaints concerning instructional materials will be accepted only from staff, District residents, or the parent or guardians of children enrolled in a District school.

Complaints must be presented in writing to the principal. Complaints regarding printed material must name the author, title, and publisher, and identify the objection by page and item number. In the case of non-printed material, written information specifying the precise nature of the objection shall be given. The statement must be signed and identified in such a way that a proper reply will be possible.

Individual students may be excused from using challenged materials after the parent or guardian has presented a written complaint. The teacher will then assign the student alternate materials of equal merit. Use of the materials by a class, school or the District, however, shall not be restricted until so directed by the Superintendent or designee.

Upon receiving a complaint, the principal will acknowledge its receipt and answer any questions regarding procedure. The principal will then notify the Superintendent or designee and the teacher(s) involved of the complaint. The Superintendent or designee will determine whether the complaint should be considered on an individual basis or whether a review committee should be convened.

The use of challenged materials by class, school or District shall not be restricted until the appropriate review committee has made final disposition.

A review committee may be formed under the direction of the Superintendent or designee. It shall be composed of the principal and five or more staff members selected by the Superintendent or designee from relevant administrative and instructional areas.

In deliberating challenged materials, the review committee shall consider the educational philosophy of the District; the professional opinions of other teachers of the subject and of other competent authorities, reviews of the materials by reputable bodies, the teachers stated objectives in using the materials, and the objections of the complainant.

The review committee shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.

Within 30 days of being convened, the review committee shall summarize its findings in a written report and submit it to the Superintendent or designee for final action. The Superintendent or designee shall notify the complainant of his or her decision no later than 60 days after the complaint.

CURRICULUM AND ASSESSMENT

Curriculum

The curriculum for kindergarten to eighth grade is based on the California Content Standards. For a grade level copy of the California Content Standards, please see your child's teacher, our school web site at www.ferndalek12.org/fes, or visit the California State Board of Education's website at <http://www.cde.ca.gov/be/st/>.

Text Books

<u>Publisher/Text</u>	<u>Grade Level</u>	<u>State Board Adopted</u>
ENGLISH-LANGUAGE ARTS		
Houghton Mifflin Reading (2003)	K-5	Yes
Holt Language Arts Series (2003)	6	Yes
Holt Literature and Language Arts (2003)	7-8	Yes
MATHEMATICS		
Houghton Mifflin Mathematics (2002)	K-6	Yes
McDougal, Little, & Co. Structure and Method (2001)	7-8	Yes
HISTORY-SOCIAL SCIENCE		
Scott Foresman History-Social Studies for CA (2006)	K-5	Yes
Glencoe Discovering Our Past (2006)	6-8	Yes
SCIENCE		
Houghton-Mifflin Science (2007)	K-6	Yes
CPO Science (2007)	7-8	Yes

Quarterly Reports Cards

All students will receive quarterly report cards. Students are assessed on their progress in meeting the grade level standards established by California's State Board of Education and adopted by the Ferndale Unified School District. Students in grades kindergarten through fourth grade will receive standards-based report cards, and students in grades five through eight will receive traditional grades on their report cards. Teachers assess students on a regular basis through their written assignments, oral contributions to class discussions, and their work on class assignments, activities and projects. Tests and quizzes are also a part of student assessment. Parent conferences are scheduled twice a year to discuss your child's academic achievement. Parents are encouraged to contact your child's teacher at any time if there are questions or concerns about achievement or assessment.

Mid-Term Reports

Students in fifth through eighth grade will receive mid-term reports each quarter. Students will hand carry these reports home and bring them back with a parent or guardian signature. The purpose of mid-term reports is to provide an academic progress report for students and parents, increase the communication between home and school, and notify parents of any academic or behavioral difficulties a student may be having. A parent or teacher may request a conference following the mid-term report to address concerns.

Honor Roll

Students in fifth through eighth grades are eligible for the Honor Roll. To be named to the quarterly Honor Roll, a student must meet the following requirements:

1. A grade point average of 3.0
2. No D or F grades.

Student Testing and Reporting (STAR) Program

California students take several statewide tests that, taken together, provide parents, teachers, and educators with information about how well students are learning core academic skills. Teachers use this information, along with on-going assessments, to help them prepare instruction based on the needs of each student. Results will be mailed to parents each fall to give a "snapshot" assessment profile of your child. School wide results help guide our program planning and allow us to compare our results to other local and state schools, as well as national norms.

Most of the tests below are tied to the state's academic standards, which spell out the skills that students are expected to learn at each grade level. The STAR program is California's statewide testing program for all students in grades 2-11. A school's Academic Performance Index (API) is based on results from the STAR. The program consists of two tests:

- **CST (California Standards Test)** — The CST is based on the state's academic content standards — what teachers are expected to teach and what students are expected to learn. Students are scored as "far below basic," "below basic," "basic," "proficient," and "advanced." Only California students take these standards-based tests, so their results cannot be compared to test scores of students in other states or nations.
- **CAT/6 (California Achievement Tests, Sixth Edition Survey)** — CAT/6 is a nationally norm-referenced test of basic skills in which students are compared to the

performance of students in a national sample. Student scores are expressed as a national percentile rank (NPR). For example, a score of 50 represents the national “average.”

SCHOOL POLICIES

Attendance

As with all public schools in California, the amount of state monetary support is based upon school attendance. The current state policy allows schools to receive apportionment for students that are either present at school or on Independent Study. The compulsory school attendance law requires that a child be at school unless they are ill, at the dentist or doctor, or at the funeral of an immediate family member. These absences are legally accepted excuses, but are not counted for average daily attendance. In the event that a student is absent, it is expected that a note be sent to the classroom teacher the first day back at school. **State law requires that the school be notified of student absence.** Students home without a valid reason, such as a shopping trip, etc., are unexcused and may become truant. Student absences, in many instances, can be covered by an Independent Study contract.

Students are not allowed to leave school during the day unless they bring a note of valid excuse from their parent. An adult calling for a child must first report to the school office.

Appointments

When medical appointments can be arranged for the later afternoon hours, there is much less interruption in the student instructional day. Most medical offices can arrange later afternoon appointments; we appreciate the efforts of parents to schedule appointments after school hours. Students need to be signed out by a parent in the office if they need to leave early.

Tardiness

In most cases there are no valid excuses for tardiness. Students are expected to be in their seat by the time the second bell rings at **8:30** a.m. Tardy students are an inconvenience to attendance, lunch and milk accounting, and to their classroom teacher. Three tardies of more than one-half hour late for school without an excuse is considered the same as one day of truancy.

Student Injury or Illness

The injury or illness of a student is to be reported to the classroom teacher or duty supervisor and referred to the office. If there is doubt as to the seriousness of an injury or illness, a student’s emergency card will be used to contact a parent or guardian. In case of serious illness or injury when a parent or alternate cannot be contacted, or in the case of need for immediate attention, school personnel will get assistance through the doctor of the injured or ill student, local medical doctors, Redwood Memorial Hospital, or the Ferndale Fire Department.

Class Assignment

Each spring Ferndale Elementary School teachers meet to design class lists for the upcoming school year. They work diligently to form balanced classes so that every student has an opportunity to experience a rich core curriculum. When creating the class lists, teachers consider individual student learning styles, academic strengths and weaknesses, behavioral issues, and parent requests. Teachers will make an effort to accommodate parent requests when possible. If you have concern about your child's placement next year, please discuss your child's needs with their current teacher. If, after meeting with the current teacher, you would like more input into your child's class placement, please complete a "Class Assignment-Parent Request" form available in the school office. Class lists are posted before school starts in August when we have a clear picture of our student enrollment.

Homework

The Ferndale Unified School District recognizes that not all learning takes place in the classroom. Development of study habits and application of study skills are necessary for continued independent learning. Therefore, it should be emphasized that regular assignments outside the instructional day are to be deemed a part of the total instructional program and should be as frequent as necessary for the student to develop mastery of the subject. Homework is an extension and reflection of instruction. It provides opportunities for:

1. Practice to promote mastery of skills.
2. Development of independence and responsibility in students.
3. Parents or guardians to become familiar with the curriculum and to support the educational experiences.
4. Prepare students for new material.
5. Reinforce and expand classroom instruction.

Grade Level Homework Guidelines

Kindergarten homework assignments should stimulate students to talk often with their parents or guardians and should encourage parents or guardians to read to their children. Homework assignments in grades one through three should promote the development of basic skills. They also should encourage family participation.

In grades four and five, homework should continue to reinforce and extend basic skill development. Family participation and discussion should be encouraged. Assignments also should help develop good personal study habits and may include occasional special projects.

In grades six through eight, teachers should provide regular homework activities that promote the development of basic skills, reinforce good study habits, and provide students with the opportunity for personal and academic growth. Family participation and discussion should be encouraged.

If you feel your child is spending too much time on homework or if you have questions about the type of homework being assigned, please talk to your child's teacher about your concerns. Modifications to classroom homework can be made in certain circumstances.

Homework Help for Parents

1. Provide a study corner with necessary materials and good lighting.

2. Support, encourage, and show interest in your child's school work.
3. Help your child schedule their time so that they can participate in family and community activities and not have to stay up too late.
4. If your child does not *understand* the work, please write a note to the classroom teacher so she or he knows why the homework was not completed.
5. If you feel that your child is regularly spending too much or too little time on homework, please contact his or her teacher and discuss the situation.

Makeup Work

The teacher of any class from which a student has an excused absence shall determine what assignments the student shall make up and in what period of time the student shall have to complete such assignments. Tests and assignments may be the same as those missed, or shall be reasonably equivalent to them. Students that have unexcused absences may be denied make-up privileges, and this may be reflected in the student's final grade. The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

Independent Study - (assignments given prior to student absence)

When a student absolutely must be away from school for at least 5 days, an Independent Study contract can be used. No absences for less than five days can be funded through this program. When the student completes the assignment, the State allows the district to be funded for those days of absences. It is necessary for the contract to be filled out by the student, parent, and teacher at least 3 days prior to the days of absence. Use of the contract is limited.

Closed Campus

It is preferred that all students eat lunch on campus during the lunch period. This is a CLOSED CAMPUS, which means students will not be allowed to eat or purchase lunch up town or go to a friend's house for lunch. Parents that want their child to leave campus for lunch at home are asked to discuss this with their child's teacher and to write a note stating that the student will be eating at home each day.

Insurance

The District is not able to provide secondary medical insurance for students during the time that they are at school. It is strongly recommended that parents whose children are uninsured purchase injury or accident insurance for their child. Students injured during school hours and school activities will be covered by their parents insurance only. Students are required to be covered by insurance in order to participate in field trips, after-school sports, cheerleading, and other extra curricular activities.

Internet Use

Educational use of the Internet is now available. Use, however, is contingent upon having on file a contract (specifying terms and conditions) signed by the student, parent, and teacher. Teachers will hand out contracts as appropriate.

Lunch Program

Information on the bag lunch program and monthly menus are provided for students and their families. The cost of lunch is \$2.50, free or reduced price lunches are available for qualifying students, and individual milk is available for \$.20 per day. Milk is included in the daily lunch but may be purchased separately. Students are asked to pay for their lunch on a weekly or monthly basis on the first day of each week before school in the multipurpose room. Students who must order daily after the first day of the week shall go to the main office. Absentees will have their lunch credited, but must inform the office clerk regarding the particular day the credit is to be expended. No lunch order can be accepted after **9:30 AM** each day.

Sexual Harassment Policy

The Ferndale Unified School District has a board policy in place that prohibits sexual harassment within the education environment and within the work environment. The purpose of this policy is intended to supplement, not replace, any applicable state and federal laws and regulations. Because of its length, the entire policy is not printed here, but is available in the Ferndale Unified School District office.

Student Records

Parents, parents with legal custody, and legal guardians may have access to student records. Concerns with student records should be brought to the attention of the Principal.

Video and Film Policy

The Board of Education recognizes that appropriate supplemental materials such as films, videos, and instructional technological resources can augment regular classroom instruction. Supplemental materials should be consistent with State adopted curriculum content, frameworks, and performance standards.

Supplementary materials provided through the Humboldt County Office of Education's Teacher Resource Center may be used with age appropriate students without administrative or parental permission. Please refer to the Motion Picture Association of America (MPAA) Rating System on file in the school office.

Kindergarten through Sixth Grade Classes

(G) rated supplemental material may be used in the classroom. (PG) rated supplementary material may be used in the classroom with administrative approval and active parental permission. If the parent denies permission, a challenging, alternative activity that is comparable to the video will be provided for the student.

Seventh and Eighth Grade Classes

(G) and (PG) rated supplemental material may be used in the classroom. (PG 13) rated supplemental material may be used in the classroom with administrative approval and active parental permission. If the parent denies permission, a challenging, alternative activity that is comparable to the video will be provided for the student.

Visitors

Parents are invited to visit school at any time; however, it is requested that the classroom teacher be notified prior to the visitation period to avoid interfering with an exam or other student assessment. Visitation by visiting students who are friends or relatives is not encouraged. All visitors are asked to sign-in at the office.

Volunteers

Volunteers are welcomed in our school and are not only helpful, but bring many talents to be shared with students. Volunteers are to schedule their time in advance with the classroom teacher so that lesson plans can be adjusted to meet class needs.

Volunteers who give their time are valued and appreciated by our school. Volunteers are asked to keep all matters pertaining to school records, individual children and personal opinions about others to themselves. A volunteer registration form must be completed prior to volunteering at Ferndale Elementary School. These forms are available in the school office.

Emergencies

In case of an emergency while children are at school, such as flooding, the decision to dismiss school will be made by the Superintendent. Local radio stations and the telephone will be used to notify parents. Bus riders will return home on the bus, others will return home the way they arrived or will be picked up by a parent, depending upon the situation.

SERVICES AND PROGRAMS

Transportation

Home to school bus transportation is provided daily to students who live in the outlying areas. Students board buses for home immediately upon arrival of the school bus at dismissal time. Students are expected to follow bus rules for the safety and convenience of riders, the driver, and parents. The bus driver is the authority on the bus and may use reasonable force to correct a situation that may be unsafe.

School Nurse

Our credentialed school nurse, Jacque Granstra, is provided by the Humboldt County Office of Education, and is available two days a month to meet with our students, consult with our staff, and to conduct health related programs. The school nurse is also responsible for all state-mandated health testing programs.

School Psychologist

The Humboldt County Office of Education provides a certified school psychologist, Monika Preiss, to assist the classroom teacher with testing and pupil personal problems. The psychologist upon the recommendation of the teacher and principal may serve students in need of academic or emotional counseling. Parents desiring to know more about this service are invited to discuss this with the school principal or the classroom teacher.

Resource Specialist

This program is designed to help students who may have a particular learning problem or disability. In most cases these students receive from one-half to one hour of instruction five days per week. This may be provided either within the classroom or in the Resource Room by our Resource teacher, Jacqueline Cory or one of our two resource aides. Students are referred to the Resource program through the Student Success Team. Parents, teachers or the principal may request a Student Success Team meeting. Students will be assessed to identify particular learning disabilities, and an Individual Education Plan (IEP) will be developed with input from parents and school personnel. Students must meet standard eligibility criteria to be enrolled in the program.

English Language Learner (ELL) Program

Students whose primary language is not English will be assisted through the services of our Bilingual Aide, Lynn McCulloch, and our ELL Teacher, Cindy Taylor, with the support of a CLAD trained classroom teacher. Second language students are assessed annually until they are fluent in English. The CELDT assessment helps us plan appropriate programs for our ELL students.

Speech Therapy

The Speech Therapist is available three and one half days a week by Patty Houx, a credentialed speech therapist, to work with students needing help with speech related problems. Referrals are made through the classroom teacher. Yearly assessments are conducted for new students to the school.

School Counseling Program

Ferndale Elementary School offers a comprehensive school counseling program. School counseling services are provided by Lydia DeZordo, a credentialed school counselor, and include individual, group or family counseling, classroom presentations, and consultation. Mrs. DeZordo will also facilitate "Discovery Groups" which are intended to build self-esteem, social skills, and conflict management skills. Counseling services are available to all students enrolled in the Ferndale Unified School District. The classroom teacher or the parent may refer a student for counseling services. Parents wanting counseling for their child may contact the classroom teacher or the Principal. For more information regarding our school counseling or student support programs, please see our Support Personnel Accountability Report Card (SPARC) available on our school web site: www.ferndalek12.org/fes.

Primary Intervention Program (PIP)

The PIP program aims to assist students in grades kindergarten to third grade that may be experiencing school adjustment difficulties. PIP services are provided by our PIP Aide, Will Briggs; the program is supervised by our school counselor, Lydia DeZordo.

Title I Program

Students in need of extra support in reading or math will be assisted through the Title I program. Cindy Taylor, our Title I and ELL support teacher, works with individual and small groups of children in the classroom or in the Title I room. As students achieve grade level proficiency,

they will be exited from the program. Title I services are offered in addition to the regular classroom curriculum.

Gifted and Talented Education (GATE)

Ferndale Elementary School provides a Gifted and Talented Education (GATE) program for students. Differentiated curriculum is offered in the regular classroom to each gifted learner. The GATE program offers a variety of GATE programs and activities to meet the wide range of needs of the gifted and talented student. This has included student mentorship, independent studies, accelerated studies, and pull out classes that may include Spanish, French, computers, electronics, theater arts, art, mathematics, and literature.

Students are identified for the GATE program by a combination of teacher recommendation, parent recommendation, standardized test scores, and Structure of Intellect (SOI) scores. For more information on GATE or to recommend your student for GATE, please contact our GATE Coordinator, Cindy Taylor.

Student Success Team

Teachers or parents may refer students that are having academic difficulty or behavior problems to the Student Success Team (SST). The team is composed of administrators, resource teachers, the school counselor, and several teachers. The SST develops strategies and interventions to assist the student to have a more positive and successful school experience. These strategies may include modifications of assignments, extra help from aides and resource teachers, buddies or cross age tutoring, motivations or rewards, parent help at home, after school help, retention, or referral to the RST, counselor or school nurse. Parents may refer their student to the SST by notifying the SST Coordinator, Teresa Bugenig, their student's classroom teacher, the school counselor, or the principal.

Retention

For those students that have difficulty in meeting academic expectations for their grade level, retention becomes a consideration. An SST meeting is held for all retention candidates. Parents are involved as early as possible when retention is considered.

Library Services

Students at Ferndale Elementary have a scheduled class visit to the library each week, which includes literature enrichment for younger children. In addition, our students are welcome to use the library at other times throughout the week. Our school librarian is Leanne McCulloch, and her scheduled hours for working in the computer lab and the library are Monday through Thursday 8:00 a.m. to 4:00 p.m. and Fridays 8:00 a.m. to 1:00 p.m. Our library has a collection of over 10,000 materials including many Accelerated Reader titles, a program which is used in most classrooms.

We have several computers in the library that students can use to search our electronic card catalog or do research using educational compact discs (CD's) or the internet.

To maintain our library collection, we ask that once your child leaves the library with a book(s), he or she is responsible for it. If books are damaged or lost, a bill will be sent home and library

privileges will resume when the book is paid for. If you are NOT WILLING to accept this responsibility, please send a note to your child's teacher, or contact Mrs. McCulloch at 786-5322.

Computers

Our computers are part of a network using high speed internet and a server for file sharing services. Prior to any students using the internet, a contract (specifying terms and conditions) must be signed by the student, parent, and teachers. Teachers will hand out contracts and monitor internet use.

Students in third through eighth grade have computer time each weekly. Younger students use Type to Learn for keyboarding practice and Kid Pix while Intermediate grades are introduced to Microsoft Word, Power Point and Publisher. Occasionally, kindergarten through second grade teachers will bring their classes to the computer lab for specific projects. The internet is available in all of the classrooms as well as the computer lab.

Web Page

Ferndale Elementary School has a web site that is maintained by students from our Gifted and Talented Education under the direction of Mrs. McCulloch. This is an on-going project and we welcome your input and suggestions.

The address for our site is: <http://www.ferndalek12.org/fes>

You can visit Ferndale High School's Site at: <http://www.ferndalek12.org/fhs/>

Student Council

A new Student Council member is elected twice each year at Ferndale Elementary School. In weekly meetings the Council will discuss school problems and solutions to those problems. The Council also sponsors school activities. A chairperson, vice-chairperson, and secretary are elected from the Council members that have been selected by their classmates.

Instrumental & Choral Music Instruction

Students in grades kindergarten through four receive instruction of music appreciation from their classroom teacher. Students in grades four through six have music appreciation one day per week. This includes music history, music of various cultures, instruments, and singing. Students in grade four will have an opportunity to learn the recorder.

A program of instruction in instrumental music is provided to students in grades five through eight. Students are asked to indicate their desire to join the band at the beginning of each semester. The school band performs at school functions and community events throughout the year.

Fourth through eighth grade students will also have the opportunity to participate in choral music. Choir will be available to all interested fourth through eighth grade students, and they will have many opportunities to perform at community and school events throughout the year.

Interscholastic Athletics

Ferndale Elementary School has sports programs in volleyball, basketball, cheerleading, and track. Ferndale is a member of the Eel Valley Athletic League and competes with teams outside the league from Humboldt and Del Norte Counties. The programs are based on developing the athletic and physical potential of youngsters. Team members are asked to make a commitment of dedication and sportsmanship at all times to their school and families. In order to participate, each student must be covered by an insurance policy.

Athletic Eligibility

Eligibility must be maintained on a quarterly basis for the duration of any extracurricular activity. To maintain eligibility a student must have at least a “C” average with no failing or “F” grades. The grades must be established in the quarter prior to the start of an extracurricular activity and maintained throughout the season.

THE VISION AND GOAL OF THE FERNDALE JUNIOR HIGH SCHOOL

All of the teaching and learning that takes place at this school is, when boiled down, able to be summarized in a few basic beliefs in what we want you to be and do. If, with the assistance of your parents, we are able to help you to become a successful learner, you should:

1. Believe in yourself: Believe in what you can do, what you can accomplish—that means being willing to apply your mind and energy to the task at hand.
2. Take care of yourself: Make good decisions for yourself and for the world you live in—the little world of Ferndale and the big world called Earth that needs our care.
3. Care about other people: Reach out your hand to help other people, your family, your friends, and your community—be a good citizen.
4. Have a dream: Find a goal, develop a passion, conjure up a vision, and be willing to work for it every day of your life.
5. Never give up: Don't let yourself down or let go of what you believe in! Be willing to put up with the difficult times because surely there will be some, but that only makes the achievement all the more rewarding.

—The Junior High Staff

Seventh & Eighth Grade Expectations

- Students will come to class prepared
- Homework will be completed and turned in on time
- Students will not cause a problem for anyone in the room
- Students will show respect to all people

Junior High Schedule

8:30 – 8:34 a.m.	Homeroom
8:34 – 9:22 a.m.	Period 1
9:22 – 10:10 a.m.	Period 2
10:10 – 10:25 a.m.	Break
10:25 – 11:17 a.m.	Period 3
11:17 – 12:05 p.m.	Period 4
12:05 – 12:30 p.m.	Core Support
12:30 – 1:10 p.m.	Lunch
1:10 – 2:20 p.m. M&Th.	Elective 1
1:10 – 2:20 p.m. W&F	Elective 2
1:10 – 2:15 p.m. Tues.	Homeroom
2:20 – 3:00 p.m.	Physical Education
3:00 – 3:05 p.m.	Homeroom

Every Tuesday 2:15 p.m. Dismissal

Seventh & Eighth Grade Responsibilities

Responsibilities are things that you do without having to be told. As seventh and eighth graders your responsibilities are:

1. Respect the rights of other students to study and learn.
2. Attend school daily unless ill or legally excused.
3. Be on time for all classes.
4. Obey school rules.
5. Volunteer information and cooperate with school staff in disciplinary cases.
6. Complete all in-class and homework assignments and meet deadlines to include keeping updated assignment handbook.
7. Respect public property and carefully use and return all materials and equipment.
8. Come to class with the necessary books and materials.
9. See that school correspondence to parents reaches home.

P.E. Attire

In order to participate fully in Physical Education classes, all students are required to wear appropriate and comfortable shoes and clothing. Opportunity will be given to change clothing 5 minutes prior to P. E. class.

Honor Roll

To be eligible to be named to the quarterly Honor Roll, a student must meet the following requirements:

1. A grade point average of 3.0 in the 6 subjects: Math, Language Arts, Science, History, Physical Education, and Elective 1 & 2 (which count as one class). Computation for GPA: A= 4 points; B= 3 points; C= 2 points; D= 1 point; F= 0 points;
2. No D or F grades.

Extracurricular Eligibility

Eligibility must be maintained on a quarterly basis for the duration of any extracurricular activity. To maintain eligibility a student must have at least a “C” average with no failing or “F” grades. The grades must be established in the quarter prior to the start of an extracurricular activity and maintained throughout the season.

8th Grade Trip (If Scheduled)

It is the desire of the school staff that all 8th grade students have the opportunity to participate in the Jr. High Study Trip. Students, however, must meet criteria for eligibility. Any student who earns more than 5 points during the year of the trip for unacceptable behavior will not be allowed on the trip. The points are assigned as follows:

- Suspension = 2 points
- In-House Suspension = 1 point
- Each five detentions = 1 point

Students who do not go on the trip will be given assignments and assigned to a certificated teacher for the week.

Seventh-Eighth Grade Dances

Dances for 7th and 8th grade students are scheduled about once each quarter. Dances are seen as an important social function for junior high students. The procedures for a dance are:

1. At least two teachers and three parents will chaperone the dance.
2. The dance must be approved by the teacher and principal and fully organized at least five school days before the set date.
3. Students who misbehave will call a parent or guardian and that parent or guardian will pick up their child.
4. Students may not leave the dance.
5. Dance hours are 7:30 p.m. to 10:00 p.m. The designated class will stay until the dance area is thoroughly cleaned—usually 15 minutes.
6. The regular school dress code is in effect at regular dances.
7. Student guests at dances are permitted provided the following: they are invited by a junior high student at Ferndale Elementary School, they are currently enrolled as a 7th or 8th grade student in another school, and they are in good standing both academically and behaviorally. The name and school of the student guest must be submitted to the principal for approval at least 3 days prior to the dance.

Entrance to High School

Eighth grade students will receive information on the following items:

1. Academic standing with concern to earning a diploma of graduation.
2. An orientation session at the high school.
3. Achievement testing for eighth graders.
4. Eligibility standards for extracurricular participation at the high school level.
5. Classes available at the high school level.

Graduation & Diploma Requirements

The criteria listed below must be met before a student will receive a diploma of graduation and participate in the annual graduation ceremony.

The following subjects will be converted to credits: Math, Language Arts, Science, Social Studies, Elective, and Physical Education. A letter grade of A, B, or C will earn 2 credits; a D earns 1 credit; and an F, no credit. The student will need to earn 72 credits during the seventh and eighth grade years. A minimum of 36 credits must be earned in 7th grade for promotion to 8th grade and a minimum of 32 credits must be earned in 8th grade for promotion to high school, provided that a total of 72 credits are earned altogether. It is also required that an eighth grade student pass the U. S. Constitution Test with a grade of 70% or better.

Students with insufficient credits will be offered intervention opportunities such as After School and Summer School programs. We believe that all students can succeed with effort and appropriate support.

Academics will not be the limit of consideration for obtaining a diploma, or for participating in graduation. Behavior and attendance will be considered through the requirements of the Ferndale Area School Attendance Review Board (SARB) and class requirements.

Students that have Individual Education Plans (IEPs) will follow the guidelines listed for credits with separate consideration given to Special Education achievement and participation.

Graduation Gowns

Students will wear green graduation gowns for the graduation ceremony.

Graduation Picture and Dance Dress Code

The following dress code is required for the pre-graduation group picture and the post-graduation dance.

GIRLS:

- ✓ modest dresses from knee to ankle in length
- ✓ dress shoes

BOYS:

- ✓ pants, slacks, or new jeans
- ✓ long sleeve shirt with collar and tie
- ✓ socks and dress shoes or boots

The following clothing items are not acceptable:

- ⊗ strapless dresses
- ⊗ low cut front or back
- ⊗ dress slit above knee length
- ⊗ flowers or gloves
- ⊗ tennis shoes