2026-2027

Mendocino High School
Mendocino Community High School



STUDENT/PARENT HANDBOOK

Mendocino High School
Tobin Hahn, Principal
10700 Ford Street
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Mendocino, California 95460
707-937-5871
www.mendocinousd.org/mhs

MENDOCINO
CARDINALS

Principal: Tobin Hahn
MCHS Head Teacher: Derek Hutchinson
MUSD Superintendent: Jason Morse

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Mission, Vision and Cores Values, and Student Learning Outcomes

Mission

The Mendocino High Schools honor the District motto of "Learn, Explore, Create" by providing a variety of rigorous and relevant programs that empower each student to strive for excellence through perseverance, personal investment, and productive citizenship.

Vision and Core Values

Located in a small town of great natural beauty, the Mendocino High Schools are based on a foundation of strong personal relationships and respect for the whole child. We foster an individualized approach to education that inspires students to find their passions and develop strengths that will prepare them for college, career, and life-long learning. Through relevant and engaging learning experiences, all students are encouraged to strive for excellence, to persevere with creativity and resilience, to invest and engage in their education, and to be positive, productive, and informed citizens of local and global communities.

Student Learner Outcomes

Excellence

- Aim for excellence in all that you do.

Perseverance

- Use available resources to meet challenges with creativity and resilience.

Investment

- Invest in your future by taking advantage of opportunities to learn and thrive.

Citizenship

- Be a positive, productive, and informed member of local and global communities.

We ask the members of our school community to "Be EPIC!"

I. Quick Reference

Contact Information

Mendocino High School, 10700 Ford Street P.O. Box 226, Mendocino, California 95460

Mendocino High School Office: 707-937-5871 (School Administration)
Mendocino High School Fax: 707-937-5629
Mendocino Community High School Office: 707-937-0138
Mendocino Community High School Fax: 707-937-2423

Name	Position	E-mail
Arter, Marci	Admin. Assistant/Registrar (MHS)	marter@mendocinousd.org
Barnett-Tuomala, Lora	Physical Education, Health, Yearbook	ltuomala@mendocinousd.org
Barty, Taimi	Woodworking Pathway	tbarty@mendocinousd.org
Brown, Marshall	Media Pathway	mbrown@mendocinousd.org
Cohn, Dale	Integrative Aide	dcohn@mendocinousd.org
Dominguez, Diana	Mathematics	ddominguez@mendocinousd.org
Eastman, James	English (MCHS)	jeastman@mendocinousd.org
Fosse, Alex	Life Sciences, Horticulture Pathway	afosse@mendocinousd.org
Gilbert, James	Spanish	jgilbert@mendocinousd.org
Gold, Noah	Administrative Support	ngold@mendocinousd.org
Hernandez, Gabe	Psychologist	ghernandez@mendocinousd.org
Hahn, Tobin	Principal	thahn@mendocinousd.org
Hutchinson, Derek	Social Studies, Head Teacher (MCHS)	dhutchinson@mendocinousd.org
Jimenez, Cecilia	Social Worker	cjimenez@mendocinousd.org
Lance, Kamala	Admin. Assistant/Registrar (MCHS)	klance@mendocinousd.org
Liwagon, Angel	Physical Sciences	aliwagon@mendocinousd.org
Leung, Melinda	Integrative Aide	mleung@mendocinousd.org
Levy, Anna	School Counselor – social emotional	alevy@mendocinousd.org
Miller, Meghan	Resource Specialist	mmiller@mendocinousd.org
Rain, Erik	Visual Arts Pathway	erain@mendocinousd.org
Raymond, Tina	Integrative Aide	traymond@mendocinousd.org
Rutherford, Francis	Engineering Technology Pathway	frutherford@mendocinousd.org
Sheard, Laurel	English	lsheard@mendocinousd.org
Sosnovec, Tom	Mathematics, Programming	tsosnovec@mendocinousd.org
Stump, Samuel	English, Life Choices	sstump@mendocinousd.org
Yanez, Anna	School Counselor – academics	ayanez@mendocinousd.org

All @mendocinousd.org emails are first initial followed by last name.

Emergency Information

Emergency situations, by their nature, are fast evolving and unique and require a flexible response system. The school principal, working in cooperation with county disaster officials, will make decisions and determine actions within the framework of student and employee safety.

What Will Happen?

Natural Disaster/Fire

- In an earthquake, students are trained to Duck, Cover, and Hold until the shaking stops and then evacuate to Shepard Field (Soccer Field).
- In the event of a fire, an alarm will sound and students will evacuate to Shepard Field (Soccer Field).
- If the primary evacuation site or route is unsafe, students will be taken to Heider Field, south of the school or to the Mendocino Community Center.
- An incident command center will be established and if students cannot return to school, parents will be notified for pick up and/or buses will be sent.

Active Shooter

- In the event of an active shooter or other active threat, students are trained to Run, Hide, Fight.
- A lockdown siren will sound.
- Any individuals who hid in place during the lockdown should remain hidden until evacuated by law enforcement.
- Shepard Field (Soccer Field) is the primary evacuation site. If this is unsafe, students will be evacuated to Heider Field or the Mendocino Community Center. Individuals who ran from the scene should return to the evacuation site when safe to do so.
- Parents will be contacted with further instructions on how to pick up their child.
- Parents should not attempt to enter campus.

In the event of an emergency, we must be able to account for all staff and students. It is imperative that when leaving campus all students sign-out with the supervising staff according to emergency procedures.

Communication

The nature of an emergency will require redundant communication to provide updates. The following sources may be utilized:

- District ParentSquare Alert system
- Sheriff's reverse 911 system
- Local Radio Stations (KOZT 95.3 or 95.9 FM, 707-964-7277)
- School Instagram and Facebook (@mendocinohighschool)

Other numbers to know:

District Office	937-5868
MHS Office	937-5871
Report an Emergency	Dial 911
Non-Emergency Number for Sheriff's Office	964-6308

Parental Involvement

School Site Council

Membership of the Site Council includes parents, students, teachers, community members and administration. In conjunction with the faculty, the Site Council develops and monitors an annual school wide improvement plan and meets monthly to review programs, allocate funds and assist in specific projects. Regular meetings are held in the High School Library on second Tuesdays from 4 pm to 5 pm.

ParentSquare

All communications from the school will be automatically sent to you via email and/or text through the ParentSquare communication platform. To manage your preferences, activate your account and download the ParentSquare app for your device. ParentSquare works in conjunction with Aeries, so be sure your information is correct in Aeries during online registration.

Club Cardinal

This organization is made up of parent and community members whose goal is to support athletics in the high school. They volunteer time at games for gate keeping, running the snack bar and score keeping. Athletics at the high school could not function without the support and participation of Club Cardinal. Several major fund raising events are held each year. Contact the High School office for membership information and how you can get involved, or visit the Facebook page at clubcardinal.

MUSE

Mendocino Unified Schools Enrichment (MUSE) is a non-profit foundation formed by parents, teachers, and community members concerned with maintaining and enhancing the excellent educational programs offered in the Mendocino Unified School District. Your support and contributions are needed.

Parents - Stay Involved!

While teenage years are a time of increased independence, it is also a time when teens learn to form important interdependent relationships. Parents - participation and interest in your child's education and the school community remain vital and appreciated by all!

Communication

ParentSquare

Announcements, notifications, and alerts can be sent directly to you via text, email, app, or voice messaging. The majority of school information is sent through ParentSquare, including attendance alerts and emergency notifications. Anyone with an Aeries Portal account can use ParentSquare.

Aeries Portal

Grades, homework, and attendance can be tracked using a Parent Portal account, as well as online registration. Directions are posted online or call the office at 707-937-5871.

Web Site – www.mendocinousd.org/mhs

The school website hosts general information about the school and programs offered. Many teachers also utilize Google Classroom.

Events Calendar

Please check the district and school website for a current online calendar.

Bulletin - Cardinal Currents

The weekly Bulletin serves to keep everyone informed about school events and important information. The Bulletin is sent via ParentSquare, posted online, posted in the office, and read during Friday PSP.

To put announcements in the Bulletin, e-mail thahn@mendocinousd.org or submit in writing to the office by 12:00 PM on Wednesday for the coming week.

Newsletter – Hilltop Highlights

The Hilltop Highlights newsletter is mailed to parents with quarter and semester. School news and announcements, athletic updates, and guidance and college information are included. Announcements may be submitted via e-mail to thahn@mendocinousd.org.

Yearbook

The Boom is published annually by Mendocino High School students under the direction of the Desktop Publishing teacher. The books are pre-sold throughout the year and are generally sold at a lower price in the fall.

Social Media

Instagram: @mendocinohighschool
Facebook: Mendocino High Schools

II. Our Expectations

Attendance Policies and Procedures

Regular and prompt attendance is required by law and is essential to academic success. It is the responsibility of the parents or guardians to insure that students attend school. It is the responsibility of the school to record and monitor attendance and to inform parents or guardians of attendance problems concerning their children.

Excused Absences

Mendocino Unified School District (*BP 5110, EC 48205)* and the California Education Code allow excused absences only for the reasons listed below:

- Illness of the student
- Quarantine under city or county direction
- Medical, dental, optometry, or chiropractic services
- Attending funeral services of an immediate family member
- Appearance in court
- Jury Duty
- Exclusion for not having been properly immunized (not more than 5 school days)
- Absence to participate in religious exercises
- Engaging in a civic or political event, provided the pupil notifies the school ahead of absence

Unexcused Absences

Absences for any reason other than those listed above (such as family obligations, travel, college visits, shopping) will be considered unexcused.

Clearing Absences

Expectation: Parents/Guardians should write a note, e-mail, or call the school (MHS: 937-5871; MCHS: 937-0138) to verify an absence. To assist in record keeping, please verify all absences immediately.

- Please provide the student's first and last name, specific dates and times/periods.
- The student must present clearance to the Office the day the student returns to school.
- The office staff will issue the student an admit slip that must be presented to each teacher**.**
- A student who is ill for more than 14 days must have verification from a physician. *(AR 5113)*

Consequences:

- Absences not verified within 3 school days following the absence will be considered truant.
- Forged notes will result in disciplinary action.

Leaving Campus

Expectation: When leaving campus during the course of the school day (excluding open campus):

- Students are required to sign out at the office with a note or parent/guardian phone call.
- Students are required to sign back in at the office upon returning to campus.
- A note or call should include first and last name, the specific date and time, and reason for leaving campus (see above for what is considered excused).
- Students with Work Experience or Community Involvement must sign out/in at the Office.

Consequences:

- Any student who leaves campus without properly signing out/in will be considered truant, even if excused by the parent.

Truancy

Expectation: Compulsory education represents a legal obligation for your student. It is the parent's responsibility to make sure their child attends school. Truancy is defined as:

- Any pupil who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant. *(E.C.48260)*
- Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy in excess of 30 minutes, shall again be reported as truant *(E.C.48261).*
- Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year. *(E.C. 48262).*

Consequences: Consequences for truancy may include the following:

- Parent notification.
- Conference with parent and administration.
- Lunch Detention and/or Saturday School (approximately 40 minutes per missed period).
- Loss of Work Permit; to be reinstated if there are no attendance violations for a determined period of time, generally 2-4 weeks.
- Loss of privileges to participate in dances, sports, school activities, fieldtrips, etc.
- Students who are habitual truants may be referred to, and required to attend, a school attendance review board. (Education Code 48263, 48264.5)

Tardiness

Expectation: Students are expected to be in class on time. Being tardy is a behavioral problem which may affect a student's performance in the class. General school policy is that a student is tardy when the student is not inside the room when the bell rings. A teacher's policy may be stricter than the general school policy (e.g. student must be seated at desk).

- All tardy students must check in at the office to receive an Admit Slip before returning to class.

Consequences:

- Tardies for individual students are counted every two weeks. Within that two week period the following consequences apply:
  - *≤2 tardies = No consequence*
  - *3 tardies = 15 minutes of lunch*
  - *3+ tardies = 10 additional minutes of lunch for each tardy over 3*
  - *20+ tardies in a semester = Saturday School and/or loss of privileges (resets to 10)*
- Failure to attend lunch detention or Saturday School will result in loss of privileges to participate in dances, sports, school activities, fieldtrips, etc.
- Students tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year will be considered a truant by the State.

Attendance and Extracurricular/Co-curricular Participation

Expectation: To be eligible to participate, students must be present **all day** on the day of an extracurricular activity (field trip, dance, concert, play production, athletic event, etc.). For weekend and events departing in the morning, eligibility is determined by prior day attendance (Friday for weekend).

- **Seniors** must have over 90% attendance for the year to attend the Senior Trip. Exceptions granted by the administration for extenuating circumstances only.

Consequence: If a student is truant or absent at any point on the required day, the student is ineligible and will not be allowed to participate in the extra-curricular activity.

Facts About Attendance

From attendanceworks.org

Good attendance will help your children do well in high school, in college and at work!

1. Your children can suffer academically if they miss 10 percent of the school year or about 18 days. That can be just one day every two weeks, and that can happen before you know it.
2. Some absences are unavoidable. We understand that children will get sick and need to stay home occasionally. The important thing is to get your children to school as often as possible.
3. Sporadic absences, not just those on consecutive days of school, matter. Before you know it, just one or two days a month can add up to nearly 10 percent of the school year.
4. If too many absences occur, it is still a problem whether they are excused or unexcused because they represent too much lost learning time in the classroom.
5. By middle and high school, chronic absence is a leading warning sign that a student will drop out.
6. Too many absent students can affect the whole classroom, creating churn and slowing down instruction.
7. Families should avoid extended vacations that require your children to miss school. Try to line up vacations with the school's schedule. The same goes for doctor's appointments.
8. For older children, you can help them develop homework and bedtime routines that allow for 8 ½ to 9 ½ hours of sleep. Make sure that when the lights go out, so do the cell phones, video games and computers.
9. Above all, set an example for your child. Show them that attendance matters to you and that you won't allow an absence unless someone is truly sick. Avoid asking older students to help with daycare and household errands when they should be in school.

MUST BE PRESENT TO WIN!!

Going to school every day matters for success in school and life

Minimum Attendance Requirement

Expectation: Classes are accredited based on the content they offer and the expectation that students are present to receive that content. When students are absent without a valid excuse, they are not able to access the content. Students are expected to attend class to receive credit.

Consequences: Teachers may fail a student who has 5 unexcused absences from a class during a semester. Each teacher who uses the 5-day unexcused absence policy must present students with a written attendance/grading policy within 10 school days of the beginning of a semester. Because it only meets twice a week, **a student may fail Personal Success Period (Tutorial) with 3 or more unexcused absences**. Students who have unusual circumstances for their absences may petition to receive credit. The petition will include the reasons for the absences and the rationale for granting credit. The petition must be filed before the end of the semester under question and must be approved by the principal and teacher of the course.

Suspensions and Make-up Work

Student may make up work missed during suspension **at the teacher's discretion** *(E.C. 48913)*

Short-Term Independent Study / Planned Absence Procedures

Expectation: All teachers will allow a student to make up the work missed during excused absences, to the degree it is possible for such work to be completed outside of school. Students will generally NOT be allowed to make up work for unexcused absences. Given that there are five weeks of vacation, parents and students are strongly encouraged to plan absences around these dates. **Student vacations should be arranged with consideration for the learning that they miss when they are not in school. Whenever possible, it is best to use the regularly scheduled vacation times.**

Families must request a Short-Term Independent Study Contract with the school for absences of 5 – 14 school days. The following procedure must be followed:

1. Request a Short-Term Independent Study packet from the MHS office.
2. The parent and student must arrange to meet with the Principal for approval of contract.
3. The Short-Term Independent Study Contract must be completed, signed, and filed with the MHS office no less than **5 school days prior** to date of absence.
4. The student is responsible for picking up the Independent Study Student Work Form in the MHS office, taking it around to ALL of their teachers for work assignments and returning it the MHS office PRIOR to the absence.
5. All short-term independent study work is due upon the date the student returns to school. *The percentage of work completed determines the percentage of absences that are excused!*

Short-term Independent Study may be denied if the following criteria are not met:

- The student is not prepared to meet the above district requirements for Independent Study.
- The student is unlikely to succeed with the Independent Study Contract as well or better than he/she would in the regular classroom.
- A student maintains a C - or below in any course he/she is currently enrolled in.
- Student failed to meet the requirements of past Independent Study Contracts.
- For any other reason the district determines that Short-term Independent Study may not be a successful placement.
- If a student has reached **15 cumulative days** of Short Term Independent Study (EC 51747(h)2(i)), at which point it is considered long-term independent study and subject to more requirements.

Behavior Expectations and Consequences

It is expected that all Students and Staff of the Mendocino High Schools strive for…

- **Excellence**
- **Perseverance**
- **Investment**
- **Citizenship**

The Mendocino High Schools work to promote positive behaviors as well as provide interventions and consequences when behavior is not appropriate. Discipline is approached as an opportunity for growth and learning with the goal of producing self-disciplined students who contribute in positive ways to the school community and beyond.

It is the responsibility of the student to follow school policies during the following times as indicated in Section 48900 of the California Education Code:

- **While on school grounds.**
- **While going to or coming from school.**
- **During the lunch period whether on or off the campus.**
- **During, or while going to or coming from, a school sponsored activity.**

The school's Discipline Code is an extension of Section 300 of the California Administrative Code, Title 5, which states: *"Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his/her teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful of his/her teachers and others in authority; kind and courteous to other students; and refrain from the use of profane and vulgar language."*

Correctives and Consequences

Consequences and correctives are used in a logical manner when a student violates school rules. Below is a list of possible sanctions used beyond classroom discipline.

Behavior Intervention	Meet with counselor or behavior interventionist
Written Apology	Take responsibility for actions and understand its impact on others
Behavior Contracts	For students who repeatedly violate school rules
Lunch Detention	Progressive discipline when not resolved in class
Loss of Privilege	Privileges include open-campus, dances, fieldtrips, school activities etc.
Loss of AE Week Trip	Violation of the Drug and Alcohol policy may result in loss of AE Week trip
Suspension	May be suspended for 1-5 days for breaking school rules
In-House Suspension	May be assigned to serve suspensions on campus
Community Service Hours	Completed on the students' own time in partial lieu of suspension
Saturday School	Attendance at Saturday School may be assigned in partial lieu of suspension
Expulsion	Removal from the school - some violations mandate expulsion

Matrix of Behavior Expectations

Mendocino High Schools Expectations

What it looks like, sounds like, feels like to Be EPIC!

Location	Excellence	Perseverance	Investment	Citizenship
Everywhere, All the Time	• Be honest and fair • Be responsible • Help others • Tell the truth	• Give people compliments • Stay focused • Never give up • Pay attention • Be on time • Personal devices off and away during class	• Use time wisely • Alert staff to any safety issues • Clean up after yourself or others - take care of your environment • Be sober	• Be respectful of others and yourself • Keep it PG (Limit PDA) • Keep noise levels appropriate • Use appropriate language • Dress appropriately
Hallways	• Move through the halls in a courteous manner • Be considerate of others' items	• Open doors carefully • Be where you are supposed to be	• Keep the hallways/walls clean • Report spills or problems	• Greet staff and peers • Use appropriate language
Student Union	• Share the space with others • Respect and appreciate cafeteria staff and custodians	• Line up properly and wait your turn • Throw your trash away and use the recycle bins	• Be neat when you eat • Put chairs and furniture back	• Use piano at appropriate times and volumes • Keep voice level and language appropriate
Library	• Use the library productively • Honor this space for studying	• Take care of the books • Put away your books when done	• Keep the space clean • Keep your feet off the furniture	• Leave food and drink outside • Keep voices at study level
Parking Lots/Roads & In Town/Off Campus	• Be mindful of pedestrians • Drive safely	• Follow traffic laws • Park in designated areas • Walk and cross in designated areas	• Keep the parking areas trash free • Pay for your things	• Don't drive during school hours • Show gratitude and kindness to local businesses, community members, and neighbors
Bathrooms/Locker Rooms	• One person per stall • Good aim • Flush	• Wash your hands • Put the seat down when done	• Keep clean • Treat hygiene products with respect • Report problems and let office know if supplies are needed	• Respect privacy - no phones • Take your bathroom pass • Use and leave; no hangouts!
PAC	• Listen carefully during presentations • Interact when appropriate	• Stay seated during performances	• Keep feet off the seats • Use piano with permission only	• Enter/exit quietly during performance
Main Room (MCHS)	• Be friendly • Stay quiet when class is in session	• Treat instruments nicely • Share	• Keep area clean • Contribute to your community of peers	• Treat others with respect

Developed with input from students and staff spring of 2024.

Open Campus Policy

Expectation: Campus is only open during lunch. Open campus is a privilege. With this privilege, comes the added obligation for students to make responsible decisions while in town and to arrive back to class on time. Students are expected to maintain EPIC behavior while in town. There is no open campus the first week of school.

Correctives and Consequences:

- Any student who is unable to meet these expectations may lose their off-campus privilege.
- Students caught shoplifting will lose open campus privileges for four weeks.
- School-wide issues around off-campus privileges may result in the closing of campus for all students.

Section 44808.5 of the Education Code states, "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section." However, all school rules apply when students are off campus during school time.

Electronic Device Policy

Phones/electronic devices are not to be used during school. Based on staff, parent, and student input, as well as research based evidence, we believe that reducing the presence of electronic devices during the school day supports a more positive learning environment and school culture. Every student will be assigned a personal Phone Pouch. While the Phone Pouch is school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition. We encourage families to have students leave electronic devices at home.

Expectation: As students **arrive at school**, they will:

- Turn their phone off.
- Place their phone/all devices (earbuds/smart watches) inside their pouch before entering campus.
- Store their pouch in their backpack for the day. Access permitted during lunchtime only.

Correctives and Consequences: Pouch Damage / Lost Pouch / Using Phone During School

If a device is seen unpouched, staff will collect the student's device:

- 1st offense: device confiscated – returned to parent only – parent called by student and device will be checked into the office each morning for 1 week.
- 2nd offense: device confiscated - returned to parent only - parent called by student, student will receive Lunch Detention along with cell phone checked into the office each morning for 1 month. Further offenses may result in loss of privileges.
- If a student forgets their pouch, their phone will be collected and Administration will call home to remind the Parent of the policy. The phone will be returned to the student at dismissal. If a student consistently forgets their pouch, it is considered lost.
- A lost or damaged pouch will cost $20. Damage includes drawing on pouch, altering pouch, cutting/slicing pouch etc. The forgotten pouch policy will be followed until the pouch is replaced.

Exceptions:

Consistent with Education Code § 48901.7, a student may possess and use a smartphone or covered device in the following circumstances: *Emergency or safety threat*: During a genuine emergency or a reasonably perceived threat of danger. *Staff permission*: When a teacher or administrator explicitly authorizes use for an instructional or other approved purpose, subject to the limits that staff member sets. *Medical necessity*: When a licensed physician or surgeon has determined that possession or use is necessary for the student's health or well-being. *IEP requirement*: When use is required by a student's Individualized Education Program (IEP).

Tobacco, Drugs, and Alcohol Policy

Expectation: There is no place for substance use at school. It is our goal to provide the social-emotional supports and education needed for students to make healthy choices. When students use substances at school, they not only create barriers to their own success, but create an environment that is unsafe for themselves and for others. Any student of the district who possesses, furnishes, uses or sells alcohol, depressants, stimulants, cannabis, intoxicants, hallucinogens or drug paraphernalia anytime on school premises, anywhere during school hours, or during school-related activities may be subject to suspension, expulsion, police referral and other disciplinary action. (Education Code 48900 and 48915).

Correctives and Consequences:

Possession of Illegal Drugs:

- Parents are notified immediately. Law enforcement may be notified.
- The student may be suspended for one to five days.
- The student must attend at least six weeks of drug/alcohol counseling.
- The student will lose off campus privilege for at least 2 weeks following return from suspension.
- At the discretion of the administrator, a student may lose the privilege to attend future school sponsored events such as dances, AE Week overnight trips, or the Senior Trip.
- Further offenses may result in involvement of law enforcement and/or expulsion of the student.

Smoking and the Use of Tobacco Products:

- No school shall permit the smoking or use of tobacco, or any product containing tobacco or nicotine products, including vaporizers, by pupils on campus or at school sponsored events.
- Use of tobacco products at school by staff, parents, or visitors on school campuses or functions on or off campus is also prohibited at all times.
- Violation of this policy will result in consequences including, but not limited to suspension and referral to smoking cessation counseling.
- **Vape pens and products are considered paraphernalia, regardless of what is in them, and use or possession of vaping products will fall under the Illegal Drug Policy!**

Sale of Illegal Drugs:

- Parents and law enforcement are notified immediately.
- The student may be suspended for up to five days.
- As mandated by Education Code, expulsion from Mendocino Unified School District will be recommended and pursued by the administration.

Search and Seizure. . . Can It Be Done?

Under California law, school officials may search a student, personal belongings, locker & vehicle **whenever there are reasonable grounds to believe the student may have violated the law or school rules, or placed the health and safety of students or school employees in jeopardy**. In all such cases of search, the search must be within the school personnel's regular scope of duties, and any property seized must be reported to the student immediately.

Academic Integrity Policy

Expectation: Academic integrity and honesty is taken seriously at the Mendocino High Schools. Students are expected to engage in original scholarship and may not plagiarize, cheat, or facilitate academic dishonesty in the process.

Plagiarism: using another person's original words, ideas, or other material without proper citation or attribution. Examples include 1) Using an author's own words in a paper without quoting that author 2) Representing an author's ideas as one's own 3) Downloading a paper in part or full from an internet source or copying from another student 4) Submitting an old paper and representing it as new work without informing or consulting the teacher 5) Using AI to generate an assignment without citing the source of the work.

Cheating: **attempting to use unauthorized materials or study aids.** Includes 1) Using unauthorized sources of information including notes, cell phones etc. 2) Looking at someone else's answers 3) Forgery.

Facilitating academic dishonesty is also a violation. This means aiding anyone in doing the above.

Correctives and Consequences:

- Teacher conference with student and informs parents.
- Zero credit is given for the work. Student must redo the work properly for credit.
- Dishonesty damages relationships and can make it difficult for staff to write meaningful letters of recommendation for jobs and colleges, for example.
- Plagiarism may affect awarding of Academic Honors such as Valedictorian and Salutatorian and the awarding of scholarships.

Computer/Internet Use Policy

Expectation: All students will have a school issued Chromebook – no personal devices are allowed. All Chromebooks will be restricted to necessary academic purposes only. Use of computers is a privilege and students are expected to follow the Internet Acceptable Use Policy. In addition, lab computers are not to be used for personal social media use, game playing, or internet chat. Students are expected to abide by the generally accepted rules of network etiquette and common decency. In particular students are expected to:

- Be polite and not use abusive language in messages to others. Do not swear or use vulgarities.
- Not reveal personal information to strangers over the Internet.
- Not use the network in such a way that it disrupts the use of the network by other users.

Correctives and Consequences: Students who do not follow the Acceptable Use Policy will be subject to the following consequences:

- Lose the privilege of using computers/devices and accessing the internet at school.
- Have personal devices blocked on the network.
- Have restrictions placed on school issued Chromebooks so only certain content can be accessed.

Dangerous Objects Policy

Expectation: Section 48900 of the California Education Code prohibits students from carrying a knife, firearm, explosive, vaporizer, or other dangerous object on school grounds. Dangerous objects, including pocket knives and firecrackers, are not to be brought to school.

Correctives and Consequences: Possession of dangerous objects may lead to…

- Confiscation of dangerous object. Confiscated objects are not returned.
- Suspension from school or expulsion from the Mendocino Unified School District.
- Any student bringing a firearm onto campus or to a school event will be expelled.

Dress Code Policy

Expectation: The dress code applies during the school day, on buses, and at all school activities (unless exceptions, such as uniforms and costumes, are explicitly stated). The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group.

- **Basic Principle: Certain body parts must be covered at all times.**
  - Clothes must be worn such that genitals, buttocks, and nipples are fully covered with opaque fabric.
- **Students must wear (that meet the basic principle):**
  - A shirt
  - Pants/jeans/dresses or the equivalent
  - Sandals or shoes
  - Any attire required by a course, such as Science, PE, Woodworking etc., for safety purposes.
- **Students may wear:**
  - Shorts and skirts that adhere to the basic principle above
  - Hats and hoods. Students will respect individual teacher policies regarding hats, hoods, and sunglasses in classrooms
  - See-through or fish-net fabrics over other opaque clothing
  - Yoga pants and leggings
- **Students cannot wear:**
  - Violent language or images
  - Images or language depicting drugs or alcohol (or any illegal item)
  - Hate speech, profanity, pornography
  - Images or language that create a hostile or intimidating environment
  - Clothing that reveals undergarments (visible waistband or straps are allowed). And…
  - Strong scents (perfumes, deodorants) and indoor use of spray scents is prohibited.
  - Swimsuits
  - Clothing, jewelry, emblems, badges, accessories, or other items that are evidence of membership, affiliation, or promotion of any gang or gang activity.

Correctives and Consequences:

- The student will be counseled in private, not in front of others, and the student will not be made to feel shamed for their choice of dress.
- The student will be asked to put on their own alternate clothing to be more to code.
- Replacement clothing may be borrowed from the office.
- A parent may be called to bring a change of clothes.

Dance Policy

Expectation: Dances can be a special part of the high school experience. All school-wide expectations apply at dances. In addition are the following expectations:

- Dances are open only to MHS/MCHS/MSHS students. Exceptions are Homecoming and Prom. Students may invite one approved guest. *Guests must be of high school age or Mendocino graduates under the age of 20. Guests must be in good standing with their school.*
- **Students must enter the dance no later than one hour after the beginning of the dance.** If a student does leave the designated dance area, they will not be allowed to return to the dance.
- All backpacks, bags, purses, jackets or other belongings must be checked at the door and students will not have access to these belonging until they leave the dance.
- **Students attending dances will be subject to a breathalyzer prior to entering and leaving the dance.** The breathalyzer detects the presence of alcohol.

Correctives and Consequences:

- Students who violate the school Drug and Alcohol Policy will be ineligible to attend dances for up to the remainder of the school year.
- Administration may also deem a student ineligible to attend a dance if the student has recent behavior referrals, 1's in Citizenship and/or Work Habits, been suspended, or has outstanding fees and fines.

Safe Driving Policy

Expectation: In an effort to increase safety for students and community members, encourage environmentally responsible behavior, and repair and improve on community relations, the following Safe Driving Policy has been adopted: Student driving is restricted between the hours of 8:15 am and 3:20 pm (2:30 pm on Wednesdays). **Students are prohibited from driving and riding in cars during school hours** unless leaving campus for a school approved reason (i.e. Community Involvement, Work Experience, Workability), in which case the student must keep a letter of permission from school administration in the glove box for purposes of verification.

Correctives and Consequences: Consequences for any student in violation of the safe driving policy may include, but are not limited to

- One day of in-house suspension.
- Loss of open campus privileges for at least two weeks.
- Turning in car keys to the office upon arrival at school.

Practice Safety!
Have Respect for Community and Environment!

Field Trip Policy

Expectation:

- All students must have a signed permission slip.
- Students must be on time for departures. Departure will not be delayed to wait for late students.
- Students must return by the same transportation as they left with unless delivered directly to a parent/guardian by the trip chaperone, or unless arrangements have been made and approved by the trip sponsor or school office.
- Students must present themselves on time for scheduled return trip. If they do not, after reasonable procedures have been made to locate them, a call will be made to the student's parents/guardians informing them of the situation and local law enforcement agencies will be informed. The school transportation will then make its return trip as scheduled.
- Students must obey all school rules while on the trip.

Correctives and Consequences:

- Students with poor citizenship, in poor academic standing, or who owe fees and fines, may lose the privilege to attend field trips based on the following protocol:
    - Three to four weeks before a field trip, the teacher will submit a roster for other teachers and administration to review.
    - A teacher may deem a student ineligible to participate if they are academically behind in a class and will miss instruction and fall further behind due to the field trip.
    - Administration may deem a student ineligible to participate if they have had referrals for behavior, have 1's in Citizenship and/or Work Habits, have been suspended, or have outstanding fees and fines.
    - If the field trip is of an academic nature and necessary for a class, ineligible students will be reviewed on a case-by-case basis by the administration.
    - All determinations will be made two weeks prior to the date of the field trip.
- Students who fail to obey school rules or directions of the driver or trip chaperone, or who leave the trip without permission, may be barred from participating in all school-arranged trips for one year.

Alternative Education Week

Expectation: AE Week is a part of the academic program at the Mendocino High Schools. Students have the choice to attend trips on campus as well as trips off campus and overnight trips. These AE Week trips are considered part of school and all the same school rules apply. Off campus AE Week trips follow the Field Trip Policy (see above). No student will be denied on inability to pay for costs of a trip. AE Week trips take a lot of effort and resources to organize, and students are expected to be respectful of this and behave in an appropriate manner as representatives of the school.

Correctives and Consequences:

- Students who violate the school Drug and Alcohol Policy during the second semester will automatically be ineligible for overnight AE Week trips and may lose all or part of any deposits paid.
- Any student violating the school Drug and Alcohol Policy while on an AE Week trip will be sent home at their parents' expense.

Visitor Policy

Expectation: Visitors having legitimate business during school hours need to sign in and identify themselves to the main office upon entering school grounds. No electronic listening or recording device may be used in a classroom without the teacher and principal's permission *(E.C. 51512).* If a conference is desired, an appointment should be set with the teacher during non-instructional time. Visitors who wish to attend classes with current students must receive written teacher approval for each class one week prior to their request to visit. **Student visitors are approved only for the purpose of prospective students to observe programs.**

Correctives and Consequences:

- Visitors will not be allowed until cleared by the Principal or designee at least one day prior to the visit. Forms are available in the office.
- Visitors that are not cleared will be asked to leave.

Skateboards, Bike, Scooters, etc. Use Policy

Expectation: These vehicles may be used as a means of transportation to and from school. They may not be ridden to and from class or in the corridors or parking lots on campus before, during or after school hours. **Vehicles may not be ridden down the hills from the upper campus and must obey all laws while in town during open campus.** This is a safety and maintenance issue. **Skateboarding is allowed in the concrete areas** around the Community School, if done respectfully.

Correctives and Consequences:

- Violators may have their vehicle confiscated and retained in the office until the end of the school day.
- Repeat violators will have their vehicle returned only to a parent or guardian.
- Students who do not comply with a staff member's corrective may face additional consequences for defiance.

Citizenship and Work Habits Marks Policy

Expectation: We believe students should be engaged positively and productively in their education and in their school community. Students are expected to strive for the learner outcomes of Excellence, Perseverance, Investment and Citizenship. Those who do should be able to access all the school has to offer and those who do not should be offered supports for improvement as well as limitations on eligibility for participating in extracurricular activities. The expectation is that students will achieve marks of "2" or higher for Citizenship and Work Habits at each grading period.

Correctives and Consequences:

- **Students who receive three or more marks of "1" (below standard) for Citizenship and/or Work Habits combined or two or more marks of "1" (below standard) for Citizenship during a reporting period will meet with their advisor to set goals for improvement.** Improvement will be monitored.
- A student who does not improve their Citizenship and/or Work Habits may be ineligible to participate on field trips, extra-curricular activities, dances, etc. until improvement is shown. (See also the Athletic Policy for sports probation policy.)

You Can Be Suspended Or Expelled When . . .

Following are the reasons that may lead to suspension or expulsion. It is our policy to utilize alternatives to suspension whenever possible, unless the safety of student(s), staff, or the school are at risk. We support a model of restorative justice rather than punishment to affect positive change.

Section 48900 of the California Education Code states that a pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 commencing with Section11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stolen or attempted to steal school property or private property.
(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school of officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) 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.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.

Continued…

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1).

(iii) (I) An act of cyber sexual bullying.

Sexual Harassment Policy

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of any student by another student, an employee, or other person at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists, or otherwise participates in the complaint process established pursuant to this policy and the administrative regulation. Copies of these policies are provided in August, posted in classrooms and available at the MHS office, District Office, or MUSD website. Sexual Harassment is defined as **unwelcome** sexual conduct which interferes with an employee's or student's ability to perform the duties of his/her job or **creates a hostile work/academic environment.** Some examples of behaviors that may constitute sexual harassment include: touching, leering, displays of sexually suggestive objects or pictures, name calling, spreading sexual rumors, pornography in the work/school environment, sexually suggestive gestures, "making out" in the hallway, dirty jokes, etc. (*BP 5145.7, AR 5145.7)*

SEXUAL HARASSMENT IS STRICTLY PROHIBITED

Prohibited sexual harassment includes unwelcome:

- Verbal, visual, and physical conduct of a sexual nature;
- Sexual advances; and
- Requests for sexual acts.

During the school day and during any school or school-related activity, on or off campus, you have the right to a safe school environment that is free of sexual harassment by other students, employees, or any other person.

Retaliation for reporting sexual harassment, filing a complaint, or supporting a person who complains of sexual harassment or participates in the investigation of a complaint is also strictly prohibited.

REPORT ANY SEXUAL HARASSMENT CONCERNS - HELP IS AVAILABLE

All school staff is available to help you. You are encouraged to report any sexual harassment concerns (for yourself and others) to an administrator, counselor, teacher or any other school employee.

- Principal Tobin Hahn – MHS office, thahn@mendocinousd.org, 707- 937-5871
- Superintendent Jason Morse – District Office, PO Box 1154, 44141 Little Lake Rd., Mendocino, CA 95460, jmorse@mcn.org, 707-937-5868.
- Counselor Liz Newkirk – MHS office, lnewkirk@mcn.org, 707-937-5871
- Counselor Any Levy – alevy@mendocinousd.org, 707-937-5871

Appropriate corrective action will be taken to stop sexual harassment and prevent it from occurring again.

SEXUAL HARASSMENT POLICY AND PROCEDURES

You may obtain a copy of the Mendocino Unified School District sexual harassment complaint policy and procedures (BP/AR 5145.7; AR 1312.3) in the Mendocino High School office, in the District Office, and online at mendocinousd.org/mhs/.

Rights and Responsibilities

This section of your Student Handbook is intended to provide students and parents with accurate information about your rights and responsibilities. It reflects current law and district policy which often affect your high school education.

Legal Rights

The Education Code of California requires that notice be given at the beginning of each school year to parents or guardians of minor pupils in the school district regarding the rights of parent or guardians. These are handed to or mailed to parents in August each year.

Constitutional Rights

Your education in high school is more than just a responsibility. The California Supreme Court has held that both education and attendance at a public school are fundamental rights of all people in the state, and are both guaranteed and protected by the California Constitution. That document states that all students have the responsibility to *"comply with the regulations, pursue the required course of study, and submit to the authority of the school,"* under the limitations of students' rights.

Your Education Is Compulsory

According to state law, it is the responsibility of your parents to place you in public or private day school during each school year while you are age six to eighteen.

Nondiscrimination

The Mendocino Unified School District, in strict accordance with state and federal laws, does not discriminate.

Title IX

The Mendocino Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived age, ancestry, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, immigration status, marital status, medical information, national origin, parental status, pregnancy status, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Officer/Title IX Compliance Officer: Jason Morse, Superintendent, 44141 Little Lake Road, P.O. Box 1154, Mendocino, CA 95460, (707) 937-5868, jmorse@mendocinousd.org.

Express Yourself

Students in public schools have **the right to exercise free expression** including, but by no means limited to, the use of bulletin boards, the distribution of printed literature or petitions, the wearing of buttons, badges, and other insignia, public displays of artwork and dramatic or acrobatic displays. The only **limitation on this freedom of expression shall be that which is obscene, libelous, slanderous, or disruptive** to the educational process.

Students in a public school also have the guaranteed right to assemble for any purpose, outside of class time. Limitations on the right to assemble and all other rights to free expression shall also include anything which is an incitement to students so that it creates a clear and present danger or substantially disrupts the orderly operation of the school.

You May File a Grievance – Uniform Complaint Procedure

A grievance by a student or parent may be a complaint about any alleged violation, misinterpretation, or unfair application of rules and regulations, existing laws, administrative order, or procedure. A grievance may also include any uneasiness, injustice, or harassment felt by the student, but not pertaining to any specific rule, regulation, law or procedure.

What should you do if you have a concern?

1. If you believe that you are not receiving the education to which you are legally entitled, or if you feel you are not being treated with courtesy and respect, you should first contact the person responsible (if the situation allows for this).
2. If step one brings no resolution or you are unable to directly address the cause of the concern, then you may contact the principal or counselor, who will assist you in resolving your concern by addressing the concern as close to the cause as possible.
3. If this does not yield a resolution to your concern, the principal or counselor may assist you or you may file a grievance through the district's Uniform Complaint Procedure. Copies of the procedure are available in the school office or at the district office.

Contact for a Grievance:

Jason Morse, Superintendent, 44141 Little Lake Road, P.O. Box 1154, Mendocino, CA 95460, (707) 937-5868, jmorse@mendocinousd.org.

The Mendocino Unified School District will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. All complainants are protected from retaliation.

We will further advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

III. Our Programs

Educational Programs

Mendocino High School (MHS) offers a traditional comprehensive high school experience including an exemplary college preparatory curriculum. This includes honors options in English and history courses and AP course offerings in English Literature, English Language, Spanish, Calculus, Statistics, Studio Art, Environmental Science, Physics and Art History. The high school offers a wide range of Visual & Performing Arts courses, Career Technical Education pathways (see below), and unique opportunities such as a student run radio station (KAKX) and the School of Natural Resources (SONAR), an integrated science and English course that utilizes local ecosystems for fieldwork and studies.

Mendocino Community High School (MCHS) is a school within MHS and is thus a fully accredited 9-12th grade alternative program. The Community School program features creativity and flexibility in designing individual student schedules and relies on student maturity and self-motivation in pursuit of unique learning opportunities. The school combines its own course offerings with those of MHS. A wide range of directed and independent studies, apprenticeships, work opportunities and personal learning experiences are available to students, who work with an advisor to plan and develop their learning paths through high school.

Educational and Extracurricular Opportunities

Advanced Placement (www.collegeboard.com) MHS offers the following AP courses: English Literature & English Language & Composition (alternating years), Environmental Science, Statistics, Calculus AB, Computer Programming, Art History, and Studio Art. It is expected that students taking an AP Course will take the AP Exam(s) in May. Passing scores may count toward college requirements.

Alternative Education Week gives high school students a unique opportunity for various kinds of learning not possible in the classroom settings. Students may participate in one of the faculty organized and chaperoned field trips, attend workshops on campus or in the community, complete an Independent Study Project Contract or fulfill On–The-Job Training requirements. Alternative Education Week is a two-credit course. Students will receive a pass (2 credits) or fail (0 credits) which will be listed on the student's transcript. No student will be denied participation based on an inability to pay.

Get Focused Stay Focused The freshman *Life Choices* class and follow-up modules in 10th-12th grades give students the opportunity to develop a carefully considered career path, including an informed major or program of study at a post-secondary institution or training. The course also provides students skills in budgeting, resume writing, interviewing, and public speaking. The *Life Choices* class results in a 10-year plan that is used throughout the student's high school career and beyond for purposes of advising and planning. Students have a head start on their post-high school plans by the time they are juniors and seniors. This is a dual enrollment course through Mendocino College.

Honors Courses

Honors-level courses at MHS/MCHS are specialized, advanced classes designed for students in grades 10–12 who have demonstrated readiness for deeper academic challenge in a subject area. Honors coursework requires students to engage in greater depth of analysis, sustained inquiry, and higher-level assessments than the standard course. (See Academic Policies for more detail.)

Dual Enrollment Mendocino College Courses We offer Mendocino College courses on campus. As well as college classes taught by our teachers, we offer a four semester rotation of courses taught by Mendocino College staff on the Mendocino High School campus, including Public Speaking, Anthropology, Native American Studies, Art Appreciation, and Child Development. Below is a sample pathway using MHS and Mendocino College courses to earn transferrable credit toward an Associates of Arts (AA) or four year degree. Tuition savings is indicated at the bottom of the chart.

IGETC Transfer Pathway

Mendocino High School

Mendocino College Course // AP Course

	Freshman		Sophomore		Junior		Senior	
HS Graduation Requiremetns	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English	English 9		English 10		AP English – Language & Composition (ENG-200)		English – Composition & Literature (ENG-201)	
Math	Algebra I		Algebra II		MTH-178 Applied Math	MTH-220 Statistics	AP Calculus (MTH-210)	
History/Social Science	Health		World History		US History			HST-222 Native American History
Laboratory Scinece	Biology		Chemistry		AST-200 & 200L Astronomy with Lab	PHY-202 Introductory Physics	AP Environmental Science (Area 5A & 5C - 3 units)	
Visual and Performing Arts				ART-209 Art Appreciation			AP Studio Art - 2D Design (ART-213 & ART-214)	
Elective		CCS-100 Career Planning Success	CDV-200 Psy of Development: Infancy through Adolescence				COM-203 Intro to Public Speaking	
Yearly College Credit	3		6		19		24	
Cummulative College Credit	3		9		28		52	
IGETC Area			Area 4	Area 3	Area 5A, Area 5C	Area 1A, Area 2, Area 5A	Area 1C	Area 1B, Area 2, Area 3, Area 5A, Area 5C
Tuition Savings							UC & CSU: ~$20,592	MC:$2,392

Clubs See the Cardinal Currents bulletin for meeting times and locations. Partial listing:

Club	Description
Associated Student Body (ASB)	Members are elected to represent the entire student body and are responsible for planning activities.
Interact Club	An international service and social club sponsored by the Mendocino Rotary Club. Students participate in service projects and can earn volunteer hours for Responsible Citizenship credits.
Band Club	A practice and performance band that composes and plays music. All levels accepted. Meets after school.
Radio Club	An opportunity for students to learn how to use the school radio station and to take on leadership roles in running the station.
Robotics Club	Vex Robotics competition team builds and competes robots in statewide tournaments. Students learn engineering skills, programming, and teamwork.
Game Club	A lunchtime club that plays table top games.
California Scholarship Federation (CSF)	A statewide honor society and service club. Academic eligibility is required for membership.
Open E-Lab	Full access to the equipment and expertise of E-Lab after school.
Model UN	An academic simulation where students learn about diplomacy and international relations while honing skills in speaking, writing, and teamwork.
Yoga Club	Yoga sessions for students.

Career Technical Education Career Technical Education (CTE) is a program of study involving a sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. CTE classes are sequenced to provide preparation in specific career pathways for entry into higher education and the workforce. Some are articulated with community colleges, giving completers a head start in vocational programs, and some pathways result in industry certifications.

	Course Sequence		
Pathway	**Recommended Introductory**	**Recommended Concentrator**	**Graduation Cord Criteria***
Design, Visual, and Media Arts	2D Design Photography	AP 2D Studio (when offered) 3D Design (when offered) Ceramics	3 year sequence of courses. Capstone project (digital portfolio) or Mentorship with local artist resulting in a product
Production and Managerial Arts	Broadcast Production I Video Production I Music Production I	Broadcast Production II, III Video Production II, III Music Production II, III	3 year sequence of courses. Capstone project in third year.
Cabinet, Millwork, and Woodworking	Woods A (Mendocino College)	Woods B (Mendocino College) Advanced Fine Woodworking	3 year sequence of courses or reach third year standards. Capstone project.
Food Service and Hospitality	Culinary I	Culinary II, III	3 year sequence of courses. Portfolio or Professional work experience.
Plant and Soil Science	Plant Science - Agriculture	Plant Science - Botany	2 year sequence of courses including Botany. Capstone project.
Engineering and Technology	E-Lab	Electronics	2 year sequence (must take E-Lab and Electronics). Robotics Club or Certifications or Second year of Electronics.

*Students who meet the Graduation Cord Criteria are considered “completers” of the pathway by the school and receive a special cord to wear with their gown at graduation. These students have shown mastery in the pathway and are prepared for the next level of education.

Academic Policies

Graduation Requirements

The California Education Code and the State Board of Education require instruction in certain specific fields in all California public high schools. The Board of Trustees of the Mendocino Unified School District requires additional work for graduation from Mendocino High School. To qualify for graduation and participate in the commencement ceremonies, students must successfully meet the requirements listed at right.

MHS Graduation Requirements
265 Credits
(one semester = 5 units)

English	40
World History	10
U.S. History	10
Civics (Econ/Govt.)	10
Math (incl. Algebra I)	20
Science (1 yr. physical/life)	20
P.E.	20
Life Choices/Health	10
World Languages/CTE	30
Personal Success	16
Responsible Citizenship	4
Electives	75

Physical Education Requirement

State Education Code requires students to take four years of Physical Education but allows districts to exempt students after their sophomore year if they pass 5 of 6 fitness standards on a statewide physical conditioning test (SB 602). All students must satisfy the high school graduation requirement of 20 units (2 years) of Physical Education. All students will enroll in PE in 9th and 10th grades and must pass 5 of 6 fitness areas. If students complete their 20 units but do not pass the PE fitness test, they must continue to enroll in PE until they do so.

Exceptions to the above:
If a student passes one year of PE in the 9th grade and passes the State Physical Fitness standards, they may request to use a school sport to make up the remaining 10 units (5 units per season completed in grades 10-12).

Starting with the class of 2030, students will be required to complete a semester of Ethnic Studies.

MCHS Graduation Requirements
265 Credits
(one semester = 5 units)

Creative Design	20
Science & CTE	30
Personal Growth	20
Senior Project	10
Language Arts	40
P.E.	20
Mathematics	20
Culture (History)	30
Community Service	5
Electives/Languages	70

Grading Policies

Teachers are required to communicate their grading expectations and policy in writing to students within the first two weeks of each semester. The Mendocino High Schools philosophy on grading is described on page 49.

To pass Personal Success Period (Tutorial), MHS students in 10th-12th grades must meet two criteria: 1. Have fewer than three unexcused absences from Personal Success each semester, 2. Complete the Get Focused, Stay Focused modules with the expected level of proficiency by the end of the second semester. Students not meeting these criteria will receive an "F" for Personal Success Period in the first and/or second semester. Freshmen must only meet the attendance requirement.

Transcription of Dual Enrollment College Classes

Purpose: To clarify Mendocino High School's (MHS/MCHS) policy regarding the transcription of college coursework on high school transcripts, particularly distinguishing between SPAD (Special Admit/dual enrollment) and CCAP (College and Career Access Pathways) courses.

Policy Statement: Mendocino High School supports student access to advanced learning opportunities through college coursework. However, only CCAP dual enrollment courses—which are part of a formal agreement between our school district and the community college—will be transcribed onto students' high school transcripts and used to fulfill MHS/MCHS graduation and A-G requirements.

Courses taken through SPAD (Special Admit) enrollment will not be transcribed onto the Mendocino High School transcript. While we recognize the initiative and ambition of students who pursue additional college-level coursework independently, SPAD courses fall outside of our articulated agreements and oversight. As such, we do not evaluate or assign high school credit for these courses on our transcripts.

Key Distinctions:

Category	CCAP Courses	SPAD Courses
Offered through	Formal partnership with the college	Independent enrollment by student
Approved by district	Yes	No
Credit on HS transcript	Yes (C- or higher for increase)	No
Meets HS graduation or A-G	Yes, if aligned with course requirements	Not considered (See Exceptions below)
Fees	Typically covered by agreement	May involve student-incurred costs

Student Options: Students are encouraged to continue enrolling in SPAD courses. College coursework (transcripts are required for application) may be transferrable for college credit allowing students to save money, have flexibility in course scheduling, and graduate on time. Students seeking to fulfill high school requirements with college courses should work with a counselor to enroll in approved CCAP offerings.

Exceptions:

- A SPAD course that is used to accelerate to the next level of MHS/MCHS course in a sequence. Example: Enrolling in Geometry to accelerate to the Calculus/Statistics pathway.
- For credit recovery purposes toward high school graduation or A-G eligibility.
- A scheduling conflict that would prevent a student from staying on track to graduate or meet A-G eligibility.

Note: Some SPAD courses can be used to meet A-G eligibility through college transcript submission during the application process, independent of the high school transcript.

Honors Course Policy

Honors-level courses at MHS/MCHS are specialized, advanced classes designed for students in grades 10–12 who have demonstrated readiness for deeper academic challenge in a subject area. Honors coursework requires students to engage in greater depth of analysis, sustained inquiry, and higher-level assessments than the standard course.

Eligibility and Course Structure

- Honors designation is available only for courses in grades 10–12, consistent with University of California (UC) honors criteria.
- Courses must include appropriate prerequisites when relevant to the discipline.
- When possible, an equivalent non-honors course in the same subject area and grade level should be offered at a similar frequency.

Academic Expectations

Honors rigor is demonstrated through additional assignments, readings, projects, or assessments that extend beyond the requirements of the standard course. These expectations should be clearly communicated to students at the beginning of the semester.

- Honors work should occur throughout the semester, not solely at the end.
- Students should complete at least one honors-level assignment or assessment per quarter.
- All honors courses must include a comprehensive final exam or substantive culminating project that requires deeper analysis and mastery of course content.

Enrollment and Commitment

- Students must declare their intent to pursue honors within the first two weeks of the semester.
- During this initial period, teachers will provide an assignment or activity that demonstrates the scope and expectations of honors-level work.
- Students may add or drop honors only within the first two weeks of the semester.
- After two weeks, students are committed to the honors designation for the remainder of the semester.
- Students may choose to enter or exit honors at the start of a new semester.

Grading

- Honors students are graded according to honors-level criteria for the entire semester once they commit.
- Grades of D or F do not receive an extra grade point.

This policy ensures that honors courses at MHS/MCHS maintain clear expectations, academic rigor, and alignment with UC honors guidelines while giving students structured opportunities to pursue advanced learning.

Honor Roll

The Honor Roll is published at the close of each semester. Honor Roll membership is attained by having a GPA of at least 3.5 based on Total GPA (overall weighted). Only High School and CCAP dual enrollment courses are included in the calculation. SPAD dual enrollment classes that are pre-approved by the counselor and the principal to be included on the transcript are included in the GPA calculation. No student will be placed on the Honor Roll with an "F" or "D" grade or completing less than 30 units per semester.

Academic Awards

Class Valedictorian honors will be awarded to the student(s) with the highest Total GPA (overall weighted) throughout their high school career based on the 3rd quarter grading period. Salutatorian honors will be awarded to the student(s) with the second highest Total GPA (overall weighted) based on the 3rd quarter grading period. Students must be enrolled at MHS for the entirety of 12th grade to be eligible for Academic Awards. If there is more than one Valedictorian in a given school year, a Salutatorian will not be named. Honors, Advanced Placement (AP), or college transferable courses will earn an extra point, though a D or F grade does not earn an extra grade point. Only High School, CCAP, and pre-approved SPAD classes are included in the GPA calculation (See Honor Roll above). Violations of the Academic Integrity Policy may lead to ineligibility for Academic Awards and the awarding of the honor to the next eligible student. Furthermore, a substantial decline and deviation in academic performance or major discipline violations after the 3rd quarter may result in the honor going to the next eligible student.

Deficiency Notices

Notices are sent home mid-quarter for students who are at risk of receiving a grade of D or F.

Add/Drop Policy

Students and parents may initiate an "add" or "drop" for any class during the first two weeks of each semester by appointment with the counselor or principal. The faculty understands that there may be some emergency situations which necessitate a class or schedule change during a semester. In this case a student review team will meet to evaluate and recommend changes. Credit will not be given for dropped courses, and a student dropping a course in this manner may be given an "F" for the semester.

Challenging Courses

The purpose of challenging a course is to proceed to the next course in a sequence of courses. This is going to therefore apply mainly to math and languages. To skip a course and proceed to the next course in a sequence, the student may challenge no more than four courses which meet graduation requirements, challenge a particular course only once, may challenge only one course per semester, and must earn an A or B to successfully challenge a course by examination. No course grade or units will be assigned on the student's transcript. A successful challenge means only that a student may progress.

Transferring Courses

A student may transfer any course for full credit from an approved accredited institution. The student must arrange for an official copy of the transcript to be sent to the high school.

Fees and Fines

When school property has been damaged or not returned upon demand or reparation not made, **grades, transcripts and diploma may be withheld**. (AR5125.2) If a student is unable to pay for damages or return the property, the principal or designee shall provide a program of voluntary work for the student in lieu of payment. When this voluntary work is completed, the student's grades, transcripts and/or diploma shall be released.

Schoolwide Grading Philosophy – Learning Based Grading

Why Learning Based Grading?

Learning-Based Grading ensures that grades are more accurate, meaningful, consistently applied, and supportive of learning. We want our students to focus on the process of learning and on improving their skills more than on earning grades. We want to encourage intrinsic motivation and joy for learning while also recognizing the need for extrinsic motivators and matching the expectations our students will face in college and career.

What is Learning Based Grading?

Learning-Based Grading means that we clearly communicate what students need to know and what they should be able to do throughout the learning process, that we provide specific and descriptive feedback through formative assessment using proficiency levels, and that we provide multiple opportunities for students to show what they know and can do through summative assessment.

- Report cards will contain letter grades at the end of grading terms.
- GPA will be calculated.
- Colleges will receive transcripts containing the information they seek for admission and scholarships.

What should be expected with Learning Based Grading?

There are three common strategies that you can expect to see in courses at the Mendocino High Schools:

1. Emphasizing standards-based summative assessments
2. Including only what is taught and assessed in the academic grade.
3. Allowing for opportunities to relearn and reassess

1. Standards-based summative assessments are emphasized in course grades.

Why? An academic grade should measure competency in a subject area rather than compliance or other factors. It is important for students to know exactly where their proficiency level is so that they can improve on deficiencies and build on strengths.

How? Teachers will provide students with the essential standards that will be covered in a course. Essential standards represent content and skills that are guaranteed to be covered in a course and are considered necessary either for continuing to the next level of a subject, success on state tests and college entrance exams, or contain skills that are transferrable to other subject areas. Teachers will utilize formative assessments to gauge learning, provide feedback on proficiency, and adjust instruction

on the standards. Proficiency in the essential standards will be measured through summative assessments.

What is the Difference between Summative and Formative Assessments? The main difference is how the data is used. Summative data is used toward a grade, while formative data is mostly used to inform teaching and learning. Formative work represents the practice for the summative assessment.

What are proficiency levels and how do they translate to a grade? The use of proficiency levels and rubrics allows grades to be more consistently applied within a course and between courses so that what is considered proficient work is consistent throughout the school.

Mendocino High Schools General Proficiency Scale		
Proficiency Level	**Description**	**Conversion for Gradebook**
Exemplary (4)	Student has consistently performed at the expected complexity level with greater independence, wider application and/or greater innovation, and has included the necessary body of evidence.	100
Proficient (3)	Student has consistently performed at the expected complexity level with growing independence and has included the necessary body of evidence.	85
Developing (2)	Student has not performed at the complexity level but is showing progress towards proficiency and has included the necessary body of evidence.	75
Beginning (1)	Student has not performed at the expected complexity level and is showing little to no evidence of progression toward proficiency.	65
Insufficient Evidence (0)	Missing summative assessment.	I (becomes 50)

2. *Only what is taught and assessed is included in the academic grade.*

Why? It is important to ensure the meaningfulness and utility of grades. The more specifically a grade evaluates individual skills and provides actionable feedback, the more the grade can help guide the student toward mastery.

How? Only standards that have been defined, communicated, taught, and assessed will appear in grades. To ensure that there is also a holistic assessment of the student, there is a separate mark given for Citizenship (C) and Work Habits (WH). Some content areas contain standards that reflect on behavior, such as participation in PE classes or workplace behaviors in CTE classes. If a standard is taught and assessed, it can be part of a grade. In general, grades should not include:

- *Behavior*: unless part of an academic standard.
- *Attendance*: this is fundamentally a behavior issue. (note: 5 unexcused absences may result in failure of a course)
- *Extra credit*: generally measures compliance, not mastery.
- *Group scores*: do not provide meaningful individual feedback.

What is the rubric for Citizenship and Work Habits?

Citizenship	
Exemplifies (3)	A positive class leader, takes initiative, leads by example, and is a team player.
Meets (2)	A positive contributor in class, works well with peers and staff, follows expectations.
Does not Meet (1)	May not positively contribute to class, or does not follow classroom expectations, or may disrupt and distract peers or class activities.
Work Habits	
Exemplifies (3)	Consistently aims for excellence, invests and perseveres in the learning process.
Meets (2)	Consistently prepared for class, completes assignments in a timely manner and fully participates in the learning opportunities.
Does not Meet (1)	Unprepared for class, or fails to complete assignments in a timely manner, or does not take advantage of the learning opportunities.

What about Due Dates? Our grading philosophy acknowledges that learning may take some students longer. However, meeting a deadline is part of the learning process itself, not separate from it. Submitting work on time so you can receive feedback, reflect, and improve is the growth mindset in action.

- If a due date is missed, a student will receive no credit (both formative and summative assignments).
- Students may only complete revisions for summative work turned in by the due date.
- Formal Extension Request Process
    - Prior to the due date, a student may formally request an extension of up to 5 days for summative assessments only.
    - A student must complete a FERP form and show progress to date. The teacher will determine the number of days extension up to 5.
    - Following this process allows a student to maintain revision rights on summative assignments.
    - This process is designed to teach self-advocacy and planning while supporting different learning speeds.
    - Extension requests will not be granted for lack of completion, athletic events, and other circumstantial events unrelated to learning that fall under the student's responsibility.

3. Provide opportunities for relearning and reassessment.

Why? We support the concept of a growth mindset, the idea that all students can improve their learning with appropriate effort and persistence, and acknowledge that there is variability among students in the time and manner it takes to learn a specific skill or concept. A system that supports learning must provide multiple opportunities and ways for students to demonstrate their learning as well as eliminate barriers to learning.

How? Using strategies in the classroom that address the natural variability of learners and allow them to demonstrate learning in a variety of ways. When a student wants to demonstrate new learning, they must show evidence of relearning before reassessing. This may include completing missing formative work or taking a formative assessment to show they are prepared.

What is a growth mindset?

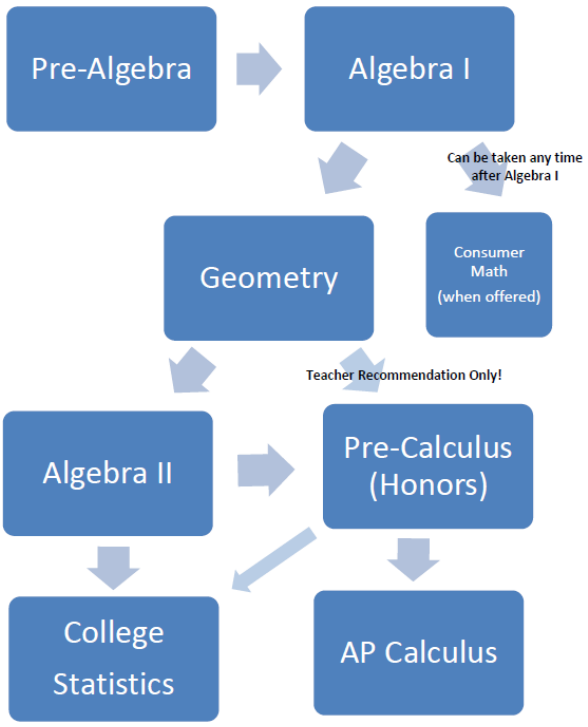
In the words of Carol Dweck, who developed the concept, "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."

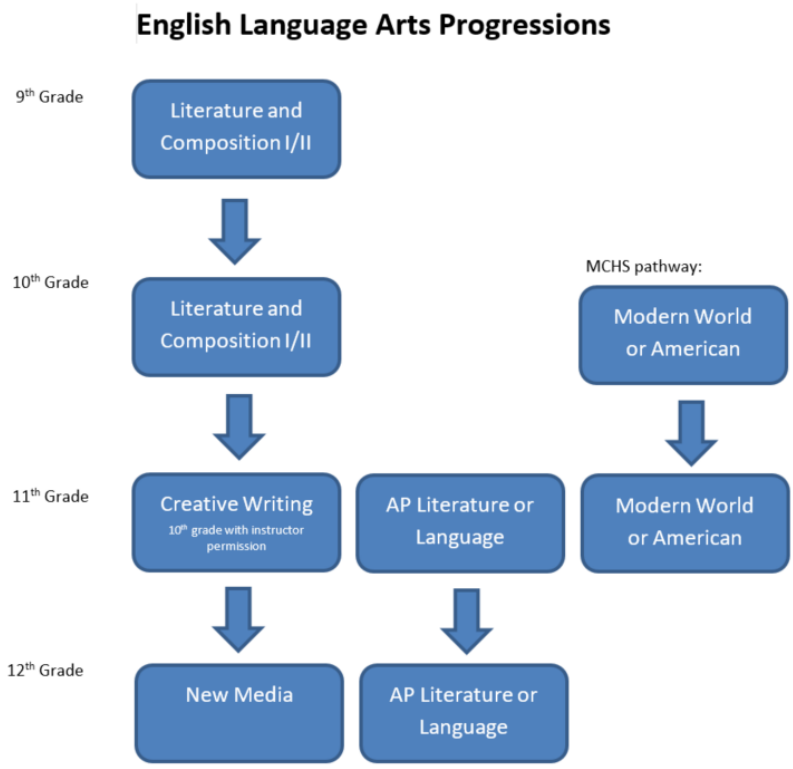
ELA and Math Sequences and Acceleration

Acceleration to the AP Calculus track occurs between sophomore and junior year when students go from Geometry to Pre-Calculus, rather than into Algebra II. The Pre-Calculus class has been redesigned to include essential elements of Algebra II and Pre-Calculus necessary for success in AP Calculus. In order to cover this material, the class will be fast-paced and thus challenging and is not recommended for all students. Criteria for acceleration include the following:

1. Recommendation from the Geometry and Algebra I teachers based on:
    a. Grades (high B to A range students)
    b. Study habits (homework completion etc.)
    c. Maturity in the face of academic challenge
2. A meeting with the Pre-Calculus teacher to communicate expectations and assist in organizing support, such as the Math Tutorial course. A letter home to explain the nature of the acceleration to parents.
3. A data driven review of student skills and success after one month to confirm the decision to continue with the acceleration or place the student back in Algebra II.

Students not taking the accelerated option still have the opportunity to finish with a capstone college Statistics course or with Honors Pre-Calculus.





College Entrance Requirements

MUSD believes that all students should have the opportunity for higher education and learning. Fulfilling the UC/CSU A-G subject requirements (with a grade of C or higher) will allow for many post-secondary college and career options. Preparation for college during the high school years is important. Any student who anticipates college attendance should plan a program of studies from the first day of entrance into high school. More information can be found on the Guidance Counselor website.

Colleges are interested in a student's character and citizenship as well as scholastic achievement. Often teachers and other school personnel are asked to write letters of recommendation concerning a student's citizenship. Good citizenship, including participation in school activities and volunteer and service work, will result in good recommendations and will increase the chances of a student being accepted by the college the student has selected.

Community College

Admission to community colleges is open to high school graduates. Non-graduates, 18 or older are admitted on probationary status. Non-graduates who have passed the California State Proficiency Examination are admitted. Testing is required in certain courses for placement purposes. Students who plan to attend a community college are strongly encouraged to complete the A-G requirements outlined below so they enter the community college ready to be successful at college level academics.

University Of California/California State University

A student applying for admission as a freshman to the University of California must have completed a minimum of fifteen units of high school work during grades 9 through 12. A one year high school course is equal to one unit; a one semester course is equal to one half unit. This method of computation is different from graduation requirements: 10 MHS credits = 1 UC/CSU unit.

All fifteen of these required units must have been earned in academic or college preparatory courses known as the "A-G" requirements. At least seven of the fifteen units must have been earned in courses taken during the last two years of high school. Grades of 'C' or better are required in all A-G courses.

UC/CSU A–G Subject Requirements

Please review the chart on the following page (source: University of California). A list of courses that satisfy A-G requirements is in the Course Description packet available in the office. A-G courses can also be found at the following website: https://hs-articulation.ucop.edu/agcourselist/institution/1346

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 yearlong college preparatory courses are required with grade of C or better:	
		11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
"a" | History/Social Science	**2 years of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND…**	
	1 year of history/social science from either the "a" or "g" subject area	1 year of world history, cultures, and geography from the "a" subject area
"b" | English	**4 years of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):**	
		The ESL/ELD cannot be completed during the senior year)
"c" | Mathematics	**3 years of mathematics (algebra I and II, geometry); 4 years recommended*** (Integrated math sequences may be used to satisfy the "c" Mathematics requirement.)	
		Students applying to UC must complete a geometry course (or a series of integrated math courses with geometry content).
"d" | Laboratory Science	**2 years of laboratory science**	
	At least 1 year of physical science and 1 year of biological science, one from the "d" subject area and the other from the "d" or "g" area**	Must include at least two of the three foundational subjects of biology, chemistry, and physics; both courses must be from the "d" subject area; 3 years recommended
"e" | Language Other Than English	**2 years (or equivalent to the 2nd level high school course) of language other than English (must be the same language, American Sign Language accepted)***	
		3 years recommended
"f" | Visual and Performing Arts	**1 year (equivalent to one year or two semesters) required, chosen from one of the following disciplines: Dance, Music, Theater, or Visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).**	
"g" | College Preparatory Elective	**1 year of an elective chosen from any area on approved "a-g" course list**	
REPEATED COURSES		
	Required "a-g" courses must be completed with a grade of C or better. Any course may be repeated. There is no limitation on the number of times a course can be repeated.	Required "a-g" Courses must be completed with a grade of C or better. Courses in which grades of D/F are earned may be repeated. There is no limitation on the number of times a course can be repeated. The first instance of grade C or better will be used in the GPA calculation.

Coursework completed in 7th or 8th grade can be used to satisfy "c" and "e" requirements.** ** **It is best to prepare for both UC and the CSU by completing two laboratory courses from the "d" subject area. Note: Numerous Career Technical courses are approved for fulfillment of "a-g" requirements.

College Entrance Exams

PSAT —Preliminary Scholastic Aptitude Test

Who takes it: Juniors typically take the PSAT/NMSQT in October; sophomores (and occasionally motivated freshmen) may take the PSAT/NMSQT as early practice.
Format: Fully digital; approximately 2 hours and 14 minutes, with two sections—Reading & Writing and Math—each in two modules.
Purpose: Practice for the SAT (scores won't go on transcripts); Juniors' PSAT/NMSQT scores determine eligibility for National Merit Scholarships.

SAT — Scholastic Aptitude Test

Who Takes It: Typically taken by juniors and seniors planning to apply to four-year colleges. Students often take it more than once, starting as early as the spring of junior year.
Format: fully digital; Approx. 3 hours; Evidence-Based Reading & Writing, Math
Purpose: Used by colleges to assess college readiness and compare applicants; Accepted widely across U.S. universities and some international programs

ACT – American College Tests

Who Takes It: Juniors and seniors preparing for college admission, particularly in states or colleges where the ACT is preferred or accepted in lieu of the SAT.
Format: Four multiple-choice sections: English, Math, Reading, Science; Optional essay section.
Purpose: College admissions test accepted by virtually all U.S. colleges; Includes Science Reasoning, which is not covered by the SAT; Offers insight into academic achievement in specific subject areas.

Advanced Placement Examinations

Who Takes It: Required for our students enrolled in Advanced Placement courses.
Format: Varies by subject but includes multiple-choice and free-response questions
Purpose: Earn college credit or placement for high scores (usually 3–5); Strengthen college applications by demonstrating proficiency; May allow students to skip introductory courses or graduate early.
MHS will pay this fee for students successfully completing a MHS AP course of study only.

California High School Proficiency Exam

Who Takes It: Eligible students must meet both of the following: Be at least 16 years old, or in grade 10 for at least one school year (or finishing the second semester of 10th grade); Be currently enrolled in a California K–12 public, private, or home school.
Format and Scoring: Test is based on the HiSET exam (Reading, Writing w/essay, and Math for Proficiency Certificate); Offered on paper or computer.
Purpose: Provides a legal alternative to a high school diploma; enables student to exit high school early (with parental approval).

Scholarships and Financial Aid

If you are interested in obtaining a scholarship from a particular college, contact the financial aid office on that campus. Most scholarships are awarded on the basis of financial need and academic merit.

Many local organizations give scholarships and awards to Mendocino students each year. Students are required to submit applications and in some cases have an interview. Some organizations select their recipients without the help of high school staff. An updated list of local scholarships and current applications are available in February in the High School office and online on the school website.

Our Counseling Department provides a yearly Financial Aid Night. Those attending learn how to complete the financial aid forms for State and Federal Aid and hear an overview regarding financial aid eligibility and the application process. FAFSA website: www.fafsa.ed.gov/.

California College Guidance Initiative

The California College Guidance Initiative (CCGI) works to ensure that all 6th-12th grade students in California have access to a systematic baseline of guidance and support as they plan, prepare, and pay for post-secondary education and training. CCGI has two overarching objectives:

- All high school seniors graduate with a thoughtful, well-informed, post-secondary plan.
- Students' academic transcript, unique identifier, and college and career planning data follow them in a manner that reduces information gaps that hinder student success.

CaliforniaColleges.edu is an interactive website designed to help students plan and prepare for college and career. When signed in, students can:

- Complete grade-level appropriate activities designed to guide them toward a college and career plan that matches their goals and interests.
- Find and favorite careers, colleges, and majors.
- Plan high school courses and track progress toward completion of “a-g” course requirements, as well as CSU and UC eligibility.
- Apply to colleges and track submissions.
- Launch the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA).
- Store resumes, college application essays, and other important documents.

When signed in, parents can:

- View their child’s activity on CaliforniaColleges.edu and monitor their child’s progress.
- Learn valuable information to support their child through the career exploration, college and financial aid planning, and application processes.

Student Government (ASB)

Student Government Executive officers must maintain a minimum 3.0 GPA. Class Officers must maintain a 2.5 GPA or better. Meetings are held once a week with the ASB Advisors.

Student Body Officers

Representatives are elected each spring. Their main responsibilities are to discuss, organize, guide and implement class and school projects with the assistance of the class representatives & advisors. (MCHS students are eligible to serve in the above offices, except President or Vice President.)

Class Government

Each class (senior, junior, and sophomore) elects its own class officers in May or June while freshmen hold elections in fall, for the coming year. Each class has the following class officers: president, vice president, secretary, and treasurer. Class officers organize and execute all class activities with the consent and approval of their advisors and Student Council. Any person who has leadership ability or wants to get involved with class activities should run for a class office. **All students are required to attend class meetings.** Class meetings are generally held the first Friday of the month, during the 'Activity' period. **Fundraising and other activities must be approved with the student council** in order to avoid conflicts on the activities calendar.

Student Member of the Board of Trustees

The Student Council elects a student to serve as a member of the district's governing body, the Board of Trustees. The Student Trustee has all the rights and responsibilities of the adult trustees, with the exceptions that the student vote is advisory, not legal, and that the Student Trustee may not legally attend closed sessions or have access to confidential materials. Comments by students are carefully considered by the voting Board members.

Student Services

The following are some services and information provided by the administrative office of the high school:

Absence/Attendance Verification
Activities Information
Advanced Placement Exam Information
Athletic Participation Eligibility Forms
Bulletin Announcements
Cash/Check Payments and Receipts
Change of Class Schedule
College and Career Guidance
Locker Assignments
Lost Textbooks
Sign out to Leave School
PSAT/SAT/AP/CAHSEE Testing
Visitor/Guest Permits
Work Permits

Student Body Cards

Benefits for student body card holders include free admission to athletic events, and reduced price admission to dances, drama events, and other activities. Student ID's serve as acceptable picture identification necessary when taking college entrance tests as well as other picture identification purposes. Student body card fees help support activities sponsored by the student body.

Food Service

The District provides hot and cold brunch and lunch on campus. Currently all meals are free for all students.

Transportation

The school district provides bus service for all students who live within the district. Bus safety should be a concern of all who ride the buses. **Bus drivers describe rules and safety procedures and students are required to cooperate fully.** Students with a valid California driver's license may drive to school and park in the appropriate designated parking areas (west gym parking lot and along adjacent roadways.) There is no student parking on the upper level of the campus or at the Tech Center (reserved for district and MCN staff). There is no driving allowed during school hours (see Safe Driving Policy for more information).

Student Support Services

The high school counselor, student advisors, and administrative staff help provide information and advise students and parents about graduation requirements, post high school opportunities, financial aid and requirements for college. They also help students with individual concerns about current classes, scheduling, future planning and personal counseling needs. Ed Code sections 35301 and 72621 create a "counselor-student privilege" where most information disclosed by a student twelve years of age or older is confidential.

Advisorship Program

The Advisorship Program provides academic advising for all students. The primary responsibility of the advisor is to assist a student with academic scheduling, approve class changes, set educational goals, and answer basic questions about school guidelines, activities, and expectations. In addition, advisors help support individual student progress towards graduation. Advisors are not certified counselors, and duties beyond those listed above will be addressed by the high school administration.

Each student is assigned an advisor at the time of enrollment. During Wednesday and Friday Personal Success Period, students focus on work completion, academic intervention and remediation, enrichment, social-emotional support, and college and career readiness. The advisor ordinarily stays with the student throughout the four years of high school.

Attendance in Personal Success Period is mandatory and three unexcused absences may result in a grade of "F" and no credit for the semester.

Psychological Services

A Psychologist is employed/contracted by the district and will provide service to students at the high school. Through tests and interviews, the psychologist will attempt to determine why a student may be having difficulty with learning.

Health Services

For the students' safety, all injuries must be reported immediately to the nearest staff member and an injury report must be completed. Permission to leave school because of illness must be received from the office. There is not a nurse on duty at the high school. Under counseling supervision, Mendocino High School provides information about birth control, sexually transmitted diseases, and has condoms available for those students who request them. If you would like more information, please contact the administration or school psychologist.

Immunizations and Infectious Disease Policy

Immunizations

At the time of registration in high school, California State Law requires the following vaccinations:

- Diphtheria,Tetanus, and Pertussis (DTaP, DTP, DT, Tdap, or Td)—4 doses
  - (3 doses OK if last dose was given on or after 2nd birthday)
- Polio (OPV or IPV)—4 doses
  - (3 doses OK if one was given on or after 2nd birthday)
- Measles, Mumps, and Rubella (MMR)—1 dose
  - (2 doses required at 7th grade)
- Varicella (chickenpox)
  - (ages 13-17 years need 2 doses)
- Tetanus, Diphtheria,and Pertussis (Tdap) —1 dose at 7th grade or out-of-state transfer admission at 8th–12th grades
  - (1 dose on or after the 7th birthday)

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization. Failure to meet these requirements will result in the student being excluded from school.

Religious/Personal Belief Exemptions (PBE) are no longer accepted in California. Exemptions signed by doctors who have been disciplined (loss of license or probationary status) are no longer valid. Children whose medical exemptions are revoked for the reasons above must provide updated documentation to the school within 30 days of notification or, in the case of an appeal, within 10 school days of notification that the appeal was denied. Acceptable documentation includes record of receiving required immunization, or a medical exemption issued through CAIR-ME, the California Immunization Registry Medical Exemption web site. Information can be found at the CDPH.

MUSD Infectious Disease Policy

- All students, regardless of medical disability are entitled to an education in the least restrictive environment.
- Placement decisions for students will be based upon individual needs, physical condition of the student, and the expected type of interaction with others.
- Decisions will be made on an individual basis using a team approach and based upon current Center for Disease Control (CDC) recommendations.
- The district will maintain strict confidentiality of all individual student and/or employee records or medical histories.
- A copy of the complete policy, 'Infectious Diseases', is available in the school and district office.

Home and Hospital

When illness or injury prevents a student from attending classes for more than five days, home instruction will be provided. When home instruction is authorized, it shall be for the equivalent of one hour per regular school day, unless the attending physician requests in writing that a lesser allotment is desirable. Students in this program will carry the same school subjects and use the same textbooks and materials as in the regular program, and be provided a certificated teacher for up to 5 hours per week. **Home Hospital is a temporary placement and students must show academic progress.**

Athletic Policy

Being a Mendocino High School student-athlete carries with it a tremendous amount of responsibility. Your conduct at school, practice, and games affects the image people have of Mendocino High School and our local community. A student who elects to participate in athletics is making a choice of self-discipline and dedication. Student-athletes must exemplify the school-wide expectations of Excellence, Perseverance, Investment, and Citizenship through their sportsmanship and scholarship. These policies were established with the athletes' well-being and fitness in mind in order to maintain the integrity of the athletics program. It must be understood that students who choose not to follow the policies set forth by the MHS administration and C.I.F. guidelines may be denied the privilege of participation. Participation in athletics is a privilege, not a right. In accepting the challenge of athletic participation, student-athlete and parent are agreeing to follow these policies and expectations and are committed to Honoring the Game. **The following are excerpts. The complete policy is available in the school office and online.**

ACADEMIC ELIGIBILITY FOR PARTICIPATION

Student-athletes enrolled in Mendocino High School, Mendocino Community High School or Independent Study may be eligible to participate in athletics. Student-athletes must meet the following academic requirements:

- **2.0 or "C" grade point average**
- **No more than one "F" during the preceding grading period**
- **Must have earned a minimum of 30 credits in the preceding semester to be eligible**

ATTENDANCE REQUIREMENTS AND EXPECTATIONS

Student-athletes are expected to be in class and on time. Student-athletes **must attend all classes on the day of practice and/or competition to be eligible to participate. If there is no practice or competition that day, the consequence will be applied to the subsequent practice or competition, whichever comes first.** This rule also applies to the Friday before a Saturday game. If classes will be missed due to an away game, it is expected that the student will check with each teacher prior to departure and make arrangements for makeup work.

CITIZENSHIP ELIGIBILITY EXPECTATIONS

It is required that all student-athletes will maintain the basic school-wide expectation of "Be EPIC" – Excellence, Perseverance, Investment, and Citizenship. **Students who receive three (3) or more marks of "1" (below standard) for Citizenship and/or Work Habits combined or two (2) marks of "1" in Citizenship during a reporting period will be placed on athletic probation and will have a two week period to improve their marks.** Student-athletes who, based on discipline referrals, are not in good standing with the school community may be suspended or removed from participation in athletics.

SUBSTANCE USE POLICY

Use or possession of drugs, alcohol, or tobacco will not be tolerated. Substance use is counterproductive to the goals of the athletic department and the school. **A student-athlete involved in any incident that involves use or possession of drugs, tobacco, or alcohol will be subject to regular school consequences as determined by administration, as well as suspension from all athletic practices for 7 calendar days and suspension from all athletic contests for 14 calendar days.** A second such incident will result in regular school consequences and elimination from all athletic programs for the remainder of the current semester and 1 semester following the incident.

CODE OF CONDUCT - HONORING THE GAME

Mendocino Unified School District is a Positive Coaching Alliance partner. At Mendocino High School, all participants in athletics, from players to fans to coaches, are held accountable to Honoring the Game. The ROOTS of Honoring the Game is an acronym which stands for better respecting: Rules, Opponents, Officials, Teammates and Self:

Rules: The rules of a sport have been developed and modified for a reason. Rules keep the game fair, and they also keep athletes safe. Don't try to work against the rules or bend them; respect the role they play in your sport. We obey the Rules even if we can get away with bending them, and even if our opponents don't.

Opponents: As you want respect, give respect to your opponents. A worthy opponent helps us get better—we want to play fierce and friendly and never think of them as enemies.

Officials: Officials are doing the best they can to enforce the rules and maintain a safe environment for play. They are people too, doing the best they can, and there is never an excuse for disrespecting officials. We respect officials even when bad calls go against us.

Teammates: We don't do anything to embarrass our teammates, on or off the field. Make your teammates proud by doing the best you can (on and off the field) and by supporting them in all their efforts.

Self: Finally, and most importantly, you have to respect yourself in order to uphold an honorable approach to sports. Set high standards and live up to them. Don't Honor the Game because someone tells you to. Do it because you want to. We live up to our own standards, even if our opponent doesn't.

Tips for Parents to Honor the Game:

Before the Game
Commit to Honoring the Game in action and language no matter what others may do.
Tell your children before each game that you will be proud of them regardless of how well they perform.

During the Game
Fill your children's "Emotional Tanks" through praise and positive recognition to help them play their best.
Fill their teammates' tanks, too!
Do not instruct your child during game action or at breaks; let the coaches coach.
Cheer good plays by both teams.
Mention good calls by the official to other parents.
If you disagree with an official's call, Honor the Game – BE SILENT!
If other spectators yell at officials, gently remind them to Honor the Game.
Don't do anything in the heat of the moment that you will regret after the game. Ask yourself, "What do I want to model right now for my child?"
Remember to have fun and enjoy the game.

After the Game
Thank the officials for doing a difficult job for little or no pay.
Thank the coaches for their commitment and effort.
When reviewing the game with your children, ask rather than tell. Instead of immediately sharing your opinions or telling them how they can improve, ask questions such as "What did you learn from that game?" or "What was your favorite play?" or "What was the most fun part of that game?"
Remember to give your children truthful and specific praise…not just the typical "good game" but, for example, "I saw how well you moved your feet on defense."
Tell your children again that you are proud of them whether the team won or lost.

School Song and Mascot

Hail to the Cardinals, of Mendocino High.
The Champions of the West Coast, see her colors fly.
To honor our dear high school, we shall ever try.
We will fight! Fight! Fight! For our dear red and white,
Mendocino High!

MENDOCINO HIGH SCHOOL

MENDOCINO CARDINALS

Mascot: Cardinal

School Colors: Cardinal Red, Black, White

Black = Pantone Black
Cardinal Red = Pantone 201C
Accent Red = Pantone 032C

Our Logotype MENDOCINO HIGH SCHOOL
The logo mixes the strong traditional block M, signifying a grounding in the past with the cardinal who, looking forward, is determined to embrace the future. Clean modern fonts firmly ground the image without weighing the logo down.

Primary Typography: Nobel: BoldCondensed and Nobel-Regular: Regular
Secondary Typography: Helvetica LT Std font family