Student/Parent Handbook
2021-2022

Tiger Pride

MORSE HIGH SCHOOL
6905 Skyline Drive
San Diego, CA 92114
www.sandi.net/morse
Phone: (619) 510-4700
FAX: (619) 262-6835

This handbook belongs to

____________________________________
(please print student name)
Dear Morse Students:

I hope you have enjoyed your summer and are looking forward to the challenges and rewards of the upcoming school year.

I know that things were a bit rocky last year with online learning, but we are excited to welcome you back to in-person learning for the 2021-22 school year! Whether you are new to Morse or a returning student, I am confident you will find your studies with us rigorous and engaging, and the academic atmosphere enriching and supportive.

I sincerely hope your experience at Morse High School exceeds your expectations, and I encourage you to share any suggestions and ideas with me that might assist our efforts in providing you with the best education possible.

Once again, on behalf of our staff, I welcome you to Morse High School, and wish you a successful and enjoyable school year!

Dr. Cynthia Larkin
Principal, Morse High School
clarkin@sandi.net
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MHS Mission Statement

The purpose of Morse High School is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. Morse High School is focused on high expectations and individual academic success and creates a community of respect and responsibility.

MHS Vision Statement

The Morse High School community is united in providing a high-quality education that prepares students to be responsible citizens, whether they choose post-secondary education or employment after graduation. Morse High School’s students will think critically, collaborate and communicate effectively, create innovatively, solve problems efficiently and incorporate used technology to enrich their lives.
Our Student Learner Outcomes (SLOs) were created with the input of staff, parents, and students. These SLOs were created with our overall achievement goals for our students in mind. Our SLOs state that staff and students will:

- **THINK**: We are thoughtful in how we act and communicate
- **INNOVATE**: Our curiosity and technical skills drive us to improve our world
- **GROW**: We care about the world and work for our future
- **EMPOWER**: By applying what we learn we can bring life to our neighborhood
- **RESPECT**: We celebrate and promote cultural diversity
- **STRIVE**: We own our education and are committed to lifelong learning
# Where To Go For Answers

## Key Staff/Departments

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dr. Cynthia Larkin</td>
<td>3012</td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Ms. Kaitlin Malcolm</td>
<td>3003</td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Ms. Ashley Duren</td>
<td>3002</td>
</tr>
<tr>
<td>Head Counselor</td>
<td>Ms. Beverly Ward A-Ed</td>
<td>3031</td>
</tr>
<tr>
<td>Counselors</td>
<td>Ms. Mahina Mullaney Ef-Mc</td>
<td>3035</td>
</tr>
<tr>
<td></td>
<td>Ms. Kristin Flint Me-Po &amp; All students enrolled in college classes</td>
<td>3036</td>
</tr>
<tr>
<td></td>
<td>Mr. Warren Wegener Pr-Z</td>
<td>3037</td>
</tr>
<tr>
<td></td>
<td>Mrs. Ileana Brogan-School Intervention Counselor</td>
<td>3033</td>
</tr>
<tr>
<td></td>
<td>Ms. Kimberly Ridge- Resource Counselor</td>
<td>3032</td>
</tr>
<tr>
<td>ASB</td>
<td>Mr. Joseph Duffy</td>
<td>2207</td>
</tr>
<tr>
<td>Parent and Community Liaison</td>
<td>Ms. Joyce Orona</td>
<td>2802</td>
</tr>
<tr>
<td>Finance Clerk</td>
<td>Ms. Sonia Valdez</td>
<td>3015</td>
</tr>
<tr>
<td>Nurse</td>
<td>Ms. Kathy Tscherch</td>
<td>3050</td>
</tr>
<tr>
<td>Registrar</td>
<td>Ms. Kathy Talmadge</td>
<td>2401</td>
</tr>
<tr>
<td>INFORMATION</td>
<td>LOCATION</td>
<td>EXTENSION</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Absences/Blue Slips</td>
<td>Attendance Office (B103)</td>
<td>3013 / 3014</td>
</tr>
<tr>
<td>Associated Student Body (ASB) Card</td>
<td>Finance Office</td>
<td>3015</td>
</tr>
<tr>
<td>Athletics</td>
<td>Boys PE, Room 605</td>
<td>3025</td>
</tr>
<tr>
<td>Athletic Director Tracy McNair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cal-SOAP</td>
<td>Counseling Center</td>
<td>3039</td>
</tr>
<tr>
<td>Career Information</td>
<td>Counseling Center</td>
<td>3039</td>
</tr>
<tr>
<td>Club Information</td>
<td>ASB Office (B102)</td>
<td>2207</td>
</tr>
<tr>
<td>First Aid</td>
<td>Nurse's Office</td>
<td>3050</td>
</tr>
<tr>
<td>I-High</td>
<td>Library</td>
<td>3072</td>
</tr>
<tr>
<td>Mrs. Nani Schott and Gerald Sison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID Cards</td>
<td>Main Office</td>
<td>3011</td>
</tr>
<tr>
<td>Lost &amp; Found</td>
<td>Library</td>
<td>3070</td>
</tr>
<tr>
<td>Parking Permits</td>
<td>Main Office</td>
<td>3030</td>
</tr>
<tr>
<td>School Police</td>
<td>Main Office</td>
<td>3030</td>
</tr>
<tr>
<td>Student Store</td>
<td>ASB Office (B102)</td>
<td>2207</td>
</tr>
<tr>
<td>Talent Search and Upward Bound (San Diego State University)</td>
<td>Counseling Center (Rachel Rojas, Lead Advisor)</td>
<td>3039</td>
</tr>
<tr>
<td>Textbooks (Issued &amp; Lost)</td>
<td>Library</td>
<td>3070</td>
</tr>
<tr>
<td>Tickets to Events</td>
<td>Finance Office</td>
<td>3015</td>
</tr>
<tr>
<td>Transcripts</td>
<td>Registrar's Office (401)</td>
<td>2401</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>Wellness Center</td>
<td>3040</td>
</tr>
<tr>
<td>Mrs. Rasheedah Rashada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Permits</td>
<td>Registrar's Office (401)</td>
<td>2401</td>
</tr>
</tbody>
</table>
Dr. Cynthia Larkin  
School Principal  
(619) 262-0763 Ext. 3012  
clarkin@sandi.net

Ashley Duren (A-L)  
Vice Principal  
(619) 262-0763 Ext. 3002  
aduren@sandi.net

Kaitlin Malcolm (M-Z)  
Vice Principal  
(619) 262-0763 Ext. 3003  
kmalcolm@sandi.net
Counseling Department

For all schedule changes/concerns, students and families MUST contact their assigned school counselor.

**Beverly Ward**  
Counselor (A-Ed)  
(619) 262-0763 Ext. 3031  
bward@sandi.net

**Mahina Mullaney**  
Head Counselor (Ef-Mc)  
(619) 262-0763 Ext. 3035  
mullaney@sandi.net

**Kristin Flint**  
Counselor (Me-Po; All students enrolled in college classes)  
(619) 262-0763 Ext. 3036  
kflint@sandi.net

**Warren Wegener**  
Counselor (Pr-Z)  
(619) 262-0763 Ext. 3037  
wwegener@sandi.net

**Ileana Brogan**  
School Intervention Counselor  
(619) 262-0763 Ext. 3033  
ibrogan@sandi.net

**Kimberly Ridge**  
Resource Counselor  
(619) 262-0763 Ext. 3032  
kr ridge@sandi.net
### 2021-2022
### DAILY BELL SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>BEGINS</th>
<th>ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:35 a.m.</td>
<td>9:33 a.m.</td>
</tr>
<tr>
<td><strong>NUTRITION BREAK</strong></td>
<td><strong>9:33 a.m.</strong></td>
<td><strong>9:43 a.m.</strong></td>
</tr>
<tr>
<td>2</td>
<td>9:43 a.m.</td>
<td>10:41 a.m.</td>
</tr>
<tr>
<td>3</td>
<td>10:46 a.m.</td>
<td>11:44 a.m.</td>
</tr>
<tr>
<td>4</td>
<td>11:49 a.m.</td>
<td>12:47 p.m.</td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td><strong>12:52 p.m.</strong></td>
<td><strong>1:22 p.m.</strong></td>
</tr>
<tr>
<td>5</td>
<td>1:27 p.m.</td>
<td>2:25 p.m.</td>
</tr>
<tr>
<td>6</td>
<td>2:30 p.m.</td>
<td>3:28 p.m.</td>
</tr>
</tbody>
</table>

### TIGER LEARNING COMMUNITIES (TLC)
### BELL SCHEDULE (Wednesdays)

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>BEGINS</th>
<th>ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:35 a.m.</td>
<td>9:28 a.m.</td>
</tr>
<tr>
<td><strong>NUTRITION BREAK</strong></td>
<td><strong>9:28 a.m.</strong></td>
<td><strong>9:38 a.m.</strong></td>
</tr>
<tr>
<td>2</td>
<td>9:38 a.m.</td>
<td>10:30 a.m.</td>
</tr>
<tr>
<td>3</td>
<td>10:35 a.m.</td>
<td>11:27 a.m.</td>
</tr>
<tr>
<td><strong>TLC TIME</strong></td>
<td><strong>11:32 a.m.</strong></td>
<td><strong>12:02 p.m.</strong></td>
</tr>
<tr>
<td>4</td>
<td>12:07 p.m.</td>
<td>12:59 p.m.</td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td><strong>1:04 p.m.</strong></td>
<td><strong>1:34 p.m.</strong></td>
</tr>
<tr>
<td>5</td>
<td>1:39 p.m.</td>
<td>2:31 p.m.</td>
</tr>
<tr>
<td>6</td>
<td>2:36 p.m.</td>
<td>3:28 p.m.</td>
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MINIMUM DAY BELL SCHEDULE
(Wednesdays)

<table>
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<tr>
<th>PERIOD</th>
<th>BEGINS</th>
<th>ENDS</th>
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<tbody>
<tr>
<td>Breakfast</td>
<td>9:30 a.m.</td>
<td>9:55 a.m.</td>
</tr>
<tr>
<td>1</td>
<td>10:00 a.m.</td>
<td>10:39 a.m.</td>
</tr>
<tr>
<td>2</td>
<td>10:44 a.m.</td>
<td>11:23 a.m.</td>
</tr>
<tr>
<td>3</td>
<td>11:28 a.m.</td>
<td>12:07 p.m.</td>
</tr>
<tr>
<td>TLC Time</td>
<td>12:12 p.m.</td>
<td>12:41 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>12:46 p.m.</td>
<td>1:25 p.m.</td>
</tr>
<tr>
<td>LUNCH</td>
<td>1:30 p.m.</td>
<td>2:00 p.m.</td>
</tr>
<tr>
<td>5</td>
<td>2:05 p.m.</td>
<td>2:44 p.m.</td>
</tr>
<tr>
<td>6</td>
<td>2:49 p.m.</td>
<td>3:28 p.m.</td>
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</table>

MINIMUM DAYS

- Sep 8, 2021
- Sep 22, 2021
- Oct 6, 2021
- Oct 20, 2021
- Nov 3, 2021
- Nov 17, 2021
- December 15, 2021
- Mar 23, 2022
- Feb 2, 2022
- Mar 9, 2022
- April 13, 2022
- Apr 14, 2022
- May 4, 2022
- June 1, 2022

FINAL EXAM DAY BELL SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>BEGINS</th>
<th>ENDS</th>
</tr>
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<tbody>
<tr>
<td>1, 3, 5</td>
<td>8:35 a.m.</td>
<td>10:35 a.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:40 a.m.</td>
<td>11:10 a.m.</td>
</tr>
<tr>
<td>2, 4, 6</td>
<td>11:15 a.m.</td>
<td>1:15 p.m.</td>
</tr>
</tbody>
</table>

FINAL EXAM DAYS

- SEMESTER ONE FINALS: JANUARY 19th, 20th, 21st 2022
- SEMESTER TWO FINALS: JUNE 10th, 13th, 14th 2022
- Class of 2022 Graduation: June 14, 2022
<table>
<thead>
<tr>
<th>PERIOD</th>
<th>BEGINS</th>
<th>ENDS</th>
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</thead>
<tbody>
<tr>
<td>1 and 4</td>
<td>8:35 a.m.</td>
<td>10:38 a.m.</td>
</tr>
<tr>
<td>Nutrition Break</td>
<td>10:38 a.m.</td>
<td>10:48 a.m.</td>
</tr>
<tr>
<td>2 and 5</td>
<td>10:48 a.m.</td>
<td>12:48 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:53 p.m.</td>
<td>1:23 p.m.</td>
</tr>
<tr>
<td>3 and 6</td>
<td>1:28 p.m.</td>
<td>3:28 p.m.</td>
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**CAASPP Testing: May 16, 17, 18, 19**
# Weekly Schedule – Semester 1

<table>
<thead>
<tr>
<th>Week of:</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 30 – Sept 3</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Sep 6 – 10</td>
<td>H</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Sep 13 – 17</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Sep 20 – 24</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Sep 27 – Oct 1</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Oct 4 – 8</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Oct 11 – 15</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Oct 18 – 22</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Oct 25 – 29</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Nov 1 – 5</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Nov 8 – 12</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>H</td>
<td>R</td>
</tr>
<tr>
<td>Nov 15 – 19</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Thanksgiving Break Nov 22 – 26</td>
<td>NO SCHOOL IN SESSION</td>
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<tr>
<td>Nov 29 – Dec 3</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
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<tr>
<td>Dec 6 – 10</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Dec 13 – 17</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Winter Break Dec 20 – Dec 31</td>
<td>NO SCHOOL IN SESSION</td>
<td></td>
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</tr>
<tr>
<td>Jan 3 – 7</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
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<tr>
<td>Jan 10 – 14</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Jan 17 – 21</td>
<td>H</td>
<td>R</td>
<td>F</td>
<td>F</td>
<td>F,G,L</td>
</tr>
</tbody>
</table>

A | Advisory Day Schedule | School begins at 8:35 a.m. and ends at 3:28 p.m. |
F | Finals Day Schedule | School begins at 8:35 a.m. and ends at 1:15 p.m. |
G | Grading Period Ends |
H | Holiday (No School) |
L | Last Day of Semester |
A,M | Modified Wednesday Schedule | School begins at 10:00 a.m. and ends at 3:28 p.m. |
R | Regular Day Schedule | School begins at 8:35 a.m. and ends at 3:28 p.m. |
# Weekly Schedule – Semester 2

<table>
<thead>
<tr>
<th>Week of:</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 24 – 28</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Jan 31- Feb 4</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Feb 7 – 11</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Feb 14 – 18</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>H</td>
</tr>
<tr>
<td>Feb 21 – 25</td>
<td>H</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Feb 28- Mar 4</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R, G</td>
</tr>
<tr>
<td>Mar 7-11</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Mar 14-18</td>
<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Mar 21 - 25</td>
<td>R</td>
<td>R</td>
<td>A,M</td>
<td>R</td>
<td>R</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Break Mar 28 – Apr 1</th>
<th>NO SCHOOL IN SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 4-8</td>
<td>R</td>
</tr>
<tr>
<td>Apr 11-15</td>
<td>R</td>
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<tr>
<td>Apr 18-22</td>
<td>R</td>
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<tr>
<td>Apr 25-29</td>
<td>R</td>
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<tr>
<td>May 2-6</td>
<td>R</td>
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<tr>
<td>May 9– 13</td>
<td>R</td>
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<tr>
<td>May 16 – 20</td>
<td>T</td>
</tr>
<tr>
<td>May 23 – 27</td>
<td>R</td>
</tr>
<tr>
<td>May 30 – Jun 3</td>
<td>H</td>
</tr>
<tr>
<td>Jun 6-10</td>
<td>R</td>
</tr>
<tr>
<td>Jun 13-14</td>
<td>F</td>
</tr>
</tbody>
</table>
### Weekly Schedule Semester 2 Continued

<table>
<thead>
<tr>
<th></th>
<th>Advisory Day Schedule</th>
<th>School Begins at 8:35 a.m., ends at 3:28 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Finals Day Schedule</td>
<td>School Begins at 8:35 a.m., ends at 1:15 p.m.</td>
</tr>
<tr>
<td>G</td>
<td>Grading Period Ends</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Holiday (No School)</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>Last Day of Semester</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Modified Day Schedule</td>
<td></td>
</tr>
<tr>
<td>A,M</td>
<td>Modified Wednesday Schedule</td>
<td>School Begins at 10:00 a.m., ends at 3:28 p.m.</td>
</tr>
<tr>
<td>R</td>
<td>Regular Day Schedule</td>
<td>School Begins at 8:35 a.m., ends at 3:28 p.m.</td>
</tr>
<tr>
<td>T</td>
<td>Standardized Testing Schedule Day</td>
<td>School Begins at 8:35 a.m., ends at 3:28 p.m.</td>
</tr>
<tr>
<td>Term</td>
<td>Grading Period Begins</td>
<td>Grading Period Ends</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Semester 1 Progress Report 1</td>
<td>8/30/21</td>
<td>10/08/21</td>
</tr>
<tr>
<td>Semester 1 Progress Report 2</td>
<td>10/11/21</td>
<td>11/19/21</td>
</tr>
<tr>
<td>Semester 1</td>
<td>11/22/21</td>
<td>1/21/22</td>
</tr>
<tr>
<td>Semester 2 Progress Report 4</td>
<td>3/7/22</td>
<td>4/22/22</td>
</tr>
<tr>
<td>Semester 2</td>
<td>4/25/22</td>
<td>6/14/22</td>
</tr>
</tbody>
</table>
San Diego Unified School District is committed to making the schools free from sexual harassment and discrimination, harassment, intimidation, and bullying. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. The superintendent or his/her designee shall ensure that district students receive age-appropriate instruction about their rights to be free from sexual harassment, the district procedure for reporting and investigating complaints of sexual harassment including with whom a complaint should be filed.

The district prohibits conduct that has the purpose or effect of having a negative impact on the individual’s work or academic performance, or that is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, or offensive educational environment.

The district further prohibits sexual harassment that conditions a student's status, progress, benefits, services, honors, program or activities based on submission to such conduct.

Any student who feels that he/she is being, or has been, sexually harassed by a school employee, another student, or a non-school employee at school or at a school-related event, shall immediately contact his/her teacher or any other district employee. An employee who receives such a complaint shall report it in accordance with administrative procedures/regulations.

Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law.
Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal and state laws and/or collective bargaining agreements.

The district believes that it can resolve issues of discrimination, harassment, intimidation, and bullying at the school site.

Reference BP 5145.7 and AR 5145.7 and BP 0410 and AR 0410 for full policies.

DEFINITIONS

**Sexual Harassment**: Any form of discrimination which includes, but is not limited to, unwelcome sexual advances, requests, or other verbal visual or physical conduct of a sexual nature made by someone from or in the educational setting under any of the following conditions:
Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress; or
Submission, or rejection of, the conduct by the individual is used as a basis of academic decisions affecting the individual; or
The conduct has the purpose or effect of having a negative impact upon the individual's academic performance or of creating an intimidating, hostile or offensive educational environment; or
Submission to, or rejection of, the conduct by the individual is used as a basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the educational institution.

**Unwelcome Conduct**: Some examples of sexual harassment may include, but are not limited to: Deliberate written or oral comments, gestures, or physical contacts of a sexual nature or demeaning to one's gender, which are unwelcome or interfere with school productivity;
Implicit or explicit sexual behavior by a fellow student, district employee, or other person within the school environment that has the effect of controlling, influencing or otherwise affecting the school environment;

Unwelcome suggestive, vulgar, or obscene letters, notes, posters, calendars, or other visual products, or derogatory comments slurs, and/or jokes of a sexual nature.

**Hostile Educational Environment**: A hostile educational environment is created when sexual harassment is sufficiently severe, or objectively offensive AND persistent or pervasive.

**Sufficiently Severe**: Physical incidents (including but not limited to touching) are more likely to be severe without need for repetition. Touching of another's genitals, buttocks, or breasts can be considered severe depending on the age of the student(s). If an incident is severe, it does not have to be persistent or pervasive to be sexual harassment.

**Objectively Offensive**: The behavior is such that a reasonable person would consider the behavior offensive. The behavior sometimes may involve physical threats, humiliation, intimidation, or ridicule.

**Persistent or Pervasive**: Persistent such that the behavior may be repeated, continuing beyond the usual, not stopping, or continuing even though others want the behavior to stop; OR pervasive such that the behavior is widespread, openly practiced, well-known among students or employees, occurring in public, occurring with regularity, or know but nobody talks about it.

**Sexual Violence**: Physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. All such acts are forms of sex discrimination prohibited by Title IX.
Responsible Reporter: ALL school employees are considered "Responsible Reporters" of sexual harassment. Any employee who witnesses, suspects, or receives notification involving a student or students, is required to report the sexual harassment to an administrator or designee.

GENERAL INFORMATION REGARDING INFORMAL REPORTS/COMPLAINTS OF SEXUAL HARASSMENT

Confidentiality: To the extent possible, the privacy of the persons involved will be protected. The principal, site administrator, or designee will evaluate the request for confidentiality and make the determination as to whether confidentiality may be possible. Disclosures may be required by law or to those who need to know within the context of the investigation, analysis, appeal, prevention of recurrence, or correction of misconduct. Therefore, a guarantee of confidentiality is not provided. Should an accuser or reporter request confidentiality and that no action be taken, the district must still discharge its duties and obligations to prevent and correct the sexual harassment.

Disciplinary Action: State law requires a recommendation for expulsion for students who are found to have committed sexual assault or sexual battery, however, state law also prohibits suspension and expulsion of students in Kindergarten through third grades for this conduct. Depending upon the nature of the confirmed conduct, the individual facts, and the age of the children involved, there could be a range of sanctions applied. Appropriate discipline will be determined on an individual basis by the school site for conduct involving students in grades three and below.

Retaliation: The district prohibits retaliation against any participant in the reporting and complaint process including witnesses. A separate Uniform Complaint may be filed if retaliation occurs against any individual involved in the processing of discrimination, harassment, or bullying complaint. Each complaint shall be investigated promptly and in a manner which respects the privacy of all parties concerned. Follow up with the student will occur to ensure the harassment has stopped and that there is no retaliation.

Criminal Complaints: Students, parents or guardians have a right to file a criminal report or complaint and a Title IX report or complaint simultaneously.
FILING AN INFORMAL REPORT/COMPLAINT OF DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING BASED ON SEX

The district believes discrimination, harassment, intimidation and bullying issues may be resolved at the school site. As such, students, parents, or guardians may report any act of discrimination, harassment, intimidation or bullying based on sex (in any area covered by Title IX, including sexual harassment) by a student, staff member or third party directly to the school site's principal or school site administrator for immediate resolution at the school site.

Investigation of Reports or Informal Complaints: The responsible school official will conduct a prompt, thorough and impartial investigation into the complaint, which will include, but is not limited to, interviewing the accuser and the accused, asking each to provide names of witnesses, interviewing potential witnesses, and gathering relevant evidence. When sex-based discrimination, harassment, intimidation, and bullying is reported, interim steps will be taken to stop harassment and protect the accuser from further harassment pending outcome of the investigation and/or complaint. A thorough investigation is required to protect the accuser, afford due process to the accused, and to ensure resolution of the issue(s). A student, or parent or guardian, is not required to attempt resolution through the school site before contacting the District Title IX Coordinator.

At any time during the process students, parents, or guardians, may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Lynn A. Ryan, Title IX Coordinator San Diego Unified School District 4100 Normal Street, Room 2129 San Diego, CA 92103 lryan@sandi.net 619-725-7225 FAX: 725-5529

FILING A FORMAL OR UNIFORM COMPLAINT FOR SEX-BASED DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING

Pursuant to Board Policy and Administrative Policy 1312.3, at any time during the site-resolution process students, parents, or guardians may file a Uniform Complaint. The Uniform Complaint Form
can also be obtained from the school, the district's Uniform Complaint Compliance Office, Legal Services Office, Quality Assurance Office, or online.

Filing a complaint: A complaint may be filed by a student or parent/guardian by obtaining a copy of the Uniform Complaint Form (BP and AR 1312.3) from the school or the district’s Uniform Complaint Compliance Office or district website. Remedies available outside of the district are listed in this procedure.

Investigation: The district will undertake an effective, thorough, and objective investigation of the allegations and provide a written report within 60 days of the date receipt of the Uniform Complaint. The report will include a summary of the facts, a decision on the complaint, reason for the decision and corrective actions (if applicable) that have or will be taken, including remedies for the victim. The complainant has the right to present witnesses and evidence. The Superintendent or his/her designee shall ensure that any complaint received is investigated in accordance with district administrative procedures and that school personnel take immediate steps to intervene, when safe to do so, when they witness any act of harassment.

Action: When an allegation of sexual harassment is validated by the investigation and disciplinary action is necessary, the superintendent and/or designee will determine the appropriate course of action to prevent reoccurrence and follow up with the harassed student, depending upon whether the harasser is a student, staff member or agent of the district. If the complaint of sexual harassment is validated the superintendent and/or designee shall take prompt, appropriate action to end the harassment and to address the effects on the victim.

If the district determines that its policies prohibiting discrimination, harassment, intimidation or bullying based on sex have been violated, disciplinary action, up to and including expulsion (for students) or dismissal (for employees) may occur. Remedial actions, which are designed to end the harassment, prevent its recurrence and address its effects on the harassed student, will be provided to the victim. Remedial action(s) will also be required of the school site.
Confidentiality: The privacy of the persons involved will be protected to the extent possible. Disclosures may be required by law or to those who need to know within the context of the investigation, analysis, appeal, prevention of recurrence, or correction of misconduct. Therefore, a guarantee of confidentiality is not provided. Should an accuser or reporter request confidentiality and that no action be taken, the district must still discharge its duties and obligations to prevent and correct the sexual harassment.

Statute of Limitations: Uniform complaints alleging discrimination, harassment, intimidation and bullying based on sex (including sexual harassment and sexual violence) must be filed no later than six months from the date the complainant first obtained knowledge of the facts of the alleged sexual harassment. The six-month period may be extended for good cause, not to exceed an additional 90 days. A written request for an extension to the six-month period will be reviewed for consideration by the Uniform Complaint Compliance Office. The written request must include an enumeration of the allegation(s) if not previously submitted, and the reasons the complainant is requesting an extension of the six-month statute of limitations.

Retaliation: The district prohibits retaliation against any participant in the reporting and complaint process including witnesses. A separate Uniform Complaint may be filed if retaliation occurs against any individual involved in the processing of discrimination, harassment, or bullying complaint. Each complaint shall be investigated promptly and in a manner which respects the privacy of all parties concerned. Follow up with the student will occur to ensure the harassment has stopped and that there is no retaliation.

A student or parent/guardian is not required to attempt resolution through the school site before contacting the District Title IX Coordinator and/or filing a formal Uniform Complaint.

Lynn A. Ryan, Uniform Complaint Compliance Officer San Diego Unified School District 4100 Normal Street, Room 2129 San Diego, CA 92103 lryan@sandi.net 619-725-7225 FAX: 725-5529 Reference BP 1312.3 and AR 1312.3 for full policies.
A student who has a report or complaint of sexual harassment or of discrimination, harassment, intimidation, and bullying based on sex shall immediately contact his/her teacher or any other district employee. For questions or additional information or if a complaint cannot be resolved at the site level, or at any time, the student may contact:

Lynn A. Ryan, Title IX Coordinator Eugene Brucker Education Center 4100 Normal St., Room 2129 San Diego, CA  92103 lryan@sandi.net 619-725-7225

**Anti-Bullying, Harassment, Intimidation Statement**

In our commitment to providing all students and staff with a safe learning environment where everyone is treated with respect and no one is physically or emotionally harmed, Morse High School will not tolerate any student or staff member being bullied (including cyberbullying), harassed, or intimidated in any form at school or school-related events, (including off-campus events, school-sponsored activities, school busses, any event related to school business), or outside of school hours with the intention to be carried out during any of the above (SDUSD Admin Procedure 6381).

**Bullying**

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. It is any severe or pervasive 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 student or group of students, directed towards one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a student(s) in fear of harm to that student’s or students’ person or property.
- Causing a student to experience a substantially detrimental effect on his/her physical or mental health, academic performance, ability to participate or benefit from the services, activities, or privileges provided by a school.
Cyberbullying
The district defines cyberbullying as the intentional or reasonably perceived mistreatment of others through the use of technology, such as computers, cell phones, and other electronic devices. It includes, but is not limited to:

➢ Sending mean, hurtful, or threatening messages or images about another person.
➢ Posting sensitive, private information about another person for the purpose of hurting or embarrassing the person
➢ Pretending to be someone else in order to make that person look bad.
➢ Intentionally excluding someone from an online group.

Hazing
Is any form (including initiations) which is degrading and strictly forbidden by California State Law. No student shall conspire to engage in hazing or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or other person. Persons violating this policy shall be subject to school discipline, misdemeanor penalties and forfeiture of entitlements.

Harassment
Harassment is governed by state laws and is generally defined as a course of conduct which annoys, threatens, intimidates, or puts a person in fear of their safety. It is unwanted, unwelcomed, and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Additionally, it is:

➢ Physical, verbal, nonverbal, or written conduct that affects a student’s ability to participate in or benefit from an educational program or activity,
➢ Creating an intimidating, threatening, hostile or offensive educational environment.
➢ Vulgar letters, notes, posters, symbols, or other writings offensive to students of a specific race, ethnicity, sexual orientation, religion or gender.
➢ Having the purpose or effect of interfering with a student’s academic performance or educational opportunities.
➢ Force or threat of force through outright actions or intimidation.
➢ Negative comments or behavior based on race, ethnicity, sexual orientation, religion or gender.
San Diego Unified School District recognizes that harassment on the basis of sex is a violation of Federal and State employment discrimination laws as well as District Policy and Administrative Procedures. The District maintains all students should be free from sexual harassment, and will not tolerate such conduct on the part of any individual. Students and staff should report any sexual harassment to the principal, vice-principal, counselor or teacher.

**Reporting Incidents of Bullying, Harassment, and Intimidation**

We encourage students, parents/guardians to immediately report any incidents of bullying to Morse High School’s administration or staff member. Please do so in person, phone, or email. Incidents of bullying can also be reported using SDUSD’s Online Bullying Reporting Form. This online form can be used by San Diego Unified students to report being bullied or by someone witnessing a student being bullied.

Use this link: [https://www.sandiegounified.org/forms/online-bullying-reporting-form](https://www.sandiegounified.org/forms/online-bullying-reporting-form). When filling out the form, provide as much information as possible. An investigation will begin within five (5) working days.

This form may be submitted anonymously. Once submitted, it will be forwarded to the site principal and the Office of Youth Advocacy. If you do not want the form to go to the principal, contact the Office of Quality Assurance at qualityassurance@sandi.net or (619) 725-7211 to report bullying. Do not complete the form.

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**The Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the [Name of school (“School”)] receives a request for access.
   
   a. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The
school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

   a. Parents or eligible students who wish to ask the School to amend a record should write to the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

   a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
b. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202
We, at Morse, believe everyone deserves a safe, supportive, and orderly learning environment. We believe students CAN succeed in making responsible and effective choices in order to reach their academic potential and positively contribute to the school community and beyond. MHS students should strive to abide by the following behavioral expectations:

**MORSE HIGH SCHOOL’S EXPECTATIONS FOR STUDENT BEHAVIOR**

**Students are expected to…**
1. Arrive to each class period on time
2. Respect yourself, respect others, and respect the property of others
3. Engage in productive work
4. Maintain a safe and clean environment
I will show *RESPECT for*...

<table>
<thead>
<tr>
<th>MYSELF by:</th>
<th>OTHERS by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Attending school regularly and having materials needed for my classes.</td>
<td>❑ Being understanding of others feelings.</td>
</tr>
<tr>
<td>❑ Remaining on school grounds unless I have permission to leave school.</td>
<td>❑ Working with others in positive ways.</td>
</tr>
<tr>
<td>❑ Following the rules and directions of staff members.</td>
<td>❑ Using positive words with others (no put downs).</td>
</tr>
<tr>
<td>❑ Doing my schoolwork and homework regularly.</td>
<td>❑ Using a respectful and considerate voice when I am speaking to others.</td>
</tr>
<tr>
<td>❑ Practicing positive behavior choices.</td>
<td>❑ Refraining from using profanity in school.</td>
</tr>
<tr>
<td>❑ Learning from consequences of my behavior.</td>
<td>❑ Treating others like I want to be treated.</td>
</tr>
<tr>
<td>❑ Choosing not to bring tobacco, alcohol, other drugs, or weapons to school.</td>
<td>❑ Not bullying or threatening others.</td>
</tr>
<tr>
<td>❑ Dressing in a way that is appropriate for the learning environment.</td>
<td>❑ Being honest by telling the truth, and admitting to things I have done.</td>
</tr>
<tr>
<td></td>
<td>❑ Keeping my hands to myself.</td>
</tr>
<tr>
<td></td>
<td>❑ Working together as students and with staff to manage negative behaviors and emotions.</td>
</tr>
</tbody>
</table>

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I will show *RESPECT for*...

<table>
<thead>
<tr>
<th>LEARNING by:</th>
<th>PROPERTY by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Coming to school prepared to work.</td>
<td>❑ respecting MHS’ property and not vandalizing school property.</td>
</tr>
<tr>
<td>❑ Arriving to all classes on time.</td>
<td>❑ Not bringing lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc.</td>
</tr>
<tr>
<td>❑ Following school rules and staff directions.</td>
<td>❑ Following rules about safety:</td>
</tr>
<tr>
<td>❑ Keeping focused on my work.</td>
<td>o Refraining from touching/pulling a fire alarm unless there is an emergency.</td>
</tr>
<tr>
<td>❑ Actively participating in class activities and discussions.</td>
<td>o Refraining from making threats about bombs or blowing something up.</td>
</tr>
<tr>
<td>❑ Communicating with my teachers when struggling with a concept or assignment.</td>
<td>o Using PE and all other equipment in a safe manner.</td>
</tr>
<tr>
<td>❑ Completing my own schoolwork and homework.</td>
<td>❑ Keeping cell phones off and out of sight during class time except with permission from school staff.</td>
</tr>
<tr>
<td>❑ Keeping my eyes on my own paper when taking quizzes and tests.</td>
<td></td>
</tr>
</tbody>
</table>
Campus Visits

When Visiting the Campus
- Sign-in at the main office.
- Pick up a visitor/guest badge and wear it at all times while on campus during school hours.
- Main office staff will direct you to where you need to go.
- Students from other schools are not permitted on campus.

Reminders about Campus Visits
- School tours for prospective students must be pre-arranged with our Parent Liaison Coordinator.
- Parent/Guardian classroom visits are welcome any time after checking in at the MHS Office.
- Classroom visits are not time for conferences with the students and/or teacher.
- Visitors and guests may not confront another student and/or staff member about a concern without the supervision of a school official.
- Food, flowers, or balloons may not be delivered to students by outside vendors.

Closed Campus
- Based on the adopted Board of Education “Closed Campus” Policy, students are to remain on campus throughout the day once they arrive. STUDENTS MAY NOT LEAVE CAMPUS DURING LUNCH OR AT ANY OTHER TIME without prior notification from a parent/guardian to the Attendance Office.
- **No outside food (including UberEats), flowers, or balloons may be delivered to students.** Delivery items will be refused at the front gate. **Students may not go to their cars during school hours.** Doing so may result in disciplinary actions.
- ALL visitors, including parents, must check in at the main gate, sign-in and obtain a name badge before visiting any location on campus. Students from other schools are not permitted on campus.
- Police Officers enforce the Daytime Curfew Ordinance by routinely stopping students on the street during school hours. Any student who does not have an Excuse from Class (blue slip) in their possession is returned to campus by police and will be considered truant and subject to disciplinary action.
Ideas for Helping Your Student Succeed

Parents/Guardians can do their part to help support their student with his/her homework by:

- Understanding that the school expects homework to be completed and returned.
- Reserving uninterrupted time for homework by turning off the television, radio, phone, video games, etc.
- Providing their student with suitable study conditions (desk or table, lights, books, and supplies).
- Showing interest in what your student is doing, but not doing the work for him/her.
- If in doubt, call or email your student’s teacher(s) to clarify what the instructor expects regarding homework.
- Contact school for tutorial hours offered to help support your child’s success.
- Use parent portal to connect with your child's grades and teachers.
- Make a copy or request an additional copy of the teacher’s syllabus that outline the expectations of their classroom policies and procedures.
- Encourage your child to use the MHS Agenda to record assignments, test dates, school events and any other relevant deadlines related to school activities.
- Use the Morse High School website to keep you informed of MHS activities.
Attendance

It is imperative that all students attend school each and every day. Students and parents/guardians are encouraged to clear any absences and tardies immediately to avoid Saturday School/CASSAS, being on the LOP, and not being able to participate in extracurricular activities. Therefore, it is important to understand what constitutes “excused” and “unexcused” absences/tardies.

**IMPORTANT**: Parents/guardians are advised to immediately clear ALL legitimate, excused absences/tardies with MHS’ attendance clerks. We encourage parents/guardians and students to regularly check Student/Parent Portal to ensure accurate attendance reporting. Parents/guardians will have FOUR WEEKS to clear any unexcused absence or unexcused tardy from the date of the occurrence. If parents/guardians DO NOT clear any unexcused absence or tardy within the FOUR-WEEK time frame, the unexcused absence/unexcused tardy WILL remain on the student’s record until the student clears his/her attendance through IRT or CASSAS.**

Excused Absences

- **Illness**
  - Medical, Dental, or Chiropractic appointments
  - Lice, under a doctor’s care
  - Medical quarantine and hospitalization

  **NOTE**: Illness does not include a student being overtired, depressed, or fatigued. And an “illness” does not extend to a parent or sibling’s illness.

- **Justifiable Personal Reasons**
  - Death in the Family
  - Court Appearances
  - Religious Observances (holidays, ceremonies, retreats)
  - Family emergency (student’s absence is requested in writing by the parent/guardian and approved by principal or vice principal)
  - School-initiated absences, including suspensions
  - Juvenile Hall (because students are confined) Student is absent pending exemption or placement
Unexcused Absences

❑ Absences for reasons other than those listed above or non-approved personal emergency are unexcused.
  ○ A non-approved personal emergency is a situation that school administration find could have been handled in some other manner, even though approved by the parent or guardian.

Tardies/Truancy

School begins each morning promptly at 8:35 a.m. When the bell rings, students are expected to be in their classes and ready for instruction. Any student not in their ASSIGNED CLASS at the time of the bell is considered tardy. Whether or not parents call to explain late arrivals, students who are tardy to any class period are subject to consequences from their teacher, including after school or lunch detention, lowered citizenship grade, and a refusal to accept homework or other assignments. Additionally, excessive tardies may result in placement on the “Loss of Privilege” list.

❑ Excused Tardies:
  ○ Medical, dental, or chiropractic appointments
    ▪ Should tardiness due to medical reasons become excessive, you will be referred to our school nurse in order to clear any further tardies.

Unexcused Tardies:

  ● Tardies for reasons other than those listed above or non-approved personal emergency are unexcused.
    ● A non-approved personal emergency is a situation that school administration find could have been handled in some other manner, even though approved by the parent or guardian.

NOTE: If a student has been marked absent or tardy from a class in error, the student is responsible for having the teacher make the correction. The teacher will notify the attendance office of the change by submitting the district approved form (pink slip). If you receive a call that your child was absent, and you believe it to be an error, please check the student’s Parent Portal account to see which teacher has marked him/her absent.
Student Early Release from Campus (Blue Slips)

Blue Slips will be given for medical, dental, chiropractic, and court appointments, funerals, or extreme family emergencies and must be obtained from the Attendance Office BEFORE leaving campus. The parent or guardian must:

- Notify the Attendance Office, in advance of the early release by way of a phone call or a signed note that explicitly states the reason for the early release. Parents may also sign their student out in person, by coming into the main office and speaking with the Attendance Clerk.

- Students are to remain in class until the blue slip is delivered to them or they are excused by an office staff member. Students may not leave campus without the blue slip and will only be released to contacts listed on the student’s Registration Card. Parents/guardians will be required to show an ID when signing their students out of school early.

When sending a note for an early release, parents MUST include ALL of the following information:

- Student’s legal First and Last Name
- Student’s date of birth
- Reason for the early release
- Time to be released
- Parent/Guardian Phone number
- Signature of Parent/Guardian

Early release notes that are forged or questionable will be given to the Administration for approval or discipline.

If a student becomes ill during the school day, they must obtain a pass to the nurse’s office for evaluation. They should not phone or text their parents for an early release blue slip. Students who do so will be asked to return to class or sent to the nurse’s office.
PowerSchool (Student/Parent Portal)

PowerSchool's Parent/Student Portal provides parents and students access to their grades, attendance, assignments, and more. We encourage ALL parents to sign up for Parent Portal in order to stay informed about their child’s academic progress and attendance. Students and Parents who already have an account can access Parent Portal at https://powerschool.sandi.net/public/. Parents who do not have access to Parent Portal can contact Joyce Orona for assistance with creating a Parent Portal account. She can be reached at jorona@sandi.net or 619-262-0763 Ext. 2702.

Independent Study Contract (ISC)

The Independent Study Contract allows students to complete academic requirements during a pre-approved short-term absence from the school. An ISC may be granted to students who are going to miss 5-20 days of school. Contract language follows strict guidelines taken directly from the California Department of Education in order for the student to receive appropriate attendance and scholastic credit. Assignments completed and submitted by date indicated on the ISC will earn academic and attendance credit. The teacher reviews, grades, and records the student’s grade, which may positively or negatively impact the student's overall grade in the course. All parties agree that failure to complete this contract may result in the lowering of the student’s academic grade and will require evaluation of whether or not student may participate in a future Independent Study Contract. When requesting an ISC, we ask that you submit your request for approval at least 7 days prior to the start of the contract. All students are required to complete and sign the contract prior to the beginning of the contract. For additional questions regarding an ISC, please contact Morse Attendance.

Make-Up Work

Students are responsible for making up missed assignments after being absent. It is the student’s responsibility to inquire about missed homework/assignments. He/she should meet with the teacher once returning from the absence or send an email to the teacher to inquire about missed work. For every day a student has an EXCUSED absence, he/she will be allotted one extra day to turn the assignments in. Work missed during a confirmed truancy or unexcused/unverified absence may not be made up.
Making up for lost instructional time is critical to a student’s academic success. Therefore, students are expected to clear ALL unexcused/unverified absences and tardies. Students are first advised to check PowerSchool and have their parent/guardian clear all legitimate, excused absences/tardies with the attendance clerk. If a parent/guardian does not clear a student’s absence within the FOUR WEEK time frame, students can clear their absences through one of the methods listed below:

1. CASSAS (formerly known as Saturday School) to recover/clear FULL DAY* absences. CASSAS is an additional instructional day program that offers academic support in various core subject areas to help students reach their academic goals. Students will be summoned and a school message will be sent out to encourage students to attend CASSAS. A meal is provided during break and students need to report no later than 7:50 a.m. to Morse. GATES close at 8:05 a.m. and will not be opened until the end of CASSAS at 12 p.m.
   
   a. IMPORTANT: ONLY ONE FULL DAY ABSENCE can be cleared through the CASSAS program.

2. To clear UNEXCUSED/UNVERIFIED PERIOD ABSENCES*, students may do the following:
   
   a. Attend ONE 60-minute session of Instructional Recovery Time (IRT) tutoring with the designated teacher on record that oversees IRT. See the Main Office, Counseling or Flyers posted in classrooms, to identify room location and days IRT is offered at MHS.
   b. Have a parent/guardian contact attendance to clear unexcused absences that should have been excused.
   c. Attend CASSAS.

3. To clear UNEXCUSED/UNVERIFIED TARDIES, students may do one of the following:
   
   a. Attend one 15-minute session after school IRT (Instructional Recovery Time) with the designated teacher on record that oversees IRT.
b. A student can attend a 60-minute session of IRT to clear up to four unexcused/unverified tardies.

*FULL DAY Absences: Student is absent ALL SIX periods.  
*PERIOD Absence: Student is NOT absent ALL SIX periods. The student may have missed class period, example 3rd or 5th Period.

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**Core Academy Supporting Student Achievement Success**  
**CASSAS**

CASSAS is a component of the IRT (Instructional Recovery Time). It operates from September through June on selected Saturdays from 7:55 a.m. till 12 p.m. Students may be assigned CASSAS for excessive absences and tardies but it is ultimately the STUDENT'S responsibility to attend and keep track of their own attendance records. Each CASSAS clears one full-day of absences and a combination of five period absences and tardies. Once all full-day absences and period absences have been cleared, then tardies will then be cleared. Seniors must have no more than 12 absences, tardies, and/or truancies in order to participate in senior activities including but not limited to dances, commencement, and prom, in accordance with the senior contract. Underclassmen who would like to participate in school events like dances or would like to be guests of seniors at the prom must follow the same attendance expectations. Students are encouraged to be proactive in clearing their record before receiving notices and/or calls from the school. The dates for CASSAS are posted on MHS’ Master Calendar, located on our school’s website.

**INSTRUCTIONS**

1. CASSAS is held from 8:00 a.m. - 12:00 p.m.
2. Students must sign up for CASSAS on the MHS website under the Student Life Tab.
3. Students should report to the auditorium at 7:55 a.m. to sign in WITH THEIR ID’s.
4. Students are required to bring enough academic work if they select four hours of tutorial support. Students should also bring a book to read if they finish their academic work early.
5. A ten-minute break is given during CASSAS where a snack is provided.
6. If students leave at any time during the session or are asked to leave by a staff member, the student will not receive credit for attending CASSAS.
CASSAS Policies, Procedures and Expectations

**EXPECTATIONS**

Students are expected to...

1. Be on time! Arrive to CASSAS at 7:45am (No student will be admitted after 8:05 a.m.)
2. Respect yourself, respect others, and respect the property of others
3. Engage in productive work
4. Maintain a safe and clean environment

**POLICIES**

- ALL Morse High policies are in effect during CASSAS. The expectations and policies in effect during a regular school day are in effect during the CASSAS day.
- ALL electronic devices are prohibited during the CASSAS day. Parents needing to contact students will be provided with the front office phone number. Students may only use their phones during the Breakfast break, and those who do not follow this policy are subject to being ineligible to participate in future CASSAS classes.
- All students should plan to bring homework so that, if given the opportunity during CASSAS, they will have material to complete in their CASSAS class.
- Students are expected to follow the same school dress code on CASSAS days as one would on a regular school day.

**CONSEQUENCES**

Behaviors that do not align with the Behavior Expectations (defiance/ disrespect, inappropriate use of technology) will be addressed with:

- Warning
- Referral to be followed up with by Administrators
- Removal from CASSAS
- Potential ineligibility to participate in future CASSAS sessions
Academic Requirements and Information

Students must complete **44 semester credits**, as specified below and receive a 2.0 grade point average in order to receive an Option 1 Diploma from Morse High School. Students are expected to meet the California State Standards in English, mathematics, science, history/social science, visual and practical arts, and physical education.

**English (8 semester credits)**

Courses required include:
- 9th Grade English or advanced alternative (2 semester credits)
- 10th Grade English or advanced alternative (2 semester credits)
- 11th/12th Grade English or advanced alternative (4 semester credits including 1 semester of American Literature and 3 semesters of English courses from a prescribed list)
- English Language Development (ELD) 1, 2, 3 and 4 may not be used to fulfill English requirements; but ESL 5 and 6 may be used for 2 of the 8 credits

**Mathematics (6 semester credits)**

Courses required include:
- Integrated Math I (2 semester credits)
- Integrated Math II (2 semester credits)
- Integrated Math III (2 semester credits)

**Science (6 semester credits)**

Courses required include:
- Life Science (2 semester credits) – Biology
- Physical Science (2 semester credits) – Chemistry and Physics
- Third year of Science (2 semester credits) – Any UC-approved science coursework within the ‘d’ (laboratory science) or ‘g’ (elective) subject areas.

**Social Studies (6 semester credits)**

Courses required include:
- World History and Geography in grades 9 or 10 (2 semester credits)
- U.S. History and Geography or advanced alternative in grade 11 (2 semester credits)
- Government and Economics or advanced alternative in grade 12 (2 semester credits)
Visual and Performing Arts
- Approved courses such as art and music (2 semester credits)

World Language
- A World Language other than English (4 semester credits)

Physical Education
- 9th Grade PE (2 semester credits)
- 10th Grade PE (2 semester credits)

Electives
- Additional credits needed to complete the 44 required semester credits may be earned by completing additional courses in subject areas specified above and/or elective courses

College-Prep Electives
- Chosen from the following: Visual and Performing Arts, History/Social Science, English, Advanced Mathematics, Laboratory Science, and a third year of a World Language other than English (a third year the language used for the “E” requirement, or 2 years of another language is recommended for the UC system)

Class and Schedule Changes

All students are scheduled for a regular six-period instructional day with an advisory period once a week. Students have the opportunity to review their 2019-2020 schedule prior to the beginning of the school year. Legitimate schedule changes may only take place during a limited window each semester by contacting the student’s alpha counselor. Legitimate reasons considered for a class change are: an open period in schedule, two classes the same period, a duplicate class, a class completed during summer school, or athletics.

Tutoring
Students must stay on top of your academics. Seek help when you need it. Tutoring with core teachers is available. Ask teachers for a current tutoring schedule. Tutoring is also available on certain days in the Innovation Center/Library.

**Weighted-Grade Policy**

The official, cumulative GPA used for all purposes is the cumulative GPA on your transcript. Advanced Placement (AP) and Honors classes are the only District Recognized Weighted Credit Courses authorized to receive District Weighted Grade Points. Students must earn a “C” or higher.

**Academic Honors and Awards**

**Academic Distinction**
Students are only eligible for the diploma with academic distinction if they meet the following criteria:

1. attended one or more San Diego Unified School District high schools their entire high school career
2. attended one full year at a district high school
3. met one of the criteria delineated in method 1 or 2 (below)
4. met all graduation requirements as referenced in Administrative Procedure 4770.

**Other students who may qualify for this recognition include:**

1. Students who have attended high schools in other districts for all or part of grades 9-11 if their academic performance in the San Diego Unified School District merits consideration
2. Current class of SDUSD mid-year graduates who meet all of the eligibility criteria
3. Future class of students (i.e. c/o 2020) who plan to graduate early, who have attended the entire school year of their final year of high school in one of SDUSD schools, and have met all graduation requirements.

According to SITE OPERATIONS CIRCULAR NO. 2013, the following two methods are available for graduation with academic distinction:
1. **Method 1**
   a. The student must maintain a weighted grade point average of 3.5 (B+) or higher for all courses taken in grades 10 and 11 and the first semester of grade 12.
   b. Students who raise their cumulative grade-point average to 3.5 by the end of the last reporting period prior to the end of second semester/Q4 during their senior year are also eligible to receive this diploma.

**NOTE:** Due to commencement program timelines, students who do not meet the required WGPA by first semester may not be included as receiving this recognition in the commencement program. Sites must notify students and families.

**Method 2**
1. Student must complete 14 semester credits in grades 9-12 with grades of an “A” or “B” in courses that are Advanced, Advanced Placement, Honors, International Baccalaureate and/or dual credit college courses. Two of the 14 courses must be completed during the first semester of grade 12 and the student must be enrolled in two of the listed courses during second semester of grade 12 (and earn an “A” or “B” on the last progress report prior to the end of semester 2). Designated courses are shown in Section D.4.
2. Students who raise their grade to an “A” or “B” in one or more higher level course(s) by the last reporting period prior to the end of second semester/Q4 are also eligible to receive this diploma. This applies to the two courses that require enrollment during the second semester of their senior year.
3. Credit(s) received prior to grade 9 in world languages and advanced math, if the course(s) are awarded graduation credit, may be counted toward meeting this requirement.

**Principal’s Award**
Cumulative weighted GPA of 4.0 in grades 10-12. Students wear a white gown with the Principal’s Award Medallion and ribbon, and receive a Principal’s Award Certificate.

**California Scholarship Federation (CSF)**
CSF is a statewide high school honor society. Eligibility is dependent on grades. A total of 10 points is required (3 As, 1 B). Physical Education grades are not included. 7 points must be from academic subjects. Membership is not automatic; students must apply for membership and renew it each semester. Listen to the school bulletin for CSF announcements.

**Valedictorian and Salutatorian**

Weighted grade point average (WGPA) from grades 10 through the first semester of the senior year. The student with the highest WGPA is the valedictorian. The student with the second highest WGPA is the salutatorian. Students wear a white gown with Valedictorian/Salutatorian Medallion and Ribbon.

**Citizenship for Seniors**

Seniors must maintain a 2.0 citizenship and 2.0 GPA during their senior year in order to participate in senior activities and graduation.

**STUDENTS WHO DO NOT MEET ALL OF THE REQUIREMENTS WILL NOT PARTICIPATE IN SENIOR ACTIVITIES, INCLUDING THE GRADUATION CEREMONY**
Morse High School

Graduation Requirement Check-Off List

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th Gr</th>
<th>10th Gr</th>
<th>11th Gr</th>
<th>12th Gr</th>
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<tbody>
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<td>English</td>
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<td>Math (3 years/6 semester credits)</td>
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<td>Biology</td>
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<td>Social Studies</td>
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<td>Physical Education</td>
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<td>Fine Arts/Foreign Language</td>
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<td>Practical Art</td>
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<tr>
<td>Electives</td>
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Contact/Conference

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<tr>
<th>Date</th>
<th>CRASH/SUMMER/</th>
<th>I/HIGH</th>
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<tbody>
<tr>
<td></td>
<td>COURSE</td>
<td>GRADE</td>
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</table>

GPA_________ Credits_________

0-9 Credits = 9th grade
10-19 Credits = 10th grade
20-29 Credits = 11th grade
30-40 Credits = 12th grade

* Pass Subject Requirements
* 2.0 Academic GPA
* 4.4 Credits Total
* 2.0 Citizenship GPA

MHS Student/Parent Handbook
**Restorative Discipline Policy**

San Diego Unified School District’s Restorative Approach (link to the FULL Restorative Discipline Policy is located on Morse’s school website).

Restorative Communities are characterized by a mindset that promotes positive interactions, builds on the collective assets of students and school communities, provides an effective solution-focused approach and nurtures the skills of children, youth and adults. Restorative Communities cultivate the overall wellness of all its members by focusing on maximizing student learning within every interaction. Reducing the racial outcomes in how we address student behaviors is the primary goal in building Restorative Communities. Historically, exclusionary practices have disproportionately impacted students of color. Black and Latinx, and students, in particular, are more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior.

Our District will eliminate racist discipline practices and policies by acknowledging and dismantling systemic structures that contribute to any form of racism or racist outcomes that disproportionately affect our students of color. We will achieve this by implementing the following policies and practices:

- Sites will use the Restorative Response Matrix to address student behaviors with fidelity, and will consistently document interventions and disciplinary actions.
- Site Equity Teams will routinely examine discipline data, attendance data, and staff participation in anti-bias or restorative justice trainings to identify disproportionalities and determine action steps for revising site discipline practices.
- Students will have a trusted adult “champion” to support them through a restorative process that is fair, thorough and involves parents when student behaviors may result in possible suspension or expulsion.
- Expulsion review panel members will be provided Anti-Bias/Anti-Racist training.
- Re-entry procedures will be utilized for students returning from expulsion or extended leave due to court school proceedings that will include a restorative conference with student, family, administration, counseling, and other trusted adults.
The intervention matrix included in this plan will provide schools with equitable and supportive responses to behavior practices. The levels of the *Restorative Response Matrix* are predicated on the belief that schools should be supportive environments that will engage our children in a process of learning while maintaining open, collaborative and inclusive communication practices with students and families.

**Restorative Response Matrix**

The *Restorative Response Matrix* was developed to assist school administrators and educators and provides general guidance for supportive practices and responses to behavior.

*Levels of Support:*

- **Level 1:** A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically-addressed at the time that they occur, and do not require documentation in PowerSchool. Classroom documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

- **Level 2:** A Level 2 behavior is one which requires more intensive interventions than a Level 1 behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures and parent/guardian communication is required to ensure students receive the support needed to understand and correct behavior.

- **Level 3:** A Level 3 behavior is one which requires immediate administrative involvement and written documentation in PowerSchool. Level 3 behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual student and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required.

- **Level 4** A Level 4 behavior requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 behaviors involve immediate suspension and a mandatory recommendation for expulsion. Formal documentation and parent/guardian communication is required.
## Restorative Response Matrix
### Level 1

**Defining the Behavior** - A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require documentation in PowerSchool. Classroom documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

<table>
<thead>
<tr>
<th>Student Behavior Incident</th>
<th>Supportive Practices and Response</th>
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</thead>
<tbody>
<tr>
<td>● Academic dishonesty</td>
<td>● Check in/Checkout</td>
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<tr>
<td>● Disruption</td>
<td>● Correction techniques:</td>
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<tr>
<td>● Inappropriate cell phone use</td>
<td>○ Prompt</td>
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<tr>
<td>● Inappropriate use of technology</td>
<td>○ Redirect</td>
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<tr>
<td>● Lack of understanding of physical boundaries</td>
<td>○ Reteach</td>
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<tr>
<td>● Lying</td>
<td>○ Provide choice</td>
</tr>
<tr>
<td>● Minor conflict</td>
<td>● Mindfulness strategies or MindUp curriculum</td>
</tr>
<tr>
<td>● Minor interruptions/distractions</td>
<td>● Peer mentors</td>
</tr>
<tr>
<td>● Misuse of school property or equipment</td>
<td>● Restorative conferencing</td>
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<tr>
<td>● Not following classroom agreements/procedures</td>
<td>● Role-play</td>
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<tr>
<td>● Not having classroom materials</td>
<td>● Seat change</td>
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<tr>
<td>● Off task behavior</td>
<td>● Student and parent/guardian interviews</td>
</tr>
<tr>
<td>● Tardiness</td>
<td>● Social Stories</td>
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<tr>
<td>● Use of profanity, not directed at individual</td>
<td>● Teaching of self-regulation strategies:</td>
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<tr>
<td></td>
<td>○ Breathing</td>
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<td>○ Individual reflective time</td>
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<td>○ Journaling</td>
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<td>○ Peer support</td>
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<td>○ Problem solving strategies</td>
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<td>○ Speaking to an adult</td>
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<td>○ Taking a break</td>
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<td></td>
<td>○ Thinking of alternative solutions</td>
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<td></td>
<td>● Use of affective statements by educator and/or student</td>
</tr>
<tr>
<td></td>
<td>● When-then strategies</td>
</tr>
</tbody>
</table>
Restorative Response Matrix

Level 2

Defining the Behavior - A Level 2 behavior is one which requires more intensive interventions than a Level 1 Behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures and parent/guardian communication is required to ensure students receive the support needed to understand and correct behavior. The reporting staff member may:
1) Request a correction that involves other staff members OR
2) Request administrative input on the incident OR
3) Notify the administrator and/or have a record of the situation

<table>
<thead>
<tr>
<th>Student Behavior Incident</th>
<th>Supportive Practices and Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attempted to cause property damage^</td>
<td>• Any lower-level interventions from Level 1</td>
</tr>
<tr>
<td>• Caused minor injury, except in self-defense^</td>
<td>• After school counseling or support group</td>
</tr>
<tr>
<td>• Caused or attempted to cause damage to school property or private property^</td>
<td>• Classroom suspension - 1 to 2 days</td>
</tr>
<tr>
<td>• Committed an obscene act or engaged in habitual profanity or vulgarity^</td>
<td>• Administrator-assigned intervention</td>
</tr>
<tr>
<td>• Committed sexual harassment (1st offense)*</td>
<td>• Change in schedule/class</td>
</tr>
<tr>
<td>• Engaged in an act of bullying (1st offense)^</td>
<td>• Create a safety plan</td>
</tr>
<tr>
<td>• Habitual disruption</td>
<td>• Daily report card on behavior</td>
</tr>
<tr>
<td>• Habitual inappropriate use of technology</td>
<td>• Loss of privilege</td>
</tr>
<tr>
<td>• Harassed, threatened or intimidated peers^</td>
<td>• Mini-course/training (e.g., conflict resolution, anger management)</td>
</tr>
<tr>
<td>• Harassed, intimidated, or threatened pupil or district personnel^</td>
<td>• Modification of IEP, if applicable</td>
</tr>
<tr>
<td>• Knowingly received stolen school property or private property^</td>
<td>• Create a behavior intervention plan (BIP)</td>
</tr>
<tr>
<td>• Possessed or used tobacco, or products containing tobacco or nicotine (1st &amp; 2nd offense)^</td>
<td>• No contact agreement</td>
</tr>
<tr>
<td>• Stolen or attempted to steal school or private property^</td>
<td>• Parent/guardian outreach</td>
</tr>
<tr>
<td>• Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind (1st offense)^</td>
<td>• Participation in mentoring program</td>
</tr>
<tr>
<td></td>
<td>• Peer mediation</td>
</tr>
<tr>
<td></td>
<td>• Referral to after-school program</td>
</tr>
<tr>
<td></td>
<td>• Referral to community-based services</td>
</tr>
<tr>
<td></td>
<td>• Referral to school-based health/mental health clinics</td>
</tr>
<tr>
<td></td>
<td>• Referral to support staff (e.g. counselor, psychologist, nurse)</td>
</tr>
<tr>
<td></td>
<td>• Saturday school program</td>
</tr>
<tr>
<td></td>
<td>• Self-charting of behaviors</td>
</tr>
<tr>
<td></td>
<td>• Short-term behavioral progress reports</td>
</tr>
<tr>
<td></td>
<td>• Social skills training</td>
</tr>
<tr>
<td></td>
<td>• Student/teacher/parent or guardian conference</td>
</tr>
<tr>
<td></td>
<td>• Substance-use intervention group or module</td>
</tr>
<tr>
<td></td>
<td>• Teacher/student Conference</td>
</tr>
<tr>
<td></td>
<td>• Written apology</td>
</tr>
</tbody>
</table>

^Requires administrator involvement and [NS] incident code in PowerSchool.
*Must be addressed through the District’s Title IX process

MHS Student/Parent Handbook

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Restorative Response Matrix
Level 3

Defining the Behavior - A Level 3 Behavior is one which requires immediate administrative involvement and incident log in PowerSchool. Level 3 Behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual student and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required.

<table>
<thead>
<tr>
<th>Student Behavior Incident</th>
<th>Supportive Practices and Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aids or abets infliction or attempted infliction of physical injury</td>
<td>• Any lower-level interventions from Level 1 or 2</td>
</tr>
<tr>
<td>• Assault/battery on a school employee^</td>
<td>• Community service</td>
</tr>
<tr>
<td>• Caused, attempted to cause, threatened or participated in an act of, hate violence</td>
<td>• Functional behavioral assessment, if applicable</td>
</tr>
<tr>
<td>• Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense (non-deadly force)</td>
<td>• Implementation of restorative conferencing with student champion</td>
</tr>
<tr>
<td>• Caused major property damage</td>
<td>• In-school counseling</td>
</tr>
<tr>
<td>• Committed or attempted to commit robbery or extortion^</td>
<td>• Increase access to mentor</td>
</tr>
<tr>
<td>• Committed sexual harassment (2nd or continuing offense)*</td>
<td>• Re-entry practices</td>
</tr>
<tr>
<td>• Engaged in, or attempted to engage in, hazing</td>
<td>• Substance-use intervention group</td>
</tr>
<tr>
<td>• Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding</td>
<td></td>
</tr>
<tr>
<td>• Made terroristic threats against school officials or school property, or both</td>
<td></td>
</tr>
<tr>
<td>• Possessed/sold/furnished a knife/dangerous object ^</td>
<td></td>
</tr>
<tr>
<td>• Possessed an imitation firearm</td>
<td></td>
</tr>
<tr>
<td>• Possessed or used tobacco, or products containing tobacco or nicotine (3rd offense)</td>
<td></td>
</tr>
<tr>
<td>Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind</td>
<td></td>
</tr>
<tr>
<td>• Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished an imitation of it</td>
<td></td>
</tr>
<tr>
<td>• Unlawfully possessed or unlawfully offered, vapes, arranged, or negotiated to sell drug paraphernalia</td>
<td></td>
</tr>
<tr>
<td>• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma</td>
<td></td>
</tr>
<tr>
<td>• Willfully caused serious injury, except in cases of demonstrated self-defense (no-lethal force)</td>
<td></td>
</tr>
</tbody>
</table>

When Level 3 behaviors occur and alternative-to-suspension programs or other lower level interventions have been utilized, an out-of-school suspension can be assigned:

• Out-of-School Suspension—1 to 3 days

^Indicted Level 3 behaviors can be recommended for permissive expulsion or change of placement as defined in Section 3

*Must be addressed through the District’s Title IX process
Restorative Response Matrix
Level 4

Defining the Behavior - A Level 4 Behavior is one which requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 Behaviors require a mandatory recommendation for expulsion. Formal documentation in PowerSchool and parent/guardian communication is required. A staff member observing or being informed of a level 4 incident will notify administration immediately to start a process that compiles all interventions provided to the student and initiates investigation.

<table>
<thead>
<tr>
<th>Student Behavior Incident</th>
<th>Supportive Practices and Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Committed or attempted to commit a sexual assault*</td>
<td>○ Conference with student, parent and administrator to explain options for student</td>
</tr>
<tr>
<td>○ Possessed/sold/furnished a firearm</td>
<td>○ Intervention program</td>
</tr>
<tr>
<td>○ Possessed/sold/furnished an explosive</td>
<td>○ Outside counseling and services</td>
</tr>
<tr>
<td>○ Brandished a knife to another person</td>
<td>○ Recommendation to alternative educational placement</td>
</tr>
<tr>
<td>○ Unlawful possession or sale a controlled substance</td>
<td>○ Referral to School Police supports</td>
</tr>
</tbody>
</table>

*Should also be reported to the District’s Title IX office

When students have been provided with information on the expulsion process, supports available, and information on alternative instructional options, the following shall take place:

○ Mandatory 5-day suspension and
○ Recommendation for expulsion

Role of School Police

When a student or non-student commits any of the mandatory expulsion acts on a school site, the principal or designee must report the act to School Police. Per Ed. Code 48902, reports of any mandatory expulsion act must be forwarded to SDPD. Mandatory expulsion acts are as follow:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive

In addition, if a student commits any of the acts listed below, the principal or designee must notify School Police:

<table>
<thead>
<tr>
<th>Acts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC 245</td>
<td>Assault with a deadly weapon or firearm or by any means of force likely to produce great bodily injury. <em>Report prior to suspension or expulsion. Per Ed. Code 48902, report must be forwarded to SDPD.</em></td>
</tr>
<tr>
<td>EC 48900(c)</td>
<td>Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or intoxicant. <em>Report within one school day after suspension or expulsion. Per Ed. Code 48902, Reports on sale of narcotics or controlled substances must be forwarded to SDPD.</em></td>
</tr>
<tr>
<td>EC 48900(d)</td>
<td>Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. <em>Report within one school day after suspension or expulsion. Per Ed. Code 48902, Reports on sale of narcotics or controlled substances must be forwarded to SDPD.</em></td>
</tr>
<tr>
<td>PC 626.9</td>
<td>Possessed, discharged or attempted to discharge a firearm on school grounds or within a distance of 1,000 feet from the grounds of the school. <em>Per Ed. Code 48902, reports of possession of a firearm must be forwarded to SDPD.</em></td>
</tr>
<tr>
<td>PC 626.10</td>
<td>Brought or possessed any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, any instrument that expels a metallic projectile, or any spot marker gun. <em>Per Ed. Code 48902, reports of possession of any of the above must be forwarded to SDPD. Note that the length of the blade is 2½ inches, which differs from the definition of a knife in EC 48915(g). None of the items listed above should be returned to students but may be returned to parents upon request.</em></td>
</tr>
</tbody>
</table>

Any other behavior incidents NOT described above should generally NOT involve School Police, however, school staff should err on the side of caution in the event of a risk of serious injury and call School Police.
Suspensions

Class Suspension Initiated by the Classroom Educator

An educator may suspend a student from his/her/their class for the day of the incident and the day following for good cause. The educator shall report the classroom suspension to the principal or designee and send the student to the principal or designee for participation in an administrator-assigned intervention. The educator shall indicate whether or not she or he has contacted the parent/guardian. If the educator has not contacted the parent/guardian, the principal or administrative designee must contact the parent/guardian to set up a parent/guardian and teacher conference regarding the classroom suspension.

School Suspensions*

Administrators shall consistently implement the school preventative and restorative practices in the table above and exhaust all site interventions, including alternative-to-suspension programs, prior to issuing an out-of-school suspension. In lieu of in-school suspensions, sites will utilize alternative-to-suspension programs that provide students site based interventions as well as an opportunity to repair the harm.

If an out-of-school suspension is necessary for a Level 3 or above behavior as identified in the Restorative Response Matrix in section 4, site administrators must follow the suspension due process procedures as outlined in AR 5144.1. Students must also be assigned a trusted adult “champion” to support them through the suspension process. Champions shall be side-by-side with students every step of the way and receive training on restorative practices as well as trauma-informed care.

*Complaints involving allegations of sexual harassment or sexual assault shall be handled in accordance with the District’s sexual harassment policies and regulations.

While serving an out-of-school suspension, students shall be provided the opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make up tests, final examinations, and complete class and homework assignments without penalty.
while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reintegrate into the educational program of the district following the suspension period.

Students who are suspended out-of-school during the administration of state or district assessments must be provided an opportunity to take the test(s) and may be allowed to participate in related test preparation activities. Administrators, administrator designee or school personnel will not deny students equitable access to test preparation, activities or materials.

**Permissive (may recommend) for Expulsion or Change of Placement***

Permissive recommendations for expulsion may be used for any of the indicated behaviors (^) in the Level 3 Restorative Response Matrix in section 4. As an alternative-to-expulsion, the site principal or designee can offer a change of placement in school enrollment. In addition, the school must demonstrate that:

- Available interventions have been attempted and a record of supports provided for the student has been documented in PowerSchool with an ongoing process of communication with families;
- An out-of-school suspension has been implemented in the past and appropriate supports have been provided to student;
- The student intervention history and behavior are severe in nature and represent a risk to the safety of the student, safety of other students and/or safety of adults.

If the site administrator or designee and parent/guardian determines that a change of placement is necessary, the area superintendent must be notified and the merits of the case must be communicated to the area superintendent for review. If the area superintendent is in agreement with the change of placement, the area superintendent will coordinate efforts with the current site principal and receiving site principal to complete the site-initiated placement (SIP) process. When the student arrives at the receiving site, a restorative conference will take place that includes the student, parent/guardian, administrator, counselor, and assigned student champion. During the restorative conference, a support
plan will be developed with student champion input to assist with the student’s transition to the new school of enrollment.

If the site administrator or designee determines that a permissive expulsion is necessary, they will follow the expulsion procedures outlined in AR 5144.1.

*The above requirements shall not apply where a student is determined to have committed sexual assault or engaged in sexual harassment or where a change of placement is mandated under Education Code section 48915(d)(3).

## Expulsions

### Mandatory Expulsions

Recommendations for expulsion must be made if a student demonstrates a Level 4 behavior as identified in the Restorative Response Matrix in section 4 - possession of a firearm, brandishing a knife, selling a controlled substance (except 1st offense marijuana possession), sexual assault, possession of explosive, in which case immediate suspension and a recommendation for expulsion is mandatory. Site administrators must follow the expulsion due process procedures as outlined in AR 5144.1.

The Placement & Appeals office will work in collaboration with area superintendents and departments included in Leadership and Learning in order to maintain ongoing communication about students that are being recommended for expulsion.

Expulsion hearings shall be conducted by an expulsion review panel consisting of members who have received anti-bias/anti-racist training. The panel shall be composed of three (3) certificated administrators and/or educators, none of whom are employed at the site where the student attends.
The Board of Education must review the findings of facts and recommended action of the expulsion review panel. A written notice to the student and his/her/their parent or guardian of the action taken must be issued within ten (10) days of the hearing. The period of expulsion or placement in an alternative school shall not exceed one calendar year, unless the student does not complete his/her/their required rehabilitation plan.

The Superintendent or designee must also notify the student and his/her/their parent or guardian of their right to appeal the decision to the San Diego County Board of Education within 30 calendar days of the written notice. The notice must be in a language that the parent/guardian can understand.

**Re-Entry Procedures**

Students in grades 7-12 who are referred to ALBA due to expulsion and/or alternative placement, must meet the following requirements in order to return to their assigned school site:

- Complete all components of the reinstatement plan as agreed upon by ALBA staff, student, and parents/guardian
- Participate in an exhibition that presents a project completed during the student’s time at ALBA and highlights how that experience helped them grow as an individual
- Showcase the exhibition project during an ALBA-sponsored community event

The exhibition panel will include ALBA teachers, local community members, parents, and an administrator from the student’s assigned school of attendance. If the administrator from the student’s assigned school of attendance is unable to attend the exhibition panel, they can alternately attend the community showcase event.

Once the student has completed the exhibition and showcase, a copy of the reinstatement plan will be sent to the student’s assigned school of attendance. The school of attendance will organize a restorative conference with the student, parent/guardian, administrator, counselor, “trusted” staff member that the student would like to attend, and one ALBA staff member to orient the student to the school and provide a plan for ongoing support. In addition to assigning the student an adult
champion, it is highly recommended that a peer mentor be provided for the student as well to help assist with his/her/their transition.

Loss of Privilege (LOP)

The “Loss of Privilege” list (or LOP) is published at the end of each grading period. Students are placed on it for one or more of the following reasons:

1. GRADES –
   ● Student earned below a 2.0 GPA in scholarship and/or citizenship from previous grading period
2. BEHAVIOR –
   ● Student earned a formal suspension in the current grading period
3. ATTENDANCE –
   ● Student has a cumulative combination of more than 18 unexcused/unverified period absences and/or tardies for Semesters 1 and 2.

Time Duration
A student’s duration on the LOP depends on the reason he/she is originally placed on the list:

1. GRADES – for the ENTIRE 6-WEEK grading period (scholarship and citizenship)
2. BEHAVIOR – for SIX WEEKS FROM the date of the incident.
3. ATTENDANCE – until the record reflects LESS THAN a cumulative combination of 18 period absences/tardies for the 2019-2020 school year.

NOTE: See section on “Instructional Recovery Time” for more information on ways to clear attendance.

Consequences
Any student on the LOP may not participate in extra-curricular school activities such as athletic/cheerleading events (not to include practices); drama performances; dances; school club activities (not to include meetings); non-instructional field trips; etc.

Athletes
Athletes who are on the LOP list are considered ineligible due to GRADES and may NOT compete/perform in games for the ENTIRE grading period. Athletes on the LOP may attend and participate in practice ONLY.

### Senior Contracts

Senior activities are a privilege and all seniors may attend. However, senior students at Morse High School must accept and abide by all school rules and regulations. Any student who is found on LOP list or found to be engaged in inappropriate and/or illegal behavior at a school-sponsored event; may be prohibited from participating in the Graduation Ceremony and other Senior activities. The Senior Contract will be distributed in their packet during orientation; seniors and their parents must sign and return it to the front office.

### Fire and Disaster Drills

Fire and disaster drills are held randomly throughout the entire school year. Remember these basic rules when the warning bell sounds:

- Do not treat any alarm as a false alarm.
- Check the instructions in each classroom indicating how to leave the building or what procedure to follow.
- Move quickly and quietly to designated areas.
- Follow the directions of any and all staff members.
- When the all CLEAR Bell is rung, return to your previous class that you left in a timely manner. No Loitering

### Associated Student Body (ASB)

The ASB is composed of every student enrolled at Morse High School. It is represented by two groups:

1. The Leadership group is composed of the ASB President, Vice-President, Secretary; commissioners, officers per grade level and interviewed or appointed positions. All student
officers must maintain a minimum 2.5 GPA in both academic and citizenship grades. Student may not have any F’s or U’s.

2. The Student Senate, representing each Period 4 class, is presided over by the ASB Vice-President.

**Clubs and Organizations**

Morse offers a wide variety of clubs and organizations available to all students. ALL CLUBS MUST HAVE COPIES OF THEIR CONSTITUTION AND INTENT TO FORM CLUB PAPERWORK ON FILE IN THE ASB OFFICE TO BE OFFICIAL SCHOOL CLUBS. Meeting times and locations are determined by the club advisor and communicated in the school bulletin. All sanctioned clubs and school organizations may post notices after they are approved by the ASB office. Clubs must submit activity and fundraising requests and receive approval from ASB prior to conducting the activity/fundraiser. Clubs must process all finances through the Finance Office. For more club information, stop by the ASB room B102.

**ASB Cards**

All Morse High students are strongly urged to purchase an ASB Card to show their support of the school’s activities program, including athletic events. Purchase of an ASB Card will save students money through discounts on the price of games, dances, student store items and other student activities. The ASB Card is a sticker that is applied to the back of your current student ID card and is non-transferable. No one can use it except the person to whom it is issued. ASB Card Stickers are sold in the Finance Office and are valid for the entire school year. Lost cards should be reported to the Finance Office.

**Student Store**

Located next to the Finance Office in the Borealis building, the student store is operated by the ASB and is open during lunch. Nutritious snack items, beverages, school spirit items, school supplies and other Tiger clothing items are regularly kept in supply.
School Dances

Throughout the school year, students will have an opportunity to attend a school-sponsored dance. There are three formal dances at Morse High School: Homecoming (Fall), Sadie Hawkins (Spring), and the Senior Prom (Spring). We want students to be able to attend these dances, and we want each dance to be a safe and enjoyable event for all. Students must be off the LOP list in order to be “cleared” to attend the dance. Contracts will be available a few weeks prior to each dance and further information and requirements will be outlined for students and their families. No tickets will be sold at the door and ticket sales end at lunch on the day prior to the dance (unless otherwise notified). To be admitted to a Friday night dance, students must attend all classes on the Friday of the dance.

Morse High students may bring ONE guest who must be of high school or college age (14-20 years old). Guest tickets must be purchased at the same time as the Morse student. Student and guest must check into the dance together by the stated time and present picture IDs upon entering. A guest may not check-in without their Morse escort. Once they enter, they may not leave and reenter and school rules are in effect at all times for both student and their guest.

Student Dress Guidelines

Morse High School is committed to a safe and secure campus where students can learn without fear of harassment, intimidation, or distraction. Students are required to wear clothes that are neat in appearance and appropriate for school (CA Title V, Sec. 302). Attire should protect the health and safety of the students and should not interfere with the educational process. We reserve the right to include additional articles of clothing to this list throughout the year. For the safety of all students we have established the following guidelines throughout the length of the school day:

1. In accordance with State of California regulations, students must wear footwear in school. To ensure the protection of the bottom of the feet, all footwear must have soles. House slippers (bedroom slippers) are not considered safe footwear and are not allowed in school.

2. Pajama bottoms, blankets and/or robes are not appropriate school attire and are will not be allowed in school (only exception is during MHS Spirit Week).
3. Students should be clean. Issues concerning personal hygiene will be referred to the school nurse.

4. Hats may be worn on campus but must be taken off in class if instructed; doo-rags/wave or skull caps are not to be worn on campus.

5. Clothing or jewelry may not display profanity, provocative or suggestive statements, obscenities, advertising for drugs, alcohol, tobacco products, illegal activities, gambling or gang identification.

6. Spikes on bracelets, belts, rings, lips, eyebrows, earrings or necklaces are not allowed.

7. Skirts or pants that reveal undergarments or skin above or below the waist when the student sits down in the classroom are not allowed. Shorts, skirts, dresses, etc. should be extended beyond a student’s fingertips when the student is standing up straight.

8. Sagging of the pants is prohibited. Pants must fit at the waist without requiring alteration. Underwear should not be visible.

9. Attire that includes oversized clothing such as oversized pants, oversized hanging belts, oversized shorts with long socks, or oversized overalls are not permitted.

10. Shirts that show cleavage, tummies, or bare backs violate dress code.

11. No mesh tops, see-through, cut-off shirts, halters, or clothing of any type that exposes the torso are permitted. Jeggings/Leggings may be worn only if under a dress code approved dress/skirt.

12. In addition to the above requirements, any clothing or jewelry declared inappropriate by district regulations or the principal is automatically unauthorized by the school.

**Consequences for Dress Code Violations**
Repeat offenders of dress code policies will be referred to the office and parents may be contacted. The inappropriate item will be confiscated and the student’s parent/guardian may be asked to bring his/her child a change of clothes. In the event a parent/guardian is not able to bring his/her child appropriate clothing, the school will provide a loaner item for the student to wear. Once the loaner item has been washed and returned, the confiscated item(s) will be returned to the student. Repeat violations may result in disciplinary actions.

Academic Honesty Policy

Doing one’s own work is essential to the academic and personal integrity of each student. To falsely take credit for work that belongs to another student or source is not acceptable behavior. Students are encouraged to notify staff members when they have personal knowledge of a violation defined or implied in this code of honor. Notification may be made anonymously. It is important to remember that college and career application forms ask school teachers, counselors, and administrators to comment on an applicant’s trustworthiness and integrity. It is a goal of Morse High School to set students on a foundation of honesty and truthfulness, not only for their future college or career plans, but also for themselves.

Acts of Academic Dishonesty

1. Cheating on tests: Any intentional giving or using of external assistance relating to an examination, test, or quiz without express permission of the teacher including misuse of any form of technology.
2. Fabrication: Any intentional falsification or invention of data, citation, or other authority in an academic exercise.
3. Unauthorized Collaboration: While working together for mutual benefit is highly commendable, unauthorized collaboration between a student and another person in not permitted.
4. Copying an assignment or allowing someone to copy one of your assignments.
5. Using a cell phone, or other electronic device, to photograph or capture images of any part of an assessment, including answer documents, of any type.
6. Plagiarism: Any intentional use of another’s ideas, words, or work as one’s own. Plagiarism includes the misuse of published material, technologically generated material, and the work of other students.
7. Theft or alteration of materials: Any intentional and unauthorized taking, concealment, alteration, or distribution of student, teacher or library materials.

8. Test/Assignment Avoidance: A pattern of absences on test days and/or assignment due dates for the apparent advantage of performing better will not be tolerated.

Consequences
Depending on the severity of the offense, the following may occur the FIRST time:
1. Receive a referral. Parents will be notified by teacher.
2. A grade of “0” on the assignment or test with no make-up opportunity.
3. A grade of “F” on the six-week grading period.
4. A citizenship grade of “U” (“Unsatisfactory”) for the grading period.
5. Referral to the vice principal with disciplinary consequences that may include in-school suspension (if available), out-of-school suspension, or removal from the class.

On SUBSEQUENT offenses all of the following MAY occur:
1. A grade of “0” on the assignment or test with no make-up opportunity.
2. A citizenship grade of “U” (“Unsatisfactory”) for the grading period.
3. Failing the course for the grading period. If the offense occurs during the final grading period of the semester, the student may receive an “F” for the as semester grade.
4. Referral to the vice principal with disciplinary consequences that may include in-school suspension (if available), out-of-school suspension, or removal from the class.
5. Parent, student, teacher, and vice principal conference.

Both the student providing the material/test answers and the student receiving the information are equally guilty and subject to equal consequences.
Naviance

Family Connection from Naviance is a Web-based service designed especially for students and parents. Family Connection is a comprehensive website that families can use to help in making decisions about courses, colleges, and careers. Family Connection will allow families to: get involved in the planning and advising process; build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers. Family Connection also lets school counselors share information with students and parents about upcoming meetings and events, local scholarship opportunities, and other Web resources for college and career information. Parents can access Naviance through the MHS website – www.sandi.net/morse on the main page.

Health Office

The Health Office is located at the north end of the Main Office Building. Health Office is open daily during regular school business hours. Parents should contact the Health Office at (619)262-0763 ext. 2703 or 2718 for further information and concerns. The nurse’s office dispenses medications under a doctor’s order and may dispense certain over-the-counter medications with parent authorization. The nurse counsels students regarding both physical and social concerns. The nurse does not provide sports physicals. Students need to plan ahead so athletic physical appointments can be made with their own physician or health provider. Students may come in to see the nurse with a teacher’s pass, unless it is an emergency. Emergencies are treated immediately.

If a student becomes ill during the day they MUST get a pass from their teacher to go to the Health Office and, if needed, Health Office Staff will contact the parent/guardian, issue a Blue Slip, and release the student to go home.

Reminders about students taking medications while at school:

- All medications (including Tylenol, Motrin, asthma medications, and Epipens) must be stored and administered in the Health Office and must include a physician’s order and parent’s written consent to be administered at school
- Students with asthma may carry inhalers with the appropriate paperwork on file.
- No medications may be dropped off for a student
Wellness Center

The Wellness Center provides students and staff with resources to enhance social and emotional wellness. Our role is to decrease barriers to accessing services and reduce stigma by being the bridge between school site administrators, staff, students and district community partners. Our goal is to promote and support students’ academic and social success by providing necessary tools and through care coordination.

Wellness Center Coordinator can connect and provide access to the following resources:

- Cal Fresh
- Clothing Donations
- Drug/Alcohol Recovery
- Financial Literacy Education
- Food Assistance
- Healthy Relationships
- Housing Aid
- Legal Aid
- LGBTQIA/ Gender Identity Navigation
- Medi-Cal Enrollment
- Mental Health Support
- Mentoring/Tutoring
- Nutrition & Cooking Education
- Parent & Adult Education
- Peer Mentoring
- Public Health Nursing Services
- Social Work & Case Management
- Wellness & Health Education
- Workforce Solutions

Student Support Services
Students and their families may be referred through their counselor or through the district to one or more comprehensive culturally appropriate mental health services in order to address issues that include scholastic performance, attendance, disruptive behavior, unusual behavior, and other social problems. Such support services include, but not limited to, the following:

**San Diego Access and Crisis Line**  
1-888-724-7240  
Live Chat-Up2SD.org  
All Languages

**National Suicide Prevention Lifeline**  
We can all help prevent suicide. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.  
1-800-273-8255  
211(San Diego Non Emergency resource line)  
http://www.211sandiego.org  
Trevor project 1-866-488-7386  
https://www.thetrevorproject.org

**Douglas Young Counseling,** Room 100 (Wellness Center), Mental Health program available through referral for Morse students who have Medi-cal or no insurance.

**Vista Hill Counseling,** room B29 (by referral), Teen Recovery program designed for adolescents to make changes to live a clean and sober life.

**S.A.Y. San Diego (CAT)** refer students with no insurance FAX: (619)641-7656  
Att Omar Isodoro 4275 El Cajon Blvd #101

**Harmonium,** Counseling Services, no insurance required.  
Nikoo (619) 541-0426, nsdataficii@harmoniumsd.org
Library Media Center

The library is open Monday-Friday from 8:30 a.m. to 3:30 p.m. Passes are required during class time. Computers are available for student use. Library books may be checked out for a two-week period; five cents per day will be charged thereafter with a $5 maximum. A current student ID is required for all transactions.

Textbooks
The library checks out textbooks directly to students; textbooks are the responsibility of the student to whom it is issued. Students are responsible for paying for lost, stolen, or damaged books. **Do not leave textbooks in your classrooms. If they are stolen or damaged, you are the responsible party, not your teacher.** Whenever a student changes classes, books that are no longer needed should be returned. Students with library or textbook indebtedness will not be issued additional materials until the debt are cleared. Any student on the indebtedness list cannot participate in major extra-curricular activities and will not receive a diploma until the debt is cleared.

Williams Act
California Education Code Section 35186 requires that students and parents be notified of the following:

- Each and every student must have a textbook and/or instructional materials to use in class and to take home
- School facilities must be clean, safe and maintained in good repair
- A properly credentialed teacher should be assigned to each class

- Students who have not passed the high school exit exam by the end of the 12th grade are entitled to receive intensive instruction

If you think the Williams Act requirements are not being met, you may obtain a complaint form at the school site or district office.
Instructions to login to Destiny, the library database:
1. Go to https://destiny.sandi.net
2. Select Morse High School under High Schools
3. Select CATALOG tab for library & other resources
   ● Click LOG IN tab on top right to see when books are due
4. Select HOME tab for databases

Lost and Found
The lost and found is located in the Library.

Indebtedness
Any student who has outstanding debts for lost/damaged textbooks or library books, fundraising or athletic, cheer or ROTC uniform obligations will not be allowed to purchase tickets or attend major school sponsored activities until all debts to the school and/or library are cleared at the Finance Office.

Financial Office
Located on the west side of the Borealis building, next to the ASB Room, the Finance Office is the place to pay for your ASB Card, dance tickets, entrance tickets to athletic events, booster bus tickets, PSAT tickets, PE uniform and other tickets for activities announced in the daily bulletin. It is open to students during lunch and after school. Students must have current Morse Picture ID for all transactions. THE FINANCE OFFICE IS NOT OPEN TO STUDENTS DURING CLASS TIME FOR MAKING CHANGE OR ANY OTHER TRANSACTION. No personal checks are accepted after April 30.
College Wear Wednesdays

Help us promote Morse’s college-going culture by sporting your college gear every Wednesday.

Athletics/Physical Education

All information regarding the Morse Athletics Program can be found on smtigers.com like team schedules, rosters, coaches’ information, and forms. Additionally, please contact our Athletic Director, Tracy McNair, for questions or concerns.

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<th>ATHLETIC SEASONS</th>
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<td><strong>Fall</strong></td>
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<td>Cross Country, Boys</td>
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<td>Cross Country, Girls</td>
<td>Soccer, Boys</td>
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P.E. Uniforms

Uniforms are required for all students taking P.E. classes. Uniforms consist of navy blue colored shorts/sweatpants and a white or light gray t-shirt/sweatshirt. Athletic shoes and socks are required at all times. If a student wishes to use a PE locker, a combination lock should be used to ensure that the students’ possessions are secured.
**P.E. Lockers**

Lockers are located in the P.E. dressing rooms and will be issued only to students in P.E. classes. They are only to be used by the student to whom it is assigned. Only combination locks will be allowed on lockers. Students should not store or bring large sums of money or valuable items in P.E. lockers. We do our best to ensure locker room security; however, the school is not liable for the cost or replacement of books, electronic devices, or personal articles lost through theft or negligence. We strongly discourage students from bringing cell phones and electronics devices to their P.E. class.

With reasonable suspicion school administration reserves the right to enter school lockers at any time to ensure a safe and secure school climate. Students involved with any locker room thefts are subject to arrest, suspension, and/or expulsion.

**Cafeteria**

The cafeteria serves food before school and during the lunch period. The inside lines serve a variety of hot and cold foods. A number of express carts are available at several locations on campus. The cafeteria and carts do not accept twenties or larger bills. Applications for free and reduced lunches are accepted throughout the year. PINS (personal identification numbers) are issued to students by cafeteria staff. Students are expected to clean up after themselves and dispose of litter in trash cans. All students should take responsibility for keeping the campus clean, especially around the lunch areas. Thank you for your help in maintaining a neat and orderly campus which demonstrates Tiger Pride!

**School Meals**

MHS is a schoolwide Title I school. Seventy-seven percent of MHS students are from low-income families. As a result, MHS is a Provision 2 or Community Eligibility Provision (CEP) school. Community Eligibility Provision, or CEP, is a new universal meal service option included in the National School Lunch Program and the School Breakfast Program. CEP was created through the Healthy, Hunger-Free Kids Act of 2010, and allows qualifying local educational agencies and schools to offer breakfast and lunch at no cost to all students without requiring families to complete an annual
free and reduced-price meal application. ALL students at MHS have access to breakfast, a morning snack, and lunch, at no cost to our students.

Check out all of the district’s food options and more by downloading Food & Nutrition Services new mobile menu app – MealViewer – or visiting schools.mealviewer.com. If you have any questions, please contact Food & Nutrition Services at 858-627-7340.

**Breakfast/Snack/Lunch Times**
Breakfast is served in the cafeteria from 8:00 a.m. – 8:30 a.m. Snacks are served during the 10-minute nutrition break from 9:33 a.m. to 9:43 a.m. on regular days and 9:28 a.m. to 9:38 a.m. on advisory days. Lunch is served from 12:52 a.m. to 1:22 p.m. on regular days; 1:04 p.m. to 1:34 p.m. on advisory days; and 1:30 p.m. to 2:00 p.m. on modified days.

**Lunch Pins**
Lunch pins are printed on the student class schedules. Students who misplace or forget their pin number can request it from in the main office.

**PayPams**
Parents/students can pre-pay for school meals using PayPams. To sign up, go to PayPams.com and click on the “Sign Up Now!” button on the home page. Select your state, and then select your school district. Create a username and password and enter your contact information. Add student(s) name to the account. Make payments or set up automatic payments based on low balance. It takes 1-2 days before balances and cafeteria purchase information for new registrants can be displayed. If you have questions or need assistance with PayPams click on “Help” on the front page of PayPams.com
Grade Level Classification

Students are expected to make regular progress in their classes, pass all courses and earn a high school diploma in four years. In order to move from one grade level to the next, all students are required to earn the predetermined credits indicated.

- To be a sophomore, 10-20 semester credits
- To be a junior, 21-30 semester credits
- To be a senior, 31 or more semester credits

Student ID Cards

ID cards will be issued during registration. LifeTouch will be taking pictures in the cafeteria. Students who do not get an ID during registration can get one during the make-up sessions in the fall once school resumes.

Student Parking

Driving and parking on campus is a privilege granted to students by the school. All sections of the California Vehicle Code and the Municipal Codes apply on school grounds. A current parking permit must be displayed at all times while parked on campus. All vehicles must park in designated parking areas. Parking applications are available in the Security Office. A current Morse ID, valid driver’s license, valid vehicle registration, and current proof of liability insurance must be provided.

Students who park on campus must park in the area designated for student parking (front, main lot). Students are not to park in staff or faculty marked lots, including the area by the auto shop. Parking anywhere other than the designated student areas may result in the vehicle being ticketed. Maximum speed limit on campus is 5 mph. Students may not go to their vehicles during any part of the day. Vehicles are not to be used as lockers for storing books or clothing. We do our best to protect vehicles, but Morse High School is not liable for vandalism or theft of personal property.
Work Permits

All students under the age of 18 must have a work permit if they are employed during the school year or summer. Babysitting and yard work do not require a work permit. Applications for a work permit may be obtained at the Registrar’s Office (room 401) after the student has been hired or if the employer requests a work permit for an interview. Once completed by the employer and signed by the parent or guardian, the application is returned to the Registrar’s Office for approval. A temporary copy of the application will be given to the student for the employer.

Internet/Computer Use Access

INTERNET/COMPUTER USE ACCESS
Use of the computer and the network is a privilege and is for educational purposes only. All students must have their own current school picture ID to use this resource. No food or drink is allowed near the computer. Improper use of the computer and/or network will result in immediate cancellation of the student’s access privileges and disciplinary action by the vice-principal.

Electronic Devices

In accordance with Board of Education Policy H-6980, all electronic devices (including earphones) may be used before school, during lunch, and after school only and must kept out of sight and turned off during the classroom instructional program. Unauthorized use of such devices disrupts and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Staff members may confiscate electronic devices and hand them to administration. Parents/Guardians may be required to pick up electronic devices in order for them to be returned. Repeated unauthorized use of such devices may lead to disciplinary action.

Morse High personnel will not be held liable for items that are stolen when brought to school. It is the sole responsibility of the individual student to safeguard any electronic device that is brought to school. Students are strongly encouraged to leave electronic devices at home.
Skateboards and Bicycles

By state law students using skateboards, bicycles, rollerblades, or inline skates as a mode of transportation to and from school must wear helmets. Bicycle and skateboard racks are located in front of the 800 building and is the only approved location for storing your bicycle and skateboard. None of the above-mentioned is to be used on campus during the school day and is subject to confiscation if used on campus. The riding of any skateboard, rollerblade, or roller skate type device, on any property of the district, at any time, is prohibited. Nothing within this procedure shall prohibit anyone from operating such devices to and from school; however, such devices must be stored properly when entering district property (SDUSD Admin Procedure 5020). Students may store their skateboards in a teacher’s classroom or in the main office. Students are not allowed to carry their skateboard around campus. Morse High School is not liable for skateboards stored on campus.

HELP SUPPORT YOUR SCHOOL

EVERY WEDNESDAY

COLLEGE WEAR

EVERY FRIDAY

BLUE, GOLD & WHITE SPIRIT WEAR