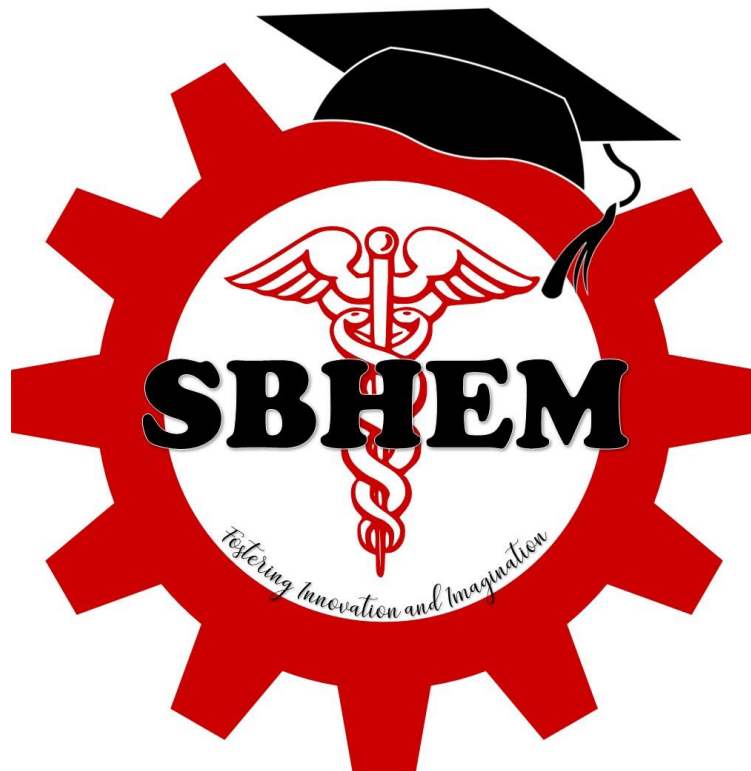

SYLMAR BIOTECH HEALTH & ENGINEERING MAGNET 2023-2024 FACULTY HANDBOOK



Sylmar Biotech Health & Engineering Magnet: Fostering Innovation & Imagination

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SECTION I

GENERAL INFORMATION



1.1 SYLMAR BIOTECH HEALTH & ENGINEERING MAGNET FACULTY & STAFF

Out of Classroom Personnel

Faculty/Staff Member	Position
Abarca, Marcela	School Administrative Assistant
Alvarez, Laura	School Supervision Aide
Cepeda, Melissa	Magnet/Categorical Program Coordinator
Flores, Mariela	College Counselor
Gonzalez, Myrna	School Climate Advocate
Herrera, Maria	Principal
Melero, Ana	Office Technician
Olea, Gerardo	EduCare Foundation Site Coordinator
Prieto, Richard	CTE Incentive Grant Coordinator (LAUSD)
Santana, Alicia	GEAR UP Coordinator
Stewart, Lisseth	ACE Initiative Site Administrator
TBA	School Psychologist
TBA	Psychological Social Worker (PSW)
Vasquez, Sylvia	Secondary Counselor

Teachers

Educator	Department
Ayala, Miriam	World Language
Bachinela, Grace	Special Education
Cruz, Miriam	Math
Dacono, Mercia	Science / CTE-Health Science & Medical Technology
Dacono, Pedro	Math
Funakoshi, Mark	PE/ Health
Gonzalez, Miguel	Social Studies
Losa, Edna	Math/ Science / CTE-Engineering
Vargas Warner, Alejandra	English
Padron, Josue	Social Studies
Vitale, Stephen	Visual Arts/Yearbook
Rafael, Susana	Science
Swartz, Luke	Social Studies
Williams, Evander	CTE-Health Science & Medical Technology/ Football
Youpa, Danielle	English/Leadership

Special Education Assistants

Educator's Name	Department
Drozdzowski, Patricia	Special Education

Personnel Shared with Sylmar Charter HS

Staff Member	Position
De La Cruz, Shannon	Cafeteria Manager
Fife, Sarah	Librarian
Rabino, Agnes	Financial Manager
TBA	Plant Manager

Athletic Coaches

Staff	Position
Armenta, Carmen	Softball Coach
Campos, Juan	Athletic Director & Soccer (Girls) Coach
Carbonati, Harry	Basketball (Girls) Coach
Cohen, Robert	Tennis Coach
Escoto, Bort	Basketball (Boys) Coach
Garcia, Wilquin	Wrestling & Golf Coach
Lertzman, David	Volleyball (Girls) Coach
Martinez, Renita	Cheer Coach
McGee, Ronald	Cross Country Coach and Track & Field
Olivares, Carlos	Soccer (Boys) Coach
Rivera, Ray	Baseball Coach
Rodriguez, Carmen	Volleyball (Boys) Coach
Valenzuela, David	Swim Coach
Williams, Evander	Football Coach

“Individually, we are one drop. Together, we are an Ocean.”

~ Ryunosuke Satoro ~



SECTION II

INSTRUCTIONAL STANDARDS



2.1 THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

Engaging and Supporting All Students in Learning

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction and choice
- Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students.

Creating and Maintaining Effective Environments for Student Learning

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Understanding and Organizing Subject Matter for Student Learning

- Demonstrating knowledge of subject matter and student development
- Organizing curriculum to support student understanding of subject matter
- Interrelating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources and technologies to make subject matter accessible to students

Planning Instruction and Designing Learning Experiences for All Students

- Drawing on and valuing students' backgrounds, interests and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

Assessing Student Learning

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessments to guide instruction
- Communicating with students, families and other audiences about student progress

Developing as a Professional Educator

- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve professional practice

2.2 LAUSD TEACHING AND LEARNING FRAMEWORK

Over the last several years, at the direction of the Los Angeles Unified School District Board of Education, staff has been working with stakeholders to implement the recommendations of the Teacher Effectiveness Task Force (TETF). The core strategy for achieving this, the **Educator Growth and Development Program**, is the interconnection between (a) multiple-measure performance reviews that celebrate, leverage, and accelerate the skills of our most effective educators, and (b) aligned support and development opportunities for teachers and leaders throughout their careers. The foundation of the Educator Growth and Development Program lies in the LAUSD Teaching and Learning Framework and the tools for support, growth and development.

The LAUSD Teaching & Learning Framework

Background:

In SY 2010-2011, the Ad Hoc Teaching and Learning Framework Committee, which consisted of over 150 internal and external partners, was convened to develop the first draft of the LAUSD Teaching and Learning Framework. LAUSD's Teaching and Learning Framework is based upon Charlotte's Danielson's Framework for Effective Teaching and aligned to the California Standards for the Teaching Profession.

Purpose:

The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving. The Teaching and Learning Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse learners including English Learners, Students with Special Needs and Students with Disabilities.

In addition to this, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. This focus on 21st Century skills not only directly aligns with the implementation of the Common Core State Standards, but also prepares all of our students to be college and career ready.

Multiple Measure Performance Review System

LAUSD has committed to developing a fair and valid multiple measure evaluation system with our teachers.

1. Observation of Teaching Practice:

The most significant measure will be classroom observation by trained and certified professionals. Observers of teacher practice will have received training that will help them work towards certification.

Training includes a focus on:

- Honing observation skills;
- Unbiased-evidence collection;
- Alignment of evidence with the Framework;
- Scoring of teaching practice based on evidence and the priorities of the Framework;
- Building understanding of the observation processes;
- Establishing inter-rater reliability.

The LAUSD Teaching & Learning Framework serves as the basis for classroom observation rubrics and protocols.

2. Stakeholder Feedback Surveys:

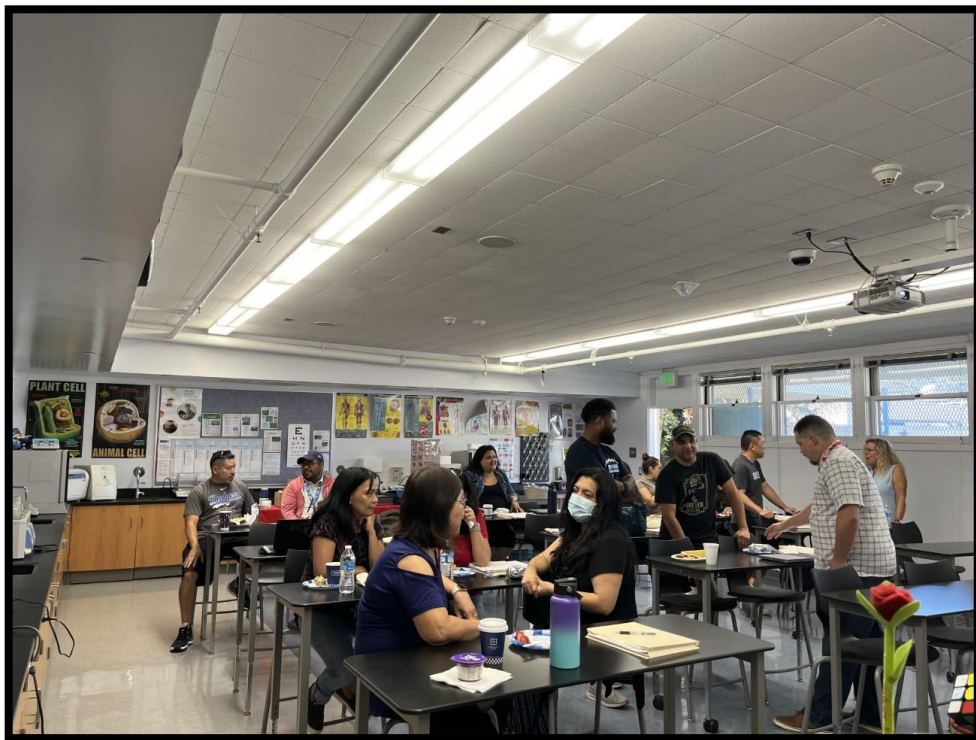
Teachers and school leaders participating in the Educator Growth and Development Cycle are piloting Stakeholder Feedback Surveys developed and tested last year and revised based on feedback received from teachers, administrators, District staff, and students, as well as the results from a reliability and validity study conducted by the team of UCLA-based researchers that developed the original surveys. These Stakeholder Feedback Survey were designed for the purpose of measuring practices and conditions that are not currently incorporated in the School Experience Surveys administered across the District each Spring. The newly adapted versions of the student and staff surveys will provide a source of feedback for teachers and school leaders on the EGDC's Stakeholder Feedback measure.

3. Contributions to School Community:

The Contributions to School Community measure supports and extends the vision of local school empowerment by giving schools a tool with which to emphasize school teams as units of collective change for school improvement. It provides a way to recognize teachers as leaders both inside their classroom and in their school community, in a way that is personalized to their specific growth and development needs. The measure builds on successful strategies already used by teachers and schools, and offers a menu of activities from which to choose how to measure a teacher's communication with families and collaboration with colleagues.

4. Contributions to Student Learning Outcomes:

The Board of Education and the Superintendent are committed to the selection of the most relevant and accurate measures of student achievement.



Evidence Collection Process

In order to analyze teaching practice, evidence of a teacher's practice must be assessed against the Teaching and Learning Framework. This evidence is collected using a variety of strategies including classroom observation, professional conversations and artifacts. This diversified evidence collection process helps to ensure that teachers' feedback, growth and development, and evaluation are informed by a variety of sources including parents, students, administrators and teachers themselves. Administrators are trained to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the Teaching and Learning Framework, is representative of the teacher's practice, and is free of bias. The evidence collection procedure for each element in the Teaching and Learning Framework is indicated by an abbreviation shown in green and is located below the name of each element.

- **Classroom observations (CO)** will include formal and informal observations conducted throughout the Teacher Growth and Development Cycle. Classroom observations are the cornerstone of the Teacher Growth and Development Cycle, providing an opportunity for teachers to demonstrate their instructional practice in order to receive feedback that will support their professional growth and development. In addition to this, classroom observations may also include any other classroom visits/walkthroughs that take place as part of effective support practices in schools.
- **Professional conversations (PC)** can include the Pre-Observation and Post Observation Conferences
 - that are part of the Teacher Growth and Development Cycle or they can also include additional
 - meetings where the teacher and administrator meet to discuss evidence of the teacher's practice.

Key Terms

21st Century Skills refer to the following “super skills” as identified in the Common Core State Standards:

- **Communication:** Sharing thoughts, questions, ideas and solutions
- **Collaboration:** Working together to reach a goal - putting talent, expertise, and smarts to work
- **Critical Thinking:** Looking at problems in a new way, linking learning across subjects and disciplines
- **Creativity:** Trying new approaches to get things done equals innovation and invention.



2.3 EDUCATOR DEVELOPMENT AND SUPPORT - TEACHER (EDST) CYCLE

The goal of the Educator Growth and Development Cycle (EDST) is to gather evidence of teaching practice and impact on student learning outcomes through LAUSD's multiple measures. The EDST includes a series of reflection activities, formal and informal observations, conferencing opportunities, and professional goal setting activities which are all aimed at helping to identify strengths and opportunities for improving teacher practice.

Teacher Self-Assessment:

- To identify and reflect on strengths and opportunities for improving teacher practice
- To inform appropriate goals and activities for the teacher's Individual Growth Plan
- To articulate the connection between evidence and assessment of teacher practice
- To highlight a consistent cycle of reflection as an effective professional practice

Lesson Design:

- To develop a lesson plan that outlines the teacher's instructional plan for his/her observation
- To guide teachers through the lesson planning process by highlighting best practices through the structure of the Lesson Plan Template and through guiding questions that are aligned to the LAUSD T&L Framework
- To provide an opportunity for the observer to identify strengths and areas for improving the instructional plan prior to the observation
- To provide the observer with a source of evidence for assessing Standard 1: Planning and Preparation.

Formal Observation:

- To provide an opportunity for the teacher to demonstrate his/her instructional practice in order to receive feedback that will support his/her professional growth and development.
- To provide the observer with a source of evidence for assessing Standard 2: The Classroom Environment and Standard 3 Instruction.

Individual Growth Plan:

- To support teachers and observers in identifying areas of strength and priorities for improvement in a teacher's practice
- To support teachers in developing activities and strategies that will help them achieve their goals in their identified priority areas.

Informal Observation:

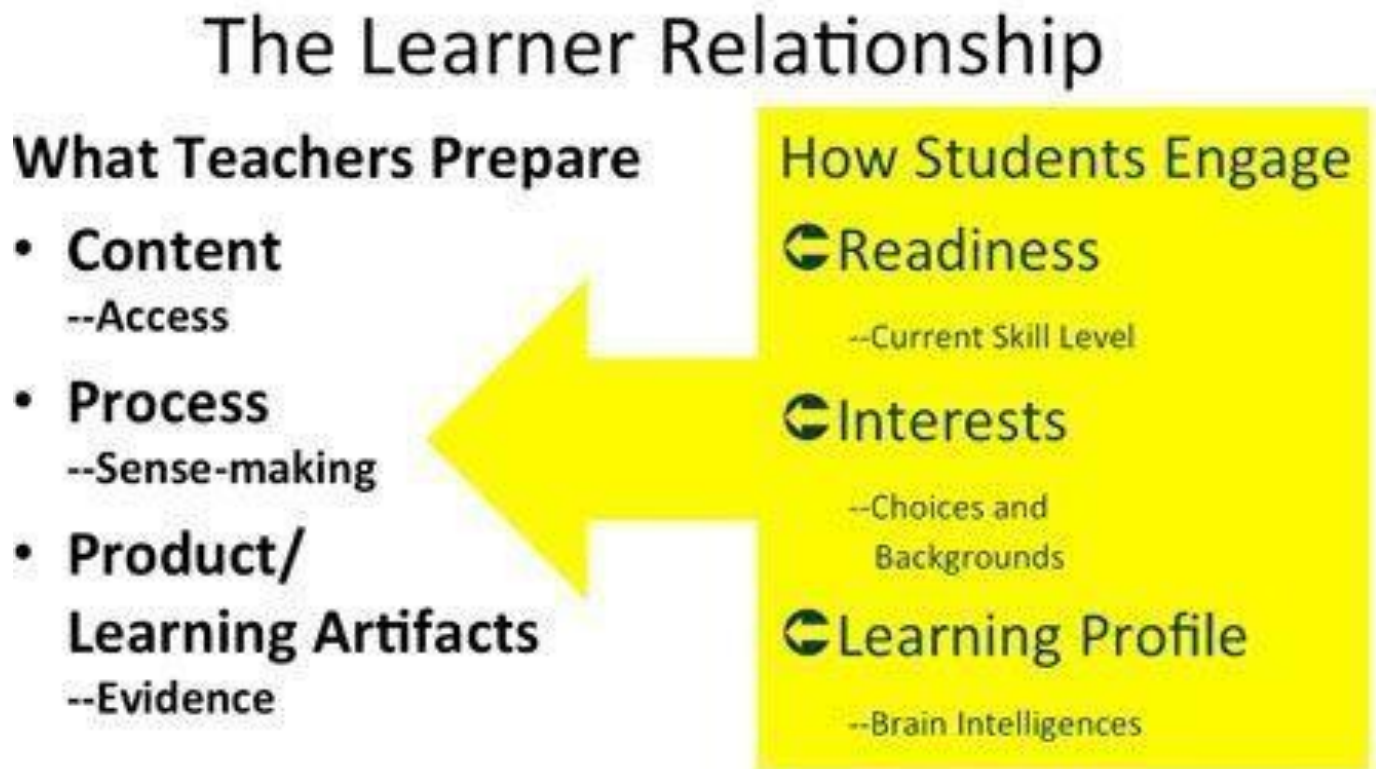
- To provide further feedback to teachers on goal areas that have been identified in their IGP
- To inform IGP next steps
- To provide an opportunity for observers to view a teacher's practice in shorter segments of time and to gather evidence in identified growth areas.

3 Ways to Plan for Diverse Learners: What Teachers Do

Every teacher already has the tools to differentiate in powerful ways for all learners. By

John McCarthy

The core of differentiation is a relationship between teachers and students. The teacher's responsibility is connecting content, process, and product. Students respond to learning based on readiness, interests, and learning profile.



Content, process, and product are what teachers address all the time during lesson planning and instruction. These are the areas where teachers have tremendous experience in everything from lesson planning to assessment. Once the curtain is removed for how these three areas can be differentiated, meeting students' diverse needs becomes obvious and easy to do—because it's always been present.

D I F F E R E N T I A T I N G C O N T E N T

Content comprises the knowledge, concepts, and skills that students need to learn based on the curriculum. Differentiating content includes using various delivery formats such as video, readings, lectures, or audio. Content may be chunked, shared through graphic organizers, addressed through [jigsaw](#) groups, or used to provide different techniques for solving equations. Students may have opportunities to choose their content focus based on interests.

For example, in a lesson on fractions, students could:

- Watch an overview video from [Khan Academy](#).
- Complete a [Frayer Model](#) for academic vocabulary, such as denominator and numerator.
- Watch and discuss a demonstration of fractions via cutting a cake.
- Eat the cake.

This example should reassure teachers that differentiation could occur in whole groups. If we provide a variety of ways to explore the content outcomes, learners find different ways to connect.

Differentiating Process

Process is how students make sense of the content. They need time to reflect on and digest the learning activities before moving on to the next segment of a lesson. Think of a workshop or course where, by the end of the session, you felt filled to bursting with information, perhaps even overwhelmed. Processing helps students assess what they do and don't understand. It's also a formative assessment opportunity for teachers to monitor students' progress.

For example, having one or two processing experiences for every 30 minutes of instruction alleviates feelings of content saturation. Reflection is a powerful skill that is developed during processing experiences. Some strategies include:

- [Think-Pair-Share](#)
- Journaling
- Partner talk
- [Save the Last Word](#) (PDF)
- [Literature Circles](#) (which also support content differentiation)

Of these three Differentiated Instruction (DI) elements, process experiences are least used. Start with any of the shared strategies, and see long-term positive effects on learning.

Differentiating Product

Product differentiation is probably the most common form of differentiation.

- Teachers give choices where students pick from formats.
- Students propose their own designs.

Products may range in complexity to align to a respectful level for each student. The key to product options is having clear academic criteria that students understand. When products are cleanly aligned to learning targets, student voice and choice flourish, while ensuring that significant content is addressed.

For example, one of my favorite practices is providing three or four choices in products. All but the last choice is predeveloped for students who want a complete picture of what needs to be done. The last choice is open-ended, a blank check. Students craft a different product idea and propose to the teacher. They have to show how their product option will address the academic criteria. The teacher may approve the proposal as is or ask for revisions. If the proposal is too off-focus, the students work on developing a new idea. If they can't come up with an approved proposal by a set due date, they have to choose from one of the predetermined products.

Reach Higher

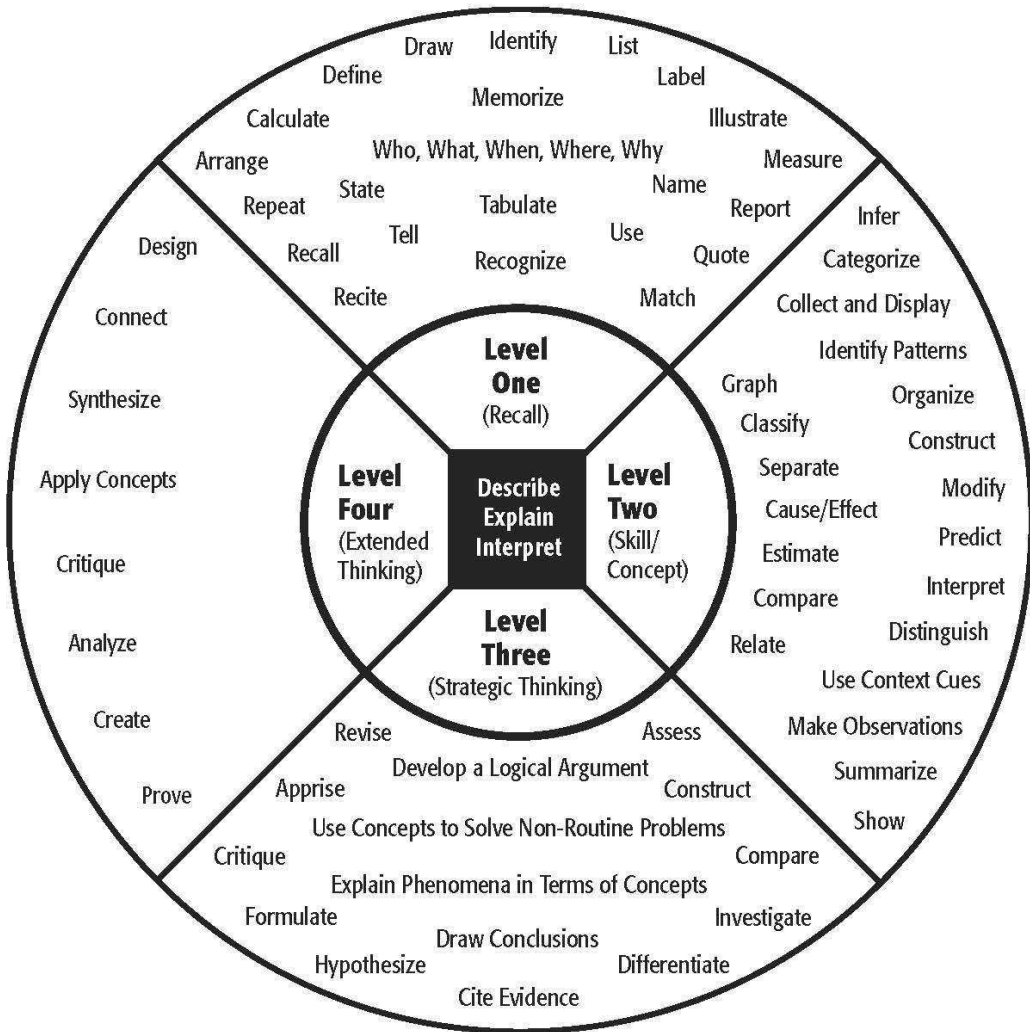
Content, process, and product are key elements in lesson design. Fortunately, educators have many instructional tools that can differentiate these core areas of instruction, such as [these 50+ social media tools](#), which set the stage for students to respond through the next three DI elements in this series:

- [Learner readiness](#)
- [Learning profiles](#)
- [Learner interests](#)

I do an activity where I ask participants to stand and reach as high as they can. Then I ask them to reach even higher. They do. When considering your students' needs, reach even higher in your practice—that extra stretch is inside us all—and students will benefit.



Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

2.5 CULTURALLY RESPONSIVE PARTICIPATION PROTOCOLS

PICK-A-STICK

To show what we know, only the student whose stick is picked shares his/her thoughts with the class. All of us are ready to share, and we use turn-taking.

ROLL 'EM

To show what we know, only the student who is sitting in the rolled seat and table shares thoughts with the class. All of us are ready to share and use turn-taking.

GIVE A SHOUT OUT

To show what we know, all of us answer aloud. Sometimes we have the same answers, and sometimes our answers are different. We shout out our answers no more than 3 times, if necessary.

CALL AND RESPONSE

To show we are ready for the next activity or directions, we provide the appropriate response to our teacher's call for our attention. Our hands are free, eyes on the teacher, and our voices are off.

RAISE A RIGHTEOUS HAND

To volunteer for something, we raise our hands silently. Not all of us may be able to volunteer the requested information or have a question, so only some of us will raise our hands to share.

WHIP AROUND

To show what we know, we each take a turn sharing our very quick thoughts. All of us are ready and share our ideas aloud, and we use turn-taking.

MY TURN, YOUR TURN

We listen when it is someone else's turn. When it is passed off to us, we can ask questions or take our turn with a discussion protocol.

MOMENT OF SILENCE

The room is completely silent because we are showing reciprocity to our classmates by providing them with the silence they need to concentrate.

NUMBERED HEADS TOGETHER

My team discusses a problem together and agrees on an answer through consensus. The student sitting in the rolled numbered seat answers for the group.

GIVE ONE, GET ONE

I use order to walk around the room and find a partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and I am ready to share what I heard from my partner.

PUT YOUR TWO CENTS IN

In groups of four, we each take turns talking by putting one cent in the center of the table and sharing. Once everyone has shared, we then put one more cent in and respond to what someone else in our group has shared.

ROUND ROBIN BRAINSTORMING

At our table group, we each take turns sharing our thoughts about our learning while the assigned Scribe takes notes about our ideas. When we are finished, we are all ready to share with the class what we discussed.

JIGSAW

In groups of four each of US are assigned material to learn. Then, students across the class focusing on the same material, get together to decide what is important and how to teach it. After practicing, in our “expert” groups we return to our original group to teach each other.

THINK-PAIR-SHARE

I think about my learning first. Then, I listen and share my thoughts with my seat partner. Finally, some of my classmates and I are asked to share what we heard with the whole class.



2.6 WEBSITES WITH TEACHER LESSON PLANS AND INTERNET RESOURCES

- Teachers.Net: <http://www.sitesforteacher.com>
- The Teacher's Corner-Lesson Plans, Work Sheets and Activities: <http://www.theteacherscorner.net>
- TeacherLessonPlans, Printable Worksheets by Grade level: <http://www.teachervision.fen.com>
- Sites for Teachers: <http://www.sitesforteachers.com>
- LessonPlansforK-12 Teachers: <http://library.csus.edu/guides/rogenmoserd/educ/lesson.htm>
- A to Z Teacher Stuff for Teachers: <http://www.atozteacherstuff.com>
- Teacher Lesson Plans: <http://www.lessonplanet.com>
- OJ Free Teacher Lesson Plans: <http://www.sharemylesson.com/>
- Creative Lesson Plans: <http://creativity.denverartmuseum.org/>
- Lesson Plans and Len Plan Resources: <http://www.lessonplanz.com>
- Lesson Plans- Best History: <http://www.besthistorysites.net/index.php/lesson-plans>

- FREE - Teaching Resources and Lesson Plans from the Federal: <http://free.ed.gov/>
- Earth Science Teaching: Lesson Plans, Classroom Activities: <http://geology.com/teacher/>
- Lesson Plans for Teachers- Free Lesson Plans: <http://www.scholastic.com/teachers/lesson-plans/free-lessons-plans>
- Timely Free Lesson Plans and Unit Plans for Teachers: <http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans>
- Best Lesson Plan Web Sites: <http://www.squidoo.com/topics/education/great-teachers>
- Core Knowledge Foundation: <http://www.coreknowledge.org/lesson-plans>
- Lesson Plans/United Federation of Teachers: <http://www.uft.org/teaching/classroom-resources>
- Teacher Vision: <http://www.teachervision.fen.com/lesson-plan/resource/5775.html>
- TSPC (Teaching Standards and Practices Commission: <http://www.oregon.gov/tspc/Pages/index.aspx>
- Harry Wong: <https://www.effectiveteaching.com/>
- Teacher's Net: <http://www.teachers.net>
- Education News: <http://www.educationnews.org>
- Busy Educator's Newsletter: <http://www.glavac.com>
- NewTeacher.com: <http://www.NewTeacher.com>
- The Lesson Plans Page: <http://www.lessonplanspage.com/>
- Teachers Net-LESSON PLANS: <http://teachers.net/lessons/>
- The Academy: <http://ofcn.org/cyber.serv/academy/ace/>
- United States Department of Education: <http://www.ed.gov/>
- Teachnology: <http://www.teachnology.com/>



2.7 A LINKED LEARNING APPROACH

WHAT IS LINKED LEARNING?

Linked Learning is a successful approach to education based on the idea that students work harder and learn bigger if their education is relevant to them. The Linked Learning approach integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track. For Linked Learning students, education is organized around industry-sector themes. The industry theme is woven into lessons taught by teachers who collaborate across subject areas with input from working professionals, and reinforced by work-based learning with real employers. This makes learning more like the real world of work, and helps students answer the question, “Why do I need to know this?”

LAUSD & LINKED LEARNING

The LAUSD Linked Learning initiative is transforming high school into a personally relevant and engaging experience by bringing together *strong academics, demanding career technical education, real-world experience and integrated student support systems* to help students gain an advantage in high school, in postsecondary education, and in their future careers. Linked Learning exposes students to previously unimagined college and career opportunities.

COLLEGE AND CAREER READINESS

Participation in Linked Learning prepares students to graduate from high school and succeed in a full range of post-secondary options, including two- or four-year colleges, certification programs, apprenticeships, military service, or formal job training. Students follow career-themed Pathways, choosing among fields such as engineering and architecture, arts, media and entertainment, or health science and medical technology.

Research shows that Linked Learning students:

- have higher rates of engagement and
- higher graduation rates than their peers at traditional high schools

This innovative approach to education is helping to create an enthusiastic and productive future workforce ready to succeed in college, career, and life.

ALL LINKED LEARNING PATHWAYS EMBRACE FOUR CORE COMPONENTS:

Rigorous Academics

A curriculum that includes the English, mathematics, science, history, and foreign language courses that prepare students to transition, without remediation, to the state’s community colleges and universities, as well as to apprenticeships and formal employment training programs.

Career and Technical Education

Students gain the knowledge and skills that can give them a head start on a successful career - right in their own classrooms.

Work-based Learning







Students are given opportunities for mentoring and job shadowing and move into intensive internships, school-based enterprises, or virtual apprenticeships.

Integrated Student Support

Services such as counseling and supplemental instruction in reading, writing, and mathematics that help students master the advanced academic and technical content necessary for success in college and career

Behaviors of Learning and Teaching

Linked Learning is...

COLLABORATIVE	<i>Students can be seen...</i>
 Work With Others	<ul style="list-style-type: none"> ▪ Regularly working with industry and postsecondary partners as learning resources and project clients. ▪ Practicing teamwork skills in a variety of collaborative teams and settings. ▪ Using industry-specific norms, strategies and technology tools to make their teamwork efficient and effective.
STUDENT-DIRECTED	<i>Students can be seen...</i>
 Work Students Lead	<ul style="list-style-type: none"> ▪ Designing their interdisciplinary learning experiences and organizing, revising, and self-monitoring a learning plan. ▪ Learning through an inquiry-based approach where their questions, choices, insights, and solutions lead the way. ▪ Pursuing learning through feedback, reflection, revision, and defense of work.
OUTCOME-FOCUSED	<i>Students can be seen...</i>
 Work With a Goal	<ul style="list-style-type: none"> ▪ Creating, using, seeking feedback on, and revising plans for project work and for their college and career goals. ▪ Explaining how their daily work helps them master project, course, and pathway outcomes. ▪ Completing complex tasks and persevering when facing learning challenges.
RELEVANT	<i>Students can be seen...</i>
 Work That Matters	<ul style="list-style-type: none"> ▪ Engaging in projects of personal interest that are authentic to an industry sector and matter to external clients. ▪ Using state-of-the-art, industry-specific technologies to produce work that reflects standards of the workplace. ▪ Participating in a developmental sequence of work-based learning experiences.
RIGOROUS	<i>Students can be seen...</i>
 Work That Challenges	<ul style="list-style-type: none"> ▪ Engaging in deep critical thinking using challenging material and industry-specific problem-solving tools. ▪ Designing and publicly defending high-quality project solutions. ▪ Articulating how they are mastering the Common Core State Standards and other pathway outcomes.
INTEGRATED	<i>Students can be seen...</i>
 Work That Connects	<ul style="list-style-type: none"> ▪ Intentionally using concepts and skills from pathway theme courses in core academic courses—and vice versa. ▪ Making connections across core academic and career technical subjects in theme-based interdisciplinary projects. ▪ Engaging in work-based learning experiences that link directly with core academic and career technical courses.

2.8 Equitable Grading and Instruction

Equitable Grading and Instruction

Equitable Grading and Instruction (Formerly Mastery Learning and Grading) is a growth-mindset approach to K-12 teaching and learning, based on the expectation that everyone can learn when provided with the right conditions and support. It offers all students and teachers an alternative to traditional instruction and grading. By refocusing classroom grading, assessment, instruction, and lesson planning on clear learning targets, and by implementing research-based systems honoring individual variation in learning styles, Equitable Grading and Instruction allows more students to succeed academically and ultimately to take charge of their own learning.

TRADITIONAL VS. EQUITABLE BASED GRADING

Traditional Grading System	Standards-Based Grading System
1. Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.	1. Based on learning goals and performance standards. One grade/entry is given per learning goal.
2. Assessments are based on a percentage system. Criteria for success may be unclear.	2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.	3. Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.
4. Everything goes in the grade book – regardless of purpose.	4. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.
5. Include every score, regardless of when it was collected. Assessments record the average – not the best – work.	5. Emphasize the most recent evidence of learning when grading.

Adapted from O'Connor K (2002). *How to Grade for Learning: Linking grades to standards (2nd ed.)*. Thousand Oaks, CA: Corwin Press.

SECTION III

OPERATIONAL PROCEDURES



3.1 TEACHER ATTENDANCE

Emergency Lesson Plans

Lesson plans to cover an emergency absence are to be turned in by the second Friday of each semester. Submit these plans to the Main Office, and attach pertinent information as needed. It is important to have an updated Emergency Lesson Plan; therefore, if the emergency lesson plan was used, please replace the plan within one week of your return.

Leaving School Grounds

The office must know the whereabouts of each staff member during the entire school day. Anyone who needs to leave the campus for any reason must have **prior approval** from the administration and needs to **sign-in and sign-out** in the main office.

Sign-In / Sign-Out Procedure

All employees shall, upon each arrival to and departure from their assigned work location, enter their initials on form provided by the District. The Main Office opens at 7:00am and closes at 4:30pm.

Teachers may start signing in at 7:00 am but no later than 7 minutes before the instructional day begins. At the end of the school day teachers may start signing out 6 minutes after the instructional day, but no later than 4:30pm every day. Thank you for your cooperation.

Employee Absence (Please see UTLA Contract for further details)

An employee who is absent shall be required to certify the reason for absence. Also, the District shall have the authority to use whatever means are reasonably necessary to verify any claimed illness, injury, or disability under this section before authorizing any compensation.

An employee absent from duty for any illness, injury, or other disability for more than 5 consecutive working days shall be required to submit either the Certification/Request of Absence for Illness, Family Illness, New Child (Form 60.ILL) completed by the attending physician or a statement from the attending physician on letterhead attached to Form 60.ILL. Form 60.ILL shall be signed by the employee. An employee absent for more than 20 consecutive working days shall be required to submit a formal leave request and an "Attending Physician Statement" form.

Personal Necessity Leaves or Absence (Paid): Subject to the limits set forth below, an employee shall be granted a paid personal necessity leave when the gravity of the situations described below require the personal attention of the employee during assigned hours of service:

- a. Death of a close friend or relative not included in the definition of immediate family (as used in this section, the term "immediate family" shall be as defined in **Section 9.0 of this Article**);
- b. Death of a member of the employee's immediate family, when time in excess of that provided in **Section 9.0 of this Article** is required;
- c. Serious illness of a member of the employee's immediate family;
- d. Accident involving the employee's person or property or the person or property of a member of the employee's immediate family;
- e. Birth of a child of the employee, or adoption of a child by the employee (includes child of cohabitant who is the equivalent of a spouse);

f. Religious holiday of the employee's faith;

g. Imminent danger to the home of the employee occasioned by a disaster such as flood, fire, or earthquake;

h. Other significant event of a compelling nature to the employee, the gravity of which is comparable to the above, which demands the personal attention of the employee during assigned hours and which the employee cannot reasonably be expected to disregard, limited to one (1) occasion in any school year.

i. An appearance of the employee in court as a litigant. Each day of necessary attendance as a litigant must be certified by the clerk of the court. The employee must return to work in cases where it is not necessary to be absent the entire day.

j. An appearance of the employee in court or governmental agency as a non-litigant witness under subpoena for which salary is not allowed under [Article XII, 18.3](#):

k. Conference or convention attendance pursuant to **Section 19.0 of this Article**;

l. Attendance at the classroom of the employee's own child or ward and meeting with the school administrator because of suspension as required by Section 48900.1 of the Education Code;

m. Up to four hours of paid personal necessity leave and up to thirty six (36) additional hours of accrued vacation or unpaid leave not to exceed a total of (8) hours per calendar month, forty (40) hours per school year for attendance at the school of the employee's own child, ward, or grandchild for purposes of a school activities leave provided by Section 230.8 of the Labor Code. The employee must notify the immediate administrator at least five working days prior to the absence. The administrator or designee and employee must agree on the date and time of the leave and the employee must provide written verification from the school visited, upon request of the administrator or designee.

The following limits and conditions are placed upon allowing a personal necessity absence:

a. The total number of days allowed in one school year for personal necessity absence shall not exceed six days per school year for a probationary, permanent or provisional contract employee, or subject to the restrictions specified in [Article XIX](#), three days per school year for a day-to-day substitute employee.



Welcome to SmartFindExpress!

Please follow the instructions below to register and access the system.

Phone Registration

What you need to do the *first time* you use the system



- Register with the system by calling:
(877) 528-7378.
 - Access ID: **Employee Number**
 - PIN: **Date of Birth (MM/DD/YY)**
NOTE: Phone registration is required **BEFORE** you access the web site.
 - Enter your Access ID, followed by the star (*) key.
 - The system will then prompt you to enter your PIN.
 - You will be asked to record your name. When you have finished recording, press the star (*) key.
-

Web Access

What you need to do when you access the web system for the first time



- Open your Internet browser and access the SmartFindExpress site. The system Welcome Message and any district-wide announcements are displayed.
<https://lausd.eschoolsolutions.com>
 - You will use your Single Sign-On to access.
 - Upon successful login, your home page is displayed.
Please review your contact information under the Profile menu. Any needed updates will be made via the LAUSD self-service portal and will be updated in the SmartFindExpress system daily.
Link to self-service portal: <https://ess.lausd.net>
 - You can watch instructional videos from the login page or once logged in; you can download the User Guide from the Help menu.
-

What to do if you have questions



- For questions related to your substitute assignment or the SmartFindExpress system please call:
(213) 241-6117.
- If you need assistance with your Single Sign-On please contact the Information Technology (IT) Help Desk at:
(213) 241-5200.

3.2 OPERATIONAL PROCEDURES

Accidents

Each teacher is responsible for the prevention of accidents, removal of safety hazards, and development of good safety habits and attitudes.

- All accidents causing injury to students or teachers should be reported to the Health Office and an accident report filled out by the teacher-in-charge.
- Teacher related accidents are reported to the School Administrative Assistant.
- If the injury is slight, the student may be escorted to the nurse.
- If the injury is severe and there is doubt as to the extent:
- The nurse should be notified at once to come to the student.
- In case the nurse is not on the premises, notify an Administrator and the Main Office.

Activities (During or After School Hours)

If you are planning an activity during or after school hours aside from your normal classroom activities, please fill out the Master Calendar Request form in the Main Office. Please check the daily bulletin for overlaps of activities and locations. All forms must be turned into the appropriate administrator's box at least two full weeks prior to the activity/event. Please advise your students that anyone who **are not directly involved** in the after school activity are **not allowed** on campus for security reasons.

Asbestos Management Plan

Each school site in the District has an Asbestos Management Plan ("AHERA Report") which identifies where asbestos containing building materials are located at the school and the conditions of those areas. The AHERA report is updated every three months, and is available for review upon request.

Assemblies

For all assemblies, teachers must:

- Attend the assemblies with the students.
- Accompany their students to the assemblies and sit with their class.
- Maintain proper control of their students during the assembly.

Back-To-School Night

The purpose of Back-to-School Night is for teachers to discuss the instructional program and expectations, progress reports, student responsibilities, homework, and marking practices.

Calendar/Daily Bulletin/PA Announcements

If you have items that need to be announced over the PA, and/or added to the calendar please fill out the appropriate form and turn it in to the appropriate administrator.

Class Coverage

There will be times when you will be asked to cover a class. Payment for such an assignment is authorized when the district cannot provide a substitute for a regular teacher who is absent for any of the following reasons: illness, personal necessity, bereavement, he/she must leave the school because of illness or emergency, or he/she is on district-authorized business providing a paid coverage.

During religious holidays, special occasions or emergencies all personnel will be called upon to cover classes or combine classes. All non-register carrying teachers who do not have specific classroom assignments will be asked to cover an emergency “on call” situation.

Class Dismissal

Classes should be dismissed by teachers only upon the ringing of the passing bell unless specific instructions have been given to release students by the clock. Occasionally, due to security/safety problems, classes need to be kept in the classroom past regular dismissal time. Students should NOT be given passes the first ten minutes or last ten minutes of class.

Class Parties

District rules prohibit class or club parties during class time. Instruction is to take place from the first moment students set foot in our school, to the last minute before they leave.

Course Description/Syllabi

Each class shall have a course description and a syllabus that include a course outline, brief overview of the essential standards in the course, and a clear grading policy. This syllabus is to be sent home with the students within the first two weeks of each semester. The course description and syllabus is due to the teacher’s respective administrator by the second Friday of each semester.

Emergency Card

All teachers must complete and have an up-to-date emergency card on file in the Main Office. Emergency cards may be obtained from the Main Office.

Facilities

To keep your belongings safe and to keep our school secure, please close all your windows, you’re your doors and lock away your valuables in the cabinets before you leave every day.

Air-conditioning

If there are issues with the temperature of your room, please fill out a maintenance form and put it in the plant manager’s box. If you tamper with the temperature yourself, it may break and may end up without air-conditioning or heating for an extended period of time.

Cleaning Schedule for Classrooms

Your room will be swept on a regular basis. However, in an effort to instill responsibility and pride in our students, please encourage your students pick up their trash at the end of each block.

Food in the Classroom

Open containers of food in your room will attract little critters that may carry rabies and other diseases. Even though trash will be picked up every day, food will attract ants and rats. Rats/mice can chew through paper boxes and plastic containers. If you must, please use tightly closed glass, ceramic or metal containers.

Maintenance Issues

Please fill out a maintenance form and put it in the plant manager’s box. We will do our best to address the issue as promptly as possible.

Guest Speakers

An administrator must approve all guest speakers. Please use the form provided in the Main Office for an approval no later than 48 hours prior to the proposed appearance. The subject matter of the presentation should relate to the educational program. The speaker should be competent in the subject matter to be presented. Programs to be presented should be appropriate and educational in nature, challenging, connected to the content or curriculum.

Homework Policy

Meaningful homework is related to class work and the objectives of the course, emphasizes quality rather than quantity, and is consistent with the grade level and maturity of the student.

As we transition into mastery learning and grading, please reflect on this article regarding homework:

Homework in the Standards-Based Grading Classroom

In a standards-based system, the grades are dependent on one thing—student-learning outcomes. In short, only evidence of learning on a particular standard is included in a grade. Behaviors, conduct, work ethic, practice and task completion are all separated from the grade, unless they are explicitly tied to the standards in some way and measured according to the appropriate rubrics. This means that homework completion is not counted toward a student's grade. Certainly homework plays a role in helping students to practice with their learning, but that practice is not regarded as a measure of student achievement. This can seem like quite a shift for teachers, students, and especially parents, because customarily homework counts toward a student's grade.

Homework is intended to be practice, whether guided or independent, and practice is not an assessment *of* student learning—it is an assessment *for* learning, a formative assessment. The purpose of practice is for a student to improve their understanding. Homework can still be scored, graded, or rated according to a rubric, and it can even be reported in some separate way; however, it should not be counted in the grade as students are still emerging in their understanding of content standards.

Just as with sports athletes, practice can make perfect; however, going to practice is not what counts, it's performing well in the game. In the same respect, academically speaking, homework completion does not count toward a student's grade; instead homework, like practice, should be an opportunity for students to conduct self-assessment on their understanding and obtain directive feedback to improve their learning. It is true that practice will help both athletes and students improve; however, when learning any skill, the progress made as one is practicing does not serve an evaluative function. Achievement and struggle *during* practice should serve to inform instructional strategies and student actions focused on improvement, *just as* practice would do in sports.

Practice is actually more meaningful when it is done deliberately and feedback is immediately available to the individual to use to improve, such as with music lessons or playing chess (Gobet & Campitelli, 2007). Tracking practice for the sake of showing correlation to performance is a well-intended action that can be considered in a standards-based classroom. It's just that the behavior of practicing doesn't necessarily tell what a student knows, and so must be separated from the grade. This prevents the grade from *being* muddled by what students have completed and thus enhances the ability for a grade to communicate *what* a student has learned and can do.

If you want to track homework completion and still maintain a standards-based grading system, keep that data tracking separate from assessment grades and report it in a meaningful way. An efficient way to achieve this is to have students track their homework completion using some kind of learning log. If there

is no grade tied to the homework, some students may not complete it; however, over time a standards-based system will help students to find learning value in homework rather than extrinsic point value. This is ultimately what all teachers want their students to achieve with homework.

Whether or not homework is tracked, homework should still be connected to standards, because it is an instructional strategy. Listing the standards that are targeted by a homework assignment right on the assignment itself will help students to see the purpose of the assignment better. In this way, students can more clearly connect what they are practicing to what they are learning and more readily use their practice to support learning. As time goes on, students understand the system more and self-direct their practice, thus leading them to elect to do more practice when they want to improve their learning.

Gobet, F., & Campitelli, G. (2007). The role of domain-specific practice, handedness, and starting age in chess. *Developmental Psychology*. 43 (1), 159-72.

Inappropriate Behavior with Students

While we all understand the desirability of cultivating positive relationships with students, employees are advised to generally refrain from situations such as the following:

- Meeting with a student alone behind closed doors
- Remaining on campus after the last administrator leaves the school site. (There are exceptions to this rule, such as teachers rehearsing for a drama, music or an Academic Decathlon activity with students.)
- Taking students off campus for other than a District approved school journey
- Transporting students in a personal vehicle without proper authorization forms on file
- Calling students at home except in an emergency situation
- Providing students with a personal home telephone number

Key Management and Control

Your room key is not unique to your room only. Loss of your key jeopardizes the safety of you and others and the valuables. Keys will be checked out prior to or on Pupil Free Day of the Fall semester, and will be turned in on the last of school to the Main Office. Please observe the following procedures:

- Any key, other than the classroom or washroom key, will be issued only as needed and requires administrative approval.
- You are required to sign when you receive and turn in the keys.
- Report loss of keys to the administrator in charge. It is very important that the administration is aware of the lost keys in order to take appropriate actions.
- **Please have the keys on you at all times. Do not leave them in or on your desk or drawer.**
- **Do not give keys to your students!**
- Lock all doors and close all windows when leaving for the day for security reasons.

Mailboxes/E-Mail

Teachers are to clear their mailboxes and read their email in the morning and again in the afternoon before leaving school. Messages, not of an emergency nature, will be placed in the mailboxes or e- mailed, and will not be delivered to the teacher.

Make-Up Work Policy

- Students with excused absences shall be afforded the opportunity to complete with full credit all missed classroom work and tests or other appropriate equivalent assignments.
- Students absent for justifiable personal reasons, upon written request of the parent or guardian and approved by the principal or designated representative, shall be afforded the opportunity to complete with full credit all missed classroom work and tests or other appropriate equivalent assignments.
- Students who are truant, suspended, or absent without verified justifiable personal reasons need not be afforded the opportunity to complete classroom work and tests issued. However, in the interest of helping these students, such opportunities may be provided (C.F. Section 48205, California Education Code).

Parking

Staff parking is available on campus. Cars parked in the lots are covered by Board insurance policies against vandalism. Staff members should make themselves aware of the provisions of this coverage.

Personal Telephone Calls

Board Rules 1471 and 1471-1 prohibit the use of school telephones for personal use. Staff cell phones should not be used during instructional time. As a role model for your students, please make sure that your cell phone is turned off during the periods you are teaching. In cases of emergency, please put your telephone on a quiet mode and inform your administrator. Failure to follow this policy may result in a conference with your administrator.



Phone

The phones in the classrooms will call another brown phone or gray phone in the offices. The brown phones will **not** dial out.

Professional Duties

Each employee is responsible not only for classroom duties (or in the case of non-classroom teachers, scheduled duties) for which he or she is properly credentialed, but also for all related professional duties such as:

- Instructional planning
- Preparing lesson plans
- Reviewing and evaluating the work of pupils
- Communicating and conferring with pupils, parents, staff, and administrators
- Maintaining appropriate records (**roll books are legal documents**)
- Attending faculty, academy and department meetings
- Providing leadership and supervision of student activities
- Supervising pupils both within and outside the classroom
- Supervising teacher aides when assigned
- Participating in parent, community, and school-related activities
- Following and observing the LAUSD Ethics Policy

School Grounds Hours

Faculty Access Hours:

- Main Office – 7:00 a.m. to 4:30 p.m. (Please sign out by 4:30 p.m.)
- All building entrances will be locked at 4:30 p.m. for everyone's safety.

Textbooks

Please follow the textbook distribution memo. Due to the Williams mandate, we **must** make sure that each student has a textbook assigned to him/her in all academic classes.

Video Use Policy

Audiovisual media shown must be relevant to the curriculum being studied and appropriate for the age and maturity level of the students being taught. Clips of videos that are relevant to the curriculum should be shown, rather than entire videos. Please speak to an administrator if you have any questions regarding appropriate use of videos.

Visitors

- All visitors to the campus must sign in and wear a visitor's badge through the Main Office.
- Student teacher observers must clear through the training institutions and must present proper credentials to the administrator in charge.
- The school is a public institution; all classrooms are open to the public with appropriate approval. Administrative approval must be obtained.

3.3 STUDENT ATTENDANCE PROCEDURE (Please review remote learning procedures)

Good attendance accounting procedures have a profound impact on the education of a student. A student in school has an opportunity to learn. It is critical that students be enrolled on the day that they first arrive at school. A student who is absent from school loses the opportunity to learn.

Financial consequences of students' absence from school are equally important. Poor attendance procedures and/or lack of knowledge about procedures cause a loss of revenue to the school and the District.

Punctual, regular attendance is expected of all students and is vital in getting a quality education at Sylmar Charter High School. Students who are frequently absent or are excessively tardy are establishing a pattern of behavior, which may seriously impair their potential for success.

Attendance shall be recorded only by the teacher (not by paraprofessional or students).

In order to safeguard sensitive student information, it is extremely important that all teachers maintain confidentiality of MiSiS passwords. Passwords are not to be shared with others (especially students) or written down where others may see them.

Before School Day Starts:

- Complete any Teacher Discrepancy Memos and return to Attendance Office the same day.
- Keep current Five Column Class Worksheets / rosters in classroom ready to use in case **MiSiS** is not available.

During School Hours:

- Take attendance during the first 10 minutes of each period.
- Mark any student not in class as absent, including new students who do not show up.
- Mark a student "tardy/unexcused" if he/she is late and does not have a valid excuse.
- Log off MiSiS after completing attendance for the period.
- Use pre-printed class roster(s) in case of loss of connectivity or power and contact your on-site technical support.

After School Hours:

- Verify that each class period's attendance has been submitted by reviewing your MiSiS classes screen and checking that "yes" is posted
- Corrections may be submitted in MiSiS up to 30 minutes past the end of the instructional day.
- Log off the computer



The responsibility for good attendance is shared by many.

- **Primary responsibility is with the student.** The student must attend each class and be punctual. The classroom experience cannot be substituted with take-home work. Good attendance provides an increasing opportunity for educational progress and self-direction by acquiring valuable studies, concepts and socialization skills.
- **Parents are responsible for ensuring student attendance.** Parents are to urge their student to attend school regularly. They are also asked to support the school's efforts to promote higher standards of student achievement. Parents should cooperatively participate with the school in parent conferences to establish corrective procedures for students with attendance problems.
- **The teacher, coordinators and administrators are responsible for encouraging good attendance.** The teacher will hold the student accountable for regular punctual attendance. Teachers will counsel students with attendance problems and will notify parents and school personnel of continuing problems. Counselors, deans, and administrators will discuss with students and their parents the short and long-term impact of poor attendance.
- **Referrals to the Counselor.** For those students who exhibit irregular attendance, multiple days of consecutive absences, and no parent/guardian information, office personnel will make recommendations to the Counselor.

3.4 MARKS REPORTING

With MiSiS, it is critically important that the reporting timelines be met. Refer to the bulletin on MiSiS marking periods for these specific timelines. Teachers will NOT be able to submit their grades online after the window periods close. After that time, teachers will need to manually post grades, which is extremely tedious, labor-intensive, and time-consuming.

Here are some additional features found in MiSiS:

- All students must be given a mark in all mark reporting areas. Any blanks will cause the student to appear on the Grade Missing Report and will result in a question mark (?) on the Teacher Verification Report indicating a missing mark.
- The only permissible Cooperation and Work Habits marks are "E", "S", and "U". A slash cannot be used in these areas.
- The "N" (No Mark/No Credit) should only be given according to District policy. That policy still states that the "N" may be used only if a student has been enrolled in a class without having transfer marks from the student's previous class that can be included in calculating the mark. The student is expected to make up a reasonable amount of the work missed. If the teacher determines that it is not possible for the student to complete a sufficient amount of course work to master the content standards and earn credit for the course, a No Mark ("N") may be

entered and no credits issued. Marks are to be given in Work Habits and Cooperation. The entire course must then be repeated and satisfactorily completed before credits and a mark can be issued.

- As always, comments are optional. However, if a student is earning a “D” in the course, a “12” comment should be reported.

Student Progress

Student progress will be evaluated at the fifth, tenth, fifteenth, and twentieth weeks. Any student who has been enrolled in the school for fifteen or more days must be issued a mark for all classes. If the student has transferred with marks from another school or class, that mark should be considered. Any student who has been enrolled in a class but has never attended should be given a mark of “Fail”.

Notification of Failure

After the fifth-week progress report, parents must be notified **in writing** of potential student failure. This may be done by a "Special Report of Unsatisfactory Work to Parents," a previous mark of “FAIL” on a report card/progress report, or a mark of "D" with the comment of "In Danger of Failing."

Complimentary Report to Parents

It should be noted that the "Complimentary Report to Parents" affords the opportunity for the teacher to notify the parents of outstanding, sincere, and diligent effort and improved achievement. Teachers are encouraged to issue complimentary forms.

Write arguments to support claims with clear reasons and relevant evidence. [W.6.21]

Standard	4	3	2	1	Score and Feedback
Organizes the reasons and evidence clearly (W.6.1a)	Three or more transition words are used between pieces of evidence	Two transition words are used between pieces of evidence	One transition word is used between pieces of evidence	No transition words are used between pieces of evidence	
Supports claims with clear reasons and relevant evidence. (W.6.1b)	Three or more on-topic pieces of evidence are provided	Two pieces of on-topic evidence are provided	One piece of on-topic evidence is provided	Evidence is provided, but it does not support the argument	
Provides a concluding statement that follows the argument. (L.6.1e)	Concluding statement restates or summarizes the argument and refers to the supporting evidence	Concluding statement restates or summarizes the argument	Concluding statement is included but it does not support the argument	No concluding statement is included	

3.5 STUDENT CODE OF CONDUCT

All students of Sylmar Biotech Health & Engineering Magnet are responsible for conducting themselves in a manner that is appropriate to good citizenship. Student conduct shall be founded on the basic concept of respect, consideration for the rights of others, school policies, and applicable codes and laws.

The philosophy of our faculty and staff is that all students are provided with a safe learning environment, which helps develop a positive concept of themselves, enhance individual potential, and increase respect towards others.

This conduct code is the standard for all Sylmar High School students. The code was developed to help eliminate confusion about the expectation for appropriate behavior or goals at the school.

- Students are expected to show respect to and behave properly with teachers, school staff, administrators and campus guests at all times.
- Students must use respectful, proper language when speaking to each other and to staff members.
- Profanity is prohibited at all times.
- Students must carry their student identification (I.D.) cards at all times. If an I.D. is requested, the student must show it to the adult staff.
- Students must maintain a 2.0 G.P.A. for participation in extracurricular or school activities.
- Students must have a valid hall pass or office summons when out of class during instructional time.
- Students may not bring any of the following items to school:
 - Weapons
 - Alcohol, tobacco, cigarettes, matches, lighters, drugs, or drug paraphernalia
 - Paint, markers,
 - Pets
 - Anything that would be considered a safety hazard by school official

Students are fully expected to adhere to all LAUSD Student Expectations, as follows:

- Learn and follow school and classroom rules.
- Attend school/classes on time, every day, and be prepared to learn.
- Avoid conflicts, using maturity, without physical or verbal violence.
- Keep a safe and clean campus that is free of graffiti, weapons, and drugs.
- Create a positive school environment, reporting any bullying or harassment.
- Display good sportsmanship both on the athletic field and playground.
- Play fairly and make sure to respectfully include others.
- Keep social activities safe.

In addition, our students will:

- Conduct themselves in an appropriate and respectful manner, fulfill their responsibilities as good students and citizens, and respect all school-adopted policies.
- Demonstrate appropriate and positive behavior conducive to academic success and individual achievement.
- Recognize and exercise their rights while fulfilling all of their responsibilities.
- Respect and understand the rights of others, the laws of our society, and all school policies.
- Dedicate their time and efforts to fully concentrate on the educational opportunities provided at school.

The purpose of this Code of Conduct is to nurture students and prepare them to make meaningful and positive contributions to their school, community, and society, during and after their high school experience. In an effort to help students understand and accept the consequences of their actions, students in nonconformity with the Code of Conduct will be subject to disciplinary action in accordance with our Progressive Discipline Policy and Restorative Justice Practices.

A TALE OF TWO SCHOOLS

Carlos has a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.

RESTORATIVE PRACTICES-BASED EDUCATION SYSTEM

Carlos arrives at school.

Teachers and administrators welcome him and his fellow students as they enter.

His Teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Carlos is late to first period class.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.

Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.

Carlos gets into a minor altercation in the cafeteria.

Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

Later that afternoon...

ZERO-TOLERANCE EDUCATION SYSTEM

He is greeted by metal detectors and a police search.

A school police officer detains and arrests both students.

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.

HALL PASS POLICY

Students are responsible to be in the classroom, taking advantage of the educational activities offered during instructional time. Students are allowed to be out of the classroom only during specific pre-approved times: before school starts, lunch time, passing bell periods between classes, and after school. Interruption of instructional time must be avoided as much as possible.

Every effort must be made to minimize interruption of instructional time. However, in the event that a student is required to leave the classroom during class, the following policy must be enforced:

The Hall Pass can only be issued to one student at a time. Every student who leaves the classroom during instructional time MUST:

- Have a current SCHOOL ID in his/her possession, once these have been issued
- Carry a valid (completed, signed, and current) HALL PASS
- Comply with the "Ten Minute Rule," which states that no passes are valid during the first and/or the last ten minutes of class

STUDENT IDENTIFICATION POLICY

Sylmar Biotech Health & Engineering Magnet promotes a safe environment for our educational community. Proper identification of all students and staff members is essential to ensure that all persons on campus are approved to be in our school. The student identification (ID) card is required for students to participate in many school sponsored activities. Students must comply with the following ID policy:

- Students will receive a new, free of charge, official school identification (ID) at the beginning of each school year.
- Students are required to carry their valid ID cards at all times while on campus or when participating
- in any school-sponsored activity.
- Student must have their own ID cards (sharing ID cards is not allowed).
- Student must report a lost or stolen ID and obtain a replacement immediately.
- The cost of a replacement ID Card is \$5.00. Payment is made at the Student Store, and the replacement ID Card is obtained in the Main Office.

Students in nonconformity with the Hall Pass or ID Policies will be subject to disciplinary action in accordance with the Progressive Discipline Policy.

GUNS-DRUGS-SEXUAL ASSAULT

There will be no tolerance for students who willfully endanger the safety of our educational community by:

- Possession of a firearm, firearm replica, knives, explosives, or any other objects that endanger the safety of our educational community
- Brandishing a knife
- Sale of drugs
- Sexual assault or intent to commit sexual assault

Student noncompliance with the Zero Tolerance Policy (guns, drugs, sexual assault) will be automatically recommended for expulsion from the Los Angeles Unified School District.

NO TOBACCO/NO CONTROLLED SUBSTANCES POLICY

Sylmar Biotech Health & Engineering Magnet is a tobacco, drugs, and alcohol free campus.

- Possession, use buy, or sale of tobacco or any controlled substance (drugs or alcohol) on campus, or at any school-sponsored activity, is not allowed.
- Students with prescribed medication must turn in their prescription and medicines to the Nurse's Office for proper administration.
- Student backpacks, lockers, and belongings are subject to random searches by school officials as allowed by the LAUSD Random Search Policy.
- Students in violation of the Tobacco and Controlled Substances Policy will be subject to progressive discipline.
- Students under the influence of any controlled substance while on campus or at any school-sponsored activity will be referred to the Nurse and will be subject to disciplinary actions.

Students in nonconformity with this No Tobacco/No Controlled Substances Policy will be subject to disciplinary action in accordance with the Progressive Discipline Policy.

CELL PHONE/ELECTRONIC DEVICES POLICY

All activities at Sylmar Biotech Health & Engineering Magnet are oriented to fulfill the educational goals of our students. The student use of electronic devices (music/audio players, mobile phones, cameras, audio/video recorders, and more) is restricted by guidelines set forth in the cell phone/electronic device policy of the Los Angeles Unified School District.

Students may use their cell phone/electronic device before school, during lunch and after-school. If a student is caught using the cell phone/electronic device during instructional time, the item will be confiscated and turned into the Principal's Office if it was not previously approved by the classroom teacher.

Students in nonconformity with the Electronic Devices Policy will be subject to disciplinary action in accordance with the Progressive Discipline Policy.

SKATEBOARD POLICY

For safety reasons, skateboards must be stored in the skateboard racks that are available on our campus. We have one set of skateboard racks adjacent to the Student Store, and another set adjacent to the Library. Students are not allowed to store their skateboards in the classrooms. All skateboards confiscated on campus will be kept until they are claimed by the parent.

SECTION IV

DISTRICT POLICIES



ACCESSING SITE DURING NON-BUSINESS HOURS

Vandalism, burglary, arson, and other crimes committed against district property annually cost millions of dollars and cause disruptions of the educational process. In an effort to reduce the number of such incidents and damage, intrusion alarm systems have been installed at many sites. These systems are maintained by ITD and monitored by the School Police Department, and when activation is received, a police officer (s) is dispatched to the site. In addition, it is often necessary to request the local police and/or fire departments to respond. The capability of any agency to respond to requests for assistance is limited to the available personnel. Alarm activations that are false reduce the number of available patrol units and, therefore, cause serious reductions in the level of property security/protection service. Further, cities and county law enforcements agencies may charge the District for services when they respond to false alarms.

It has been found that most false alarms are caused by personnel accessing areas being protected by an intrusion alarm system. Hence, it is urgent that the number of entries to sites during non-business hours be kept to a minimum in order to enhance the safety of personnel and security of the property. Please follow the procedures below when accessing the school site during non-business hours:

- It must be verified that the Plant Manager or other custodial staff will be on campus during the requested time.
- The Principal must provide written authorization for an employee/s to enter the facility during non-business hours.
- The authorization shall identify the employee/s by name, employee number, and position title and indicate the date and time, purpose, and buildings or areas of the grounds authorized to be entered.
- The authorized employee shall, immediately upon entering the facility, contact the Plant Manager/Designee to confirm authorization,
- In the case of an extreme emergency and the Plant Manager/Designee is not on site, the employee shall telephone School Police and advise of his/her presence, providing identification information as set forth above. Additionally, the employee must have access to an alarm key, and after entering the site, immediately turn off the intrusion alarm system. The employee is required to notify School Police again just prior to his or her departure and turn on the alarm system.

4.1 ANTIBULLYING POLICY

In keeping with its responsibility to provide a safe and healthy environment for all students and staff, the Los Angeles Unified School District requires all schools and all personnel to promote among students and staff mutual respect, tolerance, and acceptance. The District will not tolerate any behavior that infringes on the safety or well-being of any student or staff member and will not tolerate retaliation in any form when bullying has been reported. A student or a staff member shall not intimidate or bully any other student or staff member through words or actions.

Definitions

Bullying is a form of aggression in which a stronger or more dominant person or a group of persons hurts or intimidates a weaker or less dominant person by means of a physical or verbal act that is intentional on the part of the perpetrator but unwanted and unprovoked on the part of the recipient.

Bullying may involve direct physical force or may be carried out in more indirect ways such as manipulating friendships, ostracizing classmates, or spreading rumors. In either case, bullying can be limited to a single incident; however, on the whole, bullying involves repeated harmful actions as follows:

- Physical bullying involves punching, shoving, poking, kicking, tripping, strangling, hair pulling, beating, biting, or excessive tickling.
- Verbal bullying involves hurtful name-calling, teasing, or gossip.
- Emotional (psychological) bullying may include, but is not limited to, rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics such as race, disability, ethnicity, or perceived sexual orientation.
- Sexually bullying involves, in addition to many of the actions listed above, exhibitionism, voyeurism, sexual propositioning, sexual harassment, or abuse consisting of actual physical contact and sexual assault. In many cases, gender and cross-gender sexual harassment may also qualify as bullying.
- Retaliation after bullying has been reported may involve, in addition to any of the above-mentioned kinds of bullying, spreading rumors, following the person, destroying property, or using the telephone or any other electronic or written form of communication against the victim.
- Students Rights and Staff Responsibilities
- A student has the legal right to report an incident(s) of bullying at any time without fear of reprisal or retaliation from the bully or anyone else.
- Teachers must discuss with their students all aspects of the anti-bullying policy and the strategies to prevent bullying.
- Personnel at all levels must provide information on the prevention and correction of bullying to students, parents, and staff and are responsible for taking corrective action to prevent bullying in school, at school events, and to or from school.
- Staff Rights and Administrative Responsibilities
- Staff member has an obligation under District policy to report an incident(s) of bullying directed at him or her at any time without fear of retaliation.
- Administrators must discuss with staff all aspects of the anti-bullying policy and the strategies to prevent bullying.

4.2 CHILD ABUSE REPORTING

All school employees are mandated reporters of suspected child abuse. If you suspect child abuse, you **MUST** report it to the appropriate agency and complete the correct form. Refer to LAUSD Bulletin-1347.0 Child Abuse and Neglect Reporting Requirements in the Counseling Office or on the LAUSD website.

California Penal Code, Section 11166(b) provides:

Any child care custodian, medical practitioner, non-medical practitioner, or employer of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such suspected instance of child abuse to a child protective agency.

California Penal Code, Section 1172(b) provides:

Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months, or by a fine of not more than five hundred dollars, or both.

For the purpose of these laws, child abuse includes, but is not limited to, physical injury, sexual assault, mental abuse and/or general neglect.

Procedures:

1. In any instance of suspected or known child abuse, a teacher or staff member must call the Los Angeles Police Department (213) 485-4700 (for cases of physical and/or sexual abuse), or the Department of Children and Family Services at (800) 540-4000 (for cases of emotional abuse or neglect).
2. You will not be identified as the person who reported the known or suspected abuse.
3. You will not be held responsible if abuse is not found.
4. You are legally responsible to report the abuse with a phone call immediately and in written form within 36 hours to the appropriate agency. Child abuse forms are available from the Health Office and in the in the Counseling Office.
5. Document date and time when the call is made: contact person's name, title, position, ID number,
6. and the response or directive from the contact person.

Consequences for Non-compliance:

If you do not comply with the policy, you may be subject to school district disciplinary action and person, professional, civil and or criminal liability.

EXTRA-CURRICULAR ACTIVITY POLICY

“C” Average Policy

LAUSD provides specific directions to ensure that the “C” average policy is applied in a consistent and equitable manner all schools. District policy requires students in grades 4-12 to maintain a “C” average in all subjects as a condition of participation in extra-curricular activities. The ineligibility will be in effect until the following report card or trimester report period. At that time, a student may regain his/her eligibility by meeting the “C” average requirement.



Eligibility Criteria

1. Eligibility criteria are defined as satisfactory minimum progress toward meeting the high school graduation requirements, meeting middle school matriculation requirements, and meeting grade-level proficiency standards for elementary school.
2. Eligibility requirements will apply equally to all students in grades 4-12, including those who change
3. Schools within the District and those transferring from outside the District.

Extracurricular and Co-Curricular Activities

1. Extracurricular activity is defined as a program that includes all of the following characteristics:
 - a. The program is supervised or financed by the District.
 - b. Students participating represent the school or District.
 - c. Students exercise some degree of freedom in the selection, planning, or control of the program.
 - d. The program includes both preparation for a performance and performance.
 - e. The activity is not part of the regular school curriculum, is not graded, does not offer credit, and does not take place during classroom time.
2. A co-curricular activity is a program that is associated with the curriculum in a regular classroom.
3. Co-curricular activities are connected with the curriculum as stated in the District course outlines, in the "Guidelines for Instruction, Secondary School Curriculum," Office of Instruction (Pub. No. SC- 863.1-22), or in the California State Frameworks (EC-641). When this is the case, ineligible students may continue the activity, performance, or competition as part of the class.
4. Students will not have a course mark lowered because of ineligibility to participate in the extra/co- curricular portion of the activity when the experience is not part of the District course outline, in the "Guidelines for Instruction, Secondary School Curriculum, Or California State Frameworks."
5. A program that has the improvement of academic or educational achievement of students as its
6. primary goal is not an extracurricular or co-curricular activity.
7. In general, the Your Services Program of playground activities will not be affected by this policy except where it may include organized teams representing a school in interschool competition or performance before an audience or spectators.
8. Ineligible students shall not be permitted to participate in our-of-class practice that infringes on the class time of other courses in relation to extra/curricular activities, nor may they participate in the after school practices.

4.3 HATE CRIMES AND BIAS MOTIVATED INCIDENTS

The District goal is to develop students who appreciate and respect diversity, understand the roles and contributions of people of diverse groups, and who are prepared to interact harmoniously, work productively and thrive personally in a pluralistic society.

Definitions

Hate Crime:

An act or attempted act by any person against the person or property of another individual or group that in any way constitutes an expression of hostility toward the victim because of his or her race,

religion, disability, gender, ethnicity or sexual orientation. This includes, but is not limited to, threatening phone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, and fire bombings.

Bias-Motivated Incidents:

School related behavior which constitutes an expression of hostility against the person or property of another because of the victim's race, religion, disability, gender, ethnicity, or sexual orientation. This may include such behavior as non-threatening name calling, using racial slurs, or disseminating racist leaflets.

4.4 NON-DISCRIMINATION STATEMENT

The Los Angeles Unified School District does not discriminate on the basis of race, color, national origin, gender, physical or mental disability, or age in any of its policies, procedures, or practices, in compliance with federal rights laws: Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to gender), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Title II (pertaining to disability), and the Age Discrimination Act of 1975. (State laws and District policies further provide that the District does not discriminate on the basis of religion, ancestry, marital status, sexual orientation, medical condition (cancer related), political belief or affiliation, or in retaliation.)

This nondiscriminatory policy covers admission or access to, or treatment or employment in, the District's programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission or participation in the District's programs.

Additional information in regard to the nondiscriminatory statutes mentioned above may be found in District policy bulletins available at all schools and offices. Any inquiries regarding this District nondiscrimination policy or the filing of discrimination grievances may be directed to:

**Director and District Title IX Coordinator
Educational Equity Compliance Office 333
South Beaudry Ave, 20th Floor
LA, CA 90017
Tel: 213-241-7682**



4.5 SEXUAL HARASSMENT POLICY

Notification/Summary of Sexual Harassment Policy/Procedures with Regard to All District Employees and Students:

It is the policy of the Los Angeles Unified School District to maintain a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, and for that reason, is a violation of state and federal laws and a violation of this policy. The District considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Each complaint alleging sexual harassment shall be promptly investigated in a way that respected the privacy of all parties concerned.

Definition of Sexual Harassment:

Any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made of someone from or in the work or educational setting. (EC212.5)

Sexual harassment includes, but is not limited to:

- Verbal conduct such as suggestive comments, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments.
- Visual conduct such as display of sexually suggestive objects, pictures, posters, cartoons, or drawings, or use of obscene gestures.
- Physical conduct such as displays of sexual suggestive objects, pictures, posters, cartoons, or drawings, or use of obscene gestures.
- Physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault, or interference with work or study directed at an individual because of the individual's gender.
- Threats and demands to submit to sexual requests in order to keep a job or academic standing to avoid other loss, and offers of benefits in return for sexual favors.
- Retaliation for opposing, reporting threatening to report or participate in an investigation or proceeding on a claim of sexual harassment.

Each District administrator shall be held responsible for promoting the understanding and acceptance of, and assuring compliance with state and federal laws and District policy and procedures governing sexual harassment within his/her school or office.

For further assistance with concerns, contact Director and District Title IX Coordinator, Educational Equity Compliance Office, at (213) 241-7682.



4.6 SPECIAL NEEDS STUDENTS

The law provides comprehensive protections for students with special needs. Failure to comply could subject the District and District employees to personal liability.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights statute that provides that school districts that receive federal financial assistance must not discriminate against individual with disabilities. In addition to the prohibition against discrimination, Section 504 requires school districts to make reasonable accommodations for disabled students, within the general education program.

Under the United States Department of Education Regulation {34 Code of Federal Regulations 104.3 “individual with a disability” is defined as any person who has:

- a physical or mental impairment that substantially limits one or more major life activities
- has a record of such an impairment; or
- is regarded as having such impairment

An administrator who believes a student has a disability covered by Section 504 must have the student evaluated. An evaluated referral can be made by a District employee, parent, guardian, or by a person authorized by statute.

Individuals with Disabilities Education Act (IDEA)

In 1975, Congress passed the Education for All Handicapped Children, an amendment to Section 504. This Act is now referred to as the Individuals with Disabilities Education Act, or IDEA. The IDEA established certain categories for special education eligibility for students whose disabilities are different from those who qualify for accommodations under Section 504. Students who qualify for reasonable accommodations under Section 504 may not qualify for special education services under IDEA.

Under IDEA, a school district must provide eligible students with a free appropriate public education (i.e., special education and related services that are provided at public expense and without charge, meet appropriate standards, and conform to the student's Individual Education Program.) Special education services must be provided in the least restrictive environment, all of which is described in 34 of the code of Federal Regulation. This means that to the maximum extent appropriate, all students with disabilities should be educated with students who are not disabled.



4.7 SUSPENSIONS, EXPULSIONS, AND OPPORTUNITY TRANSFERS

Suspension Guidelines-General Information

The California Education Code (E.C.) permits the superintendent or the principal of the school in which the student is enrolled to suspend a student if it is determined that the student committed any act listed under E.C. Sections 48900, 48915, 48900.2, 48900.3, 48900.4, or 488900.7. Please see the following pages, which list student offenses for which suspension and or expulsion are permitted or required. Please note that offenses violating E.C. Section 48915(c)-(4), require immediate notification of law enforcement, immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil has committed that act at school or at a school activity off school grounds.

A student, including a student who receives special education services, may be suspended upon a first offense if the principal determines that the student violated subdivisions (a), (b), (c), (d), or (e) of E.C. section 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. No Student shall be suspended for any of the offenses listed unless such offenses are related to school activity or attendance. These offenses may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; or during, or while going to or coming from, a school-sponsored activity.

Suspensions from School

When student misconduct requires disciplinary action, a parent conference should always be among the remedial measures considered prior to suspension. A preliminary parent conference may well result in resolution of problems without the need for suspension and the resulting loss of student learning time.

When suspension from school is to be imposed, it shall be preceded by an informal conference with the student, conducted by the principal or designee. At this time, the student shall be informed of the reason(s) for the disciplinary action, shall be given an opportunity to present facts and evidence in his or her defense, and should be encouraged to make a written statement concerning the charge(s). The statement should be signed and dated by the student. At the time of the suspension the parent must be notified and a parent conference scheduled.

The total number of days for which a student may be suspended from school shall not exceed twenty school days in any year unless the student is transferred to another school or program for adjustment purposed. In that case, the total number of school days for which the student may be suspended may be increase by ten. The total suspension days from school are not to exceed 30 days in any school year. For students who receive special education services, the maximum number of suspension days cannot exceed a total of ten school days without a pre-disciplinary IEP. Informal suspension, whereby a parent is advised to keep a child at home under the supervision of the parent, is a flagrant violation of the compulsory attendance laws, the IDEA, and District policy and is prohibited.

The only time the mandated pre-suspension conference need not be held is if an emergency situation

exists. The term emergency situation means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel.

If a student is suspended from school without an informal conference, the designated administrator shall notify both the parent and the student of their right to a subsequent conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident took place, unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

Suspension from Class

A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900 for the day of the act and the following school day. The teacher shall immediately report the suspension to the principal and send the student to the administrator for appropriate action, which may include suspension from school or other disciplinary measures.

The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the principal and the teacher who imposed the suspension. A student suspended from a class shall not be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, the student may attend the classes from which he or she is not suspended.

In-School Suspension

School district may establish an in-school suspension program in accordance with Section 48911.1 of the Education Code as an education and disciplinary alternative to off-campus suspension.

In-school suspension programs may be funded by school districts and county offices of education as part of

a School Safety Incentive Program. The guidelines for In-School Suspension follow:

- A. Pupils suspended from school for any of the reasons listed in Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 may be assigned by the principal or his or her designee to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.
- B. Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school site for the period of suspension.
- C. Pupils under suspension shall be in a separate classroom or building.

Schools must ensure that:

- Students are engaged in educational activity.
- Students are properly supervised by certificated personnel.
- Students have access to appropriated counseling services.
- Students are responsible for contacting their teacher or teachers to give them assignments to be completed while assigned to the supervised suspension classroom.
- The teacher (s) shall provide all assignments and tests that the student will miss while suspended.

- If no classroom work is assigned, the person supervising at the suspension classroom shall assign schoolwork.
- A school employee shall notify, in person or by telephone, the student's parent or guardian at the time the student is assigned to a supervised suspension classroom.
- Whenever a student is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the student's parents or guardian.

Expulsion Guidelines-General Information

Education Code (E.C.) section 48900 provides that the Superintendent or principal of the school in which the pupil is enrolled may suspend or recommend expulsion for certain enumerated acts.

1. No student shall be recommended for expulsion unless the student's act or misconduct is related to school activity or school attendance; and occurs within a school under the jurisdiction of the Superintendent or principal or within any other school district
2. The misconduct may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus;
3. during, or while going to or coming from, a school-sponsored activity.

Opportunity Transfers-General Information

Opportunity Transfers (O.T.'s) are carefully planned transfers from one district school to another. There are two purposes for O.T.'s: 1) to promote the positive social and/or academic adjustment of a particular student and 2) to promote school safety for all students. Keeping in mind that each school is responsible for providing a safe campus for its students, each school must develop a fair and effective school safety policy, which includes procedures for issuing O.T.'s.

It is the District position that, to the extent possible, student discipline should be self-contained at the local school and each school should assume ownership for all its students. Therefore, except in crisis or extreme situations, O.T.'s should not be the immediate disciplinary response to student misconduct. In general, O.T.'s intended as disciplinary actions should be issued only after other, in-school interventions have proven unsuccessful.

Types of Opportunity Transfers

1. Progressive Discipline
 - Repeated attempts by the school to resolve student's misconduct have been unsuccessful.
 - Change in school would be most effective in changing student misbehavior.
 - Misconduct involved does not constitute an offense for which expulsion is mandatory.
2. Single Serious Act

"Restorative Practices in school, keep students **in school, **learning**, rather than removing them for suspension or expulsion..."**

4.8 SUMMARY OF PERTINENT DISTRICT POLICIES

The following is a summary of some District policies. The actual bulletins, memoranda, and reference guides can be accessed on the district website, Inside LAUSD. Teachers should familiarize themselves with all district bulletins, memoranda, and reference guides.

Abolition of Corporal Punishment

The use of corporal punishment at any grade level and with any student was abolished in 1984 and corporal discipline in any form is not to be used within this District. Bulletin 5747.2

Responsible Use Policy for District Computer Systems

All users of the LAUSD computer systems by either students or employees are subject to the LAUSD's Acceptable Use Policy (AUP). Teachers, administrators, and other school personnel should ensure District data systems are used in a responsible, efficient, ethical, and legal manner, and such use must be in support of the District's business and education objectives. All users must sign the AUP. Bulletin 999.13

Act of Violence

An act of violence injury is a physical injury to an employee resulting from an intentional, violent act that occurred during the performance of assigned duties. Determination that the injury was a direct result of an act of violence will be made by the principal in conjunction with Risk Management and Insurance Services. The injured employee shall review "Benefits and Responsibilities of Employees Injured as a Result of an Act of Violence" and follow all instructions. Bulletin 5047.1

Anti-bullying Policy

The District is committed to providing a safe working and learning environment; will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction; and will not tolerate retaliation in any form when bullying has been reported.

District policy continues to require all schools and all personnel to promote among students and staff mutual respect, tolerance, and acceptance. Bulletin 5212.2

Attendance Procedures

All District and school staff will adhere to practices that will encourage and support the immediate enrollment and regular daily attendance of all students.

- Teachers are required to use the web-based software, MiSiS, to report attendance during every class period.
- Teachers shall review, edit, sign, and date the Teacher Sign-Off Report to verify attendance has been taken and is correct.
- Attendance shall be recorded only by the teacher or substitute teacher (not by teacher aides, students, or any non-certificated person).
- In order to properly notify parents and complete daily record keeping, all attendance revisions must be reported to the attendance office no later than 30 minutes after the close of the school day.
- Teachers may not use attendance, work habits, and cooperation as a part of any rigid formula for assigning grades (e.g. a set number of tardies or absences are not to result in the automatic lowering of a grade or loss of class credit).

- Teachers may consider attendance, including tardies, in grading class work habits.
- Students with any excused absences shall be given the opportunity to complete missed assignments and must be given credit equal to what they would have received on the original assignment or test for the same quality of work.
- After a student has been absent three days, teachers shall call home to inquire about the absence.
- School employees are obligated under federal and state law to maintain pupil records in a manner that protects and maintains the records' security and confidentiality.
- Bulletin 1292

Bomb Threats

Bomb threats are received most frequently by telephone. Remain calm, and alert other employees that a bomb threat is being received. Attempt to obtain as much information as possible.

Immediately record all information received, and inform the principal or designee. Bulletin N-49.0 (Rev.)

Cell Phone Policy - Students

It is the policy of the Los Angeles Unified School District (LAUSD) to prohibit the use of cellular phones, pagers, or any electronic signaling device by students on campus during normal school hours or school activities, excluding the students' lunchtime or nutrition breaks, unless the school site council has adopted a stricter policy.

Bulletin 5468.0

Child Abuse Reporting

It is the responsibility of all District employees to protect students from suspected abuse and neglect by becoming knowledgeable about abuse and neglect, cooperating with child protective services agencies responsible for protecting children from abuse and neglect, and filing mandatory reports as required by law and District policy. ALL District employees are mandated reporters of suspected child abuse/neglect. Within the city of Los Angeles, call Law Enforcement for all physical and sexual abuse (213-485-4700). Call the Department of Children and Family Services for neglect and emotional abuse (800-540-4000). Do not wait until the end of the day to make these calls. Call immediately, once you have knowledge of alleged abuse.

Bulletin 1347.4

Compliance with Copyright

Law All employees are subject to the provisions of the Copyright Act of 1976. The District does not sanction illegal use or duplication in any form. Unlawful copies of copyrighted materials may not be produced or used on District-owned equipment, within District-owned facilities, or at district-sponsored functions. Employees who knowingly and/or willingly violate the District's copyright policies do so at their own risk and may be required to remunerate the District in the event of a loss due to litigation.

Bulletin 716.1

Compliance with Copyright Law-Computer Software

All employees are subject to the provisions of the Copyright Act of 1976. Use of any software product in violation of the applicable license agreement is strictly prohibited. No employee is authorized to use software without a proper software license. Use of unlicensed software is considered outside the scope of employment, rendering that employee individually liable for any damages caused by their violation of any State or Federal law or statute. All employees must sign the Software Policy and Code of Ethics. Bulletin 716.1

Emergency Drills and Procedures

All teachers are required to know their responsibilities with regards to emergency drills and procedures. These drills include, but are not limited to, fire drill, earthquake “duck/cover/hold” drill, drop/take cover drill, lock down drill, and the shelter-in-place drill. Reference Guide 5803.4

Employment Discrimination Complaint

Procedure The District prohibits harassment or discrimination based on race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, pregnancy, childbirth or related medical condition, status as Vietnam-era veteran or special disabled veteran, marital status, age, sexual orientation or any other basis protected by federal, state or local law or ordinance or regulation. The District prohibits retaliation against anyone who files a complaint or any participant in the complaint investigation process. Bulletin 6612.1

Employee Code of Ethics

The District’s Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within the District, and between the District and the community. All employees should visit the District website to find more information on this topic (www.lausd.net/ethics)

Board Adopted February, 2003

Guidelines for Preventing Heat Stress

To counteract heat stress, all District personnel must pay attention to weather conditions and use common sense and good judgment for modifying activities and/or school days.

Bulletin 963.1

Guidelines for Student Suspension

A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900 for the day of the act and the following school day. The teacher shall immediately report the suspension to the principal and send the student to the dean’s office for appropriate action.

Bulletin 5655.2, August 19, 2013

Guidelines for the Use of Audiovisual Media

Audiovisual media shown at a school must be relevant to the curriculum being studied and appropriate for the age and maturity level of students being taught. Teachers are responsible for following the guidelines established by the District for the use of audiovisual materials not owned, broadcast, or recommended by the District.

Bulletin 5210.0, August 13, 2010

Homework and Makeup Assignments

Purposeful Homework is related to classwork and the objectives of the course, emphasizes quality rather than quantity, is consistent with the grade level and maturity of the student, and should be reflected in the subject mark. It should never be assigned as a punishment. Students with excused absences must be given the opportunity to complete the missed classroom work, homework, or test.

Bulletin 3491.1, May 09, 2012

Jury Service for Certificated Employees

It is the policy of the District to encourage employees to provide jury service during periods when the continuity of instruction and District operations will not be adversely affected.

Bulletin 4223.1, November 19, 2012

Locked Campus

All fences and gates shall be locked at the beginning of classes in the morning and kept locked until the end of the school day. Only the main entrance to the school shall be open during the school day and it should be monitored at all times.

Bulletin 1325.1, December 07, 2009

Mandated Reporting of Certain Student Behavior

At the time a student is assigned to a class, the appropriate teacher(s) shall be notified if an E.C. 49079 file has been established for that student. Each teacher will be given the opportunity to review the student's file as long as the confidentiality of the information is retained.

Bulletin 3927.2, September 13, 2010

Marking Practices and Procedures

In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards.

- A student's mark may not reflect a comparison of that student's performance with the performance of other students.
- Standards-based instruction and the concept of mastery of standards lead to a marking system that reflects the notion that all students can learn.
- At the beginning of the school year, each classroom teacher is to provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks.
- Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.
- For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every five class-hours of instruction is to be recorded in the Roll Book.
- Class work, homework, and other assignments that are taken into consideration for the

- progress report mark are to be graded, recorded, and returned to students within a reasonable time.
- A disproportionate number of Fails or D's for any reporting period or for a single assignment immediately signals the need for revising the instructional program to include in-class and out-of-class interventions.
- Parents and students must be informed of concerns regarding student progress as early as possible.
- Teachers are encouraged to send parents positive notes regarding exceptional student achievement and improvement.

Bulletin 1353.1, December 23, 2005

Organizing for Assessing and Managing Threats

All threats made against individuals or groups by other identified or unknown individuals or groups must be taken seriously and investigated to determine whether they pose a real danger to students or staff.

Bulletin 5799.0

Organizing for Crisis Intervention

The school has established a crisis team which has primary responsibilities for providing necessary assistance after all types of crises. The responsibilities of the crisis team are included in the Safe Schools Plan located in the main office.

Memorandum 6101.0

Permits and Student Transfers

A permit application will be provided to all parents who request one. When permits are granted, these students are to be treated in every respect as though they were resident students in the resolution or mediation of any problems.

Bulletin 5347.1

Preventive Measures for Drugs, Alcohol, and Tobacco

The use of drugs, alcohol, and tobacco is damaging the lives of too many adults and young people, and will damage the very fabric of our democratic institutions in the near future, unless all of us- teachers, parents, administrators, support personnel, students, classified staff, School Police, and community members-join forces to combat it with positive, workable approaches.

Bulletin 3277.1

Providing Instructional Materials and Supplies at No Cost to Students

No student is required to purchase basic supplies, e.g., writing and drawing paper, pens, crayons, and pencils, related to the educational program. Also, students may not be assessed a "materials fee" for supplies needed in an elective class or project-based course.

Bulletin K-25.0

Reporting Hate-Motivated Incidents/Hate Crimes

Hate-motivated incidents and crimes jeopardize both the safety and well-being of all students and staff. Current law requires school districts to document and report any and all hate-motivated incidents and crimes to permit the development of effective programs and techniques to combat crime on school campuses.

Bulletin 2047.0

Section 504 and Students with Disabilities

No qualified student with a disability shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination/harassment under any District program or activity. Bulletin 4692.1

Sexual Harassment Policy

Any student or employee of the District who believes that she or he has been a target of sexual harassment shall bring the problem to the attention of the principal or Title IX Complaint Managers so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Bulletin 3349.0

Storage of Emergency

Water The District supplies schools with 55-gallon drums for storage of water to be used in case of an emergency.

Reference Guide 801

Student and Employee Security

All employees shall know their responsibilities in maintaining the practices which lead to effective student and employee security.

Bulletin N-10 (REV.)

Textbook Policies and Procedures

Williams legislation mandates that districts and schools take the appropriate actions to ensure that all students have access to sufficient textbooks and/or instructional materials in the core and required subject areas. Teachers should notify the textbook administrator, in writing, if any student in any of their classes was not issued a textbook by the second week of the semester.

Bulletin 5772.2

Textbooks – Certification of Sufficiency

Students must be assigned a single textbook in each subject that they can use both at home and in class. Effective July 1, 2006, classroom teachers, as well as principals and local district superintendents, will certify textbook/instructional materials sufficiency.

Reference Guide 5768

Title IX Policy/Grievance Procedure

Each employee and student has a right to work and learn in an environment that is free from unlawful discrimination. No District employee or student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of sex, sexual orientation, or gender under any District education program or activity.

Bulletin 2521.1

Transgender and Gender Nonconforming Students

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

Reference Guide 1557.1

Uniform Complaint Procedures

The District has the primary responsibility to insure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination. Uniform complaints may be used to file noncompliance or unlawful discrimination complaints and/or to appeal District decisions regarding such complaints.

Bulletin 5159.2

Vendors at or Near School Campus

The City of Los Angeles Municipal Code prohibits vendors from selling items within 500 feet of a school property line. The Los Angeles County Ordinance prohibits vendors from selling food items within 1,000 feet of a school property line. Bulletin 4994.0

Visitors to School Campus

All campus visitors must have the consent and approval of the principal/designee. Bulletin 1325.1

Williams Complaint Procedures

Every school must provide sufficient textbooks and instructional materials. School facilities must be clean, safe, and maintained in good repair. Each class should be assigned a properly credentialed teacher and not a series of substitutes or other temporary teachers. A Notice to Parents, Guardians, Pupils, Teachers and Other Stakeholders must be posted in each classroom. Complaint forms can be obtained in the main office, through the LAUSD website, or by calling (213) 241-2597.

Bulletin 4759.1

Certification Documents**BUL-5747.2 Abolition of Corporal Punishment**

The purpose of this bulletin is to restate and reaffirm the importance of the District's policy against the use of corporal punishment. By action taken on October 15, 1984, the Board of Education determined that the use of corporal punishment as a disciplinary option at any grade level and with any student was abolished. Corporal discipline, in any form, is not to be used within this District.

Corporal punishment refers to the intentional application of physical pain as a method of changing behavior. District employees are directed to not engage in the use of corporal punishment, which includes but is not limited to engaging in a mutual physical altercation, food depravation, hitting,

painful body postures, pinching, pushing, shaking, slapping, tripping, use of excessive exercise drills, or prevention of use of restrooms.

BUL-5212.2 Bullying and Hazing

The Los Angeles Unified School District is committed to providing a safe and civil learning and working environment. The District takes a strong position against bullying, hazing, and any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction or interferes with learning or the ability to teach. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

BUL-1347.4 Child Abuse Reporting Requirements

It is the policy of the Los Angeles Unified School District that all District employees shall report instances of suspected child abuse or neglect by telephone immediately, or as soon as practically possible, to an appropriate child protective agency and shall prepare and send a written report to the same child protective agency called within 36 hours of receiving the information concerning the incident.

Bul-5167 Code of Conduct with Students

The purpose of this policy bulletin is to delineate those situations and advise employees/individuals that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

Employee Attendance

While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction, and results in reduced productivity, loss of service, and significant costs to the Los Angeles Unified School District ("LAUSD").

Expectations: Maintain regular attendance and avoid absenteeism. Work every hour you are assigned. Be on time each day. Provide appropriate documentation for absences, as needed.

BUL-4748.0 Ethics Policies

Our Code of Ethics helps develop trust by describing what the public can expect from us, and what we can expect from each other and our District. It plays a central role in our District's commitment to help District personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

BUL-1205.3 Family Medical Leave Act

The District is committed to continued compliance with the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA). FMLA and CFRA require that employers provide to an eligible employee a maximum of twelve (12) work weeks of protected leave per year when the employee or a covered family member experiences a "serious health condition," or when an employee requests time to bond with the employee's child after the child's birth or placement through adoption or foster care or for military exigency leave for a covered service member. An

eligible employee can be entitled to protected leave of up to 26 work weeks to care for a covered military service member with a serious illness or injury sustained while on active military duty.

BUL - 999.10 Responsible & Acceptable Use Policy (RAUP) For District Computer and Network Systems

Teachers, administrators, and other school personnel should ensure District data systems are used in a responsible, efficient, ethical, and legal manner, and that such use be in support of the District's business and educational objectives.

BUL-5181.2 Internet Safety for Students

All students who are provided access to the Internet must participate in an Internet Safety Education Program. Teachers, administrators, and staff are responsible to provide Internet safety education and must comply with this policy.

BUL- 5688.2 Social Media Policy for Employees and Associated Persons

The purpose of this bulletin is to provide policies and guidelines for social media communications between employees, students, parents and other associated persons; to prevent unauthorized access and other unlawful activities by District users online; to prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act (CIPA). While the District recognizes that during non-work hours employees and students may participate in online social media, blogs, and other online tools, District employees and associated persons should keep in mind that information produced, shared and retrieved by them may be subject to District policies and is a reflection of the school community.

MEM-6612.1 Non-Discrimination and Anti-Harassment Policy and Complaint Procedures

The Los Angeles Unified School District is committed to providing a safe working and learning environment, free from unlawful discrimination and harassment. Federal and state law and the California Education Code mandate that the District annually publish and disseminate nondiscrimination notices.

Special Education

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential. The mission of the Division of Special Education is to provide leadership, guidance, and support to the school community in order to maximize learning for all students within an inclusive environment so that each student will contribute to and benefit from our diverse society.

BUL- 4692.5 Section 504 Plan

The Los Angeles Unified School District is committed to providing a working and learning environment that is free of discrimination, harassment, intimidation and bullying. The District affirms that no qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination, harassment, intimidation and bullying under any District program or activity. The denial of equal access to District education programs and/or activities and/or the denial of a "free appropriate public education" (FAPE) on the basis of students disabilities is considered disability-based discrimination under federal and state law. In addition, the District must provide nonacademic and extracurricular services and activities in a manner that ensures individuals with disabilities have an equal opportunity to participate. Similarly,

the District must make reasonable accommodations to its policies, practices and procedures when necessary to ensure other individuals with disabilities, such as parents and the general public, are not discriminated against on the basis of disability.

BULLETIN NO. N-10 (Rev.) Student and Employee Security

The updated bulletin provides a supplement to existing safety practices at school sites and may be helpful to site administrators in programming events, developing guidelines, setting school policy and supporting safe school plans.

Pub-No. 465 Student Body Policies

California State law allows any group of students within a school to organize a student body association, also known as an Associated Student Body (ASB), for the purposes of conducting activities on behalf of the school's students. However, the ASB must be approved by the Board of Education and be subject to its control and regulation. Secondary schools: ASB considered

“organized” because there is an elected student body government and a student body advisor.

Elementary schools: ASB is considered “unorganized” because the principal serves as the trustee with the power to make decisions.

BUL-2637.3 Crisis Response, Suicide Intervention, Threat Assessment

The Los Angeles Unified School District (LAUSD) is committed to providing a safe, civil and secure school environment. It is the District's charge to respond appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a completed suicide.

BUL-5159.8 Uniform Complaint Procedures (UCP)

The Los Angeles Unified School District (District) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with those laws and regulations, alleging discrimination, harassment, intimidation, and/or bullying, alleging unauthorized charging of pupil fees for educational activities or alleging failure to comply with legal requirements under the Local Control and Accountability Plan (LCAP). The District shall seek to resolve those complaints in accordance with the procedures set out in §§4600- 4687 of Title 5 of the California Code of Regulations and the policies and procedures of the District.

BUL-4759.3 Williams Complaint Procedures

There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home or use after class. School facilities must be clean, safe, and maintained in good repair in addition to the following:

- A school restroom should be maintained or cleaned regularly, operational, stocked with consumable supplies and/or a hand dryer.
- A school must keep all restrooms open during school hours when pupils are in class, and/or a sufficient number of restrooms open during school hours when pupils are in class.
- There should be no teacher vacancies.

SECTION V

SAFE SCHOOL PLANS

**SCHOOL SAFETY:
A **SHARED**
RESPONSIBILITY**



5.1 EMERGENCY DRILLS

Fire Drill:

Signal	Bells for ten seconds, pause for five seconds, bells for ten seconds, pause, and repeat.
Action	Evacuate to the Emergency Assembly Area.
All Clear	One long ten second bell or oral notification by staff that drill is over.

Earthquake Drop/Cover/Hold:

Signal	Command of “DROP” given by teacher or other staff member
Action	Drop to knees, take cover under desk, and hold onto leg of furniture. Remain in position until evacuation bells sound or until all clear is given.
All Clear	Given by teacher or other staff member.

Drop/Take Cover (Used for explosions, airplane crash, shooting incident, etc.):

Signal	Alternating long and short bells. Command of DROP given by teacher or other staff member.
Action	Take immediate cover. Drop, facing away from windows or hazard. Bury face in arms to protect head. Close eyes tightly. Remain in position until directed to evacuate or until all clear is given.
All Clear	One long 10 second bell or oral notification by staff that drill is over.

Lock Down (Used to secure school during police action or a campus intrusion emergency, hazardous material leak):

Signal	One long continuous bell or intercom message.
Action	Lock doors, close blinds and windows, and move away from windows. If outside, proceed to closest room. Remain inside until emergency is over.
All Clear	One long ten second bell or oral notification by staff that drill is over.

EMERGENCY PROCEDURES

The following procedures are to be followed during an earthquake or other emergency:

1. If an earthquake occurs, immediately drop to the floor away from any windows. Instruct the students to drop and take cover. When the shaking stops, turn off any gas, water or equipment.
2. Check for any injured students and communicate with the teacher next door.
3. Pick up your roll book and Emergency Folder (clipboard) and proceed to the Emergency Assembly Area indicated on the Evacuation Map. Leave your classroom doors open or unlocked in the event of an earthquake.
4. When the emergency bells ring, escort your class to the pre-determined path to the athletic fields.
5. If the halls or stairwells are blocked for any reason, take alternate routes to the field.
6. Assemble on the field in your designated area. Take roll using the Emergency Drill Absence Sheet. Instruct the students that if an earthquake occurs when they are not in class, they are to report to their next block teacher on the field.
7. Report to the Incident Command Center to check-in for Staff Roll Clearance and report all damages and injuries in need of assistance.
8. Before returning to class, wait for the 'all clear' signal or instruction from administration.

If you have an emergency staffing assignment, you must FIRST bring your class to the field and check in at the Command Center for additional information.

If the emergency takes place during your conference block or if you are a non roll-carrying teacher, report to the Command Center for further instructions.

All gates are to be closed and locked except for emergency vehicle access. All outsiders are to be directed to the REQUEST GATE/COMMUNICATION GATE which will be the Main Office gate. The Wisconsin gate will serve as the REUNION GATE. The PA GATE will be for emergency vehicles only.

Lock-Down Situations:

1. You will hear the "Lock-Down" Alert bell or a PA announcement
2. Students/staff are to immediately enter the nearest classroom or office if outside when the lockdown signal is given.
3. Close and lock all doors, windows and window shades.
4. Do not allow any person to leave or enter the classroom.
5. The "Lock-Down" Alert will remain in effect until "All Clear" bell sounds to signify the end of the
6. emergency on the school site.
7. Staff will be briefed as soon as possible.



5.2 SAMPLE EMERGENCY DRILLS: EARTHQUAKE DRILL

BACKGROUND AND SCENARIO

We will have a District-Wide Earthquake Drill at 9:05 am on Friday, April 11, 20xx. This drill will provide an opportunity for all staff and students to simulate a disaster response in order to test and evaluate our school's emergency procedures plan.

The hypothetical scenario for this practice follows: At 9:05 a.m., a magnitude 7.8 earthquake occurs on the South San Andreas Fault causing a rupture from the Salton Sea to Lake Hughes. The slip along the fault measures 30 feet in some areas. The shaking lasts over 2 minutes. The physical damage to L.A. County's infrastructure is catastrophic. There is no electrical power. There are many water main breaks that reduce the availability of water. A "boil water" order has been issued to areas that do have water. Sewer lines are also damaged. Caltrans and CHP close all freeways and highway bridges until they can be inspected. Several pipelines carrying petroleum products across the fault line have ruptured and then caught fire. The resulting large brush fire can be seen from all over Los Angeles. It is estimated that over 300,000 people are homeless. The school's telephone system is inoperable but all radios work. Traffic comes to a halt as surface streets are severely impacted by excess traffic volume. Numerous fires have started caused by severed underground gas lines. The Superintendent declares a state of emergency and orders staff to remain at their sites and shelter all students at schools until they can be reunited with a parent or guardian. Police and Fire departments are overwhelmed by 911 calls and dispatchers will not say if or when units will respond. School staff must assume that they will be on their own to shelter and care for students and staff.

PREPARATION

- Advisory teachers are to pass out the parent letters to their students, who will in turn take them home to their parents.
- Please read the hypothetical scenario, and encourage your students to take this drill very seriously.
- To assist with your discussion, you will find some Earthquake Quick Facts at the end of this memo. Feel free to use these facts to stimulate a dialogue with your students during your preparation for this drill.
- Prior to the emergency drill, please prepare the students by reviewing the new Emergency Evacuation Routes. This map must be posted in your classroom/office.
- Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Card would be allowed to pick them up from school. Parents must first go to the Request Gate, just behind the teacher's cafeteria, to request the pickup. They would then be directed to the Reunion Gate, located between the auditorium and the lunch area, to meet their children.
- Please take some time to peruse the materials contained inside the red emergency totes that should be prominently hanging in your classroom. Inside, you will find a First Aid Kit, a CPR mask, and an Emergency Notebook.
- The notebook contains all of the information that you or your substitute would need should there be a drill or an actual emergency. Please either print your class rosters via MISIS or make a copy of the rosters the Office issues you, and include these in the notebook.
- Classroom teachers should consider obtaining additional medical supplies -- e.g. band aids, ace wrap, antiseptic ointment, eye wash, and rubber gloves -- to be used for minor mishaps when the nurse is unavailable or unnecessary (the 99 Cent Store has all of these items).
- You should also consider keeping a blanket, supply of bottled water, non-perishable food or snacks
- and other supplies in your room in the event an emergency requires a sustained lock-down.
- Encourage your students to keep a book, game, or puzzle in their backpacks to be used during the
- drill's filler time.

EMERGENCY DRILL PROCEDURE

During the emergency drill, please follow the procedures outlined below:

- The signal for the drill to begin will be the activation of our emergency bells. During an earthquake, the bells may or may not be operational, so a command of “DROP” is to be given by the teacher or staff member regardless of the condition of the bells. At that time, students are to drop to their knees, take cover under a desk/table, and hold on to the legs of the furniture. When the “All Clear” is sounded and/or it is safe, everyone is to quickly and quietly evacuate to the outside assembly area.
- Take the red emergency tote with you as you guide the students to the assembly area.
- Attached are two door signs. On one side, the sign reads “Evacuated,” with its corresponding symbol (a slash). On the other side there is an “X,” and that side is used by the Search and Rescue Teams to indicate that they have checked and cleared the room. Place these signs inside your
- Emergency Binder. Before you exit your room, ascertain whether any students are injured. If there are no injuries and all students are able to evacuate, please tape the sign to your door. If there are injuries or anyone is left behind, do not affix the sign to your door, since the absence of a sign is an indicator that the room needs to be checked by the Search and Rescue Team. This method ensures that our Search and Rescue Teams can act expeditiously and appropriately.
- Escort your students to the marked blacktop area behind the gym and find your assigned room area.
- Take roll to verify that all students are present. Students must remain seated together as a class throughout the duration of the drill.
- If you do not have a class during the period in which the drill takes place, please report to the Command Center for an assignment. You will be supervising the class of a Search and Rescue Team Member for the balance of the drill.
- If any of your students were present in class, but were absent during the drill, please list those names below and submit it to the Command Center. If all students are accounted for, this step is not necessary.
- Teachers are to remain with their classes at all times.
- All paraprofessionals and campus aides are to report to the assembly area to assist with the supervision of students.
- The “All Clear” signal is one long bell and/or oral notification by staff that the drill is over.

ROSTER OF MISSING STUDENTS

Submit this roster to the Command Center only if students cannot be accounted for during the drill.

Teacher: _____

Room: _____

Name of Missing Student	Student's Date of Birth

EARTHQUAKE QUICK FACTS

The largest recorded earthquake in the United States was a magnitude 9.2 that struck Prince William Sound, Alaska on Good Friday, March 28, 1964.

The largest recorded earthquake in the world was a magnitude 9.5 in Chile on May 22, 1960.

The earliest reported earthquake in California was felt in 1769 by Gasper de Portola while his group was camping about 30 miles southeast of Los Angeles.

The average movement of the San Andreas Fault Zone during the past has been about 2 inches per year. This is about the same rate as fingernails grow. If this rate continues, Los Angeles and San Francisco will be next to one another in about 15 million years.

Moonquakes ("earthquakes" on the moon) do occur, but they happen less frequently than on earth and at much smaller magnitudes. They also occur at great depths, about halfway between the surface and the center of the moon.

A tsunami is a sea wave caused by an underwater earthquake or landslide. A tidal wave is a large sea wave produced by high winds.

The hypocenter of an earthquake is the location beneath the earth's surface where the rupture of the fault begins. The epicenter is the location directly above the hypocenter on the surface of the earth.

It is estimated that there are 500,000 detectable earthquakes in the world each year. Of these, 100,000 can be felt by humans, and about 100 of them cause various degrees of damage.

More damage was done to the city of San Francisco in 1906 by fire after the earthquake than by the earthquake itself.

A seiche (pronounced SAYSH) is what happens in the swimming pools of Californians during and after an earthquake. It is the sloshing of the water in your swimming pool caused by the ground shaking. This sloshing can also be caused by the wind.

Each year the southern California area has about 10,000 earthquakes. Most are so small that they are not felt. Several hundred are above a 3.0 magnitude and only about 15-20 are greater than a magnitude 4.0.

The magnitude of an earthquake is a measured value of the earthquake size. The intensity is a measure of the shaking created by the earthquake.

There is no such thing as "earthquake weather." Statistically there is an equal distribution of earthquake in cold weather, hot weather, rainy weather, etc.

From 1975 to 1995, there were only four states that did not have any earthquakes. They were: Florida, Iowa, North Dakota, and Wisconsin.

Earthquakes occur in the central portion of the United States, too. The magnitude 8+ earthquakes on New

Madrid fault in the Mississippi Valley in 1811-12 caused church bells in Boston, nearly 1000 miles away, to ring.

The San Andreas Fault is not a single, continuous fault. Rather, it is actually a fault zone made up of many segments. The fault is some 800 miles long and in some spots is over 10 miles deep.

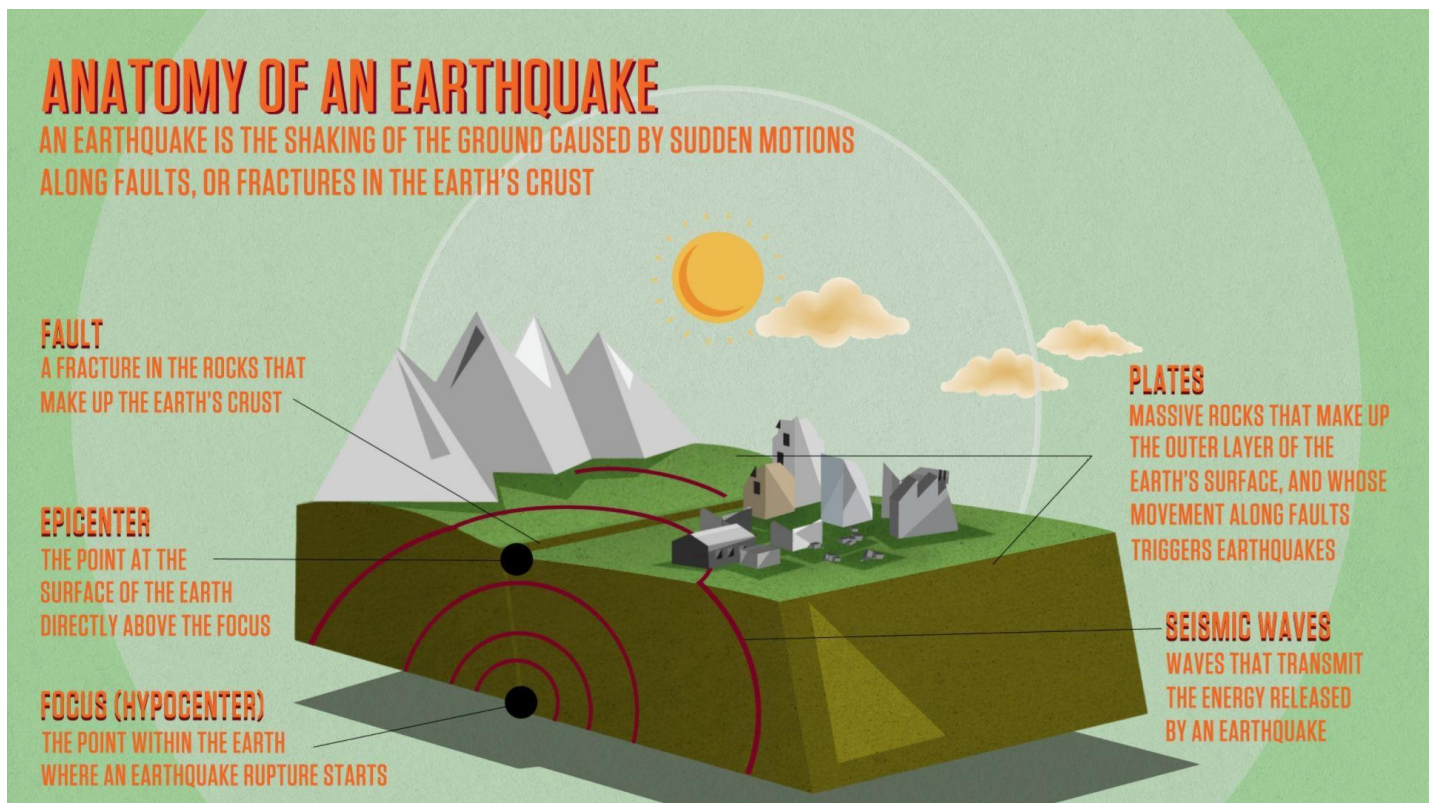
The world's deadliest recorded earthquake occurred in 1557 in central China. Many people in the area lived in dirt caves. An estimated 830,000 people were killed. In 1976, another deadly earthquake struck in Tangshan, China, killing about 250,000 people.

Florida and North Dakota have the smallest number of earthquakes in the United States.

Alaska is the most seismically active state in the U.S. It experiences a magnitude 7 earthquake almost every year and a magnitude 8 or greater about every 14 years.

Sources:

United States Department of Interior (<http://www.doi.gov>) United States Geological Survey (<http://earthquake.usgs.gov/4kids/>)



SAMPLE EMERGENCY DRILLS: FIRE DRILL

BACKGROUND AND OBJECTIVES

We will have a Fire Drill at 12:15 pm on Thursday, February 28, 20xx. It is a legal requirement, as mandated by the California Education Code, that our school carry out these drills on a regular basis.

The Emergency Drill objectives are as follows:

- To acquaint everyone with the signal for a fire alarm. That signal - a series of the bells and pauses -is:
 - a ten-second bell followed by
 - a five-second pause

The sequence is repeated as often as necessary. When the “All Clear” is sounded and/or it is safe, everyone is to quickly and quietly evacuate to their assigned outside assembly area.

PREPARATION

- Please encourage your students to take this drill very seriously.
- Prior to the emergency drill, please prepare the students by reviewing the attached Emergency Evacuation Routes. Please post this map in your classroom for future reference.
- Inform students that only their parent(s), guardian, or other adult listed on their Emergency Card would be allowed to pick them up from school. Parents must first go to the Request Gate, just behind the teacher's cafeteria, to request the pickup. They would then be directed to the Reunion Gate, located between the auditorium and the lunch area, to meet their child.
- Please take some time to peruse the materials contained inside the red emergency totes that should be prominently hanging in your classroom. Inside, you will find a First Aid Kit and an Emergency Notebook. The notebook contains all of the information that you or your substitute would need should there be a drill or an actual emergency. Please either print your class rosters via MISIS or make a copy of the rosters the attendance office issues to you, and include these in the notebook. By keeping updated rosters in the notebook, students can be more accurately accounted for during emergencies.
- Classroom teachers should consider obtaining additional medical supplies - band aids, ace wrap, antiseptic ointment, eye wash, rubber gloves, etc. to be used for minor mishaps when the nurse is unavailable or unnecessary (the 99 Cent Store has all of these items).
- You should also consider keeping a blanket, supply of bottled water, non-perishable food or snacks
- and other supplies in your room in the event an emergency requires a sustained lock-down.
- Encourage your students to keep a book, game, or puzzle in their backpacks to be used during the drill during filler time.

EMERGENCY DRILL PROCEDURE

During the emergency drill, please follow the procedures outlined below:

- Conduct the practice drill (fire and earthquake) as described above.
- Take the red emergency tote with you as you guide the students to the assembly area.
- Escort your students to the marked blacktop area behind the gym and find your assigned room area. Note that some of the evacuation routes have been altered. The Emergency Access Road between the Gymnasium Complex and the Boiler Room is no longer an evacuation route due to the potential safety issues related to the smokestack.

- Take roll to verify that all students are present. Students must remain seated together as a class throughout the duration of the drill.
- If any of your students were present in class, but were absent during the drill, please list those names below and submit it to the Command Center. If all students are accounted for, this step is not necessary.
- For your convenience, a blank "Roster of Missing Students Form" has been attached to this memo.
- Please detach and insert this blank form directly into your red Emergency Kits/Emergency Notebooks for future reference.
- Teachers are to remain with their class AT ALL TIMES.
- No students are to be allowed to wander away from their class staging area.
- The "all clear" signal is one long bell and/ or oral notification by staff that the drill is over.

ROSTER OF MISSING STUDENTS

(Submit this roster to the Command Center only if students cannot be accounted for during the drill.)

Teacher: _____

Room: _____

Last,FirstNameofMissingStudent	Student's Date of Birth

SAMPLE EMERGENCY DRILLS: CAMPUS PROTECTION DRILL

BACKGROUND AND HYPOTHETICAL SCENARIO

In lieu of our regularly-scheduled Fire/Earthquake Drill, we will have a Campus Protection Drill at 10:05 am on Monday, June 16, 20xx.

Campus Protection procedures are instituted to secure the school during police action, campus intrusion, community incidents, or any other outside events requiring school security. These procedures are necessary in cases where harm may result to persons and/or property within the school grounds, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by any law enforcement agency. This special kind of sheltering plan requires individuals to remain within the safety of their immediate area to protect them from imminent danger.

While this appears to be a similar activity to a “Shelter-in-Place” drill, it is not the same. The difference between “Campus Protection” and “Shelter-in-Place” is that the latter involves the shutdown of the HVAC (heating, ventilation, and air conditioning) systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Here’s the hypothetical scenario for this exercise: It is a typical school day at Sylmar High School. Suddenly two police officers run into the Main Office. One officer has his gun drawn as he looks around the room.

They are out of breath from running. They announce to our Principal that they are pursuing three armed men in a car when the car swerved, broke through the back gate, and the men jumped out of the car and ran. The men ran in different directions and are believed to be somewhere on our campus. The officers have called for additional resources and we can hear police sirens in the distance.

IMPORTANT REMINDERS

- Please remind students that, if such an exercise ever becomes necessary while students are not in class (e.g. before school, during passing periods, at nutrition, at lunch, or immediately after school), they are to proceed to the closest room, even if it is not their regularly-scheduled classroom.
- If it becomes necessary to temporarily house guest students during an actual emergency, be sure to circulate a roll sheet. Once the situation stabilizes and the “All Clear” is announced, please submit this list to the Attendance Office so that those students can be taken into account.
- They are to remain inside this room - as a guest - until the emergency is over.
- THE CRITICAL NEED HERE IS TO REMOVE ALL STUDENTS FROM HARM’S WAY IMMEDIATELY.

SUGGESTED PRE-EXERCISE ACTIVITIES

In preparation for this exercise, it would be beneficial to engage the students in the following exercises:

1. Have students identify areas of the classroom or office that would need to be locked in order to prevent an intruder from entering that class/office.
2. Point out places within your classroom that are potentially dangerous and need to be avoided (e.g. directly in front of windows and doors).

1. Develop student teams to perform duties to include:
 - Close and lock windows and doors
 - Close blinds and cover door window (if necessary)
2. Classroom teachers should consider obtaining additional medical supplies - band aids, ace wrap, antiseptic ointment, eye wash, rubber gloves, etc. to be used for minor mishaps when the nurse is unavailable or unnecessary (the 99 Cent Store has all of these items). You should also consider keeping a blanket, a supply of bottled water, some non-perishable food or snacks, and other supplies in your room in the event an emergency requires a sustained period of time in which students are to remain inside of the buildings.

EMERGENCY DRILL PROCEDURE

During the emergency drill, please follow the procedures outlined below. Please note that, throughout this exercise, the offices will not be summoning students in an effort to simulate an actual emergency.

1. Take attendance (send names of missing students after the completion of drill).
2. Close and lock all doors and windows. Close all blinds.
3. Move away from all doors and windows.
4. Remain in your classroom, office, or building until “All Clear” is signaled. Please note that, in the event that the PA system is deactivated during a real emergency, all communication will be sent to you via e-mail, so be certain to check your Inbox during the drill.
5. To more closely simulate an actual emergency, we will have several “accomplices” try to access your room. If someone knocks on your door while on Campus Protection mode, do NOT open the door!



SAMPLE EMERGENCY DRILLS: SHELTER-IN-PLACE DRILL

BACKGROUND AND HYPOTHETICAL SCENARIO

In lieu of our regularly-scheduled Fire/Earthquake Drill, we will have a “Shelter-in-Place” Exercise at 12:00 PM on Tuesday, May 27, 20xx.

This particular scenario requires that staff be able to close all windows and doors, turn off the classrooms’ HVAC (heating, ventilation, and air conditioning) systems, and keep the outside air from entering the building. While this appears to be a similar activity to a Campus Protection drill, it is not the same. The difference between Campus Protection and “Shelter-in-Place” is that the latter involves the shutdown of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Here’s the hypothetical scenario: Sylmar Biotech Health Academy has been notified by School Police that a large cloud of an unknown toxic material has been released near our school. The cloud is being carried slowly by the wind in our direction. On the advice of authorities, the school is directed to notify our students and staff to “Shelter in Place” until the cloud passes. Based on the readings and weather conditions, it is estimated that students and staff will have to “Shelter in Place” for about 15 minutes. Because this is a drill, classrooms are not to use any tape on walls to seal windows or vents since it may damage painted surfaces.

SUGGESTED PRE-EXERCISE ACTIVITIES

In preparation for this exercise, it would be beneficial to engage the students in the following exercises:

- Have students identify areas of the classroom or office that would need to be sealed in order to prevent outside air from entering the class/office.
- Determine what material(s) would need to be used to seal class/office.
- How would students use these materials to seal the class/office?
- Develop student teams to perform Shelter in Place duties to include:
 - Close windows and doors
 - Lock and seal doors and windows
 - Turn off air conditioner(s) or ventilation system
 - Seal all vents to keep outside air from entering class/office
- Classroom teachers should consider obtaining additional medical supplies - band aids, ace wrap, antiseptic ointment, eye wash, rubber gloves, etc. to be used for minor mishaps when the nurse is unavailable or unnecessary (the 99 Cent Store has all of these items).
- You should also consider keeping a blanket, supply of bottled water, non-perishable food or snacks and other supplies in your room in the event an emergency requires a sustained period of time in which students are to remain inside of the buildings.

EMERGENCY DRILL PROCEDURE

During the emergency drill, please follow the procedures outlined below. Please note that, throughout this exercise, the offices will not be summoning students in an effort to simulate an actual “Shelter-in-Place” emergency.

1. Take attendance (send names of missing students after completion of the drill)
2. Close and lock all doors and windows
3. Move away from all doors and windows
4. Turn off air conditioning unit(s) or ventilation system(s)
5. Allow no student into or out of your classroom, office, or building until “All Clear” is signaled
6. Remain in your classroom, office, or building until “All Clear” is signaled. Please note that, in the event that the PA system is deactivated during a real emergency, all communication will be sent to you via e-mail, so be certain to check your Inbox during the drill. You will be asked to reply to an e-mail message to ensure that we can communicate with you during such emergencies.

ROSTER OF MISSING STUDENTS

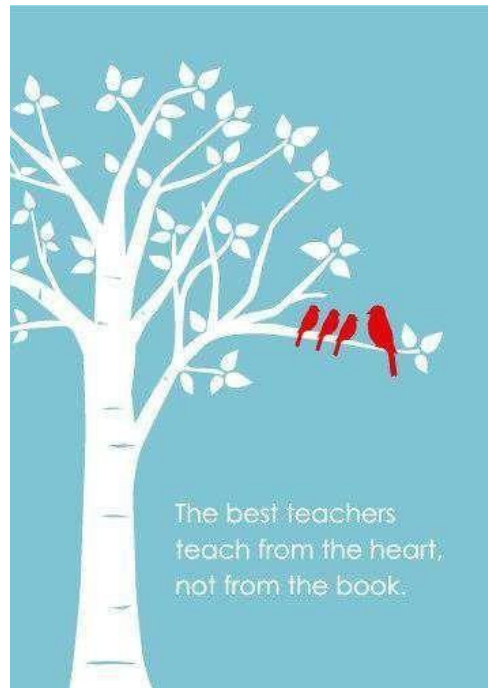
(Submit this roster only if students cannot be accounted for during the drill.)

Teacher: _____

Room: _____

Last,FirstNameofMissingStudent	Student's Date of Birth

Inspirational Quotes

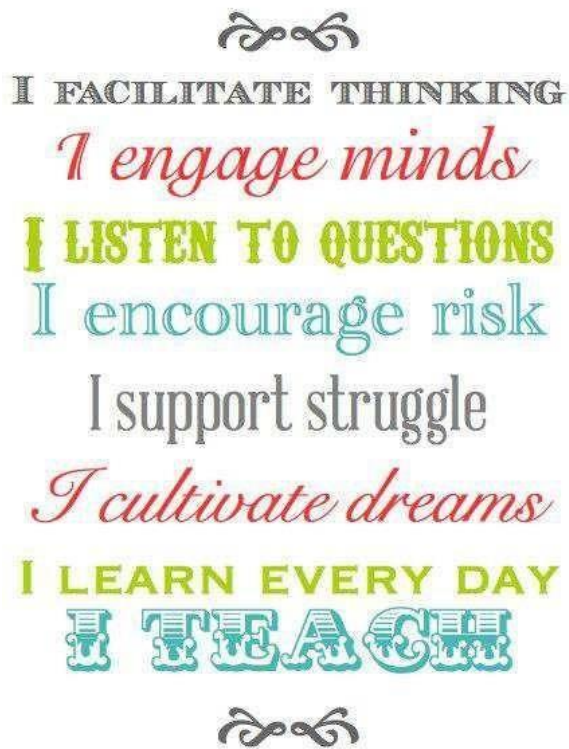


"I touch the future. I teach." ~ *Christa McAuliffe*

Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives." ~ *Andy Rooney*

"In teaching, you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years." ~ *Jacques Barzun*

"Nine-tenths of education is encouragement." ~ *Anatole France*



“I am not a teacher, but an awakener.” — *Robert Frost*

“One child, one teacher, one book, one pen can change the world.” — *Malala Yousafzai*

“Better than a thousand days of diligent study is one day with a great teacher.” —
Japanese proverb

“What we learn with pleasure we never forget.” — *Alfred Mercier*

“The beautiful thing about learning is that no one can take it away from you.” — *B.B. King*

“Anyonewhodoesanythingtohelpachildinhislifeisaherotome.” — *Fred Rogers*

ADDITIONAL NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ADDITIONAL NOTES

[illegible]

