

**LOS ANGELES ACADEMY MIDDLE SCHOOL**

*“In Pursuit of Excellence”*

*FACULTY HANDBOOK*



*2007-2008*

## FOREWORD

*We can,  
Whenever and wherever  
We choose,  
Successfully teach  
All children  
Whose schooling is of interest to us.  
We already know more  
than we need to do that.  
Whether or not we do it  
Must finally depend on  
How we feel  
About the fact  
That we haven't  
So far.”*

-Ron Edmonds

This faculty Handbook provides a summary of policies and procedures that ensure the smooth operation of the educational process at Los Angeles Academy. Frequent reference will be made through out the school year to the procedures which are included on the following pages. Each faculty member will be responsible for up-dating this handbook with any additions or revisions which might be distributed during the school year.

We welcome you to Los Angeles Academy. As a community we will offer our students a quality education bound solely by our greatest dreams. Together we will achieve an excellent learning environment-a school “In Pursuit of Excellence”.

## **SCHOOL PROFILE**

Name:	Los Angeles Academy Middle School
Address:	644 E. 56 <sup>th</sup> Street Los Angeles, CA 90011
Telephone:	(323) 238-1800      Fax: (323) 231 0136
School Motto:	“In Pursuit of Excellence”
Enrollment:	2300 pupils
School Programs:	Gifted/ Advanced Studies Title 1 English as a Second Language Special Education
Community / Parent Support:	Bilingual Advisory Council LA Bridges Program School Improvement Council Shared Decision Making Council Title 1 Advisory Council Woodcraft Rangers After School Safe Neighborhood

### **MISSION:**

Los Angeles Academy M.S. is dedicated to providing students with a sound personal and academic foundation through implementations of rigorous engaging culminating tasks that will prepare them to become literate, economically competitive and personally responsible adults. Students at LAAMS will score at the proficient and advanced levels on the California Standards Test. They will enter high school prepared to enroll in Advanced Placement Courses that will qualify them for admission into the California University System

### **VISION:**

LAAMS is a safe and supportive community of parents and staff committed to providing students with a rigorous curriculum and engaging instructional activities that will enable them to meet and exceed California Content Standards. The learning community fosters positive relationships, encourages all stakeholders to develop their leadership skills, as well as become life-long learners.

# DISTRICT POLICIES

## CHILD ABUSE REPORTING PROCEDURES

**The 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.”

**The 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.**

Below are the procedures/ contact numbers for filing a Suspected Child Abuse Report (SCAR).

1. Print form SS8572

This will provide you a rough draft of your report; the complete report will be done on-line.

2. Call DCFS @ 1-800-540-4000 and obtain a 19-digit reference #. Be sure to tell the person taking the report that you are going to submit it on-line.

3. Log on the DCFS website: <http://dcfs.co.la.ca.us/>

Look under resources (on the left-hand side)

Find the link for **Mandated Reporter** only

Click on **Create a Suspected Child Abuse Report**

Fill out the boxes for the reference number

4. Finish all the pages of the report

5. Print a copy for your records (do not mail to CPS/DCFS)

6. Submit the report; the report is now filed

7. Give a copy of the report to the administrator in charge (Mr. Lewis). You are done.

## **HATE CRIME GUIDELINES**

The goal of the LAUSD is to develop students who appreciate and respect diversity and thrive personally in a pluralistic society. A hate crime is a criminal act which constitutes an expression of hostility towards a victim because of his/her race, religion, disability, gender, ethnicity, or sexual orientation. A bias motivated incident is a non-criminal act which expresses hostility towards the victim for the same reasons. The difference between the hate crime and the bias motivated incident is the severity of the act committed.

### **INCIDENTS REQUIRE:**

1. Quick response.
2. Reassuring the victim and his/her family that the incident will be treated seriously.
3. A complete investigation of the incident.
4. Filing a hate crime/bias motivated incident report to the district offices.
5. Determining whether or not follow-up activities such as student awareness activities or responses to the media are necessary.
6. Determining the proper disciplinary action to be taken.
7. Assisting victims if applicable and providing reference to support agencies.

## **SEXUAL HARASSMENT GUIDELINES**

To file an employment discrimination complaint, contact the Equal Opportunity Section at (213) 633-7149.

For counseling, contact the Sex Equity Commission at (213) 625-4004

### **POLICY:**

It is the policy of LAUSD that harassment or discrimination in employment is prohibited on the basis of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), medical condition, age, marital status, sexual orientation, political belief or affiliation, status as a Vietnam era veteran or special disabled veteran, or the denial of family care leave, pursuant to federal and state laws.

All LAUSD employees are expected to behave in a manner which maintains a working environment free of harassment. Sexual harassment, whether directed toward men or women by employees at any level, will be subject to disciplinary action.

When the district receives a complaint or otherwise learns of alleged sexual harassment in the workplace, a thorough and prompt investigation will be conducted. When warranted, the District will take immediate and appropriate corrective action by doing whatever is necessary to end the harassment and remedy the complainant's loss. Moreover, in proven cases of sexual harassment, appropriate disciplinary action will be taken.

**ANY DISCIPLINARY ACTION TAKEN AGAINST AN EMPLOYEE WHO HAS ENGAGED IN SEXUAL HARASSMENT WILL BECOME PART OF HIS/HER PERSONNEL FILE.**

# **GENERAL POLICIES AND PROCEDURES**

## **ROLLBOOK PROCEDURES**

The ISIS rollbook (GradeMax) is an important legal document, which must show complete and accurate records of each student enrolled in class.

GradeMax will be checked periodically based on the following procedures:

- Legend of grades
- Marks should be recorded with at least one grade per week for each student
- All records are accurate and up to date

When teachers go off-track, specific instructions for rollbook clearance will be issued by the administrator in charge.

## **PROGRESS REPORT PROCEDURES**

Progress reports are a communication between the school and the home. It informs the parents or guardian of the child's progress during the semester. Students who are making unsatisfactory progress and who are receiving a "D" or "Fail", or "U" are notified at this time. All teachers are expected to meet all deadlines as there are strict computer timelines that meet District-mandated reporting periods.

## **MESTER & SEMESTER MARKS**

All teachers are expected to meet all deadlines as there are strict computer timelines that meet District-mandated reporting periods.

## **STUDENT CLEARANCE FORMS**

When a student leaves the school permanently, a clearance form is sent to each of his/her teachers. Teachers should sign the form and mark the student's grade. At the bottom of the card, a teacher may denote any lost or damaged textbook.

## **HOMEWORK POLICY**

Homework is a necessary part of each student's educational program, and yields a positive effect on student achievement when it is purposeful and when it provides the student with time to complete or expand upon assignments begun in class. It develops good work habits and a sense of responsibility for completing tasks on time. In addition, homework provides opportunities for the student to engage in creative projects, self-directed activities and research in the area of his or her developing interests. Furthermore, purposeful homework is related to the standards-based coursework and objectives, emphasizes quality and rigor rather than quantity, is consistent with the grade level and maturity level of the student, and should be reflected in the subject mark.

## **GUIDELINES: ASSIGNMENT OF HOMEWORK**

- A. Homework assignments should be reasonable in content, length, and resources required. Books and other materials required for assignments should be provided or easily obtainable.
- B. Homework for all students should be purposeful and clear and should be based on the grade-level standards for the class. It should be modified for students with special needs. It should never be assigned as a punishment.
- C. Homework may be scheduled over an extended period of time that may include weekends and vacations. If homework is assigned over an extended period, regular checks on progress should be made by the teacher. Parents should be notified of long-term assignments and projects, especially if they overlap part of a vacation period.
- D. Homework should be directly related to the content and standards being taught. Students should not be given homework assignments they have not been taught how to do. Homework should be assigned to reinforce and enrich student knowledge or extend learning abilities. The assignment should always be stated in terms of the standard, skill or concept being reinforced in addition to terms of the chapter, unit, or page number in a given text.
- E. Homework assignments and due dates should be thoroughly explained by the teacher in advance and thoroughly understood by the students. The written description of the subject content, standards, and course objectives provided to parents at the beginning of the course should include homework requirements, criteria and consequences that may apply if homework is not submitted according to the teacher's instructions.
- F. When appropriately assigned and explained by the teacher, homework becomes the responsibility of the student to understand, complete and return by the expected due date.
- G. Completed homework assignments should be acknowledged and recorded by teachers in a timely manner and reviewed with students. The effects of purposeful homework on student achievement are almost tripled when teachers take time to grade the homework, make corrections and specific comments on improvements that can be made, and discuss problems and remedies with individual students or the whole class.
- H. Parents should be notified when students do not complete homework

## **TIME ALLOCATIONS FOR HOMEWORK**

Grade Level	Minimum Homework Time Allocation
6 <sup>th</sup>	15 minutes for each academic class daily or 30 minutes for each two academic classes
7 <sup>th</sup> & 8 <sup>th</sup>	30 minutes for each academic class daily or 60 minutes for each two academic classes

## **MAKEUP ASSIGNMENTS FOR SCHOOL ABSENCES**

- A. Students with excused absences must be given the opportunity to complete the missed coursework, homework, or test with other equivalent assignments and must be given credit equal to that which they would have received on the original assignment or test for the same quality of work.
- B. Students absent for justifiable personal reasons, upon written request of the parent or guardian and approved by the principal or designated representatives, shall be allowed to complete all assignments and tests missed during the absence which can reasonably be provided and, upon satisfactory completion, shall receive credit equal to the credit they would have received on the original assignment or test. The teacher shall determine in what period of time the student must complete such assignments. Teachers must take into consideration that students will have work from multiple subjects to make up. Teachers should collaborate with each other to assure that the student will have the opportunity to get all of the work completed. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.
- C. Students who have been suspended from a class may be required to complete assignments or tests missed during the suspension if the assignments and tests can reasonably be provided and upon satisfactory completion shall receive credit equal to that they would have received on the original assignment or test. The teacher shall determine what assignments must be made up and in what period of time the student must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the suspension.
- D. Students who are truant or absent without verified justifiable personal reasons or students who have returned to school without a note need not be given the opportunity to complete coursework, homework, or tests missed. However, in the interest of helping these students succeed academically, teachers should give them such opportunities.
- E. Students who fail to complete assignments satisfactorily may receive a mark of “Fail/Not Proficient” on such assignments.

## **C-AVERAGE POLICY**

Students in grades 4-12 are required to maintain a “C” average in all subjects with failing marks as a condition for participation in extracurricular activities. Students lose or regain eligibility on the basis of mester and semester report card marks. Progress report marks are used as warning only.

A mark of “F” on a mester or semester report card automatically disqualifies a student from extracurricular participation. All subjects taken by the student and for which final marks are recorded are to be considered except advisement/ flex class.

## **HALL PASSES**

Hall passes are to be used judiciously so as not to interrupt instruction. No passes should be issued the first and last 15 minutes of each class. There are special situations and one must remain flexible, but the following guidelines will help everyone to create an even more effective learning environment:

- Students should be encouraged to use restrooms during passing periods, nutrition, and lunch
- Allow no one out of the class during Flex
- Allow only one student on a pass
- If students are sent to the restroom they must be accompanied by another student by wearing the yellow vest

The majority of the vandalism and graffiti takes place when students are out roaming the campus. Please keep this in mind when you are sending students out of class. Students also miss valuable class time when they are out of class.

## **CLASS INTERRUPTIONS / OFFICE SUMMONS**

Every effort will be made to keep classroom interruptions to a minimum. Office summons slips with “AT ONCE” circled should be treated as an emergency. Do Not Delay in sending these students to the appropriate office.

Office summons slips with “DURING” circled should be treated as a routine matter and teachers may send the student at a convenient time during the period to maintain the least interference with the educational process.

Only administrative, attendance, counseling, deans, health office, and library personnel are authorized to summons a student out of class.

## **STUDENT / CLASSROOM PARTY POLICY**

NO party shall be organized, planned, or held during a regular educational period AT ANY TIME. Instructional activities should be an on-going process to develop the capabilities of each student to the fullest extent.

## **COLLECTION OF CASH**

All money collected from students must be turned in to the financial manager’s office in the Student Store and be acknowledged on a pre-numbered receipt at the end of the day. Collection records are to accompany all remittances.

## **ASSEMBLY PROCEDURES**

Guidelines:

1. Take roll at the beginning of the period in your assigned classroom.
2. Escort your students to the Multi Purpose Room in an orderly manner. (Students are not to bring any food or drink items.)
3. Enter through the designated entrance only.
4. Remind students that assemblies require positive behavior.
5. Students must remain seated throughout the entire assembly.
6. Dismissal will be announced by the administrator / personnel in charge of the assembly.
7. Teachers are to sit with their students and maintain supervision throughout the program.

## **FIELD TRIP PROCEDURES**

The Board of Education authorizes trips for the school. Field trips must be planned in advance, approved by the administrator in charge and placed on the Master Calendar. Arrangements for transportation must be made no later than three weeks in advance of the trip. Parent approval and teacher approval slips must be issued and collected by the teacher in charge and submitted to the administrator in charge.

## **SCHOOL ACTIVITY NOTIFICATION**

When a student presents an ACTIVITY NOTIFICATION FORM teachers may choose to sign the form. If the student attends a school related activity, mark the student absent for that day. The attendance office will designate the appropriate code for the activity. Students should be given the work that they will miss as a result of the participation in the school activity.

## **BULLETIN NOTICE PROCEDURES**

The weekly bulletin is an important means of school communication. It is the responsibility of the teacher to read and discuss all pertinent information with students during 5<sup>th</sup>/ 6<sup>th</sup> period. All teachers should post the bulletin in a conspicuous place so that all students have the opportunity to read and review the information.

## **DUPLICATION AND XEROXING**

Teachers are expected to make use of the school's duplo machines as needed. Teachers requesting Xerox work must complete a work order form located on the counter in the Main Office and submit the form to the Xerox room with a 24 hour advanced notice.

## **TEXTBOOK ROOM PROCEDURES**

Every book is scanned out directly to the student or teacher on a barcode. Issue textbooks to all students during the first days of the new semester. If a student is enrolled in your class, he/ she should be issued a textbook. Review with students the proper care and importance of textbooks. Do this on a regular basis as well as conducting periodic textbook checks to ensure the upkeep and care of the textbooks. Make sure textbooks are covered. Be sure to issue homework assignments related to textbooks so they are used regularly at home. When a student loses a textbook that has been scanned to him/ her, notify the textbook room immediately so another book can be issued to the student. All textbook transactions must go through the textbook room. Do not transfer books among your colleagues or other students.

## **TECHNOLOGY USE GUIDELINES**

- I. All adults on this campus will model and teach the ethical/appropriate use of computers
  - A. Adults will not eat and/or drink while using the computer
  - B. Lap tops will be properly secured when not in use
  - C. All lessons requiring the use of computers will follow adopted guidelines
    1. Lessons will be planned in advance
      - a. Creation of a Websites list for focused Internet research
      - b. Creation of assignment sheet with specific instructions that is easily understood
    2. Mini-lessons on specific use of programs students will use
      - a. Microsoft Word, Excel, Power Point, Explorer

### **TECHNOLOGY USE GUIDELINES continued**

3. Computer use will be assessed as part of overall grade (see Appendix A)
  4. Teachers will require citations for references used by students for each assignment
- II. All student use of the computer will be carefully monitored by the supervising adult
    - A. All students who access the computer must have a signed AUP in their planner
    - B. The number of students at any computer work station will be limited to two
    - C. Students will not be allowed to access computers in the absence of their regular teacher
    - D. Computers provided for teacher use (Desktop/Laptop) will not be used by students
    - E. No food or drink will be allowed near the computer
  - III. The use of computers will be limited to academic activities
    - A. No unstructured use
    - B. No use of computer as reward
    - C. Not a time-out area
  - IV. All adult use of the computer will comply with the LAUSD Acceptable Use Policy
  - V. The training of adults will be an on-going process
    - A. One Tuesday each month will be devoted to technology use
    - B. Voluntary after-school training will be provided periodically
    - C. Re-Training will be provided for those who need/request it
  - VI. Procedures for addressing the misuse/abuse of school computers
    - A. Retraining
    - B. Removal of computers from the classroom
    - C. Deducting the repair of computers damaged through the neglect of a regular teacher from that department's IMA allocation

### **CLASSROOM CHANGE OF MEETING PLACE**

When a class is taken from its regularly scheduled room, a notice must be posted as to where the class can be found. The notice should be attached to the classroom door and the Main Office notified in advanced.

### **CLASS DISMISSAL**

The bell is an indication to the teacher that it is time to dismiss the class. This should be done in an orderly fashion when it is determined that the room is in good condition. Do not dismiss students before the bell rings.

### **DETAINING STUDENTS**

Do not take or keep a student from another teacher's class unless prior approval has been obtained. A teacher wishing to detain a student after school for additional help in the subject or disciplinary action for longer than 10 minutes MUST obtain parental permission at least one day in advance. Students should not be detained during lunch period, as they are required to have the allocated time to finish eating.

## **MASTER CALENDAR**

All events that would affect the use of school facilities, equipment, schedule, etc. must appear on the master calendar. In addition, all school activities are to be placed on the calendar. Changes, additions, and deletions must be approved in advance by the administrator in charge.

## **SAFETY ON CAMPUS**

It has become increasingly important that appropriate measures be taken to assure the safety and security of all District pupils and personnel. The following precautions are a supplement to our existing program:

1. When alone in any class room or office keep the doors locked.
2. Notify an administrator if you intend to stay late. Give approximate time of departure and your location.
3. Survey area for strangers or loiterers: Report all such persons to the Main Office.
4. Personnel should wait for a "buddy" before entering the school parking garage.
5. Staff members are reminded not to remain on campus after 5:00 p.m. without proper authorization.

## **SAFETY TIPS FOR STAFF MEMBERS**

1. Park and lock your car in well-lit areas when possible.
2. Use the buddy system whenever possible.
3. Do not wear expensive jewelry, watches, or carry large amounts of money to work.
4. Secure purses and all other valuables, such as a lap top computer, in a locked cabinet or desk while on campus.
5. Monitor hallways and grounds during passing periods
6. Notify the administration or school police officer of any unusual activity or potential confrontations.
7. Encourage students to share their problems with you.
8. Lock all doors before leaving the classroom.
9. Be aware of safety concerns in the community surrounding the school.
10. Do not transport student in your car
11. Do not provide students with home phone number.
12. When you are working with a student in the room leave the door unlocked and open.

# TEACHER PROCEDURES

## TEACHERS

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 of all related professional duties. Such professional duties include the following examples.

1. Instructional Planning.
2. Preparing lesson plans.
3. Preparing and selecting instructional materials.
4. Reviewing and evaluating the work of pupils.
5. Communicating and conferring with the pupils, parents, staff, and administrators
6. Maintaining appropriate records
7. Providing leadership and supervision of student activities and organization.
8. Supervising pupils both within and outside the classroom.
9. Supervising teacher aides when assigned.
10. Cooperating in parent, community and school related activities.
11. Participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current developments within.
12. Assuming reasonable responsibility for the proper use and control of District property, equipment, material, and supplies.
13. Attending faculty, departmental and grade level meetings called or approved but he immediate administrator.

## **GENERAL PERSONNEL INFORMATION**

### **FACULTY EMERGENCY CARD**

All teachers should complete and have on file in the Main office an up-to-date emergency card. The emergency card may be obtained from the school administrative assistant.

### **THE SCHOOL DAY/TEACHER'S DAILY HOURS**

It is agreed that the professional workday of a full time regular employee requires no fewer than eight hours of on-site and off-site work, and that the varying nature of professional duties does not lend itself to a total maximum daily work time of definite or uniform length.

### **SIGNING IN/ OUT**

Each teacher is to sign/ initial in and out daily in the main office, signing in at least six minutes before the daily class and signing out no less than six minutes after the last daily class. It is requested that teachers not remain on campus after 5:00 p.m. If you require access to the school facility during non-business hours, you must acquire administrative approval.

### **MAIL BOXES**

Mailboxes with the teacher's name are provided in the Main Office. Teachers should check boxes several times during the day for messages and school communication. Students sent to the main office to remove materials from any teacher's mailbox must present a note to the school secretary who will obtain the materials for the student.

### **KEYS**

At the beginning of the semester, keys will be issued from an administrator according to the teacher's needs. For security reasons, keys **MUST NEVER** be given to or used by students. Loss of keys must be reported **IMMEDIATELY** to the administrator in charge. Keys are property of the school district and they are not to be duplicated.

### **CLEARANCE SHEET WHEN GOING OFF TRACK**

Before going off-track, each teacher must have completed a clearance sheet signed by all designated administrators and/or staff members.

### **EMERGENCY**

Teachers who, due to an emergency, must leave campus at any time during the school day must:

1. Clear first with department administrator or the principal
2. Sign out on the form provided in the Main Office

## **NON-EMERGENCY**

Teachers may leave the campus during lunch by signing out and in at the Main Office. To leave campus during a conference period, a teacher must receive an approval from an administrator and sign out and in at the Main Office.

## **LEAVING THE CLASSROOM**

Teachers are directly responsible for the supervision of pupils assigned to their classes. If an emergency arises, notify the Main Office for coverage. If it is necessary to leave before help can arrive, ask the teacher next door to watch your class, leaving your door and his/her door open with the neighboring teacher standing between both classrooms supervising both classes. **Never leave your class unattended.**

## **SEATING CHARTS**

Seating charts must be kept up to date and available with a student roster in case of absence.

## **CLASSROOM COVERAGE/REPLACEMENT SERVICE**

It will be necessary from time to time to ask teachers to substitute for another teacher's class. A teacher will be notified by means of a "Substitution Request" form. Teachers are requested to report promptly to the classroom indicated on the sub request. After completion of the assignment, all materials, roll book, etc. school be returned to the school secretary or handled as requested by the regular teacher.

Replacement service is service rendered by a teacher in place of either a teacher or librarian who is reported absent on the payroll records. All teachers who render replacement service shall be paid additional salary for such service. Service in place of a teacher who is absent for attendance at a conference or convention shall not qualify for additional salary unless a substitute is authorized by the district.

## **REPORTING TEACHER ABSENCE**

The majority of class coverage will be arranged by the Main Office for reasons such as: Field Trips, Professional Development, Trainings and Meetings.

Therefore, all requests for Sub coverage must be submitted to the Main Office. Staff will request a sub thru Sub Finder and obtain a Job Number. The substitute that picks up / accepts the job is the person legally assigned to the assignment. If you are not issued a job number by the Sub Finder, you will not be able to cover an assignment.

If you need to request a sub, please obtain a '*Request for Sub Coverage*' from the Main Office and submit it as soon as possible. If you want to request a specific person for your absence, **you must communicate with the Main Office at the time that you submit your '*Request for Sub Coverage*'.**

## **REPORTING TEACHER ABSENCE continued**

You must complete all sections, especially the Reason for Request/Absence; how many days absent; how many blocks {for block coverage} and instructions regarding your lesson plans. For scheduled Illness Leave or Personal Necessity, please notify Ms. Perez, School Administrative Assistant, as soon as possible so that coverage can be scheduled in advance.

In cases where notification is not possible, teachers should call Sub Finder as soon as possible, but no later than 6:30a.m. on the day of the expected absence at (877) 528-7378 / (877) LAUSD SUB.

If you request your own substitute through Sub Finder, you must report your absence to the Main Office at extension 1881. If you receive a Voice Mail, please leave your name, specific reason for your absence, the number of days absent and your return date.

**You are expected to call the school administrative assistant by 2:00 p.m. on the day before you plan to return to release the sub.** Unless the call is received, the substitute teacher will be held over for the following day and the substitute will be paid for that day and you will be sent home.

## **EMERGENCY LESSON PLANS**

Teachers are expected to have on file in the Main Office copies of an emergency lesson plan, which can be used for their classes if needed. It is the responsibility of the teacher to see that this material is updated and complete after each absence. Some items that might be included are: seating charts, class rules, responsible student's name to help the substitute, the name and location of a helpful colleague and / or the department chairperson to call upon for assistance if needed.

## **CLASSROOM AND SCHOOL PROPERTY MAINTENANCE**

1. Equipment, furniture, fixtures, etc. in the classroom are property of the District.
  - It is the teacher's responsibility to know what is in the room and give all property the best care possible.
  - Periodic inventories will be requested.
  - Upon the written approval of the administrator in charge, certain equipment may be used off campus.
  - Students must realize they are responsible and liable for the care of school property. The law provides that students or parents must pay for the defacing of equipment, books, or other school material.
  
2. The custodial service is limited; therefore, all teachers should do their share in keeping the room clean and neat.

## **SHARING OF CLASSROOMS**

Sharing classrooms must be a cooperative effort. It is recommended that teachers involved meet between each mester to discuss the procedures to be followed in sharing the room. Subsequent discussions should be held to avert any misunderstandings.

## **SHARING OF CLASSROOMS continued**

Suggestions to Consider might include:

1. Allocating and labeling storage space.
2. Protecting and maintaining of each other's supplies and/or materials.
3. Housekeeping responsibilities regarding cleanliness of the rooms.
4. Communicating with each other regarding concerns.

## **SECURING THE CLASSROOMS**

Teachers are requested to keep rooms locked and secured at all times. At the end of the school day, windows and doors should be locked to maintain security.

## **SCHOOL MAIL**

School mail is delivered and picked up daily in the Main Office. Only official mail related to school business may be delivered through the District mail service.

For your convenience, a U.S. Mailbox is provided in the Main Office for school employees' personal mail. Mail is picked up before noon each day.

## **GUESTS**

The teacher is responsible to inform the principal of all outside speakers and the topic for discussion. Please notify the principal before final plans for guest speakers have been completed. All guests to the school must have principal's approval prior to their arrival.

## **VISITORS**

Los Angeles Academy is a closed campus. In general, no visitors are allowed on campus. However, individuals wishing to visit should report to the Main Office for approval by an administrator and for a visitors' badge.

## **SUPPLIES**

Requests for supplies should be sent to the department chairperson who makes all orders for the department. The supply and equipment catalogs are available in the Main Office conference room.

## **PARKING**

Staff parking is available in the subterranean lot entered on 56<sup>th</sup> Street. Cars parked in the lot are covered by Board insurance policies against vandalism. Staff members should make themselves aware of the provisions of this coverage. Cars should be parked only in the spaces provided.

## **CAFETERIA**

Breakfast, snack, and lunch are served daily in the teacher's cafeteria located behind the bookroom. The cafeteria is open from 7:00 am and closes at 1:00 pm.

## **AFTER SCHOOL TEACHER MEETINGS**

Regular monthly meetings will be held on Tuesdays and will begin at 3:30 p.m. and end at 4:30 p.m. Teachers / Certificated Staff should plan for the following Tuesday meetings accordingly:

- |                                      |   |  |
|--------------------------------------|---|--|
| 1 <sup>st</sup> Tuesday of the Month | - | <b>New Teachers Meeting</b>  |
| 2 <sup>nd</sup> Tuesday of the Month | - | <b>Faculty Meeting</b> (all certificated staff need to attend)   |
| 3 <sup>rd</sup> Tuesday of the Month | - | <b>Academic Senate</b> (Administrators, Department Chairs/ Co Chairs, Coaches, Coordinators & Cadre Content Leads) |
| 4 <sup>th</sup> Tuesday of the Month | - | <b>Department Meetings</b>   |

## **EVALUATION**

The purpose of an evaluation is to evaluate employee performance, provide assistance and remediation to employees whose performance is less than satisfactory and to continue to improve the quality of educational services provided by employees. The employee's immediate administrator is responsible for evaluating the employee and assisting the employee in improving performance when necessary. Evaluations should be made at least once each academic year for probationary or qualifying employees and at least every other year for permanent employees. In the case of permanent employees who are deemed "highly qualified" and have been employed by the district for at least 10 years, the period between evaluations may be extended beyond the two year period, but is at the discretion of the evaluator.

Individuals will be evaluated based upon the stated objectives on the Initial Planning Sheet (**IPS**) as well as areas addressed on the final evaluations.

As you prepare your planning sheets, keep the following items in mind:

1. Provide a minimum of 5 representative objectives for each preparation with representative standard.
2. Use your curriculum guides/ frameworks as a source.
3. When you meet with your administrator, you will discuss the content of the planning sheet.

Evaluation Process:

1. Planning Sheet Conference
2. Pre-Observation Conference
3. Classroom Observations
4. Post-Observations Conference
5. Final Evaluation Conference

**Sample IPS**

**EVALUATION continued**

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
HUMAN RESOURCES DIVISION**

Name \_\_\_\_\_  
                     Last                    First                    Middle

School/Office \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Position \_\_\_\_\_

**NOTICE**

Individuals will be evaluated based upon the stated objectives on this Initial Planning Sheet as well as areas addressed on the final evaluation form. Objectives should be written in relation to the California Standards for the Teaching Profession. Please type or print neatly.

**EVALUATION OF INSTRUCTIONAL PERSONNEL  
INITIAL PLANNING SHEET**

To be completed by the evaluatee and the original copy submitted by evaluator

Employee No. \_\_\_\_\_ Status \_\_\_\_\_

Location \_\_\_\_\_ Years at  
 Code \_\_\_\_\_ Present site \_\_\_\_\_

First Assigned to this Site \_\_\_\_\_

Years of Service in \_\_\_\_\_  
 Class Code \_\_\_\_\_ Present Position \_\_\_\_\_

OBJECTIVES	STRATEGIES TO MEET OBJECTIVES
<p>1. SUPPORT FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> <li>a. Uses the results of multiple assessments to guide instruction.</li> <li>b. Guides all students to be self-directed and assess their own learning.</li> <li>c. engages students in problem solving, critical thinking and other activities that make subject matter meaningful.</li> <li>d. Uses a variety of instructional strategies and resources to respond to student's diverse needs.</li> <li>e. Integrates student's prior knowledge, experiences, and interests into the instructional program.</li> </ul>	<p>1. SUPPORT FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> <li>• State Standards Posted</li> <li>• Large, small and individual instruction</li> <li>• Learning Centers</li> <li>• Basic textbooks</li> <li>• Manipulatives</li> <li>• Homework assignments</li> <li>• Use of T.A. or Education Aide</li> <li>• Teacher will monitor students progress on an on-going basis</li> <li>• Positive reinforces</li> <li>• Math unit assessment</li> <li>• Scaffolding of Lessons</li> <li>• Performance assessment</li> <li>• Tutoring</li> <li>• Use of tests</li> <li>• Student work folder</li> <li>• Maintaining of grade book</li> <li>• Pacing plan</li> <li>• Student portfolios</li> <li>• Observations</li> <li>• Rubric scoring technique</li> <li>• Maintaining weekly plan book</li> <li>• Grade level planning</li> <li>• CAT/6 Results</li> </ul>

2. PLANNING AND DESIGNING INSTRUCTION

- a. Demonstrate evidence of short term and long-term plans to foster student learning and achievement of the state standards.
- b. Uses state subject matter content standards to establish rigorous learning goals for students.
- c. Interrelates ideas and information within and across subject matter areas.
- d. Uses instructional strategies, materials, resources, and technologies that are appropriate to the subject matter.
- e. Plans instruction to ensure that all groups of students have equal access to the curriculum.

2. PLANNING AND DESIGNING INSTRUCTION

- Teacher will use appropriate instructional materials
- Use of textbooks
- Use of manipulative
- Use of audio/visual materials
- Teachers will provide effective classroom environment.
- Maintaining bulletin boards and centers to reflect current instructional areas of emphasis
- Maintaining an attractive and functional classroom
- Evidence of writing process
- Use of students prior knowledge

Name \_\_\_\_\_  
Last First Middle

Employee No. \_\_\_\_\_

OBJECTIVES	STRATEGIES TO MEET OBJECTIVES
<p>3. CLASSROOM PERFORMANCE</p> <ul style="list-style-type: none"> <li>a. Demonstrates knowledge of state standards and student development</li> <li>b. Uses a grading/evaluation system that is aligned with state standards.</li> <li>c. Establishes and maintains standards for student behavior and creates a climate that promotes fairness and respect.</li> <li>d. Plans and implements classroom procedures and routines that support student learning</li> <li>e. Uses instructional time effectively.</li> <li>f. Provides an effective classroom environment.</li> </ul>	<p>3. CLASSROOM PERFORMANCE</p> <ul style="list-style-type: none"> <li>• Objective standard for lessons will be indicated in plan book/boards.</li> <li>• Standard- always stated to students for subject area.</li> <li>• Teacher will have clear instructional objective</li> <li>• Teacher will use appropriate motivation</li> <li>• Individual assistance</li> <li>• Evaluation of student progress</li> <li>• Appropriate objectives</li> <li>• Use or differentiated instruction</li> <li>• Observing and checking students while working</li> <li>• Immediate feedback to student</li> <li>• Classroom work</li> <li>• Homework assignments</li> <li>• Team teaching</li> <li>• Grouping</li> <li>• Variety of Instructional materials</li> <li>• Criterion charts</li> <li>• Maintaining grade book</li> <li>• Checking student work</li> <li>• Testing</li> <li>• Report cards</li> <li>• Parent conferences</li> <li>• Assessments</li> <li>• Utilize appropriate rubrics for all subjects area</li> <li>• Assigned homework based on class work 4 days a week</li> <li>• Incentive chart</li> <li>• Grade book</li> </ul>

<p>4. DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <ul style="list-style-type: none"> <li>a. Establishes professional goals and demonstrates continuous growth.</li> <li>b. Works with colleagues to improve professional practice</li> <li>c. Provides effective supervision of students</li> <li>d. Collaborates in the improvement of the school programs</li> <li>e. Communicates regularly with students and parents about instructional goals and students practice</li> <li>f. Follows district and state policies, Laws and regulations</li> <li>g. Communicates and interacts with colleagues, staff, parents and students.</li> <li>h. Perform adjunct duties effectively.</li> </ul> <p>5. PUNCTUALITY, ATTENDANCE AND RECORD KEEPING</p> <ul style="list-style-type: none"> <li>a. Regularly arrives on time, starts class on schedule.</li> <li>b. Regularly in attendance for total contract day</li> <li>c. Maintains accurate and timely records</li> </ul>	<p>4. DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <ul style="list-style-type: none"> <li>• Teacher will use maintain appropriate professional relationships and communications with: students, parents and other staff members.</li> <li>• Provide for individual differences.</li> <li>• Have high expectations</li> <li>• Counsel students</li> <li>• Involve students in decision-making</li> <li>• Parent contracts</li> <li>• Parent conferences</li> <li>• Presentations at parent meetings</li> <li>• Complimentary notes to parents</li> <li>• Team teaching</li> <li>• Grade level meetings</li> <li>• Membership on school site council</li> <li>• Participation of committees</li> <li>• Grade level chairperson, etc.</li> <li>• Teacher will maintain professional appearance</li> <li>• Appropriate dress</li> <li>• Appropriate grooming</li> <li>• Maintaining attendance cards on daily basis</li> <li>• Maintaining roll book</li> <li>• Completing cumulative cards accurately and completely</li> </ul> <p>5. PUNCTUALITY, ATTENDANCE AND RECORD KEEPING</p> <ul style="list-style-type: none"> <li>• Signing in upon arrival</li> <li>• Preparing prior to arrival of students</li> <li>• Signing out at end of required day</li> <li>• Attending required meetings</li> <li>• Reporting to each class prior to beginning of period</li> </ul>
--	---

Submitted by \_\_\_\_\_  
Evaluatee's Signature Date

Reviewed and approved by \_\_\_\_\_  
Evaluator's Signature Position

## **EMERGENCY PROCEDURES**

These safety procedures are established in the belief that the safest place for children during an emergency is the school site. More complete information about safety is located in the **EMERGENCY INSTRUCTION FOLDER** which should be visible in each classroom.

The following procedures are to be followed by teachers during an emergency:

# **EMERGENCY PROCEDURES**

## **FIRE**

**Updated March 2007**

These procedures are to be followed in the event of a fire on campus. It should be noted that these procedures for evacuation of buildings and of assembly on the PE field are very similar to those used in the event of an earthquake.

### **I. EVACUATION PLAN**

- A. When the fire alarm sounds, teachers should inform the students that they will be evacuating the buildings.
  - 1. Make sure the students are calm and quiet and ready to follow your instructions.
  - 2. Pick up your rollbook/5 column roster and your **Emergency Instructions** folder.
  - 3. Have the students line up outside the room.
- B. Once outside the classroom, but before escorting your students:
  - 1. Check to make sure that everyone is out of the classroom.
  - 2. Line the students up in two lines.
  - 3. Remind the students that it is a very serious situation, and that they should be quiet at all times so they can hear whatever you have to say to them.
- C. Escort your class via your assigned evacuation route to the PE Blacktop (should circumstances prevent using the assigned route, use the safest route available). Remain with your students throughout the drill.

### **II. ASSEMBLY AREA**

- A. Once you have located your room # on the Blacktop:
  - 1. Take attendance and fill out the “Disaster-Related Incident Report” located in your **Emergency Instructions Folder** (Do not send a student with the report; they will be picked up by non-classroom personnel).
  - 2. Actively supervise your students as long as we are on the field.
  - 3. Do not dismiss the students until asked to do so by an administrator.
- B. Teachers without a class should report to the Assembly Area Supervisor at the center of the Assembly Area for their assignment.

### **STAFFING**

All out-of classroom personnel should report to the Incident Command Center in front of the Boys’ Gym.

# **EMERGENCY PROCEDURES**

## **LOCKDOWN PROCEDURES**

Updated August, 2007

A lockdown is called for by a law enforcement agency or the site administrator to secure the school campus during police action, campus intrusion, community incidents or other incidents requiring either room or school security. An announcement will be made via PA System; updates will be sent via LAUSD e-mail. **Lockdown is to remain in effect until the all clear is given via public address system.**

General Procedures and responsibilities are as follows:

### **I. Teachers in the classrooms:**

1. Collect any students outside your room.
2. Lock your door.
3. Close the blinds.
4. Move students away from the windows.
5. If there is a door between your room and your neighbor's, check to be sure they heard/understood the message.
6. Continue with planned instruction. Students who are kept busy with meaningful work will be less likely to panic.

### **II. Teachers outside the classrooms:**

1. Proceed to the closest room and **remain there until the all-clear is given.**  
(PE teachers should take students into the gym and lock doors)

### **III. Students outside the classrooms:**

1. Proceed to the closest room and **remain there until the all-clear is given.**

### **IV. Office/Cafeteria staff members:**

1. Lock doors and close blinds and **remain in rooms/offices/cafeteria until the all-clear is given.**

### **V. Campus Aides/Security:**

1. Check to ensure that the PE Department has heard and are responding to the announcement
2. Ensure that all exterior doors are locked, including doors to stairways.
3. Once the campus is secure, proceed to the Dean's Office and await further instructions.

### **VI. Custodial staff:**

1. Close and lock all gates, including the Roll-Down gate.
2. Proceed to Plant Manager's Office and await further instructions.

### **VII. All Administrators/Counselors:**

1. Assist in securing the classroom buildings.
2. Report to principal/designee.

### **General Information:**

Check your LAUSD e-mail periodically for updates.

Only call the main switchboard if you require immediate assistance.

If it is safe to do so, the restrooms in the interior halls will be unlocked.

All personnel should refrain from using cell phones, as their signals may interfere with emergency communications.

# **EMERGENCY PROCEDURES**

## **Shelter-in-Place**

Updated March, 2007

Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shut down of classroom and/or building HVAC systems.

**During the Shelter-in-Place, no one should be exposed to the outside air.**

Shelter-in-Place is different from a Lock Down in that the HVAC is shutdown, and students are allowed to move within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom. Notification will be given over the public-address system.

Procedures and responsibilities are as follows:

### **I. Teachers in the classroom:**

1. Collect any students outside your room.
2. Turn off the classroom HVAC/fan system.
3. Lock your door(s) and windows.
4. Seal gaps under doors and windows with wet towels or duct tape (if available).
5. Seal vents with aluminum foil or plastic wrap (if available).
6. Turn off any sources of ignition such as pilot lights.

### **II. Teachers outside the classroom:**

1. Direct students into nearby classrooms or school buildings (e.g. MPR, library, cafeteria, gym).
2. PE teachers should take students into the gym and follow the above procedures.

### **III. All other staff members:**

1. Lock doors and close blinds (as applicable) and remain in rooms/offices/cafeteria until the all-clear is given.

### **IV. All Board employees working outside on the grounds (custodians, plumbers, gardeners, carpenters, etc.):**

1. Proceed as quickly as possible to the nearest building and remain there until the all-clear is given.

### **V. All managers, coordinators, campus aides, and administrators:**

1. Report to principal/designee.

### **VI. Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.**

### **VII. The Plant Manager and Security/Utilities Team will assist in completing the above procedures as needed.**

**Shelter-in-Place is to remain in effect until the all clear is given via the public address system.**

# **EMERGENCY PROCEDURES**

## **EARTHQUAKE**

**Updated March, 2007**

The following procedures are to be followed in the event of an earthquake during school hours. It should be noted however, that the classroom evacuation and emergency assembly portions of this plan also apply to other situations such as a fire on campus.

### **I. EVACUATION PLAN**

- A. At the first indication of an earthquake, order students to assume the DROP/HOLD position. All persons should drop to their knees, get under a desk or table, and hold the legs of that desk or table to prevent it from moving away from its protecting position. Students in an open area such as the gym should sit on the floor and cover their necks with their hands.
- B. When the severe shaking appears to have stopped:
  - 1. Soothe and calm your students; maintain order.
  - 2. Turn off all heaters, electricity, and water.
  - 3. Pick up your rollbook and your **Emergency Instructions** folder.
  - 4. Leave your door open or unlocked.
- C. Once outside of the classroom, but before escorting your students:
  - 1. Check to make sure that everyone is out of the classroom.
  - 2. If there are unmovable injured students, see Section IIIA.
  - 3. Check with your neighbor to see if he/she needs assistance.
- D. Escort your class via the safest route to the PE Black Top.
- E. Once your class is on the Black Top, have your students line up in the area designated for your room.
- F. Send injured students who are able to walk to the First Aid Area (located by Room 6103).

### **II. EMERGENCY ASSEMBLY AREA**

- A. Students are to stay in their assigned class areas. Students are to be in order as directed by their teachers. Make sure students are kept well away from the fences and wall.
- B. Teachers supervising classes are to:
  - 1. Take roll using the most recent roll sheet available (teachers should keep an updated roster for all blocks in the Emergency Instructions envelope which should be brought out with their roll books).
  - 2. Complete **“Disaster-Related Incident Report”** (these should be kept in the Emergency instructions envelope as well); do not include students known to be absent- just list students unaccounted for.
  - 3. The **“Disaster-Related Incident Report”** will be picked up by Assembly Area staff. Do not send students or leave your class unless instructed to do so.
  - 4. Maintain order in your class, and in the adjacent class, if you are assigned this coverage.  
Breaks will be provided if we are on the field for an extended period

## **EARTHQUAKE continued**

### **III. SPECIAL INSTRUCTIONS**

- A. Severely injured students (unable to walk/transport).
  - 1. Make the student comfortable, and reassure him/her that someone will be back for them shortly.
- B. If you do not have a class or are a member of a crisis team, report to the Assembly Area Supervisor for further instructions. Notify your neighbor if you are assigned to a Crisis Team.
- C. Injured staff.
  - 1. Escort your class along with the injured staff person's class to the PE Black Top by the safest route available.
  - 2. Upon arrival at the assembly area, report the injury to any administrator.
- D. Earthquake between blocks.
  - 1. Students should be prepared to assume the DROP position in an open area, or under available tables. They are then to proceed to the PE Black Top as soon as it is safe.
  - 2. Staff members should also assume the drop position, and then assist with moving the students to the PE Black Top.
  - 3. Students should report to the room # for the last class attended.

# **Discipline Plan**

Revised March 27, 2007

## **Introduction**

A fair and thoughtful discipline policy, clearly communicated to all stakeholders and consistently implemented by all school staff, provides the centerpiece for a school climate that promotes continuing academic progress. This document states the policies and procedures adopted by the staff of Los Angeles Academy Middle School to help its students succeed by holding them to high expectations of behavior.

## **Role of the Student**

Students are expected to arrive at school and at each class on time. They should be in uniform and have the necessary supplies with them. They should come prepared to learn and have their homework completed. Students should interact respectfully with their teachers and with other students and staff. When questions about school matters or conflicts with other students arise, students are expected to attempt to address their problems or ask an adult for assistance. Middle school is a developmental step when students are expected to accept more responsibility for their learning and behavior, while still receiving continuing support and guidance from their teachers and parents.

## **Role of Teachers**

Teachers are expected to provide a well-planned, standards-driven curriculum within a consistent, nurturing structure conducive to learning and social growth. They should model respectful communication, mature decision-making and life-long learning skills along with teaching the course content. Teachers are also expected to work with all other school staff to implement the school rules, policies and procedures on a daily basis.

## **Role of the Parent/ Guardian**

Parents/guardians are expected to send their students to school on-time, in uniform, and with adequate supplies each day. Parents/guardians must understand the schools rules and policies, and set high expectations for achievement and behavior. Parents/guardians are expected to maintain regular communication with their student's teachers and counselor, and work with them to promote success and social growth. Parents/guardians are encouraged to take advantage of school resources when they require assistance with their student's academic or behavioral problems.

## **Role of Counselors**

Counselors are expected to communicate with all other stakeholders: students, teachers, parents/guardians and administrators, to support the academic success and social growth of students. They enforce school rules and policies during supervision and while visiting classrooms. They assist and support teachers when students experience academic or behavioral problems, and counsel students and parent/guardians when interventions are necessary.

## **Role of Deans**

Deans are expected to work with all stakeholders to support the academic and social growth of all students. They deal with severe behavior problems such as fighting, and are involved with suspensions and Opportunity Transfers.

### **Role of Administrators**

Administrators are expected to plan, organize and control the implementation of the Discipline Plan. They monitor the classroom and campus environment and the stakeholder's daily participation. They make suggestions and decisions that facilitate communication between stakeholders and improve the learning environment, while holding teachers and counselors accountable for helping students succeed.

### **Role of Support Staff**

Support staff are expected to consistently implement the school rules and policies in order to hold students accountable for their behavior. This especially applies to students' respectful speech and behavior toward all adults on campus.

### **Classroom Discipline Plan**

Teachers have a responsibility to establish and foster a positive, nurturing and consistent environment for their students. Rules and procedures provide students with inner controls that help guide acceptable social behavior. Prevention and correction better serve our students than just control and punishment. Teachers are encouraged to collaborate with their academy, department and team members in order to create mutually consistent rules and procedures for the students they share. Classroom discipline plans should also include positive rewards, incentive and reinforcers developed in collaborating with the teacher's students. Each teacher must post the rules and consequences within their classroom and submit their classroom plan to their administrator, as part of their course syllabus.

When a student's behavior becomes consistently disruptive or egregious, the teacher should write a referral explaining the behavior in detail, and send the students to the counseling office or Dean (See chart on page 3) with relevant class work to do, escorted by a reliable student.

The teacher will receive a copy of the referral returned to their mailbox, containing an explanation of what was done by the Counselor and/or Dean. If a student consistently violates classroom rules, even after referrals to the counselor, the teacher may use a UTLA classroom suspension in order to temporarily exclude a student while they schedule a parent conference to address the offending behavior. Students are suspended from that teacher's class for the remainder of the day and the following day. The teacher is required to provide relevant class work for the two days and to call the students parent/guardian by the end of the day to schedule a conference that should include the counselor. If the parent/guardian cannot be reached or does not show up for the scheduled conference, the student must still be readmitted at the end of the suspension. The counselor can continue to follow up with the parents and address additional consequences.

### **Referral Process and Consequences**

The School Site Council has adopted general guidelines for handling behavior problems. Teachers should use the chart below to determine where a disruptive child should be sent. The disruptive students sent should be sent to the appropriate office; send the referral form with a reliable student, **but do not ask the reliable student to escort the disruptive child.**

### **Referral Process and Consequences continued**

<b>Problems Teacher Handles</b>	<b>Possible Consequences (not a direct correlation with "Problems" column)</b>
Gum chewing	Counsel student
Lack of books or materials	Contact parents via phone/note
Poor work habits and/or grades	Arrange parent conference
Classroom suspensions	Time out with partner teacher(s)
Inattentiveness	Behavior contract
Uniform violation	SST referral
Drumming on desks	Parent shadowing
Tardiness/Attendance	Lunch Detention
Talking	Campus clean-up
Refusing to stay in seat	After school detention
Failure to complete assignment	
Minor Annoyances	
Child Abuse	
Sexual Harassment	
Hate crimes	

<b>Problems Counselor Handles</b>	<b>Possible Consequences (not a direct correlation with "Problems" column)</b>
Continual Uniform violations	Campus clean-up
Attendance/truancy	Lunch detention
Excessive tardiness	After school detention
Consistent lack of materials	Counsel student
Consistent failure to complete assignments	Contact parent
Poor academic performance	PSA referral
Grades	Referral to outside agency
Program changes	
Sexual Harassment	
Hate crimes	
Child Abuse	

<b>Problems Dean Handles</b>	<b>Possible Consequences (not a direct correlation with "Problems" column)</b>
Fighting	Campus clean-up
Extortion/Gambling	Detention
Possession of dangerous weapons	Community service
Possession of firearms/ fireworks	Parent contact
Forgery	Referral to PSA
Habitual use of profanity	Suspension
Threats to staff /students	Expulsion
Graffiti	Opportunity Transfer
Smoking/possession of tobacco	Student Contract
Possession of cigarettes and/or matches	
Suspected gang related activity	
Defiance of authority	
Sexual Harassment	
Child abuse	
Hate crimes	

### **Classroom Tardy Policy**

Each teacher is expected to implement a discipline policy that incorporates the following parameters for tardy students:

In a four week period:

1 <sup>st</sup> tardy	Warning
2 <sup>nd</sup> tardy	Campus clean-up or class detention
3 <sup>rd</sup> tardy	U in Work Habits and parent contact
4 <sup>th</sup> tardy	U in work Habits, referral to counselor, lunch detention
5 <sup>th</sup> tardy	U in Work Habits and Cooperation, PSA referral and lunch detention

### **General School Procedures**

- ◆ Students may not leave the class during the first or last 15 minutes of the period.
- ◆ Teachers are discouraged from sending students out of the class to use the bathroom or to get a drink of water during class time. Emergencies may be handled by requiring the student to stay after school to make up any missed class time or by allowing only one pass per month.
- ◆ Students should never be sent to the restroom alone. Reliable students should only be used for errands; such students do not need an escort except for the restroom.
- ◆ Teachers are expected to stand at their door during all passing periods to monitor and supervise students' behavior in the hallways and outside the buildings.
- ◆ Out-of-classroom personnel supervise the eating areas and play areas during lunches. Students may not remain in the classroom building during lunch, nor be released to lunch before the bell.
- ◆ Teachers must always send relevant class work with a student when they are referred out of the class for a behavioral issue.
- ◆ Since substitute teachers cannot be fully informed about our school's rules, policies and procedures when they first arrive, regular teachers are encouraged to monitor the substitute teacher's classroom during passing periods and offer to assist when needed.
- ◆ All Teachers and staff are required to implement and enforce the school's Discipline Plan.

### **Positive School Climate**

In addition to an effective school discipline plan, the school will create and implement programs and policies that help create a positive school climate which includes incentives.

### **General School Rules**

- ◆ Students must always carry their planner/agenda (signed and dated by their teacher) when outside the classroom, no matter for how short a distance or time.
- ◆ Students are required to accurately identify themselves when requested to by any school personnel.
- ◆ Students may not bring radios/CD players, games/cards, cameras, skateboards, or other non-school related materials. Adults may confiscate such items and hold them until after school. If a student habitually breaks this rule, the item should be held until a parent/guardian can retrieve it.

### **General School Rules continued**

- ◆ Sports equipment and balls may not be brought from home and used on the PE area during nutrition and lunch. Such equipment may be checked out with a valid student I.D.
- ◆ Students may not use cell phones on campus during school hours. Students who carry cell phones must keep them turned off, and in their backpacks at all times. Violations will result in the phone being confiscated and returned only to the parent.
- ◆ Students may not carry markers, highlighters, crayons, shoe polish, white out, or other similar substances. Teachers are responsible for collecting markers used during class from students before they leave the classroom.
- ◆ Students must walk bikes on campus.
- ◆ Play fighting or games where students hit or grab each other may be interpreted as actual fighting or harassment and are not allowed.
- ◆ Profanity and vulgar gestures in any language are forbidden.
- ◆ Inappropriate touching or verbalization may be considered sexual harassment.
- ◆ Possession or sharing of offensive written or pictorial material is not allowed.
- ◆ Gang signs and visual or verbal displays associated with gangs are forbidden.
- ◆ Students must eat all food in the table area. No food may be taken to the classroom buildings. Students must clean their table before leaving the eating area.
- ◆ Students caught throwing food will help clean the lunch area.

### **Dress Code Policy**

The School Site Council has adopted a school Dress Code Policy. This policy is printed in the agenda/planner, but may get modified during the year. The currently adopted School Dress Code Policy procedures are:

- ◆ White or pastel, solid-colored polo shirts with a collar. Short or long sleeves.
- ◆ Shirts must be tucked in at all times.
- ◆ Only white t-shirts can be worn underneath.
- ◆ Khaki, beige, or off white pants, shorts, dresses or overalls.
- ◆ No warm-up or velour pants, or pants with stripes
- ◆ No over-sized clothing, mesh shirts, see-through shirts, or bare midriffs.
- ◆ Pants must be hemmed; no split seams or pant bottoms that drag on the ground.
- ◆ Pants must not sag. Under garments should not show.
- ◆ Belts may not have initials, insignias or logos on them.
- ◆ Shoes must be enclosed for safety. No colored shoe laces, black or white only.
- ◆ No dangling earrings or body ornaments, no big chains or collar-type necklaces.
- ◆ No unsafe or inappropriate jewelry, such as spiked jewelry or hoop earrings.
- ◆ No bandanas, caps, hats, hair nets, curlers, do-rags, or shower caps.
- ◆ No red or royal blue jackets or clothing.
- ◆ Hoods, hats, and gloves may be worn if required by weather extremes. They may not be worn inside the classroom buildings at any time.

## **SUPPORT SERVICES AND PROGRAMS**

### **THE LIBRARY**

The school library is a learning and leisure resource for the entire staff and student body.

1. Teachers should check the class schedule at the library circulation desk before bringing a total class of students.
2. Teachers may send up to 5 students on a pass any period during the school day.
3. Students who have “Friends of the Library” cards may use the library before school, nutrition, and lunch.
4. The librarian will assist teachers in developing units of study, with book selections, bibliographies, and acquisitions of teaching materials.
5. The librarian will assist the teacher in the orientation of students to the library, and scheduling class or small group visits.

### **SCHOOL NURSE**

The school nurse works with the faculty and administration to develop a school health program in the following areas:

1. Provide counseling and guidance with health related problems.
2. Readmits and excludes students with special health problems.
3. Attends IEP meetings and local reviews.
4. Gives first aid and emergency care.
5. Files and maintains student accident reports.
6. Refers students and parents to outside health care agencies.
7. Orients teachers and counselors regarding health problems of students.
8. Conducts vision and scoliosis screening programs and provides follow up referrals to appropriate agencies.
9. Maintain health and immunization records for the entire student body.

### **RESOURCE SPECIALIST**

The resource specialist serves the exceptional student who spends a majority of the school day in a regular program. This teacher provides instruction and services to students in the areas of oral reading, comprehension, language, and mathematics.

### **SCHOOL PSYCHOLOGIST**

The school psychologist conducts psychological assessments and develops case studies of individual students to determine educational needs. Learning characteristics, and social behavior relevant to educational placement and instructional planning. He or she will interpret the findings of individual studies to the Principal, teachers, parents, and others directly concerned with the welfare of the student.

## **SCHOOL POLICE**

The school police assist administrators and staff in the orderly conduct of the school. He/she promotes an atmosphere of security so that the objectives of the educational program may be achieved. A continuous surveillance of the premises takes place to ensure the protection of students and personnel against theft, malicious mischief, and the security of the school district property. The school police also act as a liaison between the local Police Department and the school.

## **COUNSELOR**

Counselors are responsible for directing, advising, and planning with each student a course of action for his/her successful graduation. See your track counselor for help in the following areas:

- planning parent/student/teacher conferences
- advising students regarding educational plans, attendance, and behavior
- scheduling students into classes
- working with teachers and staff to effect better learning and behavior of students

## **DEAN OF STUDENTS**

The dean of students counsels students with home and school problems. They will also contact the home regarding student conflicts on campus and in the classroom and use approved methods of discipline when behavior is unacceptable. A major objective for the deans is to work with faculty members and their students to enhance learning conditions and provide students with workable solutions to conflicts.

## **SUPPORT PROVIDER/ TEAM TEACHER**

As a result of cooperative planning, Support Provider teachers shall give on-going assistance to new teachers in establishing and achieving instructional goals and objectives. They will assist in solving problems in curriculum, classroom management, or classroom discipline. In addition, mentors share knowledge of new materials, new curriculum developments, and new teaching methods while providing opportunities for teachers to exchange ideas with other successful teachers.

## **TECHNOLOGY COORDINATOR**

The technology coordinator inventories all supplies and equipment for audio-visual and computer programs on campus. He/she is responsible for maintaining, ordering, and repairing any materials that are reported damaged.

## **TITLE 1**

Title 1 is a federally funded educational program. The funds received for this program are dedicated expressly for supplementary services to educationally disadvantaged students. These services include additional counseling, multi-cultural education, parent education, the use of teacher assistants in the classroom in servicing of teachers, and the purchase of supplementary reading and math materials.

The Title 1 Coordinator is responsible for supervising the planning, implementation, evaluation, and modification of the school's Title 1 program and budget.

## **BILINGUAL PROGRAM**

The bilingual program is responsible for testing and placement of students into the ESL classes. The coordinator communicates with parents regarding meetings, workshops, and student concerns. Monthly parent meetings are held in conjunction with the school advisory council meetings.

## **GIFTED AND TALENTED EDUCATION**

The coordinator of the GATE program is responsible for maintaining accurate records of identified students, managing the budget for materials, supplies, and field trips, and for the on-going screening and identification of new students. To have a student go through the process, forward his/her name and recommendation to the coordinator.

## **DEPARTMENT CHAIRPERSON**

1. Assist the administration with the operational detail of the department:
  - gathering information and preparing reports
  - ordering instructional materials and equipment
  - scheduling and conducting meetings of the department
  - coordinating the department program with that of the school
2. Assist with the orientation of new teachers in the department.
3. Visit and confer with teachers in the department to promote better teaching.
4. Initiate workshops which will promote the improvement of the instructional program and teaching techniques.
5. Confer with administrators on concerns and/or problems of the teachers in the department.
6. Attend school, district, and all other professional meeting or workshops and submit reports to the department in order to assist the improvement of the instructional program.
7. Initiate the establishment and evaluation of departmental goals and achievement standards of the students.