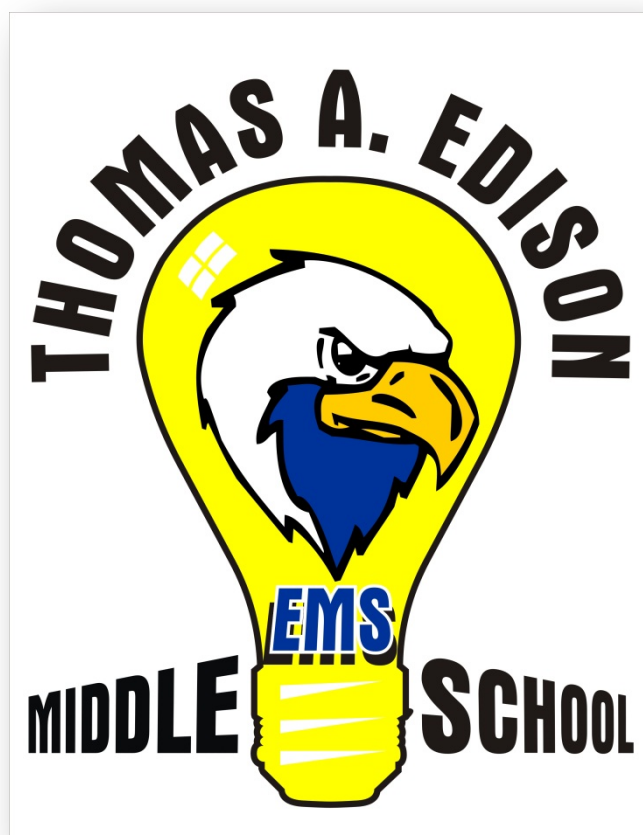


Los Angeles Unified School District



Faculty Handbook

Thomas A. Edison Middle School

Salvador Velasco, Principal

2015-2016

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MESSAGE FROM THE PRINCIPAL

MESSAGE FROM THE PRINCIPAL

August 17, 2015

To The Edison Faculty and Staff,

On behalf of the administration and support staff of Edison Middle School, I would like to welcome the faculty to the 2015-2016 school year.

This faculty handbook contains all the basic information to guide you in adhering to the school district guidelines and expected procedures to be followed in most circumstances. In addition to this handbook, there are a myriad of bulletins and written policies that provide guidance. If you are not sure how to proceed in a particular situation in 2015-2016, please consult with an administrator.

Our fundamental mission to educate students to reach their maximum potential is our guideline for our everyday actions. Each and everyday we need to commit ourselves to raise academic achievement while we support our students with their social and emotional development. Effective teaching is the cornerstone to prepare all students to be successful and productive 21st century learners. The school year 2015-2016 gives us the opportunity to provide the educational needs of our diverse learners including English learners, students with special needs and students with disabilities. All of our students deserve the advantage of a quality education that will prepare them for high school, college and a career. I look forward to working together to mold a bright future for each and every one of our students.

Looking forward to a great 2015-2016 school year.

Salvador Velasco, Principal

EXPECTATIONS FOR THE 2015-2016 SCHOOL YEAR

1. Understand and deliver instruction using Common Core State Standards in the current grade level and the next grade level.
 - Work collaboratively with colleagues to improve student proficiency with Common Core State Standards and the Master Plan for English Learners
 - Implement reading and writing strategies in all classes (Focus on literacy)
 - Participate in peer observations and provide constructive feedback to fellow colleagues
 - Unpack content standards and develop interdisciplinary units with team members
2. Provide feedback to students in a timely, accurate, and effective manner.
 - Use rubrics with assignments that are comprehensible to students
 - Provide students specific feedback as a means to work toward improvement and provide students with multiple attempts to demonstrate mastery of standards
 - Implement strategies for students to reflect on their learning and establish goals
3. Prepare lessons that are engaging, adaptive, and differentiated.
 - Use curricular maps and backward planning to design lessons that increase student engagement time, academic discussion, and utilize research-based strategies
 - Develop, post, and teach to, a 5-part learning objective for each lesson
 - Provide evidence of short and long-term planning
4. Demonstrate understanding of individual needs of students (Gifted, Special Needs, English Learners).
 - Administer formative assessments such as “Interim Assessments”, D.R.E.A.M., D.A.R.T.S. LAS –Links, and input results to Google Docs in a timely manner
 - Use data to inform instruction and provide necessary intervention
 - Provide tutoring to students at least once per week either before or after school
5. Prepare lessons to meet the needs of English Learners and Students with Disabilities
 - Understand student level in terms of language proficiency
 - Implement Four *Access Strategies: Graphic Organizers, Academic Vocabulary, Cooperative Learning, and Instructional Conversations*
 - Include SDAIE strategies using the 3 C’s and “I”: *Content, Connections, Comprehensibility, and Interaction*
 - Understand student IEP goals (academic and behavior)
6. Instruct/Monitor/Implement school-wide procedures and policies
 - Incorporate procedures for students to use the student planner on a daily basis
 - Enforce dress code and 15 minute rule
 - Implement “Reader’s Marks” on page 22 of the student planner as part of your instruction
 - Provide support for students to develop portfolios to facilitate student-led conferences
 - AVID strategies such as learning logs, Cornell note taking, and Socratic Seminar
7. Actively participate in all school site professional development throughout the school year. (Full staff/Faculty Meetings, I, IDD and Department Meetings)
8. Implement the use of the student planner
 - Verify students record homework and have obtained parent signature at least once per week
 - Ensure students chart their diagnostic scores for English and Math
9. Grading
 - Update student information on the MiSiS gradebook frequently to provide students sufficient time to improve grades and keep parents informed via the Parent Portal

10. Common Core

- Utilize professional development time to prepare and plan for the implementation of Common Core Standards.

11. Attendance

- Maintain 96% attendance rate and arrive on time
- Maintain a safe and respectful learning environment for all students

Thomas Alva Edison Middle School
MISSION AND VISION STATEMENTS

Our mission is to develop students who:

- a. understand the value of education, and the need for lifelong learning
- b. make connections across the disciplines
- c. apply their understandings to real-world contexts as practitioners and apprentices
- d. exhibit creative and critical thinking, make suppositions, question viewpoints, and search for patterns
- e. adapt to a changing technological world
- f. practice physical, mental, emotional, and social wellness
- g. demonstrate character through caring, honesty, trust, appreciation of differences, and family
- h. conduct themselves safely, respectfully, and responsibly
- i. set goals, explore professional directions, and demonstrate perseverance

The resulting vision is the empowerment of competent and confident visionaries, decision makers, and catalysts of positive change.

-- Endorsed by SSC February 25, 2008

SCHOOL POLICIES AND PROCEDURES FOR CERTIFICATED STAFF

HOURS: TEACHER HOURS

Hours: Teacher Hours: “The professional workday of a full-time regular employee requires no fewer than eight hours of on-site and off-site work,” Article IX 1.0. The minimum on site hours are from 7:43 a.m. to 2:44 p.m.; 7 minutes before and 6 minutes after – Article IX, 3.1; *Coordinator and Dean Hours:* 8-hour day determined in collaboration with administration; *Library Media Teacher Hours:* 7:20 a.m. to 3:08 p.m.; 30 minutes before/after Article IX, 3.4, a; *Before and After School Supervision:* Article IX, 6.0; *Auxiliary Preparation Period:* designate in writing and submit to the principal the start and end time of the preparation period prior to commencing the auxiliary.

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 any Administrator. An accident report must be 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.

ASSEMBLY GUIDELINES

Assemblies are a time for students to come together for purposes such as gaining information, to see a performance, or to be recognized for their accomplishments.

Assemblies are a privilege. Courteous behavior is expected of all students. Everyone is expected to monitor appropriate behavior so that the performances may be enjoyed by everyone and so that our presenters will want to return in the future.

Prior to the Assembly

1. Remind the students to show respect for the performers by their quiet and attentive behavior, applauding when appropriate. Talking, playing, pushing, whistling, and booing are inappropriate behaviors. Inappropriate behavior may be addressed with the removal of the student, the assignment of detention, or with a more serious consequence.
2. No food is permitted into the auditorium; school policy requires that food items are to remain in the eating area. Have the students remove any gum.
3. Classes who choose not to behave appropriately after a warning, will be sent back to class.

General Assembly Guidelines

1. Only the classes that are scheduled to attend the assembly should report to the auditorium.
2. Teachers should meet their students in the classroom and take attendance before escorting their students to the assembly.

3. Teachers must escort students to the auditorium in an orderly fashion so that the classes in session are not disturbed.
4. Classes should report for the assembly no later than six minutes after the tardy bell or designated time. Late classes should wait quietly outside of the auditorium until their class is invited to enter. Late classes may be asked to return to their classroom if their entrance disturbs the assembly.
5. Students are to line up in single file before entering the auditorium. Uncooperative classes will not be admitted.
6. The teacher is to accompany the students to their seating area and actively supervise their class before, during, and after the assembly until being dismissed for the next class period.
7. The teacher is to remain in the auditorium throughout the program.
8. Teachers and students should wait for dismissal directions from the Administrator/assembly coordinator.
9. Students should remain quietly seated in their assigned seats and follow the directions of their teacher.
10. Teachers should supervise dismissal by directing students out single file, one row at a time.

BELL SCHEDULE

Regular Bell Schedule
378 Instructional Minutes
Monday, Wednesday, Thursday, Friday

Blue-1,3,5,7	Gold-2,4,6,8	Time of Day	Shower	Minutes
School Gates Open	School Gates Open	7:15		
Warning Bell	Warning Bell	7:45		5
Period 1 (BIC)	Period 2 (BIC)	7:50 to 9:32	9:22	102
Passing	Passing	9:32 to 9:37		5
Period 3	Period 4	9:37 to 11:04	10:54	87
Lunch	Lunch	11:04 to 11:34		30
Passing	Passing	11:34 to 11:39		5
Period 5	Period 6	11:39 to 1:06	12:56	87
Passing	Passing	1:06 to 1:11		5
Period 7	Period 8	1:11 to 2:38	2:28	87

Tuesday Bell Schedule
287 Instructional Minutes- 80 Minute PD

Blue-1,3,5,7	Gold-2,4,6,8	Time of Day	Shower	Minutes
School Gates Open	School Gates Open	7:15		
Warning Bell	Warning Bell	7:45		5
Period 1 (BIC)	Period 2 (BIC)	7:50 to 9:09	8:59	79
Passing	Passing	9:09 to 9:14		5
Period 3	Period 4	9:14 to 10:18	10:08	64
Passing	Passing	10:18 to 10:23		5
Period 5	Period 6	10:23 to 11:27	11:17	64
Lunch	Lunch	11:27 to 11:57		30
Passing	Passing	11:57 to 12:02		5
Period 7	Period 8	12:02 to 1:08	12:58	66
Staff PD		1:18 to 2:38		80

BREAKFAST IN THE CLASSROOM (BIC)

Breakfast Distribution:

- Student attendance needs to be submitted immediately at 7:50 AM.
- Teachers will select two students from their Period 1 and Period 2 class to pick-up and return containers to the teacher's cafeteria on a daily basis.
- Food monitors will pick-up food in the teacher cafeteria and bring to each classroom/designated eating area.
- Teachers must place the "breakfast monitors" form in the classroom and also in their emergency lesson plans.
- Food containers will be returned no later than 8:15 AM.
- Breakfast in the classroom documentation must be completed and returned on a daily basis and placed in the storage container. (See sample worksheet)
- I-Team members will also have record of BIC student monitors in the event of a substitute. (Google Doc).

Food Consumption:

- All students are required to consume food in their designated classroom/assigned area between 7:50 AM – 8:05 AM.
- Students are not required to eat food. Once food is touched it is not to be consumed by anyone else.
- All teachers may eat free of charge with students.
- Parent volunteers eat free of charge. (1 per classroom)
- PE/Elective classes – assigned eating area. (See room assignments)

Collection of trash and clean-up:

- At no time should students be allowed to remove food from their assigned classroom or eating area.
- Items such as Windex, 409, and glass cleaners are *prohibited* and may not be used for clean-up of potential spills. Clean-up towels will be provided to all teachers.
- "Breakfast monitors" will place trash in designated receptacles in areas adjacent to classrooms.
- Students who arrive after breakfast in the classroom has been completed will not have an opportunity to eat breakfast.

Remain positive:

- Discuss the importance of healthy nutrition with students.
- Eat breakfast with students.
- Do not express your personal opinions about the Breakfast in the Classroom program.

BULLETIN & P.A. ANNOUNCEMENTS

- The school bulletin is prepared on Fridays of each week. Forms for bulletin notices may be obtained from the Main Office. They should be typed or block printed and turned in by 12:00 noon Thursday prior to the week they wish it to appear in the bulletin or they can be e-mailed to Ms. Karuza.

- Teachers are requested to post school bulletins for students on their bulletin boards. P.A. announcements will be made one day per week when the Leadership class meets and on other days if there is an emergency. Forms for P.A. announcements may be obtained in the Main Office. These should be turned in by 3:15 P.M. on Thursday prior to the week the announcement will be announced.

CAFETERIA

Food is available before school and during lunch in the cafeteria.

CARE OF ROOM, SCHOOL PROPERTY, AND HOUSEKEEPING

- Everything in a classroom, not personally paid for by the teacher, is the property of the Board of Education.
 - It is the teacher's responsibility to know what is in the room and to properly care for it.
 - Periodic inventories will be requested.
 - Certain equipment may be used off campus at school functions with the proper form filled out and approved by the Principal.
 - Students must realize they are responsible and liable for the care of school property. The law mandates that students or their parents must pay for the defacing of equipment, books, or other school materials.
- Due to limited custodial services, teachers are asked to keep rooms as clean and neat as possible.

CELL PHONE USAGE

Cell phones should be maintained in an off or vibrate position during work hours. Office phones are available for staff use during work hours for work related calls. Emergency use of a cell phone should be kept to a minimum; calls that require more than a minute or two to resolve require that the individual contact an administrator or the Main Office to request coverage and/or a release from your assigned duties to address the personal emergency.

CHANGE OF ADDRESS

The School Administrative Assistant is to be notified in writing immediately of any change of address or phone number.

CHANGE OF CLASSROOM MEETING PLACE

- When a class is taken from its regularly scheduled room, a notice must be posted on the outside door, which includes the new location.
- For improved communication, the Attendance Office, Counseling Office and Main Office must be notified in advance.

CLASS COVERAGE (ARTICLE IX, 6.0)

Teachers who need to leave campus and have class(es) that must be covered must request a class coverage by completing a form that is available in the Main Office. An administrator must approve the coverage; this process may be expedited if you have identified a qualified person who has agreed to cover the class(es). Class coverage is assigned on an equitable rotational basis. Each teacher is expected to cover as needed. Teachers with a first class of the day preparation period (Blue period 1/Gold period 2) are to report to the Main Office by 7:45 a.m. for class

coverage.

Substitute Coverage Option in Writing: Willing partners may split the 90 minute coverage as follows: *Teacher A* compensated .75 hours for 45 minutes and *Teacher B* compensated .75 hours for 45 minutes. *Teacher A* must remain with the students until *Teacher B* arrives. For purposes of equity, this team of teachers is each credited with .5 of a period coverage compared to a single teacher who received 1 credit for covering the entire period. *Auxiliary Period/Class Coverage Pay Rates:* Regular Schedule Monday, Wednesday, Thursday, and Friday paid at 1.5; Tuesday Schedule paid at 1.2 hours; Shortened Day paid at 1.25 hours; Minimum Day paid at 1 hour.

Special Education Para Educations (Including Health Care Assistant (HCA)) Substitute: Special Education Para Educators who will be absent are required to request a substitute by calling SmartFindExpress at 1-866-477-3233 or classifiedsubs.lausd.net

In addition, HCAs are required to call Nursing Services Health Care Assistant Absence Reporting at 213-202-7573 to report their absences.

Unless an emergency situation dictates otherwise, Special Education Para Educators may not leave third parties messages (i.e. friends, relatives, etc.) or left with co-workers or on answering machine when reporting an absence. Para Professionals are required to notify School Administrative Assistant or an administrator the day before returning to work by calling the main office and notifying the School Administrative Assistant or an administrator.

Special Education Paraprofessionals are required to turn in absence certification forms (Form No. 60.ILL or No.60.NON-ILL) prior to or on the day of their return.

Extended Absences: (Article XII, 12.9) “An employee absent from duty for illness, injury, or other disability for more than 5 consecutive working days shall be required to submit either the Certification of Illness or Injury Card (Form 60) completed by the attending physician or a statement from the attending physician on letterhead attached to Form 60.” However, administrators may require employees to provide additional documentation at any time. Employees must notify the administrator in advance for the following types of absences:

- Doctor Appointments
- Dentist Appointments
- Jury Duty
- Vacation Request
- Subpoenaed Court Appearance
- Military Leave

CLASS DISMISSAL

- The bell is an indication to the teacher that it is time to dismiss the class.
- Dismissal 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 or automatically upon the ringing of the bell. Develop a dismissal procedure for students.

CLASS INTERRUPTIONS

- It is the policy at Thomas A. Edison MS to keep all classroom interruptions to a minimum.
- At Once office summons slips will be circled only in case of a real emergency.
Do not delay sending these students to the office.
- For routine matters, During office summons will be circled, and teachers may send the students at the end of the period indicated. However, teachers are requested not to delay sending students until the close of the period, which causes problems with part-time teacher/counselor personnel.
- Only Administrative, Counseling, Deans, Health Office, Coordinators, and Library personnel are authorized to summons students. Teachers who need to see students in other classes must work through administrators and counselors.

CLASSROOM PARTIES

- Parties are not to be held during instructional time. Teacher authorized parties may be conducted in the canteen area during nutrition, lunch, or after school provided that the teacher assumes the responsibility of supervision and ensuring that the area is left clean. All trash is to be bussed to the main trash receptacles near the plant manager's office. This process will help us to ensure that our classrooms are vermin infestation free.
- Junk food items (soda, chips, cakes, cupcakes, donuts, candy, etc.) are not allowed. Items will be confiscated – students can pick them up at the end of the day. Balloons are not allowed to be carried around campus – they will be held in the Attendance Office until the end of the day.

CLASSROOM SECURITY

- Classrooms and windows must be locked when not in use and at the end of the school day.
- Money or valuables should not be left unsecured in teacher's desk, cupboards, or closets.
- Teachers' personal items should be secured at all times.

COMMON CORE STATE STANDARDS (CCSS)

LAUSD expects all teachers to fully implement the [Common Core State Standards \(CCSS\)](#). These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are to insure that all students are college and career ready in literacy and mathematics no later than the end of high school.

The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

The common states standards are a set of expectations based on research, evidence of success, and high-achieving international models rather than opinion and tradition. They are called for by a broad base of stakeholders nationwide.

COMMON PLANNING/STAFF DEVELOPMENT/INSTRUCTIONAL DEPARTMENT DEVELOPMENT (IDD)/INTERDISCIPLINARY TEAMS (I-TEAMS *-May be revised for the 2015-2015 school year).

Meetings are scheduled on Tuesdays at 1:08 p.m. These meetings are scheduled on the calendar and published in the bulletin. Timely arrivals to these meetings allow us to start and end on time; the expected start time is 1:18 p.m. If for any reason you will not be at the meeting, you must meet with an administrator to discuss the circumstances prior to the meeting. Everyone who attends the meeting should have registered on the ***Learning Zone*** and sign-in on the appropriate form provided at the meeting. Failure to attend these meetings without administrative approval will result in non-payment.

Faculty, Departmental, Grade Level, Staff Development, and Committee Meetings: (Article IX, 4.3)

Meetings may be conducted three times a month. Advance notice of the meeting is provided so that you may make arrangements to be at the entire meeting. Meetings are scheduled on Tuesdays from 2:38 to 3:38pm.

COMMUNITY CONTACTS

Any requests coming from the community to teachers, clubs, groups or any contacts teachers may desire to make with the community or its related agencies should be referred to the Principal.

COMPUTER LABS & LAPTOP CARTS

All computer labs and laptop carts must be officially and properly requested and booked through the [online request form](#), which is found on the Edison webpage under Our School → Teacher Resources. It is the teacher's responsibility to look at the [master lab calendar](#) to see which labs and carts are available for the requested dates. All resources are first-come, first-served. Allow at least 48 hours for processing and booking. Once the lab/cart is booked, you will receive a confirmation email. Scroll to the bottom to find your assigned lab/cart. If it is a lab, you may check out the key from the SAA in the morning and return it after school (like a substitute key). Teachers must report any computer issues to the tech department via [e-ticket](#).

CONDUCTING PERSONAL BUSINESS DURING WORK HOURS

LAUSD Employee Code of Ethics, Paragraph C-18: Leadership of District personnel and use of District time. *We are committed to ensuring that District personnel are tasked to perform only District work on District working-time. We will not direct or permit District personnel to perform personal services on District working time and will report such incidents to our supervisor, Ethics Officer or Inspector General.* Employees may use their break/lunch time to conduct any personal business away from their workstation.

Personal Telephone Calls During Work Hours: – Board Rule 1266: *...Personal telephone calls or use should be brief, kept to a minimum, limited to calls within the local calling area and*

should be placed, received, or reviewed only during employee's lunch hour, break time, before or after work hours.

...The District requests cooperation from its employees in keeping all such personal calls to a minimum by asking others to call employees at work only for emergency/urgent matters.

CONFISCATION OF ELECTRONIC DEVICES

Electronic devices that are confiscated by teachers should be brought to the main office, tagged, and placed in the safe located in the principal's office by the end of the school day. This must be done by the teacher, *not* by another student.

COURT APPEARANCES - PERSONAL NECESSITY REQUESTS

Court Appearances Personal Necessity Requests: (Article XII, 14.0, h and i) Requests for personal necessity absence for appearance in court as a litigant or witness under official government order require five (5) days advance notice. The contract allows for the use of personal necessity time provided, "Each day of necessary attendance as a litigant is 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. The same conditions apply to appearances as non-litigant witness under subpoena."

CURRICULAR TRIPS

- The Board of Education authorizes trips for the school.
- Trips must be planned in advance and approved by the Assistant Principal and Principal; field trips must be placed on the Master Calendar.
- All documentation must be completed and approved at least three (3) weeks prior to the date of the curricular trip. Documentation includes arrangement and sign-off for: transportation, meal requests, parent consent, class coverage, and funding documentation.
- Parent Approval slips must be issued and collected by the teacher-in-charge and submitted in advance to the administrator-in-charge.
- School trip policies and request for information can be found in the bulletin.

DETAINING STUDENTS

Students are not to be detained during lunch or through passing periods. In the event that a student is detained, it is expected that the student be escorted to the cafeteria to obtain his/her meal and then to an administrator who will ensure that the student is afforded time, up to 20-minutes, to consume the food. An alternative to detaining a student is to issue a pass (utilize the hall pass page of the planner) for the student to return to the classroom after being allowed to eat lunch.

DISCIPLINE AND REFERRAL PROCEDURES

The primary responsibility for the maintenance of acceptable student conduct in all classes is with the classroom teacher. Student counseling and parent contacts are most effective when performed by the teacher. When progressive Discipline steps have been taken (or exhausted) or in those cases where the teacher feels the need for additional assistance or there is an overt act requiring immediate attention, counselors and the Dean can be of assistance. Fill out a referral using the MiSiS system. Always refer the following infractions to the Dean or administrator of discipline: fighting, other acts of violence, sexual harassment, reports of weapons, threats, drugs, alcohol or tobacco, other controlled substances.

DISTRIBUTION OF ADVISORY/HOMEROOM ACTIVITIES

Period 1 class is designated for *Emergency Assembly Area (EAA)* location; *School-wide activities* such as *Wise Lives*, test prep, etc. through designated classes.

Pledge of Allegiance daily and public address announcements (PA)

4th Class of the Day – Announcements sent home, recorded, and collected (generally period 7/8). Grade level activities and teacher sponsors (generally period 5/6)

DRESS FOR SAFETY

All staff members shall consider safety when selecting attire including shoes. Closed toe shoes protect your feet in the event that something falls on your foot, are stepped on, or if your foot should hit an object. Failure to adhere to this policy places you at risk for injury and may negate a claim for Workers Compensation for failure to exercise proper care.

DUPLICATING/COPYING AND PRINTING

- Teachers are expected to make use of the Teacher's Work Room. Large amount of
- duplication in the teacher's workroom is discouraged. Large orders should be placed with Title One. Teachers should only use one machine at a time.
- Teacher copy limit is 10,000.
- Teachers requesting copies must fill out a work order approved by the Department Chairperson and submit to the Title One Office. Copy requests have a 48-hour minimum turn around.
- Teacher Assistants (TAs) are NOT allowed to make copies for teachers.

Teachers are discouraged from making their own copies off campus. Please see an administrator if you have a copy concern.

EDISON ONLINE STORE

All supplies ordered from Title 1 should supplement core instruction. Items must be ordered from the Edison Online Store: <http://www.edisonms.info/store/>. Each faculty member is given a budget at the beginning of the year, and orders may not exceed the amount. All paper used to make copies should be ordered through this store (online) ahead of time. Supplies will be delivered unless you arrange for pick-up.

Any damage to technology that is the result of neglect or misuse could be deducted from the store account.

EDISONMS.ORG

- www.edisonms.org is the official website of Edison Middle School. All staff members have accounts, and are expected to log in and create their own webpage. The webpage should have a list of classes, course syllabi, a copy of the parent letter, and information for students and parents.
- Staff are expected to login to the webpage to view the Master Calendar.

EMAIL

- All staff are expected to check LAUSD email *at least* twice per day. It is requested that staff and faculty check email frequently.
- You may use an additional email account (Google email, etc.) to share other documents with colleagues and the administration. You must notify the Principal, administrators,

and SAA of the email address you wish to use and are able to check throughout the school day (is not impaired by the firewall).

- Email accounts should be managed so they do not become full. Staff are responsible for all information disseminated through email.

EMERGENCY DRILLS

- Emergency drills are conducted monthly and may include: Fire, Lockdown, Shelter in Place, Bomb Threat, Drop Cover and Hold (Earthquake), and Active Shooter.
- Listen for announcements over the PA for instructions. Check your email frequently.
- Keep students calm and organized and teach them required routines, procedures starting the first week classes begin in a new year.
- In the event of an evacuation, all staff will meet on the blacktop of the North PE field.
- Unless instructed otherwise by an administrator, all building occupants will evacuate when the alarms are activated. Staff not assigned to a classroom will sign-in at the command center.

EMERGENCY LESSON PLANS

- Each teacher is to prepare three days of emergency lesson plans, which would be characterized by easy implementation and is independent of lesson taught on the prior day. This plan would be used only when a teacher has not anticipated an absence or in case of an emergency where the teacher is unable to prepare substitute plans.
- This plan will be kept in each teacher's emergency plan folder located in the Principal's Office. Lesson plans should be updated when used or each semester, as appropriate.
- Teachers are required to notify Substitute teachers when students in their classes have active Individualized Education Plans (IEPs) and must provide copies of IEPs so the plan is implemented as mandated.

EMPLOYEE & STUDENT RELATIONS

District employees are entrusted with the physical and mental well-being of every student. Therefore, employees shall treat students with respect and care and be aware of the proper roles as public servants, role models, and contributors to student development. Employees shall not exploit, harass or discriminate against any student or require students to perform work or services that could be detrimental to their health. (9/24/98 LAUSD Board of Education)

E-TICKET

All staff must submit an E-Ticket <http://www.edisonms.info/helpdesk/> request for the following:

- Equipment Request – check-out of technology equipment (teacher laptop, extension cords, LCD projector, speakers, Document Reader, SmartBoard, MOBI, etc.) This also includes auditorium necessities (microphone, lights, projector, etc.)
- Technology Support – printer ink, printer jam, internet issues, computer problems, software loading/updates, etc.
- Custodial Support – peeling paint, broken furniture, lighting, doors, leak, etc. If there is an immediate need for assistance, contact the main office or plant manager
- Furniture Requests – chairs, desks, bookshelves, filing cabinets, movement of furniture, etc.

EXTENDED ABSENCES (Article XVII 12.9)

“An employee absent from duty for illness, injury, or other disability for more than 5 consecutive working days shall be required to submit either the Certification of Illness or Injury Card (Form 60) completed by the attending physician or a statement from the attending physician on letterhead attached to Form 60.”

FACULTY BULLETIN BOARD

- Important bulletins and job flyers for teachers will be posted in the Main Office and kept up-to-date.
- Teachers are encouraged to check the bulletin board daily in the Main Office; UTLA bulletin board is also located in the Faculty Cafeteria.

FAMILY AND MEDICAL LEAVE ACT (FMLA)/ CALIFORNIA FAMILY RIGHTS ACT (CFRA)

FMLA/CFRA provides protection for a qualifying serious or chronic illness (self or family), injury, pregnancy, or accident (self or family) with written certification from a health provider. Additional information and forms are available on the District website and in the Main Office.

FULL STAFF COMMUNICATION

- Any full staff communication to be disseminated via email should be sent to an administrator for mass email.
- Any full staff communication to be disseminated via mailboxes must be pre-approved by an administrator.

GIFTS

Teachers should not exchange with or accept gifts from students.

GOOGLE DOCS/DRIVE

Edison uses Google Docs/Drive to collect data, gather & share information, and to collaborate on documents.

- All faculty members must have a Google Docs/Drive Account and be familiar with its usage.
- Give your Google Account email address to the Administrator-in-Charge.
- Internet browsers must be up-to-date and have the proper security certificates installed in order to fully access Google Docs.

HOLIDAY ALIGNED ABSENCES

Due to anticipated high rates of absenteeism which would have an adverse impact on the school, absences that flank holidays will be recorded as unpaid unless written verification to substantiate the absence is provided. Persons on approved leaves are not obligated to submit additional verification. Requests for vacation and/or furloughs on these days will not be approved.

INSTRUCTION MATTERS EVERY DAY

Instruction is to continue until the end of the semester. Those days at the end of a semester are an opportune time to review areas that students struggled with during the school year or to prepare them for next year. The message that should be conveyed is that we are teaching and learning everyday including the last day.

INVENTORY

All items assigned to classrooms and offices are inventoried. Classrooms are generally equipped with furnishings to support the largest class size. To have an item removed, label the item for removal and utilize E-ticket or a Maintenance/Custodial Request form to have items removed. The plant manager working with the building and grounds workers will arrange for the removal. At no time should items be left in the hallway without adequate and proper supervision. Contact the Main Office for assistance in expediting the removal of items determined to be a safety hazard. <http://www.edisonms.info/helpdesk/>

KEYS

Keys are never to be entrusted to students. Refer to the index for policy on keys on page 52. It is the responsibility of each member of the staff to take special care of keys. Keys are issued to each staff member at the beginning of the each semester.

LATE ARRIVALS

(Article IX, 3.3) According to the UTLA contract, you are late if you are not at your teaching station by 7:43 a.m. It is an imposition on your fellow teachers and the office staff when they have to cover for you until you arrive; for every six (6) minutes of accumulated late time, one tenth (.1) of an hour may be reported as non-paid. Please note that this will affect your retirement.

LAUSD ETHICS POLICY

At LAUSD, it is critical that all employees strive for excellence in the public service that they provide. As an employee of the district, you are expected to conduct yourself fairly, honestly, and with the highest integrity. This means treating coworkers, students, parents, and other customers with respect and in a manner that is exactly the way you would want to be treated; this also means being respectful of the district's resources and property. Recognizing that each of us plays a critical role in student success, striving for excellence is not only a personal commitment, but a personal responsibility that all District employees share. (9/24/98 LAUSD Board of Education)

LAUSD TEACHING AND LEARNING FRAMEWORK

Standard One: Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy

1. Knowledge of Content and the Structure of the Discipline
2. Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students

1. Awareness of Students' Skills, Knowledge, and Language Proficiency
2. Knowledge of How Children, Adolescents, and Adults Learn
3. Knowledge of Students' Special Needs
4. Knowledge of Students' Interests and Cultural Heritage

c. Establishing Instructional Outcomes

1. Value, Sequence, Alignment, and Clarity
2. Suitability for Diverse Learners

d. Designing Coherent Instruction

1. Standards-Based Learning Activities

2. Instructional Materials, Technology, and Resources
3. Purposeful Instructional Groups
4. Lesson and Unit Structure

e. Designing Student Assessment

1. Aligns with Instructional Outcomes
2. Criteria and Standards
3. Design of Formative Assessments
4. Analysis and Use of Assessment Data for Planning

Standard Two: Classroom Environment

a. Creating an Environment of Respect and Rapport

1. Teacher Interaction with Students
2. Student Interactions with One Another
3. Classroom Climate

b. Establishing a Culture for Learning

1. Importance of the Content
2. Expectations for Learning and Achievement
3. Student Ownership of their Work
4. Physical Environment

c. Managing Classroom Procedures

1. Management of Routines, Procedures, and Transitions
2. Management of Materials and Supplies
3. Performance of Non-Instructional Duties
4. Management of Parent Leaders, other Volunteers and Paraprofessionals

d. Managing Student Behavior

1. Expectations for Behavior
2. Monitoring and Responding to Student Behavior

Standard Three: Delivery of Instruction

a. Communicating with Students

1. Communicating the Purpose of the Lesson
2. Directions and Procedures
3. Delivery of Content
4. Use of Academic Language

b. Using Questioning and Discussion Techniques

1. Quality and Purpose of Questions
2. Discussion Techniques and Student Participation

c. Structures to Engage Students in Learning

1. Standards-Based Projects, Activities, and Assignments
2. Purposeful and Productive Instructional Groups
3. Use of Available Instructional Materials, Technology, and Resources
4. Structure and Pacing

d. Using Assessment in Instruction to Advance Student Learning

1. Assessment Criteria
2. Monitoring of Student Learning
3. Feedback to Students
4. Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness

1. Responds and Adjusts to Meet Student Needs
2. Persistence

Standard Four: Additional Professional Responsibilities

a. Maintaining Accurate Records

1. Tracks Progress Towards Identified Learning Outcomes
2. Tracks Completion of Student Assignments in Support of Student Learning
3. Manages Non-instructional Records
4. Submits Records on Time

b. Communicating with Families

1. Information About the Instructional Program
2. Information About Individual Students
3. Engagement of Families in the Instructional Program

c. Demonstrating Professionalism

1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
2. Advocacy/Intervention for Students
3. Decision-Making

Standard Five: Professional Growth

a. Reflecting on Practice

1. Accurate Reflection
2. Use of Reflection to Inform Future Instruction
3. Selection of Professional Development Based on Reflection and Data
4. Implementation of New Learning from Professional Development

b. Participating in a Professional Community

1. Collaboration with Colleagues
2. Promotes a Culture of Professional Inquiry and Collaboration

LEARNING ZONE

Purpose: The purpose of using Learning Zone is to track Professional Development hours for Edison Staff members. It keeps faculty accountable for their registration, preparation, attendance, and productivity in PD's to maintain compliance with QEIA.

Process:

Class Creation: Person(s) in charge of running the Professional Development must fill out a Request to Create a Learning Zone Class Form (online). Employees are not able to enroll in a class the day-of, so this request MUST be submitted at least 4 days prior to the date of the class. It is best to submit this request at least one week ahead of time, which gives employees enough time to enroll. Once a class has been created, the creator will be sent an email with the link, so s/he may inform others to enroll.

To enroll in a Class: Employees must go to <http://lz.lausd.net> and sign in using their Single Sign on (SSO). Click on Courses, then Class Offerings. Under Program, choose Edison MS Professional Development Courses.” Find the PD you need to enroll in (make sure to check for the correct date), click on the class and Enroll Now. You should get a confirmation email-read

any additional comments that may give instruction on what to bring or location, etc. Searching for the keyword “Edison” will also bring up all courses/classes for Edison PD’s.

****Employees are NOT able to enroll in a class the same day the class is offered!**

Solutions: If an employee does not enroll in the class on time, but still attends, they are able to be added later. However, this will only be accommodated up to 3 times per person. After the 3rd incident, that person will not receive QEIA hour credit for attending the PD.

Reflection: After attending a PD, all employees must complete the required product/evaluation/assessment in order to receive credit for the class. The person(s) in charge of the PD must submit a list of attendees who have completed the requirement along with the sign-in to Ms. Karuza.

** Questions or concerns regarding Learning Zone class creation, registration, or completion should be directed to Heather Karuza (hlj0384@lausd.net). **

LEAVING CAMPUS

- All staff members are expected to remain in attendance for the total school day. Dental, medical and other appointments should be scheduled after school hours when possible.
- All staff who leave campus during the day and are expected to return must sign-out on the “Request to Leave Campus Log” located in the Main Office.
- If you leave campus during the day, and do not plan to return, you **MUST** notify an administrator for approval. The time card will be made available for sign-out. Except for sudden illness or emergency personal necessity, same day requests may not be honored.

LIBRARY

TBD

LOCKERS

- Lockers will not be available for student use during the 2015-16 school year.

LOST & FOUND

- Lost keys should be returned to the Main Office.
- Lost articles should be turned in to the Dean’s Office. These items may be claimed after-school.
- Teachers are not to excuse students during the instructional periods to look for lost items.
- Lost glasses go to the Nurse’s Office.

MAILBOXES

- It is suggested that teachers check their mailbox several times during the day for inter-school communications.
- Any full staff communication to be disseminated via mailboxes must be pre-approved by an administrator.
- Students should not be requested to remove materials from any teacher’s mailbox. Some items may be confidential and/or official.

MAINTAINING CLASSROOMS

We all need to pitch in where possible. At home, we wipe up our spills, clean up our messes, pick up after ourselves, and take out the trash when the receptacle is full. These are life skills that need to be modeled and reinforced. Classrooms should be monitored every period and students held responsible for maintaining the classroom in a neat, clean, and orderly fashion. Report items in need of repair to the plant manager or micro-tech using E-ticket; a link is available on the webpage. Chairs are not to be left on the tops of tables when rooms are occupied as it poses a safety hazard. <http://www.edisonms.info/helpdesk/>

MASTER CALENDAR

- Access the master calendar by logging in to the Edison MS webpage: www.edisonms.org.
- All activities must appear on the master calendar and all changes, additions, or deletions need to be approved in advance by the Administrator-in-Charge of Calendaring and the Shared Decision Making Council, when appropriate.
- Additions, changes, or deletions must be reported as-soon-as-possible to the Administrator-in-Charge of Calendaring
- Activity Request Forms are available in the Main Office and need to be completed as far in advance of the activity as possible.

MATERIALS TO BE KEPT ON FILE IN TEACHER'S DESK

- 5 column class rosters
- Up-to-date seating charts
- Up-to-date assignments, if possible
- Substitute Folder
- Evidence of short and long-term planning
- Emergency Rosters & Paperwork

MiSiS (My Integrated Student Information System)

- All roster-carrying teachers are required to use MiSiS for attendance, discipline referrals, and roll book. See Roll/Grade Book section for more information on MiSiS Gradebook.

MOODLES

Edison MS utilizes MOODLEs for teachers in order to streamline information and collaborate. Faculty members need to become familiar with accessing information via MOODLE.

<https://ol2.lausd.net> Sign in using your Single Sign-On. Obtain enrollment keys from the Administrator-in-Charge of MOODLEs. All important forms, memos, bulletins, information, submission requirements, etc. can be accessed via one of the MOODLEs.

ON CAMPUS DURING NON-SCHOOL HOURS

- District requires that **PRIOR ADMINISTRATIVE APPROVAL IS REQUIRED ANY TIME STAFF WISH TO BE ON CAMPUS DURING NON-SCHOOL HOURS** (weekends and after 4:30 PM). Since portions of our campus have sensory alarms, all staff wishing to use campus during non-school hours are directed to:
 - Obtain prior administrative approval at least 5 working days in advance for weekends. One day advance notice for weekdays after 4:30 P.M.

- Submit form to the Administrator-in-Charge. After approval, a copy will be placed in the Plant Manager's Box. Adherence to this procedure should eliminate false alarms and/or any embarrassment caused when Police respond to sensory alarm signals.
- All staff is reminded that campus security is everyone's responsibility. All staff should ensure that:
 - Doors and windows are locked.
 - Fans, heaters, A/C units are turned off.

PARENT CONFERENCES

All teachers are required to attend and participate in parent conference nights (including open house, back-to-school night, student-led conferences, etc.). Conferences with parents throughout the year should be pre-arranged through the counseling office and take place *only* during the teacher's conference period, and before or after school.

PARKING ON CAMPUS

Staff members must register their vehicle(s) with the Main Office. Parking on campus is limited to designated areas. Cars that are parked illegally may be cited and/or towed at the owner's expense.

PAYROLL ISSUES

Employees deserve to be compensated for their work; hence our goal is *error free* time reporting. If an error is detected, the employee should:

- Print a copy of the pay stub.
- Circle the discrepancy and include a brief description.
- Time stamp the document.
- Place in the time reporter's mailbox; allow 48 hours for a response.
- Unresolved issues should be discussed with an administrator.

PERSONAL PROPERTY

All personal property brought by employees must be registered per Board Rule 1672 in order to be protected. The site administrator's signature on the form certifies the agreed value, that the items belong to the employee, and that the items are to be used in support of the instructional program or other work-related duties. The form is available on the Risk Management website and should be kept on file at the work location. LAUSD Property Registration Form (ERP)

PESTICIDES

Pesticides (of any kind) are **never** to be used on campus by staff members. Notify Maintenance and Operations (custodial staff) of any pest problem. See BUL-4570.0 for more information.

PHONE MESSAGE

Phone messages received are placed in your box unless the caller specifically states it is an emergency and requests that the message is delivered to you ASAP.

POSTING OF NOTICES IN HALLWAYS & AREAS OUTSIDE OF THE CLASSROOM

All items posted in the hallways require administrative approval. Posted items shall be posted in the framed areas only. Posted items are to be removed within 24-hours of the completion of the

advertised activity or the agreed upon end date. When posted items are removed, the posting area shall be cleared and void of adhesives, tape, staples, tacks, etc. any paint that is noticed to be peeling shall be reported to the plant manager.

PROFESSIONAL DEVELOPMENT TIME

Tuesday Professional Development time is a paid instructional time. This time is to be used strictly for professional development and all faculty members are expected to be on time. PD time is a contractual issue that was negotiated and agreed upon by UTLA and the District. On the basis of this understanding, teachers should avoid engaging in the following activities during PD time:

- Any reading or writing that is unrelated to the objective of the day
- Grading or correcting of papers
- Any irrelevant conversation
- Any conduct unbecoming of a professional
- Holding student detention
- Holding parent conferences

Faculty are expected to actively participate in any activities presented during PD time in the same manner you would expect your students to participate in class instruction.

As professionals, it is imperative that we conduct ourselves in a professional manner, particularly when someone is presenting or group collaboration is expected.

PUBLIC ADDRESS & BULLETIN ANNOUNCEMENTS

- To limit interruptions, the public address system for the *Pledge of Allegiance* will be conducted as a school-wide activity during the first class of the day on a daily basis.
- Announcements will only be made on the day that the Leadership class meets during the last class of the day.
- Requests for public address announcements must be written on the appropriate form and must be pre-approved by administration. Staff members are encouraged to post announcements in the *Weekly Bulletin*; forms are available in the Main Office.
- It is the expectation register carrying teachers review the *Weekly Bulletin* to identify those items that may be of concern to students in their classes. Those items are to be read to the students and posted in the classroom for students to view. Additionally, the Leadership class will post announcements in the area near the cafeteria for students to view.

REQUEST REASONABLE ACCOMMODATIONS

The District is committed to providing equal employment and educational opportunities for individuals with disabilities and does not discriminate on the basis of a disability in its employment, programs or activities. Unless the disability and the need for accommodation are obvious (for example, the employee/applicant is in a wheelchair and requests accessibility), the employee/applicant shall provide medical documentation to support his/her request for reasonable accommodation. Staff members are encouraged to seek the support from an administrator if there is a need to request Reasonable Accommodations.

REQUIRING PUPILS TO PURCHASE MATERIALS

No school official shall require any pupil to purchase any instructional material for the pupils' use in the school. (EC 60070)

RESPECTFUL TREATMENT OF ALL PERSONS

Respectful Treatment of All Persons: "The Los Angeles Unified School District reaffirms its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis of race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief..." (Board of Education resolution, 10/10/88)

Policy Regarding Prejudice and Discrimination: LAUSD reaffirms its belief in the worth and dignity of all people. It emphasizes the nature of democratic principles and regards as essential the guarantee of equal educational and employment opportunity for all. In keeping with these ideals, the following policy is to be enforced by all employees:

"All employees will so conduct themselves in the course of their employment by word, gesture, act, and equitable consideration, regard and treatment. Prejudice or unlawful discrimination in any form is deemed to be unethical, as well as illegal, and will not be tolerated. Any violation of this policy will result in disciplinary action." (Bulletin No. 49)

Employee and Student Relations: District employees are entrusted with the physical and mental well-being of every student. Therefore, employees shall treat students with respect and care and be aware of their proper roles as public servants, role models and contributors to student development. Employees shall not exploit, harass or discriminate against any student or require students to perform work or services that could be detrimental to their health. (9/24/98 LAUSD Board of Education)

LAUSD Ethics Policy: At LAUSD, it is critical that all employees strive for excellence in the public service that they provide. As an employee of the district, you are expected to conduct yourself fairly, honestly and with the highest integrity. This means treating coworkers and students' parents and other customers with respect and in a manner that is exactly the way you would want to be treated. This also means being respectful of the district's resources and property. Recognizing that each of us plays a critical role in student success, striving for excellence is not only a personal commitment, but a personal responsibility that all District employees share. (9/24/98 LAUSD Board of Education)

RETAINING STUDENTS AFTER SCHOOL

School policy requires notification of parents if students are kept after school for more than a passing period (five minutes). You extend this time to ten or fifteen minutes by including this in your introductory letter to parents. The letter must also request that parents notify you in advance if there are extenuating circumstances such as transportation concerns. Retention of a student for 30 minutes or more requires 24-hour advanced notice to parents.

ROLL/GRADE BOOKS (REF-6294.1)

- All roster-carrying personnel will be mandated to use the MiSiS Gradebook for marking assignments and grades (see REF-6294.1). The option of other electronic grade books have been extended to the end of 2015-16.

- The LAUSD Roll Book consists of a collection of both electronic data and paper documents and is a legal document used by teachers for recording grades and other information required for the proper operation of the District's schools.
- The electronic component of the official roll book for LAUSD is MiSiS Gradebook. No other grade book, electronic or otherwise, may be used for recording grades (exception extended to the end of 2015-16 school year).
 - A minimum of one grade or evaluation of a student's progress toward mastery of the standards for each week of the semester should be entered in the grade book for each student.
- The following paper documents must be submitted to appropriate administrator at the end of each semester for Grade Book Review:
 - Course syllabus
 - Dates when unsatisfactory notes are sent
 - Log of parent/guardian contacts
 - Certification form (Attachment B of REF-6294.1), signed and dated by the teacher indicating that all marks are accurate and a true reflection of the students' demonstration of mastery of course standards
 - Explanation of marks – Criteria for marks, work habits, and cooperation

SEATING CHARTS

Seating charts are provided in the traditional roll book and on separate forms available from the Main Office. These should be kept up to date and available in case of absence. A copy should be included in your substitute folder.

SIGN-IN & SIGN-OUT PROCEDURES (Article IX 2.0, 3.1)

- All certificated staff shall, upon each arrival to and departure from their assigned work location, enter their initials on the form provided by the District.
- Teachers shall have the following on site obligations of six minutes before the instructional day and six minutes after the instructional day.” At Edison, this means you should be in your classroom before 7:43 a.m.
- Do not sign-in and sign-out at the same time.
- Teachers who arrive late MUST sign in the Main Office. The time card will be made available for sign-in. The administrator will note the time of sign-in.
- Teachers who need to leave campus and will not be returning for the remainder of the day MUST notify the administrator with purview over your department (any administrator in an emergency) for approval. The time card will be made available for sign-out. The administrator will note the time of sign-out.
- All staff members must sign-out on the time card daily; this includes regularly assigned work days, intersession classes, intervention classes, etc.
- The Main Office is officially open from 6:45 a.m. to 4:00 p.m.

SPEAKING A LANGUAGE OTHER THAN ENGLISH

Refrain from speaking a language other than English (such as Spanish) socially or with colleagues in the presence of monolingual person(s) during work hours.

SPECIAL REPORT TO PARENTS

- These reports can be classified in three categories: Unsatisfactory, Failure, and Complimentary.
- It is recommended that Complimentary Reports be utilized as frequently as Failure Notices.
- These notices may be obtained in the Counseling Office.

SPEECH AND/OR HEARING DEFECTS

- Please observe students carefully for signs of speech or hearing defects.
- Such students should be referred by note to the nurse giving your name, name of the student, grade, and district ID#.

STAFF ATTENDANCE

LAUSD has an expectation that employees maintain a 96% attendance rate (per the Performance Meter). This equates to seven (7) days of unprotected absence or less on a 180-day school year. If you have more than eight (8) days of unprotected absences, it may negatively affect your evaluation. If there are circumstances that are beyond your control, speak with an administrator and consider applying for [FMLA](#) protection.

Jury Duty: (BUL-S10 excerpt) Certificated employees assigned to less than a 12-month work year shall seek postponement of the jury service to the employee's upcoming recess or summer break period. An employee who does not wish to request a postponement will be granted unpaid absence for the jury service.

Bereavement: (Article XII, 9.0) "An employee is entitled to a paid leave/absence from the District, not to exceed three days, on account of the death of a member of the employee's immediate family if acceptable proof of death and relationship is provided and the leave/absence commences within ten calendar days of the death. If out of state travel is required and requested, an additional two days shall be granted."

Reciprocal Time: (Article XII-A, 10.0) Participants must be from the same school, and must have the appropriate secondary subject matter experience. Coverage must be reported to the school in advance indicating the nature and duration of the absence and of the coverage arrangement. The school and District have no responsibility to enforce or keep track of reciprocal service or obligations. Reciprocal service shall not exceed ten days per year for any employee.

STUDENT AGENDA PLANNERS

The student planner is an integral part of our instructional program. It is an expectation that staff will utilize and monitor the student planners. The first day of instruction will be dedicated to reviewing the planner and school-wide expectations.

The student planner allows students the ability to keep track of their assignments, their grades in various classes, and to utilize a daily calendar in several ways. The planner includes motivational material, goal and priority setting instructions, periodic tables, a personal address, telephone directory, and many other features students and staff can access.

School-wide uses of the planner:

- **The planner will be used as a HALL PASS.** All students are expected to use and maintain their student agenda planners up-to-date. Lost planners can be replaced for \$5 at the Student Store.
- Tutoring hours are to be recorded on page 3 of the planner. Hours must be signed-off by a teacher.
- Students record homework and assignments in the planner. They are not to use the planner to record the class agenda or objective.
- Each student planner is signed (or stamped with a teacher's name) *at least* once per week by all teachers on an Interdisciplinary Team.
- Parents must sign the student planner *at least* once per week.

STUDENT IDENTIFICATION CARDS

- Students must have an Edison MS School Identification Card in their possession at all times.
- No library books or Use of the Internet will be allowed without presentation of an ID Card.
- Student ID Cards will be required for all student activities on or off-campus throughout the school year.
- Replacement I.D. Cards are available daily in the Attendance Office. Students should pay for their \$3 replacement fee in the Student Store prior to taking their picture.

STUDENT STORE

- The Student Store will be open each day before school, lunch, and until 3:30 P.M.
- Encourage students to make purchases (school supplies and clothing) at the Student Store as profits from sales support campus activities and organizations.

STUDENT SUSPENSION FROM CLASS BY A TEACHER (E.C. Section 48910) (BUL – 5655.2)

- A teacher may suspend a student from class for any of the acts enumerated in E.C. section 48900 for the remainder of that period (secondary) and for the following day or period when the class meets. The teacher shall immediately report the suspension to the administrator of discipline and send the student to the dean for appropriate action.
- Prior to the close of the school day, the principal or administrative designee shall enter the Discipline Referral in LAUSDMAX and generate the Class Suspension Notice, which are signed by both the principal and the teacher who issued the suspension. The principal shall give the student being suspended from class a copy of the Class Suspension Notice. In addition, the parents' copy of the Class Suspension Notice shall be mailed immediately to them. The Class Suspension Notice along with any efforts to contact the parent should be recorded in the student's "Yellow Folder" and never in the cumulative record folder
- It is the teacher's responsibility to confirm with the parents via telephone call, the class suspension and arrange for a conference as outlined in the Class Suspension Notice and discuss the reason(s) for the suspension. The intent of the conference is to make class

visits a positive experience that may enhance and encourage collaboration between the parent and school personnel.

- Removal of a student from a particular class shall not occur more than once every 5 school days. If the student is assigned to more than one class per day, he or she must attend the classes from which he or she was not suspended.
- A teacher must provide all assignments and tests that the student will miss while suspended and may require the completion of said tests and assignments from the student upon return. Students with disabilities should be provided with supports and services as outlined in their IEP.
- At no time may the teacher use the parent's failure to attend a conference or class visit to deny the student's readmission to class after the suspension term is served.
- Refusal to readmit a student to class after a referral to the dean has been made and appropriate disciplinary actions have been taken constitutes a class suspension. Appropriate paperwork must be completed, parents must be notified, and a conference must be arranged by the teacher.
- The District's policy prohibits suspension and expulsion be utilized as corrective measures in response to student misconduct of willful defiance as described in E.C. Section 48900 (k).

SUBSTITUTE REQUEST PROCEDURES

- Teachers who intend to be absent must **notify the SUBSTITUTE UNIT no later than 6:30 a.m. and the MAIN OFFICE AT EDISON no later than 7:00 a.m. on the day of the absence**. When the absence is for one day only, teachers may, when reporting the absence to the school, also give notice of intention to return to work the following day. When the absence is for more than one day, teachers must notify the school at least one hour before the end of the regular working day on the day before the day of anticipated return.
- The Substitute Unit has a 24-hour recording service. The phone number is (877) 528-7378.
 - Your PIN number is your employee number.
 - To Report an Absence Press 1
 - To Review an Absence Press 2
 - To Cancel an Absence Press 3
 - To Review Personal Information Press 4 (see the SAA in the Main Office if the information is incorrect)
 - To Leave the Sub Finder System Press 9
 - Be prepared to give the following information:
 - Date(s) of absence
 - Teacher start and end times
- Follow the prompts and/or refer to your "Employee Instruction Sheet."
- Always wait for the **JOB NUMBER** before disconnecting or the absence may not be recorded.
- The Main Office is open at 6:45 a.m. to receive notification of absence calls. The phone number is (323) 826-2500 or (323) 826-2501. Provide the Main Office with the **JOB NUMBER** at the time of your call.

- It is the teachers responsibility to notify the Main Office if you will be returning at least one hour before the end of the day before the day of anticipated return (usually by 1:30 p.m.). The Main Office will attempt to retain the same substitute when possible. If such notification is not given and both the employee and substitute report for duty, only the substitute is entitled to work and be paid.
- All substitutes including pre-arranged substitutes **must have a job number**. A substitute may be requested by inputting the requested substitute's employee number when prompted. Subfinder will call the teacher unless the assignment has been input as a pre-arranged assignment. Only the **TEACHER WITH THE JOB NUMBER WILL BE PAID**. The other teacher goes home **UNCOMPENSATED**. If you accept a pre-arranged assignment, **ASK FOR THE JOB NUMBER**.
- Teachers are reminded of their responsibility to leave written lesson plans, seating charts and two copies of the attendance rosters for the substitute teacher. Sometimes absences are unexpected. For this reason, teachers are required to have a three-day emergency lesson plan on file in the Main Office. These plans should be replenished and updated.

SUPERVISING DURING PASSING PERIODS (Article IX 9.0)

- All teachers are expected to stand at their door and actively supervise students within and outside the classroom during passing periods.
- Students are to be in classrooms when the tardy bell rings. When students are instructed to line up in hallways it increases the likelihood of horseplay and is a waste of instructional time. Therefore all teachers are directed to have students enter class before the tardy bell rings.

SUPERVISION

- Assistance on general good conduct of students is the responsibility of every employee.
- All adult personnel should correct misbehavior of students observed any place on campus.
- Teachers are expected to meet assigned supervision schedules.
- Consistent presence of teachers at the door or just outside classrooms during the passing periods is expected and will do much to insure proper conduct by students.

SUPPLIES

- Supplies for the classroom should be obtained from your department.
- Department supplies must be ordered in advance through the Department Chairperson.
- Additional supplies can be obtained through Title 1 via the [Edison Online Store](#).

TEACHER'S WORKROOM

- Copy machines are for staff use.
- Open to staff before school, during lunch, conference periods, and after school.

TEXTBOOKS

- Textbook distribution and collection schedule is distributed each change of semester.
- Class sets are assigned to teachers. Class sets should be covered at all times. Book covers are available in the Book Room.

- Teachers are to have students **sign** (full name) class rosters for textbooks received and returned to ensure students receive proper credit.

TIME REPORTING

All absences are recorded on the time card by the time reporter upon receipt of the following forms:

- *Certification/Request of Absence for Illness, Family Illness, New Child* (Form No. 60. Ill;7/1/05 - yellow) Codes: I – illness; WC – workers comp; FCIL – FMLA; etc.
- *Certification and/or Request for Absence for Non-Illness* (Form No. 60.non-ill;7/1/05 – green) PN – personal necessity; BV – bereavement; etc.
- *Federal and State Categorical Funded Training Certification* (BUL-2643.4; 3/30/09 – white) PD – Professional Development.

Time remains **UNPAID** until proper documentation has been submitted to the time reporter by the employee and certified by an administrator.

TRASH

At a semester change, there is an increase of discarded items. Excess trash generated in the classroom needs to be bused to the dumpsters. Staff may request additional trash bags from the plant manager. Trash bags left in the classroom must be labeled as “trash.” Make arrangements with the custodial staff for the bags to be removed. Supervise the filling of the bags to ensure that the bags are not too heavy to be lifted and carted to the dumpster. This precaution ensures that the person(s) who are lifting the bags do not sustain an injury.

TUTORING

- Students should record on the first page of the planner, the time(s) teachers are available for tutoring.
- If the tutoring takes place before school, students must be given a pass to enter the building school. The pass must include the student’s name, the time frame to enter the building, specific dates the pass is valid for, room number, and the teacher’s signature.
- After school tutoring will require that the teacher review procedures for the students to report to the classroom by a specific time and to immediately exit the building upon completion of the tutoring session.
 - Students will not be able to re-enter campus once they leave.
 - Notify and obtain parent permission (preferably in writing) for students to participate in tutoring.
 - Escorting the students to an exit door may be required in the event that the students do not exit the grounds in a timely manner, are found loitering, or causing a disruption.

UNATTENDED CLASSES/STUDENTS

- Classes are not to be left unattended at any time.
- Students are not to be left in any room or facility unsupervised.
- Students are to remain in the direct supervision of teachers or certificated personnel. For example, a student should not be told to stand or sit outside of the classroom.

UPDATE EMPLOYEE INFORMATION

Employees may now update their own address, phone number, and tax-withholding information online at <https://selfservice.lausd.net>. Employees use their single sign-on (same as District email) to access Employee Self-Service. Then select Quick Links: “Change Address and Phone Number.” W4 (federal) and DE4 (state) tax withholding forms are also accessible at this site.

USE OF DISTRICT TELEPHONES FOR PERSONAL CALLS

Board Rules 1266 and 1471 prohibit the use of District telephones to “personal use.” “Personal use” is defined as use for purpose other than performance of the assigned duties of the employees. Pay telephones are available for student and employee use. If personal calls are made using district telephones, the user will be charged for the calls at current rates. Violation of applicable Board Rules or Administrative Regulations may result in administrative disciplinary action.

VIDEOS (AUDIOVISUAL MEDIA)

Before showing ANY audiovisual media in your classroom *BUL – 5210* should be reviewed. AUDIOVISUAL MEDIA SHOWN PURELY FOR ENTERTAINMENT ARE AN INAPPROPRIATE USE OF VALUABLE INSTRUCTIONAL TIME. The state standards drive instruction. All instructional materials must be **relevant** to the specific curriculum being studied and **appropriate** for the age and maturity level of the students being taught. Written administrative and parental approvals are required prior to the video being shown to students.

VISITORS ON CAMPUS

All staff members are asked to refrain from bringing their children/minors to work. If you intend to have a guest on campus, please clear the visit with an administrator prior to the day of the visit. If approved, the visitor must follow procedures for signing in and getting a pass from the main entrance.

WEEKLY BULLETIN

The weekly bulletin is distributed via e-mail to all staff prior to Monday mornings. Staff members are expected to read through the bulletin and staff announcements. Print or read student announcements to students. A copy is placed in the display case by the main entrance to the school.

IMPORTANT LA UNIFIED SCHOOL DISTRICT BULLETINS

EXCEPRTS FROM BUL- 6488.0 (04/08/2015) DRUG, ALCOHOL, & TOBACCO-FREE WORKPLACE

The federal and state governments have adopted various anti-tobacco laws that require schools to have adopted and fully implemented tobacco-free environmental policies.

As required by these laws, the Los Angeles Unified School District hereby notifies its employees as follows:

1. The policy of the District is to maintain a drug-and alcohol-free workplace and prohibit the manufacture, sale, distribution, dispensing, possession, or use of illicit drugs and alcohol by employees in all workplaces. It is also the policy of the District to prohibit smoking and the use of all tobacco products such as e-cigarettes and peripherals, at all times, on all District property, District-owned or leased buildings, and in District vehicles, by all persons, including employees, students and visitors at any school or District site or any school-sponsored event.
2. Violation of paragraph one by any employee will result in appropriate administrative or disciplinary action including, but not limited to, written reprimand, suspension, or dismissal from employment and/or the requirement of satisfactory participation in the completion of a drug and alcohol abuse assistance or rehabilitation program. Any administrative or disciplinary actions shall be taken within thirty (30) days after notice of conviction.
3. For further information on the District's tobacco-free workplace policy, see Bulletin 6488.0

LOS ANGELES UNIFIED SCHOOL DISTRICT NONDISCRIMINATION STATEMENT

The Los Angeles Unified School District does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), physical or mental disability, or age (40 and above) in any of its policies, procedures, or practices, in compliance with federal civil 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 sex), 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 nondiscrimination 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 nondiscrimination 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:

Educational Equity Compliance
Los Angeles Unified School District
Office of the General Counsel
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017
(213) 241-7682

Inquiries regarding Federal laws and regulations concerning nondiscrimination in education or the District's compliance with those provisions may also be directed to:

Office of Civil Rights
United States Department of Education
Old Federal Building
50 United Nations Plaza, Room 239
San Francisco, California 94102-4987
(415) 437-7700

LOS ANGELES UNIFIED SCHOOL DISTRICT
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 which 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 respects 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 ... (EC 212.5)

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 displays of sexually 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 movements, assault, or interferences 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 or 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.

CHILD ABUSE & NEGLECT REPORTING REQUIREMENTS – BUL-1347.2

Los Angeles Unified School District (“District”) would like to take this opportunity to apprise you of some of its significant policies and procedures regarding the reporting of child abuse or neglect to child protective agencies. The purpose of this summary is to serve as a quick reference guide to those policies and procedures, which are pertinent to the detection and reporting of child abuse or neglect. In addition to this summary, the District *strongly recommends that you familiarize yourself with the District’s Child Abuse Reporting Bulletin, Bulletin No. Z-10*. Please review this summary and the Child Abuse Bulletin carefully as each employee will be expected to adhere to the policies and procedures identified in each of them.

I. California Law

A District employee “... in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom . . . [the employee] knows or reasonably suspects has been the victim of child abuse or neglect...” shall report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone. Thereafter, the District employee must prepare and send a written report within 36 hours of receiving the information concerning the incident to the child protective agency.

- All District employees are mandated to report suspected child abuse. As such, District employees are “mandated reporters” of suspected child abuse. A report made by a mandated reporter is deemed a “mandated report.”
- Each District employee is individually responsible for reporting suspected child abuse.
- Reporting suspected child abuse to a school principal, site administrator, supervisor, school nurse/doctor, school counselor, co-worker, Los Angeles School Police Department (LASPD), or other person *does not substitute for making a mandated report to an appropriate child protective agency*.
- Contents of a suspected child abuse report shall remain confidential.

II. Definitions

The term “child abuse” is defined to include the following:

- Life Endangerment – any act by a person who willfully causes, inflicts or permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.
- Neglect – negligent treatment, maltreatment, or failure to provide adequate clothing, food, medical care, shelter, or supervision.
- Physical Abuse – actual physical injury.
- Sexual Abuse – sexual assault, sexual exploitation, molestation of child, etc.

III. Child Abuse Reporting Procedures

- An employee suspecting child abuse/neglect must immediately, or as soon as practically possible, make their mandated suspected child abuse telephone report to an appropriate child protective agency, either the Department of Children and Family Services (DCFS) (24 hours

- per day – 7 days per week) or the local law enforcement department serving the school (see Attachment A - *Local Law Enforcement Departments Serving LAUSD Schools*) as follows:
 - Department of Children and Family Services (DCFS) – (800) 540-4000
 - Los Angeles Police Department (LAPD) – Child Abuse Unit – (213) 486-0530
 - Los Angeles County Sheriff’s Department
 - City Police Department serving the school
- A written report must be completed and sent to the same child protective agency called within 36 hours of receiving the information concerning the incident. The report must be submitted to the same agency that received the telephone report.
- Additional copies of “Suspected Child Abuse Report,” Department of Justice form SS 8572 can be printed off the LAUSD website: http://www.schoolsafety.lausd.net/report_child_abuse or the DCFS website: dcfs.co.la.ca.us.
- The identity of a District employee who reports suspected child abuse shall remain confidential and disclosed only between designated child protective agencies, by court order, when needed for specified court actions, or if the employee waives his/her confidentiality.

IV. Prohibited Actions

- Never contact the child’s or the alleged perpetrator’s parent/guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- Never report suspected child abuse to the Los Angeles School Police Department (LASPD). The law provides that the *LASPD is not a child protective agency*.
- No removal or arranging of any clothing to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil is permitted.

V. District Employee Named as Alleged Perpetrator

- District officials may temporarily relocate an employee who has been named as an alleged perpetrator in a report of suspected child abuse.
- A District employee who is temporarily transferred or relocated will be presumed innocent pending the outcome of the investigation and will have all appropriate due process rights.

VI. Consequences for Failure to Report

- A violation of District policies and the law may lead to disciplinary action, up to and including suspension, demotion, and/or termination from the District.
- Generally, District employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.
- Failure to report suspected child abuse is a misdemeanor punishable by imprisonment in the county jail for a maximum of six months, a fine up to \$1,000, or both.

FOR FURTHER ASSISTANCE, PLEASE CALL
THE OFFICE OF GENERAL COUNSEL AT (213) 241-7600

LAUSD CODE OF CONDUCT WITH STUDENTS

The most important responsibility of the Los Angeles Unified School District (District) is the safety of our students. All employees, as well as all individuals who work with or have contact with students, are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to, the following:

1. Meeting individually with a student behind closed doors, regardless of gender.
2. Remaining on campus with student(s) after the last administrator leaves the school site. (There are exceptions, such as teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with approval of the site-administrator in advance.)
1. Engaging in any behaviors, either directly or indirectly with a student(s) or in the presence of a student(s) that are unprofessional, unethical, illegal, immoral, or exploitative.
2. Giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.
3. Making statements or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, harassing, or demeaning.
4. Touching or having physical contact with a student(s) that is not age-appropriate or within the scope of the employee's/individual's responsibilities and/or duties.
5. Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance.
6. Taking or accompanying student(s) off campus for activities other than a District-approved school journey or field trip.
7. Meeting with or being in the company of student(s) off campus, except in school-authorized and/or approved activities.
8. Communicating with student(s), in writing, by phone/Email/electronically, via Internet, or in person, at any time, for purposes that are not specifically school-related.
9. Calling student(s) at home or on their cell phone, except for specific school-related purposes and/or situations.
10. Providing student(s) with a personal home/cell telephone number, personal Email address, home address, or other personal contact information, except for specific school-related purposes and/or situations.

Even though the intent of the employee/individual may be purely professional, those who engage in any of the above behavior(s), either directly or indirectly with a student(s) or in the presence of a student(s), are subjecting themselves to all possible perceptions of impropriety.

Employees/individuals are advised 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.

Employees/individuals who have questions or need further information should contact their site administrator or supervisor, or may call the Educational Equity Compliance Office at (213) 241-7682.

LOS ANGELES UNIFIED SCHOOL DISTRICT EMPLOYEE CODE OF ETHICS

As employees of the Los Angeles Unified School District (LAUSD), our mission is *to educate all students to their maximum potential*. Our success depends on our teamwork, trust and commitment. Our *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.

Core Principles

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

Purpose

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.

Application and Enforceability

The *Code of Ethics* applies to all District personnel including Board Members. Provisions of this *Employee Code of Ethics* are supported by State law, and District Board and Personnel Commission Rules, regulations, bulletins and collective bargaining agreements. Violations of this *Code of Ethics* may result in administrative or disciplinary action under those laws, rules, regulations, bulletins and agreements.

Making Ethical Decisions

While the *Code of Ethics* provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The *References* section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the *Code of Ethics*, law, and District rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Ethics Office for help. Ask for help early—*before* you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

Contacting the Ethics Office

For advice, help, training, copies of ethics publications or more information on the ethics program visit our website or contact us directly.

Ethics Office
333 S. Beaudry, 20th Floor
Los Angeles, California 90017
Phone
213-241-3330

E-Mail
ethics@lausd.net
Website
www.ethics.lausd.net

OATH OF ALLEGIANCE: COMMITMENTS & EXPECTATIONS

To achieve our mission of educating students, we strive to create a District culture that fosters trust and focuses on excellence. Our goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations about how we will practice our *commitment to excellence, integrity and responsibility* in our everyday work.

A. Commitment to Excellence. *We are committed to being the best school district and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.*

1. Set the example. *We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.*

2. Create an environment of trust, respect and non-discrimination. *We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.*

3. Provide honest, accurate and timely information. *We are committed to candor in our work relationships, providing other District personnel including supervisors, senior staff and Board members with accurate, reliable and timely information. We will not tolerate falsification or cheating.*

4. Identify problems and help create solutions. *We are committed to identifying areas for improvement within our District, and suggesting and implementing solutions that make us more successful.*

5. Keep policies, procedures and rules. Our rules, policies and procedures are the foundation of trust and how our District conducts everyday business. They define our expectations and evaluation criteria. *We are committed to following our Code of Ethics, laws, and District rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.*

6. Report improper conduct. When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. *We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our supervisor, the Ethics Officer or the Inspector General.* (For more detailed information, see the Reference section)

7. Keep colleagues safe from retaliation. *We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against employees who make good faith complaints.* (For more detailed information, see the Reference section)

B. District and Personal Integrity. *To maintain our integrity, we are committed to making decisions in the best interests of the District. We will avoid conflicts of interest and the appearance of impropriety.*

8. Avoid conflicts of interest and improper outside income. A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We are permitted to receive outside income as long as it does not create a conflict with our District work. *We are committed to declining outside income that might be perceived as inconsistent, incompatible or in conflict with our official duties. We will not make decisions or use our position for personal benefit or to gain an improper advantage.* (For more detailed information, see the Reference section)

9. Decline gifts. A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, and use of facilities, investments, rebates or discounts not offered to the public or forgiveness of debt from vendors, lobbyists, parents, students or others. *We will not accept gifts or gratuities in excess of \$100 from a single source in a single year (aggregate retail value) or that give the appearance that the gift improperly influenced our decisions regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.* (For more detailed information, see the Reference section)

10. Improper influence of family members and associates. *We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervision.* (For more detailed information, see the Reference section)

11. Maintain appropriate relationships with students. *We are committed to ensuring that employee-student relationships are positive, professional and non-exploitative. We will not tolerate improper employee-student relationships.* (For more detailed information, see the Reference section)

12. Keep procurement information confidential. *To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.* (For more detailed information, see the Reference section)

13. Keep the contracting process objective. *We are committed to making contract award recommendations in the best interest of the District. From the time an RFP, specification or other contract document is issued until the staff recommendation is made public (the contract's board report is published by the Board Secretariat), we will not have contact concerning the contract with contractors participating in the process or their representatives.* (For more detailed information, see the Reference section)

14. Future employment. In order to prevent conflicts of interest, District personnel are not permitted to discuss the possibility of future employment with a person or organization that might benefit from their official decisions. Contractors are required by the District to disclose all

personnel, consultants and sub-contractors who were employees of the District in the previous three years. The District will not contract with a contractor who compensates a former District employee to influence an action on a matter pending with the District if that employee, within the last twelve (12) months, held a District position in which the employee personally and substantially participated in that matter. The District will not contract with a contractor that employs a former District employee who, while serving in a District position within the last two years, substantially participated in the development of the contract's RFP, requirements, specifications or in any other part of the contracting process. No former District official is permitted to lobby the District for one year after leaving the District. *We are committed to avoiding discussions about future employment with people or organizations that can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.* (For more detailed information, see the Reference section)

15. Uphold District interests in hiring and promotion. *We are committed to hiring and promoting District personnel based on their qualifications and the job-criteria of the position, and will not tolerate improper practices.*

C. Responsibility. *We are committed to holding each other responsible for our performance as a District and as individuals.*

16. Proper use of public position. *We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.*

17. Proper use of public resources. *Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that District facilities, equipment, supplies, mailing lists or other District resources are used for District purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse the District for significant costs of any limited personal use.*

18. Leadership of District personnel and use of District time. We are committed to ensuring that District personnel are tasked to perform only District work on District working-time. *We will not direct or permit District personnel to perform personal services on District working time and will report such incidents to our supervisor, Ethics Officer or Inspector General.*

19. Uphold confidentiality. To achieve excellence, our District employees, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. *We are committed to abiding by all laws and District policies concerning confidential information, including student records, personnel files, agreements, and District records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, and parent and closed Board of Education meetings.* (For more detailed information, see the Reference section)

20. Waivers. The LAUSD General Superintendent or his/her designee upon a showing of good cause may waive an ethics prohibition in writing with notification to the Board of Education.

LOS ANGELES UNIFIED SCHOOL DISTRICT EMPLOYEE ATTENDANCE POLICY (Adopted 7/13/04)

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"). The LAUSD Board of Education expects:

- Employees to maintain regular attendance and avoid absenteeism;
- Employees to work every hour that they are assigned;
- Employees to be at their work stations on time every working day;
- Employees to comply with legal restrictions, LAUSD policy and procedures, and respective collective bargaining rules regarding reporting of absence and providing appropriate documentation;
- Supervisors to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and discipline processes;
- The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.

LAUSD seeks to assist administrators and supervisors to efficiently manage attendance, improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time. Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury, or personal necessity. Personal necessity leaves are provided for only eleven specific causes. Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination.

OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA): BLOOD-BORNE PATHOGENS STANDARD TRAINING

What is a blood-borne Pathogen?

- From the Greek words pathos (disease) and genein (to produce).
- Any microorganism capable of producing disease in the blood.
- All employees must receive information annually regarding AIDS/HIV and Hepatitis B.
- Any employee who is at routine risk for Hepatitis B must be offered the Hepatitis B vaccine at no cost to the employee.
- The prevention of spread of all communicable diseases must also be stressed.

The LAUSD OSHA Plan is kept in the Office of the Administrator

What are AIDS/HIV and Hepatitis B?

- AIDS/HIV and Hepatitis B are two of the many types of blood borne pathogens.
- Most blood borne pathogens are transmitted to others by exposure to blood and body fluids from infected individuals.
- The most infectious body fluids that may transmit HIV and Hepatitis B are blood, semen, vaginal fluids, breast milk of infected mothers, and infected organs during transplant procedures.

HEPATITIS B VACCINE INFORMATION FOR THE DESIGNATED EMPLOYEE

How is the Vaccine Administered?

- The vaccine is administered by an intramuscular injection in the upper arm.

How often do I need to be vaccinated?

- There are 3 doses of vaccine needed to complete the series.
- Vaccine #2 is given one month after the first.
- Vaccine #3 is given six months after the first.
- The vaccines are designed to trigger the production of antibodies against the Hepatitis B virus.
- The second and third doses strengthen the antibody response.

How effective is the vaccine?

- The vaccine has proven to be 95-98% effective in preventing Hepatitis B.

How safe is the vaccine?

- Vaccine is extremely safe.
- There are no blood products in the vaccine.
- Vaccine is genetically engineered and grown on a yeast culture.

What are the symptoms of AIDS/HIV and Hepatitis B?

- AIDS (Acquired Immunodeficiency Disease Syndrome) is the term used when infected with the HIV virus begins to show symptoms of diseases that rarely infect persons with intact immune systems.
- HIV (Human Immunodeficiency Virus) is the virus that may lead to AIDS. Persons who are infected with this virus can transmit it to others. Infected persons may appear healthy

and be unaware that they are infected. THERE IS NO VACCINE AVAILABLE TO PREVENT HIV AT THIS TIME.

- HEPATITIS B is the most dangerous type of hepatitis virus. Hepatitis viruses infect the liver. The symptoms include: jaundice (yellow skin and eyes), enlarged liver, loss of appetite, stomach distress, clay colored bowel movements, dark urine and abnormal liver function tests, 50% of infected people have no symptoms. Others can die. About 10% of Hepatitis B infected adults and 25% of infected children will become carriers. Hepatitis can lead to cirrhosis, chronic liver disease and certain types of liver cancers. THERE IS A VACCINE THAT PREVENTS HEPATITIS B.

How can employees prevent the spread of blood borne pathogens?

- Avoid contact to infected blood and body fluids through sexual exposure, sharing of contaminated needles, administering CPR and First Aid or cleanup of contaminated surfaces.
- Use of Universal precautions.
- Who should not be vaccinated?
- Persons allergic to yeast products such as beer or bread.
- Persons who have conditions that lower their immunity.
- Persons who are taking steroids: Use of steroids may lower immunity levels.
- Persons who are unsure of their medical conditions should consult with their private health care provider before receiving the vaccine.
- What if I don't choose to have the vaccine at this time?
- Employees who are routinely at risk for exposure to Hepatitis B MUST be offered the vaccine.
- If you do not want the vaccine you will need to complete a "Declination" form.
- At risk employees can receive the vaccine at a later time even if they have previously signed a declination.

What are universal precautions?

- Hand-washing
- Using Latex or other protective gloves.
- Using personal protective equipment (PPE)
- Goggles, face and eye shields, aprons, other skin and clothing covers.
- Using disinfectants
- Appropriate disposal of body fluids.
- Using CPR Shield or mask.

How prevalent is HIV and HEPATITIS B?

- There have been over 200,000 cases of AIDS diagnosed since 1979. It is estimated that there may be 1,000,000 people infected with HIV. There is no accurate estimation.
- There are 300,000 cases of Hepatitis B each year. 10,000 need hospitalization. 250 die.
- In one teaspoon of HIV infected blood there may be 5 to 10 viral parts.
- In one teaspoon of Hepatitis B infected blood there may be 5,000,000 viral parts.
- HIV is very fragile and does not live on dry surfaces.
- Hepatitis B is a stronger virus and may live up to 7 days on dry surfaces.

Who needs the Hepatitis B vaccine?

- School District employees who are routinely exposed to blood and body fluids must be offered the vaccine at no cost to the employee.

- Other employees are encouraged to talk to their own health care providers to determine their own particular needs for the Hepatitis B vaccine.
- What if an employee is accidentally exposed to blood or body fluids?
- Wash the exposed area and hands immediately.
- Report the exposure to the site administrator immediately
- The administrator has guidelines in the BLOOD-BORNE PATHOGENS PLAN for the referral of employees following post-exposure.

EXCERPTS FROM BUL-5212.0 (08/27/10)

BULLYING & HAZING POLICY

Definitions

- A. Bullying is a comprehensive term that describes the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, indirect, non-verbal, psychological, sexual, social, physical, or verbal. Bullying seeks to secure or maintain an imbalance of power between the perpetrator(s) and the target(s) and has a reasonable likelihood of emotional, physical, or psychological harm. The harmful effects of bullying may be exacerbated by the interaction of frequency, pervasiveness, and severity of the behavior(s), in addition to the power differential between the perpetrator(s) and target(s).
- B. Hazing is any method of initiation, pre-initiation, or rite of passage associated with actual or desired membership in a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace that result in physical or psychological harm. Hazing typically, but not exclusively, involves newer members showing subservience to existing members and shall be reported to the administrator of the school and/or advisor of that student body activity (Ed. Code 48900(q)).

Types of Bullying

- A. Cyber-Bullying, Electronic Bullying, or Sexting: Use of any electronic communication technology to embarrass, humiliate, spread rumors, threaten or intimidate. Sending sexually explicit images, even consensually, may be considered as distribution of child pornography which is a felony. In such instances, schools should contact Human Relations, Diversity and Equity, School Operations at (213) 241-5337 or the Los Angeles School Police Department at (213) 625-6631. (Ed. Code §48900(r)).
- B. Disability Bullying: The act of treating someone negatively because of actual or perceived disability. Disability bullying should also be evaluated by the guidelines of District policy bulletin, "Section 504 and Students/Other Individuals with Disabilities." Schools are encouraged to consult with the Educational Equity Compliance Office or Human Relations, Diversity and Equity, School Operations regarding disability bullying.
- C. Emotional, Psychological, Relational or Social Bullying: The act of blackmailing, defaming, extorting, humiliating, intimidating, isolating, manipulating friendships, ostracizing, rating or ranking personal characteristics, rejecting, terrorizing, or using peer pressure.
- D. Indirect Bullying: The use of intimidation to cause physical or psychological harm on a third party. A person who engages in indirect bullying is sometimes referred to as the "instigator" or "shot caller."
- E. Nonverbal Bullying: The use of gestures, leering, posting threatening graffiti or graphic images, posturing, stalking, staring, or property destruction to demean, distress, or frighten.
- F. Physical Bullying: The intentional act of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting, or tripping to cause or attempt to cause physical discomfort, injury, or pain.
- G. Racial/Ethnic/Religious Bullying: Bias based on ancestry, culture, ethnicity, language, nationality, race, religion, or skin color. Intergroup conflict may occur within or between

socially constructed subgroups, such as between first- and second-generations of the same ethnic group. Bullying that targets ancestry, culture, ethnicity, language, nationality, race, religion, or skin color may be symptomatic of a larger problem of intergroup conflict, requiring systemic interventions. Schools are encouraged to consult with the Office of Human Relations, Diversity and Equity regarding racial, ethnic, sexualized or religious bullying.

- H. Sexualized Bullying: Unwanted or demeaning conduct or comments directed at or about an individual on the basis of actual or perceived gender, sex, sexual behavior, sexual orientation, or other related personal characteristics, with the intention to humiliate (California Ed Code §201 (b-c)). Anti-gay and sexist epithets are forms of sexualized bullying.

Sexualized bullying should also be evaluated by the guidelines of the Sexual Harassment Policy or the Transgender and Gender Nonconforming Students Reference Guide. Schools are encouraged to consult with the Office of Human Relations, Diversity and Equity or Educational Equity Compliance Office regarding sexualized bullying.

- I. Verbal Bullying: Hurtful gossiping, making rude noises, making threats, name-calling, spreading rumors, or teasing to cause emotional or psychological harm.

Staff Responsibilities:

- A. Share responsibility for modeling appropriate behavior and creating an environment where mutual respect, tolerance, and acceptance among students and staff are promoted, the standards of respect and civility are promoted, and students understand that bullying and hazing are inappropriate, harmful and are taken seriously.
- B. Recognize the indicators of bullying and hazing.
- C. Discuss all aspects of the “Bullying and Hazing Policy” with students including strategies to prevent bullying and hazing.
- D. Encourage students to report bullying and hazing.
- E. Intervene immediately and take corrective action when bullying or hazing is reported, observed or suspected.
- F. Report incidents and actions to the appropriate District personnel or outside agencies, if necessary.
- G. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately.

Student Responsibilities:

Students shall take responsibility for helping to create a safe school environment:

- A. Do not engage in or contribute to bullying or hazing behaviors or words.
- B. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- C. Report bullying or hazing to a trusted District teacher or administrator.
- D. Never engage in retaliatory behavior or ask, encourage, or consent to anyone retaliating on your behalf.

EXCERPTS FROM BUL-5655.2

GUIDELINES FOR STUDENT SUSPENSION

Suspension is a significant consequence, generally to be used only when other methods of correction have failed. By law, alternatives to suspension must be used to address problems of truancy, tardiness, and/or other attendance related issues.

MAXIMUM DAYS

The number of days for which a student in general education, including any student being served under Section 504, may be suspended from school shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case, the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension.

The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise.

SUSPENSION FROM CLASS BY A TEACHER (E.C. SECTION 48910)

- A. A teacher may suspend a student from class for any of the acts enumerated in E.C. section 48900 for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. (See Attachment D) 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. Removal of a student from a particular class shall not occur more than once every 5 school days. For students who receive special education services, refer to the procedures stipulated in section V. D. and E. of this bulletin. The same protections apply.
- B. Prior to the close of the school day, the principal or administrative designee shall complete the SIS entry and generate the Class Suspension Notice and PAR, which are signed by both the principal and the teacher who issued the suspension. The principal shall give the student being suspended from class a copy of the Class Suspension Notice and PAR. Additionally, the parents' copy of the Class Suspension Notice and PAR shall be mailed immediately to them. The Class Suspension Notice and PAR along with any efforts to contact the parent should be recorded in the student's "Yellow Folder" and never in the cumulative record folder.
- C. The teacher shall confirm by telephone with the parent the date and time of the conference, as requested on the PAR, to discuss the reason(s) for the suspension.
- D. A student suspended from a class shall not be placed in another regular class during the period of suspension; rather, the student shall attend the supervised suspension classroom as described in section VIII. C. of this bulletin. If the student is assigned to more than one class per day, he or she must attend the classes from which he or she was not suspended.
- E. 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.

- F. A teacher must provide all assignments and tests that the student will miss while suspended and may require the completion of said tests and assignments from the student upon return. Students with disabilities should be provided with supports and services as outlined in their IEP.

TEACHER-REQUIRED CLASS VISIT (E.C. SECTION 48900.1)

- A. E.C. section 48900.1 authorizes the teacher to require that the student's parent attend a portion of the class from which the student was suspended if the suspension was for behavior described in either E.C. section 48900 (i), committed an obscene act or engaged in habitual profanity or vulgarity, or (k), disrupted school activities or willfully defied the valid authority of school personnel.

The intent of the Legislature is to make class visits a positive experience that may enhance and encourage collaboration between the parent and school personnel. This procedure applies only to the parent who is actually living with the student. The class visit is not meant to replace the teacher-parent conference but, rather, to be a productive adjunct to it. Following a visit to the classroom, the parent is required to meet with the principal before leaving the school site.

B. Required Procedures

1. A teacher who plans to implement this policy shall clearly inform all parents of his/her students, in advance, of the details of the implementation. Furthermore, the teacher shall use his or her authority uniformly among all students.
2. Upon receipt of the necessary information from the teacher, the principal shall prepare a written notice stating that the parent's attendance is required pursuant to E.C. section 48900.1 and mail the letter, along with the Class Suspension Notice and PAR, to the parent. (See Attachment E).

Note: At no time may the teacher use the parent's failure to attend a conference or class visit to deny the student's readmission to class after the suspension term is served.

3. To initiate the provision of E.C. section 48900.1, when suspending a student from class, the teacher shall:
 - a. Indicate on the PAR one of the two specified reasons cited under this law.
 - b. In the space provided for comments, indicate "class visit by parent - required by teacher," and state the date, time, and duration of the anticipated visit (30 minutes to one hour in the class is suggested).

C. Other Considerations

When implementing the procedures described in E.C. section 48900.1, it is important that the intent of the Legislature be observed:

1. The teacher shall inform parents of counseling and other available resources within the school and the community that may assist the parent and the student.
2. If possible, the teacher shall schedule the class visit on the same day as the parent conference and hold the conference before the class visit. The conference may then be used, in part, to develop a better understanding between teacher and parent as to the purpose and anticipated benefit of the visit.

EXCERPTS FROM BUL-3491.1 (05/09/12) HOMEWORK

INTRODUCTION

As the District has implemented standards-based curriculum and standards-based assessments, it is critical that our students' academic grades reflect the knowledge they have learned rather than behavioral compliance. This applies to students in Grades K through 12.

Beginning July 1, 2012, daily routine homework assignments will comprise no more than 20% of a student's academic achievement grade. Studies have shown that by limiting the weight of homework towards a student's academic grade, a truer picture of the student's knowledge will be reflected in the achievement grade. Homework is a formative tool for practice toward mastery.

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 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. 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.
- D. Homework assignments and due dates should be thoroughly explained by the teacher in advance. The written description of the subject content, standards, and course objectives provided to parents at the beginning of the course should include homework requirements.
- E. Completed homework assignments should be acknowledged with feedback, recorded by teachers, reviewed with and returned to students in a timely manner. The longer students have to wait for feedback, the weaker the connection to their effort becomes, and the less likely they are to benefit. (Banger-Drowns, Kulik, Kulik, & Morgan, 1991)
- F. Parents should be notified when students do not complete homework assignments or show signs of significant decline in effort or achievement.
- G. Projects and long-term assignments may be scheduled over an extended period of time that may include weekends and vacations. If a project or assignment is assigned over an extended period, regular checks on progress should be made by the teacher. Parents should be notified through the syllabus of long-term assignments and projects, especially if they overlap part of a vacation period.

TIME ALLOCATIONS

Routine daily homework in secondary schools may be assigned in academic classes. A Monday-to-Thursday schedule is recommended.

Grade Level	Maximum Homework Time Allocations
6 th	Average of 15 minutes for each academic class daily

7 th -8 th	Average of 20 minutes for each academic class daily
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MAKE-UP 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.

EXCERPTS FROM BUL-5721.0 (03/12/12) STUDENT & EMPLOYEE SECURITY

STAFF'S RESPONSIBILITIES:

- A. Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- B. Lock classroom doors when working alone before or after school hours.
Use extra caution if working in isolated areas or in rooms/offices with exterior doors.
- C. Leave door windows uncovered.
- D. Exercise stringent control of assigned school keys and do not give/loan assigned school keys to students.
- E. Secure all personal valuables.
- F. Report any person loitering in or adjacent to parking areas, etc., and/or sitting in a parked car.

STUDENT SAFETY:

- A. Develop a sense of community both between students and between students and staff.
 - B. Review safety tips with students, and remind them to be alert to their surroundings. Refer to Ref 1404 *School Traffic Safety*.
 - C. Review examples of appropriate conduct between students and adults on campus and during extra-curricular activities.
 - D. Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Encourage students to talk to any adult on campus should they notice suspicious activities.
 - E. Remind students of safety tips pertaining to curricular trips, dances and athletic events.
 - F. Maintain supportive, positive, professional, and non-exploitative relationships with students at all times. Refer to BUL-5167.0, *Code of Conduct with Students-Distribution and Dissemination Requirement Policy*, and *Employee Code of Ethics*, LAUSD Ethics Office.
- Adhere to all mandated reporting requirements when you become aware of incidents jeopardizing students' physical or emotional well-being (abuse, threats, traffic accidents, etc.).

EXCERPTS FROM BUL-2374.2 (12/23/09)
KEYS

- A. Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, or in faculty mailboxes.
- B. Keys are never to be in the possession of students. Keys are not loaned to students to open doors or gates.
- C. The classroom teacher is to be issued only the keys to his/her classroom, storeroom, and/or cabinets. The teacher will be responsible for the designated keys. A classroom teacher cannot be issued a master key.
- D. The site key administrator will arrange to have all exterior doors of buildings opened and closed as necessary.
- E. Keys issued to substitute teachers and other District employees (maintenance, etc.) must be returned daily.
- F. Authorized personnel needing keys for weekend or holiday activities will be issued keys which limit access to the room(s)/area(s) necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- G. The loss or theft of keys shall be reported to the Local District Office and School Police. After so reporting, the Maintenance and Operations Area 10 Lock Department shall be notified, via the trouble call line. The Lock Department will immediately re-key sensitive areas only.
- H. All keys shall be checked and turned in with the site key administrator at the end of the school year or in the event of an assignment change.
- I. Staff members shall be notified that unauthorized possession by any person, including employees, of any site key or unauthorized duplicate key is a misdemeanor (Penal Code 469).

EXCERPTS FROM BUL-767 (01/26/04)
PARTICIPATION IN EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

"C" Average Policy

This bulletin provides specific directions to ensure that the "C" average policy is applied in a consistent and equitable manner in 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/co-curricular activities. Eligibility criteria are defined as satisfactory minimum progress toward meeting middle school matriculation requirements. A "C" average is defined as a "grade point average" of 2.0 or better on a 4.0 scale where an "A" mark earns 4 points, a "B" is awarded 3 points, a "C" is worth 2 points, and a "D" is given a value of 1 point and a mark of "Fail" is worth 0 points. There is no weighting of marks for the "C" average eligibility GPA.

An extracurricular activity is defined as a program that includes all of the following characteristics:

1. The program is supervised or financed by the District.
2. Students participating represent the school or District.
3. Students exercise some degree of freedom in the selection, planning, or control of the program.
4. The program includes both preparation for a performance and performance before an audience or spectators.
5. 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.
6. At the secondary level, extracurricular activities may include but are not limited to athletic teams, drill and flag teams, pep squads, spirit leaders, student government, musical performance groups, dramatics, school publications, service clubs, academic teams, etc.

A co-curricular activity is associated with the curriculum in a regular classroom.

1. 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.
2. 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.
3. A program that has as its primary goal the improvement of academic or educational achievement of students is not an extracurricular or co-curricular activity.
4. In general, the Youth Services Program of playground activities will not be affected by this policy except where it may involve organized teams representing a school in interschool competition or performance before an audience or spectators.
5. Ineligible students shall not be permitted to participate in out-of-class practice that infringes on the class time of other courses in relation to extra/co-curricular activities, nor may they participate in after school practices.

General Guidelines for Implementation (Secondary)

1. Secondary students may use summer school or intersession courses to become eligible for extra/co-curricular activities if the exact class is repeated in summer school or intersession, the higher mark may be substituted for the lower mark in computing the GPA.
2. Special Education students and/or English Learners must meet the same general requirements as all other students.

EXCERPTS FROM BUL-1353.1 (12/23/05)

MARKING PRACTICES AND PROCEDURES IN SECONDARY SCHOOLS

The standards serve as the basis for curriculum, instruction, assessment, and accountability. The standards, as described in the *Common Core State Standards* and *Content Standards for California Public Schools*, define what students should know and be able to do throughout the school year and serve as the basis for assessments.

Educators use grades to:

- Give students and their families' feedback about the student's progress and mastery of the content standards,
- Provide guidance to students about future course work,
- Provide guidance to teachers for instructional planning, re-teaching, and intervention,
- Provide information useful to plan for student matriculation, retention, and future course work, and
- Plan for professional development.

MARKING PRACTICES

- A. Marking practices are to reflect individual student performance and progress toward mastery of the standards. A student's mark may not reflect a comparison of that student's performance with the performance of other students.
- B. Standards-based instruction and the concept of mastery of standards leads to a marking system that reflects the notion that all students can learn. This is a shift from a competitive system in which there are few available high grades in each course to a system in which all students are expected to master the content standards.
- C. Marks reflect a student's individual achievement toward mastering the standards. 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 (Attachment A) in the appropriate language.
- D. The classroom teacher shall determine the mark given to each student in the class based upon the Criteria for Marks (Attachment A), and in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, that mark shall be final. (California Education Code Section 49066)
- E. The determination as to whether mistake, fraud, bad faith, or incompetence exists in relation to a course mark is to be made by the school principal or designated administrator.
- F. Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.
- G. 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. (California Education Code Section 48205)
- H. 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. The criteria for determining "reasonable time" might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark.
- I. Meaningful homework is an extension of the class work and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.

- J. Marking practices that place a major emphasis only upon specific assessments may minimize the value of daily classroom instruction and experiences, at least insofar as that instruction is reflected in an academic mark.
- K. 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. Interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students.
- L. A systematic process will be established that will be used by all schools in the District to identify students experiencing difficulty mastering the standards. Parents and students will be informed of concerns regarding student progress as early as possible but no later than the intervals corresponding to progress reporting periods.
- M. Teachers are encouraged to send parents positive notes such as the District form, "Complimentary Report to Parents," regarding exceptional student performance and student improvement in addition to the regularly scheduled required mark reports.
- N. Students in Gifted/Talented Programs generally far exceed mastery of content standards or exhibit advanced mastery of content standards by performing two or more years above grade level. The academic mark must fairly reflect mastery of content standards. Students not demonstrating exemplary or advanced level of mastery of content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.
- O. English Learners are expected to demonstrate mastery of the California content standards. The academic mark must fairly reflect mastery of content standards. Students falling below proficient progress toward the targeted content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.

CRITERIA FOR MARKS

1. The final mark is an overall rating of the student's work and performance that demonstrates mastery of the California content standards for the entire duration of an authorized course.
2. The marks of "Pass/Fail" and "Credit/No Credit" are not to be used.
3. A mark with a plus or minus sign is not to be used.
4. The terms "Incomplete" (**Inc** if written or **I** in ISIS) and "No Mark" (**NM** if written or **N** in ISIS) may be used only under the following conditions:
 - A. Incomplete (**Inc** or **I**) is given only when a student has been absent during the latter part of the semester for which a report card is issued. Incomplete is given only if the student was passing when present. When it is necessary to report that work is incomplete, the nature of the work to remove the Incomplete must be fully stated in a "Letter to Parents Regarding Incomplete Work" (Form 34-H-20). Incomplete work must be made up by a specific date prior to the next marking period, either the midterm or final marking period, whichever occurs first.
 - B. No Mark (**NM** or **N**) may be used only if a student has been enrolled (E) in a class without having work 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 (**NM** or **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.

RECORDING MARKS

1. All marks on the summary page of the Roll Book are to be entered in blue or black ink. A computerized mark summary sheet may be substituted. Schools using ISIS may substitute the Teacher Verification Report. Marks for individualized assignments may be recorded in other colors of ink.
2. When a student enrolls in the school after the start of the semester, the academic mark earned in a corresponding course at the previous school should be recorded in the Roll Book (paper or electronic) and given proportionate consideration by the teacher in determining the final mark. This procedure also applies when a student transfers from one class to another within the school once the semester has begun.
3. Once a mark has been issued, other than an incomplete, it may not be changed by the teacher without just cause. The Principal, or administrative designee, must approve a change of mark. Proper documentation must be kept on file. (See Attachment B.)

RELATIONSHIP OF ATTENDANCE TO MARKING

The District holds that it is the rigorous experiences implemented by the teachers in which students are engaged in active reasoning about concepts that assists students in mastering the content standards. Students must attend school regularly to take advantage of these learning opportunities. Making up an assignment or educational experience does not offer the same value as participating in the experience with student peers. However, in the interest of helping students progress toward mastery of the standards and learn course content, teachers shall provide opportunities to complete missed class work and tests or other appropriate equivalent assignments that can reasonably be provided.

- A. Attendance, work habits, and cooperation may not be used as a part of any rigid formula for assigning subject marks, e.g., a set number of tardies or absences may not result in the automatic lowering of a mark or loss of class credit. (California Education Code Section 49607)
- B. Students with excused absences, absences for justifiable personal reasons, and absences due to suspensions shall be afforded the opportunity to complete missed classroom work and tests or other appropriate equivalent assignments that can reasonably be provided by the teacher. The teacher shall determine what assignments are to 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 absence.
- C. Students who are truant or absent without verified justifiable personal reasons or students who have returned to school without a note need not be afforded the opportunity to complete class work and tests missed. Such opportunities may be, but are not required to be, provided by the teacher.

REQUIREMENTS FOR NOTIFICATION OF POSSIBLE FAILURE

- A. California Education Code, Section 49067, requires each pupil's achievement to be evaluated for each marking period and requires a conference with, or written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a

course. The refusal of the parent or guardian to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the marking period.

- B. Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with content standards identified for each course. Whenever a student is not meeting the standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:
1. Marking a “Fail” in the subject area on the fifth or fifteenth week in traditional calendar schools, or the equivalent for year-round school, is considered sufficient notification for issuing a “Fail” on the midterm or final report. A mark of “D” on the fifth or fifteenth week marking report is not adequate warning of failure to the parent or guardian. However, a “D” on the report, with the written comment “In danger of failing” can be considered adequate notification to the parent or guardian.
 2. A “Special Report to parents—Unsatisfactory” issued prior to the marking period as identified above is considered sufficient notification to the parent or guardian. It should be issued with sufficient time for the student to demonstrate improvement.
- C. Work habits and cooperation marks are closely tied to the achievement mark; therefore, teachers should notify the parent of a decline in these marks or the possibility of an unsatisfactory mark. The same procedures described above for notification of possible failure should be followed for a decline in work habits and/or cooperation marks.
- D. Without assistance from the parent or guardian, it is often impossible to prevent failure. In addition to the above requirements of notification of possible failure, the teacher is encouraged to hold a conference with the parent or guardian as soon as possible as it becomes apparent that the student would benefit from additional help at home or intervention at the school site.

PARTICIPANTS IN GIFTED/TALENTED AND SPECIAL EDUCATION PROGRAM

In general, an “A” or “B” mark is considered to be the usual mark for students identified gifted who are highly able learners. These students generally perform two years or more above grade level and receive such marks when they are performing beyond their age-grade peers and beyond the District standards for a designated grade. Please note that students are identified gifted in various categories; therefore, individual performance assessments are necessary. Students not maintaining an “A” or “B” should receive teacher assistance, i.e., practice in understanding the rubrics for assignments and assessment and instruction in content area and skill gaps.

Intervention measures should be planned with the student and/or parents as necessary. Special counseling for the student and notification of parent and/or guardian is recommended.

The final grade:

1. Must fairly reflect the composite strength of the student using the work of an average student or grade level standard as a benchmark. Punitive grading practices should be avoided.
2. Must contain fair mark value for enhanced, modified learning beyond the regular program.
3. Must yield a satisfactory ranking of the gifted student among his age-grade peers who do not participate in more advanced, fast paced, modified curriculum.

Evaluating Progress of Secondary Students with Disabilities

1. Report Card Procedures: General and special education teachers work collaboratively to determine grades for students with disabilities. Teachers must consider the individual needs of each student with disabilities as described in the student's Individualized Education Program (IEP) or Section 504 Plan when evaluating student performance. All teachers of students with disabilities, including teachers in general education, shall implement the accommodations or modifications for instruction, assessment and/or evaluation written in the IEP or Section 504 Plan. Before grading a student with disabilities, teachers should consider whether the accommodations and/or modifications in the IEP or Section 504 Plan have been provided throughout the period of instruction in the subject area/course.
2. Most students with disabilities will be held to the same content standards as their non-disabled peers. The IEP team or Section 504 Team will make this determination based upon assessments of the student's skills and abilities.

SPECIAL EDUCATION REPORT OF PROGRESS TOWARD IEP GOALS:

The Individuals with Disabilities Education Act (IDEA) requires parents of students with disabilities to be regularly informed as to the progress toward IEP goal mastery at least as often as the parents of nondisabled peers. Teachers of students with disabilities meet this requirement by completing the Report of Progress found on the goal pages of the IEP.

Schools are required to report progress at least three times during the school year (the fourth time will be at the IEP meeting). Schools may select a common time for reporting progress towards goals or align it with the report card schedule. Parents must be notified of the dates for reporting of progress toward goals (this can be done through monthly school calendars or in the beginning of the year newsletter). The No Child Left Behind Act requires that all accountability measures be aligned. As you select your reporting dates you will want to consider how they align with accountability benchmarks.

EXCERPT FROM BUL-5688.0 (02/01/12) SOCIAL MEDIA POLICY

SOCIAL MEDIA POLICY FOR EMPLOYEES & ASSOCIATED PERSONS

All existing policies and behavior guidelines that cover employee conduct on the school premises and at school-related activities similarly apply to the online environment in those same venues.

1. Keep personal social network accounts separate from work related accounts. When a student or minor wishes to link to an employee's personal social networking site, redirect them to the school approved website. Accepting invitations to non-school related social networking sites from parents, students or alumni under the age of 18 is strongly discouraged, and on a case-by-case basis, may be prohibited by the site administrator. (BUL – 5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy)
2. Any employee or associated person engaging in inappropriate conduct including the inappropriate use of social media sites during or after school hours may be subject to discipline.
3. Never post any identifying student information including names, videos and photographs on any school-based, personal or professional online forum or social networking website, without the written, informed consent of the child's parent/legal guardian and the principal.
4. Never share confidential or privileged information about students or personnel (e.g., grades, attendance records, or other pupil/personnel record information).
5. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access to files, including email. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and/or disclose them to others as deems necessary. [Refer to BUL –999.4, *Acceptable Use Policy (AUP) For District Computer Systems*]
6. Posting inappropriate threatening, harassing, racist, biased, derogatory, disparaging or bullying comments toward or about any student, employee, or associated person on any website is prohibited and may be subject to discipline.
7. Threats are taken seriously and are subject to law enforcement intervention, including but not limited to formal threat assessments. [Refer to BUL-5610.0, *Workplace Violence, Bullying and Threats (Adult-to-Adult)*]
8. District employees and associated persons are responsible for the information they post, share, or respond to online. Employees should utilize privacy settings to control access to personal networks, webpages, profiles, posts, digital media, forums, fan pages, etc. However, be aware that privacy settings bring a false sense of security. Anything posted on the internet may be subject to public viewing and republication by third parties without your knowledge.
9. If you identify yourself online as a school employee or associated person, ensure that your profile and related content are consistent with how you wish to present yourself to colleagues, parents, and students. Conduct yourself online according to the same code of ethics and standards set forth in the Acceptable Use Policy. It is recommended that you post a disclaimer on your social media pages stating "The views on this page are personal and do not reflect the views of the Los Angeles Unified School District."
10. Use of District logos or images on one's personal social networking sites is prohibited. If you wish to promote a specific LAUSD activity or event, you may do so in accordance with the Office of Communications and Media Services guidelines.
11. Misrepresenting oneself by using someone else's identity may be identity theft. It is advisable to periodically check that one's identity has not been compromised.

12. During an emergency situation that impacts the employee's work site, the employee may post a general statement of well-being to their social network account if doing so does not interfere with their assigned emergency duties.

SCHOOL-WIDE STUDENT EXPECTATIONS & DISCIPLINE PROGRAM

Area	Safety	Responsibility Honesty	Respect Appreciation of Differences	Life Long Learning
Auditorium	<ul style="list-style-type: none"> Enter and exit in an orderly manner Sit quietly during presentations Wait for dismissal instructions 	<ul style="list-style-type: none"> Listen responsibly Show good conduct Return your seat to the upright position Leave your seating area clean 	<ul style="list-style-type: none"> Follow directions Focus on the presentation Applaud appropriately Respect property, yours, and others 	<ul style="list-style-type: none"> Practice good audience participation Look and listen to learn Practice what you learn
Bathroom	<ul style="list-style-type: none"> Keep water in sink Wash hands with soap Put towels in trashcans 	<ul style="list-style-type: none"> Flush toilets Inform adults of vandalism No food, drinks or gum Conserve water, soap, and paper 	<ul style="list-style-type: none"> Give people privacy Respect property, yours, and others 	<ul style="list-style-type: none"> Maintain good hygiene Encourage and keep a sanitary environment Always wash hands with soap and water after bathroom use
Classroom	<ul style="list-style-type: none"> Keep hands and feet to yourself Use chairs and tables appropriately Know and follow your classroom procedures 	<ul style="list-style-type: none"> Bring school supplies and materials Be ready to learn and work Participate No food, drinks, or gum 	<ul style="list-style-type: none"> Treat yourself and others with respect Listen attentively to teacher instruction Follow class rules and procedures 	<ul style="list-style-type: none"> Come to school prepared to learn Give your best effort in everything you do Be open to multiple solutions
Gym P.E. Field Locker Room	<ul style="list-style-type: none"> Sit properly in assigned squads Use equipment properly No food, drinks, or gum Remove jewelry Secure items of personal value 	<ul style="list-style-type: none"> Show good sportsmanship Return equipment to designated area No food, drinks or gum Use your own locker Practice zero graffiti tolerance 	<ul style="list-style-type: none"> Be a team player and encourage others Use kind words and actions Respect personal and school property Clean up after yourself Cameras are to remain off at all times 	<ul style="list-style-type: none"> Maintain good hygiene Observe a balance between exercise and diet Know your physical limitations
Hallway Stairs	<ul style="list-style-type: none"> Walk at ALL times Keep hands and feet to yourself Use drinking fountains appropriately Follow traffic patterns and keep to the right 	<ul style="list-style-type: none"> Get to class on time Keep hallway litter free No food, drinks or gum Manage personal property such as balls properly 	<ul style="list-style-type: none"> Use kind words and actions Be polite and courteous Respect property, yours, and others Use quiet voice 	<ul style="list-style-type: none"> Read signs and postings Observe potential hazards and respond accordingly Utilize the most direct route to your destination
Media Center Library Labs	<ul style="list-style-type: none"> Keep hands and feet to yourself Use chairs and tables appropriately No food, drinks, or gum 	<ul style="list-style-type: none"> Return materials to proper places on time Use internet appropriately Print only what's needed No food, drinks, or gum 	<ul style="list-style-type: none"> Use kind words and actions Respect property, yours, and others Use quiet voices 	<ul style="list-style-type: none"> Come to school prepared to learn Give your best effort at all times Be open to new ideas and other solutions Access approved and appropriate websites
Meal Line Canteen	<ul style="list-style-type: none"> Walk at all times Use drinking fountains appropriately Manage personal property such as balls properly Form a single file line Follow the traffic patterns Eat only your own food 	<ul style="list-style-type: none"> Join the line correctly Remind others where the line begins Wait in line patiently Display your ID visibly Place recyclables and trash in proper containers No gum 	<ul style="list-style-type: none"> Enter the line behind the auditorium Wait your turn; do not cut the line Use good manners Be polite and assist anyone in need Clean up your area Monitor the volume of your inside and outside voice 	<ul style="list-style-type: none"> Wait patiently for your turn Use good judgment always Be environmentally friendly Practice good table manners Avoid being wasteful
Offices	<ul style="list-style-type: none"> Keep hands and feet to yourself Use chairs and tables appropriately 	<ul style="list-style-type: none"> State your purpose politely Obtain permission to use phone No food, drinks, or gum 	<ul style="list-style-type: none"> Wait quietly Be polite and courteous Use kind words and actions Use quiet voice 	<ul style="list-style-type: none"> Observe and learn from the office environment Read while you are waiting Clarify your purpose as needed Return to class promptly

				• Apply what you learn
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GUIDING PRINCIPLES FOR SUCCESS

All students are expected to practice these guiding principles at all times:

1. Be Respectful
To teachers, staff, visitors and your peers
2. Be Responsible
Be on time to your classes, complete your school work daily, bring materials, follow the rules, help keep our campus clean, and serve your detentions
3. Be Safe
Stay in school during school hours; attend all your classes, follow procedures, and play safe
4. Be a Learner
Ask questions, review your work and read daily, keep your parents aware of your progress in school, and enjoy
5. Be the Best You Can Be
Practice, get more information, ask for help or help someone, try again, and be a team player

EXCERPTS FROM BUL-3815.0 (11/15/07)
STUDENT REQUIREMENTS TO RECEIVE A CERTIFICATE OF COMPLETION

The following are the requirements to receive a *Certificate of Completion*. We believe that all students can learn and are capable of mastering the middle school standards in seventh and eighth grade. **This privilege is earned by:**

1. **Passing all classes in the seventh and eighth grades.** The passing of classes depends upon the marks earned on the final report for each semester. Students who are in danger of failing should take advantage of after school tutoring and intervention classes.
2. **No more than two “U’s” in cooperation during the 8th grade year.** The two “U’s” must come from different teachers when the student’s schedule reflects multiple teachers.
3. **No more than two “U’s” in work habits for the 8th grade year.** The two “U’s” must come from different teachers.
4. Students must **serve all detention and Saturday work-study hours assigned.** Students are encouraged to check with the Dean’s Office and Counseling Office to ensure that they have fulfilled their obligation.
5. All textbooks and library **books must be returned and fines paid.**
6. Students are expected to abide by school and District policies with respect for student conduct and school property, adhere to the guidelines delineated in the student agenda planner, and may not **receive more than one (1) suspension** during each of the seventh and eighth grade years. Students with serious behavior problems may be eliminated from activities at any time regardless of academic achievement.
7. Students must **maintain a 95% attendance rate** (no more than nine (9) absences) during each of the seventh and eighth grade years, excluding serious, chronic, or major illness. Students with difficulties in meeting this are encouraged to seek the assistance of the diploma project advisor (DPA), pupil services and attendance counselor (PSA), or their counselor as soon as possible.
8. Eighth grade students must submit a completed *Matriculation Option* form.

Students may wear the school uniform to the culminating ceremony; students opting to wear other clothing should select clothing that is appropriate for students in this age group and for this occasion. Strapless, low cut and backless dresses, long gowns and very short dresses/skirts, hats, T-shirts, sandals, cut-offs, and tuxedos with cummerbunds are unacceptable. Students who violate this dress code will be required to remove the inappropriate items. The culminating ceremony is a very special occasion and a time to look back on with pleasant memories. Parents are encouraged to adhere to these guidelines to avoid any embarrassing moments for your child.

Most culmination activities will require the students to wear the school uniform. **Students who are not appropriately dressed will not be allowed to participate in the activities.** Students are required to wear the school uniform during the regular school day. School activities are not formal occasions. Refer to the student planner for the dress code in effect for non-school hour activities. Casual clothing and dressy clothes may be worn during the following activities: Pin and Ribbon Ceremony, Pin and Ribbon Dance, Winter Dance, Farewell Dance, and Awards Ceremony.