SYLMAR CHARTER HIGH SCHOOL

2018-2019
FACULTY HANDBOOK

Sylmar Charter High School: A Community of Learners
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**Small Learning Communities – Administrators, Coordinator, and Counselors**

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<th>Counselor</th>
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### Teachers, Counselors, and Coordinators

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**Support Staff**

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- 10 -
Sylmar High Alma Mater

Our loyalty to thee will be
Strong throughout eternity
United in our glory now
We make this pledge to thee
Sylmar High so glorious
Will always be victorious
The blue and white of Sylmar High
Will reign forevermore
Sylmar High Fight Song
Blue & White

We are for the blue and the white
Come on Spartans, show them the fight
When you march that ball down the field
Hit 'em high, hit 'em low
Yeah, team let’s go
We're for the blue and white
EDUCATION is the MOST POWERFUL WEAPON which you can use to CHANGE THE WORLD.

NELSON MANDELA
PRESIDENT OF SOUTH AFRICA AND POLITICAL ACTIVIST
SECTION II

INSTRUCTIONAL STANDARDS, STRATEGIES, AND TOOLS
2.1 THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

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

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

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

Planning Instruction and Designing Learning Experiences for All Students
- Drawing on and valuing students’ backgrounds, interests and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

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

Developing as a Professional Educator
- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve professional practice
2.2 **LAUSD TEACHING AND LEARNING FRAMEWORK**

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

**The LAUSD Teaching & Learning Framework**

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

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

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

**Multiple Measure Performance Review System**

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

**Observation of Teaching Practice:** The most significant measure will be classroom observation by trained and certified professionals. Observers of teacher practice will have received training that will help them work towards certification. Training includes a focus on:

- Honing observation skills;
- Unbiased-evidence collection;
- Alignment of evidence with the Framework;
- Scoring of teaching practice based on evidence and the priorities of the Framework;
- Building understanding of the observation processes;
- Establishing inter-rater reliability.
The LAUSD Teaching & Learning Framework serves as the basis for classroom observation rubrics and protocols.

2. Stakeholder Feedback Surveys:

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

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

4. Contributions to Student Learning Outcomes:
The Board of Education and the Superintendent are committed to the selection of the most relevant and accurate measures of student achievement.
Evidence Collection Process

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

- **Classroom observations (CO)** will include formal and informal observations conducted throughout the Teacher Growth and Development Cycle. Classroom observations are the cornerstone of the Teacher Growth and Development Cycle, providing an opportunity for teachers to demonstrate their instructional practice in order to receive feedback that will support their professional growth and development. In addition to this, classroom observations may also include any other classroom visits/walkthroughs that take place as part of effective support practices in schools.
- **Professional conversations (PC)** can include the Pre-Observation and Post Observation Conferences that are part of the Teacher Growth and Development Cycle or they can also include additional meetings where the teacher and administrator meet to discuss evidence of the teacher’s practice.
- **Artifacts (A)** can include sample student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher’s practice for a given element in the Teaching and Learning Framework.

**Key Terms**

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

- **Communication**: Sharing thoughts, questions, ideas and solutions
- **Collaboration**: Working together to reach a goal - putting talent, expertise, and smarts to work
- **Critical Thinking**: Looking at problems in a new way, linking learning across subjects and disciplines
- **Creativity**: Trying new approaches to get things done equals innovation and invention.
The goal of the Educator Growth and Development Cycle (EDST) is to gather evidence of teaching practice and impact on student learning outcomes through LAUSD’s multiple measures. The EDST includes a series of reflection activities, formal and informal observations, conferencing opportunities, and professional goal setting activities which are all aimed at helping to identify strengths and opportunities for improving teacher practice.

Teacher Self-Assessment:

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

Lesson Design:

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

Formal Observation:

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

Individual Growth Plan:

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

Informal Observation:

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

At the end of the EDST, teachers will have a roadmap for accessing targeted support and professional development opportunities through an aligned, next-generation Learning Management System. This system will support educators in ongoing, self-directed professional learning by providing them with access to a diverse catalog of Framework-aligned learning content that supports the unique learning needs of all of our educators.

To meet the needs of our 21st century educators, this system will harness the power of innovative learning content such as social networking support groups and distance learning content while still providing more traditional opportunities for professional learning. The new Learning Management System is currently in development. However, we are committed to helping connect EDST volunteer teacher to professional learning content that will help them improve their practice.
2. 4 HOW TO PLAN FOR DIFFERENTIATED INSTRUCTION

STEP 1 – KNOW YOUR STUDENTS

Determine the ability level of your students.
This can be done by surveying past records of student performance to determine capabilities, prior learning, past experiences with learning, etc.

Survey student interests.
It is also important to get to know your students informally. This can be done by an interest inventory, an interview/conference, or asking students to respond to an open-ended questionnaire with key questions about their learning preferences (depending on the age group).

Is behavior management a problem?
This is key when planning for activities that require less structure. However, it is still important to determine learning styles and preferences for students who may have a hard time controlling their behaviors. Sometimes knowing preferences can help to motivate students to attend to any tasks that are presented.

STEP 2 – HAVE A REPERTOIRE OF TEACHING STRATEGIES

Because "one size does not fit all," it is imperative that a variety of teaching strategies be used in a differentiated classroom.

Direct Instruction
This is the most widely used and most traditional teaching strategy. It is teacher centered and can be used to cover a great amount of material in the amount of time teachers have to cover what students need to learn. It is structured and is based on mastery learning. More information can be found on: http://www.teachnology.com/teachers/methods/models/

Inquiry-Based Learning
Inquiry-based learning has become very popular in teaching today. It is based on the scientific method and works very well in developing critical thinking and problem solving skills. It is student centered and requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. For more information, go to: http://www.teachnology.com/currenttrends/inquiry/

Cooperative Learning
Probably one of the most misunderstood strategies for teaching is "cooperative learning." Yet, if employed properly, cooperative learning can produce extraordinary results in learning outcomes. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. However, one of the most important features of cooperative learning is to pick the best strategy that will be used to assign the task for students to accomplish. The more popular strategies include Jigsaw II, STAD-Student Teams, or Group Investigation. For more information, go to: http://www.teachnology.com/currenttrends/cooperative_learning/
Information Processing Strategies

Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies include, but are not limited to, memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing. More information on this topic can be found at: http://www.teachnology.com/teachers/methods/info_processing/

STEP 3 – IDENTIFY

Ways to Assess or Evaluate Student Progress

Once again, we cannot assume that "one size fits all." As a result, varying means of student assessment is necessary if students are to be given every opportunity to demonstrate authentic learning. Authentic assessment has been around for a long time and is now taking the limelight as we attempt to measure students' progress in a fair and equitable way. A variety of assessment techniques can include portfolios, rubrics, performance-based assessment, and knowledge mapping. For more information on this topic go to: http://www.teachnology.com/currenttrends/alternative_assessment/

The Bottom Line

Differentiated instruction is about using teaching strategies that connect with individual student's learning strategies. The ultimate goal is to provide a learning environment that will maximize the potential for student success. The important thing to remember is to hold on to the effective teaching strategies that lead students to positive learning outcomes and to make adjustments when necessary. It's about being flexible and open to change. It's also about taking risks and trying teaching and learning strategies that you would have otherwise ignored. It's about managing instructional time in a way that meets the standards and also provides motivating, challenging, and meaningful experiences for school age students who are socialized to receive and process information in ways that require differentiation of experience. These are very exciting times for the teaching profession; we are faced with a generation of learners who are challenging us to think about how we deliver instruction.

DISCUSSION TIPS AND PROMPTS

Making Personal Connections

- What did the story remind you of?
- Tell about at least one connection that you can make personally with the characters or story. Do you have some shared interest, feeling, or experience? Are you like or different from one of the characters?
- What kind of reader would like this book?
- Is there any character in this story/book like you? How is this character like you?
- Is there a character in this story/book who would make a good friend?
- Compare at least two characters to yourself, your family, or your friends.

Identifying Important Elements

- What are two of the most important ideas from this story?
- What was the author trying to tell you about life with this story?
• What do you think was the most important or most interesting part of this story?
• Who do you think was the most important character? Why was this character important?
• As you get into your novel, you should get to know the main character. Describe the person physically, but also give examples of how she or he feels and what she or he does.
• Choose a character in the book who is important but not the main character. Describe this person, explain her or his relationship to the main character, and tell why she or he is important in the story.
• What surprised you in this story? Why was that a surprise? What did you expect instead?
• Does the title fit the story? Why or why not?

Expressing Feelings about the Story
• How did the story make you feel? Tell what parts made you feel this way.
• Why do you think other students might or might not enjoy reading this story/book?
• Would you recommend this book to someone else? Why or why not?
• Would you read another book by this author? Why or Why not?
• What was going through your mind as you read this story?
• What was your favorite part of this story? Why is that your favorite?
• How did your feelings change as you read this story?

Noticing the Author’s Craft
• If the author of this book were in our classroom right now, what would you say to or ask that person?
• If you could change this book, how would you change it?
• Is anything in this book strange or weird? Why do you think the author put that in the story?
• Did the author write this book in a special way (for example, lots of visual images, flashbacks, told in the first person)?
• Why do you think the author wrote this story?

PROMPTS AND PROBES

Prompt: Have you ever felt like this character?
Probes:
• How does the character feel?
• Have you ever felt like that?
• What does/did the character want or hope or need?
• How are your experiences the same or different?

Prompt: Would you read another book by this author?
Probes:
• What were your favorite parts?
• What did those parts have in common?
• Did you like the main character
SAMPLE QUESTION PROMPTS

Evaluate/Create

- What would happen if...?
- How would you improve...?
- Determine what would happen if...
- Decide what would happen if there were...
- Assess how you would feel if...
- Imagine how...
- Predict what would happen if...
- Can you prove that...?

Apply/Analyze

- Compare/Contrast the main viewpoint of...
- Investigate some alternative ways the character...
- Illustrate with words and pictures your ideas about...
- Classify the characters with the characteristics of...
- How can you make use of...?
- How can you solve...?
- Choose the...

Remember/Understand

- Define the meaning of...
- List as many...
- Name as many...
- Retell the key events when...
- Describe in your own words...
- What was the solution to the problem?

Ten Things Mainstream Teachers Can Do to Improve Instruction for ELL Students

_These tips were adapted from the Help! They Don’t Speak English Starter Kit for Primary Teachers (1998) (developed by the Region IV and Region XIV Comprehensive Centers, the Center for Applied Linguistics, and ESCORT, a national resource center dedicated to improving the educational opportunities for migrant children) and from Integrating Language and Content Instruction: Strategies and Techniques (1991) by Deborah Short of the Center for Applied Linguistics._

1. **Enunciate clearly**, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.

2. **Write clearly**, legibly, and in print—ELL students may have difficulty reading cursive writing.

3. **Develop and maintain routines.** Use clear and consistent signals for classroom instructions.
4. **Repeat information and review frequently.** If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.

5. Try to **avoid idioms and slang words.**

6. Present **new information in the context of known information.**

7. Announce the lesson’s objectives and activities, and **list instructions step-by-step.**

8. Present information in a **variety of ways.**

9. Provide **frequent summations** of the salient points of a lesson, and always emphasize key vocabulary words.

10. **Recognize student success overtly and frequently.** But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.
Depth of Knowledge (DOK) Levels

**Level One (Recall)**
- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

**Level Two (Skill/Concept)  
Level Three (Strategic Thinking)  
Level Four (Extended Thinking)**
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author’s purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.

**Level Four Activities**
- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

Sentence Starters: Meaningful Conversations

Intended content area: All content areas

What is one instructional practice you have used in your classroom that has contributed to student success?
To engage students in meaningful student-to-student discussions, I use specific sentence starters outlined in my Meaningful Conversations poster. The poster includes sentence starters that help my students to have meaningful conversations with their peers and to justify their ideas and claims by showing evidence.

The following are examples of the sentence starters included in the poster for my students:

Meaningful Conversations

* I agree with ___ because...
* I disagree with ___ because...
* I’d like to go back to what ___ said about...
* I’d like to add...
* I noticed that...
* Another example is...
* So, what you’re saying is...
* Do you think that...?
* Couldn’t it also be that...?
* Why do you think that?
* Where can I find that in the book?
* Can you explain what you mean?
* Can you tell me more?
* Can you give an example of that?

Justify Your Thoughts

Defend your thinking by using specific examples and evidence. When speaking and writing, be sure to justify your responses with specific evidence from the text and examples from your life/world. Here are evidence-based terms that will help you to justify your thoughts:

* Because
* For instance...
* For example...
* The author said...
* According to the text...
* It said on page ___ that...
* From the reading I know that...
Quiz, Quiz, Trade

**Intended content area:** All content areas

**What is one instructional practice you have used in your classroom that has contributed to student success?**

One instructional practice that I have used is Quiz, Quiz, Trade. Quiz, Quiz, Trade is a Kagan strategy designed to engage students in discussion by practicing content and quizzesing each other on the content material. As part of this practice, students have questions on cards with the answer provided on the back. They are asked to walk around and find a partner to quiz using each of their cards. Once students complete a round, they trade cards with their current partner and begin to search for a new partner.

Open for Questions

**Intended content area:** English Language Arts

**What is one instructional practice you have used in your classroom that has contributed to student success?**

To ensure all students have the opportunity to participate in classroom discussions, I use popsicle sticks and an Open sign. After a section of a text is read, I ask my students questions regarding the text. The questions may vary from easy to challenging. I use popsicle sticks with each of my students’ names on them to ensure they all have an equal opportunity to participate in the discussion. When students have an answer they want to share, they may do so without waiting for their stick to be called only if the Open sign is posted. I have found that the balance of both questioning techniques affords all students the chance to offer ideas, answers, and opinions in a non-threatening way.

Mathematical Centers

**Intended content area:** Math

**What is one instructional practice you have used in your classroom that has contributed to student success?**

As part of this strategy, one mathematical word problem is provided to students. To represent the problem in multiple ways, there are four centers. The teacher chooses how students are grouped in each of the centers, with rotations lasting about eight minutes. In the first center, students use whiteboards to represent the problem using drawings that involve ten-frames, flats, rods, units, open number lines, decomposing numbers, and/or part-part whole. In the second center, students manipulate objects to represent and solve the problem in their own way. Students are provided with cubes, flats, rods, and units and can use these concrete tools to solve the problem. The third center involves number sentences and math vocabulary. Students create number sentences to represent the problem and identify the math vocabulary to ensure comprehension of the problem and its solution. In the fourth center, students explain their thinking and process. Students write in great detail about how they solved the problem and the reasons why they decided to solve the problem in the way(s) that they did.

4R’s Strategy

**Intended content area:** English Language Arts/English Language Development
What is one instructional practice you have used in your classroom that has contributed to student success?

One instructional practice I use in my classroom is the 4 R’s strategy (Read-Review-Retell-Reflect). This strategy works best in a small group settings of eight students or less. Using stories that connect to our unit of study, I read to students during read aloud story time. We review the story by asking and answering teacher- and student-generated questions. To encourage students’ ownership of the story during the retell portion of the strategy, both teacher and student take turns using their own words to retell the story. At the end, I reflect on the whole learning process to determine any necessary changes or additions.

Numbered Heads Together

Intended content area: All content areas

What is one instructional practice you have used in your classroom that has contributed to student success?

Numbered Heads Together is a Kagan cooperative learning strategy that holds each student accountable for learning the material. I provide students with a question and ask that they first individually write their answers on white boards. Armed with their answer, I place students into small groups and assign each of them a number.

In their small groups, students “put their heads together” to discuss and reach consensus on their answer. Once consensus has been reached, I call a specific number and that student is the spokesperson for the group. This strategy ensures that each member knows the answer and is ready to discuss.

Literature Circle

Intended content area: English Language Arts/English Language Development

What is one instructional practice you have used in your classroom that has contributed to student success?

The Literature Circle strategy provides structure to students to engage in collaborative and student-directed learning. In my classroom, I place three to six students who are reading the same text into a Literature Circle. As part of the Literature Circle, students are assigned a “job” and work together to complete the final product. Examples and descriptions of Literature Circle jobs may include:

- **Discussion Director** – Asks questions to increase comprehension
- **Word Finder** – Finds new/unfamiliar vocabulary, identifies definitions, and shares with group members
- **Connector** – Makes connections between the text and previously read texts or real-world situations
- **Summarizer** – Summarizes the key points of the text read
- **Group Reporter** – Takes notes on group’s discussion and shares out to the whole group

To facilitate the student-led discussions, I provide graphic organizers, sentences frames, and examples.
Structured Problem-Solving Plan

**Intended content area:** Math

**What is one instructional practice you have used in your classroom that has contributed to student success?**

To help students engage in rigorous math problem-solving activities, I utilize a structured problem-solving plan. The plan helps students to organize their mathematical thinking, effectively use learned strategies, and reflect on their solutions. This structured problem-solving plan also provides students the opportunity to reason and utilize academic language. The following are the steps provided to students to implement the structured problem-solving plan:

1. Read the problem and ask:
   - “What do I know?”
   - “What do I need to find out?”
2. Highlight key words.
3. Choose a strategy.
4. Check for reasonableness:
   - “How did I solve the problem using this strategy?”
   - “What were my steps?”
   - “Is the solution reasonable?”
5. Explain your solution using the following words: First, Then, Next, Finally.

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Close Reading

**Intended content area:** English Language Arts/English Language Development

**What is one instructional practice you have used in your classroom that has contributed to student success?**

Close Reading is a high impact instructional strategy that I utilize in my classroom of English Language Learners and Dual Language Learners. Close reading provides my students with the opportunity to engage in critical analysis of text to determine meaning, develop understanding, and deepen comprehension. In my classroom, each student chooses one to two paragraphs from the text and I ask them to do the following:

1. Closely read the paragraph and circle key words.
2. Make a visual movie in your mind from the information presented in the text. “What does the author want you to see in your visual movie?”
3. Draw a picture with labels and include a title depicting the main idea of the paragraph.
4. Prepare to explain your drawing with two to three supporting details.
Once students have had the opportunity to independently engage with the text, I have them work in collaborative close reading groups. In these groups, students chunk the complex informational text into paragraphs and discuss the text in their groups. Students are then asked to synthesize and analyze the information and record their ideas on post-its notes, graphic organizer, etc. using evidence from the text.

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**Journaling**

**Intended content area:** Math

**What is one instructional practice you have used in your classroom that has contributed to student success?**

A strategy I have incorporated into my teaching practice to stimulate students’ critical thinking is journaling. I provide my students with a question or prompt and ask that they write in complete sentences, be specific, and show examples. For example, in Algebra 1, the prompt may be, "Describe a solution to a system of inequalities visually, algebraically, and verbally."

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**Examples and Non-examples**

**Intended content area:** English Language Arts

**What is one instructional practice you have used in your classroom that has contributed to student success?**

An instructional practice that I have found to be effective when teaching a writing lesson is using "examples" and "non-examples" of a specific work. I begin by providing my students with a rubric for grading the writing assignment and a writing sample. By providing my students with these tools, they are able to engage in a productive and focused discussion with other students aligned to the instructional outcomes. To assist students with discussion, I provide them with different sentence starters, such as: “I would like to add to what (name) said, __________” or “Another idea is __________.” Using the rubric, students are then asked to grade the writing sample. Students signal (showing 1, 2, 3 or 4 fingers) to indicate the grade they would provide the author and provide the class with specific feedback, including recommended corrections or additions. Finally, students are asked to come up to the board to discuss with their peers their feedback and reasoning for the edits.

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**Test Maps**

**Intended content area:** All content areas

**What is one instructional practice you have used in your classroom that has contributed to student success?**

For students who do not meet the standard of achievement on a test or who would like the opportunity to retake a test, I provide them with test maps and intervention sheets. The test map indicates which questions the student missed, the key idea or skill associated with the questions missed, and the student’s score. I attach this test map to a worksheet that includes more practice questions (divided by key areas) so that students can
determine which topics they need to practice before retaking the test. These tools provide students with feedback to impact their learning and focus on specific areas for improvement.

Two Stars and a Wish

**Intended content area:** All content areas

**What is one instructional practice you have used in your classroom that has contributed to student success?**

Peer feedback provides an opportunity for students to engage with each other to promote meaningful learning. Feedback is most effective when my students have a clear understanding of how to revise and improve their work. Two Stars and a Wish is an instructional strategy that provides students with specific and descriptive feedback on a task or assignment. The feedback is non-evaluative and it is directly connected to the criteria for the assignment. Students provide their peers with two stars to indicate two things they did well and one wish to indicate an area for improvement.
2.5 CULTURALLY RESPONSIVE PARTICIPATION PROTOCOLS

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

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

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

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

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

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

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

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

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

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

PUT YOUR TWO CENTS IN
In groups of four, we each take turns talking by putting one cent in the center of the table and sharing. Once everyone has shared, we then put one more cent in and respond to what someone else in our group has shared.
ROUND ROBIN BRAINSTORMING
At our table group, we each take turns sharing our thoughts about our learning while the assigned Scribe takes notes about our ideas. When we are finished, we are all ready to share with the class what we discussed.

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

THINK-PAIR-SHARE
I think about my learning first. Then, I listen and share my thoughts with my seat partner. Finally, some of my classmates and I are asked to share what we heard with the whole class.
2.6 WEBSITES WITH TEACHER LESSON PLANS AND INTERNET RESOURCES

- The Teacher's Corner-Lesson Plans, Work Sheets and Activities: http://www.theteacherscorner.net
- Teacher Lesson Plans, Printable Worksheets by Grade level: http://www.teachervision.fen.com
- Sites for Teachers: http://www.sitesforteachers.com
- Lesson Plans for K-12 Teachers: http://library.csus.edu/guides/rogenmoserd/educ/lesson.htm
- A to Z Teacher Stuff for Teachers: http://www.atozteacherstuff.com
- Teacher Lesson Plans: http://www.lessonplanet.com
- OJ Free Teacher Lesson Plans: http://www.sharemylesson.com/
- Creative Lesson Plans: http://creativity.denverartmuseum.org/
- Lesson Plans and Len Plan Resources: http://www.lessonplanz.com
- Lesson Plans- Best History: http://www.besthistorysites.net/index.php/lesson-plans
- FREE - Teaching Resources and Lesson Plans from the Federal: http://free.ed.gov/
- Best Lesson Plan Web Sites: http://www.squidoo.com/topics/education/great-teachers
- Core Knowledge Foundation: http://www.coreknowledge.org/lesson-plans
- Lesson Plans/United Federation of Teachers: http://www.uft.org/teaching/classroom-resources
- Middle School 6-8 History Lesson Plans: http://www.mrkash.com
• TSPC (Teaching Standards and Practices Commission: http://www.oregon.gov/tspc/Pages/index.aspx

• Harry Wong: https://www.effectiveteaching.com/

• Teacher’s Net: http://www.teachers.net

• Education News: http://www.educationnews.org

• About.Com: http://k6educators.about.com/

• Busy Educator’s Newsletter: http://www.glavac.com


• The Lesson Plans Page: http://www.lessonplanspage.com/

• Teachers Net-LESSON PLANS: http://teachers.net/lessons/

• The Academy: http://ofcn.org/cyber.serv/academy/ace/

• United States Department of Education: http://www.ed.gov/

• Teachnology: http://www.teachnology.com/
2.7 AN EDUCATOR’S GLOSSARY

ACADEMIC ENGLISH: The English language ability required for academic achievement in context-reduced situations, such as classroom lectures and textbook reading assignments.

ACADEMIC PERFORMANCE INDEX (API) is a measurement of academic performance and progress of individual schools in California and is the main component of the Public Schools Accountability Act passed by the California legislature in 1999. API scores range from a low of 200 to a high of 1000, the interim statewide API performance target for all schools is 800.

ADEQUATE YEARLY PROGRESS (AYP): An individual state's measure of yearly progress toward achieving state academic standards; it is the minimum level of improvement that states, school districts and schools must achieve each year.

AMERICANS WITH DISABILITIES ACT (ADA): A federal law that gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO): indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year.

BEHAVIOR INTERVENTION PLAN (BIP): A plan that includes positive strategies, program modifications, and supplementary aids and supports that address a student's disruptive behaviors and allows the child to be educated in the least restrictive environment (LRE).

Bilingual Education: educational program in which two languages are used to provide content matter instruction.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT): a language proficiency test developed for the California Department of Education and is a requirement for ELLs under the No Child Left Behind Act.

COMMON CORE STANDARDS: is a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of standards-based education reform, which calls for clear, measurable standards for all students.

CALIFORNIA STANDARDS TEST (CST): measure students' progress toward achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science, and history–social science, which describe what students should know and be able to do in each grade and subject tested. Students in grades two through eleven take multiple-choice CSTs for various subjects.

CULTURALLY RELEVANT AND RESPONSIVE EDUCATION (CULTURALLY LINGUISTIC ROLES): focuses on myriad cultural identities in our collective diversity (gender, age, ethnicity, nationality, and sexual orientation) because these cultural identities are associated with a variety of shaped behaviors that can be built upon in terms of instruction.
DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS) are a set of assessments used for universal screening and progress monitoring in grades K-6. They are standardized, efficient and extensively researched and help educators identify students who may need additional literacy instruction in order to become proficient readers.

ENGLISH LANGUAGE DEVELOPMENT (ELD, ESL): instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.

ENGLISH LANGUAGE LEARNER (ELL): Students whose first language is not English and who are in the process of learning English.

INDIVIDUALIZED EDUCATION PROGRAM (IEP): A plan outlining special education and related services specifically designed to meet the unique educational needs of a student with a disability.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): the law that guarantees all children with disabilities access to a free and appropriate public education.

LEARNING DISABILITY (LD): A disorder that affects people’s ability to either interpret what they see and hear or to link information from different parts of the brain.

LEAST RESTRICTIVE ENVIRONMENT (LRE): A learning plan that provides the most possible time in the regular classroom setting.

LIMITED ENGLISH PROFICIENT (LEP): Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms.

LINGUISTICALLY AND CULTURALLY DIVERSE (LCD): used to identify communities where English is not the primary language of communication, although some individuals within the community may be bilingual or monolingual English speakers.

LOCAL EDUCATION AGENCY (LEA): A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political subdivision of a state.

MAINSTREAM ENGLISH LANGUAGE DEVELOPMENT (MELD): refers to the development of listening, speaking, reading, and writing skills in standard and academic English for Standard English Learners. MELDS meets the needs of SELs in elementary through the Treasures Language Arts program and through the use of the Access Strategies. In Secondary, it is instructional accommodation that supports SELs with the development of listening, speaking, reading, and writing in standard and academic English.

CHILD LEFT BEHIND (NCLB): the most recent reauthorization of the Elementary and Secondary Education act of 1965. The act contains President George W. Bush’s four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research.
PORTFOLIO ASSESSMENT: systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives may include responses to readings, samples of writing, drawings, or other work.

RESPONSE TO INTERVENTION (RTI): process where local education agencies (LEAs) document a child’s response to scientific, research-based intervention using a tiered approach. RTI provides early intervention for students experiencing difficulty learning to read.

SMARTER BALANCED: a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-15 school year.

SPECIAL EDUCATION (SPED): Services offered to children who possess one or more of the following disabilities: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury, and other health impairments.

SPECIAL EDUCATION (SPED): Services offered to children who possess one or more of the following disabilities: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury, and other health impairments.
INTELLIGENCE plus CHARACTER
that is the goal of true education.

MARTIN LUTHER KING JR.
CLERGYMAN, ACTIVIST AND LEADER OF THE AMERICAN CIVIL RIGHTS MOVEMENT
SECTION III

OPERATIONAL PROCEDURES
3.1 TEACHER ATTENDANCE

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

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

Sign-In / Sign-Out Procedure
Teachers are to sign in by each morning. Please note that we assign class coverage based upon teacher timecard sign-in. If you arrive late, there is a separate sign-in folder where you indicate your time of arrival. Please remember that other teachers are sent to your class and asked to cover during their conference block if you arrive late or forget to sign in. It is very important that you sign-in when you arrive each morning in order for us to ensure that there is a teacher in every classroom. Thank you for your cooperation.

To Report an Absence
- Register with Sub-Finder: (877) 528-7378. It is a good idea to register as soon as possible, prior to reporting your first absence.
- You can call Sub-Finder to review, create and cancel absences and jobs, and to modify preference lists.
- When reporting an absence, always wait for the Job Number before disconnecting or the absence may not be recorded.
- The Job Number is your confirmation that Sub-Finder has accepted your absence. You will also need this number if you need to cancel the absence.
- Call the Main Office to provide pertinent information concerning your absence, including the Job Number, no later than 7:00 a.m. the day of your absence.
- You can call the Sub-Finder to request a sub up to 6:30 a.m. the day of your absence.
- Upon returning to school it is the teacher’s responsibility to complete a certification of absence card and return it to the payroll Technician immediately.
- If it is necessary for you to extend your absence, call the Main Office by 2:30 p.m.
- If you do not properly cancel or notify the Main Office of your return from an absence and the sub is retained, the substitute has the right to work and you may be sent home.
3.2 OPERATIONAL PROCEDURES

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

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

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

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

Assemblies
For all assemblies, teachers must:
- Attend the assemblies with the students.
- Accompany their students to the assemblies and sit with their class.
- Maintain proper control of their students during the assembly.

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

Calendar/Weekly Bulletin/PA Announcements
If you would like to add an event to the Master Calendar, please submit a Master Calendar Request Form. If you would like to add an item to the Weekly Bulletin, please submit the item via e-mail to the administrator who oversees the publication of the Weekly Bulletin. If you have items that need to be announced over the PA, please fill out the appropriate form and turn it in to the appropriate administrator. The PA announcements are limited in order to minimize disruptions during class time.
Class Coverage
There will be times when you will be asked to cover a class. Payment for such an assignment is authorized when the district cannot provide a substitute for a regular teacher who is absent for any of the following reasons: illness, personal necessity, bereavement, he/she must leave the school because of illness or emergency, or he/she is on district-authorized business providing a paid coverage. During religious holidays, special occasions or emergencies all personnel will be called upon to cover classes or combine classes. All non-register carrying teachers who do not have specific classroom assignments will be asked to cover an emergency “on call” situation.

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

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

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

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

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

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

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

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

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

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

Homework Policy

Homework is a necessary part of each student’s educational program. Homework is purposeful when it provides the student with time to complete or expand upon assignments begun in class; develops good work habits and a sense of opportunities for the student to engage in creative projects, self-directed activities, and research in the area of his or her developing interests.

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

The following guidelines are applicable to all grade levels:
- Daily homework assignments are important resources for teacher in helping students learn.
- Homework assignments should be reasonable in content, length, and resources required. Books and other materials required for assignments should be provided.
- Homework assignments should be purposeful and clear, based on an analysis of the needs of the class, and modified for students with special needs. It is inappropriate to assign homework as a punishment.
- Homework may be scheduled over an extended period of time, which may include weekends, as appropriate to course objectives and content.
- Homework should be directly related to the content and objective being taught. Students should not be given homework assignments they have not been taught how to do. Homework should be assigned to reinforce and enrich student knowledge or extend abilities.
- Homework assignments and due dates should be thoroughly explained by the teacher in advance and thoroughly understood by the student and parents.
- When appropriately assigned and explained by the teacher, homework becomes the responsibility of the student to know, understand, complete, and return by the expected due date.
- Completed homework assignments should be acknowledged and recorded by teachers and reviewed with students when appropriate.
- Parents should be notified when students do not complete homework assignments or show signs of significant decline in effort or achievement.
- The amount of homework in a college preparatory class should be the same for all students, no matter what their grade level. In other words, a ninth grader taking Algebra 1A should have just as much homework as a twelfth grader.

Inappropriate Behavior with Students

While we all understand the desirability of cultivating positive relationships with students, employees are advised to generally refrain from situations such as the following:
- Meeting with a student alone behind closed doors
- Remaining on campus after the last administrator leaves the school site
- Taking students off campus for other than a District approved school journey
- Transporting students in a personal vehicle without proper authorization forms on file
- Calling students at home except in an emergency situation
- Providing students with a personal home telephone number

**Key Management and Control**

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

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

**Mailboxes and E-Mail**

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

**Make-Up Work Policy**

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

**Parking**

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

**Personal Telephone Calls**

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

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

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

School Grounds Hours
Faculty Access Hours:
- Main Office – 6:30 a.m. to 4:30 p.m. (Please sign out by 4:30 p.m.)
- All building entrances will be locked at 4:30 p.m. for everyone’s safety.

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

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

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

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

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

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

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

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

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

**During School Hours:**
- Take attendance during the first 15 minutes of each period.
- Mark any student not in class as absent, including new students who do not show up.
- Mark a student “tardy unexcused” if he/she is late and does not have a valid excuse.
- Log off MiSiS after completing attendance for the period.
- Use pre-printed class roster(s) in case of loss of connectivity or power and contact your on-site technical support.

**After School Hours:**
- Verify that each class period’s attendance has been submitted by reviewing your MiSiS classes screen and checking that "yes" is posted
- Corrections may be submitted in MiSiS up to 30 minutes past the end of the instructional day.
- Log off the computer
The responsibility for good attendance is shared by many.

- **Primary responsibility is with the student.** The student must attend each class and be punctual. The classroom experience cannot be substituted with take-home work. Good attendance provides an increasing opportunity for educational progress and self-direction by acquiring valuable studies, concepts and socialization skills.

- **Parents are responsible for ensuring student attendance.** Parents are to urge their student to attend school regularly. They are also asked to support the school’s efforts to promote higher standards of student achievement. Parents should cooperatively participate with the school in parent conferences to establish corrective procedures for students with attendance problems.

- **The teacher, counselor, deans, and administrators are responsible for encouraging good attendance.** The teacher will hold the student accountable for regular punctual attendance. Teachers will counsel students with attendance problems and will notify parents and school personnel of continuing problems. Counselors, deans, and administrators will discuss with students and their parents the short and long-term impact of poor attendance.

- **Referrals to the Pupil Services and Attendance (PSA) Counselor.** For those students who exhibit irregular attendance, multiple days of consecutive absences, and no parent/guardian information, attendance office personnel will make recommendations to the PSA Counselor.
MARKS REPORTING

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

Here are some additional features found in MiSiS:

- The “/” (slash) previously used is replaced by “M” (Meets Standards) in MiSiS. The “M” can only be used as the academic mark and only in progress reporting periods 1 and 3 (five and fifteen week reporting periods, respectively). The “M” will be translated to a “/” (slash) when the report card is printed from SIS.

- The only permissible Cooperation and Work Habits marks are “E”, “S”, and “U”. A slash cannot be used in these areas.

- The “N” (No Mark/No Credit) should only be given according to District policy. That policy still states that the “N” may be used only if a student has been enrolled in a class without having transfer marks from the student’s previous class that can be included in calculating the mark. The student is expected to make up a reasonable amount of the work missed. If the teacher determines that it is not possible for the student to complete a sufficient amount of course work to master the content standards and earn credit for the course, a No Mark (“N”) may be entered and no credits issued. Marks are to be given in Work Habits and Cooperation. The entire course must then be repeated and satisfactorily completed before credits and a mark can be issued.

- All students must be given a mark in all mark reporting areas. Any blanks will cause the student to appear on the Grade Missing Report and will result in a question mark (?) on the Teacher Verification Report indicating a missing mark.

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

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

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

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

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

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

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

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

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

In addition, our students will:

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

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

- Uncooperative students can be disciplined by any staff member and referred to the Dean for proper handling and documentation.
- Students could be disciplined by any of the following disciplinary actions (in a progressive sequence): Student Conference, Call Home, Parent Conference, Counseling Session, Detention, In-School Suspension, Home Suspension, Opportunity Transfer, or Recommendation for Expulsion. Additionally, students involved in criminal activities or in violation to the Education Code may be subject to police arrest and judicial disciplinary action.

This Progressive Discipline Policy will allow students to improve their behavior by offering counseling, support, and guidance, before major disciplinary actions are assigned.
HALL PASS POLICY

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

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

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

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

STUDENT IDENTIFICATION POLICY

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

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

Students in nonconformity with the Hall Pass or ID Policies will be subject to disciplinary action in accordance with the Progressive Discipline Policy.
**ZERO TOLERANCE POLICY (GUNS-DRUGS-SEXUAL ASSAULT)**

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

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

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

**NO TOBACCO/NO CONTROLLED SUBSTANCES POLICY**

Sylmar Charter High School is a tobacco, drugs, and alcohol free campus.

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

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

**CELL PHONE/ELECTRONIC DEVICES POLICY**

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

Students may use their cell phone/electronic device before school and after-school. If a student is caught using the cell phone/electronic device during school hours, the item will be confiscated and turned into the Dean’s Office.

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

For safety reasons, skateboards must be stored in the skateboard racks that are available on our campus. We have one set of skateboard racks adjacent to the Student Store, and another set adjacent to the Library. Students are not allowed to store their skateboards in the classrooms.
The task of the modern educator is not to cut down jungles, but to irrigate deserts.

C.S. Lewis
Novelist, Poet, Literary Critic, Essayist and Christian Apologist
SECTION IV

DISTRICT POLICIES
4.1 ACCESSING SITE DURING NON-BUSINESS HOURS

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

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

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

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

**Definitions**

Bullying is a form of aggression in which a stronger or more dominant person or a group of persons hurts or intimidates a weaker or less dominant person by means of a physical or verbal act that is intentional on the part of the perpetrator but unwanted and unprovoked on the part of the recipient. Bullying may involve direct physical force or may be carried out in more indirect ways such as manipulating friendships, ostracizing classmates, or spreading rumors. In either case, bullying can be limited to a single incident; however, on the whole, bullying involves repeated harmful actions as follows:

- Physical bullying involves punching, shoving, poking, kicking, tripping, strangling, hair pulling, beating, biting, or excessive tickling.

- Verbal bullying involves hurtful name-calling, teasing, or gossip.

- Emotional (psychological) bullying may include, but is not limited to, rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics such as race, disability, ethnicity, or perceived sexual orientation.

- Sexually bullying involves, in addition to many of the actions listed above, exhibitionism, voyeurism, sexual propositioning, sexual harassment, or abuse consisting of actual physical contact and sexual assault. In many cases, gender and cross-gender sexual harassment may also qualify as bullying.

- Retaliation after bullying has been reported may involve, in addition to any of the above-mentioned kinds of bullying, spreading rumors, following the person, destroying property, or using the telephone or any other electronic or written form of communication against the victim.

**Students Rights and Staff Responsibilities**

- A student has the legal right to report an incident(s) of bullying at any time without fear of reprisal or retaliation from the bully or anyone else.
- Teachers must discuss with their students all aspects of the anti-bullying policy and the strategies to prevent bullying.
- Personnel at all levels must provide information on the prevention and correction of bullying to students, parents, and staff and are responsible for taking corrective action to prevent bullying in school, at school events, and to or from school.
Staff Rights and Administrative Responsibilities

- Staff member has an obligation under District policy to report an incident(s) of bullying directed at him or her at any time without fear of retaliation.
- Administrators must discuss with staff all aspects of the anti-bullying policy and the strategies to prevent bullying.
4.3 CHILD ABUSE REPORTING

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

**California Penal Code, Section 11166(b) provides:**
Any child care custodian, medical practitioner, non-medical practitioner, or employer of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such suspected instance of child abuse to a child protective agency.

**California Penal Code, Section 1172(b) provides:**
Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months, or by a fine of not more than five hundred dollars, or both.

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

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

**Consequences for Non-compliance:**
If you do not comply with the policy, you may be subject to school district disciplinary action and person, professional, civil and or criminal liability.
4.4 EXTRA-CURRICULAR ACTIVITY POLICY

“C” Average Policy

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

Eligibility Criteria

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

Extracurricular and Co-Curricular Activities

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

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

Definitions

Hate Crime:
An act or attempted act by any person against the person or property of another individual or group that in any way constitutes an expression of hostility toward the victim because of his or her race, religion, disability, gender, ethnicity or sexual orientation. This includes, but is not limited to, threatening phone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, and fire bombings.

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

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

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

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

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

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

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

Sexual harassment includes, but is not limited to:

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

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

For further assistance with concerns, contact the District Title IX Coordinator, Educational Equity Compliance Office, at (213) 241-7682.
4.8 **SPECIAL NEEDS STUDENTS**

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

**Section 504**

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

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

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

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

**Individuals with Disabilities Education Act (IDEA)**

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

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

Suspension Guidelines-General Information

The California Education Code (E.C.) permits the superintendent or the principal of the school in which the student is enrolled to suspend a student if it is determined that the student committed any act listed under E.C. Sections 48900, 48915, 48900.2, 48900.3, 48900.4, or 48900.7. Please see the following pages, which list student offenses for which suspension and or expulsion are permitted or required.

Please note that offenses violating E.C. Section 48915(c)-(4), require immediate notification of law enforcement, immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil has committed that act at school or at a school activity off school grounds.

A student, including a student who receives special education services, may be suspended upon a first offense if the principal determines that the student violated subdivisions (a), (b), (c), (d), or (e) of E.C. section 48900 or that the student’s presence causes a danger to persons or property or threatens to disrupt the instructional process.

No Student shall be suspended for any of the offenses listed unless such offenses are related to school activity or attendance. These offenses may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; or during, or while going to or coming from, a school-sponsored activity.

Suspensions from School

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

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

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

The only time the mandated pre-suspension conference need not be held is if an emergency situation exists. The term emergency situation means that the principal has determined that the immediate
conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel.

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

**Suspension from Class**

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

The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the principal and the teacher who imposed the suspension.

A student suspended from a class shall not be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, the student may attend the classes from which he or she is not suspended.

**In-School Suspension**

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

In-school suspension programs may be funded by school districts and county offices of education as part of a School Safety Incentive Program. The guidelines for In-School Suspension follow:

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

B. Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school site for the period of suspension.

C. Pupils under suspension shall be in a separate classroom or building.

**Schools must ensure that:**

- Students are engaged in educational activity.
- Students are properly supervised by certificated personnel.
- Students have access to appropriated counseling services.
- Students are responsible for contacting their teacher or teachers to give them assignments to be completed while assigned to the supervised suspension classroom.
- The teacher (s) shall provide all assignments and tests that the student will miss while suspended.
• If no classroom work is assigned, the person supervising at the suspension classroom shall assign schoolwork.
• A school employee shall notify, in person or by telephone, the student’s parent or guardian at the time the student is assigned to a supervised suspension classroom.
• Whenever a student is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the student’s parents or guardian.

**Expulsion Guidelines-General Information**

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

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

**Opportunity Transfers-General Information**

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

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

**Types of Opportunity Transfers**

1. Progressive Discipline
   • Repeated attempts by the school to resolve student’s misconduct have been unsuccessful.
   • Change in school would be most effective in changing student misbehavior.
   • Misconduct involved does not constitute an offense for which expulsion is mandatory.
2. Single Serious Act
The following is a summary of some District policies. The actual bulletins, memoranda, and reference guides can be accessed on the district website, Inside LAUSD. Teachers should familiarize themselves with all district bulletins, memoranda, and reference guides.

Abolition of Corporal Punishment
The use of corporal punishment at any grade level and with any student was abolished in 1984 and corporal discipline in any form is not to be used within this District. 
Bulletin 5046.0, February 23, 2010

Acceptable Use Policy for District Computer Systems
All users of the LAUSD computer systems by either students or employees are subject to the LAUSD’s Acceptable Use Policy (AUP). Teachers, administrators, and other school personnel should ensure District data systems are used in a responsible, efficient, ethical, and legal manner, and such use must be in support of the District’s business and education objectives. All users must sign the AUP. 
Bulletin 999.8, June 18, 2013

Act of Violence
An act of violence injury is a physical injury to an employee resulting from an intentional, violent act that occurred during the performance of assigned duties. Determination that the injury was a direct result of an act of violence will be made by the principal in conjunction with Risk Management and Insurance Services. The injured employee shall review “Benefits and Responsibilities of Employees Injured as a Result of an Act of Violence” and follow all instructions. 
Bulletin 5047.1, April 22, 2013

Anti-bullying Policy
The District is committed to providing a safe working and learning environment; will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District’s jurisdiction; and will not tolerate retaliation in any form when bullying has been reported. District policy continues to require all schools and all personnel to promote among students and staff mutual respect, tolerance, and acceptance. 
Bulletin 5212.1, September 17, 2012

Attendance Procedures
All District and school staff will adhere to practices that will encourage and support the immediate enrollment and regular daily attendance of all students.
• Teachers are required to use the web-based software, MiSiS, to report attendance during every class period.
• Teachers shall review, edit, sign, and date the Teacher Sign-Off Report to verify attendance has been taken and is correct.
• Attendance shall be recorded only by the teacher or substitute teacher (not by teacher aides, students, or any non-certificated person).
• In order to properly notify parents and complete daily record keeping, all attendance revisions must be reported to the attendance office no later than 30 minutes after the close of the school day.
• Teachers may not use attendance, work habits, and cooperation as a part of any rigid formula for assigning grades (e.g. a set number of tardies or absences are not to result in the automatic lowering of a grade or loss of class credit.
• Teachers may consider attendance, including tardies, in grading class work habits.
• Students with any excused absences shall be given the opportunity to complete missed assignments and must be given credit equal to what they would have received on the original assignment or test for the same quality of work.
• After a student has been absent three days, teachers shall call home to inquire about the absence.
• School employees are obligated under federal and state law to maintain pupil records in a manner that protects and maintains the records’ security and confidentiality.

Bulletin 1292, July 8, 2011

Bomb Threats
Bomb threats are received most frequently by telephone. Remain calm, and alert other employees that a bomb threat is being received. Attempt to obtain as much information as possible. Immediately record all information received, and inform the principal or designee.

Bulletin N-49.0 (Rev.), July 13, 2001

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

Bulletin 5468.0, May 4, 2011

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

Bulletin 1347.2, July 11, 2011
Compliance with Copyright Law
All employees are subject to the provisions of the Copyright Act of 1976. The District does not sanction illegal use or duplication in any form. Unlawful copies of copyrighted materials may not be produced or used on District-owned equipment, within District-owned facilities, or at district-sponsored functions. Employees who knowingly and/or willingly violate the District’s copyright policies do so at their own risk and may be required to remunerate the District in the event of a loss due to litigation.
Bulletin 714.0, January 8, 2004

Compliance with Copyright Law-Computer Software
All employees are subject to the provisions of the Copyright Act of 1976. Use of any software product in violation of the applicable license agreement is strictly prohibited. No employee is authorized to use software without a proper software license. Use of unlicensed software is considered outside the scope of employment, rendering that employee individually liable for any damages caused by their violation of any State or Federal law or statute. All employees must sign the Software Policy and Code of Ethics.
Bulletin 716.2, October 1, 2005

Emergency Drills and Procedures
All teachers are required to know their responsibilities with regards to emergency drills and procedures. These drills include, but are not limited to, fire drill, earthquake “duck/cover/hold” drill, drop/take cover drill, lock down drill, and the shelter-in-place drill.
Reference Guide 5803.0, July 05, 2012

Employment Discrimination Complaint Procedure
The District prohibits harassment or discrimination based on race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, pregnancy, childbirth or related medical condition, status as Vietnam-era veteran or special disabled veteran, marital status, age, sexual orientation or any other basis protected by federal, state or local law or ordinance or regulation. The District prohibits retaliation against anyone who files a complaint or any participant in the complaint investigation process.
Bulletin S-27.0, December 3, 2001

Employee Code of Ethics
The District’s Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within the District, and between the District and the community. All employees should visit the District website to find more information on this topic (www.lausd.net/ethics)
Board Adopted February, 2003

Guidelines for Preventing Heat Stress
To counteract heat stress, all District personnel must pay attention to weather conditions and use common sense and good judgment for modifying activities and/or school days.
Bulletin 963.1, January 24, 2011
Guidelines for Student Suspension
A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900 for the day of the act and the following school day. The teacher shall immediately report the suspension to the principal and send the student to the dean’s office for appropriate action.
Bulletin 5655.2, August 19, 2013

Guidelines for the Use of Audiovisual Media
Audiovisual media shown at a school must be relevant to the curriculum being studied and appropriate for the age and maturity level of students being taught. Teachers are responsible for following the guidelines established by the District for the use of audiovisual materials not owned, broadcast, or recommended by the District.
Bulletin 5210.0, August 13, 2010

Homework and Makeup Assignments
Purposeful Homework is related to classwork and the objectives of the course, emphasizes quality rather than quantity, is consistent with the grade level and maturity of the student, and should be reflected in the subject mark. It should never be assigned as a punishment. Students with excused absences must be given the opportunity to complete the missed classroom work, homework, or test.
Bulletin 3491.1, May 09, 2012

Jury Service for Certificated Employees
It is the policy of the District to encourage employees to provide jury service during periods when the continuity of instruction and District operations will not be adversely affected.
Bulletin 4223.1, November 19, 2012

Locked Campus
All fences and gates shall be locked at the beginning of classes in the morning and kept locked until the end of the school day. Only the main entrance to the school shall be open during the school day and it should be monitored at all times.
Bulletin 1325.1, December 07, 2009

Mandated Reporting of Certain Student Behavior
At the time a student is assigned to a class, the appropriate teacher(s) shall be notified if an E.C. 49079 file has been established for that student. Each teacher will be given the opportunity to review the student’s file as long as the confidentiality of the information is retained.
Bulletin 3927.2, September 13, 2010

Marking Practices and Procedures
In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards.
• A student’s mark may not reflect a comparison of that student’s performance with the performance of other students.
• Standards-based instruction and the concept of mastery of standards lead to a marking system that reflects the notion that all students can learn.
• At the beginning of the school year, each classroom teacher is to provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks.
• Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.
• For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every five class-hours of instruction is to be recorded in the Roll Book.
• Class work, homework, and other assignments that are taken into consideration for the progress report mark are to be graded, recorded, and returned to students within a reasonable time.
• A disproportionate number of Fails or D’s for any reporting period or for a single assignment immediately signals the need for revising the instructional program to include in-class and out-of-class interventions.
• Parents and students must be informed of concerns regarding student progress as early as possible.
• Teachers are encouraged to send parents positive notes regarding exceptional student achievement and improvement.

Bulletin 1353.1, December 23, 2005

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

Bulletin 5799.0, July 16, 2012

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

Memorandum 6101.0, July 15, 2013

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

Bulletin 5347.1, June 10, 2013

Preventive Measures for Drugs, Alcohol, and Tobacco
The use of drugs, alcohol, and tobacco is damaging the lives of too many adults and young people, and will damage the very fabric of our democratic institutions in the near future, unless all of us—teachers, parents,
Providing Instructional Materials and Supplies at No Cost to Students
No student is required to purchase basic supplies, e.g., writing and drawing paper, pens, crayons, and pencils, related to the educational program. Also, students may not be assessed a “materials fee” for supplies needed in an elective class or project-based course.
Bulletin K-25.0, March 4, 2002

Reporting Hate-Motivated Incidents/Hate Crimes
Hate-motivated incidents and crimes jeopardize both the safety and well-being of all students and staff. Current law requires school districts to document and report any and all hate-motivated incidents and crimes to permit the development of effective programs and techniques to combat crime on school campuses.
Bulletin 2047.0, October 10, 2005

Section 504 and Students with Disabilities
No qualified student with a disability shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination/harassment under any District program or activity.
Bulletin 4692.1, September 01, 2012

Sexual Harassment Policy
Any student or employee of the District who believes that she or he has been a target of sexual harassment shall bring the problem to the attention of the principal or Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.
Bulletin 3349.0, November 29, 2006

Storage of Emergency Water
The District supplies schools with 55-gallon drums for storage of water to be used in case of an emergency.
Reference Guide 801, February 5, 2004

Student and Employee Security
All employees shall know their responsibilities in maintaining the practices which lead to effective student and employee security.
Bulletin-2368.1, March 6, 2006

Textbook Policies and Procedures
Williams legislation mandates that districts and schools take the appropriate actions to ensure that all students have access to sufficient textbooks and/or instructional materials in the core and required subject
areas. Teachers should notify the textbook administrator, in writing, if any student in any of their classes was not issued a textbook by the second week of the semester. 
*Bulletin 5772.2, July 31, 2012*

**Textbooks – Certification of Sufficiency**
Students must be assigned a single textbook in each subject that they can use both at home and in class. Effective July 1, 2006, classroom teachers, as well as principals and local district superintendents, will certify textbook/instructional materials sufficiency.
*Reference Guide 5768, June 19, 2012*

**Title IX Policy/Grievance Procedure**
Each employee and student has a right to work and learn in an environment that is free from unlawful discrimination. No District employee or student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of sex, sexual orientation, or gender under any District education program or activity.
*Bulletin 2521.1, June 07, 2006*

**Transgender and Gender Nonconforming Students**
California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.
*Reference Guide 1557.1, September 09, 2011*

**Uniform Complaint Procedures**
The District has the primary responsibility to insure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination. Uniform complaints may be used to file noncompliance or unlawful discrimination complaints and/or to appeal District decisions regarding such complaints.
*Bulletin 5159.2, February 01, 2013*

**Vendors at or Near School Campus**
The City of Los Angeles Municipal Code prohibits vendors from selling items within 500 feet of a school property line. The Los Angeles County Ordinance prohibits vendors from selling food items within 1,000 feet of a school property line.
*Bulletin 4994.0, December 21, 2009*

**Visitors to School Campus**
All campus visitors must have the consent and approval of the principal/designee.
*Bulletin-1325.1, December 07, 2009*
Williams Complaint Procedures

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

Bulletin 4759.1, July 01, 2011
SECTION V

SCHOOL PROGRAMS
5.1 CATEGORICAL AND ENGLISH LEARNER PROGRAMS

Title I: Sylmar Charter High School has been identified as a Schoolwide Title I school. This means that more than 65% of the students are on a free or reduced lunch program. The purpose of Title I is to enable schools in socio-economically disadvantaged areas to provide opportunities for children to acquire the knowledge and skills in the state’s challenging content and student performance standards.

There are nine parts to which Title I funds may be directed:
- Part A: Improving Basic Programs Operated by Local Educational Agencies
- Part B: Student Reading Skills Improvement Grants
- Part C: Education of Migratory Children
- Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Part E: National Assessment of Title I
- Part F: Comprehensive School Reform
- Part G: Advanced Placement Programs
- Part H: School Dropout Prevention
- Part I: General Provisions

The Title I program provides enrichment through:
- Tutoring and Saturday School
- Curricular Trips
- Teacher Assistants in the Classrooms
- Instructional Materials

English as a Second Language (ESL): The ESL/English Learner Program offers services to students whose first language is not English and who are not proficient in English. The services offered enable English Learners to develop language, literacy, and academic skills in order to achieve in their academic courses. Eligible students are provided with educational experiences that will prepare them to live and function effectively in a diverse society. The following are acronyms used to identify students and/or services provided to English Learners:

- LEP Limited English Proficient
- ELL English Language Learner
- LTEL Long Term English Learner
- PRP Preparing for Reclassification
- RFEP Reclassified Fluent English Proficient
- SH Sheltered Classes
- ESL English as a Second Language
5.2 COUNSELING PROGRAMS

Sylmar Charter High School has developed and implemented a results-based, comprehensive guidance program that will address our students’ needs in personal/social, academic and career development. We will focus on the students’ social and emotional intelligence in guiding them through their challenges as they expand their comfort zones throughout high school. Our counseling staff will work collaboratively with teachers to advocate for:

- A personalized learning community that inspires students, parents, and educators to become reflective individuals
- A collaborative environment that builds trust, mutual respect and active participation among all stakeholders
- The treatment of all students to be fair, firm and consistent
- The needs of all students
- An education that is student-focused

Counseling Services at Sylmar Charter High School provide information, support, and attention in a comprehensive program that inclusively focuses on these components by:

- Providing a caring and supportive atmosphere so students can be given opportunities to better understand themselves and how to deal better with their individual academic, personal, and social needs.
- Presenting students with options and educational pathways; then directing them toward appropriate courses, so they earn proper course credit leading toward graduation.
- Coordinating community and school resources in order to provide students and their families’ services that ensure students the means to continue education in the least disruptive manner.
- Providing information and interpretation of local, district, and state mandated and optional testing programs and student individual scores.
- Maintaining a carefully monitored system that ensures complete, timely, and accurate records for students kept in strictest compliance with local and state guidelines stressing confidentiality and prompt transference upon request.
5.3 **ADVANCED PLACEMENT (AP) PROGRAM**

Advanced Placement courses are curricula and exams created by the College Board and are usually much more rigorous than the general course offerings at comprehensive high schools.

The term “Advanced Placement” means just that: many colleges and universities will award credit for these courses if the student has received a score of “3” or higher on the AP subject exam. All AP exams are for specific subjects, and the highest score available is a “5.” Highly competitive first tier colleges and universities, however, do have their own set of requirements, and may require a higher score than a “3” to receive credit for that course.

According to the College Board web site, there are several reasons to sign up for these courses. The web site is [http://www.collegeboard.com/student/testing/ap/about.html](http://www.collegeboard.com/student/testing/ap/about.html). Students can:

**Gain the Edge in College Preparation**
- Get a head start on college-level work.
- Improve their writing skills and sharpen their problem-solving techniques.
- Develop the study habits necessary for tackling rigorous course work.

**Stand Out in the College Admissions Process**
- Demonstrate their maturity and readiness for college.
- Show their willingness to take the most rigorous courses available.
- Emphasize their commitment to academic excellence.

**Broaden Their Intellectual Horizons**
- Explore the world from a variety of perspectives, most importantly their own.
- Study subjects in greater depth and detail.
- Assume the responsibility of reasoning, analyzing, and understanding for themselves.

**THE AP PROGRAM AT SYLMAR CHARTER HIGH SCHOOL:** The AP Program offers the following quality courses, all of which are taught at College Board standards:

- Biology
- Calculus AB
- Chemistry
- English Language and Composition
- English Literature and Composition
- Environmental Science
- Human Geography
- Macroeconomics
- Physics
- Psychology
- Spanish Language
- Spanish Literature
- United States History
- World History
5.4  THE SCHOOL OF BUSINESS, TECHNOLOGY, AND DESIGN (BTD)

The School of Business, Technology and Design (BTD) prepares students for careers for the 21st century technology, design, and business skills. Teacher collaboration focuses on the use of technology across the curriculum. Students develop skills in mathematics, problem solving, analytical reading and writing. Students from BTD will be prepared to make positive career and college choices.

Our technology teachers are skilled in areas of teaching basic to advanced levels of programming, web design, illustration, and robotics. Our curriculum and internships provide a level of work and life relevancy that engenders relationships beyond high school. Our small school promotes awareness of the many resources available within the community. We have strong partnerships with businesses, corporations and organizations that foster job training and entrepreneurship.

Our small school is built upon the strong foundations of Career Technical Education (CTE) and the Regional Occupation Program (ROP). Our CTE career pathways include Culinary Arts and Automotive Technology. Both pathways include capstone courses that are fully articulated with local community colleges.

BTD currently maintains partnerships with the following organizations: LA Mission College, Pierce College, LA Trade Tech College, North Valley Occupational Center ITT Technical Institute, and California State University, Northridge. We also have many organizations and businesses where our students volunteer, intern, receive scholarships and obtain employment.

Teacher teams actively collaborate on curriculum, instruction, and student progress during the time devoted for professional development. The BTD program will focus on both general and specific career areas which may lead to employment after graduation, continuing education at an occupational center, or other post-secondary academic options. A further in depth understanding of all aspects of the industry that students are preparing to enter will be afforded through offering opportunities for job shadowing, mentoring, work experience, apprenticeships, and internships with our community partners. Students may also take complementary classes, when appropriate, at district occupational centers, ROP community locations, adult schools, and local community colleges.

Our teachers utilize data analysis of student interests, parental surveys and prior academic performance which will allow BTD to tailor academic experiences consistent with each student’s academic abilities and goals. This will assist them in seeing the connections between each of their classes and accomplishing their goals for post-secondary careers or academic pursuits.

BTD’s core competency lies in the desire of qualified teachers, staff, and administrators to personalize the educational experience for each student. The responsibility for academic success is shared by students, educators, families, and the community.

The Business and Technology and Design Small School master schedule aims to further increases personalization. As BTD students matriculate into each grade level, our team will monitor the transitions by fostering: academic foundations, communications, problem solving and critical thinking, study skills, leadership and teamwork, employability and career development, technical/technology skills, and goal setting. In addition, classes in the specialized BTD Career Pathways are looped, which enables instructors to establish and employ effective, adaptive pedagogy.
The Business Technology and Design Academy prepares students for college and careers in the 21st Century. Instructional practices engage students in building skills that translate into the world of business. Culinary Arts and Automotive Technology are pathways available to support the rigorous academic curriculum developing in focus areas of mathematics, problem solving, analytical reading and writing. Students from BTD will be prepared to make positive career and college choices.
5.5 THE SCHOOL OF LEADERSHIP, ARTS AND MEDIA (LAMA)

The Leadership, Arts and Media Academy (LAMA) seeks to create the next generation of innovators, artists, and leaders. LAMA is founded upon basic commitments: the pursuit of excellence, the arts, thinking globally, and becoming leaders.

What sets our Academy apart is our creativity-based core curriculum. Using common themes in core classes, Covey’s Habits of Successful People, a service-based senior project, and opportunities to explore a student’s passion, our unique curriculum will open the doors to post-secondary education and the career world.

In addition to an A-G curriculum that is tailored to the innovative student, LAMA prepares students to be successful after High School with our college/career pathways that produce leaders in their chosen field. After school clubs with active leadership teams, internships, and mentoring programs offer students chances to become the leaders they need to be in order to be successful in the workplace of the future.

This SLC is designed for students with a passion for the performing and visual arts and creative media, including film, print, digital, and social media. In addition to the core curriculum which integrates the arts, IAM offers students a rigorous and rewarding array of electives, including filmmaking, animation, play production, theater arts, music, fashion design, stage craft, as well as life drawing and a variety of other fine arts.

Students will meet their A-G requirements while linking their core classes to the arts and will demonstrate connections they have made in our interdisciplinary curriculum. The core classes are connected to the electives through thematic units and faculty working in concert.

Community involvement and communication with parents is vital to the success of IAM students, and social media and other methods of communication will link IAM’s community and foster an outreach to students’ families. The creation of IAM social media sites will facilitate the timely communication of events, activities, and information. Students and parents are encouraged to assist with the promotion of the arts at school and to further connections with the arts in the Los Angeles area.

This emphasis on the arts and media affords IAM students the ability to make a direct and immediate impact in their community and the world. Students benefit from this enriched learning as their thematic projects directly apply to the real world. Ultimately, we envision as the hub of our program, a complete, state of the art, theatrical arts complex with a professional recording, broadcasting and lighting system plus a gallery/reception area in which to display student art works. In this complex, students in all aspects of the performing arts - from drama, music, dance, and film to art, stagecraft, lighting, make-up and costuming - will train and perfect their craft. To bring this into being, in the coming years, we will focus on applying for grants and developing and nurturing community and industry partnerships.
Leadership, Arts and Media Academy

The Leadership, Arts and Media Academy (LAMA) seeks to create the next generation of innovators, artists, and leaders. LAMA is founded upon basic commitments: the pursuit of excellence, the arts, thinking globally, and becoming leaders.
5.6 ACADEMY OF COLLEGE AND CAREER READINESS (ACCR)

The Academy of College and Career Readiness (ACCR) will serve as a bridge from the middle school to the high school in an effort to create successful high school, college, and career experiences. It attempts to ensure that students have the skills, desire, and confidence to succeed. Teachers work in a collaborative environment, and are committed to the students they share. ACCR will also assist students in choosing from the two academies as they successfully promote to tenth grade.

Sylmar Charter High School
5.7 THE MATH-SCIENCE-TECHNOLOGY MAGNET SCHOOL (MST)

The Sylmar High Math Science Technology Magnet opened September 13, 1994. We have 455 students who travel to Sylmar from various parts of the city. A nurturing atmosphere, dedicated staff, small classes, and a friendly student body contribute to our students' success. In fact, 80% of our graduates attend four year universities immediately after high school, and 17% attend two year colleges.

The goal of the Sylmar Math Science Technology Magnet is to provide our students with a strong academic foundation that will ensure success at the college level. Our school is committed to instructional excellence without losing sight of our students' individual needs. Our instructors work closely with each other to reinforce concepts learned in all disciplines. All of our academic courses are taught at the honors or Advanced Placement level. Students are required to take both Math and Science classes each year. A detailed description of the Magnet School can be viewed by clicking on the "Sylmar High Magnet Program Description" link below.

Although academics are our primary concern, we feel it is important for our students to develop a sense of social responsibility and to learn to make ethical decisions. To facilitate the development of these traits, our staff uses a thematic approach in the delivery of our curriculum. In each grade level, our students investigate the impact of technological advancement on society and the environment. Students are challenged to use critical thinking skills and effective problem solving skills to evaluate technological and scientific advancements. The students then apply their knowledge in simulated “real world” experiences such as writing political policy papers, mock trials and community service projects.

In addition to a challenging curriculum, all magnet students are encouraged to participate in extra-curricular activities. Our school works hard to develop well rounded students who not only excel in academics but in leadership qualities as well. A wide variety of clubs and activities are available to our students. The Magnet School also sponsors activities that encourage community involvement and civic responsibility.

If you are interested in learning more about the Magnet School, drop by the Magnet Office for more information. We are located in room 46. You must apply to the magnet school through the online application at echoices.lausd.net. Click on our links section to go to that link. The deadline for returning the application is in the middle of November for the following August. Parents will be notified about magnet selection in April. The website for Los Angeles Unified School District’s Magnet Programs can be found by clicking on "Links" to the right. More information can be found on the Magnet Application Page to your right.

We are interested in students who:
- Are self-motivated
- Are intellectually curious
- Want to improve leadership skills
- Have outstanding attendance
- Are college bound
- Are motivated to succeed
- Participate in extra-curricular activities
- Have good study skills
Math Science Technology Magnet

The Sylmar Charter High School Math Science Magnet is committed to providing a rigorous academic program that successfully prepares our students for selective universities. This is done in a close-knit, family environment that provides support for academic success and social responsibility. Math, Science and Technology will be integrated across the content areas. Sylmar High Magnet graduates understand that they need to apply their talents in service to others.
ANYONE WHO stops learning is old, whether at twenty or eighty.

ANYONE WHO keeps learning stays young.

HENRY FORD
FOUNDER OF FORD MOTOR COMPANY
SECTION VI

SAFE SCHOOL PLANS
## 6.1 EMERGENCY DRILLS

### Fire Drill:

<table>
<thead>
<tr>
<th>Signal</th>
<th>Bells for ten seconds, pause for five seconds, bells for ten seconds, pause, and repeat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Evacuate to the Emergency Assembly Area.</td>
</tr>
<tr>
<td>All Clear</td>
<td>One long ten second bell or oral notification by staff that drill is over.</td>
</tr>
</tbody>
</table>

### Earthquake Drop/Cover/Hold:

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

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

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

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

<table>
<thead>
<tr>
<th>Signal</th>
<th>One long continuous bell or intercom message.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Lock doors, close blinds and windows, and move away from windows. If outside, proceed to closest room. Remain inside until emergency is over.</td>
</tr>
<tr>
<td>All Clear</td>
<td>One long ten second bell or oral notification by staff that drill is over.</td>
</tr>
</tbody>
</table>
6.2 **EMERGENCY PROCEDURES**

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

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

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

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

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

**Lock-Down Situations:**

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

BACKGROUND AND SCENARIO

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

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

PREPARATION

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

• You should also consider keeping a blanket, supply of bottled water, non-perishable food or snacks and other supplies in your room in the event an emergency requires a sustained lock-down.

• Encourage your students to keep a book, game, or puzzle in their backpacks to be used during the drill’s filler time.

**EMERGENCY DRILL PROCEDURE**

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

• The signal for the drill to begin will be the activation of our emergency bells. During an earthquake, the bells may or may not be operational, so a **command of “DROP” is to be given by the teacher or staff member regardless of the condition of the bells.** At that time, students are to drop to their knees, take cover under a desk/table, and hold on to the legs of the furniture. When the “All Clear” is sounded and/or it is safe, everyone is to quickly and quietly evacuate to the outside assembly area.

• Take the red emergency tote with you as you guide the students to the assembly area.

• Attached are two door signs. On one side, the sign reads “Evacuated,” with its corresponding symbol (a slash). On the other side there is an “X,” and that side is used by the Search and Rescue Teams to indicate that they have checked and cleared the room. Place these signs inside your Emergency Binder. Before you exit your room, ascertain whether any students are injured. If there are no injuries and all students are able to evacuate, please tape the sign to your door. If there are injuries or anyone is left behind, do not affix the sign to your door, since the absence of a sign is an indicator that the room needs to be checked by the Search and Rescue Team. This method ensures that our Search and Rescue Teams can act expeditiously and appropriately.

• Escort your students to the marked blacktop area behind the gym and find your assigned room area.

• Take roll to verify that all students are present. **Students must remain seated together as a class throughout the duration of the drill.**

• If you do not have a class during the period in which the drill takes place, please report to the Command Center for an assignment. You will be supervising the class of a Search and Rescue Team Member for the balance of the drill.

• If any of your students were present in class, but were absent during the drill, please list those names below and submit it to the Command Center. If all students are accounted for, this step is not necessary.

• **Teachers are to remain with their classes at all times.**

• All paraprofessionals and campus aides are to report to the assembly area to assist with the supervision of students.

• The “All Clear” signal is one long bell and/or oral notification by staff that the drill is over.
ROSTER OF MISSING STUDENTS
Submit this roster to the Command Center only if students cannot be accounted for during the drill.

Teacher: ____________________________________________
Room: ____________________

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<tr>
<th>Name of Missing Student</th>
<th>Student’s Date of Birth</th>
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EARTHQUAKE QUICK FACTS

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

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

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

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

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

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

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

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

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

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

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

The magnitude of an earthquake is a measured value of the earthquake size (energy released). The intensity is a measure of the shaking created by the earthquake, as measured using a descriptive scale.

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

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

Earthquakes occur in the central portion of the United States, too. The magnitude 8+ earthquakes on New
Madrid fault in the Mississippi Valley in 1811-12 caused church bells in Boston, nearly 1000 miles away, to ring.

The **San Andreas fault** is not a single, continuous fault. Rather, it is actually a fault zone made up of many segments. The fault is some 800 miles long and in some spots is over 10 miles deep. All of our power and water sources cross the San Andreas fault!

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

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

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

The **Sierra Madre Fault** is capable of a 7+ magnitude quake. It runs at the base of the mountains behind Sylmar.

Sources:
- United States Department of Interior ([http://www.doi.gov](http://www.doi.gov))
- Debbie Steinert, Geologist

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**ANATOMY OF AN EARTHQUAKE**

An earthquake is the shaking of the ground caused by sudden motions along faults, or fractures in the Earth’s crust.

- **Fault**: A fracture in the rocks that make up the Earth’s crust.
- **Epicenter**: The point at the surface of the Earth directly above the focus.
- **Focus (Hypocenter)**: The point within the Earth where an earthquake rupture starts.
- **Plates**: Massive rocks that make up the outer layer of the Earth’s surface, and whose movement along faults triggers earthquakes.
- **Seismic Waves**: Waves that transmit the energy released by an earthquake.
SAMPLE EMERGENCY DRILLS: FIRE DRILL

BACKGROUND AND OBJECTIVES

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

The Emergency Drill objectives are as follows:

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

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

PREPARATION

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

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

- Conduct the practice drill (fire and earthquake) as described above.
- Take the red emergency tote with you as you guide the students to the assembly area.
- Escort your students to the marked blacktop area behind the gym and find your assigned room area. **Note that some of the evacuation routes have been altered.** The Emergency Access Road between the Gymnasium Complex and the Boiler Room is no longer an evacuation route due to the potential safety issues related to the smokestack.
- Take roll to verify that all students are present. **Students must remain seated together as a class throughout the duration of the drill.**
- If any of your students were present in class, but were absent during the drill, please list those names below and submit it to the Command Center. If all students are accounted for, this step is not necessary.
- For your convenience, a blank "Roster of Missing Students Form" has been attached to this memo. Please detach and insert this blank form directly into your red Emergency Kits/Emergency Notebooks for future reference.
- Teachers are to remain with their class **AT ALL TIMES.**
- No students are to be allowed to wander away from their class staging area.
- The “all clear” signal is one long bell and/ or oral notification by staff that the drill is over.

ROSTER OF MISSING STUDENTS

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

Teacher: _______________________________________________________
Room:____________________

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<tr>
<th>Last, First Name of Missing Student</th>
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SAMPLE EMERGENCY DRILLS: CAMPUS PROTECTION DRILL

BACKGROUND AND HYPOTHETICAL SCENARIO

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

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

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

Here’s the hypothetical scenario for this exercise: It is a typical school day at Sylmar Charter High School. Suddenly two police officers run into the Main Office. One officer has his gun drawn as he looks around the room. They are out of breath from running. They announce to our Principal that they are pursuing three armed men in a car when the car swerved, broke through the back gate, and the men jumped out of the car and ran. The men ran in different directions and are believed to be somewhere on our campus. The officers have called for additional resources and we can hear police sirens in the distance.

IMPORTANT REMINDERS

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

SUGGESTED PRE-EXERCISE ACTIVITIES

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

1. Have students identify areas of the classroom or office that would need to be locked in order to prevent an intruder from entering that class/office.
2. Point out places within your classroom that are potentially dangerous and need to be avoided (e.g. directly in front of windows and doors).
3. Develop student teams to perform duties to include:
• Close and lock windows and doors
• Close blinds and cover door window (if necessary)

4. Classroom teachers should consider obtaining additional medical supplies - band aids, ace wrap, antiseptic ointment, eye wash, rubber gloves, etc. to be used for minor mishaps when the nurse is unavailable or unnecessary (the 99 Cent Store has all of these items). You should also consider keeping a blanket, a supply of bottled water, some non-perishable food or snacks, and other supplies in your room in the event an emergency requires a sustained period of time in which students are to remain inside of the buildings.

EMERGENCY DRILL PROCEDURE

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

1. Take attendance (send names of missing students after the completion of drill).
2. Close and lock all doors and windows. Close all blinds.
3. Move away from all doors and windows.

4. Remain in your classroom, office, or building until “All Clear” is signaled. Please note that, in the event that the PA system is deactivated during a real emergency, all communication will be sent to you via e-mail, so be certain to check your Inbox during the drill.

5. To more closely simulate an actual emergency, we will have several “accomplices” try to access your room. If someone knocks on your door while on Campus Protection mode, do NOT open the door!
SAMPLE EMERGENCY DRILLS: SHELTER-IN-PLACE DRILL

BACKGROUND AND HYPOTHETICAL SCENARIO

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

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

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

SUGGESTED PRE-EXERCISE ACTIVITIES

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

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

**EMERGENCY DRILL PROCEDURE**

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

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

**ROSTER OF MISSING STUDENTS**

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

Teacher: ___________________________________________
Room:____________________

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“I touch the future. I teach.” ~ Christa McAuliffe

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

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

“Nine-tenths of education is encouragement.” ~ Anatole France
“I am not a teacher, but an awakener.” — Robert Frost

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

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

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

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

“Anyone who does anything to help a child in his life is a hero to me.” — Fred Rogers
It is easier to build strong children than to repair broken men.

FREDERICK DOUGLASS
AMERICAN SOCIAL REFORMER, WRITER AND STATESMAN