



2018-19

Staff Handbook

VISION STATEMENT

"ACHIEVING EXCELLENCE FOR ALL"

MISSION STATEMENT

We are dedicated to the belief that:

- All students shall achieve world-class academic standards.
- All staff shall maintain an effective school environment conducive to student safety and learning.
- Through our successful endeavors, we shall develop productive and responsible citizens for our community.

2018-19 GOALS
SAN MIGUEL JOINT UNION SCHOOL DISTRICT

District LCAP Goals:

1. Student Academic Growth: Improve and support learning for all students to close the achievement gaps and ensure that all students promote from eighth grade ready to succeed in college and career readiness programs in high school.
2. English Language Learner Proficiency Increase English Language Learners' proficiency on the CAASPP ELA and on the CELDT/ELPAC by implementing strategies for cooperative learning, reading comprehension, reading fluency, and vocabulary.
3. School Climate: SMJUSD will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promote academic excellence, daily attendance, and appropriate, respectful behavior by providing social-emotional support and parent education.

District Goals

1. **MIDDLE SCHOOL**
 - a. Improve and support learning to close the achievement gaps and ensure all SMJUSD students move to 9th grade on track to graduate and to be college and career ready.
 - b. Increase percentage of 8th grade graduates accepted into AVID and Honors English.
 - c. Decrease number of 8th graders ineligible to participate in end-of-the-year activities.
2. **ALL STUDENTS**
 - a. Ensure a safe, welcoming, engaging and inclusive climate for all students and families that promote academic excellence, daily attendance and appropriate, respectful behavior.
 - b. Ensure each student has an individual learning plan with measurable goals and that each student makes at least one year's progress each school year based on those measurable goals.
3. **OBJECTIVES**
 - a. Increase number of SMJUSD students scoring at exceeds and meets standards and reduce number not meeting or nearly meeting standards.
 - b. Increase parent participation in school groups and activities
 - c. Decrease suspensions
 - d. Increase attendance
 - e. Increase student engagement/participation in curricular, co-curricular and extra-curricular programs and activities.
 - f. Increase appropriate utilization district technology including 1:1 devices.
 - g. Implement new curriculum and textbooks.

District Instructional Calendar is available on our website at www.sanmiguelsschools.org

↳STAFF: READ ALL DOCUMENTS SENT TO PARENTS SO YOU ARE FAMILIAR WITH CHANGES IN THE LAW—ANNUAL NOTICE TO PARENTS AND STUDENT/PARENT HANDBOOK. Site-specific changes have been made to the Student/Parent Handbook which are not included in this handbook including discipline, dress code, homework, etc.

COMPLAINT PROCEDURES

(Summary of BP 1312.3)

PUBLIC COMPLAINTS, QUESTIONS and/or CRITICISMS

Step 1 -- Tell the Principal: Complaints, questions and/or criticisms should be referred to the principal. The principal should handle the situations if possible on an informal, personal basis.

Step 2 -- Put it in Writing: If unable to accomplish the above, the complaint may be put in writing and filed with the principal. The complaint must give specific information, be signed, and give enough information to allow a written reply. Principal will notify the Board President of receipt of a written complaint and its general nature.

Step 3 -- Study and Response: the principal will do one or more of the following.

- Handle the situation and write a response.
- Have a conference with those staff members involved and write a response.
- Establish a school committee to review the case and write a response with a copy to the Board.

Step 4 -- Board Review: If the case requires additional study, it may then be referred to the San Miguel Board of Education.

STAFF COMPLAINTS, QUESTIONS and/or CRITICISMS

Informal Level

Staff complaints, question and/or criticisms should be first dealt with privately with those parties involved and/or with the principal. Most situations will be resolved in this way.

Formal Level

A staff member may write a formal letter to the principal regarding a complaint that could not be resolved at the informal level. The letter should be specific and signed. The principal may use any or all of the same procedures listed in the section above to resolve the case.

See the Teacher Grievance procedure if the problem is related to the contract.

BULLYING COMPLAINTS

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desire to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.--Board Policy 5131.2

COMPUTER SECURITY

Board Policy helps define an area of potential concern in response to increased use of technology. All employees should read and abide by Computer and Internet User Form and BP/AR 6163.4 regarding student use.

“Right to Inspect”

“The district reserves the right to inspect employee work areas including school computers. The purpose of computers in the district is to facilitate transmittal and storage of district-related information. The district reserves the right to access all information stored on district computers. **Security pass codes, if used, must be registered with the office.**”

“Restrictions on Use of Information Systems”

“Employees should use the computer and information systems of the district only for business purposes unless specific prior approval has been given by the Superintendent. The computer and other information systems of the district are not to be used in a way that may be disruptive, offensive to others, or harmful.”

CONFISCATION OF STUDENT PERSONAL PROPERTY BY A SCHOOL EMPLOYEE (see AR 4159, 4259, 4359)

Injurious Objects

Any certificated employee of any school district and any classified employee of a school district who is designated by the governing board for such purposes may take from the personal possession of any pupil on school premises or while under the authority of school personnel any injurious object in the possession of the pupil. Injurious objects shall be turned over to the principal or designee for safekeeping and investigation of violations of the student behavior rules. The principal or designee shall safely store the object as long as it is evidence in an investigation. As required by law, specific objects shall be reported to and turned over to the police. The parents of the student shall be notified when the parent may take an object home.

A pupil who brings an injurious object to school, and who presents the object to a certificated or classified employee, may have the object returned to him or her at the conclusion of the school day, provided such injurious object may be lawfully possessed off school grounds.

Non-Injurious Objects

Objects, which are directly related to or are the cause of a disturbance on campus or in the class, may be confiscated by a school employee. The employee shall clearly state to the student a reasonable manner in which the student may get the object returned. The object shall be safely maintained by the employee until it is returned to the student or the student's parent. If there is not a safe depository in the classroom, the teacher may store the item in the office if it is clearly marked and the conditions of return are listed. If the employee loses or disposes of the item, they are subject to replacement and/or disciplinary action depending on the circumstances.

Please complete the form, "Report of Confiscation of Student Personal Property by School Employee and Request for Office Storage."

CONTROVERSIAL ISSUES IN THE CLASSROOM

Board Policy/Administrative Regulation 6144 lists procedures in dealing with controversial issues in curriculum and instruction.

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

Controversial issues may be discussed in the classroom provided that:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all side of the issue without bias or prejudice and without promoting any particular point of view.
3. The teacher may express a personal opinion provided he/she identifies it as a personal opinion and clarifies that he/she is not speaking on behalf of the school or district. The teacher shall not express an opinion for the purpose of persuading student to adopt his/her point of view.
4. No student's viewpoint shall be suppressed, provided such expression is not malicious or abusive toward others. Students shall be assured of their right to form and express an opinion without jeopardizing their relationship with the teacher or school.
5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.
6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and raw their own conclusions.
7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientations, gender identity or expression, disability, religion, or any other basis prohibited by law.
8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Board requires that he/she be notified of this policy and the expectations and goals regarding the instruction.

If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law or otherwise deemed appropriate by the teacher or administrator, parents/guardians shall be notified prior to instruction related to any controversial issue and parent/guardian consent shall be obtained for student participation. Students whose parents/guardians decline such instruction may be offered the option to participate in an alternative activity of similar value.

A student or parent/guardian with concerns regarding instruction about controversial issues shall be directed to appropriate district complaint procedures.

Homework Policy – See Parent/Student Handbook

Grade Level Expectations

The Board has adopted a set of specific State Standards for each subject at each grade level. These are designed to help teachers and parents know what a child who finishes that grade will know and be able to do. These expectancies guide our textbook selection, teacher lesson plans, and monitor the progress of our students.

Grades/Evaluation of Student Achievement Policies

Board Policy 5121 specifies the general philosophy for teachers in the grading of students, and the Administrative Regulation was revised in 2011-12 to reflect current expectations.

“The Governing Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Generally, teachers shall evaluate a student's work in relation to expected performance standards at each grade level, not in relation to the work of other students in one particular class (i.e. not “the curve”). Special accommodations/modifications may be made for high achiever/ gifted students or learning handicapped.

Grades should be based on impartial, consistent, frequent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. The student's behavior and effort shall be reported in separate evaluations, not in his/her academic grade.

The Superintendent/Principal shall establish and regularly evaluate a uniform grading system and shall ensure that student grades conform to this system.

If a student misses class and does not subsequently turn in homework, take a makeup test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance according to district grading regulations.”

Administrative Regulation #5121 is the Superintendent’s “uniform grading system” which resulted from discussions with teachers for over a year. The regulation follows:

Grades for Achievement for Grades K-5

Grading Assignment: Individual assignments and tests shall be evaluated using a clear, consistent, and logical system, which is described to students and parents. Emphasis shall be placed on achievement of the specific skills or knowledge being taught at that time. Records of graded assignments and tests shall be kept as justification of trimester grades. Graded papers shall be sent home for on-going communication.

Grades: In transitional kindergarten through fifth grade, teachers shall not use A-F grades. Instead, teachers shall use a combination of narrative descriptions and marks, which indicate levels of achievement compared to grade-level standards (above, at, below) and levels of achievement and effort (excellent, satisfactory, unsatisfactory). When grading student responsibility and social development, grades will correlate with other behavioral notices sent home during that quarter such as discipline notices.

Grades for Achievement for Grades 6-8

Assignment Grades: In Grades 6 through 8, individual assignments and tests shall be graded using a clear, consistent, and logical system that is described to students and parents at the beginning of the term and thereafter as needed. Emphasis shall be placed on achievement of the specific skills or knowledge being taught at that time. Records of graded assignments and tests shall be kept as justification of quarter grades. Graded papers shall be sent home for ongoing communication.

Criteria for determining grades for achievement may include, but are not limited to:

1. Demonstrated understanding of concepts/standards.
2. Application of skills and principles to new situations.
3. Originality and reasoning ability when working through problems.
4. Thorough preparation of assignments including accuracy, completeness and legibility.
5. Organization and presentation of written and oral reports.
6. Contribution to classroom discussions.
7. Late assignments.

Missing Assignments

Missing assignments may be considered to receive a grade of zero under the following circumstances.

When ample opportunities are available for students to turn in work late (with reasonable and well-known penalties for lateness), then missing work may be graded as a zero.

Teachers may choose not to correct completed assignments, which are submitted more than two weeks late. They may simply grade those assignments as F. When entered in a computer grade book program the assignment will be given a percent corresponding to the grade of F and will be averaged with other grades.

If a teacher does not accept late work for an assignment, then the penalty for a missing assignment may not exceed a deduction of the equivalent of one grade level (10%) below the highest percent receiving an F (59% - 10% = 49%).

Extra Credit

Reasonable extra credit may be given by the teacher for extra work. The purpose of extra credit shall not however be to inflate grades nor make-up for required work that has been unnecessarily avoided.

Honor Roll Policy – each school is different

The purpose of an Honor Roll program is to recognize and honor students who have attained outstanding academic success and to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects.

All schools implement an Honor Roll system that recognizes students for high academic achievement at the end of each marking period during the school year. Our schools recognize students for performance at two levels: Principal's Honor Roll and Honor Roll.

Due to the fact our two schools have very different structures, particularly in Grades 6 – 8, each school has its own Honor Roll criteria.

Cappy Culver Honor Roll Requirements

Academic excellence is to be encouraged; hence, a new set of standards for the identification and recognition of students whose achievement constitutes exemplary performance has been adopted.

Honor Roll will be calculated at the conclusion of each marking period for Grades 6 – 8. The Honor Roll is determined by a student's grade point average for all marks earned at the end of each marking period. Honor Roll GPA is calculated by determining the sum of the numerical equivalent of the letter grades divided by the total number of courses taken during that marking period.

The Honor Roll, a sign of excellence, recognizes students who have demonstrated outstanding academic achievements and display traits of a model citizen. In order to be included on the school's academic honor roll, the student must meet certain criteria:

- Principal's Honor Roll: The student must earn an A in every class
- Honor Roll: The student must have a GPA of 3.5 or higher, with no more than one (1) C

Any of the following will make a student ineligible for the Honor Roll:

- Student receives grade of D or F in any subject
- Student receives a mark of N or U in citizenship
- Student has been suspended during grading period
- Students with excessive tardies/absences will be reviewed on a case-by-case basis

Lillian Larsen Honor Roll Requirements

- ✓ Honor Roll will be calculated at the conclusion of each marking period for Grades 6 – 8.
- ✓ Honor Roll is determined by a student's GPA for all marks earned at the end of each marking period.
- ✓ Honor Roll GPA is calculated by determining the sum of the numerical equivalent of the letter grades divided by the total number of courses taken during that marking period.
- ✓ Honor Roll, a sign of excellence, recognizes students who have demonstrated outstanding academic achievement and displayed traits of a model citizen.

In order to be included on Lillian Larsen's academic honor roll, the student must meet certain criteria:

- Superintendent's Honor Roll: Student must earn an A in every class, 4.0 GPA
- Principal's Honor Roll: Student must have 3.5 GPA or higher (no D or F grades)
- Honor Roll: Student must have a 3.0 GPA or higher (no D or F grades)

Any of the following will make a student ineligible for the Honor Roll:

- ✓ Student receives grade of D or F in any subject
- ✓ Student receives a mark of N or U in citizenship
- ✓ Student has been suspended or has ongoing documented discipline issues
- ✓ Students with excessive tardies/absences will be reviewed on a case-by-case basis

Report Card Grade Reporting

Grades for assignments shall be accumulated by trimester and reported to parents. Each grading period is independent of prior grading periods. Each school site has information on their grade levels and grading periods.

Academic grades for achievement shall be reported for Grades 6-8 as listed below. The following district computerized grading standard will determine letter grades based on average percentage on assignments. Grade points will be determined based on letter grades. Grade points will be averaged to determine honor roll status.

In accordance with revised AR 5121, grades for achievement shall be reported for each marking period as follows in:

A+ Outstanding Achievement	(100-98%)	4.0 grade points
A Outstanding Achievement	(97-92%)	4.0 grade points
A- Outstanding Achievement	(91-90%)	4.0 grade points
B+ Above Average Achievement	(89-88%)	3.0 grade points
B Above Average Achievement	(87-82%)	3.0 grade points
B- Above Average Achievement	(81-80%)	3.0 grade points
C+ Average Achievement	(79-78%)	2.0 grade points
C Average Achievement	(77-72%)	2.0 grade points
C- Average Achievement	(71-70%)	2.0 grade points
D+ Below Average Achievement	(69-68%)	1.0 grade points
D Below Average Achievement	(67-60%)	1.0 grade points
F Below Average Achievement	(59-51%)	0.0 grade points
F Little or No Achievement	(50% or below)	0.0 grade points
I Incomplete Grade (An interim grade)		

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

(cf. 5123 - Promotion/Acceleration/Retention)

Incomplete Grade

A grade of "I" is an interim grade. An incomplete grade is given at the grading period only when a student's work is not finished because of illness or other excused absence. If the student does not make up the work, the grade shall be calculated assuming Fs for the missing work. The corrected grade must be turned in to the office within four weeks after the end of the grading period. In the event that an Incomplete is given in the final grade period, the teacher must provide the following information to the office in writing when grades are due: the teacher's name, the class, the name of the student, list of missing work, the grade if the work is not turned in, the grade if satisfactory work is turned in.

Progress Reports

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall send the parent/guardian a written report and, if possible, arrange a conference with the student's parent/guardian. (Education Code 49067) Except for extenuating circumstances, a failing grade may not be given without a progress report and/or documented conference transmitted to the parent with enough time for the parent and/or student to remedy the problem.

NO SURPRISES!

In order to assure proper notification prior to failing a student, progress reports for students in danger of receiving a D or F in any class will be sent to parents at least four weeks before the end of each grading period.

Physical Education Grade

Physical Education grades shall be as objective as possible by being based on clearly specified criteria relating to participation in class activities, reaching minimal levels of performance for non-handicapped students, for individual improvement in skill levels, and written assignments.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

8TH GRADE EVENT

See Student Handbook for your site.

8TH GRADE PROMOTION

See Student Handbook for your site.

Grades for Citizenship and Effort

Grades for citizenship and effort shall be reported each marking period as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

When grading student citizenship, grades will correlate with other behavioral notices sent home during that period such as discipline notices. Criteria for determining grades for citizenship may include, but are not limited to the following:

1. Student obeys rules.
2. Student respects public and personal property.
3. Student maintains courteous, cooperative relations with teachers and fellow students.
4. Student works without disturbing others.
5. Student has not received excessive detentions and/or referrals and/or suspensions.

INTERNET ACCESS AND USE

BP/AR 6163.4, Student Use of Technology

Please read this policy and note the recent changes regarding cyber bullying and harassment.

Every student **must** have a technology agreement on file **before** they may use any district technology. Originals will be filed in the office and the homeroom teacher should keep a copy of the agreement. **It is the teacher's responsibility** to ensure that every student has a signed agreement on file before

allowing use of computers/technology. *(Some teachers assign this as the first night's homework assignment.)*

PHOTOCOPY MACHINE

Follow copyright laws.

To avoid confusion in the office, teachers are encouraged to make copies in the workroom. At Lillian Larsen Elementary, teachers should use the copiers in room 29 or the staff lounge.

Staff: Personal copies for staff only may be made at the rate of 15¢ per copy.

Public: Copies sold in the office at the rate of 25¢ per copy. Faxes may be made at the rate of \$.50 per page. Please pay the school secretary.

Official requests for information shall comply with AR 1340, the direct costs of duplication.

POLITICAL ACTIVITIES OF EMPLOYEES (see AR 4119.25)

District employees shall not use district funds or services, school time, supplies or equipment to urge the passage or defeat of any ballot measure or candidate. (Education Code 7054)

Under no circumstances shall district employees:

1. Solicit or receive any political campaign funds or contributions on school property during working hours
2. Use school equipment for the preparation or reproduction of political campaign materials
3. Post or distribute political campaign materials on school property with the exception of Employee Association bulletin boards in the staff lounge
4. Disseminate political campaign materials through the district's mail service, e-mail or staff mailboxes
5. Use students to write, address or distribute political campaign materials
6. Present viewpoints on particular candidates or ballot measures in the classroom without giving equal time to the presentation of opposing views
7. Wear buttons or articles of clothing that express political opinions on ballot measures or candidates during school classroom periods

Although employees may not conduct political activities on school property during working hours, they are free to discuss politics and solicit or receive funds or contributions for political purposes outside the employee's working hours, including the lunch period or other scheduled non-working time during the school day.

Recognized employee organizations and their representatives are also free to solicit or receive political funds or contributions from employee members on district property during non-working time to promote the support or defeat of any ballot measure. (Education Code 7056)

WAYS TO HELP MAKE A POSITIVE WORK ENVIRONMENT

- Treat each staff person with respect and care as a fellow professional.
- The staff room is a place of refuge -- courteous, positive, student free.
- Accept responsibility at yard duty -- be on time, tell substitute teachers about your duty if you are absent. Be proactive on the yard.
- Encourage a positive environment – Provide solutions with problems.
- Be punctual -- staff meetings, record keeping, classes and paperwork.

TOBACCO FREE CAMPUS

San Miguel Joint Union School District is a Tobacco Free campus including e-cigarettes for all people at all times and signs are posted. Therefore, there is no place on campus including the staff lounge, outside area, or even cars in the parking lot, which can be used for smoking. There is information available at the District Office for cessation programs for students, staff or community members. Information is available at the district office to assist anyone, including students and parents, to quit smoking.

USE OF SCHOOL EQUIPMENT

Board Policy 3512 sets the following procedures on use of school equipment by employees:

- School equipment may be used by staff members and/or students only for school-related tasks.
- District equipment may not be used for personal reasons. Personal use of district property is prohibited and that violation may be cause for disciplinary action.
- When school equipment is not being used by students or staff, school-connected organizations may be granted reasonable use of the equipment for school-related matters. Actual costs of services such as copying shall be paid by the group rather than by the district.
- The consent of the Superintendent/principal is required if district-owned equipment is removed from the school site.
- When any equipment is taken off-site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage.
- Complete a Use of Facilities form to request the use of school or district equipment.

SEXUAL HARASSMENT -- ALL STAFF

STUDENT POLICY: BP/AR 5145.7, Sexual Harassment

ALL STAFF POLICY: BP/AR 4119.11, 4219.11, 4319.11, Sexual Harassment

Please read and be familiar with the policies and regulations as the compliance requirements are mandated by law and have been approved by the Board after considerable review by representatives from teaching and classified staff.

Education Code

Education Code

Suspension and Expulsion

EC 48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or

property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2014, Ch.660, Sec. 1.)

Suspension from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the day of the suspension and the next day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When suspending a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been suspended.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist should attend the conference if possible, and a school administrator may attend if either the parent/guardian or teacher so requests.

A suspended student shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. (Education Code 48913) Student has the right to make up assignments missed during suspension in a reasonable amount of time.

Pursuant to Board policy, a teacher may request that the parent/guardian of a student whom the teacher has suspended attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7
3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

SAFETY PROCEDURES

ACCIDENTS to PUPILS

Use “fanny pack” first aid kits every time you do yard supervision. Teachers maintain the kits by requesting supplies.

Each teacher shall maintain a first aid box with gauze, band-aids, soap, tissues, rubber gloves, and cotton in their classroom. Children with minor scrapes or cuts should be treated in the classroom with your kit.

More serious injuries should be sent to the office, accompanied by another student if necessary. (Please keep in mind if a child is a “frequent flyer” try to keep in classroom. Many times they come to the office for ice when at recess or lunch—teacher needs to be notified by aides of constant requests.)

Head or back injuries, loss of consciousness or injuries where the child cannot easily get up on his own should NOT be moved—this is typically a 911 call and the professionals can determine the seriousness. Call or send another student to the office for help. (Be careful not to use terms describing the situation that unnecessarily cause alarm, such as “unresponsive” if the child or adult is still breathing.)

Ill children should be sent to the office with a pass to have their temperature taken. Students without a pass will either be sent back to class to get one or your class will be disturbed with a phone call.

Fill out an accident report form immediately so the office can help the parents with any needs they may have regarding the injury. Not all accidents are covered by school insurance.

Heat Index Guidelines for Student Activities

All staff should be aware of the Heat Index. If it is a hot day, please use common sense and the guidelines below when determining how much outside activity students should have during recess and especially PE or sports. If the temperature is over 95 but under 100 degrees, please make sure NOT to force kids to exercise extensively in the heat. Students should NOT be instructed to place their hands on hot asphalt during calisthenics or to use play structures such as monkey bars due to burns. Water *must* be available and the workout to rest ratios should be modified as indicated below:

- If the **heat index** is **80-89**, students should be watched closely for any heat distress and frequent water breaks should be taken.
- If the **heat index** is **90-94**, 10 minute rest breaks should be taken every hour and water breaks every 10 minutes. Students should be under careful supervision. The athletic activity must be kept to 100 minutes or less.
- If the **heat index** is **95-99**, the athletic activity should be modified. Frequent water every 10 minutes and rest breaks must be held. Students should be able to get water at any time and should be under extreme supervision from teachers and/or coaches. The athletic activity must be kept to 90 minutes or less.
- If the **heat index** is **100 or above**, cancel PE/Athletic Events and restrict recess to inside.

It is the responsibility of all administrators and coaches to provide ample supplies of water and appropriate care to our students. It is recommended that all guidelines be followed in such a way that the safety and best interests of our students be made our number one priority. It is also recommended that coaches constantly teach our students about proper hydration throughout each day. It is important that student-athletes be allowed to carry water with them during the day and hydrate themselves, especially on days of practice and games, while the weather has the possibility of reaching critical levels in relation to the heat and humidity.

ACCIDENTS TO STAFF

Accidents to staff on school property or while on duty elsewhere ***must be reported to your supervisor immediately***. Use the employee accident reporting form. The form can be found in the office.

Generally, the procedures for an industrial injury are to be treated by a doctor on the district's panel of doctors. However, you may submit a doctor to be added to the panel for your use if you do so before an accident occurs but it does require your physician's signature.

Please do not stand on chairs or climb on furniture **at any time** to put up bulletin boards and displays. Use a ladder which should be readily available or ask a custodian for help.

San Miguel Joint Union School District

Substitute/Absence Line

**** This procedure is in the process of changing. Please email your supervisor with any absence until you receive the new procedure from administration. ****

Telephone 805-467-3216

Press 9 or Voicemail Extension 2001

To report an absence and/or request a substitute, call the number and extension above. If you know of your absence prior to the day of absence, please call the line as soon as possible. Arranging for a substitute in advance helps us especially if you request a specific person.

To leave a message on the District Substitute/Absence line, please follow the instructions below:

Call – 805-467-3216

When the Attendant starts to speak, Press 9 or dial extension 2001. This will transfer you to the substitute/absence voicemail.

The voice attendant will go through the instructions for leaving a message – If you do not wish to listen to the instructions press 2. You will hear a beep and then you may leave your message.

Your voicemail should include:

If you require a substitute (1) if you do not require a substitute (2)

First and last name (1) (2)

Date (s) of absence (1) (2)

Reason for your absence (sick leave, personal necessity, school business, etc) (1) (2)

Special Instructions (Lesson Plans/Alternate Coverage made) (1)

Schedule (Aides) (1)

Please call by 6:30 a.m. if you are calling on the day of your absence.

If in an emergency you are calling after 6:30 a.m., please call 805-467-3216 ext. 218 and speak directly with a live person. If you do not receive an answer when calling the extension, do NOT leave a message on her extension. You will need to call the substitute line back and leave a message on that extension. You also need to call your site secretary at 7:30 a.m. and to verify the message was received.

If pre-arrangements for a substitute have been made, please indicate when leaving a message who your substitute will be.

Alternate Number to call if absence line is not working (emergency only)

If you try and call the absence line and it is the morning of your absence and are unable to get through or leave a message, please call **805-835-1405** and leave a detailed message. This number should only be used in the event the regular line is not working.

CHILD ABUSE REPORTING PROCEDURES -- ALL STAFF

All school employees are defined as "child care custodians" under the law. They **MUST** report what they **reasonably suspect** to be child abuse directly to the appropriate authorities—not other school employees or the resource officer unless he/she informs you he has reported it already. In addition, it is very important that employees *do not question or interrogate a child to get more information*. The penalties for not reporting are very severe, both to the child and to the employee.

New regulations require all mandated reporters (school employees) to receive training which San Miguel School District will provide at the back-to-school meeting at the beginning of the year.

You must complete the online training within the first two weeks of employment and submit proof of the training which is available at the following website: www.getsfafetytrained.com.

As a mandated reporter of child abuse in San Luis Obispo County, if you suspect child abuse or neglect, **YOU MUST**:

1. Immediately call Child Welfare Services (CWS) 24-Hour Child Abuse Reporting Hotline at 805-781-KIDS (5437) or 1-800-834-KIDS
2. Complete and file a Suspected Child Abuse Report (SCAR) form # SS8572, available on the website or in the front office. The fillable form can be accessed at the following website: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf on the county website, www.slocounty.ca.gov website under Child Welfare Services page.
3. The Social Worker you speak with when calling the CWS hotline will inform you where to fax/email the SCAR form.
4. **YOU** are responsible for making this report. **DO NOT ALLOW** your supervisor/principal to make the report for you or assume because another co-worker has some of the same information that they will make the report.
5. *Do not attempt to investigate, conduct interviews or interfere with the information you hold.*
6. Remember that you are to report **SUSPECTED** abuse – you are not required to have witnessed or have complete proof of the incident. You are obligated by law to report what you observe or what you are told that caused suspicion the child is being physically, sexually or emotionally abused or neglected. When in doubt, call CWS and get their input about the scope of your report.
7. Once you have made a "suspected" child abuse report, please inform the principal.

8. CWS will normally mail a report back to you of the report.

It will be helpful to you to obtain the child's enrollment or emergency card prior to making the report and to complete the SCAR form. Please note who you talked to and how to submit the form.

COMMUNICATIONS

TEACHER BOXES/EMAIL

It is the responsibility of each teacher to check his/her mailbox and email **three** times each day to insure timely communication: Each morning, at lunch, and again at the end of the day.

DAILY BULLETIN

During the morning bulletin, please be sure your students are listening to the messages and at the end of the bulletin, you are to stand and lead your class in the Pledge of Allegiance if it is not done during the announcements. To place information into the Daily Bulletin, submit to the Site Secretary as soon as possible but no later than a day before the announcement is to be included in the bulletin.

PHONE CALLS

Personal Calls: Please be professional in your use of phones/personal calls or texting at school. In case of emergency, personal calls may be made from a classroom phone. To get access to outside lines for school-related calls, use any line from your room. There is no dedicated long distance line. You have access to any number in San Miguel, Paso Robles, Heritage Ranch, Templeton, or Bradley from your room.

Student Calls: If a student is ill, please send them to the office to be evaluated and calls made home if needed. Otherwise, students may, with teacher permission, use the classroom phone if the teacher deems it appropriate.

- Please do NOT send students to the office to use the phone other than an illness. Students should make all plans for after school with parents before leaving for school. Our most common “missing students” at the end of the day are ones where the student went with family or friends without parental knowledge.
- Any classroom line can call San Miguel, Paso Robles, Heritage Ranch, Templeton, or Bradley. You must dial “8” from the classroom to access an outside phone line.

EMERGENCY PROCEDURES & DRILLS

Each staff member is responsible for knowing Emergency Response Procedures, which have been assigned to him or her. Teachers must review student procedures and evacuation routes with all their classes as well as procedures for recess and lunch times including quiet behavior during drills for their safety.

- Reminder about evacuating room: Take roll book and red/green cards. Know your assignment for emergencies.

INTRUDER DRILLS – Separate instructions for staff are sent out that are not to be shared with others. Sharing our site procedures, including reporting areas utilized for evacuation, with anyone other than employees, except substitutes, could jeopardize everyone’s safety..

Practice of emergency procedures -- Some drills will be scheduled and others may be of a “surprise” nature.

CPR/FIRST AID TRAINING

First Aid is the shared responsibility of all staff including teachers, aides, and all staff. Therefore, staff members are required to be trained in First Aid as verified by a currently valid First Aid card.

It is important that you keep track of when you are due for CPR; the training stays current for two years.

HOURS AND RESPONSIBILITIES

JOB DESCRIPTION -- ALL EMPLOYEES

Make sure you have a copy of the appropriate job description. If you do not have a copy of the job description, please get one from your site administrator. The job description specifies the tasks which the Board wants the employee to be responsible for and which will be the basis for job evaluation and improvement goals.

HOURS – TEACHERS/CERTIFICATED

The minimum contracted school-based assignment hours are 8:00 a.m. - 3:30 p.m. Minimum teaching days and staff development days still maintain the same work hours unless early release is otherwise specified.

HOURS – CLASSIFIED

Each classified employee has an assigned number of hours per day to work. The same number of hours applies for regular, minimum, and shortened day schedules as well as staff development days. When a change in the schedule needs to take place to facilitate the program, time may be traded according to law, board policy, and the contract.

Generally, *compensation time* may occur when and if the immediate supervisor approves the set hours in advance.

The Superintendent/Principal, the Business Manager, the MOT director, or the Cafeteria Manager may only authorize compensation time. It must be done in writing to the Business Manager. Generally, extra-time is compensated by compensatory time off.

Overtime is either more than 8 hours per day or 40 hours per week or any work on a sixth and seventh consecutive day of the week. Overtime is generally reimbursed by compensatory time off or by extra pay. The rate of compensation is 1.5 times the regular rate. The Superintendent/Principal, the Business Manager, or the MOT director may only authorize overtime.

No classified employee may work extra time or overtime without authorization, even on a voluntary basis unless mutually agreed to in writing.

TEACHER JOB DESCRIPTION SUMMARY

Classroom Teacher

JD8101

Job Summary:

Provides an educational program for pupils in Grade K-8.

Essential Functions of this position are, but not limited to, the following:

1. Teach such subjects which are assigned based upon the Board's adopted courses of study so that students shall make reasonable progress in those subjects.
2. Provide planned learning experiences which use available time for instruction.
3. Develop such lesson plans and instructional materials necessary to adapt the curriculum to the needs of the students.
4. Establish standards of pupil behavior which conform with district standards which create a learning atmosphere in the classroom.
5. Evaluate pupil's academic and social growth, keeps appropriate records, prepares progress reports, and communicates with parents on the individual pupil's progress.
6. Identify student academic, behavioral, and health needs and seeks to solve these problems with all staff resources available.
7. Create an environment conducive to learning.
8. Maintain professional competence through participation in in-service training activities provided by the district and/or self-selected professional growth activities.
9. Perform basic attendance accounting, lunch count and school communications.
10. Supervise pupils in out-of-classroom activities during the assigned working day.
11. Plan and coordinates the work of tutors, aides, teacher assistants, and other paraprofessionals if assigned to the classroom. Assists in the evaluation of paraprofessionals assigned to the classroom.
12. Work to maintain cooperative work relationships with staff, parents, students and community.

Minimum Qualifications:

1. Appropriate CA Teaching Credential authorizing service in assigned position.
2. Education: Bachelor's degree and all courses needed to meet CA Teaching credential requirements and "No Child Left Behind" compliance.
3. Experience: Student teaching
4. Valid California driver's license.
5. CPR/First Aid training within each three-year period.

Physical Requirements of this position as listed are not exhaustive and may be supplemented as necessary with the requirements of the job. Reasonable accommodations may be used to help employee as necessary.

1. Facility to see, distinguish colors, and read printed matter.
2. Facility to hear and understand speech at normal classroom and outdoor levels and on the telephone.
3. Facility to speak in audible tones so that others can understand clearly in normal classrooms, outdoors, and on the phone.

4. Manual dexterity to use a telephone, type, write on the board and paper, and perform assigned classroom tasks using both hands
5. Facility to walk on uneven terrain such as playgrounds.
6. Physical strength and agility to lift up to 25 pounds to shoulder height.
7. Physical agility to bend, stoop, climb stairs, walk, and reach overhead.
8. Mental acuity to perform the essential functions of this position.
9. Facility to drive a car.

Supervisor: Superintendent/Principal

Board Approved January 11, 2006

LEAVES

- **CERTIFICATED:** The leave procedures for certificated employees are specified in the SMTA contract.
- **CLASSIFIED:** The leave procedures for classified employees are specified in the CSEA contract.

LEAVING CAMPUS -- CLASSIFIED & CERTIFICATED

If you are leaving campus early, you need to have your supervisor's written approval prior to leaving, and sign out on the "Employee Sign-Out Sheet" located in each school office. Also, please fill out the appropriate paperwork—Request for Leave—if required by the absence.

PAYROLL PROCEDURES

Payday is the last working day of the month. Employees are paid once a month and pay is equalized. This means that pay is divided equally over the number of months an employee is paid.

- Twelve Month Employees are paid from July through June of the following year.
- Eleven Month Employees are paid from August through June of the following year.
- Ten Month Employees are paid from August through June of the following year.

All certificated teaching staff, instructional assistants and cafeteria aides are considered ten-month employees.

Normal pay is equalized and paid per Classified and Certificated salary schedules.

All other duties performed such as classified extra duty or overtime, or certificated hourly extra duty or certificated staff development must be submitted on a timesheet for payment.

Classified-Extra Duty/Over Time - ALL OVERTIME NEEDS TO BE APPROVED IN ADVANCE!

Classified employees that are already employed with SMJUSD working extra duty or over-time in their contracted position should use the Classified Substitute Timesheet. Please remember any hour worked over 8.0 in one day is overtime. Do not include your normal contracted position hours on the timesheet. Those hours are already included in your pay. Please be specific on timesheet as to what is

being done so payroll knows how to code. Example: Transportation, Maintenance, LEAP, Special Ed. Kindergarten Aide, etc.

If a classified employee subs in a vacant position, please write the position for which you are subbing.

Certificated-Extra Duty/Over Time - ALL OVERTIME NEEDS TO BE APPROVED IN ADVANCE!

Certificated employees that are already employed with SMJUSD working extra duty should fill out this form. Please be specific on timesheet as to what is being done so payroll knows how to code. Example: Staff Development, Compliance Review, etc.

Certificated Substitute; Classified Substitute

Substitute timesheets are for substitutes not normally employed by SMJUSD subbing in vacant positions or for absent employees.

All forms are available in the office or on the district website. Please check before using old forms you may have on file—especially Request for Leave forms. Allow 10 working days prior to conference deadline to process all conference related materials.

PURCHASING & RECEIVING PROCEDURES

Care should be taken to assure that all purchases fall within the scope of the officially adopted budget.

STAFF LOUNGE

Please make the staff room a welcoming and caring atmosphere. The staff room is subject to non-staff members over-hearing what is being said. Please avoid conversations in the staff room which might make others feel uncomfortable, never betray a confidence, conduct union or other business appropriate to off-hour times. Try to keep conversations positive and professional at all times.

Maintain a clean atmosphere. Wash coffee cups and plates, return plates to cafeteria, and dispose of paper, bottles, cans, and trash before leaving the room. Please do not leave your dirty dishes and trash on the tables and counters. Be courteous.

Refrigerator – Please remove all of your leftover lunch items. Refrigerator will be randomly cleaned. Items not marked with name and date will be disposed of.

Microwave -- Please clean up any overflow created by your warming of food. Cover food when heating.

SUPERVISION OF STUDENTS

Teachers should periodically (monthly) go over the procedures and rules for playground and lunch area conduct. This will help our lunch duty supervisors.

Each teacher, will WALK THE CLASS TO THE LUNCH AREA EACH DAY. An orderly, quiet arrival sets the pattern for the rest of the lunch period. Please be aware middle school classes are in session near the cafeteria at Lillian Larsen.

Other than these responsibilities, teachers will have a duty-free lunch period for at least 30 minutes per contract.

Check student restrooms as you pass by to reduce loitering, and inappropriate behavior.

Arrive promptly to pick up students.

Maintain safe and orderly conduct by the students. (Refer to the Student Behavior section.)

Move about continually especially toward students who are playing roughly. Manage by walking around.

Students not behaving properly may be warned or, if more serious or habitual, should be immediately separated from others and given a time out for the remainder of the recess.

LEAVING STUDENTS IN CLASSROOMS-- DON'T!

You shall not leave a child in the room for any reason when an adult is not present. Furthermore, do not

leave your room unlocked when you leave the visual vicinity of the room.

****KEEP STUDENTS UNDER DIRECT SUPERVISION AT ALL TIMES****

VISITORS AND VOLUNTEERS

All visitors must check in through the office. **Do not allow visitors into your classroom without a “Pass” from the office.** Parents should be encouraged to notify the teacher at least 24 hours in advance, and teachers will notify the receptionist at the beginning of the day. Visitors or volunteers are not to be left alone with students unless fingerprinted—this includes sports and field trips.

- *Classroom Volunteers - The office needs a list of any volunteers, and the principal needs a copy of their driver's license or identification and a current TB clearance.*

WORKING CONDITIONS

Many aspects of working conditions are listed in the collective bargaining agreements. Please refer to these documents. If there are any conflicts with the contract, it supersedes this handbook.

CLASSROOM HOUSEKEEPING

Maintaining a neat, attractive room that serves as a motivation to children is an important part of teaching. Careful planning by each teacher is essential for convenient location of materials, textbooks, and classroom supplies. Items not routinely used should be stored in the Student

Services Office (if school property) or at home (if personal). School insurance does NOT cover loss of your personal items.

It is the responsibility of the teacher to see that the room is in order. If cleaning is not done properly, this should be reported to the principal; however, the general orderliness and cleanliness of the room is the teacher's responsibility. Children should share the responsibility for the care of their classrooms. Staff, with proper training and certification, may use only approved cleaners and disinfectants. Volunteers and children should never use chemicals. Careful attention should be given to keeping fire exits clear and materials stored properly. Never cover more than 20% of your walls per State Fire Marshal. Do not store items on tops of tall cabinets. Take all necessary precautions for fire/earthquake or emergency situations.

Teachers are responsible for seeing that children do not mark on the walls, desks, floors, books, or in any way damage school facilities.

Teachers and students must not stick anything including tape to the inside of the windows. The windows have expensive safety film, which can be scratched or torn by tape. When tape ages and/or gets hot it leaves its "sticky" on the surface or turns brittle and will not remove. Use poster boards or tack-able wall surfaces. Some wall surfaces, like wood, will accept small pins or non-staining "putty."

Do not allow students to put stickers in or on desks, lockers, or other school property. Lockers, which require cleaning and/or repainting, will result in a cleaning fee.

Each class has an assigned Campus Clean-up Area. Generally, it includes the sidewalk and area around the outside of the classroom including nearby planter areas. Please have the class pick up all trash in your area every Monday.

CONTACTING PARENTS

It is every teacher's responsibility to maintain good communications with each child's parents throughout the year. Keeping parents informed will resolve some problems before they become major issues. The sooner you meet and become acquainted with your parents, the smoother the road will be for you throughout the year.

***In case of poor behavior, it is the teacher's responsibility to call home for each and every incident as soon as possible.**

NEWSLETTERS and NOTES TO PARENTS

Notes to individual parents regarding their child's good or bad behavior or academic progress are highly encouraged.

LESSON PLANS

Lesson plans are an important part of every teacher's classroom procedures. Planbook (<https://planbook.com>) is being utilized for lesson plans. Clear, up-to-date lesson plans for the

week are expected to be available to administrators to check; complete weekly plans must be available to check no later than Monday at 7:30 a.m. (Lesson plans will be done at least one week in advance).

In your absence, it is expected that you leave thorough lesson plans, including your daily schedule, with seating charts for the substitute teacher in your classroom. Please do not expect the office to print your lesson plans in your absence.

Emergency Sub Plans – Please provide the site administrator with one day’s emergency sub plans and student work. An overview of your schedule and any special instructions or information about students should be included. Emergency sub plans need to be submitted by the end of the second week of school.

RECORD KEEPING

ATTENDANCE TAKING/LUNCH COUNT

Student Transfers - The following steps must be taken prior to a transfer:

- Parents must be notified of reasons and given a chance to discuss the transfer. Although the authority of the school is technically final in these matters, unless dictated by an IEP, practically speaking, the parents must support the transfer for it to be effective.
- Tell the office immediately in writing: name, previous class, new class, effective date.
- For Grades 4-8, do not put student in your computer grading without using the EXACT name and student number as the office has it. Students must have legal names on school documentation for legal purposes.

Lunch Count is done on the computer. **Please have lunch count done by 8:45 a.m.**

Lunch Accounting works as follows:

1. Teacher takes lunch count while taking attendance.
2. Teachers will line up hot-lunch students in alphabetical order and walk them to the cafeteria southeast door. Sack lunch students may enter the southwest door and go directly to tables.

Attendance shall be taken each morning for Grades TK-8 online using Aeries no later than **8:45 a.m.** Middle school classes shall take attendance each period to discourage truancies.

Late Arrivals: Students arriving after 8:15 am should report directly to the office.

Tardies: Teachers will be responsible for marking all tardies except those arriving after they submit attendance for the morning which should be completed no later than 8:45 a.m. Please send any student to the office for a “tardy slip” that arrives late to your class.

Excused Tardies - Only tardies related to medical reasons or specifically caused by the office or another staff member (and excused with a note to you) are excused.

Consequences for Unexcused Tardies - On the second unexcused tardy follow the student behavior guideline for consequences.

Parent Phone Excuses: Encourage parents to call the school office on the day of their child's absence to expedite return to class. (If parents call, text or e-mail the teacher, please tell them they must call the office.) Students who have been absent should turn in an absence note to the office—if they turn it into you, please send to the office immediately to avoid phone calls to the parent.

Readmission: Students should report directly to class after an absence. Students do not need to report to the office prior to going to class after an absence for a readmit.

CUMULATIVE RECORDS

Cumulative Records are for significant documents and comments that will be helpful in future educational decisions. They are open for inspection by parents at any time under principal or designee supervision. Parents cannot remove items from the "cum folder" (cumulative file) without principal agreement and supervision according to Board policy.

Please do not put “portfolios” or student work in the student file and you CANNOT remove items from the student file. There are procedures specified in Board policy for removing items.

Student's cumulative record folders are kept in the office. It is important that you review these files as there is important information regarding your students included in the files; however, the files are not to be taken out of the office. Under no circumstance is any student file to be taken off-site by anyone or left where students may have access.

Teachers are responsible for completing various sections of the cumulative folder when a student disenrolls (prior to sending the student record to the next school) or at the end of the year for the students they have first period including the back page of the student file with student information including grade completed and attendance information. Comments written in the cumulative folder need to be accurate and factual. Be careful that your comments have supporting evidence and anything considered hearsay information should never be included.

Confidentiality -- Student records are confidential except to parents, custodial or non-custodial. Parents have a right to see records in the presence of the records clerk or principal. Information in these records may not be shared with anyone else, even verbally. This is critical with special education and health records to conform with legal requirements.

EMERGENCY CARDS

Each school will send back-to-school packets home with students if not completed prior to school. Teachers will send Emergency Cards home along with a complete parent packet the first day. It is due back to you on the next day, and an effective tool to get the documents back is to use it as a homework assignment for points. Review each Emergency Card to make sure it is complete. The card needs emergency contacts and phone numbers. On the reverse side, it needs signatures.

Review every card and make note of medical alerts. You may want to make copies of the cards for your own reference.

REPORT CARDS & CONFERENCES

Grades K-5 use the Standards Based Reports and grades 6-8 use the Gradebook available through Aeries.

Report Cards: Go home in accordance with grading schedules and are not mailed.

It is **CRITICAL** to get completed grades **to Office by 8:00 a.m. on Wednesday at 3:30 pm or Thursday as we are planning on giving teachers time on Wednesday to prepare grades and turn in after the end of the grading period.** Teachers verify their own grades in Aeries. Report cards will be run on schedule even if they have missing grades. Teachers who turn in grades late may have to type in missing grades and recalculate the GPA for every student they have. A grading calendar with deadlines will be passed out each year

Report Cards are not to be given out ahead of the official date and time. Teachers who have students transferring and they are not using report cards which are filed in the student file, **must bring the report card and file it in the file before the student leaves.** We have a withdrawal form for parents to complete—please inform the office as soon as you know your student may be leaving so the secretary or clerk can make a parent contact.

First Conference: The first conference is mandatory for all parents. Teachers need to schedule a conference for each student in their homeroom. Use the conference to set academic goals for the student and home support activities.

Second Conference: The second conference is required for parents of students not working to potential or receiving grades below a C. Other parents may request a conference. Any possible retentions must be discussed at this time.

Progress Reports: It is imperative that parents of children having any problems (academic or disciplinary) be contacted early--preferably 5 weeks before the reporting period ends. Phone contact is encouraged when problems begin. A written progress report **must** precede the assigning of any failing grade by at least three weeks so that parents and the child will have a reasonable time to conference and/or start to improve the grade. Keep a copy of the report as documentation of parent contact.

NO SURPRISES!

Suggestions:

1. Do keep samples of each child's work to help support your conferences and grades.
2. Parents can access the student's grades through Aeries, so it is very helpful to keep your grades current.
3. Don't wait until the night before your report cards are due to start marking them. Get started early - don't rush! Take time to do a good job!

Remember; report the good as well as the bad!

Grades are for at least 3 purposes:

1. Communicate student progress to parent, student and teacher.

2. Help teacher and parent to design a curriculum to address each student's academic needs.
3. Determine placement for future courses/teachers

TEACHER MEETINGS

Teachers are expected to set aside the first Tuesday morning of each month at Lillian and the first Wednesday morning at Cappy (unless otherwise noted) at **7:30 am** for regularly scheduled staff meetings.

Also, the Board of Trustees approved the weekly professional developments every Wednesdays and it is very important that you make this time a priority to attend *and participate* for the entire time except in the event of an emergency.

TEACHER OBSERVATION and EVALUATION (Bd. Policy 4115)

Professional Growth Goals – due by October 15.

Every teacher will determine professional growth goals for the year. These include improving a particular instructional technique such as use of active participation, cooperative learning, teaching to learning modalities, etc. Be as specific as possible. Turn a copy into the principal by October 15. The principal will conduct a goals conference with each teacher being evaluated by to review the teacher's goals and establish educational, professional, and/or school-wide goals for the current year.

Formal Teaching Observation(s) and Evaluation

Informal observations may take place any time or at any frequency. They are intended to monitor what is going on in the school, help provide support for the instruction.

SMTA approved forms are to be used by administrators when evaluating certificated staff.

After at least two formal observations with written reports, a written summary evaluation will be given.

FIELD TRIP PROCEDURES

1. Request a Field Trip through the principal using two forms:
 - a. The blue "Request for Study Trip" form which, after approval, arranges for the bus and clears the date on the calendar.
 - b. Parent permission form which communicates with the parents.
2. The teacher makes lunch arrangements with the cafeteria at least **two weeks** prior to the trip – including letting the cafeteria know if there are no lunches needed so they prepare the proper amount of food. You may request sack lunches for your field trip if requested two weeks prior to the trip.

3. Due to budget limitations, students will be expected to pay field trip costs other than transportation, district will provide transportation. Classes may earn money as a class to pay for entrance fees, tickets, etc. Any fund raising activity must be approved *in writing in advance* by the Superintendent and may need Board approval under circumstances listed in policy.
4. All overnight and most out-of-county field trips will need prior Board approval. Schedule early!
5. Field trips scheduled during school time shall have educational value linked to curricular standards.

FUNDRAISING ACTIVITIES

Food Sales are governed by Board Policy and Administrative Regulation 3554, Other Food Sales, as well as Board Policy 5030, Students Wellness. Generally, the rules are as follows:

Food Sales in Grades K-5

The Governing Board may permit a student organization to sell not more than one food item per sale when all of the following conditions are met:

- (1) The specific nutritious food is approved.
- (2) The food sales do not begin until after the close of the regularly scheduled midday food service period.
- (3) The sales during the regular school day are not of food items prepared on the premises.
- (4) There are no more than four such sales per year per school.
- (5) The food item sold is not one sold in the food service program at that school during that school day.

Food Sales in Grade 6 – 8

A student organization or organizations may be approved to sell food at any time during the school day, including the regularly scheduled food service period(s) as provided in (1) and/or (2)

- (1) Only one such organization each school day selling no more than three types of food or beverage items such as confections, popcorn, nuts, fruit, or drinks, and/or
- (2) Any one or more student organizations may conduct no more than four food sales of any food items during a school year in each school, but such sales shall be held on the same four days for any or all organizations.

ROLE DESCRIPTIONS & RESPONSIBILITIES

ALL STAFF

1. Will welcome students with disabilities as members of the typical education class.
2. Communicate with parents as needed.
3. Coordinate & Collaborate throughout the school.
4. At Lillian Larsen, a referral to the Site Screening Committee should be made prior to recommending to SST. (Forms are available from the school secretary.)
5. Promote success of all students

SPECIAL EDUCATOR

1. Provide agreed upon instructional modifications & accommodations as required.
2. Coordinate individual student planning teams and develop a regular schedule of those meetings.
3. Provide ongoing, systematic planning for students with disabilities to include appropriate assessment, writing IEP's, and related documents, writing individual student programs, and making revisions.
4. Collaborate with teacher and team to create appropriate IEP objectives, adaptations, student schedules, peer interactions, and to provide other necessary support to the classroom.
5. Provide the teacher and paraprofessionals with information on disabilities, medical concerns, and equipment operation.
6. Collaborate with teams to schedule and supervise roving paraprofessionals.
7. Gain knowledge of grade level standards to facilitate coordination of goals and objectives for students with disabilities with the general curriculum.
8. Monitor student achievement.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (see AR 6164.6)

Eligibility

A disabled student eligible for services under Section 504 is one who (a) has a physical or mental impairment that substantially limits one or more major life activities, including learning, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. (Code of Federal Regulations, Title 34, Part 104.3)

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Examples of students with such impairments include, but are not limited to:

1. Students with typical ability to learn but who have mobility impairment.
2. Students with a typical ability to learn academically but who require occupational or physical therapy in order to function physically.

3. Students with emotional disabilities manifested by behavior problems, which result in exclusion from classes or school. *In some, but not all, circumstances, individuals with attention deficit disorder or attention deficit hyperactivity disorder may qualify even if they do not qualify under Special Education*

Indications of a possible disability that significantly interferes with learning include, but are not limited to the following. *The district will not diagnose a medical condition but will work cooperatively with parents and their doctors to provide information, which the doctor can use in the diagnosis.*

1. Medical conditions such as severe asthma or heart disease
2. Temporary medical condition due to illness or accident
3. Poor or failing grades over a lengthy period of time

Referral and Identification Procedures

1. Any student may be referred by a parent/guardian, teacher, other certificated school employee or community agency for consideration of eligibility as a disabled student under Section 504. This referral should be made to the school site principal.
2. The Student study team shall promptly consider the referral and determine whether an evaluation under this procedure is appropriate. This determination shall be based on a review of the student's school records (including academic, social, medical and behavioral records) and the student's needs. Students requiring evaluations shall be referred to appropriate evaluation specialists.
3. Release of information forms should be signed at the meeting.
4. If a request for evaluation is denied, the Student study Team shall inform the parents/guardians of this decision and of their procedural rights as described below.

Accommodation Plan

1. When a student is identified as disabled within the meaning of Section 504, the Student study Team shall determine what services are necessary to ensure that the student's individual education needs are met as adequately as the needs of non-disabled students.
2. In making this determination, the Student study Team shall consider all significant factors relating to the learning process for the students, including his/her adaptive behavior and cultural and language background. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the parent/guardian.
3. The parents/guardians shall be invited to participate in the Student Study team meeting where services for the student will be determined and shall be given an opportunity to examine all relevant records.
4. The Student Study Team shall develop a written plan describing the disability and specifying the services needed by the student. A copy of this plan shall be kept in the student's cumulative file. The student's teacher and any other staff who provide services to the student shall be informed of the services necessary for the student, to

the extent that they need to be informed in order to provide for the student in the school setting.

5. If the Student Study Team determines that no services are necessary for the student, the record of the committee's meeting shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
6. The disabled student shall be placed in the regular educational environment unless the district demonstrates that a more restrictive placement is required in order to meet the student's needs. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
7. The parents/guardians shall be notified in writing of the final decision concerning services to be provided, if any, and of the Section 504 procedural safeguards, including the right to an impartial hearing to challenge the decision.
8. The district shall complete the identification, evaluation and placement process within a reasonable period.
9. The student's plan shall include a schedule for periodic review of the student's needs and indicate that this review may occur sooner at the request of the parent/guardian or school staff.

Review of the Student's Progress

1. The Student Study Team shall monitor the progress of the disabled student and the effectiveness of the student's plan. The committee shall periodically determine whether the services are appropriate and necessary and whether the disabled student's needs are being met as adequately as the needs of non-disabled students.
2. A reevaluation of the student's needs will be conducted before any subsequent significant change in placement.

Procedural Safeguards

Parents/guardians shall be notified in writing of all district decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: Code of Federal Regulations, Title 34, Part 104.36.

1. Examine relevant records
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
3. Have a review procedure

Notifications shall also set forth the procedures for requesting a hearing, the name, address and telephone number of the person with whom the request should be made, the fact that reimbursement for attorney's fees is available only as authorized by law.

The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers

shall not be employed by or under contract with the district in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:

1. Within 30 days of receiving the student's accommodation plan, set forth in writing his/her disagreement and request that the school principal and Student Study Team review the plan in an attempt to resolve the disagreement. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to attend the meeting at which the review is conducted.
2. If disagreement continues, request in writing that the Superintendent or designee review the plan. The review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to meet with the Superintendent or designee to discuss the review.
3. If disagreement continues, request in writing a Section 504 due process hearing. The request shall include:
 - a. The specific nature of the decision with which the parent/guardian disagrees
 - b. The specific relief the parent/guardian seeks
 - c. Any other information the parent/guardian believes pertinent

Within 20 days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. The 20 days may be extended for good cause or by mutual agreement of the parties.

Within 45 days of the selection of the hearing officer, the Section 504r due process hearing shall be conducted and a written decision mailed to all parties. The 45 days may be extended for good cause or by mutual agreement of the parties. The Superintendent or designee shall represent the district at this hearing.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504
2. Present written and oral evidence
3. Question and cross-examine witnesses
4. Receive written findings by the hearing officer

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

CLASSROOM TEACHER

1. Implement agreed upon modifications and accommodations.
2. Collaborate with the planning team at regularly scheduled meetings
3. Collaborate with the team to give input for IEP objectives and necessary program revisions.
4. Collaborate with special education staff regarding needed adaptations (including material, environment, support, and presentation options.)
5. Provide special education staff with information on curriculum themes, schedules, classroom expectations, and activities.
6. Model appropriate ways of interacting with students.
7. Provide disability awareness activities with support from special education staff.
8. Facilitate positive social relationships among children.
9. Monitor student achievement.

PARAPROFESSIONALS

1. Help implement instructional programs under the guidance of the teaching staff for students under the guidance of special education staff, implement adaptations, take data, keep anecdotal records, assist other students in the classroom, facilitate the development of friendships, answer questions about disabilities, and support teachers in various ways.
2. Support resources are fluid and will change dependent on activity and support needed.
3. Collaborate with teachers and other staff

TEXTBOOK CHECKOUT PROCEDURES

Textbook checkout and accounting is very important. Done well it teaches responsibility to students and saves money -- *a great deal of money*.

1. Make sure the books are covered. You may need to teach students how to cover their books--almost anything will do such as brown grocery sacks, butcher paper, or waxed paper.
2. Make sure the student's name is written in ink on the inside cover of the book. Have your name written there also.

Please do the following at least at the end of *each quarter*.

3. Please have a book check of all school texts. Check that the number on the book matches your records for who checked out that book. Some textbooks are checked out through the librarian who can supply a list for you if requested.
4. Make sure the books are covered and student name is in book.
5. Students with missing books should be given the missing textbook letter (filled out appropriately) to be taken home, signed by the parents and returned to you. A copy of the letter must be given to the Student Services Specialist who will collect the money and notify you.

PETS

Board Policy 1335 states that no animals/pets are allowed on campus in order to provide a safe and healthful environment for all who study, work and play. Animals/pets can pose a threat to the health and safety of the campus community as well as to a healthful educational environment through allergy, excessive noise, animal bites, and disease transmission (fleas, ticks, viruses, parasites, etc.)

The district appreciates that many staff, faculty and students love and care for their pets as “members of their family.” Service animals are an exception to this policy. This policy applies to all staff, faculty, students, contractors, visitors, and volunteers who access campus buildings, facilities, grounds, campuses, and property.

RUGS AND FURNITURE

Prior approval by MOT and the site administrator is required.

Any rug placed in classrooms must meet the following criteria:

1. Be flame-proof
2. Have no frayed or loose ends
3. Be professionally cleaned at teacher expense at least once a year

Any furniture not normally provided for classroom use (chairs, pillows, etc.) must meet the following criteria: No sofas are permitted.

1. Be flame-proof
2. Be professionally cleaned at least once a year

USING INSTRUCTIONAL VIDEO/DVDs EFFECTIVELY & LEGALLY

These suggestions may help you get more instructional benefits from films as well as protect you from incorrect or illegal use. Please refer to Board Policy, Administrative Regulation and Exhibit 6162.7 regarding Audio Visual Materials.

Board Policy 6162.7

Instruction

USE OF AUDIO-VISUAL MATERIALS

The Governing Board recognizes the occasional use of audio-visual materials may be appropriate and/or beneficial to the learning process. The Board directs staff to develop guidelines for the use of such materials which includes appropriate controls to both limit the use of the materials and to insure that materials shown are age-appropriate, have an educational value tied to the curriculum and that parental approval has been obtained as necessary and appropriate.

Using Video/DVDs Effectively (Please see excerpt from AR 6162.7 below)

1. Preview materials to determine the basic concepts, format and suitability.
2. Use the film's teacher guide if available.

3. Use the media to meet specific lesson objectives.
4. Only use the parts of the media needed to illustrate your lesson objective. Stop and/or replay as needed to emphasize a point.
5. Discuss the program in advance to help the class know what to look for. Provide students with a viewing assignment such as key questions or find concepts, etc. Use a follow-up discussion.
6. Evaluate the lesson. Consider how the lesson might be improved next time.
7. In the event a parent does not grant permission for their student to view the material, an alternate assignment corresponding to the curriculum being covered shall be provided for that student. (BP 6144, Controversial Issues)

Using Copyrighted and Broadcast Television.

Federal guidelines now exist to help you use media legally. The suggestions below are summarized from the Federal guidelines to avoid future problems.

1. Do not record or use pay television shows from a cable service without written consent of the copyright holder. Example: no HBO or Disney Channel recordings.
2. Programs recorded off the air may be used up to twice within 10 school days from the broadcast. After the first 10 school days, the program may only be viewed for evaluation purposes for possible purchase. Erase the show within 45 days.
3. Many different types of media say "For Home Use Only." This means a non-profit educational institution may use it as part of a face-to-face teaching activity as part of the instructional program, not as recreational or entertainment. Therefore, privately owned or rental DVD videos should have administrative approval before use. A video used as "good behavior reward" may be justified as part of the instructional program if a classroom or school-wide behavior plan is clearly documented as related to instructional effectiveness.
4. Only "G" rated materials may be used in Grades K-5, additionally "PG" rated materials may be shown in Grades 6 – 8. When any media/video exceeds the approved grade-level rating, you must get the Superintendent's approval prior to requesting parent permission to view with the approved permission form.
5. The district does not condone violation of any copyright laws. Legal restrictions on the use of audio-visual materials are to be strictly adhered to by all staff. (cf. 6162.6 – Use of Copyrighted Materials)
6. If in doubt as to the suitability of any media (visual, auditory, etc.), don't use it! Err on the conservative side.

EXCERPT FROM AR 6162.7, USE OF AUDIO-VISUAL MATERIALS

GUIDELINES

At a minimum, the movie rating system established by the Motion Picture Association of America shall be strictly adhered to. No videotape which has a motion-picture rating of "R" or "NC17" or "X" will be permitted to be used in any case under any circumstance.

The use of commercial videotapes and video clips is permitted according to the following restrictions:

Elementary (grades K-5):

- Only “G” rated movies may be shown unless an exception is granted by the Superintendent.
- Any movie/media rated “NR” requires preview by an administrator and approval of the Superintendent.

Middle School (grades 6-8)

- Only “G” and “PG” rated movies may be shown.
- Any movie/media rated “NR” requires preview by an administrator and approval of the Superintendent.
- Excerpts from “PG-13” rated movies that directly support the curriculum may be shown and only with advanced parental permission, using the district-approved permission slip at Exhibit B. In the event a parent does not grant permission for their student to view the excerpts, an alternate assignment corresponding to the curriculum being covered shall be provided for that student. (cf. – 6144 – Controversial Issues)

EDUCATIONAL RESOURCES and SERVICES

County Office of Education

San Luis Obispo County Office of Education – Educational Services 782-7260
Human Resources 782-7233
Human Resources – Fax 541-1105

Human Services

Employee Assistance Program 1-800-999-7222

Website: anthemEAP.com [enter SISC to log in]

Free confidential help 24 hours a day, 7 days a week

Alcoholics Anonymous 466-8175/541-8600
Alcohol Services Educational Services 461-6080
American Red Cross 543-0696
Chemical Dependency Recovery Program-French Hospital 544-5353, ex 122
CAPSLO – Children’s Services (Child Abuse Prevention) www.capslo.org 544-4355
CWS - Child Abuse Reporting
http://ag.ca.gov/childabuse/pdf/ss_8572.pdf (form) 781-1700
CWS – After hours line 781-5437
CWS – **Fax line 781-1701**
Child Care Resource Center - EOC 466-3444
Crisis Hotline 211
Drug Program - SLO County 544-4722
Healthy Families 466-5465/1-800-880-5305
Juvenile Services 549-5352
LINK Family Resource Center 466-5404
Operation School Bell 462-4254
Sheriff’s Dispatch 781-4550
Sheriff’s Dept. North County Station, Templeton 434-4290
Tobacco Control Program (Smoking Cessation Programs) SLO County 781-5564
Toll Free California Smokers’ Helpline 1-800-NO-BUTTS (622-8887)