

**CLAYTON VALLEY CHARTER
HIGH SCHOOL**

STAFF HANDBOOK



2018 – 2019

TABLE OF CONTENTS

Welcome	5
Five Key Goals	6
Administrative Team	7
School Mission & Vision	8
Schoolwide Learner Outcomes	9

CULTURE OF PROFESSIONALISM

Faculty/Staff Attendance	10
<i>Faculty/Staff <u>Unplanned</u> Absences</i>	10
<i>Faculty/Staff <u>Planned</u> Absences</i>	10
Class Coverage	10
Absence Procedures (AESOP)	10
Communication	11
Food / Beverages	12
Grading and Returning Student Assignments	12
Professional Dress	12
Personal Property	12
Parking	12
Keys	12
Staff Identification	13
Student Supervision	13
Staff Meetings and Office Hours	13
Recommendations for a Culture of Professionalism	13
Professional Boundaries: Staff/Student Interaction	14
Duty to Report	14
Use of Digital Media	14

TEACHER RESOURCES

Copy / Rizo use	16
School Supplies	16

PROCEDURES FOR TEACHERS

Substitute Plans	17
Student Attendance	17
Hall Passes	17
Prep Periods	18
Student Support	18
Classroom Observations & Evaluations	18
Classroom Visitors	18
Classroom Videotape and Film Restrictions	18
Activities	19
Field Trips	19
Permission Slips for Students	19
Technology Policy	19

Fundraising and Donations	19
Library	20
Achieve 3000	20
Syllabi	20
Staff Web Page	20
Progress Reports	20
PowerSchool	20
Purchasing Policy	20
Petty Cash Policy	20
Conferences and Workshops	21
Event and Maintenance Request	21
Remodeling/Painting Requests	21
Care of Classroom	21
Emergency Procedures	21

TEACHER PROFESSIONAL DEVELOPMENT

Professional Development Time.....	22
Support for New Teachers	22
External Professional Development Opportunities	22

EXPECTATIONS FOR CLASSROOMS & INSTRUCTION

Whiteboard Configuration Model.....	23
Instructional Guides and Benchmark Testing	24
Grading Policies	24
Student Homework	25
Make-up Assignments for Absences	26
Alternative Work Due to Injury, etc.	26
Failure Free Zone	26

TEACHER EVALUATION PROCESS

Teacher Evaluation Process	28
Formal Lesson Observations	28

POLICIES / DISCIPLINE FOR STUDENTS

Daily Student Behavior.....	29
Three Step Classroom Discipline Policy.....	29
Automatic Referrals	29
Submitting Referrals	29
Student Dress Code Policy	30
Cell Phone / Electronic Devices Policy	31
Student Tardy Policy	32
Academic Integrity Policy	32
CVCHS Technology Use	33

Behavior Consequences	34
ED Code Reference Guide	35

IMPORTANT LEGAL REQUIREMENTS/NOTIFICATIONS

Confidentiality of Student Information	37
Conduct with Students	37
Assessment of Threats	37
Child Abuse Reporting	37
Sexual Harassment Policy	38
Nondiscrimination Policy	39
Student Fees	39

APPENDIX

- Bell & Rally Schedule
- Classroom Walkthroughs
- Code of Conduct
- Cornell Notes
- Discipline Matrix
- Evacuation Maps
- Hall Pass Log
- Laptop/Tablet Care Guidelines
- List of Front Office Extensions
- Parent Communication Record
- School Academic Calendar
- School Site Map
- Student Contract
- The Case Against the Zero

Dear CVCHS Faculty and Staff:

Welcome to Clayton Valley Charter High School!

It is a year of great opportunity at Clayton Valley Charter High School and I am excited to be moving into my second year as your principal. It is clear that we are blessed with a dynamic student population and the resources to ensure that students get the top education they deserve. I believe if we do three simple things we will reach our full potential. First, we put the needs of the students first. Second, we will make decisions based on the needs of the school before the preferences of individuals. Finally, we will strive every day to remember that our primary task is to evaluate the effect of our teaching on our student's learning and achievement.

The goal at CVCHS is unique and a reason to be proud to be connected to the school. Preparing our students to be solid citizens with a top education is a strong statement about the teachers, students and parents at CVCHS. The goal communicates that CVCHS believes in the development of the spirit and character of its students as well their academic success. This is a lofty goal, but achieving it takes hard work from all the adults on campus. Our goal this year is to re-focus and enrich the culture to allow us to make academic success and strong character development a reality.

I know that this cannot be accomplished much without a solid team. I have a role on the team and I will be diligent in my effort to be visible, approachable, and resolute in reaching our goals. I will ask you to be just as committed to your role as part of the team and to put the needs of your students first. We put the good of our students first and everything else we can solve through honest collaboration. Relationships make us better and build strong core for our work. Building on these fundamentals will be an important focus for my second year.

Finally, as we begin another school year, it is so important to remember the magnitude of what we do. Our work is challenging, but few professionals enjoy the rewards that comes from our students realizing their full potential. I look forward to working with you all to achieve our goal of providing the best educational experience for every student.

Go Eagles,

Jeff Anderson
Principal

FIVE KEY GOALS

- Establish a positive, professional, productive, and innovative culture
- College and career readiness for CVCHS students is our vision to prepare our students for success in the 21st century
- Literacy is the key to college and career readiness. All teachers must be committed to teaching literacy in their content area
- Character education is the other key goal to empowering students for success in their lives; our society depends on it
- The common core state standards are the curriculum which we will implement with fidelity

Professional Development Plan Goals

Goal # 1: Continue to Improve Effective Instruction

- 1.1- Developing mastery of Marzano's 9 highly effective instructional strategies
- 1.2- Continue to unpack essential content standards/CCSS and build highly effective lessons with rubrics
- 1.3 - Understanding the Rigor/Relevance Framework and developing Quadrant D lessons

Goal # 2: Implementation of Common Core across all Subject Areas

2.2 – Improving Student Literacy Skills

- 2.2.1 – Essential Questioning
- 2.2.1- Academic Vocabulary
 - Improve student acquisition of academic voc. across all content areas
- 2.2.2- Reading skills
 - Achieve 3000
- 2.2.3- Writing skills
 - Cornell notes
 - Effective summarizing techniques
 - Argumentative writing utilizing evidence; such as:
 - Toulmin method
 - TAHG Thesis writing, UC Berkeley
 - Stanford writing program
 - Developing common writing rubrics
- 2.2.4- Speaking skills
 - Facilitating effective Socratic Seminars
 - Developing common rubrics for speaking skills and presentations

2.3 – Improving Technology Literacy of staff and students

- 2.3.1- Overview of Educational Technology
- 2.3.2- Digital Standards
- 2.3.3- Digital Citizenship
- 2.3.4- Educational technology tools to help support rigor and relevance targets and 21st Century skills

2.4- Ensuring College and Career Readiness

- 2.4.1- 21st Century Themes and Skills

Goal # 3 Facilitate Character Education in the classroom

- 3.1 – Train staff on Character Counts philosophy, 6 pillars, and implementation strategies

CVCHS Administrative Team

I am very pleased to introduce to you our CVCHS administration. We have an outstanding team that is committed to meeting the needs of all students and insuring they are on track for success in school and in life.

On routine issues concerning each of the following, please go to the appropriate administrator. If you need an administrator IMMEDIATELY, call the office and request urgent administrative assistance. (Refer to the List of Extensions in Appendix.)

<p>Jeff Anderson Principal Science, PE, ROP</p>	<p>Alison Bacigalupo Operations Director IT, Custodial</p>
<p>Megan Moilanen Director of Curriculum / Instruction / Assessment and Professional Development English</p>	<p>Diane Bailey Fiscal Director</p>
<p>Bill Morones Director of Administrative Services & Guidance Social Science & World Language</p>	<p>Helen Bendoyro Admissions Officer</p>
<p>Ashlee Lung Director of Student Services & Special Education Special Education & VAPA</p>	<p>Janet Thys Manager of Administrative Services</p>
<p>Chalio Medrano Director of Discipline & Attendance Math & New Teachers</p>	<p>Wendy Bumbaca Administrative Assistant</p>
<p>Cynthia Ortiz Front Director of Special Education School Psychologist Special Education</p>	<p>Bob Ralston Athletic Director</p>
<p>John Bowers Dean of Character</p>	<p>Greg Rosewell Leadership</p>
<p>Kathleen Coakley Coordinator Instructional Support New Teachers</p>	<p>Lisa Roth Guidance Counselor (students A-F)</p>
	<p>Vel Snider Guidance Counselor (students G-M)</p>
	<p>Sara Domian Guidance Counselor (students N-Z)</p>
	<p>Danielle Rush 9th grade students Guidance Counselor</p>

School Mission

The mission of Clayton Valley Charter High School (CVCHS) is to unite our stakeholders, including students, teachers and staff, parents, and community members, in a common goal to diligently prepare all students for success in the 21st Century. We believe in instilling timeless principles and fostering a culture of excellence with ***RIGOR, RELEVANCE & RELATIONSHIPS***.

Shared Vision for Clayton Valley Charter High School

The goal of the students, teachers, staff, parents, and community members of Clayton Valley Charter High School is to have the flexibility to develop and sustain traditional and innovative programs and practices that will promote student acceleration in all academic, social, and civic areas to prepare them for entrance into the global community as skilled participants ready to achieve their post-secondary goals.

CVCHS will improve student achievement by:

- GOAL 1: Establishing a positive, professional, productive, and innovative culture
- GOAL 2: Preparing our students for College and career readiness in order to succeed in the 21st century
- GOAL 3: Committing to teach literacy in their respective areas as it is the key to college & career readiness
- GOAL 4: Empowering students for success in their lives through Character education
- GOAL 5: Implementing the common core state standards

Schoolwide Learner Outcomes

Clayton Valley Charter High School will prepare students to excel in the 21st Century skills of:

College and Career Readiness – *as evidenced by:*

- Students' eligibility to meet college entrance requirements
- School wide completion of career exploration activities
- CAHSEE, CST, EAP, ACT, SAT, and AP data
- College acceptance and graduation data

Character Education – *as evidenced by:*

- Positive citizenship in the classroom, at school, and in the community
- Respect for diverse cultures, lifestyles, and ideas
- Successful participation in programs on campus designed to strengthen character
- Student volunteer service on and off campus
- Data collected from discipline statistics

Critical Thinking – *as evidenced by:*

- Mastery of the Common Core State Standards
- Successful completion of essays, lab write-ups, student projects, and other assignments that reflect use of logic, analysis, and conceptualization across content areas
- Instructional activities that require students to define problems, analyze assumptions and biases, consider other interpretations, and tolerate ambiguity

Communication – *as evidenced by:*

- Presentations, speeches, debates, Socratic Seminars, and other activities designed to promote effective verbal skills
- Essays and other written assignments that demonstrate clarity, organization, and other elements of strong writing
- PowerPoint and other electronic communication media that reflect the most current and relevant use of tools and strategies to produce high-quality, professional presentations
- Participation in extra- and co-curricular activities and clubs that promote listening and speaking skills

Collaborative Problem-solving – *as evidenced by:*

- Classroom partner and group work that reflects shared responsibility and effective interaction
- Teamwork that supports and builds on individual members' strengths and challenges

Culture of Professionalism

Faculty/Staff Attendance

All employees are expected to support students at all times through being punctual. It is expected that staff arrive 15 minutes prior to their first period of the day. Maximizing instructional time with students is the highest priority for all staff.

Prep-Period - Attendance

If you need to leave during the workday and will not be on campus during your prep period, you must have Administrative approval and notify the Main Office. This will help us know your location in case colleagues or parents are trying to contact you or your status in case of an emergency. If your prep period is 1st period, you need to arrive to campus 15 minutes prior to the start of first period. If your prep period is 6th period, you need to remain on campus during this entire period.

Faculty/Staff Unplanned Late Arrival/Absences

Please schedule appointments (doctor, dentist, etc.) after school and not on Wednesdays to avoid not participating in professional development opportunities. If you are unable to schedule appointments after school hours and/or in the event that you will be absent from school on an unplanned basis, ensure to enter your absence into Aesop as soon as possible to ensure classroom coverage. Attach your lesson plan information, any applicable documentation and include your parking space number in the comment section so the substitute has a location to park. In the event of an emergency or when the need for a substitute is one hour or less, contact the main office as soon as you can to cover the absence. If the absence is one hour or less than your scheduled start time, the Main Office staff will need to enter the absence for you.

If you will be late, please call the Main Office as soon as possible to ensure that class coverage is arranged until you arrive.

Faculty/Staff Planned Tardies/ Absences

In the event that you know you will be late/absent in advance (e.g., conference, doctor's appointment), please enter your absence into Aesop as soon as possible to ensure classroom coverage. To ensure, Attach your lesson plan information, any applicable documentation and include your parking space number in the comment section so the substitute has a location to park. To ensure fairness to you colleagues, please provide adequate notice for planned absences i.e. conferences.

Class Coverage (Single Period)

It is an administrator's responsibility to seek appropriate coverage for teachers who will be absent for single periods. Administrators will always seek coverage from a substitute teacher before asking CVCHS teachers to cover others' classes. Teachers can arrange single period coverage from other teachers on prep period but must always report the arrangement to his or her supervising administrator as well as Janet Thys and/or Michelle Hull. Absences for non-school business will result in the appropriate deduction in leave. For temporary coverage (e.g. bathroom break), a phone call, email or note to the administrators and/or to the office manager will result in an approved school staff member sent to cover your class. Teachers who abandon the classroom put themselves at risk from a liability perspective. A school staff member covering a class without administrative permission is a legal and contractual violation that may result in disciplinary action against the offending employee.

Absence Procedures (AESOP)

Please enter your absence into Aesop as soon as possible to ensure classroom coverage. Attach your lesson plan information, any applicable documentation and include your parking space number in the comment section so the substitute has a location to park Please contact Michelle Hull, the Front Office Secretary, at x 3114 with any questions you may have about Aesop.

Communication

Good communication is the foundation of a great school. Each staff member is responsible for communicating frequently and in an easily understandable manner with students, parents, and other staff members. **Only use email and mailboxes for school use.** Methods for communicating among various groups include:

- **Email** – Check your CVCHS email at least once a day. Most school communication will be via email including updates and general information. It will be used for important information and you are responsible for this information. Employees should have NO expectations of privacy when using Clayton Valley Charter High School email. **Please do not reply to “all” on mass emails. Any email messages to be sent to a broad audience, all staff, etc. are to be pre-approved by administration prior to being sent. Further, the weekly bulletin can be used for sharing information. Be sure to submit bulletin announcements by noon on Friday for the following Monday to Janet Thys.**
- **Mailbox** – Check your mailbox each morning. **Do not send students to retrieve your mail** because it may contain confidential information. **Do not leave keys in your box.** Confidential materials should be placed in a sealed envelope – this includes but is not limited to student information, faculty information, progress information, and IEPs. Teachers also need to avoid discussing confidential information in the open or otherwise disclosing that information to unauthorized individuals, as it might compromise the school’s legal/confidentiality obligations. Your mailbox is for school use.
- **Announcements/Weekly bulletin** – Student announcements are made over the intercom the beginning of first period on Tuesday and Friday. A weekly staff bulletin is sent via email on Tuesday.
- **Media** – All on-campus media requests must be approved by the administration prior to any media personnel being allowed on campus. Advance notice is required. Please be sure to respect this process at all times.
- **Phone calls** – Phone messages will either be directed to your voice mailbox or a hard copy message will be left in your mail box in C3. If there is an emergency, the secretaries will have an administrator or security personnel deliver the message to your room immediately. *Your phone should not be used to receive, or make personal phone calls during class time. Teachers should not be on their cell phones when students are present. We need to model our cell phone expectations to students.* Personal business should not be conducted on school time. You may utilize your personal time at brunch, lunch, prep period and before and after school.
- **Voicemail** – Ensure that you setup/update your voicemail greeting. Establish a regular routine for checking your voicemail. It is fine to include the phone number for your room on your course syllabus. You need to also include the appropriate times to reach you so that none of your classes are interrupted.
- **Communication response time** – It is very important that we honor our communication with colleagues and parents. Please adhere to the following guidelines when responding to communications initiated by faculty, staff or parents.
 - **To faculty and staff members – within 24 hours*** with a note, email, phone call or in person.
 - **To parents – within 24 hours*** (sooner if possible) with an email or phone call. Faculty **must keep a record of contact** (see Parent Communication Record form in the Appendix) with parents and identify whether contacts were made or attempted.
 - *The 24-hour return communication window excludes weekends and holidays.
- **Communication with Parents** – It is important that you secure the cooperation of the parents of the students you teach. Teachers are expected to be the frontline of communication to parents regarding student progress both positive and negative.
 - **It is also the faculty’s responsibility to set up appointments to meet with parents and students when they have concerns or when the teacher is concerned about student behavior or academic performance.**
 - When dealing with parents, if they become abusive on the phone, tell them politely you are going to hang up if they continue to yell or use profanity. Be sure that you are not raising your voice. Inform them that you would be happy to arrange a conference with them and an administrator at a later time. Then call or contact an administrator.

- If a parent comes to your classroom uninvited please inform the office immediately. All visitors must first report to the office to be signed in. All visitors to your room should have on an official visitors pass to let you know it is okay for them to enter your room.
- **Communication with Parents about Grades of “D” or “F”**
If a student receives a grade of a “D” or an “F”, the standard school-wide progress report is not sufficient. Parents are to be contacted as soon as the grade drops to these levels (utilize the Parent Communication Record form in the Appendix):
 - If a student receives a “D” the parent **should** be contacted
 - If a student receives an “F” the parent **must** be contacted
 - All teachers must complete and submit Senior Deficiency forms as appropriate

Be aware that any formal written correspondence representing CVCHS, outside of general, day-to-day business like progress reports and email correspondence must have administrative approval before going out (e.g. program donation request).

Food and Beverages

Food and beverages in the classroom are potentially damaging to the facility and the learning environment. No food or beverages (other than water) are allowed in the classroom without Administrative approval. CVCHS is not responsible for any food or drink deliveries from outside sources, Deliveries will not be made to classrooms. ***Students must wait till the bell rings. All deliveries must be made to Front office only. Students may not leave the classroom to pick up the food. Food is to be retrieved and eaten during LUNCH time Only.***

Grading and Returning Student Work

Be sure to score and return students assignments (essays, projects, exams, etc.) in a timely manner to provide students and parents an opportunity to review teacher grading and comments.

Professional Dress

As our image is an important component of our school culture, staff members are to dress professionally at all times. Business casual dress is expected and CVCHS attire is encouraged.

Personal Property

Staff that brings personal property to school need to be aware that CVCHS is not responsible for any loss or damage to such personal property and those employees will not be reimbursed for the theft or loss of personal property (i.e., special chairs, personal books, etc.).

Parking

All CVCHS faculty and staff will be provided an assigned/numbered parking space and one free annual faculty/staff parking permit that is valid for the entire academic school year (through the end of June). CVCHS faculty and staff are:

- responsible for obeying all posted parking signs and notices
- required to park ONLY in their assigned, numbered parking spot (in either the main staff lot or the lot adjacent to the Auto Shop area). If your spot is unavailable, please go to the Visitor parking area.
- responsible for displaying the faculty parking permit in their cars at all times
- responsible to lock gates upon arrival and departure (Lot 2, H-Wing and A-Wing)

CVCHS will *not* be responsible for any parking citations or violations that are received by faculty or staff.

In the event that the parking permit of a CVCHS faculty or staff member is lost, misplaced or stolen, it will be the responsibility of the faculty or staff member to purchase another faculty parking perming (\$15 for the 2017-18 academic year).

Keys

Staff members who are assigned keys will receive their keys from the CVCHS Main Office. A CVCHS ID card or other valid ID will be required before the CVCHS Main Office will distribute keys to a staff

member. Keys are assigned by the Facilities Department from the Main Office and tracked via PowerSchool. All keys for filing cabinets and storage in classrooms should be obtained from the Main Office in order to ensure that administrators have access to cabinets and storage when staff members are not available. **Staff Keys are never to be lent or given to students or parents; they are only to be handled by staff members.**

Staff Identification Badges

For the 2018/19 school year, all staff will be issued and expected to wear an I.D. badge. The badge makes it easy to identify staff members at CVCHS. The purpose of this new policy is for campus safety. CVCHS is a big busy place that has a large staff and frequent visitors.

The I.D badges allow for the quick identification of staff. Conversely, it helps staff quickly determine if someone needs help with directions or may pose a potential threat. The badges will be issued at the opening of the school year and will be expected worn and be obviously visible to another person.

Staff and student safety is our highest priority and this will help ensure we meet that goal.

Student Supervision

Teachers should never leave students unsupervised in their classrooms. **Windows in the doors should always remain unobstructed.** These precautions are for the safety and security of both students and teachers. School staff is legally responsible for the safety and security of all students during school hours. Any school staff members that are in violation of this requirement will be subject to disciplinary action.

School Meetings and Office Hours

All CVCHS faculty are to maintain regular office hours to meet and support students in their classes. Every faculty member should provide students with at least two office 30 minute options each week. There are mandatory school-wide office hours every Thursday from 2:30 pm to 3:00 pm. Office hours need to be held twice a week after school, one day being Thursday and the other day at the teacher's discrepancy on Monday, Tuesday or Friday (Monday and Tuesday preferred). Faculty is to submit their office hours to Guidance by August 14th. Office hours are to be scheduled and posted inside and outside of the classroom and on teacher's websites.

Faculty will regularly attend all faculty and department meetings; all SST, IEP, 504 meetings where your presence has been requested, unless you attain prior approval from your administrator. These meetings are treated as part of the workday; unapproved absences will be noted.

Staff Meeting Schedule

Each Wednesday of every month will include the following meetings (Schedule will be sent monthly)

- Professional Development
- Department Meetings
- Staff Meeting

Tips and Recommendations for a Culture of Professionalism at CVCHS:

- Dress professionally
- Post office hours on webpage and inside and outside of your classroom
- Greet students at the door and keep an eye in the hallway during passing period
- Post assignments daily
- Refer to colleagues as Mr., Ms. or Mrs.
- Embrace collegiality, teamwork, and collaboration
- Be punctual and participate in the collaborative process
- Keep passwords confidential

- Do not loan your school keys to students or parents at any time
- Student work is assessed and recorded in grade book in a timely manner (1-3 days)
- Contact parents as soon as possible when students begin to fail
- Classroom doors are to remain unlocked during teaching hours unless the class is not in the classroom.

Professional Boundaries: Staff/Student Interaction

Clayton Valley Charter High School (“CVCHS”) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

Professional Boundaries

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Trespassing the boundaries of a student/CVCHS employee relationship is deemed an abuse of power and a betrayal of public trust. All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable employee behavior. (See Examples section below.)

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?” Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she should speak to this staff member if the violation appears minor, or report the matter to the school administrator. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation.

Use of Digital Media by Staff to Communicate with Students

Any participation by any CVCHS employee with students, including through the use of media or technology, should always be limited to school business. Staff is to contact the Office Manager to verify if their students’ parents have granted permission for their student to be photographed, video-taped, etc. via the Media Release Form.

Participation by CVCHS employees with students in personal social media such as Facebook, Twitter, Instagram, etc., or other similar means, is highly discouraged, and can lead to violations of this policy.

Specifically, CVCHS employees are highly discouraged from inviting students to join personal social networks and insofar as such behavior occurs, employees will be responsible for any exposure/access by students to inappropriate or unprofessional content, including words or pictures.

EXAMPLES OF SPECIFIC BEHAVIORS

EXAMPLES OF UNACCEPTABLE BEHAVIORS (VIOLATIONS OF THIS POLICY)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Allowing students in your home.
- (l) Giving students a ride to/from school or school activities.
- (m) Discussing work related problems or negative opinions of other staff members.

Examples of Cautionary Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone
- (b) Excessive attention toward a particular student
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Examples of Acceptable and Recommended Behaviors

- (a) Getting school and parental written consent for any after-school activity
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology)
- (d) Keeping reasonable space between you and your students
- (e) Stopping and correcting students if they cross your own personal boundaries
- (f) Keeping parents informed when a significant issue develops about a student
- (g) Keeping after-class discussions with a student professional and brief
- (h) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries
- (i) Involving your supervisor if conflict arises with the student
- (j) Informing your principal about situations that have the potential to become more severe
- (k) Making detailed notes about an incident that could evolve into a more serious situation later
- (l) Recognizing the responsibility to stop unacceptable behavior of students or coworkers
- (m) Asking another staff member to be present when you must be alone with a student
- (n) Giving students praise and recognition without touching them
- (o) Pats on the back, high fives and handshakes are acceptable
- (p) Keeping your professional conduct a high priority
- (q) Asking yourself if your actions are worth your job and career

Teacher Resources

Copy/Rizo Use

- Copiers are available in C3, the Library and the E Hall
- **Rizo** – Never make fewer than 20 copies on the Rizo.
- **Copies** –Each department is allocated a finite set of resources for copies. The department chair and each individual teacher needs to monitor your own copy machine use and adhere to strong budget controls
- Use a copier when you need to make more than one copy. All information for students must be created on copiers.
- Administration strongly recommends that teachers upload all assignments to their webpage so that students can download and print them at home. Always consider alternatives to making copies (e.g., class sets, students copying from the overhead/document camera).

School Supplies

- Each department is allotted a budget for the year. It is the responsibility of the department chair to manage the budget by carefully screening/monitoring expenditures. School supply requests should be assessed based on need and impact to the classroom/program.
- Each staff member is to receive only one ink cartridge per year. Any additional cartridges must come out of department funds.
- There will be no replacement printers or color cartridges. Administrative approval is required for any color copies. The updated department budget and expenditures will be provided to department chairs on a monthly basis. If there are questions or concerns about budget management or supplemental funds, department chairs should contact the supervising administrator.

Procedures for Teachers

Substitute Plans

Teachers who are absent should inform administrators of what plans to provide the substitute. For planned tardies/absences, please make arrangements for your substitute plans to be provided to the substitute by the Director of Curriculum and Culture and/or Michelle Hull or leave them in your room in a pre-determined location. For unplanned tardies/absences, make every effort to either email or phone in a substitute plan to both Michelle Hull and Janet Thys.

If necessary, the office will provide the substitute a teacher's emergency sub plans. Emergency substitute plans are due to administration by the **end of the first full week of school**. These plans should include, but are not limited to, the following:

- Course syllabus (if applicable)
- Printed roll sheets for all classes
 - A temporary PowerSchool password will be provided
- Seating charts (if applicable)
- Lesson plans for three separate days' worth of instruction (detailed enough for anyone to follow)
- Handouts (with copies if feasible)

If emergency substitute plans are used, they must be replaced within 72 hours with new plans. If the teacher is on a long-term absence, communication with the substitute is expected regarding curriculum guides, lesson plans and grading. The teacher must maintain regular contact with Administration and the Front Office.

Student Attendance

Please take roll (absences/tardies) during the first 10 minutes of each class period by updating PowerSchool. School funding is directly related to accurate attendance, thus, please be sure to take accurate attendance. Teachers who repeatedly do not abide by this requirement may face disciplinary action. While taking attendance, incorporate a "Do Now" activity so that instruction time is utilized efficiently.

If you are absent, substitutes will receive a code from the front office in order to log into PowerSchool to input attendance. If the substitute is unable to access the computer in your classroom, a copy of the roster will be provided for each class period as needed.

Hall Passes

Students are expected to remain in class as much as possible in order to maximize instructional time. **It is vital that you are using a conservative approach to issuing passes.** Do not think that you are doing students a favor or garnering popularity by violating our school pass expectations. If students need to leave class during the class period, 1) Classrooms will be issued 2 lanyard hall passes with the classroom number on them. These are to be used for short duration trips such as to the restroom. All other written hall passes for extended stay trips such as to the Library, etc. must clearly state the date and time the student leaves class. 2) record this information on the Hall Pass Log (see Appendix). The teacher has the right to deny a student a hall pass. During the first 15 minutes and the last 15 minutes of class **DO NOT** allow students out of class.

Limit passes to ONE student at a time and do not issue passes during the first and last 10 minutes of the period. Students outside of class without a valid pass will be sent back to class. Students sent to the office without a valid pass will be sent back to class.

If you are unsure as to whether a student truly has an emergency, go ahead and use caution by allowing them to leave the classroom. Be sure to stress to the student that they are to use their passing periods to take care of personal duties and that failure to do so may result in them owing time in detention to make

up for class time missed. The use and abuse of hall passes is one of the most common contributing factors to vandalism, truancy, and other problems that erode our safe environment.

Prep Periods

Each teacher is provided with one planning period during the week (approximately five hours). Administrators will make every effort to adjust the bell schedule to ensure an equitable distribution of prep periods each week. Teachers are expected to maximize their productivity during their prep periods. Administrators will limit interruptions or meetings during this time to allow teachers to complete planning and grading. **Teachers are required to remain on campus during their prep periods unless they have received permission from an administrator to leave campus.**

Student Support

Attendance is mandatory at all IEP, 504, SST and other student meetings where your presence has been requested, unless you attain prior approval from your administrator. You are to complete all required documentation and submit it to the appropriate personnel at least one week prior to the scheduled meeting.

Classroom Observations & Evaluations

In addition to formal visits conducted for evaluation purposes, administrators as well as other guests will be doing informal visits throughout the school year. Let us know if you are doing something of particular interest that you think we would enjoy observing. All staff guests are required to sign in to the Main Office and are required to wear a visitor pass at all times.

Classroom Visitors

Classroom visitors require prior authorization from administration; inform the Main Office with the name, date and time of the visit. No prior students may come on campus as visitors during school hours. Ensure that the authorized visitors address content-relevant material. The teacher must remain present with the visitor at all times. All visitors are required to sign in at the Main Office and are required to provide a valid Drivers License. All visitors are also required to wear a visitor badge at all times.

Classroom Videotape and Film Restrictions

Videotapes, films and other media shown at the school must be relevant to the standards-based curriculum being studied and appropriate for the age and maturity level of the students being taught. All media must be consistent with accepted standards of professional responsibility and must not reflect advocacy, personal opinion, bias or partisanship. Sensitivity to racial, gender stereotypes and the depiction of sexual situations and violence are important considerations in the selection of instructional materials. Administrator pre-approval is required for all video/film presentations over 15 minutes. Please provide at least 48 hours for administration to review and assess the content. Teachers and/or departments may submit lists of videos for standing pre-approval.

- All media must be reviewed by the instructor prior to use and may be shown in part or in whole based on school and ethical guidelines.
- MPAA NC-17 rated media shall not be shown in any CVCHS classroom or as part of any CVCHS activity.
- MPAA PG-13 videotapes or films or any unrated materials require approval of the administration and parental written approval prior to the scheduled viewing date
- R-rated videotapes or films or any unrated materials require approval of the administration and parental written approval prior to the scheduled viewing date.
- Any video over 15 minutes in length needs to be tied to the lesson, students must take notes and an assignment must be given related to the video.

Teachers are only allowed to show pertinent video segments and not full-length features. In all cases, video/films should have a standards-based instructional value (avoid reward-based usage).

Activities

Teachers, coaches and club/activity sponsors are expected to schedule activities with the Main Office as early as possible prior to the activity/practice. All school activities must be approved by an administrator and scheduled on the school master calendar. A Use Permit needs to be completed 30 days before the activity. The Use Permit may be located online at the CVCHS Website.

Field Trips

Teachers are welcome to organize field trips so long as they are directly correlated to the content area standards and have express educational value that bolsters the learning of students. Field trips must be approved by the principal at least 30 days prior to the date of the trip. Field trips are **not** to be scheduled during school-wide testing (CAASPP, Common Core, Benchmark, AP), during Dead Week prior to finals, or during finals, including period finals

Please see the "Field Trip Application Form" included in the appendix for requirements and details. You can also get a copy in the Front Office. You are required to ensure that all other faculty signatures are included on each student's permission slip. Any teacher may deny attendance on a fieldtrip for a grade of a D or an F. Teachers who do not follow these procedures may lose the privilege to conduct other fieldtrips.

Permission Slips for Students

Field trip permission slips are required for any school-sponsored activity held off campus. These activities may include, but are not limited to, the following: sports events, field trips, college visits, and club activities. The school may be held liable for any and all incidents/injuries/accidents that occur during school-sponsored activities, so it is vital that parent-signed permission slips are obtained for each student. Permission slips are only valid with an administrator signature, and only hard copies should be provided to students. Collection of signed permission slips is the lead staff/teacher's responsibility. Original copies of the signed permission slips should be submitted to the Main Office prior to the off campus activity, and copies of the signed permission slips should be taken by the lead teacher to the activity in case of emergency. All lead staff/teachers are required to obtain approval for activities prior to distributing permission slips.

Technology Policies

- "Chromebook/laptop carts are available for checkout by wing/department. In order to check out a technology cart, a training must be attended. Staff is responsible for the security, monitoring, and charging of equipment when checked out. All technology should be returned by date and to the proper location. Technology should never be part of sub plans or checked out to a substitute"
- Laptop and Care Agreement Guidelines (See Appendix)

Fundraising and Donations

No impermissible fees will be charged to students (see Board Policy). Teachers may fundraise or ask for donations. Requests should be limited to non-instructional supplies or materials. CVCHS administration must authorize all fundraising on and off campus. This is to ensure that there are no time and/or style conflicts with fundraising (e.g., two teams fundraising sales of food after school). A fundraising form (See Treasurer) **must** be completed with the main office to ensure efficient coordination of fundraising activities throughout the school. All monies should be stored in the Treasurer's Office for security purposes. For any fundraising during nutrition/lunch/afterschool, sponsors should oversee student handling of monies. CVCHS administration will not be responsible for any lost/stolen funds.

Any donation or participation in fundraising activity for the school is strictly voluntary and is not required for participation in any educational program or activity.

Students shall not receive extra credit for class grades in exchange of student and or / parent participation in fundraising activities. Prizes and recognition not connected to academic credit or privileges are appropriate signs of appreciation for fundraising assistance.

Parent communications must be on CVCHS letterhead and be pre-approved. Letters requesting monetary or other donations are not to be sent home without prior administrative approval. Communications must go through the following chain of review: 1) Department Chair, 2) Administrative Supervisor and 3) Principal.

Library

Teachers need to schedule times with the Librarian when they plan to bring their class in and also when they plan to have students check-in and check-out books.

Achieve 3000

Teachers will be utilizing Achieve 3000 to support school-wide literacy. This software is an online library in which teachers will identify and assign 1-2 articles per week/per subject (on average) to enhance literacy and support the common core standards.

Syllabi

Every teacher is responsible for a course syllabus that **includes** their Grading Policy (information about weights, metrics and measurements), their late work policy, office hours and important due dates. All syllabi must be submitted to administrators for their review by the end of the day on Thursday, August 9th, 2018 or 48 hours prior to disbursement to students and/or public access and must be on your website by the end of the first week of school

Staff Web Pages

Please maintain and keep a current webpage (update at least weekly) with homework assignments, office hours, projects, tests, syllabus with grading policy and important due dates. Web pages will be checked at the end of the first week of school and frequently throughout the year to ensure you are staying current.

Progress Reports

Reports of student progress are sent home every 5 weeks and **must** contain current grades. Progress reports will be printed. (see Appendix for schedule). Rachelle Esquibell will print the reports and they will either be directed back to the appropriate teacher to hand out to students or they will be mailed home.

PowerSchool

Teachers are required to utilize PowerSchool:

- On a **daily** basis for each class to take **attendance**
- **On at least a weekly basis to update grades**
- Via the "Backpack" feature and "Log Entry" feature to indicate student discipline

Purchasing Policy

When purchases need to be made outside of regular office supplies, the following steps need to be followed:

1. The Teacher needs to complete the Requisition Form (See Treasurer)
2. The Requisition Form needs to be sent to the Department Chair for approval
3. The Requisition Form then needs to be sent to the Director of the Department for approval
4. The Requisition Form needs final approval by the Principal and depending on the amount the Executive Director.

Petty Cash Policy

1. Individual purchases from the departmental budget are not to exceed \$500
2. The staff member purchasing goods must obtain authorization from Administration prior to making the purchase
3. Always obtain a receipt, sales order or invoice
4. Complete a Request for Check Form (for reimbursement) (See Treasurer)
5. Obtain authorized signature
6. Turn in completed request with original supporting documentation to the Treasurer's Office
7. Reimbursement will take approximately a week to process

Conference and Workshop

1. Obtain prior approval to attend Conferences or Workshops
2. Fill out Authorization for Absence Form (prior to attending conference)
3. Upon registration, arrange with Front Office for Substitute Teacher (prior to attending conference)
4. Save all receipts for expenditures you expect to be reimbursed for, i.e. conference registration, airfare, hotel, meals, etc.)
5. Fill out Conference Expense Form (See Treasurer) and attach original receipts
6. Turn form and original receipts into Director for approval.

Event / Maintenance Request

1. Complete a request via School Dude (software application on computer desktop) with detailed description of request (event start and end time, setup start and end time, equipment, IT, AV, etc.)
2. The request must be approved by the Facilities Manager prior to the work being performed.
3. The Facilities Manager will forward all approved request to the Custodians for completion.

Remodeling/Painting Requests

1. All requests for remodeling or painting classrooms or other space on campus must be approved by the Director of Operations.
2. Submit a Maintenance/Custodial Request form and place in the Director of Operation's mail slot for approval signature.

Care of Classroom

All classrooms must be compliant with the Fire Code at all times. Please see the Director of Operations with any questions or concerns.

Emergency Procedures

All classrooms and work areas should have a set of emergency procedures. During drills teachers are required to make sure these procedures are followed. Teachers are to take their class roster during drills and/or emergencies that require they evacuate the room. (See Evacuation Map in Appendix)

Teacher Professional Development

Professional Development Time

Time for school-based professional development has been built into the bell schedule during our block Wednesdays unless otherwise noted. All faculty members are expected to attend scheduled meetings on time and are expected to remain until 4:00 pm.

Support for New Teachers

New teachers with less than two years teaching experience will be required to participate in TIP (Teacher Induction Program). TIP will provide guidance, support and training to help enhance your classroom methods. The first year of teaching is always challenging, and CVCHS has a wealth of resources available to support new teachers.

Additionally, staff members that are new to the CVCHS campus will participate in a two-day workshop on campus. These valuable training days will allow new staff members to become acquainted with our school philosophy and classroom procedures, tour the campus and sports facilities, obtain crucial technology information and meet key office personnel, as well as collaborate with other new staff members in order to facilitate a smooth transition to their first day of school.

Monthly follow-up meetings will be held during a catered lunch, in order to support our new CVCHS staff members. This will provide all new staff members the opportunity to ask questions and receive ongoing support from Mr. Anderson and Kathleen Coakley.

External Professional Development Opportunities

Very limited funds are available for teachers to be reimbursed for professional development opportunities outside of those provided by CVCHS. Teachers are welcome to speak with the Principal about reimbursement for these types of opportunities, but they see him, in advance for reimbursement. Teachers are always welcome to use their personal/professional/illness days to attend such opportunities voluntarily. CVCHS is constantly seeking the highest quality professional development opportunities for our staff; and teachers are welcome to bring their ideas to the professional development team.

Expectations for Classrooms and Instruction

Someone entering a classroom should be able to determine what students are being expected to learn on that day. All classroom should have a whiteboard configuration that includes:

- The date (top right)
 - The lesson objective (below the date) in language that students can understand
 - The agenda of the daily activities for each class (left side of whiteboard)
- Space should be dedicated in your classroom for:
- Due dates for short and long-term assignments and special projects
 - Posting announcements and information that are important to students
 - Rubrics and models of student work

Use of the Whiteboard Configuration Model

Will be implemented school-wide during the 2018-2019 school year to:

- Encourage Bell-to-Bell Teaching
- Clearly define what information should be listed on the board in regards to Daily Classroom Academic Expectations
- Visible during classroom visitations on whiteboard or through the use of available technology.

Purpose

- Gets students to settle down, be on task, and ready to learn
- Allows students to know what the overall objectives are each for each lesson
- Is a visual illustration of the teacher's commitment to instruction?
- Assist students and teachers in staying organized and focused

Whiteboard Configuration Makeup

- Do Now Activity
- Essential Standard for Lesson
- Daily Instructional Objectives
- Homework

Do Now Activity

- Class begins with a 3-4 minute exercise
- Should be an activity that requires independent seatwork. Involves no talking and no movement (pen to paper activity)
- Used to set up lesson by reviewing previous day assignment or newly related objective
- Must be related to the focus of the lesson

Daily Instructional Objective

- Teacher may go over the Do Now Activity & Homework prior to stating objective
- Teacher gives a clear explanation of what students will learn during that lesson
- This is an excellent format for practicing skill
- Is also a process for summarization and review

Homework

- Review of previous day homework assignment
- Homework assigned must be specific and quantifiable

Outcomes

- Helps in improving the school tone
- Strengthens teachers' skill in planning and pacing
- Standardizes students' expectations school-wide
- Provides students with an example of how to plan and organize

Instructional Guides and Common Assessments

To support student development and mastery of the content standards (See unpacking High Priority Standards = see Appendix) CVCHS will be implementing the use of instructional guides and quarterly common assessments in all academic areas. In addition, the school has adopted Illuminate the on-line data collection system to assist us in managing and organizing our data to help drive our instructional decisions and practices. Common Assessments will take place at least twice a semester.

Grading Policies

Critical Concepts for Grading Student Performance

1. ***What is a teacher's responsibility towards students earning a grade of "F"***
 - To provide tutoring opportunities
 - To conference with the student to discuss lack of learning
 - To provide alternative instructional strategies to make learning meaningful, interesting, and relevant to student
 - To communicate timely with parents in regards to academic performance
 - To discuss failure of learning with advisor, counselor and administrator, as well as with that student's other teachers
 - To refer student to SST (contact student counselor to start the SST process)

2. ***What actions a teacher is required to take prior to giving a quarter or semester grade of "F"?***
 - Call home at first sign of failure
 - Encourage the student to stay after school regularly for tutoring
 - Require the student to make up missed assignments (including staying after school for detention)
 - Conference with parents
 - Communicate many times with parents

3. ***A grade of "F" means the following:***
 - Student demonstrates very little degree of proficiency, and has not demonstrated a good degree of "learning" during the quarter/semester
 - The teacher has not been successful in engaging the student in learning
 - The student has demonstrated lack of motivation to excel
 - The teacher has done all he/she can to reach and teach the student
 - The teacher used a wide variety of instructional and motivational strategies and was still unable to reach this student to engage him/her in effective learning

4. ***A grading policy should be based upon the degree to which the student demonstrates proficiency on the standards of that course of study.***
 - a. When the student learns should not be the question, but rather, how well the student learns and masters standards by the end of that semester.
 - b. Students should have multiple opportunities to demonstrate proficiency on specific standards and should be allowed time to learn, as well as the opportunity to re-do assignments that are tied to rubrics that are clearly delineated beforehand and that the student understands.
 - c. Feedback from teachers should always be provided with the opportunity to learn and demonstrate that learning with corresponding credit for work completed.
 - d. Standards-based grading that reflects student proficiency on high priority and medium priority standards as opposed to an averaging of assignments, tests and participation of the student.
 - e. Consider equalizing the ranges for grades. See demonstration below of 4-point scale:

Letter Grading on 4-point scale

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

Translated to Percentile Grading

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 50 – 59% (no scores less than 50%)

Refer to Appendix: “The Case Against the Killer Zero”

5. ***Assignments not submitted should be required to be submitted/made up and students should be held at lunch or after school or be required through some method to complete all assignments. There should be immediate consequences and/or interventions. In addition, you may wish to consider the following final late-work deadlines:***

Incomplete work for the first semester needs to be completed by the end Winter Break or the student will receive a grade of an “F”. Incomplete work for the second semester needs to be completed by June 30th or the student will receive a grade of an “F”.

6. ***If a high percentage of students from one class performs poorly on an assessment, the teacher should consider how well he/she taught content the test was based upon.***
- a. Students should not be held accountable for deficiencies in instruction. Rather, accurate assessment data must be grounded in highly effective instruction.
 - b. When most students demonstrate lack of learning, it is good practice for the teacher to take responsibility for this and not penalize the students. Opportunities for re-teaching should be explored and implemented and then retest the students and replace the former grade.
7. ***If a student will receive a report card/progress report grade of a “D” or an “F” the standard school-wide paper document that is either handed out or sent home is not sufficient communication. Regular, proactive email and/or phone communication with parents regarding less than satisfactory grades is strongly encouraged. At a minimum, teachers must make contact within a week of report grades as follows: (utilize the Parent Communication Record form in the Appendix):***
- a. If a student receives a “D” the parent **should** be contacted
 - b. If a student receives an “F” the parent **must** be contacted
 - c. Senior Deficiencies completed by **all** teachers with seniors, as appropriate

Student Homework

Homework provides students with time to practice, complete, or expand upon assignments begun in class or to preview new content (e.g. assigned readings); develops good work habits and a sense of responsibility for completing tasks on time; and provides opportunities for the students to engage in creative projects, self-directed activities, and research in the area of his/her developing interests. Homework should be related to the goals and objectives of the course, should emphasize quality rather than quantity, should be consistent with the grade level and maturity of the student, and should be reflected in the subject grade. Every homework assignment should have a clear objective and standard so students can connect their classroom learning to their homework practice. Students should not be

held accountable through homework for content that they have not been adequately prepared for (aside from readings or research, instruction should happen before homework).

Make-up Assignments for Absences

Students with excused absences must be given the opportunity to complete the missed classroom work, homework or tests with other equivalent assignments and must be given credit equal to that they would have received on the original assignment or test for the same quality of work. **Students must be allowed the number of days absent to make up any missed work in compliance with Ed Code.**

- Students who have been suspended from a class may be required to complete assignments or tests missed during the suspension if the assignments and tests can be reasonably provided. The teachers will determine what, if any, assignments may be made up and in what period of time.
- Students with chronic absences, work needs to be made up with the collaboration of Guidance Counselor and Teacher.
- Students who are truant or absent without verified justifiable personal reasons or students who have returned to school without a note need not be given the opportunity to complete classroom work, homework or tests missed, but may be allowed to do so in the interest of helping the student.

Alternative Work Due to Temporary Injury or Physical Disability

- Students who are unable to complete work or participate in the curriculum due to injury or physical disability must be provided with alternative means to learn and earn credit without penalty (Achieve 300 for PE). Accommodations must be provided as long as the condition persists.
- Seek administrative support and guidance if you have any questions or concerns.
- Depending on the situation or issue, a SST may be held or facilitated

Failure Free Zone

The theory behind the “Failure Free Zone” is rooted in the transition for educators from being “accountable” for student success/failure to being “responsible” for it. It should be noted that in ideal circumstances, this would be a shared responsibility (teachers, family/friends, and student). However, in the 21st century, many students do not have a traditional support network and those that need assistance are often the students for which no one has taken responsibility.

Implementation of the “Failure Free Zone” may take on a variety of different forms (depending on the teacher, course, and student population) while still maintaining the core principles. This does not mean that students cannot fail should they so choose. Rather, the system we implement will make it incredibly difficult to do so. It is important that all staff continue to educate our school community about what the “Failure Free Zone” is so that we can work towards mutual understanding and widespread support. It is strongly suggested that each teacher implement clear and consistent policies in line with the “Failure Free Zone” and articulate those in their syllabi. Timelines, consequences, grading practices, and other aspects of your policies should be spelled out and submitted for administrative review (be sure that you can manage the system you implement). It would be incredibly helpful to have common practices amongst departments, academies, and other teacher groups; please collaborate and share.

Recommended Best Practices:

- 1) Demand excellence from your students (high expectations)
 - a. Make-up and do-over work is accepted – there are second and third chances
 - b. Missing work needs to be made up
 - c. Subpar work is the same as missing work
- 2) Consequences should be immediate and consistent
 - a. Students stay in at brunch, lunch, or after school to make up missing or subpar work on the same day it was due
 - b. Avoid complex and disconnected consequences (difficult to manage)
- 3) Encourage students to take advantage of resources

- a. Invite them into office hours or to make an appointment
 - b. Develop effective channels of communication
 - c. Make available classroom and school interventions
- 4) Establish a “Growth Mindset” in your classroom
- a. Students should think that they ALL can do it
 - b. Learning is about effort not inherent ability
 - c. “If you believe you can catch the bus, you will run for it.”

The Failure Free Zone is an educational philosophy that provides for the following principles:

- Grading policies are student-centered
- Learning is about mastery not time
- Grading is formative – it provides feedback
- Every effort will be made to prevent students from failing
- Teachers take responsibility for student performance
- Student interventions are a powerful tool and will be utilized:
 - a. Pro-active parent and student communication (email, phone, face-to-face meetings)
 - b. Flexible make-up work policies
 - c. Office hours
 - d. Tutoring (Teacher and peer)
 - e. Student Success Team (SSTs)
 - f. Individualized Learning Plan (ILPs)
 - g. Detention (to complete missing work the same day)
 - h. Saturday School
 - i. Saturday Bridge to Success

Teacher Evaluation Process

The teacher evaluation process for CVCHS is based on the CVCHS teaching standards that are aligned with the six California Standards for the Teaching Profession (CSTPs). These standards represent the range of knowledge, skills, and behaviors that are developed in order to become an accomplished teacher. The teacher evaluation process is designed to encourage you to reflect on your own evolving teaching practice and performance with the support of the administration and your fellow teachers. The goal of the administrators is to support all teachers to perform at higher levels on the teaching standards in order to prepare all students to be successful in college.

Walk-Through Observation/Quality Criteria for Classroom Instruction

In an effort to support professional development, administration will be conducting informal observations of your classroom. Administrators will be using hardcopies of the “Quality Criteria” forms (see appendix) to provide said feedback). Administrators will also make every effort to meet with you after each observation to discuss the observations. All teachers have the opportunity to provide written responses to observations. Administrators recognize that informal classroom walkthroughs are only short snapshots of complete lessons. Walk-through observations will occur regularly throughout the year.

Formal Classroom Observations take place with teachers two times per year. You should provide administrators with a lesson plan prior to your observation. After each formal observation, administrators will meet with you to debrief the observations and to discuss the data collected. At the beginning of each year, a formal goal setting conference will also take place by September 15th. The final summative evaluation will be completed and reviewed by May 15th.

Policies / Discipline for Students

Daily Student Behavior

The teacher is in charge of the classroom and is responsible for all normal classroom discipline. Students are to comply with the established classroom behavioral expectations. If a problem in the classroom continues to disrupt the learning of other students, the teacher must take corrective action.

Three-Step Classroom Discipline Policy

The Three-Step Classroom Discipline Policy is applied when student behavior disrupts the learning environment. Disruptive and defiant student behavior is defined as “any behavior which actively disrupts the learning environment for other students and/or challenges, refuses to obey, or respect the directive, authority or position of the classroom teacher.”

Note: In the case of serious classroom disruption or defiance of authority, the teacher may proceed directly to Step Three and submit a disciplinary referral to an administrator. Contact the Director of Discipline’s office immediately and an administrator will be sent directly to the classroom.

- Step One** Teacher warns and counsels student regarding inappropriate behavior.
- Step Two** Teacher contacts parent/guardian (See Appendix for Parent Communication Record), and the teacher initiates a consequence (i.e. stay at lunch, after-school detention with teacher, etc.)
- Step Three** Teacher submits a disciplinary referral to an administrator
AND/OR teacher suspends student from the remainder of the current class, with the option of continuing the suspension through the next class period. In the case of a class suspension initiated by a teacher, the teacher completes a referral form, notifies parent/guardian, and submits the completed referral form to the appropriate administrator.

Automatic Referrals:

- Clear and direct profanity directed towards the teacher/student
- Possession of or distribution of drugs, alcohol or tobacco
- Physical aggression
- Intimidation and bullying
- Major property damage
- Direct credible threats
- Possession of Weapons

Submitting Referrals

- Electronic referrals (Dean’s List) are to be completed before submitting.
- If the learning environment is **not** disrupted, send the referral at the end of the class period.
- When the learning environment **is** disrupted and you have sent for an administrator; when the administrator arrives, have a confidential pre-conversation (as appropriate) to update the administrator on the situation. The administrator is to decide the next course of action (when and where to remove the student, etc.)
- All electronic referrals are to be followed-up with parent contact. (Utilize the Parent Communication Record – see Appendix)
- If a student does not show to an assigned detention for failure to do coursework you may submit classwork to the Dean of Character.
- Any student sent to the discipline office should have an electronic referral as to why they are being sent.

STUDENT DRESS CODE POLICY

Clayton Valley Charter High School is a place of learning and it is very important that students' attire does not distract from the learning environment.

1. No tube tops, halter tops, spaghetti strap tops, or see-through blouses. Tank tops are allowed, however, the straps must be as wide as the width of two fingers (two inches).
2. No bare midriffs, cleavage, or underwear. Tank tops, blouses, and shirts need to have necklines with no exposed cleavage.
3. No ribbed or thin cotton tank tops, traditionally worn as an undershirt.
4. No shorts, skirts and/or dresses shorter than your fingertips with the relaxed hand, arms straight at your side.
5. Inappropriate tights and leggings cannot be worn in place of pants. These items can only be worn under tunics/dresses/skirts that have lengths no shorter than what was stated in Item #4.
6. Pajama bottoms cannot be worn in place of pants.
7. No clothing or accessories promoting the use of drugs, alcohol, and/or tobacco.
8. Clothing may not contain offensive, obscene images and/or language; no depictions of weapons or any kind of gang attire.
9. No sagging pants that expose underwear or shorts underneath. The waistband must remain above the hip flexor. Waistband should never be on the thigh.
10. Holes in jeans and pants must be lower than dress code length stated in Item #4.
11. Shoes must be worn at all times. No sole-less shoes or slippers.
12. Hats and hoods may not be worn inside a building.

Staff has the right to deem other apparel not mentioned above as inappropriate.

Staff is expected to help enforce the school dress code. Dress code violations should be referred to the Director of Discipline & Attendance, Dean of Students or any available administrator. If you need assistance identifying a dress code violation, please call or email the front office and ask for a campus supervisor.

If a student is **NOT** appropriately dressed, they will face the following consequences:

1. The student will be required to change clothes at school and leave the inappropriate clothing in the Discipline Office (located at the end of the Administrative Wing, formerly the College and Career Center) until after school. The Student's parents will be notified. Students will be allowed to change into loaner P.E. clothes.

OR

2. Student will have to wait in the Discipline Office. The parent will receive a phone call and will be asked to bring a change of clothing to the office. Once the student has changed, they will be allowed back to class.
3. Students with **multiple offenses** will have additional consequences for violating the dress code, including but not limited to detention, Saturday school, CV Community Service and/or campus beautification detail.

Cell Phones and Electronic Devices

The Clayton Valley Charter High School administration, faculty, and staff understand the importance of allowing students to communicate – via cell phone – with their parents during the school day. Currently students are allowed to access their cell phones at break and lunch. However, inappropriate cell phone and other electronic device usage can become a very disruptive concern in the classroom and therefore can interfere with learning and result in the loss of valuable instructional time. In order to maintain and support an effective instructional environment, the following cell phone/electronic device policy will be implemented for the school year:

According to Education Code 48901.5:

a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of the school district employees.

According to Education Code 78908:

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section, shall be guilty of a misdemeanor.

Electronic Signaling Devices

All Electronic Signaling Devices (i.e. cell phones, iPhones, Blackberrys, Ipods that can text, etc.) and accessories (ear buds, headphones) are to be **silenced/turned off and be out of sight** during class time, unless directed by teacher for specific educational purpose. Failure to comply with this request may result in confiscation and/or further disciplinary action.

1. Before entering classrooms and during instructional time cell phones and all other electronic devices are to be **silenced/turned off** and put away.
2. Any non-instructional use of an electronic device in the classroom or educational setting will be subject to immediate confiscation by the teacher or a disciplinary referral to the discipline office. Staff is strongly encouraged not to confiscate electronic devices, as you can then be held liable for the loss or damage of the item. You may simply send an electronic referral or call for campus security.

Consequences:

1st Offense: Official warning /possible confiscation

2nd Offense: Detention/possible confiscation

3rd Offense: In-School Detention/possible confiscation

4th or Subsequent Offenses: Student is subject to additional suspension days, Director Conference and/or transfer to an alternative program.

Parents/guardians are reminded not to contact students during school hours via pager and/or cellular telephone. In case of an emergency, please call the Student Services Office and arrangements will be made to contact your child.

STUDENT TARDY POLICY

CVCHS tardies are enforced and monitored each semester. Students will be held accountable to the following for each class period. A student is considered tardy if they are not in their seat ready to begin when the bell rings.

Step 1: Upon the 1st and 2nd tardy the student shall receive a teacher warning and/or detention with the teacher.

Step 2: Upon the 3rd and 6th tardy the student shall receive a lunch time or after school detention and parents/guardian shall be contacted.

Step 3: Upon the 9th tardy the student shall receive Saturday School and parents/guardian will be contacted.

Step 4: Upon the 12th and 15th tardy the student shall receive an all-day In School Detention and parent/guardian will be contacted.

Continued tardy issues will face further consequences including but not limited to In School Detention School, Campus Beautification and being placed on Non-participation list. (Dance, Senior Brunch, etc.)

ACADEMIC INTEGRITY POLICY

The Clayton Valley Charter High School staff believes that students should act in an honest and responsible manner toward other students, teachers, staff and school administrators. Examples of cheating and therefore violations of the Clayton Valley Charter High School Honesty Policy include, *but are not limited to*, the following examples:

- Providing any previously scored assessments and/or assignments to another student without specific teacher approval.
- Representing as your own work, in whole or part, work completed by other(s), (e.g. copying)
- Changing a teacher's grade on an assignment/test/quiz/project and claiming that the teacher made an error.
- Using electronic devices to cheat by prerecording unauthorized formulas, answers or processes.
- Communicating unauthorized information during a test/assessment to another student by electronic, written, or other means.
- Using unauthorized "cheat sheets" during a test/quiz/assessment.
- Falsifying data for assignment/project/class activity and representing false data as accurate and true.
- Plagiarism* (see below)

*To **plagiarize**, according to *The American Heritage Dictionary of the American Language*, is to "...steal and use the (ideas of writing of another) as one's own; to appropriate passages of ideas from (another) and use them as one's own; to take and use as one's own the writings or ideas of another."

It is essential that students understand the definition of plagiarism and give due credit through citations, footnotes, and/or bibliographies for ideas, passages, and quotations taken from outside sources. For example, students must know that downloading information from online sources, copying from written sources, or transcribing from oral sources without providing appropriate citation is plagiarism. In addition, failure to paraphrase and/or summarize ideas taken from outside sources, or simply changing several non-essential words and appropriating the idea as one's own, is plagiarism.

Strategies to use in Place of Cheating or Plagiarism

- When you are falling behind in a class, ask for help from the teacher, your academic counselor, the after-school tutors, the department chair, or other administrator.
- When you are preparing a research paper or report of information, verify the rules for documentation with your teacher.
- Ask successful students to share the study habits tips, rather than copying their work.
- Ask your teacher to help organize study groups before major tests.

Accept the fact that some learning requires serious, even tedious, efforts.

First Occurrence It is the teacher's discretion whether credit or make-up of assignment will be allowed. Parents are notified. Academic Dishonesty is logged in the student's record. A referral to the Director of Discipline is issued. Academic dishonesty is logged in the student's record.

Second Occurrences, Regardless of Class or Teacher No credit is given for the assignment. Parents and student will have a conference with the Director of Discipline. It is possible grounds for failure of the course. Academic dishonesty is logged in the student's record. If in the same class the student may be dropped with a "Withdrawal Fail".

TECHNOLOGY USE AT CVCHS

Technology provides students with unique and powerful ways to enhance their learning. Clayton Valley Charter High School (CVCHS) supports the use of technology for the purpose of enhancing and supporting learning and is pleased to offer Users access to computer networks so that they can access school-supplied technology to enhance learning.

It is one of the technology goals of CVCHS to ensure that each User's interactions with technology contribute positively to the learning environment both at school and in the community. Negative use of technology through CVCHS-owned devices inside or outside of our schools that degrades or defames other Users or members of our community is unacceptable. CVCHS also recognizes that Users have widespread access to both technology and the Internet; therefore, use of personal devices and connectivity is considered to be included in the Responsible Use Policy (RUP).

Access to CVCHS's network is a privilege, not a right. The use of technology whether owned by CVCHS or devices supplied by the Users entails personal responsibility. It is expected that Users will comply with CVCHS rules, act in a responsible manner, and will honor the terms and conditions set by the classroom teacher and CVCHS. Failure to comply with such terms and conditions may result in temporary or permanent loss of access as well as other disciplinary or legal action as necessary. In particular, students will be held accountable for their actions and are encouraged to report any accidental use immediately to their teacher or school administration.

With the increased usage of free educational applications on the Internet, digital storage areas, containing less sensitive User information, may or may not be located on property of the school or county. In some cases, data will not be stored on local servers. Therefore, Users should not expect that files and communication are private. CVCHS reserves the right to monitor Users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of CVCHS property, network and/or Internet access or files, including email.

CVCHS has a private and secure system for sensitive school records, which will be managed by CVCHS Information Technology Staff. Please see the CVCHS Website for the complete Responsible Use Policy.

CVCHS Computer Lab and Cart Guidelines

In order to ensure that the Clayton Valley Charter High School computers are maintained in optimal working order for all students, each student is required to observe the following guidelines while using lab facilities and/or classroom computers:

- **No food or drink is permitted in the computer labs at any time.**
- Students must use only the computer station assigned by the supervising teacher.
- Students must leave their work area clean at the end of the period.
- Installation of unauthorized software on the hard drive is prohibited.

- Unauthorized modification(s) of the system software is prohibited.
- Copying any software, other than personal data files, from the hard drive is prohibited.
- Students shall not attempt to acquire another person's account password and are not allowed to share their password with others.
- Students shall not access/alter files or folders of another person without expressed permission of that person or the instructor.
- Opening computer cases is prohibited.
- Handle all computer hardware (e.g., keyboard, mouse, disk drive, display) with care.

Abuse or misuse of computer lab/cart equipment will not be tolerated.

Failure to comply with any of the rules stated above may result in any combination of the following consequences:

1. Revocation of all Clayton Valley Charter High School computer use privileges
2. Payment of financial restitution

BEHAVIOR CONSEQUENCES FOR STUDENTS

Initiated by Teacher -

DETENTION OF STUDENTS AFTER SCHOOL

Detention, lasting up to 60 minutes, may be assigned by individual teachers as a consequence for inappropriate behavior in an individual classroom. Twenty-four hours' notice will be given to the student, and these detentions are served after school under a teacher's supervision. The Education Code allows for after school detention regardless of a student's transportation constraints.

Initiated by Teacher and Administrator -

SUSPENSION FROM CLASS

A teacher shall send the pupil to the administration for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision. The teacher will provide the student with a class assignment that must be completed by the end of the period to receive full credit.

As soon as possible, the teacher will contact the student's parent/guardian regarding the suspension. If an in-person conference is not feasible, a telephone conference may be substituted. A school administrator will attend the conference if the teacher or parent/guardian so request.

The pupil shall not be returned to the class during the period of suspension without the concurrence of the teacher and the administration. A pupil suspended from a class shall not be placed in another regular class during the period of suspension.

Initiated by Administrator –

DETENTION OF STUDENTS AFTER SCHOOL

After School Detention (ASD) may be assigned by administration/supervision in certain instances. Failure to serve ASD will result in the assignment of an additional detention. Failure to serve detentions will then result in Saturday school.

SATURDAY SCHOOL (E.C. 37223)

The governing board of any elementary, high school, or unified school district may maintain classes on Saturday. The Clayton Valley Charter High School Governing Board approves such classes when appropriate and practicable.

Saturday School is assigned by administrators. A portion of the time may be dedicated to campus beautification.

Saturday School may be rescheduled ONLY ONCE, and must be arranged PRIOR to the originally scheduled Saturday School assignment. Failure to show for Saturday School will result in being assigned two Saturday Schools. Failure to show a second time will result in an In-School Detention.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

Students serving In-School Detention are required to perform campus beautification.

SUSPENSION / EXPULSION

Students violating acts defined in Ed Code and subsequent articles can and will be suspended from school up to 5 days and/or result in recommendation for expulsion. (Please refer to the Discipline Matrix and Student Contract in the Appendix.)

Education Code 48900 - Reference Guide

FIGHTING- 48900 (a.1) When two or more students exchange blows (mutual combat). Caused, attempted to cause, or threatened to cause physical injury to another person.

ASSAULT AND BATTERY- 48900 (a.2) When a student causes physical injury to another student without that student fighting back. Willful use of force or violence upon the person of another, except self-defense.

POSSESSION OF A WEAPON AND/ OR EXPLOSIVE- 48900 (b) When a student possesses, sells, or otherwise furnishes any firearm, knife, and mace, explosive or other dangerous object.

ALCOHOL/DRUGS-48900 (c) Intoxicant/Controlled Substance. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance listed in section 11053 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

LOOK-ALIKE CONTROLLED SUBSTANCE 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Section 11053 of the Health and Safety Code, an alcoholic beverage, or an intoxicant or substance, or material that represents the liquid sub-stance, or materials as a controlled substance.

ROBBERY/EXTORTION- 48900(e): When a student takes money or personal property from another person by means of force or any other threat.

DAMAGE TO SCHOOL/PRIVATE PROPERTY- 48900 (f): When a student causes or attempts to cause damage or deface school property (Example: graffiti)

THEFT/STEALING- 48900 (g): When a student steals or attempts to steal school property or private property.

TOBACCO-48900 (h): It is illegal for anyone under 21 years of age to possess, use, sell or buy tobacco products, including e-cigs and accessories.

OBSCENE ACTS/PROFANITY- 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity

UNLAWFUL DRUG PARAPHERNALIA- 48900 (j) When a student offers, arranges, or negotiates to sell any controlled substance (including alcohol) or when a student offers, arranges, negotiates to sell any controlled substance represented as such. Student will also be cited and referred to Probation Department in compliance with SB1300.

DISRUPTION/INSUBORDINATION/DEFIANCE-48900(k) When a student disrupts school activities, willfully defies school authorities (any school personnel engaged on the performance of his/her duties), or when a student continues to engage in behavior when specifically told not to do so, fails to disperse, fails to correctly identify himself when asked.

RECEIVED STOLEN PROPERTY 48900 (l) Knowingly received stolen school or private property

IMITATION FIREARM 48900 (m): Possessed an imitation firearm, meaning a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead reasonable person to conclude that the replica is a firearm.

SEXUAL ASSAULT/BATTERY 48900 (n): Committed or attempted to commit a sexual assault as defined by the Penal code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

HARASSED WITNESS- 48900 (o): Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness or both.

HAZING/INTIMIDATING 48900 (q): When a student, or students, take action that result in, or is likely to cause physical or psychological injury to another student or students. This includes action that degrades or disgraces another student, teacher or substitute.

AIDING AND/OR ABETTING 48900 (s): A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

SEXUAL HARASSMENT 48900.2 when a student commits sexual harassment as per Ed Code 212.5, "Sexual harassment" means unwelcome sexual conduct including advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions.

ATTEMPTED, THREATENED, CAUSED HATE 48900.3: Student has caused, attempted to cause, threatened to cause, or participated in an act of hate, violence, as defined in subdivision (e) of Section 233.

CREATED HOSTILE ENVIRONMENT 48900.4: Student intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils, that is sufficiently severe or persuasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile environment.

MAKE A TERRORIST THREAT 48900.7: A student who makes a terroristic threat against school officials or school property or both (whether written or oral) threatening to commit a crime which will result in death, great bodily injury to another person, or property damage conveyed to the person threatened as an immediate prospect of execution of the threat.

Important Legal Requirements/Notifications

Confidentiality of Student Information

All faculty and staff are expected to maintain the confidentiality of student information and should not engage in the following:

- Leave your computer on with your grade book or attendance screen open
- **Never let a student or TA grade any student work (homework, assignments, tests, etc.)**
- **Never let a student or TA take attendance or input grades for you**
- Openly discuss special education issues regarding one student in front of other students
- Discuss students' grades, discipline, attendance, etc. with colleagues in front of students or in public areas
- Discuss student information in front of others or give out personal student information to others

Conduct with Students

All CVCHS faculty/staff are reminded of the importance of avoiding behaviors that could be construed as inappropriate and are advised to generally refrain from the following types of behaviors (this list is not exhaustive):

- Meeting with a student alone behind closed doors
- Leaving students on campus unsupervised. Administrators are the only staff that can drive students home.
- Taking students off campus for other than a school-approved activity or journey
- Transporting students in a personal vehicle without proper authorization forms on file
- Calling students at home except in an emergency situation. Parents should be called to convey any necessary information
- Providing students with a personal home telephone number or e-mail address of school personnel or student body
- Do not "Friend" students on any form of social media

Staff members are highly encouraged to refer questions or observations regarding conduct with students to administrators as soon as possible.

Assessment of Threats

All threats – verbal or written – made against the school or the lives of students or faculty will be taken seriously. All employees have an obligation to report any threat to a school administrator. Threats will be investigated immediately. If substantiated, threats will result in administrators subjecting the perpetrator(s) to legal action. Students making threats will be subject to disciplinary action such as suspension and/or expulsion as well as legal action.

Mandatory Child Abuse Reporting Laws

Mandated Reporters (all school personnel) must report suspected child abuse or neglect (or cause a report to be made) to law enforcement or CPS when they believe a child has suffered abuse or neglect or may be at risk of abuse or neglect. RCW 26.44.030 (1) (a)

The report must be made at the first opportunity, but no later than forty-eight hours after there is belief that the child has suffered abuse or neglect. RCW 26.44.030 (1) (f)

A child is defined as any person under the age of eighteen years. RCW 26.44.020 (6)

Types of Abuse include the following:

- Physical Abuse
- Sexual Abuse
- Sexual Exploitation
- Negligent Treatment or Maltreatment
- Abandonment

Physical Abuse: means the non-accidental infliction of physical injury on or physical mistreatment of a child. Physical abuse includes:

Throwing, kicking, burning, or cutting a child;
Striking a child with a closed fist; shaking a child under age three; interfering with a child's breathing;
Threatening a child with a deadly weapon; Doing any other act that is likely to cause and which does cause bodily harm greater than transient pain or minor temporary marks or which is injurious to the child's health, welfare, and safety. (WAC 388-15-009)

Sexual Abuse: means either committing or allowing any sexual offense against a child as defined in criminal code. Sexual Abuse includes:

Intentional touching, either directly or through the clothing, the sexual or other intimate parts of a child or, allowing or causing a child to engage in touching the sexual or other intimate parts of another for the purpose of sexual gratification of the person touching the child, the child, or a third party.

Sexual Exploitation: means allowing or causing a child to engage in:

Prostitution; sexually explicit, obscene, or pornographic activity to be photographed, filmed, or electronically reproduced or transmitted; or sexually explicit, obscene, or pornographic activity as part of a live performance, or for the benefit or sexual gratification of another person.

Negligent Treatment or Maltreatment: means an act or failure to act or cumulative effects of a pattern of conduct, behavior, or inaction that shows a serious disregard of consequences and constitutes a clear and present danger to a child's health, welfare, or safety. Neglect includes, but is not limited to:

Failure to provide adequate food, shelter, clothing, supervision, or health care necessary for a child's health, welfare, or safety. Poverty and/or homelessness do not constitute negligent treatment or maltreatment in and of themselves; actions, failures to act, or omissions that result in injury to or that creates a substantial risk of injury to the physical, emotional, and/or cognitive development of a child.

Abandonment: means the parent:

Deserts the child with the intent to abandon, leaves the child without the basic necessities of life, such as food, water, shelter, etc., and forgoes parental rights, functions, duties, and obligations for extended period of time.

Sexual Harassment Policy

"Sexual harassment "means unwelcome sexual conduct including advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions.

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
2. Submission to or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational instruction.
5. Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.

Examples of conduct which are inappropriate in the academic environment and which may also constitute sexual harassment include but are not limited to:

1. Unwelcome sexual flirtations or propositions. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction, among peers, is not considered sexual harassment.)
2. Verbal abuse of a sexual nature.
3. Graphic verbal comments about an individual's body, sexuality, or sexual conduct.
4. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching impeding or blocking movement, leering, gestures, display of sexually suggestive objects or pictures, or cartoons, or use of sexually degrading words to describe an individual.
5. Display of sexually suggestive objects or pictures in the educational environment which is not part of the curriculum or which are offered outside of the classroom out of the context of the curriculum.
6. Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline under applicable state law.

To report a case of sexual harassment, please follow the complaint procedures. You may obtain a copy of this procedure from any administrator or the Human Resource department.

Nondiscrimination Policy

CVCHS does not discriminate on the basis of race, color, national origin, gender (including sexual harassment), physical or mental disability, pregnancy, childbirth or related medical conditions, religious creed, national origin or ancestry, or any medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation in any of its policies, procedures or practices, in compliance with federal civil rights laws.

Impermissible Student Fees

CVCHS does not allow the charging of impermissible student fees in accordance with California law and AB 1575. Please consult the CVCHS Governing Board Policy on Student Fees in the Appendix for details regarding impermissible fees. Should you have any questions, please contact your supervisor or an administrator.