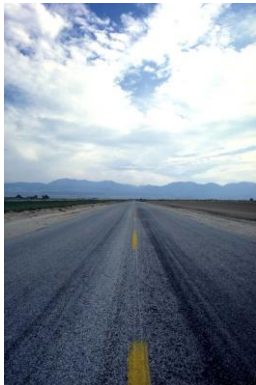


John H. Francis Polytechnic High School

# Faculty Handbook

2009-2010



Los Angeles Unified School District  
Local District 2  
Superintendent: Alma Peña-Sanchez  
Principal: Gerardo Loera

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### **Principal's Welcome: Gerardo Loera**

With this teachers' handbook, I welcome you to a special place, John H. Francis Polytechnic High School. We are fortunate to work together at an educational institution that always strives for excellence in everything: curriculum and instruction, small learning communities, donations to the community, and building positive relationships among all of our stakeholders. Our school was one of the first high schools in the Los Angeles Unified School District to gain formal approval of our small learning communities as mandated by the Los Angeles Unified School District in Bulletin 1600. In the last three years, over 80 schools and offices have visited Poly to learn about our innovative reforms like our 4X4 Block Schedule, Freshman and Tenth Grade Centers, and upper-division Small Learning Communities. We have presented workshop sessions at several national conferences including the Education Trust Conference in Washington, D.C., Education Trust-West conference in Los Angeles, and the Talent Development High Schools Conference in Baltimore. We have been featured several times in the Los Angeles Daily News, Los Angeles Times, as well as on KIIS-FM radio, KABC Radio, Fox 11 Television News, and KNBC Television News. Last year Poly became one of only 3 PI5 high schools in the state that has ever shed the Program Improvement label. The state has further recognized the achievement of Poly staff by asking us to present at the recent "On the Right Track" conference. But of all the accomplishments we have to our name, I am most proud of the students and staff who, time and time again, show we are the school with heart. Poly High School students have fed hundreds of families at Thanksgiving and donated over 120,000 pints of blood the last few years. Poly students and staff have consistently been one of the largest public or private contributors to the Spark of Love Toy Drive sponsored by KABC Television and the Los Angeles Fire Department. In closing, if you are a returning staff member, we appreciate your continued work with our young people; if you are new to Poly, we welcome you with open arms and wish you the best of luck in your first year with us at a place where teachers matter, collaboration is paramount, and kids always come first. Every day we strive to exhibit our Poly Pride!

# **General Information:**

- Bell Schedules**
- School Calendar**
- School Map**
- Phone Directory**
- Room Assignments**



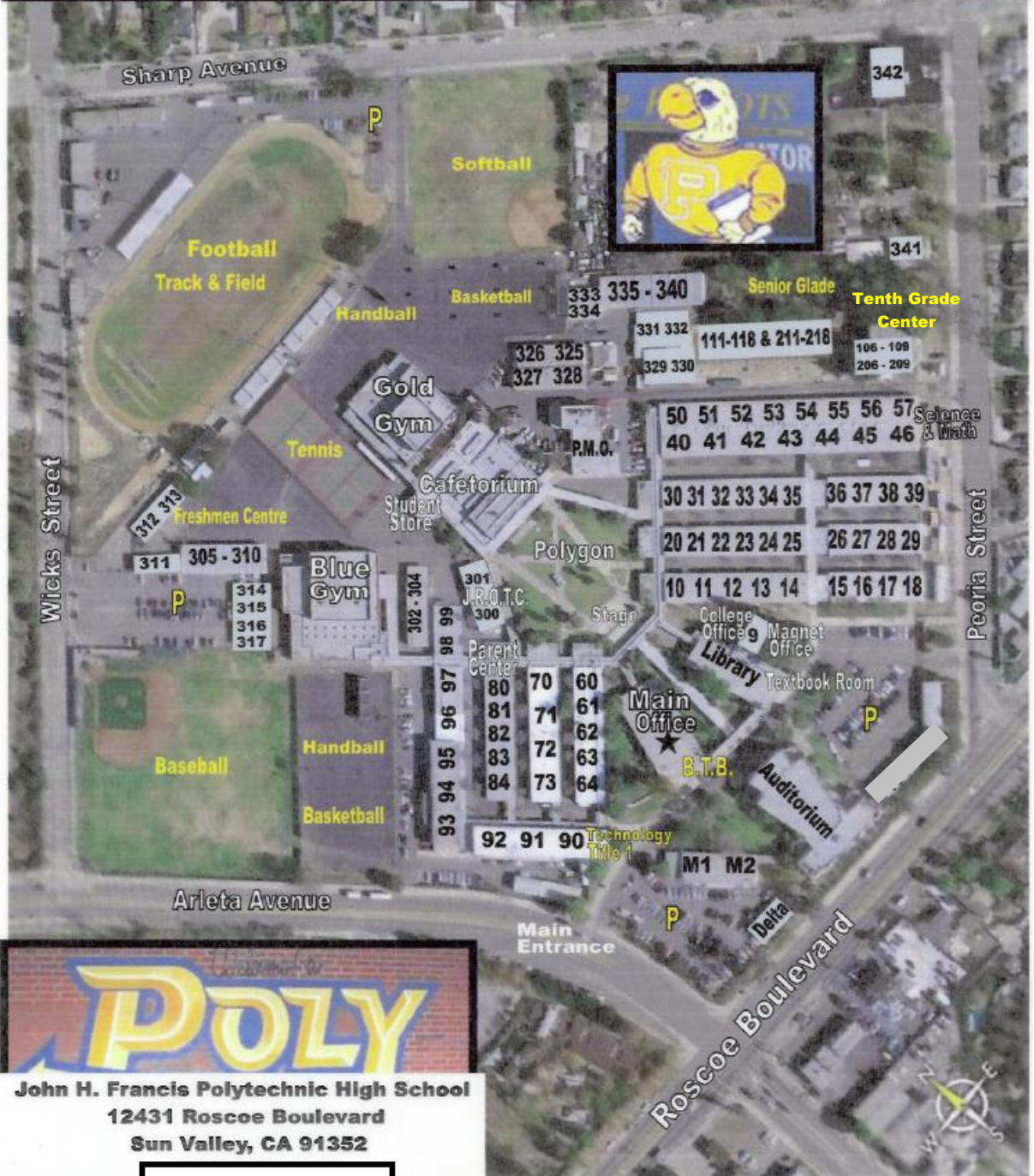
## JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL 2008-2009 BELL SCHEDULES

Regular School		
Period	Regular Day	Shortened Day
1	7:25 - 9:15	7:25 - 8:53
2	9:22 - 10:57	9:00 - 10:13
Lunch	10:57 - 11:34	10:13 - 10:50
3	11:42 - 1:17	10:58 - 12:11
4	1:25 - 3:00	12:19 - 1:32
5	3:08 - 4:43	1:40 - 2:53

Track	First Day/ Last Day
A	Aug 31, 2009 - Oct. 23, 2009 Oct. 26, 2009 – Dec. 22, 2009 March 3, 2010 – April 30, 2010 May 3, 2010 – June 30, 2010
B	July 1, 2009 - Aug. 28, 2009 Oct. 26, 2009 - Dec. 22, 2009 Jan. 4, 2010 – Mar. 2, 2010 May 3, 2010 - June 30, 2010
C	July 1, 2009 – Aug. 28, 2009 Aug. 31, 2009 – Oct. 23, 2009 Jan. 4, 2010 – Mar. 2, 2010 Mar. 3, 2010 – April 30, 2010

2009-2010 School Year Key Dates	
First Day of Mester 1	July 1, 2009 (Tracks B&C)
Ind. Day Holiday	July 3, 2009
Last Day of Mester 1	August 28, 2009 (Tracks B&C)
Labor Day	September 7, 2010
First Day of Mester 2	August 31, 2009 (Tracks A&C)
Last Day of Mester 2	October 23, 2009 (Tracks A&C)
First Day of Mester 3	October 26, 2009 (Tracks A&B)
Veterans Day	November 11, 2009
Thanksgiving	November 26-27, 2009
Last Day of Mester 3	December 22, 2009 (Tracks A&B)
Winter Recess	December 23, 2009 – Jan. 1, 2010
First Day of Mester 4	January 4, 2010 (Tracks B&C)
M.L. King, Jr. Day	January 18, 2010
Presidents' Day	February 15, 2010
Last Day of Mester 4	March 2, 2010 (Tracks B&C)
First Day of Mester 5	March 3, 2010 (Tracks A&C)
Last Day of Mester 5	April 29, 2010 (Track C)
Last Day of Mester 5	April 30, 2010 (Track A)
First Day of Mester 6	May 3, 2010 (Tracks A&B)
Memorial Day	May 31, 2010
Last Day of Mester 6	June 30, 2009 (Tracks A&B)

# POLYTECHNIC HIGH SCHOOL



John H. Francis Polytechnic High School  
12431 Roscoe Boulevard  
Sun Valley, CA 91352

(818) 394-3600



Accounts Payable/A.P. Office (Miss Nereyda Canales).....	3683	De Santiago, Ms. (A.P., 10th) .....	3922	Plant Manager (Mr. Taylor).....	3649
Adult School M-TH After 1:00 PM (Ms. Javaheri, Principal) .....	3950	Dickason, Ms. (Main Office) .....	3602	Pleitez, Ms. (Title One Coord.).....	3666
Agriculture Dept. (Mr. Colon, Track B).....	3648	Donley-Jay, Ms. (11 <sup>th</sup> Grade Counselor).....	3624	Pollack, Ms. (Health Office).....	3677
Aguilar, Ms. (A.O., BTB).....	3669 am, 3613 pm	D.O.T.S. Counselors (Ms. Fidler & Mr. Oestman) .....	3617	Pre-School (Mrs. Maynard, Rm 343)888(wait for tone) ..	627
Angel, Ms. (Main Office).....	3607	ESL Office (Ms. Slezak & Ms. Mora).....	3626	Probation Officer (Litel, Sr., Michael).....	3964
Asst. Prin./Sec. St. Serv. 9 <sup>th</sup> (Mr. Bennett).....	3931	ESL Work Room #10A.....	3645	PRINCIPAL (Mr. Loera).....	3601
Asst. Prin./Sec. St. Serv. 10 <sup>th</sup> (Ms. De Santiago) ...	3922	Fidler, Ms. (D.O.T.S. Counselor).....	3617	PSA Counselor (Ms. Munguia, Maribel).....	3608
Asst. Prin./Sec. St. Serv. 11 <sup>th</sup> -12 <sup>th</sup> (Ms. Blair) .....	3614	Financial Office/Student Store (Mr. Ines) .....	3651	Psychologist (Mr. Mendez, Rm. 98A).....	3654
Asst. Prin./Special Education (Ms. Hood) .....	3637	Roundtree, Lt. Col. (ROTC, Rm #300).....	3684	Ramirez, Ms. Priscilla (C.O.).....	3621
Beyond The Bell (Ms. Vazquez) .....	3635	Foreign Language Department (25A).....	3646	Ramirez, Ms. D. (Work Experience Office, 82A).....	3656
Athletic Director (Ms. McEwen, Track A) .....	3618	Freshman Center Coord. (Ovanessian).....	3932	Registrar/Credit Clerk (Mr. Villanueva, C.O.).....	3623
Attendance Office .....	3611, 3612, 3613	Freshman Center/9 <sup>th</sup> Grade Academy (Ms. Vargas).....	3930	Resource Specialist (Ms. Fishler).....	3636
Avila, Ms. (Textbook Room).....	3639	Fuentes, Ms. (Office Manager/School Admin. Asst.).....	3601	Reunions (Reunion Committee) .....	(800) 827-8427
Band Room (Mr. Isaacs, Room M1).....	3642	Galvez, Ms. (Cafeteria Manager) .....	3650	Richter, Ms. I. (Bridge Coord/Spec Ed Couns).....	3629
Banuelos, Ms. Gracie (BTB/Intersession) .....	3668	Garrido, Ms. (Nurse).....	3632	Rojas, Ms. (A.O.).....	3612
Bennett, Mr. (AP, 9 <sup>th</sup> Grade/Freshman Center).....	3931	Gomez, Ms. A. (10 <sup>th</sup> Grade Coord) .....	3926	Roundtree, Lt. Col. (ROTC) .....	3684
Beyond The Bell (BTB).....	3668, 3669, 3627	Gordon, Ms. (Counselor) .....	3680	ROTC (Sergeant Smith & Lt. Col. Roundtree) .....	3684
Bilingual/ESL Coordinator (Ms. Slezak).....	3626	Grair, Ms. (Testing Coord., CST, CAHSEE) .....	3609	Saturday School (Beyond The Bell/BTB) .....	3627
Blackman, Ms. (Library) .....	3638	Grimaldo, Ms. (Instructional Support Provider, 43A)....	3647	School Police/Security.....	3675
Blackwell, Ms. (Library).....	3638	Guerra, Ms. Isela (Dean's Office).....	3966	School Secretary/Admin. Asst. (Ms. Fuentes).....	3601
Bridge Coord. (Richter, I, Mrs.) .....	3629	Guterrez, Ms. Ana (9 <sup>th</sup> Grade Counselor).....	3933	SIS Clerk (Miss Montes-Gomez) .....	3615
Brown, Ms. Sylvia (Couns. Track A) .....	3606	Gym (Boy's P.E. Office).....	3652	Slezak, Ms. (Bilingual/ESL Coord.).....	3626
Bryan, Ms. Neva (Magnet Couns., Track A) .....	3673	Gym (Girl's P.E. Office).....	3653	Smith, Sergeant (ROTC, Room 300).....	3684
Cafeteria Manager (Ms. Galvez).....	3650	Health Office (Ms. Pollack) .....	3677	Social Science Department (35A).....	3674
Calzada, Ms. (10th Grade Dean).....	3924	Hernandez, Ms. (Instructional Support Provider).....	3619	Special Ed. Assessment Office (Ms. Marcial).....	3634
Campos, Mr. (Dean, Tracks B& C).....	3963	Homemaking/Catering (Room 61).....	3643	Special Ed. Coordinator (Mr. Mendoza) .....	3636
Canales, Ms. Nereyda (AP/IMA Office).....	3683	Hood, Ms. (A.P., Special Education) .....	3637	Special Ed. Counselor (Ms. I. Richter).....	3629
Catering/Homemaking (Room 61).....	3643	IMPACT Office (Ms. Wolfson) .....	<b>Take Message</b>	Student Store/Financial Office (Mr. Ines) .....	3651
Chang, Ms. (Work Experience, 82A).....	3656, 3659	Ines, Mr. (Financial Manager/Student Store) .....	3651	Taylor, Mr. (Plant Mgr.).....	3649
College Couns. (Ms. Warman) .....	3672	Intersession/Beyond The Bell .....	3668, 3669, 3627	Teacher Advisor, PSP (Ms. Hernandez) .....	3647
Colon, Mr. (Agriculture Dept., Track B) .....	3648	Isaacs, Mr. (Music Room M1) .....	3642	Technology Office (Mr. Yeganyan).....	3657
Computer Rm/SIS Clerk (A.O., Miss Montes-Gomez) ..	3615	Javaheri, Ms. (Adult School Principal).....	3950	Tenth Grade Center (Ms. Judith Guerrero&Mariana Munoz).....	3921
Continuation High School, Lewis.....	394-3980	Kenion, Ms. (APSCS) .....	3628	Tenth Grade Coord. (Ms. Maldonado-Gomez).....	3926
Couchois, Ms. (Magnet Coord.).....	3681	KYDS Program/After School (BTB) .....	3635	Testing Coordinator (Ms. Grair).....	3609
Counseling Office .....	3621, 3623, 3631	Lamos, Mr. (Woodshop, Track B, Room 90).....	3658	Testing Workroom (Rm# 14A) .....	3644
<b><u>COUNSELORS:</u></b>		Lara, Ms. Jennifer (Counseling Office).....	3631	Textbook Room (Ms. Avila) .....	3639
<i>Head Couns:</i>		Leadership (Mr. LeClair) .....	<b>Take Message</b>	Thatt, Mr. (Counselor, 10th Grade).....	3927
Kenion, Ms. Jamille .....	3628	Leidig, Ms. Angela (10 <sup>th</sup> Grade Counselor).....	3925	Title I Coordinator (Mrs. Pleitez).....	3666
<i>Magnet:</i>		Lewis Continuation High School .....	394-3980	Transcripts (C.O.) .....	3631
Bryan, Ms. Neva.....	3673	Library (Blackman, Ms. & Blackwell, Ms.).....	3638	Transportation (Special Ed. Trans. 394-3948) ..	394-3943
<i>9<sup>th</sup> Grade Academy:</i>		Litel Sr., Michael (Probation Officer) .....	3964	Twilight School/Freshman Center.....	3930
Gutierrez, Ms. Ana .....	3933	Loera, Mr. (PRINCIPAL) .....	3601	Vargas, Ms. (Freshman Center/9 <sup>th</sup> Grade Academy Office).....	3930
Padua, Ms Maria.....	3935	Longo, Mr. Jay (BTB Counselor) .....	3630	Vazquez, Ms. (Asst. Prin./Beyond The Bell) .....	3635
<i>10<sup>th</sup> Grade Academy:</i>		Madrid-Rojas, Ms. (Main Office).....	3603	Villanueva, Mr. (Registrar/Credit Clerk.).....	3623
Leidig, Ms. Angela .....	3925	Magnet Coord. (Ms. Couchois, Track A).....	3681	Warman, Ms. (College Couns.) .....	3672
Thatt, Mr. Stephen.....	3927	Magnet Counselor (Ms. Bryan, Track A).....	3673	Wolfson, Ms. (IMPACT Coord.) .....	<b>Take Message</b>
<i>11<sup>th</sup> – 12<sup>th</sup> Grades:</i>		Magnet School #8809 (Ms. Delgadillo) .....	3682	Woodshop (Mr. Lamos, Track B, Room 91).....	3658
Brown, Ms. Sylvia (A-Track).....	3606	Main Office.....	3607, 3602	Work Experience (Ms. Chang, 82A & Ms. D. Ramirez).....	3659
Donley-Jay, Ms. Lisa (11 <sup>th</sup> Grade) .....	3624	Maldonado-Gomez, Mrs. (10 <sup>th</sup> Gr.Coord.).....	3926	Yeganyan, Mr. (11th/12 Grade Dean) .....	3962
Gordon, Ms.....	3680	Marcial, Ms. Estela (Special Ed. Assessment Office)....	3634		
Grair, Ms. (Testing Coord., CST, CAHSEE).....	3609	Maynard, Mrs. (Pre-School, Rm# 343) (888 wait for tone).....	627		
Richter, Ms. I. (Bridge Coord/Spec. Ed Couns.).....	3629	McEwen, Ms. (Athletic Director, Track A).....	3618		
<i>BTB Counselor:</i>		Mendez, Mr. (Psychologist, Room 98A).....	3654		
Longo, Mr. Jay.....	3630	Mendoza, Mr. (Resource Specialist).....	3636		
<i>PSA Counselor:</i>		Montes-Gomez, Miss Zobeida (Computer Room-A.O.).....	3615		
Munguia, Ms. Maribel .....	3608	Mora, Ms. Karina (ESL Office) .....	3626		
Counter, M.O. ....	3604	Munguia, Ms. Maribel (Pupil Service Attendance Counselor).....	3608		
Credit Clerk/Registrar (Mr. Villanueva).....	3623	Music Department (Mr. Isaacs, Room M1).....	3642		
Cuevas, Ms. Christina (10 <sup>th</sup> Grade Counselor).....	3926	Nurse (Ms. Garrido).....	3632		
Custodian's Office (Mr. Taylor).....	3649	Oestman, Mr. (D.O.T.S. Counselor).....	3617		
Damonte, Ms. Pia (Perkins).....	3940	Office Mgr./Sch. Admin. Asst. (Ms. Fuentes).....	3601		
<b><u>DEAN'S OFFICE:</u></b> Ms. Guerra .....	3966	Olvera, Mr. (A.O.).....	3611		
9 <sup>th</sup> Grade Dean: Arhanian, Mr.....	3935	Ovanessian, Mr. (9 <sup>th</sup> Grade Coordinator).....	3934		
10 <sup>th</sup> Grade Dean: Calzada, Ms. ....	3924	Padua, Ms. (9 <sup>th</sup> Grade Counselor).....	3935		
11 <sup>th</sup> &12 <sup>th</sup> A Track Dean: Yeganyan, Mr.....	3962	Parent Center (Mrs. Gonzalez, Ms. Ibarra).....	3942		
11 <sup>th</sup> &12 <sup>th</sup> B&C Track Dean: Campos, Mr.....	3963	P.E., Boy's Gym .....	3652		
Delgadillo, Ms. (Magnet School #8809).....	3682	P.E., Girl's Gym.....	3653		
DELTA/PDC Prog. (Ms. Nitti & Ms. Gudowski) (818)394-3946		Perkins Counselor (Ms. Pia Damonte) .....	3940		

## Poly Web Site Resources

Poly web site address to download the resources listed below: [polyhigh.org/secure/?rn=946900](http://polyhigh.org/secure/?rn=946900)

### Documents »

- CAHSEEMath
  - AGENDA for CAHSEE October 2006
  - CAHSEE 8 Week Pacing Cornell Notes October 2006
  - CAHSEE NewPacingMarch2006
  - CAHSEE PREPARTION October 2006
  - CAHSEENewPacingJan2006
  - CST-CAHSEE Correlation - Loera
- District Policy and References
  - Antibullying Policy
  - Child Abuse Reporting
  - Hate-Motivated Incidents and Crimes
  - NonDiscrimination Information and District Sexual Harassment Policy
  - Safe School Plan
  - Student and Employee Security
  - Uniform Complaint Procedures
- Instruction
  - Schoolwide Instructional Strategies
  - Writing Across Curriculum Rubric
- Stull Evaluation Information
  - Initial Planning Sheet Example
  - Initial Planning Sheet Form-Support Personnel
  - Initial Planning Sheet Form-Teachers
- WASC Resources
  - WASC Data

# **Administrative & Staff Responsibilities**

## **2009-2010**

**ADMINISTRATION AND SUPPORT STAFF**

**ADMINISTRATORS**

Gerardo Loera – Principal  
 Ari Bennett – Assistant Principal, Freshman Center  
 Lourdes DeSantiago – Assistant Principal, 10th Grade Center, Discipline  
 April Hood – Assistant Principal, Special Education  
 Dallas Blair – Assistant Principal, Attendance, Athletics, Facility  
 Jammie Kenion – Assistant Principal, Secondary Counseling Services  
 Elidia Vazquez – Interim Beyond the Bell Administrator

**PARENT CENTER STAFF**

Sylvia Gonzalez  
 Beatrice Gutierrez  
 Esperanza Ibarra

**OTHER SERVICES**

***Intervention Coordinator***  
 Norma Grimaldo

***Librarian***  
 Diane Blackman  
 Lisa Blackwell

***Nurse***  
 Rhodelia Garrido

***School Psychologist***  
 Frank Mendez

***Financial Manager***  
 Lito Ines

***Plant Manager***  
 Derrick Taylor

***Cafeteria Manager***  
 Evelyn Galvez

***School Administrative Assistant***  
 Raquel Fuentes

***Magnet Coordinator***  
 Jayne Couchois

***Bilingual Coordinator***  
 Gigi Slezak

***Title I Coordinator***  
 Yessenia Pleitez

***Habit Coordinator***  
 Pia Damonte

***Bridge Coordinator***  
 Ilaina Richter

***Special Ed Coordinator***  
 Ron Mendoza

***Testing Coordinator***  
 Julie Grair

***Freshmen Center Advisor***  
 Gilbert Ovanessian

***10<sup>th</sup> Grade Center Advisor***  
 Adriana Maldonado-Gomez

***AP/Gifted Coordinator***  
 Irene Maliwan

***Work Experience Coordinator***  
 Chi-Sun Chang

***Youth Services and  
 Service Learning***  
 Hector Colon

***Tutoring***  
 Glen Lamos

**DEANS**

Freshman Center – Artin Arhanian  
 Tenth Grade Center – Chante Calzada  
 Grades 11/12 – Levon Yeganyan  
 Juan Campos

**COUNSELORS**

***Freshman Center***  
 Ana Gutierrez  
 Maria Padua

***Tenth Grade Center***  
 Angela Leidig  
 Steve Thatt

***Academies (11-12 grades)***  
 Sylvia Brown  
 Lisa Donley-Jay  
 Julie Grair  
 Linda Gordon

***College***  
 Leona Warman

***Beyond the Bell***  
 Jay Longo

***Pupil Services and Attendance (PSA)***  
 Maribel Munguia

DEPARTMENT CHAIRPERSONS		SPORTS	
Agriculture	Hector Colon	Athletic Director Assistant Athletic Director	Kim McEwen Toby Bachenheimer
Art	Karen Daneshvari		
Business Ed.	Chi-Sun Chang	<b><u>Fall Sports</u></b> (Boys-F/S) Basketball (Boys/Girls) Cross Country Football	David Bonino Mario Rivera Scott Faer/Larry Ziehler Ceil Miller TBD
English	Ethel Matlen		
ESL	Margie Hidalgo	(Girls) Tennis (Girls) Volleyball	
World Languages	Mario Quinteros		
Health	Leslie Wolfson	<b><u>Winter Sports</u></b> (Boys) Basketball	Dave Bonino/Greg Mack Tremika Batiste
Industrial Ed.	Glen Lamos	(Girls) Basketball	
Mathematics	Sergio Lopez-Navarro	(Boys) Soccer (Girls) Soccer	Rafael Loza Ceil Miller
Music	Stephen Isaacs		
Physical Ed.	TBD	<b><u>Spring Sports</u></b> (Boys) Baseball V/JV (Girls) Softball (Girls) Softball JV (Boys) Tennis (Boys/Girls) Track and Field (Boys) Volleyball	Andy Montes Manny Peralta TBD Brian Block Mario Rivera TBD
Science	Bryce Pemble		
Social Science	Brad Katz		
Special Education	Wood Grigsby		

STUDENT LEADERSHIP SPONSORS	
10th-12th Grade Student Leadership/Student Body	Brian Le Clair & Kit Heilbron
12th Grade Class Sponsors:	Sean King
11th Grade Class Sponsors:	TBD
10th Grade Class Sponsors:	Angela Leidig & Elva Madrigal
9th Grade Class Sponsors:	Sarah Stephenson & Maria Padua

CLUB SPONSORS	
Academic Decathlon	Brian Block
Animal Lovers Club	Karen Daneshvari
Black Student Association (BSA)	TBD
Chess Club	TBD
College Prep Club	Pia Damonte
California Scholarship Federation (CSF)	Yesenia Pleitez
French Club	Jenica Vamosiu
Green Operations	Devon Richter
Interact Club	Juan Morillo
Latinos Unidos	Teresa Jimenez
National Honor Society	Eric Thornburgh
Peer Mentors	Pia Damonte

A TRACK	B TRACK	C TRACK
Tremeka Batiste Denise Beilinson Diann Blackman Brian Block Sylvia Brown Vicky Cail Chante Calzada Miranda Carnovsky Larry Carstens Marcos Dafaee Carman Dongo Michelle Elias Monica Erne-Webber Tim Feeley Laura Fineman Gilbert Guerra Robert Higgins Jinna Hwang Stephen Isaacs Gregory Jaurequi Gabriela Kazaryan Cheryl Kehrmeier Kevin Kowalski Jerry Lee Rafael Loza Adriana Maldonado-Gomez Rafael Martinez Ethel Matlen Kim McEwen Mary Newcomb Terri Nield Elizabeth Oliveros Maria Padua Robert Ramsey-McNeil Mario Rivera Sara Rodrigues Hardip Singh Billie Smith Ellen Urciola Jenica Vamosiu Jay Werner Larry Ziehler	Silvia Alba Rene Aparicio Shannon Black Alonso Blanco Nancy Buge John Butow Hector Colon Lori Combs Debra DeRoos Lisa Donley-Jay Wendy Elam Jan Feinberg Russell Fink Brenda Fishler Judith Fonarow Erin Hunt Teresa Jimenez Katrina Kalatzis Brad Katz Julie Keiper Jamille Kenion Sean King Brian LeClair Angela Leidig Zulma Leiva Sheri Lopez Carlos Loya Katherine Marzolo Nadine Morris Jennifer Murray Bryce Pemble Manuel Peralta Yesenia Pleitez Mario Quinteros Evan Rabins Robert Scott Barry Stockhamer Pedro Valencia Leona Warman Leslie Wolfson Lori Woods	Isaac Alatorre Gary Aragon Artin Arhanian Toby Bachenheimer Lisa Blackwell John Blau David Bonino Juan Campos Chi-Sun Chang Todd Club Monica Correa Karen Daneshvari James Deschenes John Ebeling Avilene Espinoza Cesar Felix Sergio Gamboa Gloria Gapac Linda Gordon Julie Grair Wood Grigsby Ana Gutierrez Dharma Hernandez Jeff Herrold Jennifer Hampton Kitt Heilbron Margie Hidalgo Kirk Jeppson Julie Kim Glen Lamos Donna Lewis Sergio Lopez William Lorraine Aleen Maadianian Elva Madrigal Irene Maliwan Ron Mendoza Jody Nathan Francisca Reynoso Javier Rios Thom Savino Chuck Schwal Jeremy Sonenschein Royce Stuckey Vanamali Tay Stephen Thatt Eric Thornburgh Ian Toerien Sarah Volkmann Fran Watson
<b><u>A TRACK MAGNET</u></b> Bonar, Lilian Bryan, Neva Couchois, Jayne Cover, Gregory Gomez, Ramon Lehavi, Ron Madrigal, Dennis Martin, Michelle Mitchell, Michelle Morillo, Juan Moszkowicz, Amy Richter, Devon Schwagle, Jim		

<b>OFFICE PERSONNEL</b>	
Main Office	Maricela Madrid-Rojas Tracy Dickason Virginia Angel
AP/IMA Office	Nereyda Canales
Counseling Office	Noel Villanueva Priscilla Ramirez Jennifer Lara
Attendance Office	Louie Olvera Rosalia Rojas Zobeida Montes Gomez
Deans' Office	Isela Guerra
Textbook Room	Christina Avila
Health Office	Sheila Pollack
Magnet Office	Margarita Delgadillo
Special Education	Edith Garcia Estela Marcial
ESL Office	Karina Mora
Beyond the Bell Office	Graciela Banuelos Laurentina Aguilar
Magnet Office	Margarita Delgadillo
Tenth Grade Center	Judith Guerrero Mariana Munoz
Freshman Center	Glafira (Marcella) Vargas

**Special Education Assistants:**

Abisola Akapo	Erica Anderson	Monique Byrne	Claudia Castro
Lorenza Calzada	Dunia Cancinos	Tesla Cancinos	Richard Casillas
Claudia Castro	Anna Castaneda	Raul Chang	Ana Corleto-Cole
Jesus DeLeon	Mario Erazo	Maria Espinoza	Nina Franco
Luthern Fuglsang	Blanca Garcia	Edith Garcia	James Gutierrez
Roberta Hechter	Magali Herdez-Ortega	Elisabeth Hernandez	Benjamin Herran
Marisol Huizar	Mary Lee	Belen Lontoc	Maria E. Lopez
Samuel Magala	Brandi Mahaffey	Maribel Martinez	Sandra Mejia
Cindy Miranda	Hugo Montelongo	Francisco Nunez	Walter O'Neal
Stepan Oganesyanyan	Maria Orellana	Eddie Ortiz	Wednesday Packer
Jessica Palomarez	Seta Panossian	Angelica Pelaez	Veronica Palaez
Jessica Plascencia	Georgene Porter	Jorge Ramirez	Jaynie Ramsey
Elane Reimnitz	Patricia Reyes	Gladys Reynoso	Yolanda Reynoso
Catalina Rojas-Clements		Enio Ruiz	Alex Salas
Marvin Steinberg	Dana Urgenson	Maureen Thompson	Dora Tovar
Yvonne Vasquez	Terrie York	Matthew Yslas	

**John H. Francis Polytechnic High School: Administrative Responsibilities 2009-2010**

The following list represents the major areas of responsibility for each administrator for 2009-2010. In addition to the areas listed below, each administrator is responsible for 1) instructional leadership, 2) evaluation of staff and faculty, 3) participation in and support for school governance implementation, 4) parent communication 5) campus safety and supervision, 6) athletic supervision, and 7) other duties as needed and/or assigned.

<p><b>Gerardo Loera,</b>  <b>Principal</b>  <b>Fund: District Norm</b></p>	<p><b><u>Curriculum and Instruction</u></b>  <ul style="list-style-type: none"> <li>Continuum of Assessment</li> <li>Instructional Cabinet</li> <li>Department Chairpersons/Coordinators</li> <li>Instructional Assignments</li> <li>School Site Council</li> <li>Governing Council</li> <li>Personnel Evaluations -Reviewing Administrator</li> <li>New Teacher Orientation</li> <li>Math/Science Magnet</li> <li>Data Team</li> </ul> </p>	<p><b><u>School Operations</u></b>  <ul style="list-style-type: none"> <li>Operations Coordination</li> <li>Correspondence</li> <li>Parent Newsletter</li> <li>Classified Assignments</li> <li>School Police</li> <li>Technology Plan</li> <li>Threat Assessment</li> </ul> </p>	<p><b><u>Budgets</u></b>  <ul style="list-style-type: none"> <li>Restricted – Categorical and Grants</li> <li>Unrestricted – General and Discretionary</li> <li>Student Body</li> <li>Grants RFP/RFA</li> <li>Federal SLC Grant</li> <li>District Restricted Per Pupil SLC Budget</li> </ul> </p>	<p><b><u>Public Relations</u></b>  <ul style="list-style-type: none"> <li>Polytechnic High School Complex of Schools</li> <li>Liaison to community, businesses, community-based organizations, government, media</li> <li>Liaison to unions: UTLA, CSEA, and Local 99</li> </ul> </p>	<p><b><u>School Personnel</u></b>  <ul style="list-style-type: none"> <li>Clerical</li> <li>Assistant Principals</li> <li>Science Department</li> </ul> </p>
<p><b>Jamille Kenion</b>  <b>Assistant Principal,</b>  <b>Secondary Counseling</b>  <b>Services (APSCS)</b></p>	<p><b>Lourdes De Santiago,</b>  <b>Assistant Principal,</b>  <b>10<sup>th</sup> Grade Center</b>  <b>Fund: District BTB</b></p>	<p><b>April Hood,</b>  <b>Assistant Principal,</b>  <b>Special Education</b>  <b>Fund: District Norm</b></p>	<p><b>Elidia Vazquez,</b>  <b>Intervention Advisor,</b>  <b>Beyond the Bell</b>  <b>Fund: Categorical</b></p>	<p><b>Dallas Blair</b>  <b>Assistant Principal,</b>  <b>Secondary</b>  <b>Fund : District Norm</b></p>	<p><b>Ari Bennett,</b>  <b>Assistant Principal,</b>  <b>Freshman Center</b>  <b>Fund: District Norm</b></p>
<p><b><u>Curriculum and Instruction</u></b>  <b>HABIT SLC Instructional Program</b>      Master schedule      Concurrent College Courses      Academic Decathlon      AP/Gifted/Honors</p> <p><b><u>Counseling/Support Svcs.</u></b>      Awards/Scholarships      Career Center/Work Service      ROP      College Office      Report Cards      Room Assignments      SIS Coordination – Counseling      SST      Graduation eligibility      Section 504      Student Teachers      Student Crisis Team      CST/CAHSEE/NAEP Testing      Cumulative Records      Impact Program      Graduation Coordinator      Perkins Program</p>	<p><b><u>Curriculum and Instruction</u></b>  <b>10th Grade Center SLC Instructional Program</b>      10th Grade SLC Professional Development      Articulation with Schoolwide Instructional Programs      10th Grade Newsletter      SAS – School for Advanced Studies</p> <p><b><u>School Operations</u></b>      10th Grade Early Leave Passes      10th Grade Roll books      10th Grade Attendance      Safe School Plan      Schoolwide Dean’s Office      Equipment and Radio Inventory      Schoolwide Student Behavior Plan      Morning, Lunch, and After School Supervision      Aides/Security Personnel Coordination</p> <p><b><u>Student Activities</u></b>      10th Grade Orientation      10th Grade Activities      10th Grade Council      10th Grade SLC Fairs</p>	<p><b><u>Curriculum and Instruction</u></b>  <b>FAME SLC Instructional Program</b>      Bilingual Program and Testing      Special Education Program      IEP coordination      Modified Consent Decree implementation and compliance      LRE Pull-out Services      Coordination of co-teaching      D.O.T.S. Program      SPED Professional Development      Learning Centers      SPED Paraprofessional Assignments      Library</p> <p><b><u>School Operations</u></b>      Transportation Services      Welligent      SPED Paraprofessional Coordination      Opening Main Office      Procedures/Substitutes</p> <p><b><u>Student Activities</u></b>      CBT student activities      BTS</p>	<p><b><u>Curriculum and Instruction</u></b>  <b>KYDS Program</b>      Intervention Programs      ELA/RLA Interventions      Title 1 Program      Tutorial Program      Intersession</p> <p><b><u>School Operations</u></b>      Daily Bulletin      Master Calendar      Student Agenda Books      National School Lunch Program (Free/Reduced)      Guest Speaker Approval      Student Store/Body      Field Trips      PA Announcements      Optimist      Yearbooks      Williams Instructional Materials Compliance      Parents Center</p> <p><b><u>Student Activities</u></b>      Dances and school events      Senior Class Activities      Senior activity eligibility      Leadership      Clubs/Organizations      On-Filming Contracts      Youth Services Program</p>	<p><b><u>Curriculum and Instruction</u></b>  <b>SPORT/EHS SLC Instructional Program</b>      BTSA – New Teacher Support</p> <p><b><u>School Operations</u></b>      Attendance Office      Roll Books (11th and 12th)      11th and 12th Grade Early Leave Passes      Parent/Student Handbook distribution      Bell Schedule      Opening and Closing Procedures      Senior Attendance Commit.      Tardy Sweep / Attend Deans      SIS/ISIS Coordination &amp; Support      Coordination of Compliance      Procedures : Title IX, Sexual Harassment, Child Abuse, Uniform Complaint Procedure      Student IDs      Nurse’s Office      Maintenance and Operations      Facilities Modernization      SLC Facility Renovations      Williams Facilities      Audio/Visual Equipment      Maintenance and</p>	<p><b><u>Curriculum and Instruction</u></b>  <b>Freshman Center SLC Instructional Program</b>      Freshman Ctr Newsletter      Talent Development High School      Fresh Center PD      9th Grade Roll books      Articulation with Middle Schools and Schoolwide Academic Programs      WASC Plan Assessment      Governance      Grants</p> <p><b><u>Professional Development</u></b>      Schoolwide Professional Development</p> <p><b><u>School Operations</u></b>      9th Grade Early Leave Passes      DWP Adopt a School Program      9th Grade Attendance      Faculty Handbook      Connected      New Poly Teacher Support      School Telephone System</p>



<p><b><u>Public Relations</u></b> Adult School Liaison DELTA Liaison ACT Liaison Report Cards Room Assignments</p> <p><b><u>School Personnel</u></b> Counselors (11th and 12th) Testing Coordinator Music Teachers Work experience personnel ROP personnel</p> <ul style="list-style-type: none"> <li>• Business Education</li> <li>• Agriculture</li> <li>• Computer/technology</li> <li>• Industrial Arts</li> <li>• Perkins Program</li> </ul>	<p><b><u>School Personnel</u></b> 10th Grade Center Staff 10th Grade Center Teachers Female PE Teachers Math Department</p>	<p><b><u>Public Relations</u></b> Back to School/Open House PHBAO Conferences Honor Roll and Society</p> <p><b><u>School Personnel</u></b> ESL Department Foreign Language SPED Department SPED Gatekeeper/Coord Bilingual Coordinator SPED Paraprof (~ 59) SPED Clerical School Psychologist/Itinerants</p>	<p>Civic Permits Senior Attendance Committee Graduation Co-coordinator</p> <p><b><u>School Personnel</u></b> Beyond the Bell staff Intersession staff Title 1 Coordinator Health Office Staff Parent Center Staff</p>	<p>Distribution School Alarm System Keys</p> <p><b><u>Public Relations</u></b> Booster Club Liaison</p> <p><b><u>Athletics</u></b> Sports Teams Band/Drill Team Cheerleaders Athletic eligibility Transportation Game supervision assignments</p> <p><b><u>School Personnel</u></b> Social Studies Dept. Art Teachers Attendance Office Staff Health Office Athletic Director Athletic Coaches PSA counselor</p>	<p><b><u>Student Activities</u></b> 9th Grade Student Orientation 9th Grade Student Activities 9th Grade Student Council</p> <p><b><u>Community Partnerships</u></b> Valley Educational Collaborative</p> <p><b><u>School Personnel</u></b> 9th Grade Teachers Freshman Center Faculty and Support Staff Air Force/ROTC English Department Male PE Teachers</p>
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# History, Vision & Mission Statements



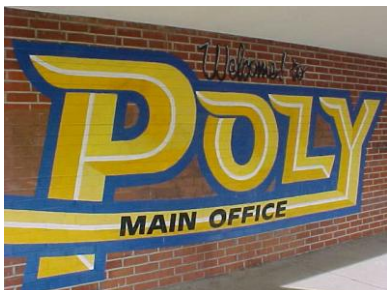
## HISTORY of POLYTECHNIC HIGH SCHOOL

Our school had its beginning as a commercial branch of the only high school in our city, the Los Angeles High School, located on the present site of the Board of Education. In 1905, Polytechnic was moved to the corner of Washington Boulevard and Flower Street in what is now downtown Los Angeles.

Polytechnic is the second oldest high school in our city. To commemorate our distinguished founder and first principal, John H. Francis was added to the school's name in 1935. The bust of John H. Francis was first unveiled at the original Poly High School in 1931 and is now housed in the foyer of our Auditorium.

In 1955 it was decided to move Polytechnic to a new site where it could best serve the needs of our changing city. In February of 1957 Poly moved to its present site in the San Fernando Valley and opened its doors to new students. Our present campus was built at a cost of over six million dollars and covers over forty acres.

Our school is a comprehensive high school, offering courses in all academic fields and several vocational areas, but we are proud of the name Poly as are the thousands who have benefited from its educational opportunities in the past.



## **DISTRICT 2 VISION**

All District 2 students will graduate as lifelong learners prepared to succeed in college and/or the workforce.

## **DISTRICT 2 MISSION**

District 2 will provide quality professional development and service to District 2 schools to insure that all students receive a rigorous standards-based curriculum, quality instruction, and the opportunity to learn.

## **DISTRICT 2 PRIORITY GOALS**

All students will meet grade level standards in reading, language and math as measured by California Standardized Testing and Reporting Program (STAR), and Performance Assignments. All schools will meet state [Academic Performance Index](#) (API) growth targets, and the requirements of the [No Child Left Behind Act of 2001](#) (NCLB) which establishes [Adequate Yearly Progress](#) (AYP) for all schools, districts, and the state, beginning with the 2003 AYP criteria.

## **VISION STATEMENT**

John H. Francis Polytechnic High School provides a rigorous, standards-based instructional program that meets the diverse needs of all students. Classroom instruction encourages collaboration and communication and promotes an environment where all stakeholders experience a sense of accomplishment and community.

## **MISSION STATEMENT**

### **John H. Francis Polytechnic High School will:**

- Create a secure environment that encompasses all aspects of a standards-based instructional program to ensure equity and access to high achievement for all students
- Create high achieving, personalized, small school learning environments for all students
- Develop a community of learners (including students, parents, community, teachers, staff and administrators) that will provide active support as our students become life-long learners.
- Promote all stakeholders as continual learners and facilitators of quality learning through professional development
- Function as a center for community resources
- Prepare all students to be successful and responsible contributors in a multicultural, technologically advanced society

## OUR BELIEFS

At John H. Francis Polytechnic High School we believe that

- all students can learn
- a culturally and ethnically diverse population creates an enriched learning environment
- all individuals have a responsibility to use their unique abilities to contribute to the community

## STUDENT OUTCOMES

### Expected School-wide Learning Results (ESLRs)

**1. Critical Thinkers who:**

- Explain, interpret, apply and summarize information from a variety of sources.
- Apply problem solving strategies in a variety of situations to come to well reasoned conclusions and solutions.
- Perform proficiently in standards-based academic core classes.

**2. Conscientious Members of Society who:**

- Demonstrate knowledge of personal, local, national, and global social issues.
- Know how to identify and become involved in addressing pressing social needs.
- Make relevant and informed connections among ethics, innovation, and progress.

**3. Effective Communicators who:**

- Write and speak logically and coherently.
- Interpret and evaluate nuances of written and oral communication.
- Use technology effectively to communicate information.
- Articulate opinions and supporting evidence.
- Collaborate to determine solutions of complex problems.

**4. Life Long Learners who:**

- Take ownership of learning by applying academic “Habits of Mind.”
- Create plans, options, and opportunities for the future.
- Develop practical skills that can be applied across industry sectors.

**The Small Learning Communities that make up the comprehensive high school have all committed to supporting the school vision and mission. The faculties making up each small learning community have met and worked out a description of their small learning community. These descriptions follow.**

## **HABIT**

### ***Hospitality, Agriculture, Business & Industrial Technologies, and Technology***

HABIT is a 2+ year program designed to provide every student the skills they need to be successful in high school, college, and the workplace plus career preparation in all of the hospitality, agriculture, business, industrial technology, and computer technology fields. Specific objectives include successful job shadowing, internship experiences and exposure to professionals in their chosen field.

HABIT aims to prepare students for successful entry into a current or emerging technical career or into post-secondary school education. This federally funded job skills program provides students with a range of skills across an industry as well as strong experiences and understanding of all aspects of an industry they are preparing to enter. By the time they graduate, students will be able to:

- Demonstrate the ability to write technical instructions.
- Complete a job application and update a resume.
- Demonstrate the ability to speak and listen effectively during a mock job interview.
- Describe the current job market and industry trends of a particular occupation.
- Identify federal and state regulatory laws.
- Demonstrate the ability to perform a PowerPoint presentation and design a website.
- Plan, perform, and finish a woodworking/agricultural/food service production assignment.

## **SPORT/EHS ACADEMY**

### ***Sports Programs Opportunities & Recreation Training Academy/ Education and Human Services***

SPORT/EHS is a 2+ year program designed to provide every student the skills they need to be successful in high school, college, and the workplace plus career preparation in all of the sports, recreation, education, and human services fields. Specific objectives include successful job shadowing and internship experiences and exposure to professionals in their chosen fields.

### **Sports Programs Opportunities and Recreation Training Academy**

The SPORT Academy is committed to academic excellence, personal development and career fulfillment for the student who desires to be employed in the sports world beyond the court or field. Students will have educational and vocational experiences in the fields of athletic training, sports administration, wellness, and fitness. SPORT furthers students' academic interests in and increases exposure to health and recreation-related professions. The Sport Academy combines core academic courses in English, social studies, mathematics and science with a specialized offering of academic, rigorous electives related to sports and recreation, in addition to personal development, career development, and service learning.

### **Education and Human Services Academy**

The Education and Human Services Academy is a comprehensive and rigorous academic program designed to recruit and encourage talented students who are interested in pursuing careers in education including teachers, coaches, child-care professionals, professors, and educators as well as child psychologists, social workers, fire and criminal justice workers and other youth related careers. Education and Human Services is committed to preparing students to become teachers or other professionals in their academic area of preference

with an emphasis on bilingual education. Successful completion of the Academy curriculum will facilitate and ultimately fulfill all entrance requirements of the University of California and California State University Systems.

## **FAME** *Fine Arts, Media/Entertainment*

FAME is a 2+ year program designed to provide every student the skills they need to be successful in high school, college, and the workplace plus career preparation in all of the fine and performing arts and media/entertainment fields. Specific objectives include successful job shadowing and internship experiences and exposure to professionals in their chosen field.

Within the program are several specific interest pathways which also promote a rigorous arts education program. FAME offers classes that fulfill both the General Education, Fine Arts and Technical Arts requirements. The program prepares students for post-secondary education while giving them the requisite skills needed for immediate employment in the entertainment industry following graduation. Students interested in pursuing college and/or careers in Visual Arts, Music, Dance, Media, or Theater can get their start in FAME. In addition, students will participate in at least one public presentation or performance activity each year where they have the opportunity to demonstrate their skills to the Polytechnic High School community, local businesses, feeder schools, and anyone interested in the Arts.

## **FRESHMAN CENTER**

The Freshman Center is a specialized one year program designed to give every ninth grade student the tools they need to be successful in high school, college, and the workplace. Major objectives are on-time tenth grade matriculation, on-time high school graduation, successful foundation in essential academic skills, completion of A-G requirements and preparation for college, and successful transition to high school with social, emotional, and academic support as needed.

All entering ninth graders (except Magnet students) are automatically enrolled in the Freshman Center in a concerted, collaborative effort to help them acquire the necessary foundation skills to allow them to succeed in high school and beyond. The curriculum includes a full year of English and math (stressing literacy and numeracy), science, physical education, geography, college preparation, health and life skills. At the Freshmen Centre the expectation is held that all students will pass all their classes and matriculate on to the tenth grade in one year's time. For students ready for the academic challenge, the Freshman Center offers its accelerated program, Advantage. Studies show that a student who progresses with his peers to tenth grade with the proper amount of credits in one year is 85% more likely to graduate on time. Good work habits and study skills are emphasized, and a variety of Beyond the Bell intervention options, both after school and during intersession are offered.

## **TENTH GRADE CENTER**

The Tenth Grade Center is a specialized one-year program designed to give every tenth grade student the tools they need to be successful in high school, college, and the workplace, and continuing exposure to the foundational skills introduced in the Freshmen Centre. Major objectives are on-time eleventh grade matriculation, on-time high school graduation, successful foundation in academic skills, completion of A-G requirements and preparation for college, successful completion of the California High School Exit Exam graduation requirement, and introduction of career path options to begin the transition to Polytechnic's career-based SLCs (SPORT/EHS, HABIT, and FAME).

Starting in 2006 all tenth graders (except Magnet students) will be enrolled in the Tenth Grade Center, a collaborative, student-focused effort to help them continue to acquire the necessary foundation skills to allow them to succeed in high school and beyond. This builds on the work done in the Freshmen Centre. The curriculum includes a full year of English and math (stressing literacy, writing and numeracy), biology, physical education, world history, CAHSEE preparation for those who need it, and elective(s) that will lead into their choice of a Small Learning Community for 11<sup>th</sup> and 12<sup>th</sup> grade. The intent of the Tenth Grade Center is that students will develop strong academic background that will enable them to complete grades 11 and 12 successfully.

Good work habits and study skills will be emphasized, and students will be provided a variety of Beyond the Bell intervention options, both after school and during intersession.

### **Mathematics, Science and Technology Magnet**

The Mathematics, Science and Technology Magnet provides a unique and challenging program to 9<sup>th</sup> through 12<sup>th</sup> grade students. Students take classes that include many honors and Advanced Placement classes so that they will have what is required for admission to UC schools and private universities. Students are prepared to begin studies in fields where a strong background in mathematics and science is required. Students may also participate in an Early Start program where they begin taking college classes while still in high school. The classes are offered at Los Angeles Valley College and on the high school campus. Some classes earn both high school and college credit.

The program offers a variety of learning activities and experiences, which provide for individual differences in abilities, interests, needs and multi-cultural backgrounds. We find learning more effective when all phases of the curriculum are integrated and in an interdisciplinary setting. The curriculum of the Magnet gives many opportunities to correlate science, mathematics and technology with language arts, social studies, foreign languages, and the creative arts.



# **Policies and Procedures: Sign-in/Sign-out Substitutes**

## **SIGN-IN/SIGN-OUT PROCEDURES**

ARTICLE IX 3.1 “Effective July 1, 2005, for the purpose of implementing a professional development banked time schedule, full time teachers shall have the following on site obligations:” 6 minutes before the instructional day begins and 6 minutes after the instructional day ends.

ARTICLE IX 2.0 states "All employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District." Adherence to contract rules is the responsibility of each teacher.

In order to implement the contract, the following policies shall be followed:

1. All persons arriving and signing in at 7:20 or after shall be considered late and so documented.
2. All tardies will be recorded on the sign-in card with a small red circle.
3. Time of arrival will be noted by the Assistant Principal. A memo regarding the tardiness will be placed in the teacher's box by the end of the day. This is to provide fair notification.
4. These tardies may result in conferences and other appropriate consequences.
5. All tardies then shall be recorded on Stull/other evaluation forms.

### LEAVING DURING THE DAY

1. Staff members must sign out and in if they leave during the day for a meeting or other in-service. There is a book on the Main Office counter for this purpose.
2. Persons leaving for medical appointments must sign out and sign back in when they return.
3. This is an individual responsibility as is arranging classroom coverage if necessary.
4. The instructional day effectively ends at 3:06 every day including district and school designated banked-days.

## **SUBSTITUTE REQUEST PROCEDURES**

If you are going to be absent, please call the LAUSD SubFinder System. If possible, this should be done by 6:00 a.m. of the day of absence and can be done on the previous day (up to 30 days in advance).

Also, it is necessary for you to personally notify the school office the day before your absence or if unexpected emergency or illness should occur by 7:00 a.m. on the day of your absence. You must also call the school by 2:00 p.m. if you plan on being out for an additional day.

In order to access the SubFinder System, you need to register with Subfinder.

### **Employee Registration with SubFinder**

1. Call SubFinder at (877)528-7378 (877- LAUSD SUB)
2. SubFinder will identify itself and ask you to enter your PIN – Personal Identification Number – followed by the # key. Typically your PIN will be your Employee Number. Enter your PIN number using the touch pad of your telephone.
3. Once you have entered your PIN number and pressed the # key, SubFinder will acknowledge that this is the first time you have called and ask you to voice your name. Please say your name clearly, as you want it to be heard by other people using the system. When you are done speaking, press the # key. After pressing the # key, SubFinder will play your recorded name back to you for verification. If it is correct, press 1. If you want to re-record your name, press 2 and repeat this step again.]
4. Once you have recorded your name and accepted it, SubFinder will play your Main Menu. Please choose option 4 – To Review Personal Information. If any of the information is incorrect, contact the Substitute Unit Help Line a the appropriate Unit number listed below.
5. Congratulations, you are now registered!

## **LAUSD SubFinder System EMPLOYEE INSTRUCTIONS**

You can call SubFinder to review, create and cancel absences and jobs, and to modify preference lists.

Remember, SubFinder only works from touch-tone telephones!

When reporting an absence, always wait for the Job Number before disconnecting or the absence may not be recorded.

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SubFinder Access #:	(877) 528-7378
	(877) LAUSD SUB
Help Desk #'s:	(213) 241-6117
	(213) 241-6151
Fax:	(213) 241-8410
Email:	<a href="mailto:subdesk@lausd.k12.ca.us">subdesk@lausd.k12.ca.us</a>

### **To Call for Substitute Coverage during Intersession**

1. Call subfinder at the number listed above.
2. Use school code (8636) for the pin number requested.
3. Press 5 to create a “new job.”

Enter the respective “Department Job Code” based on the subject you teach

## Employee

### YOUR MAIN MENU

To Report an Absence	Press 1
To Review an Absence	Press 2
To Cancel an Absence	Press 3
To Review Personal Information	Press 4
To Leave the SubFinder System	Press 9

## Main Menu Option #1 To Report an Absence

When reporting an absence, SubFinder will ask you for the following information:

1.	Date(s) and times of absence
2.	Reason for the absence
3.	If a substitute is required for the absence
4.	Are there any special instructions for the substitute

From Main Menu	Press 1
SubFinder will play the <b>ABSENCE MENU</b>	
For all day today	Press 1
For all day your next work day	Press 2
To enter specific dates and times	Press 3
To return to the Main Menu	Press 9

### (1) For All Day Today or (2) For All Day The Next Work Day

From the Absence Menu	
For all day today	Press 1
For all day the next workday	Press 2
SubFinder will play the absence date and times.	
If correct	Press 1
If incorrect	Press 2

### Enter the Absence Reason

SubFinder will play a list of absence reasons. Press the number of the appropriate reason followed by the pound sign (#). SubFinder will repeat the reason.

If correct	Press 1
If incorrect	Press 2

### Is A Substitute Required for the Absence?

If a sub is required for the entire absence	Press 1
If a sub is required for only a portion of the absence	Press 2
If a sub is not required	Press 3

### Repeat Normally or Request?

To let SubFinder select a substitute	Press 1
To request a specific substitute	Press 3
To return to the Main Menu	Press 4

If you are requesting a specific substitute, enter that substitute's assigned ID # followed by the pound sign (#).

### Record Special Instructions

If you would like to record special instructions	Press 1
Otherwise	Press 2

If you press 1, record a short message after the tone. When you are finished, press the pound sign (#). SubFinder will repeat the message.

If correct	Press 1
If incorrect	Press 2

### Get the Job Number

**Always** wait for the **Job Number** before disconnecting or the absence may not be recorded.

### (3) To Enter Specific Dates and Times

From the Absence Menu	Press 3
<b>Step 1:</b>	Enter the first date of the absence (MMDD) followed by the pound sign (#). To begin the absence today, press star (*).
<b>Step 2:</b>	Enter the time the absence begins (HHMM) followed by the pound sign (#). If the absence begins at the start of the workday, press star (*). If you enter a specific time:
For A.M.	Press 1
For P.M.	Press 2
<b>Step 3:</b>	Enter the last date of the absence (MMDD) followed by the pound sign (#). For a single day absence, press star (*).
<b>Step 4:</b>	Enter the time the absence ends (HHMM) followed by the pound sign (#). If the absence ends at the end of the workday, press star (*). If you enter a specific time:
For A.M.	Press 1
For P.M.	Press 2
SubFinder will repeat the date(s) and time(s) of the absence.	
If correct	Press 1
If incorrect	Press 2

FROM THIS POINT FORWARD SUBFINDER WILL FOLLOW THE SAME PROCEDURE USED WHEN REPORTING AN ABSENCE FOR ALL DAY TODAY OR ALL DAY THE NEXT WORKDAY.

## Main Menu Option #2 To Review an Absence

<b>From Main Menu</b>	<b>Press 2</b>
SubFinder will play all your scheduled absences, if any exist, beginning with the next scheduled and moving forward. After each absence you will be given some of the following options	
To hear the absence again	<b>Press 2</b>
To hear the next absence	<b>Press 3</b>
To cancel this absence	<b>Press 4</b>
To change the special instructions	<b>Press 5</b>
To record special instructions	<b>Press 6</b>
To return to the Main Menu	<b>Press 9</b>

Option #4 will **only** be available if you are calling prior to the cancellation deadline established by your district. If you press 4, SubFinder will ask for confirmation.

To confirm cancellation	<b>Press 1</b>
Otherwise	<b>Press 2</b>

Option #5 will **only** be available if you originally recorded Special Instructions. If you press 5, record the new message after the tone. When you are finished, press the pound sign (#). SubFinder will repeat the message.

If correct	<b>Press 1</b>
If incorrect	<b>Press 2</b>

Option #6 will **only** be available if you did not originally recorded Special Instructions. If you press 6, record the message after the tone. When you are finished, press the pound sign (#). SubFinder will repeat the message.

If correct	<b>Press 1</b>
If incorrect	<b>Press 2</b>
Otherwise	<b>Press 2</b>

## Main Menu Option #3 To Cancel an Absence

<b>From Main Menu</b>	<b>Press 3</b>
Enter the job # followed by the pound sign (#)	
SubFinder will play the absence.	
To cancel the absence	<b>Press 1</b>
To return to the Main Menu	<b>Press 9</b>
If you press 1, SubFinder will ask for confirmation	
To confirm of cancel	<b>Press 1</b>
Otherwise	<b>Press 2</b>

## Main Menu Option #4 To Review Personal Information

<b>From Main Menu</b>	<b>Press 4</b>
SubFinder will provide you with the following information: your home site, your <i>standard</i> work times, your primary job position, your SubFinder assigned ID number (used only when your administrator needs to create an absence for you), and your name as recorded. To change your home site, work times, or primary job position, contact your supervisor.	
To record your name	<b>Press 1</b>
To record your itinerant message	<b>Press 2</b>
To return to the Main Menu	<b>Press 9</b>

If you press 1, wait for the tone and record your name. When you are finished, press the pound sign (#). SubFinder will repeat your name.

If correct	<b>Press 1</b>
If incorrect	<b>Press 2</b>

Option #2 will **only** be available if you are set up within SubFinder as an itinerant employee. If you press 2, wait for the tone and record your itinerant message - usually your schedule for the week. When you are finished, press the pound sign (#). SubFinder will repeat your message.

If correct	<b>Press 1</b>
If incorrect	<b>Press 2</b>

# **Policies and Procedures: ISIS, Attendance, Grades**

## Polytechnic High School Attendance Policies and Procedures

- A. Student Absence Protocol**
- B. Absence Verification**
- C. Classroom Teacher Daily and Weekly Responsibilities**
- D. Substitute Teacher (Standard Day-to-Day Substitute):**
- E. Regular Staff Covering a Class:**
- F. Attendance Record Keeping:**
- G. Unexcused/Uncleared Absences:**
- H. Makeup Assignments for School Absences:**
- I. Attendance Procedures for Field Trips:**

### **A. Student Absence Protocol:**

1. Teacher records student absence in ISIS during the first 15 minutes of class.
2. School Absence Notification System calls home to report absence to parent/guardian.
3. Parent/guardian writes a note excusing the absence
  - List full name, birth date, telephone number, and reason for absence
4. Student brings note to Attendance Office, Freshmen Center, or Tenth Grade Center.
5. Office staff clears student's absence in computer.
6. Teacher checks ISIS attendance records to see if student's absence is excused.
  - a. If absence is uncleared, send to Freshmen Center, Tenth Grade Center, or Attendance office to clear absence.
7. Student requests and receives work missed (required for excused absences, recommended for unexcused absences).
8. Student turns in missed work within one week from absence.

### **B. Absence Verification:**

1. The reason(s) for an absence may be submitted only by a parent, legal guardian, or caretaker in a written note, at a conference, by a telephone message noted on a Telephone Log, during a home visit, or by personal knowledge (e.g., medical exclusion by the nurse). Students or adults who do not have educational rights (as do custodial adults) may not submit absence notes.
2. Any of the following persons, upon learning the reason(s) for a student's absence from a parent or legal guardian, may verify the validity of an absence excuse.
  - Nurse
  - Pupil Services and Attendance (PSA) Counselor
  - Physician
  - Administrator
  - Teacher
  - Any other qualified employee of the district assigned to make such verification



### **C. Classroom Teacher Daily and Weekly Responsibilities:**

This section contains an overview of the daily and weekly attendance responsibilities of teachers and substitute teachers once ISIS is implemented.

#### **Before School Day Starts**

1. Complete any Teacher Discrepancy Memos and return to Attendance Office the same day
2. Keep current Five Column Class Worksheets / rosters in classroom ready to use in case LAUSDMAX is not available or in the case of an emergency.

#### **During School Hours**

1. Take attendance during the first 15 minutes of each period. If all students are present, use pull down to "Mark All Present". If a new student is not on class screen, fill out a New Student Attendance form (Appendix A) and send to Attendance Office
2. Mark any student not in class as absent, including new students who do not show up.
3. Mark "tardy" any students who arrive late, using tardy reason codes provided
4. Log off LAUSDMAX after completing attendance for the period
5. Use pre-printed class roster(s) in case of loss of connectivity or power and contact your on-site technical support
6. Verify, sign, date, and return Teacher's Sign-Off report to the Attendance Office (Mondays and end of term)

#### **After School Hours**

1. Verify that each class period's attendance has been submitted by reviewing your LAUSDMAX classes screen and checking that "yes" is posted
2. Corrections may be submitted in LAUSDMAX up to 30 minutes past the end of the instructional day. For corrections beyond that time, submit Student Attendance
3. Teacher Correction Forms (Appendix B) to the attendance office
4. Log off computer

### **D. Substitute Teacher (Standard Day-to-Day Substitute):**

#### **Before School Day Starts**

1. Receive instructions and procedures from clerical staff in Main Office:
2. Substitute Schedule Slip (containing LAUSDMAX password) and/or paper class rosters

#### **During School Hours**

1. Take attendance during the first 15 minutes of each period for every class of the day:
  - Mark any student not in class as absent, including new students. If new student is not on LAUSDMAX screen, fill out a New Student Attendance form (Appendix A) and send to Attendance Office
  - Mark "tardy" any students who arrive late, using tardy reason codes provided
2. If attendance is taken on paper rosters, sign and date the rosters and submit them to the Attendance Office each period

#### **After School Hours**

1. Shut down computer (You will automatically be logged off LAUSDMAX every time you submit attendance.)
2. Return to the office to sign and date a Teacher's Sign-Off report and return your Substitute Schedule Slip and other materials

### **E. Regular Staff Covering a Class:**

1. Teacher Notification Before School Day Starts
  - Receive instructions and procedures from clerical staff in Main Office:
  - Substitute Schedule Slip (containing LAUSDMAX password) and/or
  - Five Column Class Worksheets/rosters
2. Teacher Notification After School Day Starts
  - Five Column Class Worksheets/rosters
  - Go to Main Office to receive instructions and procedures from clerical staff if time permits:
  - Substitute Schedule Slip (containing LAUSDMAX password) and/or Five Column Class Worksheets/rosters
  - If time does not permit a trip to the Main Office, clerical staff will provide a Five column Class Worksheet /Roster to the classroom being covered
3. During school hours take attendance during the first 15 minutes of the period:
  - If all students are present, use pull down menu to “Mark All Present”
  - Mark any student not in class as absent, including new students. If new student not on LAUSDMAX screen, fill out a New Student Attendance form (Appendix A) and send to Attendance Office
  - Mark “tardy” any students who arrive late, using tardy reason codes provided
  - If attendance is taken on LAUSDMAX, sign and date Teacher’s Sign-Off report in office after submitting attendance for classes covered for the day
  - If attendance is taken on a paper roster, sign and date the roster and submit it to the Attendance Office

### **F. Attendance Record Keeping:**

1. Every Monday teachers are to return their reviewed, corrected and signed Teacher’s Sign-off reports to the Attendance Office.
  - The report documents attendance submitted for the prior week.
  - Any corrections made on the reports by teachers must be entered in LAUSDMAX by office staff.

### **G. Procedures for Unexcused/Uncleared Absences:**

1. After 1 absence, ConnectEd automated system informs parent/guardian of pupil’s absence.
2. After 2 consecutive absences, teacher calls home to inquire about student.
3. After 5 consecutive unexcused absences or 10 total unexcused, teacher/counselor refers student’s name to PSA (Maribel Munguia).
4. PSA Counselor follow up includes: phone calls, truancy letters, and home visits if needed.

## **H. Makeup Assignments for School Absences:**

1. Students with any excused absences shall be given the opportunity to complete missed classroom work, homework, or tests with other equivalent assignments and must be given credit equal to what they would have received on the original assignment or test for the same quality of work.
2. Students who are absent without valid excuse need not be given the opportunity to complete classroom work, homework, or tests missed. **However, in the interest of student learning, teachers should give the student the opportunity to make up work.**
3. The tests and the assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments which the student missed during the absence.

## **I. Attendance Procedures for Field Trips:**

The information in this section complies with the District's Field Trips Handbook and Revised Procedures, REF – 2111.0, Office of Instruction, 7/24/06. The information below is recommended procedures for only the student attendance aspect of field trips. A teacher who organizes a field trip is referred to as the Supervising Teacher(s).

### **Supervising Teacher(s) 1-5 Days before Field Trip:**

1. If field trip is to be for a specific class, make arrangements with another teacher(s) to serve as “Temporary Teacher” (for that period on the field trip day) for any students who will not be participating in the field trip, provide the teacher(s) with a Dispersed Student Attendance form with the date and student information completed. (See Appendix F.)
2. Prepare an alphabetized roster of students who are authorized to participate in the scheduled trip and submit a copy to the Attendance Office; keep another copy to use to record attendance on the day of the field trip.
3. If a specific class is participating in the field trip, an LAUSD MAX Five Column Class Worksheet /roster should be used by making a “not participating” notation next to the names of students who will not be participating in the trip; and for each of those students, include the Temporary Teacher name and the room number for the field trip day.
4. If participants are from multiple classes, manually prepare the alphabetized roster of scheduled field trip participants.
5. Provide the office with the top half of the students' permission slips “Authorization for Medical Care”. (The bottom half is carried by the teacher on the day of the trip.)
6. Take attendance on a copy of the alphabetized roster that you prepared beforehand and give it to the Attendance Office before leaving on the trip.

### **Temporary Teacher(s)—if any:**

1. Submit to the Attendance Office a completed Dispersed Student Attendance form during the class period that the regular teacher's student is assigned to be in their classroom.

**Attendance Procedure Forms**

<p style="text-align: center;"><b>NEW STUDENT ATTENDANCE</b></p> <p>Student Name _____</p> <p>Birth Date _____</p> <p>Grade/Track _____ Date _____</p> <p><i>Present Absent Tardy Tardy Reason Code: _____</i></p> <p>_____ Teacher's Signature                      Date Signed</p> <p>Period    1    2    3    4    5</p>	<p style="text-align: center;"><b>NEW STUDENT ATTENDANCE</b></p> <p>Student Name _____</p> <p>Birth Date _____</p> <p>Grade/Track _____ Date _____</p> <p><i>Present Absent Tardy Tardy Reason Code: _____</i></p> <p>_____ Teacher's Signature                      Date Signed</p> <p>Period    1    2    3    4    5</p>
<p style="text-align: center;"><b>NEW STUDENT ATTENDANCE</b></p> <p>Student Name _____</p> <p>Birth Date _____</p> <p>Grade/Track _____ Date _____</p> <p><i>Present Absent Tardy Tardy Reason Code: _____</i></p> <p>_____ Teacher's Signature                      Date Signed</p> <p>Period    1    2    3    4    5</p>	<p style="text-align: center;"><b>NEW STUDENT ATTENDANCE</b></p> <p>Student Name _____</p> <p>Birth Date _____</p> <p>Grade/Track _____ Date _____</p> <p><i>Present Absent Tardy Tardy Reason Code: _____</i></p> <p>_____ Teacher's Signature                      Date Signed</p> <p>Period    1    2    3    4    5</p>

**Student Attendance  
Correction Form**

Student Name \_\_\_\_\_

Birth Date \_\_\_\_\_

Grade/Track \_\_\_\_\_ Date \_\_\_\_\_

Present Absent Tardy *Tardy Reason Code:* \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature and Date Signed

Period 1 2 3 4 5

**Student Attendance  
Correction Form**

Student Name \_\_\_\_\_

Birth Date \_\_\_\_\_

Grade/Track \_\_\_\_\_ Date \_\_\_\_\_

Present Absent Tardy *Tardy Reason Code:* \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature and Date Signed

Period 1 2 3 4 5

**Student Attendance  
Correction Form**

Student Name \_\_\_\_\_

Birth Date \_\_\_\_\_

Grade/Track \_\_\_\_\_ Date \_\_\_\_\_

Present Absent Tardy *Tardy Reason Code:* \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature and Date Signed

Period 1 2 3 4 5

**Student Attendance  
Correction Form**

Student Name \_\_\_\_\_

Birth Date \_\_\_\_\_

Grade/Track \_\_\_\_\_ Date \_\_\_\_\_

Present Absent Tardy *Tardy Reason Code:* \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature and Date Signed

Period 1 2 3 4 5

## Dispersed Student Attendance Form

This form is used when one or more students are temporarily dispersed to another teacher and room (**e.g., students not participating in a scheduled field trip or students of an absent teacher are dispersed to other rooms when there is not adequate teacher class coverage**). The form is to be submitted by the Temporary Teacher to the Attendance Office for the applicable period.

**DISPERSED STUDENT ATTENDANCE FOR:** \_\_\_\_\_  
**Date**

**Print:**

**Student Name      Birth Date      Grade/Track      Attendance Status: Circle One** \_\_\_\_\_

1. \_\_\_\_\_ Present Absent Tardy *Tardy Reason Code:*

2. \_\_\_\_\_ Present Absent Tardy *Tardy Reason Code:*

3. \_\_\_\_\_ Present Absent Tardy *Tardy Reason Code:*

4. \_\_\_\_\_ Present Absent Tardy *Tardy Reason Code:*

5. \_\_\_\_\_ Present Absent Tardy *Tardy Reason Code:*

**Regular Teacher** \_\_\_\_\_

**Temporary Teacher** \_\_\_\_\_  
**Temporary Teacher's Signature & Date**

**Period (circle one):**    1    2    3    4    5

## **TARDY POLICY**

**TARDY:** A student is tardy to class if he/she is not inside the classroom and in his/her seat when the tardy bell rings. A student is tardy if he/she arrives during the first 30 minutes of the period. If a student arrives after that time, he or she is considered truant. Students are not to be sent to the Attendance Office if they come to class tardy.

### **TARDINESS CAN BE REDUCED BY THE FOLLOWING PROCEDURES.**

- Standing at the door and welcoming students into class during passing period
- Giving “warm-up” quizzes at the beginning of class
- Calling parents of students who are habitually tardy.
- Teachers should not send students out of class during the first and last 10 minutes of the period except in emergencies to increase effectiveness of tardy sweeps.

Teachers will discourage students from leaving class and missing instruction. Under no circumstances should teachers give passes to students to make personal phone calls, to use a vending machine, or to purchase food in the Teachers’ Cafeteria.

Students allowed to leave a classroom or office **MUST** carry official orange vest and a note to indicate the time, date, location the student is going, certified by the teacher’s signature.

A student out of class without a pass for any reason will be tardy or truant depending on the time out of class.

### **Tardy Sweeps:**

Attendance Deans administer tardy sweeps under the direction of Deans’ Office Administrator.

## **SENIOR ATTENDANCE PLAN**

Dear Parent/Guardian:

Please be aware that as a condition for participating in senior activities all seniors and 11Rs must have a record of good school attendance. Attendance accounting for each senior begins that day the student enrolls and will continue through the Fall and Spring semesters.

### **Senior Attendance Incentive Program**

- A) A Senior with more than 16 cumulative absences throughout the year for a particular period will not be allowed to participate in senior activities. Senior activities include Senior Dinner, Senior Picnic, the Prom, Grad Night and participation in the Graduation ceremony, among others.
- B) If a parent and child feel that there were extenuating circumstances resulting in the absences, they may appeal to the Attendance Review Committee. The decision of the Attendance Review Committee to excuse absences or not to excuse them is final.
- C) To clear absences and earn back senior privileges the student must improve their attendance.
- 10 consecutive days perfect attendance will excuse 1 absence.
  - 20 consecutive days perfect attendance will excuse 3 absences.
  - 25 consecutive days perfect attendance will excuse 5 absences.
- D) It is the responsibility of the student to keep track of their own absences. You may contact the Attendance Office if the number of absences is in question.
- E) The Attendance Review Committee will be available to meet with parents. Meetings are by appointment only. To schedule an appointment contact the Attendance Office.

The importance of attendance is emphasized to all seniors. Too often students are absent from school for trivial reasons. Encourage your son/daughter to be here daily! Good attendance translates into good grades. Your active support of this program will help ensure that your son/daughter has a successful senior year. If there are further questions regarding the Senior Attendance Incentive Program please feel free to call (818) 767-4860 and ask for the assistant principal.

Sincerely,

---

Principal



**GRADE BOOK Certification Form**  
**(Bring this form with you when turning in your grade book)**

Please make sure the following items are included in your grade book documentation.

Use black or blue ink only:

- I. Los Angeles Unified School District Certification Page**  
\_\_\_\_ Certification Page signed and dated by teacher in ink
  
- II. Class Roster Summary Sheet**  
\_\_\_\_ Course title, teacher's name, period, room number  
\_\_\_\_ Students' names listed with grade level  
\_\_\_\_ Date entered for each student  
\_\_\_\_ Date left for each student including check out grade for students who left early
  
- III. Mid-Mester and End-of-Mester Assignment and Mark Results for Each Class**  
\_\_\_\_ Assignments identified, minimum of two per week (4 X 4 schedule)  
\_\_\_\_ Title and date of assignment  
\_\_\_\_ Marks earned by each student for the assignment, minimum of two per week (4 X 4 schedule)
  
- IV. Grading Scale Explanation**  
\_\_\_\_ Explanation of marks  
          (EXAMPLE: 90% - A; 80% - B; 70% - C; 65% - D; 0-64% - F)  
\_\_\_\_ Final point total range for grades  
          (EXAMPLE: 450-500 = A; 400-449 = B; etc.)
  
- V. Verification Rosters Submitted (ISIS)**  
\_\_\_\_ Academic marks, work habit and cooperation marks for mid-mester and end-of-mester mark reports
  
- VI. Communication with Parents (OPTIONAL)**  
\_\_\_\_ Documentation of contacts (notes, phone calls, conferences, etc.) with parents/guardians

**Grade Book Certification:**

Mester: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_

Administrator: \_\_\_\_\_ Signature: \_\_\_\_\_  
(Or designee)

### ROOM CHECKOUT FORM

The following items must be completed and signed off by your assigned administrator before going off-track. If you have made special arrangements with your room partner prior to your room check-out, please let your administrator know in writing on the back of this sheet at the time of your room check.

1. \_\_\_\_\_ All materials have been removed from desk drawers and from the top of the teacher's desk.
2. \_\_\_\_\_ All personal items have been removed from bookcases, bookshelves, etc.
3. \_\_\_\_\_ All student desks, tables, chairs have been cleaned with cleanser.
4. \_\_\_\_\_ All materials have been removed from the bulletin boards.
5. \_\_\_\_\_ White boards have been cleaned with the appropriate spray.
6. \_\_\_\_\_ Appropriate file cabinet and storage space has been arranged for room partner.
7. \_\_\_\_\_ Notations have been made of any equipment not working in the room.
8. \_\_\_\_\_ School keys have been turned in unless the following applies:  
\_\_\_\_\_  
I am a teacher who is changing rooms. I have gone to the plant manager  
and exchanged my current room keys for my new room keys.  
\_\_\_\_\_  
I have the approval of the principal to keep my school keys. (*See principal's signature on the  
Clearance Sheet.*)

I verify that I have completed all of the above items and that my current classroom is ready for checkout.

_____	_____	_____
Teacher Name	Current Room #	Track
_____		
Teacher Signature		

**Approved** \_\_\_\_\_ **Administrator or Designee** \_\_\_\_\_ **Date**

**Policies and Procedures:**  
**Activities**  
**Assemblies**  
**Clubs**  
**Eligibility**  
**Extracurricular Activities**  
**Field Trips**  
**Sports**

JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL  
Activities Overview  
*What Every Club, Organization and Team Sponsor Should Know...*

**Eligibility:** All students must have a 2.0 GPA and be clear of debts to participate in extracurricular activities. Students attending evening activities must be present in at least four classes during the school day.

**Fundraisers:** All fundraisers must be approved in writing by the Assistant Principal, Student Leadership and the Financial Manager. Once each fall, Leadership will organize a fundraiser that will benefit participating groups 80%, with the remaining 20% going to Student Body Funds. In addition, an organization may hold one fundraiser a year that will benefit the organization 100%, one that is an 80%/20% split with student Body and one that is a 50%/50% split with the student body. Activities that are held off school grounds and after school hours must be approved, but all profits can go to the organization. **All monies must be deposited through Student Body at the Student Store.** In addition to these fundraisers, all clubs, organizations and athletic teams are expected to participate in a fall and spring Student Body Fundraiser. **Since the budgets for many of our student body activities are financed through these fundraisers, budgets of those organizations who choose not to participate will be adjusted accordingly.** There are certain fundraisers that are either against District or State code. Please check with administration about prospective fundraisers, whether off or on campus. Lunch dances may be sponsored **only** by student body. Fundraising opportunities are also available at two Multicultural Fairs, and by sponsoring lunches at the "Lunch With..." program each Friday and for pupil free and professional development days.

**Calendar:** All activities and fundraisers must be placed on the Master Calendar **first** to avoid any overlap between groups. Calendaring of activities and fundraisers will happen each Wednesday, during 4th period Leadership class. You also have an opportunity to submit requests at the schoolwide Forums, which occur the first and third Wednesday during lunch in the auditorium. Remember to submit your requests at least two weeks in advance, so that they can be considered at the Leadership meeting.

**Activity Sheet:** An Activity Sheet must be filled out for an event sponsored by your group. Signatures from any supervisor whose workers may be impacted must sign the Activity Sheet (Jose Loza for supervision, Elidia Vasquez, Beyond the Bell, Derrick Taylor, Plant Manager, for set-up of tables, etc.) The sponsor of the event, the plant manager and assistant principal (calendar/activities) must **always** sign the Activity Sheet.

**Sound System Use:** Use of the sound system must be cleared with Student Leadership (Room 63) 48 hours before your event. Request forms may be obtained from Leadership and must be completed and returned to the Student Store. A Leadership student who is knowledgeable about the system will be assigned to your event to set up and operate the system.

**Field trips:** *Guidelines listed below in Field Trip section*

**Scheduling Regular Meetings:** if you regularly meet with your group on a particular day at a particular time, please let Nereyda Canales in the Assistant Principal's Office know so that she can put the announcement in the bulletin on a regular basis.

**Posting Notices:** If you publicize your event by posting notices around the school, it is your group's responsibility to remove the notices. Also, please post notices only in designated areas around the school (which have thin wood frames to which tape can be applied. Any time posters are tagged, they are removed by administration and custodians.

## Food and Beverage Sales: Per Bulletin 1908.0

### Secondary Schools

Organizations selling food must be comprised solely of students from the school at which the food items are being sold.

Foods sold are for the Associated Student Body or other fundraising purposes and meets the following conditions:

1. The specific food item complies with federal and state laws regarding beverages and snacks sold on school campuses.
2. A student organization(s) may be approved to sell food items at any time during the school day, including regularly scheduled food service period(s) as provided below:

### **FOOD SALES BY**

### **STUDENT ORGANIZATIONS**

#### Secondary Schools (continued)

- A. Only one organization, each school day, sells no more than three types of food or beverage items; and/or
- B. Any one or more student organizations may conduct **no more than four food sales of any food items during a school year at each school.** Sales must be held on the same four days for any or all organizations.
3. Student stores may sell certain snack foods meeting specified nutritional standards during school hours. All other sales (except in the case of 4 fundraising occasions per year) are prohibited until after the end of the school lunch period.
4. The food sold during the regular school day is not prepared on the premises.
5. The food items sold during the regular school day are not those sold by the district in the food service program at that school during the school day.

**FOOD SALES BY**  
**APPROVED PARENT GROUPS, PTA'S AND BOOSTER CLUB**

Sales by PTA's and Approved Parent Groups must comply with the above nutritional policies for on-campus sales of beverages and foods before, during or until ½ hour after the end of the school day.

**Booster Clubs may not sell beverages and snacks on-campus before, during, and until ½ hour after the end of the school day.**

Food and beverage items that do not comply with the above nutritional policies can be sold under two circumstances:

- Sale occurs off-campus
- Sale occurs on-campus but is ½ hour after the end of the regular school day.

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**NON-STUDENT FOOD SALES**

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Faculty organizations may make arrangements for vending machines in faculty rooms, provided that these machines are not accessible to students.

## BEVERAGES ALLOWED

**Fruit-Based Drinks** - must meet the following guidelines:

- Contains no less than 50% fruit juices;
- If juice concentrates are used, the prospective vendor must provide the dilution factor of the juice i.e. 5 to 1, etc.;
- Contains no added sweeteners, artificial flavors or colors; and
- May have carbonation without phosphoric acid;

**Drinking Water** – must meet the following guidelines:

- Contains no additives except those minerals normally added to tap water;
- May have carbonation without phosphoric acid;
- May have essences that are pure flavor and aroma products with a maximum dilution of 0.5 to 1 per 1000; and
- Contains no artificial sweeteners, flavoring, or colors.

**Milk and Flavored Milks (the lacteal secretion from cows)** – must meet the following guidelines:

- Must be pasteurized fluid types of flavored or unflavored low fat (1%), skim milk (fat-free), or cultured low fat or non-fat buttermilk;
- Follows State and local standards for milk;
- Contains vitamins A and D at levels specified by the Food and Drug Administration and consistent with State and local standards;
- Contains no more than 18 grams of added sweetener per 8 fluid ounces; and
- Contains no artificial sweetener.

**Soy Milk and Rice Milk** – must meet the following guidelines:

- Fortified with calcium and vitamin B12 levels that are 15% to 60% of the RDA;
- Vitamins A and D may be added;
- Contains no more than 18 grams of added sweetener per 8 fluid ounces; and
- Contains no artificial sweetener.

**Electrolyte Replacement Beverage**

Must meet the following guidelines:

- Contains no more than 42 grams of added sweetener per 20-ounce serving;
- Maximum volume is 20 ounces;
- Sodium does not exceed 110 milligrams per 8 ounces;
- Potassium does not exceed 60 milligrams per 8 ounces;
- Osmolality does not exceed 400mOsm;
- Electrolytes and minerals added might include the following: sodium, potassium, chlorine and phosphorus;
- Vitamins added are subject to approval by Food Services; and
- Contains no artificial flavorings, colors or sweeteners.

**Caffeinated Beverages – must meet the following guidelines:**

- Containing naturally occurring caffeine in cocoa with less than 20 milligrams of caffeine per 12-ounce serving; and
- Contains no artificial sweeteners, flavorings, or colors.

**SNACKS ALLOWED**

Snacks sold a la carte may include, but are not limited to, the following:

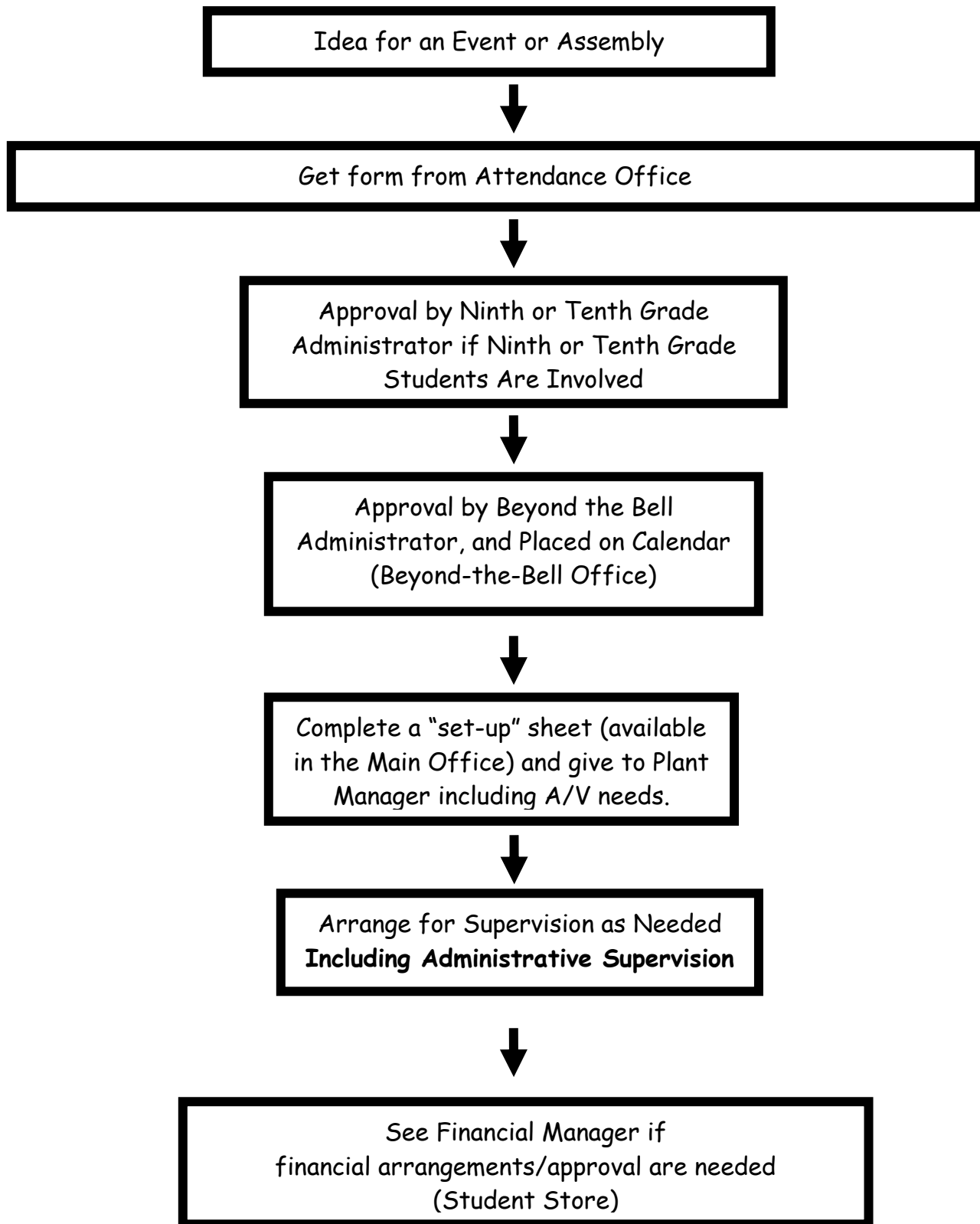
FOOD ITEM	MAXIMUM PORTION SIZE
<b>Snacks and Sweets</b> (including, but not limited to chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, jerky);	1.5 ounces
<b>Cookies and Cereal Bars</b>	2 ounces
<b>Bakery Items</b> (e.g. pastries, muffins)	3 ounces
<b>Frozen Desserts, Ice Cream</b>	3 fluid ounces
<b>Other Entrée Items and Side Dishes</b> (including, but not limited to, French fries and onion rings). These items may not be the same items sold as part of a school meal at that school during the school day.	Cannot exceed the portion of those foods served as part of the school meal.

**Snacks must meet the following nutrient standards:**

- No more than 35% of total calories from fat (exception: nuts and seeds)
- No more than 10% of total calories from saturated fat, including trans fat
- No more than 35% added sugar by weight (exception: fruits and vegetables)
- No more than 600 milligrams of sodium per serving



# ***Event Routing***



## **ASSEMBLY PROCEDURES**

### **Students' Responsibilities**

1. Students are to report to class and go with their teacher and class as a group to the Auditorium. Strays and late comers will not be admitted.
2. Students will sit in assigned seats, fill in rows as they are seated, and remain in their seats for the duration of the assembly.
3. Students will quietly and quickly follow directions of adult in charge so that the assembly can begin on time.
4. Students will demonstrate proper conduct and show respect to the presenters at all times.
5. Students will stay in their seats until dismissed by the adult in charge.

### **Teacher's Responsibilities**

*Prior to the assembly, explain good assembly behavior.*

1. Meet students in their classroom and bring the class as a group to the Auditorium.
2. Classes that arrive after start of the assembly **will not** be admitted.
3. Assist in seating their students in an orderly and efficient manner.
4. Remind students to be quiet so that the assembly can begin on time.
5. Supervise their class **during the entire presentation** and encourage appropriate student conduct at all times. Do not plan to leave your class to make telephone calls, etc.
6. Teachers are to sit or stand near their classes.
7. Assist in the orderly dismissal of their class when so indicated by the adult in charge.

### **Administrators' Responsibilities**

1. Arrange for seating of classes and notify teachers of their assignments in a timely manner.
2. Provide assistance to the adult in charge of the assembly so that it can begin quietly and efficiently.
3. An administrator will be assigned to each assembly to assist teachers with the supervision of their classes during the entire presentation. Remove and refer to the Dean's office those students who cannot maintain appropriate behavior standards.
4. Assist adult in charge of assembly with the orderly dismissal of all students.

JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL  
Special Activity Plan Sheet

Activity \_\_\_\_\_ Date of Activity \_\_\_\_\_

Group Sponsor \_\_\_\_\_ Time or Period(s) \_\_\_\_\_

Location:

_____ Auditorium Stage	_____ Polygon Stage	_____ Senior Glade
_____ Auditorium Pit	_____ Polygon	_____ Room 61
_____ Cafeteria	_____ Blue Gym	_____ 10's Conf. Rm.
_____ Cafeteria Stage	_____ Gold Gym	_____ Library
_____ Other _____		

Rehearsal or Set-Up Dates(s) \_\_\_\_\_ Time or Period(s) \_\_\_\_\_

Activity will include:

\_\_\_\_\_ Publicity \_\_\_\_\_ Decorations \_\_\_\_\_ Refreshments \_\_\_\_\_ Ticket Sales/Charge

Special Needs (Check all that apply):

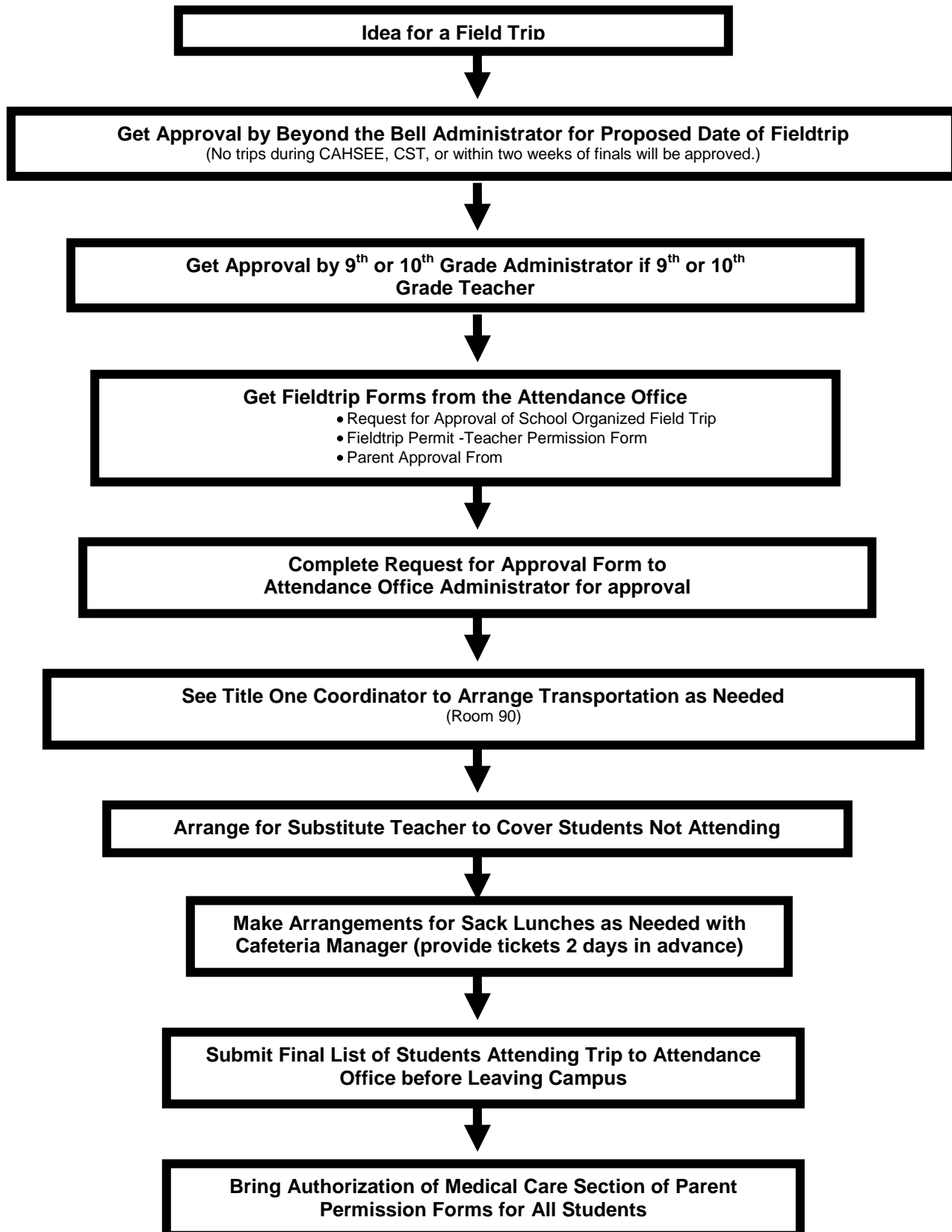
_____ Portable Sound System	_____ # Chairs	_____ Piano
_____ Video Projector	_____ # Tables	_____ Other
_____ Overhead Projector	_____ # Easels	
_____ Microphone		

Draw a diagram of the location set-up. Be specific with placement of tables, chairs, AV, etc.

\_\_\_\_\_ Club Sponsor \_\_\_\_\_  
\_\_\_\_\_ AP Calendar/Activities \_\_\_\_\_  
\_\_\_\_\_ AP Supervision \_\_\_\_\_  
\_\_\_\_\_ Plant Manager \_\_\_\_\_  
\_\_\_\_\_ Theatre/Arts Dept \_\_\_\_\_  
(Sound and Lights in Aud.)  
\_\_\_\_\_ Leadership Sponsor \_\_\_\_\_  
(Portable Sound System)

\_\_\_\_\_ Financial Manager \_\_\_\_\_  
(Student Store)  
\_\_\_\_\_ Cafeteria Manager \_\_\_\_\_  
(Lunchtime Activities)  
\_\_\_\_\_ School Police \_\_\_\_\_  
\_\_\_\_\_ Other \_\_\_\_\_

## **Procedures for Fieldtrip Planning**



**SCHOOL APPROVAL TIME LINE**

Please follow the time line below when submitting field trip paper work to the AP office for approval: \*\*

TYPE OF TRIP

Form Required	No Bus Needed	Bus Needed	Bus Needed -Special Funding	Over-Night Local	Out of Country	Out of State
Appendix A Exhibit B (If appropriate)	1 week	2 weeks	3 weeks	Over-night, out of county, state, or country if Board or Cluster approval is required		
Form 78.20		2 weeks	3 weeks			
Form 78.20R		2 weeks if reimbursable	3 weeks if reimbursable	4 weeks		
Gifted Waiver		4 weeks				

\*\* It is suggested that details of the proposed field trip/excursion be discussed with the Assistant Principal of Student Activities at least **ONE WEEK** in advance of those listed in the above schedule.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
REQUEST FOR APPROVAL OF SCHOOL ORGANIZED TRIP FOR STUDENTS**

(Refer to Reference Guide *Field Trips Handbook and Revised Procedures* for procedures and guidelines, Revised 2005)

CHECK THE APPROPRIATE BOX:

Field Trip     School Journey     Curricular Trip     Athletic Trip     Curricular Bus Tour     OTHER \_\_\_\_\_

Employee Number \_\_\_\_\_  Cert.

Name of School \_\_\_\_\_ Employee Supervising Trip \_\_\_\_\_  NON-Cert.

Telephone Number \_\_\_\_\_ Grade Levels (Circle) PK K 1 2 3 4 5 6 7 8 9 10 11 12 OTHER \_\_\_\_\_

1. DESTINATION \_\_\_\_\_ Are admission fees charged?  YES  NO
2. IS THE SITE A PRE-APPROVED SITE?  YES  NO (If not, contact Local District and Division of Risk Management prior to taking trip.)
3. DOES THE SITE REQUIRE PROOF OF INSURANCE FROM THE DISTRICT?  YES  NO (If so, contact the Division of Risk Management and Insurance)
4. DATE(S) OF TRIP \_\_\_\_\_ OVERNIGHT TRIP  YES  NO (See number 9.)
5. NUMBER OF STUDENTS \_\_\_\_\_ NUMBER OF ADULTS \_\_\_\_\_ SUFFICIENT SUPERVISION  YES  NO
6. NAME AND EMPLOYEE NUMBERS OF EMPLOYEES ATTENDING TRIP: (Provide Attachment if not sufficient space)

- 
7. SUBSTITUTE REQUIRED?  YES  NO HOW MANY? \_\_\_\_\_ DAYS? \_\_\_\_\_ SOURCE OF FUNDS (include Program Code) \_\_\_\_\_
  8. TIME SCHEDULE REQUESTED BY SCHOOL: Leave School \_\_\_\_\_ Arrive Destination \_\_\_\_\_ Leave Destination \_\_\_\_\_ Return School \_\_\_\_\_
  9. DURATION OF TRIP:  Less than one day     One Day     Overnight (how many days? \_\_\_\_\_) Local District Approval  YES  NO
  10. METHOD OF TRANSPORTATION:  School Bus (indicate number required \_\_\_\_\_)  Walking     Automobile  
 Public Carrier:  Airplane     Boat     Bus     Train     OTHER \_\_\_\_\_

NOTE: If utilizing a personal automobile or public carrier, please contact the Division of Risk Management and Insurance regarding safety guidelines and procedures, insurance and waivers that may be applicable.

11. BRIEF DESCRIPTION OF EDUCATIONAL BENEFIT TO BE DERIVED FROM THIS ACTIVITY. PLEASE STATE SPECIFICALLY AS AN INSTRUCTIONAL OBJECTIVE (NOT REQUIRED FOR ATHLETIC TRIPS OR YOUTH SERVICES ACTIVITIES). The student(s) will \_\_\_\_\_
12. TYPE OF ACTIVITIES: (Describe) \_\_\_\_\_  
 Inflatable Equipment     Aquatic activity (e.g. Swimming)     OTHER \_\_\_\_\_  
HIGH RISK ACTIVITY APPROVAL: LOCAL DISTRICT  YES  NO RISK MANAGEMENT  YES  NO OFFICE OF ENVIRONMENT HEALTH & SAFETY  YES  NO  
NOTE: Certain activities are not permissible due to the risk and safety of the activity. Please contact your Local District, the Division of Risk Management and Insurance and the Office of Environment Health and Safety for prior approval.

13. SOURCE OF FUNDS FOR TRIP (Community, Program for Gifted/Talented, regular program.) (Include Program Code and description.) \_\_\_\_\_  
NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

14. HAVE LOCATIONS OF THE NEAREST EMERGENCY FACILITIES BEEN OBTAINED:  YES  NO

15. HAVE FORMS FOR PARENT'S OR GUARDIAN'S PERMISSION BEEN OBTAINED:  YES  NO

16. IF HIKING OR CAMPING ACTIVITY:

- a. Has a ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?  YES  NO
  - b. Has the area been checked for potential hazards?  YES  NO
  - c. Has the School Police Department been notified of the trip?  YES  NO
  - d. Has approval been obtained from the Office of Outdoor Education?  YES  NO
- Name \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_\_

17. IF A SCHOOL BUS IS TO BE USED FOR TRANSPORTATION, HAS THE APPROPRIATE SCHOOL TRIP FORM BEEN PROCESSED THROUGH THE LOCAL DISTRICT ADMINISTRATOR?  YES  NO  
(applicable for trips involving Board approval)

**APPROVALS**

- PRINCIPAL:  YES  NO SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_
- RISK MNGMT (if applicable):  YES  NO SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_
- OEHS (if applicable):  YES  NO SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_
- LOCAL DIST.  YES  NO SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_
- CENTRAL OFF.:  YES  NO SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_
- BD OF EDUC (if applicable)  YES  NO If yes, attach copy of Board authorization DATE: \_\_\_\_\_

**NOTE: ONLY TRIPS INVOLVING ADMISSION CHARGES AND SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE APPROPRIATE DIVISIONS.**

**PARENT'S OR GUARDIAN'S PERMISSION FOR A FIELD TRIP  
AND AUTHORIZATION FOR MEDICAL CARE – IV.D. TRIP SLIP**

To the Principal of \_\_\_\_\_ School

\_\_\_\_\_ has my permission to participate in the  
(Student Name: please print)

Field trip location: \_\_\_\_\_ on \_\_\_\_\_  
(Date(s))

Departure time: \_\_\_\_\_ A.M. / P.M. Return time: \_\_\_\_\_ A.M. / P.M.

Supervising Teacher (please print): \_\_\_\_\_

LUNCH

\_\_\_ Student will **be at school during lunch.**

\_\_\_ Student will **be off site during lunch.**

**PARENT MUST CHECK OPTION BELOW:**

- \_\_\_ My child is requesting a lunch from the Cafeteria,  
I will send appropriate payment based on my child's meal  
eligibility (free, reduced, full price)
- \_\_\_ My child will **bring a sack lunch without liquid.**

METHOD OF TRANSPORTATION

\_\_\_ Student is **Walking.**

\_\_\_ Student will ride in Private Vehicle.

\_\_\_ Student will ride on School Bus.

\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian's authorization signature

\_\_\_\_\_  
Date

**(INFORMATION TO BE COMPLETED BY PARENT AND TO BE REMOVED BY SUPERVISING TEACHER)**

**AUTHORIZATION FOR MEDICAL CARE**

Should it be necessary for my child to have medical care while participating in this trip, I hereby give the School District personnel permission to use their judgment in obtaining medical care for the child, and I give permission to the physician selected by the School District personnel to render medical care deemed necessary and appropriate by the physician. I understand that the District carries **minimal** (\$1,500) excess student accident insurance for one day field trips which are conducted under the constant, direct and immediate supervision of designated school authorities and that injuries sustained while not under direct and immediate school supervision are not covered. I also understand that for field trips where constant, direct and immediate supervision isn't possible, the District requires students to be insured under separate, "Short Term 24-Hour" coverage.

Student Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone No: \_\_\_\_\_

Business Telephone No: \_\_\_\_\_

Emergency Telephone No: \_\_\_\_\_

\_\_\_\_\_  
Authorized Signature of Parent or Guardian

\_\_\_\_\_  
Parent or Guardian's Name (please print)

Date: \_\_\_\_\_

PLEASE CHECK HERE IF INSTRUCTIONS FOR SPECIAL MEDICAL TREATMENT FOR THE STUDENT ARE ON FILE IN THE SCHOOL.

FORM 34-EH-17 REV. 5/02 STK No. 818901 125-89159-5 (ENGLISH/SPANISH)

**PARENTS, PLEASE NOTE:**

Section 35330 of the California Education Code states in part:

"All persons making the field trip shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion".  
Accident insurance can be purchased for a minimum daily rate by contacting the school.

**This institution is an equal opportunity provider.**

JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL  
 12431 ROSCOE BLVD, SUN VALLEY, CA 91352  
 PHONE: (818) 394-3600 FAX: (818) 771-0452  
 A Learn School

**Ramon C. Cortines**  
*Superintendent of Schools*  
**Alma Pena-Sanchez**  
 Superintendent District 2  
**Gerardo Loera**  
 Principal

### **Field Trip/Activity Permit**

**Sponsor's Name:** \_\_\_\_\_ **Sponsor's Signature:** \_\_\_\_\_

**Activity:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

- **Sponsor will submit a list of students who attended the field trip/activity has been to the Attendance Office. Attendance Office staff will make necessary adjustments in ISIS.**
- **Sponsor will notify teachers if student does not participate in the field trip/activity.**

**Note: This form must be signed by the sponsor to be valid.**

**Student's Promise:**

**I promise to make up any missed work as a result of attending this field trip/activity. It is my responsibility to find out what work was missed and to complete and turn in all missed work.**

**Student's Name:** \_\_\_\_\_ **Student's Signature:** \_\_\_\_\_

### **Classroom Teacher's Approval**

**I hereby grant** \_\_\_\_\_ **Name of Student**

**my permission for him/her to be absent on** \_\_\_\_\_ **Date**

**Note:**

- **Teachers may refrain from releasing a student who has excessive absences, is in danger of failing the course, or is a behavior problem.**
- **Students are to be marked absent in ISIS the day of activity.**

<b>Period</b>	<b>Teacher's Name</b>	<b>Teacher's Signature</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		



LOS ANGELES UNIFIED SCHOOL DISTRICT  
**JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL**  
12431 ROSCOE BLVD, SUN VALLEY, CA 91352  
PHONE: (818) 394-3600 FAX: (818) 771-0452  
A LEARN SCHOOL

**Ramon Cortines**  
*Superintendent of Schools*  
**Alma Pena-Sanchez**  
Superintendent District 2  
**Gerardo Loera**  
Principal

### **School Activity Private Automobile Liability Insurance Certification**

I hereby certify that I have automobile insurance which covers the driver and all passengers for the private automobile to be used for school activity. My policy will cover me and all passengers riding in the automobile in connection with the following school activity:

---

Driver's Name: \_\_\_\_\_ Birthdate (if student) \_\_\_\_\_

Date of Activity: \_\_\_\_\_ Insurance Company: \_\_\_\_\_

Policy Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Driver's License Number: \_\_\_\_\_ DL Expiration Date: \_\_\_\_\_

I agree to waive the right to file any claim against the Los Angeles Unified School District. I certify that the above named driver has a valid California Driver's License and that the vehicle designated is currently insured with minimum liability insurance requirements by California law (\$15,000/\$30,000/\$5,000). Under no circumstances will pupils be transported without working seatbelts fastened for each student riding in the vehicle.

Type of Vehicle:

Year	Make	Model
------	------	-------

**Name of Students being Transported:** \_\_\_\_\_

Seating Capacity of Vehicle (number of seat belts): \_\_\_\_\_

**Signature of Driver:** \_\_\_\_\_

Signature of Parent or Guardian (if student driver): \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Home Telephone: \_\_\_\_\_

**TRANSPORTATION WAIVER FORM**

Permission is granted for \_\_\_\_\_

as a part of his/her class work in \_\_\_\_\_  
(course)

at John H. Francis Polytechnic High School to participate in the following school sponsored field trip or excursion:

\_\_\_\_\_

on the date(s) of \_\_\_\_\_

Since no school district transportation is provided, I further authorize my child to use the following mode of transportation to participate in the above event:

Ride in private vehicle driven by non-student

\_\_\_\_\_ under 18      \_\_\_\_\_ over 18

\_\_\_\_\_ Check if authorized by  
Parent or Guardian

Ride in private vehicle driven by student

\_\_\_\_\_ under 18      \_\_\_\_\_ over 18

\_\_\_\_\_ Check if authorized by  
Parent or Guardian

-----  
In so doing, I hereby expressly waive and release any and all rights or claims of any nature whatsoever I may have against the Los Angeles Unified School District, the Board of Education of Los Angeles Unified School District, and its members and employees, arising out of, in connection with, or resulting from the above school activity.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Parent/Guardian

You may obtain copies of these forms from the Title One Office or the Attendance Office/Freshmen Center/Tenth Grade Center Offices.

Today's Date

Los Angeles Unified School District  
**APPLICATION FOR AUXILIARY TRANSPORTATION/TRIP(S)**

Appendix A - 1

\_\_\_\_

Transportation Branch

SCHOOL:

\_\_\_\_

\_\_\_\_

REQUESTING SCHOOL'S NAME

LOCATION CODE

( )

SCHOOL PHONE NUMBER

CLUSTER

CALENDAR/TRCK

PK R ES MS SH SP.ED.

1-2-3-4-5-6-7-8-9-10-11-12

MR/MS

CHECK BOX ABOVE AND/OR

CIRCLE GRADE(S)

\_\_\_\_

\_\_\_\_

ADMINISTRATOR

TEACHER(S) IN CHARGE

DATES

\_\_\_\_

\_\_\_\_

\_\_\_\_

DATE OF LAST TRIP (OR OF 1<sup>st</sup> TRIP)

DATE OF LAST TRIP (IF A MULTI DATE TRIP)

DAY(S) OF TRIP(S)

DESCRIPTION

CURRICULAR, ATHLETIC, CIVIC, MUSIC, SCHOOL JOURNEY, CAMPING, ETC.

QUESTIONS:

- IF THIS IS A SCHOOL JOURNEY TRIP, LIST CHOICES IN THE COMMENT SECTION (FROM FIELD TRIP HANDBOOK, APPENDIX D, PART A).
- IF ATHLETIC TRIP, PLEASE LIST ACTIVITY: V. FOOTBALL, F/S BASKETBALL, G/A VOLLEYBALL, BAND, DRILL, ETC.
- HAS APPOINTMENT BEEN MADE BY SCHOOL WITH THE SITE?  YES  NO
- DATE PREFERRED
- DATES TO AVOID:

TIME OF APPT. \_\_\_\_\_

COMMENTS/CHOICES

DEPART FROM/FIRST PICK UP:

SCHOOL NAME ) OR LOCATION NAME AND ADDRESS

\_\_\_\_

ADDRESS

CITY

ZIP

DESTINATION:

\_\_\_\_

SCHOOL OR PLACE NAME

LOCATION CODE (IF APPLICABLE)

ADDRESS

CITY

ZIP

TIMES:

\_\_\_\_ : \_\_\_\_ AM/PM  
 REQUESTED PICK UP TIME

\_\_\_\_ : \_\_\_\_ AM/PM  
 REQUESTED ARRIVAL TIME

\_\_\_\_ : \_\_\_\_ AM/PM  
 REQUESTED DEPARTURE TIME

\_\_\_\_ : \_\_\_\_ AM/PM  
 REQUESTED RETURN TIME

PER TRIP INFORMATION:

\_\_\_\_  
 # OF PUPILS

\_\_\_\_  
 # OF ADULTS

\_\_\_\_  
 # OF WHEELCHAIRS

\_\_\_\_  
 # OF BUSES

IS THIS A ONE WAY TRIP?  YES  NO

PRINCIPAL/ADMINISTRATOR SIGNATURE \_\_\_\_\_

FOR TRANSPORTATION USE ONLY:

INPUT DATE \_\_\_\_\_

ROUTE # (S) \_\_\_\_\_

BUSES

DISPATCHER \_\_\_\_\_

TRIP DATE \_\_\_\_\_

ALLOCATED

RTO \_\_\_\_\_

A # \_\_\_\_\_

\_\_\_\_

FORM TCR1 80V 484 EFTAN 199A COPY AT SCHOOL

# **Instructional Programs & Small Learning Communities**

## Special Instructional Programs

**Academic Decathlon** is a sport for the brain. Poly students with A, B, or C averages are encouraged to enter the Academic Decathlon class, where they can try out for the nine member team. Students who make the team compete in a District competition where they can win scholarships; prizes; and gold, silver and bronze medals. Academic Decathlon is fun, educational, and valuable on college applications.

**Advanced Placement** classes are offered at Francis Polytechnic High School. AP classes which are offered include AP Biology, Calculus, Chemistry, English Literature, American History, Physics, and Spanish. Students who successfully pass the advanced placement test in May earn college credit for their efforts. All instructors report that reading, writing and research are critical to success.

**The Advantage Program** begins in the Freshman Center and continues through all grades for students who are motivated to take challenging courses and to accelerate their learning opportunities. 9th grade students take honors level courses in math and English, complete math through at least Geometry, and are enrolled concurrently in college classes. The goal of the program is to support students to complete at least one year of community college courses before graduation while also tailoring their schedule to be prepared to apply to the most competitive universities in the country. The program is now in its third year and is offered on all tracks.

**The Agriculture** curriculum consists of three components: horticulture, floriculture, and Future Farmers of America. Horticulture and floriculture classes provide training in nursery operation, floral design, and landscape construction. The F.F.A. is dedicated to the development of leadership, cooperation, and citizenship. Poly F.F.A. members participate in local, regional, and state contests such as public speaking, parliamentary procedures, committees, fairs, shows, and other activities. The agriculture area at Poly includes several types of gardens, greenhouses, potting rooms, and land devoted to vine crops, citrus, vegetables, and flowers.

**Air Force Junior Reserve Officers Training Corps** has as its mission to acquaint high school students with the aerospace age, to develop informed citizens, to strengthen and develop character, to promote an understanding of their role as citizens in a democratic society, and to motivate students for careers in the United States Air Force. Students are involved in a curriculum that focuses on aerospace and experience a leadership course that provides experiences to develop discipline, responsibility, communications skills, and citizenship.

**Blue and Gold Catering** offers students a "hands-on" experience in food service. For twenty years, Poly has offered this food service and hospitality class which prepares students for jobs in the food industry. This class is involved in school receptions, banquets, and outside catering.

**Careers with Children** is a vocational home economics program designed to teach students how to work with young children. The course offers a wide variety of experiences for the students including telling stories, leading games, directing craft activities, preparing nutritious snacks, budgeting, and shopping. These skills may later be used in a private nursery school, child care center, or elementary school program.

**Gifted and Talented Program** offers students who have this designation with advanced placement and honors classes where teachers meet the needs of these students by modifying curriculum to suit individual needs, interests and abilities. Gifted students are clustered wherever possible to maximize opportunities for peer interaction.

**Leadership Program** is made up of interested and qualified students willing to plan, organize, and carry out school activities. Some of the activities at Poly include Homecoming, Welcome Back Dance, canned food drives, toy and blood drives, spirit weeks, multicultural fairs, and dances.

***Mathematics, Science and Technology Magnet*** This program offers students who are interested in fields of mathematics, science and technology and opportunity to work together in a hands-on, academic program. Students have opportunities to go on field trips, to develop projects and conduct research. Students apply through the District.

***Office Technology*** is a two periods a day and five days a week class. Students spend one day a week at the Department of Water and Power using their learned office skills in a real office situation.

***Carl Perkins Program*** allows students to choose a major field and carry through with their plans into a certificate or college program after high school. Vocational teachers team with academic teachers to teach across the curriculum. Students begin in the tenth grade and follow the program through the twelfth grade in Office Technology; Careers with Children; and, Catering.

***The Polytechnic Renaissance in Education Project and Small Learning Communities:*** John H. Francis Polytechnic High School is excited to offer the Poly Renaissance in Education Project for our students and their families. Students have the opportunity to participate in several different types of smaller learning communities, small academies, career paths, and support networks.

There are exciting choices on every track and programs are open to every student regardless of language ability or special needs. Whether students are interested in math or science careers, theatre, art, or music, specialized careers in teaching, emergency services, or the vocational arts, PREP offers a special program for them. Students who are not sure of their interest also have several options including Success Academies for 9th graders and an opportunity to learn about all of the SLC options in their 9th grade year

## John H. Francis Polytechnic High School Small Learning Communities

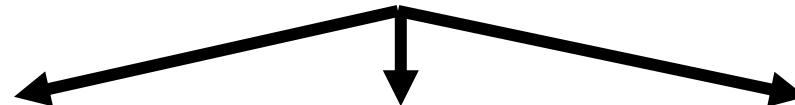
### *Freshman Center*

A specialized one year program designed to give every ninth grade student the tools they need to be successful in high school, college, and the workplace. Major objectives are 1) Successful transition to high school with social, emotional, and academic support provided as needed 2) On-time tenth grade matriculation 3) Completion of 9<sup>th</sup> Grade A-G requirements



### *Tenth Grade Center*

A specialized one year program designed to give every tenth grade student the tools they need to be successful in high school, college, and the workplace. Major objectives are 1) On-time eleventh grade matriculation 2) Proficiency on the English and math portions of California High School Exit Exam 3) Completion of 10<sup>th</sup> Grade A-G requirements 4) Introduction of career pathways and transition to Polytechnic's career-based SLCs (SPORT/EHS, HABIT, and FAME).



#### **SPORT/EHS**

*Sports Programs Opportunities &  
Recreation Training Academy  
Education and Human Services*

A 2+ year program designed to provide every student with the skills they need to be successful in high school, college, and the workplace. Students complete career pathways that align California Technical Education and academic standards in the fields of sports, recreation, education, and human services fields. Specific objectives include 1) Graduation 2) Completion of A-G requirements 3) Job shadowing, internship experiences, and exposure to professionals in their chosen field.

#### **HABIT**

*Horticulture, Agriculture, Business & Industrial  
Technologies, and Technology*

A 2+ year program designed to provide every student with the skills they need to be successful in high school, college, and the workplace. Students complete career pathways that align California Technical Education and academic standards in the fields of horticulture, agriculture, business, industrial and computer technology fields. Specific objectives include 1) Graduation 2) Completion of A-G requirements 3) Job shadowing, internship experiences, and exposure to professionals in their chosen field.

#### **FAME**

*Fine Arts, Media/Entertainment*

A 2+ year program designed to provide every student with the skills they need to be successful in high school, college, and the workplace. Students complete career pathways that align California Technical Education and academic standards in the fields of fine and performing arts and media/entertainment. Specific objectives include 1) Graduation 2) Completion of A-G requirements 3) Job shadowing, internship experiences, and exposure to professionals in their chosen field.

# **Support Programs and Interventions for Students**



## **STUDENT SUPPORT PROGRAMS**

Each of these programs may be accessed through the Counseling Office, Freshman Center, or Tenth Grade Center

**IMPACT:** The Primary thrust of this program has been to provide for those who are drug-involved or at risk to become drug-involved. Expanded service now provides support groups for a variety of special needs: death of a loved one, eating disorders, need for self-esteem or substance abuse by self or friends/relatives. *Contact: Leslie Wolfson*

**PERKINS PROGRAM:** A federally funded program which clusters students together in vocational and academic course sequences. This program prepares students for today's technological society and student progress is monitored by a special counselor. *Contact: Pia Damonte*

**CRISIS INTERVENTION:** Counselors and psychologist team with students in situations of imminent crisis to prevent emergencies such as suicide or after tragedy. *Contact: Jamille Kenion*

**POLY'S TUTORING PROGRAM:** Student tutorial services and student study center. Provides help in classwork, proctors make-up tests and remediates for the proficiency tests. *Contact: Glen Lamos*

**GIFTED AND TALENTED EDUCATION:** Screens and identifies students with exceptional talent in academic and artistic areas. *Contact: Irene Maliwan*

**ADVANCED PLACEMENT/HONORS PROGRAM:** Provides a college prep program for the college-bound student and an opportunity to earn college credit while still in high school. *Contact: Irene Maliwan*

**SPECIAL EDUCATION:** Provides a program of study for the students with special need. Programs include Resource Support Program, Special Day Class, and Community Based Instruction. *Contacts: April Hood, Ron Mendoza*

**MAINSTREAMING:** Provides itinerant services for students who are in need of special services, such as Speech and Language, Deaf and Hard of Hearing, and the Least Restrictive Environment.

**CAREER COUNSELING:** Provides students with information and resources regarding their future career pathways. Explores vocational education at the local school site as well as provides information about programs in ROP and ROC. Also works with the branches of the Armed Services. *Contact: Pia Damonte*

**COLLEGE CENTER:** Counselors provide students with support services and information to facilitate college acceptance and enrollment and increase college matriculation rates. Related programs include: Upward Bound, Young Black Scholars, MESA, Mecha, Step-to-College, Fulfillment Fund, and College Readiness Programs. *Contact: Leona Warman*

**SCHOOL PSYCHOLOGIST:** Provides in-depth counseling for students in need. Psychologist collaborates with Student Success Team and Special Education Team. *Contact: Frank Mendez*

**WORK EXPERIENCE:** Provides students with the opportunity to earn high school credit through on-the-job training. *Contact: Chi-Sun Chang*

## INTERVENTION OVERVIEW

**Intervention** is another word for help. The Intervention Program can help both you and your child gain necessary skills, access to counseling, health care, and immigration advice. The classes offered help your child learn basic skills in reading, writing and mathematics. Enrichment classes are also offered that prepare them for the college entrance examinations. The programs listed in this brochure are part of the Intervention Program offered through the Beyond the Bell Office.

### **Saturday Classes**

#### **(ELA) for 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> Grade Students Not Proficient in English and/or Math**

The Extended Learning Academy (ELA) classes are for those students who need help with basic skills in English and or Math. These students are scoring below the required levels in mathematics and English. Applications are available in the Beyond the Bell Office

#### **CAHSEE Preparation for Students who have not Passed**

Classes are offered to help students pass the California High School Exit Exam (CAHSEE). Classes are organized to end the week before the CAHSEE is administered to students. They are generally offered during the school day, afterschool and on Saturdays. Students may earn 2.5 credits upon completion of the course. Applications for Saturday and afterschool classes are available through the Beyond the Bell Office. See your counselor to schedule a class during the school day. Seniors who have not passed the CAHSEE must attend these sessions in “good faith” until such time as we have official verification that they has passed the exam. If a student fails to attend, the student loses eligibility for senior events except graduation.

#### **(ESL) for ESL 1 or ESL 2 students**

The English Second Language (ESL) classes are for students who need help with English Proficiency. Applications are available in the Beyond the Bell Office.

### **Mandatory Attendance Policy**

Saturday School students must complete 24 hours of attendance to receive credits for the class. No more than four absences is necessary to earn credits for the Beyond the Bell classes, KYDS, and Intersession classes.

### **Intersession**

Intersession classes are offered for students who have failed classes. It is important that your child enroll in intersession if he/she has failed a class. Enrichment courses are also offered in Intersession. Colleges look for students who take classes, work, or volunteer during their off-track time. Students can enroll in intersession courses or college courses, work, or intern.

### **ASAP**

#### **After School Access Program**

The ASAP program provides activities for interested students. Students may learn new skills, including photo design, cooking, and martial arts. They can also participate in play production, band, and folklorico. Visit the Beyond the Bell Office for a current list of activities.

### **Twilight School**

Twilight School is designed for new Ninth graders. Ninth graders are placed in this program after failing four or more classes the first two mesters of the school year. The program is designed to provide more individualized support for struggling students. Students are enrolled in core classes with fewer students in addition to a 5<sup>th</sup> period skills development class.

## Explanation of Tests

### **CST (California State Standards):**

The California Standard Test indicates your child's level of competence in the areas of Mathematics and English in the particular grade level subject they are enrolled. The possible scores for the tests are: A (Above Proficient), P (Proficient), B (Basic), BB (Below Basic) and FBB (Far Below Basic). The following is a chart showing the scores and the level of understanding of the subject:

Above Proficient	Proficient	Basic	Below Basic	Far Below Basic
(A)	(P)	(B)	(BB)	(FBB)
Your child understands 80 to 100% of the subject.	Your child understands 60 to 79% of the subject.	You child understands 40 to 59% of the subject.	Your child understands 20 to 39% of the subject.	Your child understands 0 to 19% of the subject.

A or P is passing the examination in subject area. If your child was enrolled in Algebra I and received FBB, it indicates that your child's level of understanding of Algebra I is far below basic. Students who receive scores of Basic, Below Basic and Far Below Basic will be required to attend Saturday School.

### **CAHSEE:**

The California High School Exit Examination indicates your child's level of competence in Mathematics and English. The test demonstrates competency at the ninth grade level in mathematics and the tenth grade level in English. A student who passes the test with a score of 350 is demonstrating an understanding of 55% of the ninth grade curriculum in Math and 60% in 10<sup>th</sup> grade English. CAHSEE Preparation classes are offered on Saturday School. Students who pass the CAHSEE should still consider taking the SAT Preparations classes (see below).

### **PSAT:**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides practice for the SAT Reasoning Test and gives students a chance to enter National Merit Scholarship Corporation programs. Students should take the PSAT (does not include Algebra II or the essay portion of the SAT) in ninth grade to know their weaknesses and strengths on the test. Tenth graders should take the PSAT in October. Eleventh graders should take the PSAT (only eleventh grade students can qualify for the National Merit Scholarship on this test) in October.

### **SAT**

#### **Scholastic Aptitude Test**

The Scholastic Aptitude Test is required for most four-year colleges. The Mathematics section includes topics through Algebra II. The English section includes vocabulary, reading comprehension and an essay. It is recommended to start taking the Saturday SAT Prep classes starting in ninth grade if your skills are in place. The SAT Prep classes for ninth and tenth graders emphasizes acquiring and retaining the vocabulary and pre-algebra II math skills necessary to be successful on the test. The Eleventh grade SAT Prep Class is a cramming session for the test. Sign up in the College Office.

### **ACT**

#### **American Collegian Testing**

The ACT is an alternative to the SAT test. Check to make sure that your college of interest will accept the ACT. The ACT is an achievement test, measuring what a student has learned in school. The SAT is more of an aptitude test, testing reasoning and verbal abilities. Sign up in the College Office.

### **Medical Insurance**

Look into **Healthy Families** for your children. Your child may be eligible if they are under the age of 19, California residents, US. citizens or eligible qualified aliens, not eligible for no-cost Medi-Cal, not covered by health insurance, and the family income meets requirements. Some of the benefits include: prescription medicine dental and eye care, regular check-ups, physician and hospital services, and an opportunity for your child to receive regular medical care. What is the cost? It depends on the number of children in your family, your household income and insurance plan you choose. The monthly payments are from \$4 per child to \$27 per family and \$5 co-payments for some services, plus immunizations and checkups at no cost. Call (310) 306-7981 ext. 301 for more information.

**Valley Community Clinic** offers free and low-cost medical care and health service to individuals on Medi-Cal as well as uninsured individuals and families. They also provide mental health services, HIV testing and Optometry services as well as counseling. Please call (818) 763-2034.

**Lara Medical Clinic** offers low cost medical services for individuals with Medi-Cal and those without insurance. Please call (818) 767-1661.

### **Internships and Learning Opportunities**

(Remember an Occupied Child is less likely to get into trouble!)

**Medical Explorers:** Provides an opportunity for students to explore careers in the medical field. Explorer meetings are held the second Wednesday of the month. The Orientation and Information Meeting is Wednesday, September 12, 2007, from 5:00 p.m. – 7:00 p.m. in the Doctor's Dining Room located in the Basement Bistro at Kaiser Permanente. The address is 13652 Cantara Street, Panorama City in the Hospital Tower Building. Membership is limited and is accepted on a first come first serve basis. For further information, please call Post Advisor Karen Ruballo at (818) 375-4207.

**Kaiser Internships:** Learn about the medical field. Pick up your application in the Beyond the Bell Office. (818) 375-3524

**Free Film Production Class** (818) 767-243-2490

**Griffith Park Internship Opportunity** (Forestry, Golf and Grounds Maintenance and Landscaping) (818) 243-2490

**Ford Amphitheatre Internships:** gain an insight to the inner workings of performing arts (Music, Dance, and Film-receive \$200 for completing the program) (818) 243-2490

**Camp Counselor Leadership Training** (Learn and earn \$200) (818) 243-2490

**Sports Officiating** (Learn and earn \$200) (818) 243-2490

**Parks and Recreation** (Ballet, Karate, Breakdancing, Swimming, Cooking, Golf, Art, Gymnastics, Jewelry Making and Homework Help) Sun Valley Recreation Center: (818) 767-6151; Sun Valley Pool: (818) 756-9367

Contact the college Office for more information on new internships and learning opportunities available.

### **Help Hotlines:**

**RAINN (Rape Abuse Incest National Network):** (800) 656-HOPE

**Suicide Hotline:** (800) SUICIDE

**Self-Injury:** (800) DONT CUT

**Alcohol and Drugs:** (800) 527-5344

**Runaway Hotline:** (800) 843-5200

**Eating Disorders** (847) 931-3438

**Drug Testing:** The CARE program offers free drug testing and counseling for high school students. For more information, call (818) 994-7454.

**Tattoo Removal:** Tattoo removal is available every first Friday of the month at Robert F. Kennedy Medical Center, 4500 W. 116<sup>th</sup> street, Hawthorne, CA 90250. For more information, call (310) 900-2794. For the Earn Respect Intervention Office, call (310) 349-5416.

### **Tutoring Offered After-School**

Tutoring is provided in mathematics, English, social studies and science. Tutoring is offered after school in the following locations:

#### **English and Computer Research Lab**

Tuesday Wed, and Thurs

Room 84

#### **English, Math, Science, History**

Monday, Wednesday, Thursday

Library

How does my child sign up for after school tutoring? There is no sign up. Your child simply reports to the above classroom. How do I know if my child is going? The teachers will be happy to write a note or see for yourself – come on over.

### **Parents**

Do you want to earn more? You can take classes in computers, contracting, cashiering, medical assistance, and much more through the Pacoima Skills Center or North Valley Occupational Center. They prepare you for the entry level test for LAUSD in maintenance, electrician for DWP and more. Call the Pacoima Skills Center at (818) 896-9558 and the North Valley Occupational Center at (818) 365-9645.

### **Los Angeles County Neighborhood Legal Services**

Legal assistance is provided for immigration, domestic violence restraining orders, dissolutions (divorce), free and low cost health care benefits, food stamps and more. Most of the services are free. For more information, call 1 (800) 433-6251.

### **Impact Program**

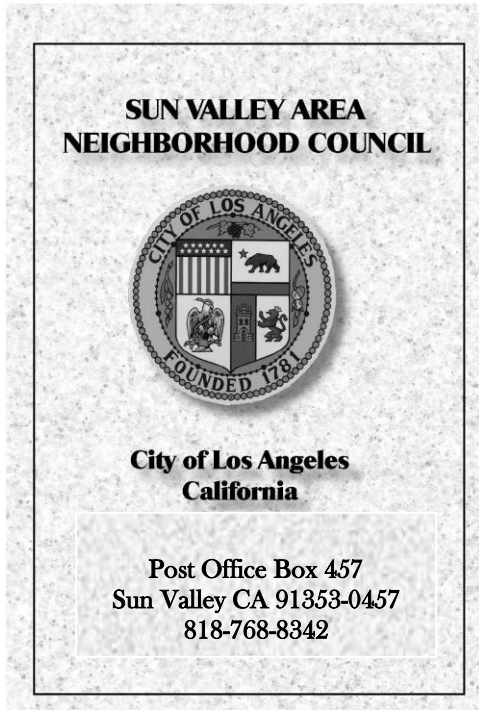
Is your child using drugs, depressed, involved in gangs, hates attending school or always getting into trouble? If any of the above apply, call your counselor and have your child referred to one of our many Impact groups. We have a trained specialist, Leslie Wolfson, who will work with your child once a week.

### **Graduation Requirements**

In order to graduate a senior must:

- Complete 230 credits, 170 of these credits must be in required course content areas,
- Complete a service learning project (new requirement this year), and
- Pass the CAHSEE.

Failure to do any of the above will prevent the student from receiving a high school diploma.



Post Office Box 457  
Sun Valley CA 91353-0457  
818-768-8342

The Sun Valley Neighborhood Council meets on the second (2<sup>nd</sup>) and fourth (4<sup>th</sup>) Tuesday of every month. Our meetings are held at Villa Scalabrini Retirement Center, 10631 Vinedale St Sun Valley, Ca 91352. We start promptly at 6:30PM.

The purpose of the neighborhood Council is to promote stakeholder participation in local government issues affecting our community and to make government more responsive to our local needs. A stakeholder is any one who lives, works or owns property in Sun Valley or any one who participates in Religious institutions, Community organizations or *Educational Institutions*.

### POLY IMPACT STUDENT REFERRAL FORM

It is necessary for you to take a look at your students and be a reporter of actual, *observable behavior* to a POLY IMPACT Core member. If a student exhibits four or five of the following, it may indicate as problem and the need for a referral. If a troubled student is going to be helped, it is necessary for a staff member to communicate any of the observable behaviors listed below. Due process necessitates that this information, if requested, be made available to the student or parent. Please place this form in an envelope, mark it *confidential*, and give it to the *Core Team Member*.

Student \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Person Referring \_\_\_\_\_

Check appropriate response: (I am having problems with the following)

A. Grades

- Lower grades-lower achievement
- Academic failure
- Falls behind in classwork
- Lack of motivation, apathy

B. School Attendance

- Absenteeism
- Tardies
- On absence list but in school
- Frequent schedule changes
- Frequent nurse/counselor visits

C. Extra Curricular Activities

- Loss of eligibility
- Decreasing involvement
- Dropped out

D. Physical Symptoms

- Staggering or stumbling
- Smelling of alcohol or pot
- Vomiting
- Glassy, bloodshot eyes, dark glasses
- Coordination poor
- Slurred speech
- Bad hygiene
- Sleeping in class

E. Behavior: Criminal/Legal

- Selling drugs, money exchanges
- Possession of drugs/paraphernalia
- Involvement in thefts/assaults
- Carrying weapons
- Vandalism
- Smoking

F. Behavior: Disruptive Behavior

- Defiance of rules, constant discipline problem
- Cheating
- Irresponsible, blaming, denying
- Verbal/physical abuse to others
- Throwing objects
- Obscene language, gestures
- Dramatic attention-getting
- Crying
- Constantly in the wrong area
- Extreme negativism
- Hyperactivity, nervousness

G. Behavior: Atypical Behavior

- Sitting in parking lot
- Talks freely about drug use
- Avoidance of contact with office  
(Student won't go to the office.)
- Erratic behavior changes observed

H. Possible Alcohol or drug abuse-specific behaviors

Witnessed	Suspected	
<input type="checkbox"/>	<input type="checkbox"/>	Selling, delivering
<input type="checkbox"/>	<input type="checkbox"/>	Possession of alcohol, drugs
<input type="checkbox"/>	<input type="checkbox"/>	Possession of drug paraphernalia
<input type="checkbox"/>	<input type="checkbox"/>	Use of alcohol, drugs
<input type="checkbox"/>	<input type="checkbox"/>	Intoxication
<input type="checkbox"/>	<input type="checkbox"/>	Physical signs, symptoms
<input type="checkbox"/>	<input type="checkbox"/>	Others _____

COMMENTS: (behavior precipitating this referral) Please use reverse side.

TEACHER'S DESIRED GOAL:  Information only  Further action requested  
 Refer to counselor  Other (please specify)

Date received \_\_\_\_\_ Assigned to \_\_\_\_\_

# **Stull Process: Teacher Evaluations**



## Teacher Evaluation Process/Stulls

Teachers in the Los Angeles Unified School District are evaluated twice per year, once per year, or once every two to five years depending on their employee status and as guided by the LAUSD/UTLA Contract. The Stull process (named after the Stull Assembly Bill that guides it) begins with an initial planning conference with the teacher and evaluating administrator and an initial planning sheet completed by the teacher. Teachers are evaluated by the principal along with a supervising administrator. For additional information, see your supervising administrator (listed on the administrative responsibility pages). For your information, the Initial Planning Sheet form is below. Samples are available.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
EVALUATION OF INSTRUCTIONAL PERSONNEL  
HUMAN RESOURCES DIVISION  
INITIAL PLANNING SHEET**

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

Name \_\_\_\_\_ Class Code \_\_\_\_\_ Years of Service in Present Position \_\_\_\_\_  
             Last      First      Middle

School/Office \_\_\_\_\_ Employee No. \_\_\_\_\_ Status \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Location Code \_\_\_\_\_ Years at Present site \_\_\_\_\_

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

**NOTICE**

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

OBJECTIVES	STRATEGIES TO MEET OBJECTIVES
1. SUPPORT FOR STUDENT LEARNING	
2. PLANNING AND DESIGNING INSTRUCTION	

LOS ANGELES UNIFIED SCHOOL DISTRICT  
EVALUATION OF INSTRUCTIONAL PERSONNEL  
HUMAN RESOURCES DIVISION  
INITIAL PLANNING SHEET

Name \_\_\_\_\_ Employee No. \_\_\_\_\_  
Last First Middle

OBJECTIVES	STRATEGIES TO MEET OBJECTIVES
3. CLASSROOM PERFORMANCE	
4. DEVELOPING AS A PROFESSIONAL EDUCATOR	
5. PUNCTUALITY, ATTENDANCE AND RECORD KEEPING	

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

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

# **Policies and Procedures: Professional Development Conferences BTSA**

## Professional Development Overview

Poly's professional development plan each year is based on our Accreditation Action Plan and re-calibrated annually to ensure we are making progress to meet our 3 school-wide goals. The goals provide the context for budget allocation, professional development, and operational procedures. The three goals are:

1. *Decrease the amount of students scoring below basic and far below basic on the California Standards Test with the ultimate goal of supporting all students to become Proficient or Advanced in the core content areas.*
2. *Increase the graduation rate and readiness for post-secondary education by increasing the percentage of students who complete A-G requirements and by raising the school's passing rate on the CAHSEE.*
3. *Narrow the achievement gap that exists for Special Education and English Language Learner students and the general education population while increasing the achievement results for all groups (per Goals #1 and #2).*

Professional Development takes many forms at Polytechnic High School from off-site professional development conferences by content area to on-site professional development workshops facilitated by Poly staff. Extensive support to new teachers is given through the Beginning Teacher Support and Assessment program (BTSA), New Teacher Professional Development workshops, and support from BTSA Support Providers, and teacher mentors. Funding for conference attendance is available through various departmental and school-wide sources including Title One and various grant budgets. See the Assistant Principal of Professional Development for funding questions and additional information. Also, see LAUSD Bulletin Q-15 for specific information and guidelines regarding conference attendance.

**Content-specific professional development** is held approximately twice per month on banked-time Tuesdays as departments meet for department meetings. We are continuing the process of development and implementation of site created formative assessments in all the core areas. Period by period professional development sessions are held as necessary. When possible, teachers' classes are covered for professional development sessions if they are held during the school day. Many teachers participate in content-specific conferences off-site that can sometimes be funded by Title One or other sources.

**Small learning community focused professional development** is held approximately once per month on banked-time Tuesdays. SLC meetings this year will focus on implementation of our Schoolwide Writing across the Curriculum Rubric (which was developed by a committee of teachers) and increasing our ability to actively engage students of poverty in the classroom.

**School-wide, non-content-specific professional development** is held approximately four times per year on banked-time Tuesdays and on an as-needed basis. Focus is on updating teachers on new data that has been released and assessment of our schoolwide action plan.

**Note:** *Poly's schoolwide areas of need are identified and our WASC Action Plan from our Self Study Report which is online at [www.polyhigh.org](http://www.polyhigh.org).*

**John H. Francis Polytechnic High School: 2009-2010 Shortened-Day Schedule**  
 (17 School Designated Shortened Days + 14 District Designated PD Banked Days +  
 2 District Designated Pupil Free Days)

Date	Track A	Track B	Track C
July 1	-----	School Year Begins	
July 3	-----	4th of July Holiday	
July 7	-----	Shortened Day - Whole Group	
July 14	-----	District Designated PD Shortened Day - DEPARTMENT	Shortened Day - DEPARTMENT
July 21	-----	District Designated PD Shortened Day - SLC	
July 30	-----	BACK TO SCHOOL NIGHT 5:30-7:00 (CLASSROOMS)	
July 31	-----	Shortened Day	
August 4	-----	Shortened Day – DEPARTMENT	
August 5	-----	3x3 Observations	
August 11	-----	District Designated PD Shortened Day - SLC	
August 18	-----	Shortened Day – DEPARTMENT Review 3x3 Data	
August 25	-----	District Designated PD Shortened Day - DEPARTMENT	
August 28	PUPIL FREE Day	Last Day – Mester 1 Shortened Day	
August 31	First Day - Mester 2	-----	First Day – Mester 2
September 7	Labor Day Holiday	-----	Labor Day Holiday
September 8	Shortened Day – Whole Group Review CST Data	-----	Shortened Day – Whole Group Review CST Data
September 15	District Designated PD Shortened Day - DEPARTMENT	-----	District Designated PD Shortened Day - DEPARTMENT
September 22	District Designated PD Shortened Day - DEPARTMENT	-----	District Designated PD Shortened Day - DEPARTMENT
September 24	BACK TO SCHOOL NIGHT (CLASSROOMS) 5:30-7:00	-----	PHBAO NIGHT (CAFETORIUM) 5:30-7:00
September 25	Shortened Day	-----	Shortened Day
October 6	Shortened Day - SLC	-----	Shortened Day - SLC
October 13	District Designated PD Shortened Day - DEPARTMENT	-----	District Designated PD Shortened Day - DEPARTMENT
October 20	District Designated PD Shortened Day - DEPARTMENT	-----	District Designated PD Shortened Day - DEPARTMENT
October 23	Last Day - Mester 2 Shortened Day	PUPIL FREE Day	Last Day - Mester 2 Shortened Day
October 26	First Day - Mester 3	First Day - Mester 3	PUPIL FREE Day
October 27	Shortened Day - DEPARTMENT		-----
November 3	Shortened Day - SLC		-----
November 11	Veterans' Day Holiday	Veterans' Day Holiday	-----
November 17	District Designated PD – DEPARTMENT		-----
November 18	3x3 Observations		-----
November 19	PHBAO NIGHT (A-CAFETORIUM; B-GOLD GYM) 5:30-7:00		-----
November 20	Shortened Day		-----
November 24	District Designated PD Shortened Day - DEPARTMENT		-----
November 26-27	Thanksgiving Holiday		-----
December 1	District Designated PD Shortened Day - SLC		-----
December 8	District Designated PD – DEPARTMENT Review 3x3 data		-----
December 15	District Designated PD – Whole Group		-----
December 22	Last Day – Mester 3 Shortened Day		-----

**John H. Francis Polytechnic High School  
 2009-2010 Shortened-Day Schedule (Mesters 4-6)**

Date	Track A	Track B	Track C
January 4	-----	1st Day - Mester 4	
January 5	-----	Shortened Day – DEPARTMENT	
January 12	-----	District Designated PD Shortened Day – SLC	
January 18	-----	MLK Holiday	
January 26	-----	District Designated PD Shortened Day – DEPARTMENT	
January 28	-----	PHBAO NIGHT (B-GOLD GYM; C-CAFETORIUM) 5:30-7:00	
January 29	-----	Shortened Day	
February 2	-----	Shortened Day – DEPARTMENT	
February 9	-----	District Designated PD Shortened Day - SLC	
February 15	-----	Presidents' Day Holiday	
March 2	PUPIL FREE Day	Last Day Mester 4 District Designated PD	Last Day Mester 4 District Designated PD
March 3	1 <sup>st</sup> Day – Mester 5	-----	1 <sup>st</sup> Day – Mester 5
March 9	Shortened Day - DEPARTMENT	-----	District Designated PD Shortened Day - DEPARTMENT
March 23	District Designated PD Shortened Day - SLC	-----	Shortened Day - SLC
March 30	District Designated PD – Dept Mtg		Shortened Day – Dept Mtg
March 31	3x3 observations		3x3 Observations
April 1	PHBAO NIGHT 5:30-7:00 (CAFETORIUM)	-----	OPEN HOUSE 5:30-7:00 (IN CLASSROOMS)
April 2	Shortened Day	-----	Shortened Day
April 6	District Designated PD Shortened Day - DEPARTMENT	-----	Shortened Day - DEPARTMENT
April 13	District Designated PD – DEPT Review of 3x3 data	-----	District Designated PD – DEPT Review of 3x3 data
April 27	District Designated PD Shortened Day - SLC	-----	District Designated PD Shortened Day - SLC
April 30	Last Day Mester 5 Shortened Day	Pupil Free Day	PUPIL FREE Day
May 3	1st Day – Mester 6		
May 4	Shortened Day – DEPARTMENT		-----
May 18	Shortened Day - SLC		-----
May 27	OPEN HOUSE 5:30-7:00		-----
May 28	Shortened Day		-----
May 31	Memorial Day Holiday		
June 1	Shortened Day – DEPARTMENT		-----
June 15	Shortened Day – Whole Group	District Designated PD – Whole Group	-----
June 30	Last Day – Mester 6 Shortened Day		-----

## Conference Routing

1. COMPLETE  
FORM



2. SEND TO  
DISTRICT 2



3. MAKE FINAL  
ARRANGEMENTS



4. ATTEND THE  
CONFERENCE/  
REIMBURSEMENT

Complete conference form (Form 10.12) and checklist from Nereyda Canales. Get principal's signature. Complete funding information including budget for fees, travel, substitutes, etc. Complete beneficiary information if out of area or overnight. Sign. Attach conference brochure/flier and hotel information.

Send to District 2 office. Conference approval will be going through a 3-step process. Checked for budget by District Fiscal Specialist, approved/not approved by the superintendent/designee, and sent District B budget procurement where form is stamped with District seal and **returned to school.**

When form is received, complete the arrangements for the conference (you may start on these earlier if you are assured the conference will be approved).

1. Complete and MAIL or FAX the registration form for each participant. Include payment, via check or credit card (reimbursed, usually) or school purchase order.
2. Make your hotel reservations.
3. FAX a copy of the APPROVED CONFERENCE FORM to the approved District travel agent (Montrose Travel). They will bill the District directly for travel costs.

Have a great time! Be sure to SAVE RECEIPTS and COMPLETE THE EXPENSE INFORMATION ON THE CONFERENCE ATTENDANCE FORM. Return these receipts to the address on the form with the receipts. Keep a copy for your records. Be prepared to share what you learned with the staff!



## **Beginning Teacher Support Assessment Program (BTSA)**

BTSA is a California mandated induction program that all teachers holding a preliminary California teaching credential (except Special Education) must complete. Teachers from out-of-state or out-of-country can complete the BTSA induction program or choose a university induction program (see the site BTSA administrator).

To begin the LAUSD BTSA program, the following criteria must be met:

- Teaching full-time in a LAUSD school
- Hold a Preliminary California Teaching Credential
- You are **not** a District Intern

If you are eligible for BTSA, you must register with the California BTSA website:

- [https://info.ctc.ca.gov/fmi/xsl/BTSA\\_PT\\_Consent\\_2008\\_09/home.xsl](https://info.ctc.ca.gov/fmi/xsl/BTSA_PT_Consent_2008_09/home.xsl)

All prospective BTSA candidates must attend the LAUSD BTSA Orientation, which is normally held on a Saturday, usually beginning sometime in August or September. To register for orientation and/or receive more information concerning the BTSA program, please go to the following website:

- <http://acts.lausd.net/BTSA/>

Once you have attended the website, please contact the BTSA administrator at Poly so that he/she can assign you a support provider and give you any other assistance that you may need.

**Policies and Procedures:**  
**Textbooks**  
**Audio-Visual**  
**Homework**  
**Grading**  
**Video Releases**

## **Poly Textbook Checkout Procedures**

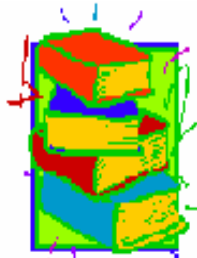
**Note: Students in all core subject areas including English, Math, History, Science, ESL, Health, and World Languages must have a textbook checked out to them immediately upon enrollment in the class. A textbook must be assigned to each student and available for the student to take home. There are no exceptions.**

### **Requesting Textbooks:**

1. Complete "Textbook Request Form" (Available in opening packet or in Textbook Room).
  - a. Indicate if you want a class set to check out to students yourself or if you want books pre-assigned to individual students enrolled in your class.
2. Pass out books to students according to textbook number listed on the allocation form sent by Ms. Avila or assign books and document accordingly.
  - a. Write "R" (received) for students to whom you checked out books.
  - b. Write "NS" (no show) for students who never showed up or checked out of class.
  - c. You may check out unclaimed books to students that check into your class late, but please indicate which book number s/he is receiving on the form.
3. Send "Class Roster Textbook Allocation Form" to Textbook Room for Ms. Avila to process with unclaimed textbooks.
4. Student who check in after textbook ordering process has been completed can be sent to the Textbook Room (with a pass please), to check out a book individually with Ms. Avila.

### **Turning in Textbooks:**

1. Ms. Avila will put Class Roster Textbook Allocation Form in teachers' boxes 1 week before the end of the mester.
2. Please cross off students' names on the date you have students return books. Leave the names of students who haven't turned in their assigned books unmarked.
3. Sign the bottom of the form and return to Ms. Avila in the Textbook Room.



## Book Request Form

**Teacher's**

**Name:** \_\_\_\_\_ **Room#** \_\_\_\_\_

<b>Per.</b>	<b>Title</b>	<b>Assigned To: Student's</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>Class Set</b>		
<b>Class Set</b>		

## **AUDIO-VISUAL PROCEDURES**

1. Please do not send more than one student to school offices.
2. Available from the AV person are: overhead projectors.
6. Projector bulbs are replaced on an exchange basis only. Send the entire overhead projector to the Plant Manager's office. Put your name and room number on anything you send. The projector will be replaced.
7. If an overhead projector "dies", send it to the Plant Manager's office for another.
8. If any AV equipment is not working properly, or is no longer needed where it is; PLEASE INFORM THE PLANT MANAGER. A "loaner" is available for most AV equipment. The goal is to have all equipment in the school working well whether in use or not.
9. With advance notice, the AV person can set up TV/DVD/Video systems, portable sound systems, and the Auditorium and Cafetorium sound and lighting systems.

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Excerpt from Policy Bulletin No. BUL-714 January 8, 2004**  
**Office of the Chief Information Officer**

**District Copyright Policy**

**V. Fair Use Guidelines for Classroom Copying: Books and Periodicals**

**A. Single Copies for Teachers**

For the purposes of scholarly research, teaching, or preparation to teach a class, a teacher may make a copy (or request a copy be made) of a book chapter; periodical/newspaper article; short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

**B. Multiple Copies for Classroom Use**

Multiple copies, i.e., one copy per pupil in a class, may be made by or for the teacher presenting the course for classroom use provided that the copying meets the tests of brevity, spontaneity, and cumulative effect and includes a copyright notice.

**1. Brevity**

- a. Poetry: Maximum of 250 words. This may be a complete poem if printed on one to two pages or an excerpt from a longer poem.
- b. Prose: A complete article, story, or essay of less than 2,500; an excerpt of not more than 1,000 words or 10% of the work, whichever is less. However, works combining language and illustrations, such as picture books, which fall short of 2,500 words in their entirety, may NOT be reproduced in their entirety. Personnel may copy not more than two published pages containing less than 10% of the words found in the text.

**2. Spontaneity**

- a. An individual teacher requests the copying NOT the department, school, district, etc.
- b. The decision to use the work with a class and the date on which the copy is used are so close together, permission to copy would not be received in time.

**3. Cumulative effect**

- a. The copied material is for only one course in the school.
- b. During a class term, only one short poem, article, story, essay, or two excerpts from the same author may be copied; no more than three from the same collective work.
- c. During a class term, no more than 9 instances of multiple copying for one course.
- d. The last two limitations above do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

**4. Prohibitions**

- a. No copying to create or substitute for anthologies, compilations, or collective works.
- b. No copying of *consumables*, e.g., workbooks, exercises, standardized tests, answer sheets.
- c. No copying to substitute for actual purchases of books, reprints, or periodicals.
- d. No copying because higher authority directed it.
- e. No copying the same item from semester to semester.

## HOMWORK POLICIES

Homework is an integral part of the instructional program of the District.

### General Guidelines for all Grade Levels

1. Homework is an important resource for teachers in helping students to learn.
2. Homework may be scheduled when appropriate over an extended period of time, which may include weekends.
3. Homework should be reasonable in length, content, and required resources.
4. Homework should be assigned to reinforce, extend, or enrich areas which have been taught.
5. Homework should be related to grade level and subject objectives.
6. Homework assignments and due dates should be thoroughly explained by the teacher and understood by the student.
7. Once homework is properly assigned by the teacher, it becomes the responsibility of the student to know the content, process, and due date and to complete and return the homework as required.
8. Completed homework assignments should be acknowledged and recorded by teachers and reviewed with students when appropriate.
9. The amount of homework in a given college-preparatory class should be the same, regardless of the level at which the course is offered.
10. Students with excused absences shall be afforded the opportunity to complete all missed classroom work (including homework and tests) or other appropriate or equivalent assignments with full credit.

### *References*

Bulletin No 15, "Excused School Absences and Class/Homework Make Up Assignments," Office of Instruction, February 21, 1980.

Bulletin No 22, "Revised Guidelines for Assignment of Homework," Office of Instruction, May 5, 1981, contains suggested homework schedules for Junior and Senior High Schools (from *SECONDARY SCHOOL CURRICULUM GUIDELINES FOR INSTRUCTION*).

LOS ANGELES UNIFIED SCHOOL DISTRICT

**John H. Francis Polytechnic High School**

12431 ROSCOE BOULEVARD, SUN VALLEY, CALIFORNIA 91352

TELEPHONE: (818) 767-4860 FAX: (818) 771-0452

A LEARN SCHOOL DISTRICT 2

Ramon C. Cortines  
Superintendent of Schools

Gerardo Loera  
Principal

Date: \_\_\_\_\_

Dear Parents or Guardians:

Your child is currently involved in studying \_\_\_\_\_

\_\_\_\_\_ It

is our intention to use the videotape titled: \_\_\_\_\_

on \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

This letter is being sent to you in compliance with the District policy requiring parents, guardians to approve the intended use of videotapes or films which are not owned, broadcast, or recommended by the District prior to their scheduled showing. As part of that policy, we ask you to complete the form below, authorizing or exempting from this showing will be required to complete an alternative assignment. Should you have any questions regarding the videotape, please contact me.

\_\_\_\_\_  
Signature of principal

\_\_\_\_\_  
Signature of instructor

-----

JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL

**Please return to instructor**

Name of student: \_\_\_\_\_

Please check A or B:

- A. I give permission for my child to view \_\_\_\_\_
- B. I prefer that my child be given an alternative assignment.
- C. Signature of parent or guardian: \_\_\_\_\_



## REQUIREMENTS FOR NOTIFICATION OF POSSIBLE FAILURE

- A. *California Education Code*, Section 49067 requires each pupil's achievement to be evaluated for each marking period and requires a conference with, or a written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference or to respond to the written report shall not preclude failing the pupil at the end of the marking period.
- B. Whenever there exists the possibility of a student failure, the parent or guardian must be notified of the pending failure in one or more of the following ways:
1. Marking a Fail in the subject area at the Progress Report or Mid-Term grading period is considered sufficient notification for issuing a Fail at the immediate next reporting period within the semester (i.e. Mid-Term or Final Report respectively).  
**A mark of "D" on Progress Report or Mid-Term marking report is not adequate warning of failure to the parent or guardian. However, a "D" on the report, with the written comment "In Danger of Failing," can be considered adequate notification to the parent or guardian.**
  2. A "Special Report to Parents - Unsatisfactory" issued prior to the marking period is considered sufficient notification to the parent or guardian. This special report must be issued with sufficient time for the student to demonstrate progress and improvement.
  3. A letter, parent conference, or telephone conversation with the parent or guardian is considered sufficient notification if the contact is documented by the teacher and occurs prior to the marking period. This communication must be completed with sufficient time for the student to demonstrate progress and improvement.
- C. Work habits and cooperation marks are closely tied to the achievement mark; therefore, teachers should notify parents of a decline in these marks or the possibility of an unsatisfactory mark. The same procedures described above for notification of possible failure should be followed for a decline in work habits and/or cooperation marks.
- D. Without assistance from the parent or guardian, it is often impossible to prevent failure. In addition to the above requirements of notification of possible failure, the teacher is encouraged to hold a conference with the parent or guardian as soon as it becomes apparent that the student would profit from additional help at home.

### Midterm and Final Report Cards

1. For each student in a class, an academic mark must be given (A, B, C, D, or F). Absences and tardies are total for semester.

- a. For Work Habits and Cooperation, an E, S, or U must be given.
- b. **DO NOT** give marks to students who have checked out.
- c. The terms “Incomplete” (**I** in SSIS or LAUSDMAX) and “No Mark” (**N** in SSIS or LAUSDMAX) may be used only under the following conditions:

1. Incomplete (**Inc** or **I**) is given only when a student has been absent during the latter part of the semester for which a report card is issued.

Incomplete is given only if the student was passing when present. When it is necessary to report that work is incomplete, the nature of the work to remove the Incomplete must be fully stated in a “Letter to Parents Regarding Incomplete Work” (Form 34-H-20).

Incomplete work must be made up by a specific date prior to the next marking period, either the midterm or final marking period, whichever occurs first.

2. No Mark (**NM** or **N**) may be used only if a student has been enrolled (E) in a class without having work from the student’s previous class that can be included in calculating the mark. The student is expected to make up a reasonable amount of the work missed. If the teacher determines that it is not possible for the student to complete a sufficient amount of course work to master the content standards and earn credit for the course, a No Mark (**NM** or **N**) may be entered and no credits issued. Marks are to be given in Work Habits and Cooperation. The entire course must then be repeated and satisfactorily completed before credits and a mark can be issued.

2. Additionally, a maximum of 2 comments may be given using the 24 comments listed on the envelope.

### No Shows

1. If a student is attending your class regularly and his/her name is not on the roster, send the student immediately to the attendance office to ensure the student has been “Activated” in the “Secondary Student Information System” (SSIS). Please indicate the first date of attendance.

# **Policies and Procedures: Student Discipline**

## DISCIPLINE REFERRAL SERVICES

As classroom teachers, you are the primary resource in the guidance of pupils. It is expected that the classroom teacher is capable of handling certain pupil problems within the classroom environment such as:

- forgetting pencils, paper and other supplies
- failure to complete assignments
- inattentiveness
- tardiness to class
- eating in class
- poor work habits including not dressing for P.E.
- talking in class

The Poly High Deans and Counselors serve as support personnel and resources to the staff. When you feel that you have adequately handled any situation, follow the proper referral procedure and refer students as follows:

### TO THE COUNSELOR

- consistently not bringing materials to class
- continued failure to complete assignments
- excessive class tardies and absences
- continued poor work habits
- students who are potential dropouts-truancy
- excessive talking in class
- career counseling
- tutoring
- college counseling
- personal/family counseling
- general counseling needs

### TO THE DEANS

- defiance
- fighting
- continued willful disobedience
- profanity
- smoking on campus
- willfully destroying school property
- inappropriate dress
- possession/use of tobacco/alcohol/narcotics
- extortion/intimidation
- leaving room without permission
- assault
- all suspendable actions

### *Reminders:*

- The Freshman Center and the Tenth Grade Center house the dean and counselors for regular ninth graders (not Magnet) and tenth graders/9Rs (not Magnet).
- The Counseling and Deans' Offices work from referrals ONLY! Do not send students to the Counseling or Deans' Offices without a referral.
- The Counseling Office and the Deans' Office provide SUPPORT services and should not be used as the SOLE method for handling classroom problems.
- Teachers are provided with student emergency information printouts and are expected to use this information in contacting parents of students who have attendance, academic performance and/or behavior problems.
- REFERRAL FORMS are available from Deans' or Counseling Office and should be completely filled out including that actions taken be the teacher (parent contacts, detention, etc.)

## JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL

### PARROT PRIDE STATEMENTS

AS A STUDENT OF POLYTECHNIC HIGH SCHOOL, I WILL CARRY ON THE TRADITION OF PRIDE AND RESPONSIBILITY BY ABIDING BY THESE "PROUD PARROT" STANDARDS OF SCHOOL CONDUCT.

#### ATTENDANCE

Because I want to be successful in my life, I will attend all of my classes each day unless I have a written excuse from my parent or guardian. I will arrive on time, have all needed materials and be ready to work when the tardy bell rings. Unless I have an emergency situation, I will limit my restroom visits to the period between classes, to Nutrition and Lunch breaks. I will use the official school pass when sent from class. I will be aware of and follow school procedures for leaving school early. If I am absent I will bring a signed note from my parent or guardian indicating the date and reason for my absence.

#### DRESS

Because I respect myself and my school, I will dress in a manner that reflects this respect. I will refrain from wearing clothing that promotes profanity, drugs or alcohol. I will not wear gang-related attire, belt buckles with initials, nor any hat or hair covering (bandanna, hairnet, etc.) other than the official Polytechnic High School hat. My clothing will not expose underclothing (bras and underwear) or bare midriffs nor have low-cut necklines.

#### ELECTRONIC DEVICES

Because electronic devices are distracting to the learning process, I will leave my Walkman, beeper, radio, electronic games and other electronic devices at home.

#### IDENTIFICATION

I will carry my Polytechnic High School ID card with me at all times. I will present this to school personnel on request. I understand that if I do not have my ID card in my possession with the appropriate approval, I will not be allowed Short Day, ROP or Work Experience privileges.

#### RESPECT

Because I respect others and my school, I commit to resolving my disputes peacefully. I will address teachers, staff members and fellow students in a respectful manner. I will bring no weapons of any kind on campus, nor will I engage in any verbal or physical violence against others. I recognize that graffiti is destructive and I will not participate in vandalism, destruction or theft of school property. I will not carry markers or keep markers in my locker. I will take good care of all textbooks and library books issued to me and will pay the expenses if they are lost or damaged. I will place all trash in appropriate containers and will recycle materials when possible.

#### SAFETY

Because I want our campus to remain a safe one, I will refrain from fighting, rough play, and gambling. I know that alcohol, drugs and tobacco have no place on the Polytechnic High School campus. I will walk my bicycle on campus and will carry my skateboard.

**CONTRACT OF POSITIVE BEHAVIOR**

We have read the Parrot Pride statements of conduct and agree that to have a successful experience at Polytechnic High School, we must abide by these standards. We understand that the consequences of not following these standards may include detention, parent conference, suspension, special assignment by the Dean of Students, referral to other programs, transfer from Polytechnic High School to another school, expulsion or prosecution by law. We also understand that if we have questions about these standards or their consequences, we may call the Dean of Students at (818) 394-3600.

\_\_\_\_\_  
STUDENT NAME (PLEASE PRINT)

\_\_\_\_\_  
BIRTHDATE

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

PLEASE RETURN THIS CONTRACT TO YOUR 1<sup>st</sup> PERIOD TEACHER

# **Policies and Procedures: Sexual Harassment Child Abuse Reporting**

## LOS ANGELES UNIFIED SCHOOL DISTRICT

### NOTIFICATION /SUMMARY OF SEXUAL HARASSMENT POLICY/PROCEDURES WITH REGARD TO ALL DISTRICT EMPLOYEES AND STUDENTS

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

#### **C. Employees shall:**

1. Share responsibility for modeling appropriate behavior and creating an environment where students and staff know that sexual harassment and/or sex discrimination will not be tolerated.
2. Support the District's efforts to prevent sexual harassment and/or sex discrimination by taking steps to intervene immediately when such actions occur.
3. Encourage anyone alleging that he or she is a target of, has witnessed, or has information about sexual harassment and/or sex discrimination to report such an incident.
4. Report such situations/incidents to the site administrator and/or Title IX Complaint Manager when severe, frequent, or pervasive.
5. Cooperate in any investigation of a sexual harassment and/or sex discrimination complaint.
6. Guard against any actions that would be considered retaliatory against another employee or student who has filed or is participating in the investigation of a sexual harassment and/or sex discrimination complaint.

#### **Conduct which may result in sexual harassment may include, but is not necessarily limited to, the following:**

- Verbal - unwelcome conduct such as the use of suggestive, derogatory, or vulgar comments; the use of sexual innuendo or slurs; making unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual - unwelcome conduct such as the display of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; the use of graffiti and/or computer-generated images of a sexual nature; and/or the use of obscene gestures or leering.
- Physical - unwelcome conduct such as unwanted touching, pinching, kissing, patting, or hugging; the blocking of normal movement; stalking; assault; and/or physical interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats, demands, or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and/or offers of benefits in return for sexual favors.



### **POLICY STATEMENT REGARDING PREJUDICE AND NONDISCRIMINATION**

The Los Angeles Unified School District reaffirms its belief in the worth and dignity of all people. It emphasizes the nature of democratic principles and regards as essential the guarantee of equal educational and employment opportunity for all. In keeping with these ideals, the following policy is to be enforced by all employees:

All employees will so conduct themselves in the course of their employment by word, gesture, act, and demeanor so as to assure that all others will be accorded just and equitable consideration, regard, and treatment. Prejudice or discrimination in any form is deemed to be unethical, as well as illegal, and will not be tolerated. Any violation of this policy will result in disciplinary action.

### **POLICY STATEMENT REGARDING SMOKE-FREE ENVIRONMENT**

The Federal Goals Law requires that all Public Schools are to be smoke-free. This includes all district facilities, buildings, and automobiles. As such, there is no smoking allowed at Polytechnic High School at anytime or any place.

## CHILD ABUSE REPORTING INFORMATION SHEET

Please carefully review this summary on child abuse reporting, as each employee will be expected to adhere to the policies and procedures identified.

### California Law

A District employee "...in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom . . . [the employee] knows or reasonably suspects has been the victim of child abuse or neglect . . ." shall report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone. Thereafter, the District employee must prepare and send a written report within 36 hours of receiving the information concerning the incident to the child protective agency. (Penal Code Section 11166)

- All District employees are mandated by law to report suspected child abuse. District employees are "mandated reporters." A report made by a mandated reporter is deemed a "mandated report."
- Each District employee is individually responsible for reporting suspected child abuse.
- Reporting suspected child abuse to an employer, supervisor, school principal, school counselor, co-worker, or other person *does not substitute for making a mandated report to the appropriate child protective agency.*
- Contents of a child abuse report shall remain confidential. Only individuals directly involved in a specific case may have access and/or be privy to information regarding the report and its contents.

### **Definitions**

The term "child abuse" is defined to include the following:

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

### **Child Abuse Reporting Procedures**

- If you suspect child abuse or neglect, you must telephone immediately, or as soon as possible, the appropriate child protective agency to report the suspected child abuse.
- Child abuse reports are made to the Department of Children and Family Services (“DFCFCS”), or to the local law enforcement agency.
- A written report must be completed and sent to the child protective agency within 36 hours of receiving the information concerning the incident. The report must be submitted to the agency, which received the telephone report.
- The identity of a District employee who reports suspected child abuse shall remain confidential and disclosed only between designated child protective agencies, by court order, or when needed for specified court actions.

### **Prohibited Actions**

- Never contact the child’s home or the alleged perpetrator if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is alleged and prior to making a report.
- Never report suspected child abuse or neglect to School Police. *School Police is not deemed a child protective agency.*

### **District Employee Named as Alleged Perpetrator**

- District officials may temporarily relocate an employee who has been named as an alleged perpetrator in a report of suspected child abuse.
- A District employee who is temporarily transferred or relocated will not be presumed guilty and will have all appropriate due process rights.

### **Consequences for Failure to Report**

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

## **STEPS IN REPORTING CHILD ABUSE**

### **I. Person reporting does the following:**

- A. Call Los Angeles Police Department Abused Child Unit and make the report. (213) 485-2837 or (213) 485-4700 for any suspected physical or sexual abuse. (Be sure to get the officer's name and badge number when you call.) Call DCFS for emotional abuse and/or neglect.
- B. Follow-up the telephone call within 36 hours with a written report. (Forms will be available in the office.)

### **II. Procedure at Poly:**

- A. Reports should be made in a timely manner and before the close of the school day (4:00 p.m.). Forms and personnel may not be available to assist you after that time.

### **III. Things to remember:**

- A. You are required by law to report if you have knowledge of or observe a child whom you know or reasonably suspect to have been a victim of child abuse.
- B. Certified personnel are exempt by law from prosecution if they report a suspected case of child abuse.
- C. You may not promise a child that you will keep confidential anything they tell you in confidence if the information is reportable under Child Abuse Laws. Counselors are also included in this category.
- D. CHILD ON CHILD ABUSE is reportable when noticeable injury is present and when there is a significant discrepancy in size, age, number, or power. It does NOT include a fight between minors. Additionally, pregnancy of an unwed minor is not reportable unless sexual abuse is involved.
- E. Remember to protect yourself in your relations with students.
  - 1. Corporal punishment is not allowed by district regulations.
  - 2. It is not good practice to meet alone with students.
  - 3. There is a district procedure that must be followed when transporting pupils.

# **Polices and Procedures: Security, Safety, Emergencies and Drills**

## SECURITY AND SAFETY PRECAUTIONS

In an effort to continue to provide for the safety and protection of students and staff, each faculty member is asked to adhere to the following security and safety precautions. Our major objective is to provide an appropriate educational environment for students and staff.

1. OPEN AND SUPERVISE CLASSROOM SIX MINUTES BEFORE FIRST PERIOD AND SIX MINUTES AFTER THE LAST PERIOD OF THE DAY. (LAUSD-UTLA Collective Bargaining Agreement.)
2. **STUDENTS MUST NOT BE LEFT UNSUPERVISED IN CLASSROOMS.**  
**Maintain direct supervision of students at all times when they are in your classroom.**
3. Do not release students prior to the ringing of the passing bell.
4. Be at your doorway during passing periods.
5. If you are adjacent to a student restroom, please "visit" occasionally.
6. Check rooms daily for damage to walls or desks etc. Report damage to Plant Manager.
7. Secure classroom doors and windows when going to Nutrition, Lunch and at close of school daily.
8. **DO NOT RELEASE KEYS TO STUDENTS.** (District Policy)
9. Secure roll books, keys and other valuable items during the day and at the close of school.
10. When remaining in your room after school, lock doors and, if possible, be aware of nearby staff on campus.
11. Classroom visitors must be cleared through the Main Office and receive a visitor's pass before proceeding to the specific classroom.
12. Do not permit outside visitors without signed authorization by an administrator. (Generally, visitors will not be permitted on campus.)
13. If releasing student on an errand, always issue a pass dated and signed by you.

**14. PROCEDURES FOR BEING ON CAMPUS DURING NON-SCHOOL TIME:**

Any teacher who wishes to access Poly High School during non-business hours must do the following:

- Obtain written authorization at least **four** days prior to the date of intended entry. This notification must be sent to the school police department **two** days prior to the date of intended entry.
- The authorized employee shall, immediately upon entering the school, telephone school police **(213) 625-6631** and advise them of his her presence, providing identification information. (Name, employee number, and class title or position.)
- The employee is required to notify school police **again** just prior to his or her departure. Also, all interior doors, windows, transit openings are to be closed and locked.

## ***EARTHQUAKE EMERGENCY PROCEDURES***

### **General Instructions**

#### **DURING QUAKE (Shaking)**

1. Stay indoors.
2. Initiate drop procedure until shaking has ceased.
3. Teacher issues command – “DROP.”
4. Students drop to their knees under desk or table away from window.
5. Students will hold onto the legs of the table until shaking STOPS and remain until teacher commands “ALL CLEAR.”

#### **EVACUATION PROCEDURES**

1. If bell system **IS** working, an all clear bell of 30 seconds or longer will be rung to signify “ALL CLEAR.”
2. If P.A. system **IS** working, announcements will be made to evacuate to a specific area.
3. If the P.A. system is **NOT** working and after shaking has stopped, evacuate your class to the Girls’ Softball Field or Boys’ Baseball Field (see map for your room location). Use your own judgment as to the time of evacuation. If possible, a messenger will be sent to give you instructions.
4. Have your possessions, your roll book, student emergency printout (CL 26 – Attendance Office) and “Missing Student Report” forms. The counselors will provide duplicate forms to teachers on the Girls’ Softball Field and Boys’ Baseball Field.

#### **EVACUATION**

Classes will be instructed to evacuate to a safe area as determined by the school administration. If safe, the Girls’ Softball Field and Boys’ Baseball Field will be the primary emergency assembly areas. If total evacuation of the school site should become necessary, the students and staff will evacuate to Wicks Street and proceed to Fernangeles Park (located at Laurel Canyon and Wicks St).

#### **AFTER QUAKE PROCEDURES**

1. Proceed with your class in an orderly fashion to the evacuation area (Girls’ Softball Field or Boys’ Baseball Field). Proceed with caution, avoid overhangs and downed power-lines.
2. As you leave your classroom, if an injured student has been left behind, place the sticker provided in the emergency packet on the door. If no sticker is available, leave a note attached to your door.
3. Report to the staging area for your **RESPECTIVE CLASS ROOM LOCATION**. After entering assembly area, account for each student in your class. Fill out a ‘Missing Student Report’ form, located in the emergency packet, for each student in the listed classifications.
4. Have one of your students deliver the “Missing Student Report” forms to the counselor in charge of the evacuation area.
5. Seat your class, on the field, in your designated area (see evacuation map).
6. If any other area is utilized as an evacuation area, you will be given seating instructions as you arrive.
7. Do not form up in homerooms, but keep your class intact so that you have better control of your students.
8. Emergency team members are to evacuate your class to the assembly area. Give responsibility of your class to an adjacent teacher and report to your emergency team assignment. Example: Classroom teacher 32 gives responsibility to classroom teacher 31 or 33.
9. School will not be dismissed. Only students with their parents/guardians will be allowed to leave school. **DO NOT** allow your students to leave school. Maintain a current list of the



students assigned to you when the quake started and a current list of those students who are present.

10. Students assigned to assist Emergency Teams will present you with a “Student Emergency Team Pass.” Please allow them to proceed to their assigned duty station.

#### **INJURED STUDENTS AND STAFF**

1. If a student or staff member has been seriously injured, make them as comfortable as possible, assure them that a rescue first aid team will arrive shortly to attend to them, and leave them with another student for security and comfort in the classroom. Your primary responsibility is to provide for the safety of the greater number of your students.
2. If a student or staff member has suffered minor injuries and is ambulatory, remove them with your class to the emergency assembly area. A field first aid station will be located in the assembly area for treating their injuries.

#### **STUDENTS ASSIGNED TO EMERGENCY TEAMS**

1. The ROTC instructor assigns students to “Student Emergency Teams” at the start of each semester.
2. The students will be issued a “Student Emergency Team Pass.” Students will show their pass to their instructor prior to leaving the class.
3. “Student Emergency Team” members are to report for their assigned duty immediately after the “all clear” signal has been given.

#### **FACULTY EMERGENCY TEAM PERSONNEL**

1. If another teacher is to supervise your classroom, provide them with your roll book and Student Emergency Printout.
2. Report to the Softball/Baseball Field (or other designated Command Center) and await instructions.

#### **WALKIE-TALKIES**

All staff members with walkie-talkies should report to the Girls’ Softball Field (or other designated Command Center) and turn in their walkie-talkies for distribution to Emergency Teams.

#### **SPECIAL PROCEDURES FOR A QUAKE OCCURING DURING LUNCH, NUTRITION OR PASSING PERIODS**

1. Instruct any students in your vicinity to “Drop and Take Cover.”
2. After the shaking stops, instructions as to the location of the evacuation area will be given over the PA (if working), by audio-hailer, or direct verbal communication.
3. Teachers are to report directly to the area of their next assigned class and “sweep” students to the designated emergency evacuation area. Counselors and teachers with conference periods are responsible for “sweeping” the Polygon, Cave and parking lot areas.
4. After the “sweep” teachers are to report directly to the evacuation area, Girls’ Softball Field or Boys’ Baseball Field if safe.
5. Students are to be instructed to report to their second period teacher in the emergency evacuation area (Girls’ Softball Field or Boys’ Baseball Field-See ma for location).
6. After gathering your homeroom and seating them, take roll, fill out “Missing Student Report” forms, and keep order.
7. Deliver “Missing Student Report” forms to the administrator or personnel in charge of the assembly area.
8. Proceed according to instructions as if quake had occurred during a period class.

## EVACUATION OF PEOPLE WITH DISABILITIES

It is a good policy to begin each mester reviewing emergency procedures with students. In this regard, the Department of Special Education has prepared some guidelines for you to discuss and share with your students.

**DISABLED STUDENTS** should prepare for emergency situations and evacuations by considering the following:

1. If you are in a wheelchair, always keep your brake set when in class or parked somewhere.
2. Instruct teachers or classmates how to assist you in an emergency.
3. Know the safest route in which you can travel to the assembly area, if no assistance is available.
4. Wear a **Medic Alert Bracelet** if medication or special attention may be needed.
5. If assistance is needed and not immediately available, stay in an exit corridor away from overhangs. Police, fire, and rescue personnel will check exit corridors. Call for help. Continue to call for help until rescued. Carry a whistle or have other means to attract attention.

**ADMINISTRATORS, FACULTY, AND STAFF MEMBERS** should prepare for evacuation of disabled students by observance of the following procedures:

1. Notice which students with wheelchairs are assigned to you.
2. Recruit a cadre of “heroes” to provide assistance to those with special needs.
3. Provide time for “heroes” to consult with each disabled student in regard to special need (i.e. the need to repeat instructions for the hearing impaired or to move students in wheelchairs quickly to assembly locations.)
4. **Assume that students, even the most fluent, do not understand instructions...** SO review disabled student evacuation procedures with each disabled student as well as with “heroes.”

**IN THE EVENT OF AN EMERGENCY**, people who use wheelchairs or those who have other disabilities should observe the following procedures:

1. If there is an **earthquake while you are on campus**, and you are confined to a wheelchair, try to park the wheelchair in a doorframe with the brake set. If possible, bend forward and interlock your fingers over the back of your head, or protect your head with a sturdy textbook. Stay in this position until the shaking stops.
2. Then move towards the nearest exit, observe others, and proceed with them to the assigned emergency assembly area. Ask for assistance if you need it. Follow the safest route, away from overhangs and overhead wires.
3. If there is an earthquake during morning bus picks up hours, special education students, not already on bus, should remain at home.
4. If there is a **fire**, be quiet so that you can hear and listen to all announcements made over the P.A. system. Follow your teacher’s directions.
5. If you are in a corridor, proceed with them to the assigned emergency assembly area. Ask for assistance if you need it. Follow safest route, away from overhangs and overhead wires.
6. If there is an **act of violence** and you are in a classroom, be sure your brake is set on your wheelchairs. Follow the directions of the teachers.
7. If you are in a corridor, go into the nearest classroom and inform the teacher. The teacher will call security. Follow the directions of the teacher.

**IF AT ANY TIME YOU COME TO AN OBSTRUCTION, REQUEST  
ASSISTANCE FROM OTHERS IN THE AREA.**

**EMERGENCY DRILLS**

Continuous review and revision of disaster preparedness is essential for the safety of students and employees. We are therefore mandated to conduct emergency drills on a regular basis. Attached is a map of evacuation routes and areas for fire and earthquake drills. Please check your evacuation route and evacuation area before a drill so that you are well acquainted with routes.

**DRILL PROCEDURES**

**FIRE DRILL: REVIEW WITH CLASS EACH MESTER**

- **Signal:** Bell for 10 seconds; pause for 5 seconds; bell for 10 seconds-repeat bell sequence.
- **All Clear:** One long (10 second) bell or oral notification by staff that drill is over.
- **Drill Procedures:**
  1. Students will evacuate to designated areas in a quiet, safe, and expeditious manner.
  2. Teachers will take roll books and account for all students and report any inconsistencies to Incident Commander (principal).
  3. Students and teachers will wait in their designated areas for instructions.
  4. After the “All Clear Bell” has rung, teachers and students will return to their classrooms.

**EARTHQUAKE PROCEDURES: REVIEW WITH CLASS EACH MESTER**

- **Signal:** Command of DROP given by teacher or staff member.
- **All Clear:** Given by teacher or staff member.
- **Inside Classroom Procedures:**
  1. Upon command of “Drop,” drop to knees, facing away from windows.
  2. Take cover by getting body under/below equipment (desk, chair, tables, etc.)
  3. Grasp equipment with hands and hold tightly.
  4. Wait Quietly for further instructions.
  5. Proceed to evacuation area (softball or baseball field).
- **When Outside of the Classroom:**
  1. Seek any type of protection.
  2. Drop to the ground with back to hazard and clasp hands behind neck.
  3. Remain in position for a brief period, and then seek, if necessary, protective cover.
  4. Go to your second period evacuation area (softball or baseball field).

**TEACHERS THAT HAVE A CONFERENCE PERIOD MUST REPORT TO INCIDENT COMMANDER ON DESIGNATED FIELD AND HELP AS NEEDED. TEACHERS SHOULD NOT REMAIN IN CLASSROOM FOR ANY REASON.**

**LOCK DOWN PROCEDURES: REVIEW WITH CLASS EACH MESTER**

This drill is used to practice securing the school during police action, campus intrusion, community incidents, hazardous material leaks, or any other incident requiring school/room security.

- **Signal:** One long continuous bell, intercom, word of mouth, or other system of warning by the school.
- **All Clear:** One long (10 second) bell or oral notification by staff that the drill is over.
- **Inside Classroom Procedures:**
  1. Lock doors.
  2. Close blinds if necessary.
  3. Move students away from windows.
  4. Remain in classroom until emergency is over.
- **When Outside of the Classroom:**
  1. Proceed to the closest room
  2. Remain inside room until emergency is over.

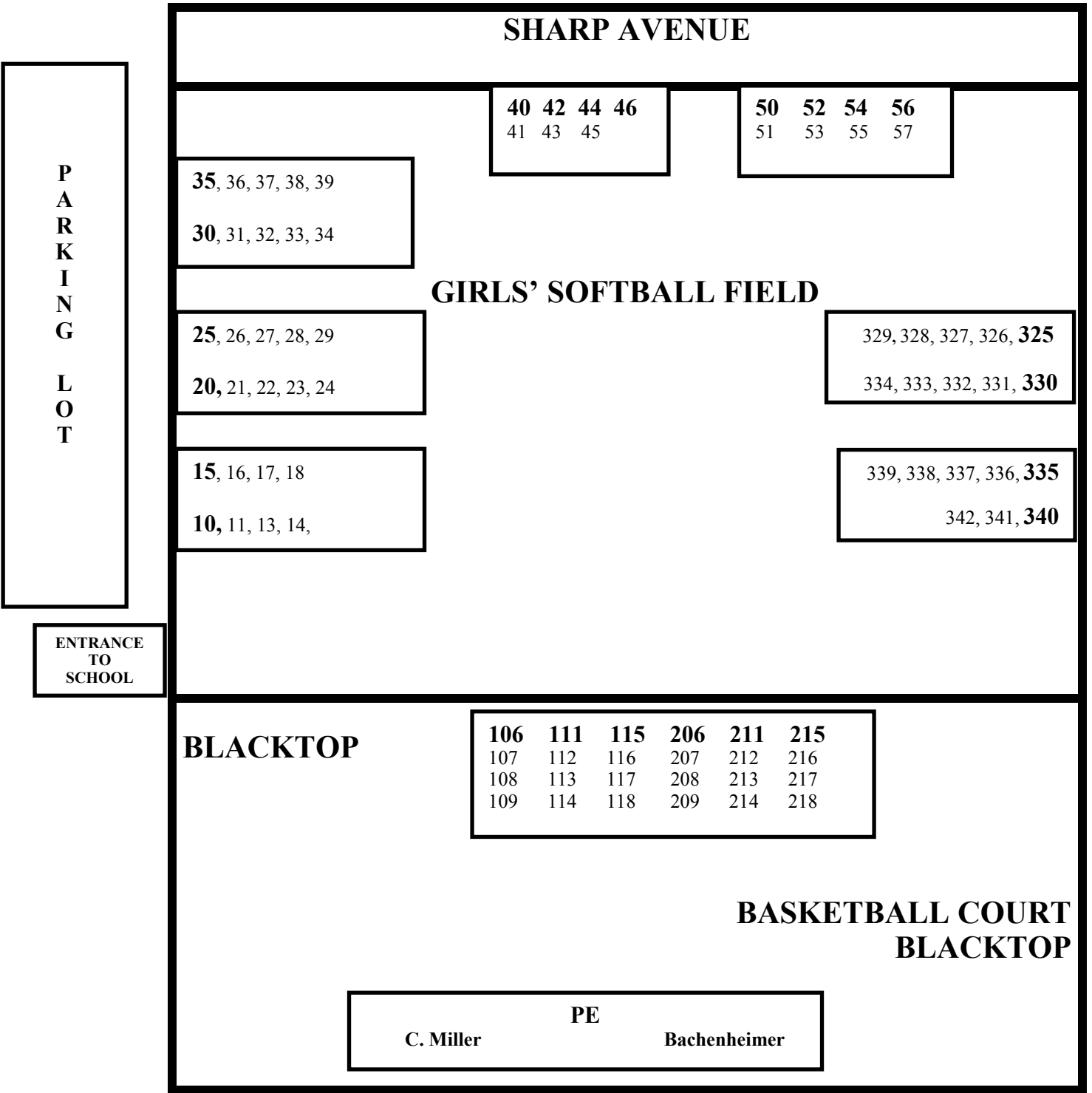
## **Lost, Missing, or Abducted Student**

This procedure should be followed if a staff member receives information that a student is missing, lost, or abducted.

### **Procedure**

1. Write down all pertinent information:
  - a. Full name
  - b. Date of birth
  - c. School activity
  - d. Supervising teacher and/or Paraprofessional
  - e. Last known time student was seen
  
2. Notify Principal or the next available Administrator according to the list below.
  - a. Gerardo Loera
  - b. Ari Bennett
  - c. April Hood
  - d. Lourdes DeSantiago
  - e. Jamille Kenion
  - f. Dallas Blair
  
3. Notify School Police (213) 625-6631.
  
4. Notify Parent(s) or Guardian(s)
  
5. Notify and distribute photo of missing student to all offices.
  
6. Notify District 2 (818) 755-5300.
  
7. On-Site administrator must be available to handle parents, press, or police until authorized by Principal to leave site.
  
8. For abducted student:
  - a. Place notice in cum file of abduction.
  - b. Write in SIS Field 212 that records are to be held and cum referenced.

# Emergency Classroom Evacuation Map 1



ENTRANCE  
TO  
SCHOOL

**TEACHERS:**  
PLEASE TAKE  
YOUR CLASS TO  
THE DESIGNATED  
AREA ON THE MAP

**GIRLS' GYM  
AND LOCKER ROOM**

## Emergency Classroom Evacuation Map 2

