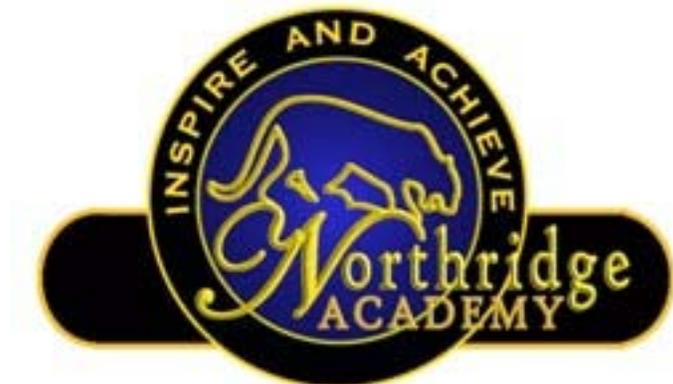


Northridge Academy High School



Faculty Handbook

2014-2015

9601 Zelzah Ave
Northridge, CA 91325

Phone (818) 700-2222

Fax (818) 718-2239

Location Code 8513

Welcome to the 2014-2015 School Year

Welcome to the new school year! We hope you are as excited as we are to be a part of this unique opportunity to serve as a valued, contributing member of our successful learning organization that will last for many, many years to come. As you can imagine, with this opportunity also comes great responsibility. We invite you to seize every opportunity to become inspired, to inspire others, and to achieve to your highest potential.

*As a key member of our school community, you have a very important role in ensuring that **all** students succeed at our school. This means everyone taking personal responsibility for our own attitudes, actions and ongoing growth, as well as supporting the learning and growth of all others in our school community. Our expectations are very high for both students and adults at Northridge Academy High School. Together, we will work hard to support each other so that everyone achieves the high standards we set for ourselves.*

Please take the time to review this Faculty Handbook and consistently utilize it as a guide for your success at our school.

We look forward to working with you to make this year a successful one for everyone!

Table of Contents

1. <u>Introduction</u>	3
Presents NAHS' school profile and history. Faculty & staff directory is provided.	
2. <u>Professional Expectations</u>	10
Attendance expectations and procedures for NAHS faculty and staff are outlined.	
Administrative responsibilities are listed.	
3. <u>Student and Staff Safety</u>	15
Campus Aide responsibilities are summarized. Emergency drills and procedures are introduced. Procedures concerning student attendance are outlined.	
4. <u>Policies and Procedures for Faculty and Staff</u>	21
Procedures for NAHS certificated and classified employees listed.	
5. <u>Special Programs</u>	28
Outlines NAHS' different academic, athletic, and social program opportunities.	
6. <u>Care of School Facilities</u>	33
Expectations regarding NAHS' policies on reporting child abuse, sexual harassment, and accidents are listed. Faculty and staff are reminded of rules and regulations regarding on-site services.	
7. <u>Job Descriptions</u>	38
Job Descriptions are outlined for Department Chairs, Special Education Coordinator, Counselor, and Targeted Student Population Coordinator.	
8. <u>Positive Behavior Support Plan</u>	42
NAHS' commitment to maintaining a supportive and safe school environment is summarized.	
9. <u>School-Wide Learning Outcomes</u>	50
Expands on learning and behavioral outcomes NAHS students will complete by graduation day.	
10. <u>Summary of District Policies</u>	54
Summarizes LAUSD district policies that NAHS adheres to.	
11. <u>Forms</u>	60
Video and DVD Approval Form & Acknowledgement Form are provided for use.	

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



Vision Statement

We envision a school where all students value learning and demonstrate integrity, an innovative community recognized for its exceptional academic achievements.

Mission Statement

We are a small high school community in a unique partnership with California State University, Northridge. Our mission is to inspire, support, and expect our students to achieve their fullest potential as learners and productive citizens.

Motto

Inspire and Achieve

NORTHRIDGE ACADEMY HIGH SCHOOL LEARNING COMMUNITY GUIDING PRINCIPLES*

We commit to working together to ensure all members of our Learning Community:

- ❖ Embrace excellence, high expectations for ALL, and the belief that everyone can achieve success
- ❖ Support the personal growth and academic achievement of all members
- ❖ Commit to lifelong learning that is rigorous and relevant
- ❖ Demonstrate respect and responsibility for ourselves and our community
- ❖ Challenge the status quo in order to support a rigorous, stimulating, safe, and aesthetic learning environment for all members
- ❖ Continually develop as a collaborative community to create and achieve our goals
- ❖ Celebrate multiple intelligences, creativity, and diversity

**Guiding Principles created by a collaboration of Northridge Academy HS and CSUN Faculty, Summer 2004*

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



Alma Mater

All hail to Alma Mater,
 To thy Pumas we sing;
 All hail to Northridge Academy,
 Loud let thy praises ring.
 Where knowledge reigns and minds go free,
 Our high school stands in majesty.
 Sing our love to Alma Mater,
 Hail, all hail to thee

Victory of NAHS

Fight! For the blue and white, let's
 Fight! For the Puma Pride, let's
 Fight! Fight! Let's all unite
 For NAHS and its Cause.
 Fight! For the Puma Pride, let's
 Fight for the Puma Pride, let's
 Fight! Fight! Let's all unite
 For the victory of NAHS!
 N...A...H...S...
 N! A! H! S! Fight! Fight! Fight!

Mascot

The Puma

Colors

Royal Blue & Black

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



Northridge Academy High School (NAHS) School Profile Description

Geographical, Social, Cultural, Educational and Economic Community Base

Northridge Academy High School, located in the San Fernando Valley, is an urban campus in the city of Northridge. A unique aspect of our school is its location on a university campus situated in a safe, relatively crime-free neighborhood which includes single-family homes and university student dorms and apartments. However, as a school of choice, almost 80% of our students travel, mostly via the public bus system, from socio-economically disadvantaged areas to arrive at our school. Unlike most of the other high schools that make up Los Angeles Unified School District's (LAUSD) Educational Service center North (ESC), prospective students apply to our school for the 9th grade, and admission is by lottery. No additional students are added in grades 10-12, except in highly unusual cases.

Student Enrollment Figures/Trends

The current enrollment for 2014-15 is 1,065 students. Because enrollment is based on the lottery, Northridge Academy High School is able to maintain a constant level of enrollment as we always have a waiting list of applicants.

Poverty level (percentage of students that are on free/reduced price lunch)

Northridge Academy High School is a School-Wide Title 1 school, with 65% of our students approved for the free or reduced lunch program

Language, Racial and Ethnic Make-up of the Student Body

Currently, our ethnic makeup is: African American (4.0%); American Indian (2%); Asian (3%); Filipino (5%) Latino (65%); Pacific Islander (1%); White (20%), making us a PHBAO school. The predominant primary home languages are Spanish, English, and Pilipino/Tagalog with the remainder being Arabic, Armenian, Thai, Vietnamese, Korean and a few other languages.

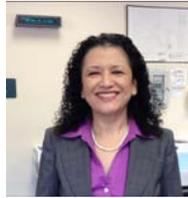
CSUN Partnership

A major contributing factor to the success of our school program is our partnership with California State University, Northridge (CSUN). Our three thematic Academies - Arts, Media & Communication (AMC); Careers in Education (CE); and Health & Human Development (HHD) are directly linked to three major corresponding CSUN colleges. In addition, various CSUN departments interact with our students on an ongoing basis through specific programs, supports, activities, and events.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Northridge Academy High School Faculty and Staff



Sandy Dalie
WASC Coordinator/
Instructional Coach
(818) 700-2226
sokura@lausd.net
Nidia Castro
Principal
(818) 700-2277
ncalles@lausd.net



Laurie Nelson
UTLA Chapter Chair
(818) 700-2222
Lcn5055@lausd.net
Beverly Fleming
DOTS Coordinator
(818) 700-2227
bfleming@lausd.net



Thalia Diamantopoulos
Asst. Principal
(818) 700-2278
Txd9308@lausd.net



Holly Seery
School Nurse
(818) 700-2220
Holly.seery@lausd.net



Jeanie Mortensen
Coordinator
(818) 700-2279
Jxm9981@lausd.net



Mireya Guzman
SAA
(818) 700-2214
Mireya.guzman@lausd.net



Ana Ortiz-Martinez
Counselor A-K
(818) 700-2211
abo0351@lausd.net



Ana Martinez
Attendance Clerk
(818) 700-2213
Amarti25@lausd.net



Alex Carmona
Counselor L-Z
(818) 700-2210
acarmo1@lausd.net



Charis Forney
Registrar
(818) 700-2218
cforney@lausd.net



Francisca Ortega
College Counselor
(818) 700-2235
Fxg4764@lausd.net



Lucy Petrosyan
Special Ed. Clerk
(818) 700-2216
Lucy.petrosyan@lausd.net



Jessica Estrada
Counseling Asst.
(818) 700-2212
jessica.m.estrada@lausd.net



Raquel Avila
Parent Center Director
(818) 700-2298
raquel.avila@lausd.net



Paula Hazard
School Psychologist
(818) 700-2259
phazard@lausd.net



Manny Sze
Financial Manager
(818) 700-2230
msze@lausd.net

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



Linda Severino
Special Education Dept.
Chair
(818) 700-2222
Lds9967@lausd.net



Richard Majka
HHD Academy Chair
(818) 700-2222
Ram5953@lausd.net



Christina Hui Hui
Cafeteria Manager
(818) 700-2233
Cmh6722@lausd.net



Caroline Mitchell
HHD Academy Chair
(818) 700-2222
Cxm6694@lausd.net



Ricardo Stewart
AMC Academy Chair
(818) 700-2222
Rrs7900@lausd.net



Rebeca Solano
Foreign Language Dept. Chair
(818) 700-2222
Rxs2341@lausd.net



Berenice Castellanos
Math Dept. Chair
(818) 700-2222
Bxc6231@lausd.net



Rene Shufelt
Visual Performing Arts Dept.
Chair
(818) 700-2222
Rene.shufelt@lausd.net



Michelle Hernandez
P.E. Dept. Chair
(818) 700-2222
Mcd9154@lausd.net



David Arias
Science Dept. Chair
(818) 700-2222
David.arias@lausd.net



Niru Parmar
English Dept. Chair
(818) 700-2222
Nsp0227@lausd.net



Julie Anna Glynn
Careers in Education Academy
Chair
(818) 700-2222
Jglynn1@lausd.net



Debbie Quintal
School Police
(818) 700-2221



Alex Posser de Andrade
Athletic Director
(818) 700-2228
Axp9906@lausd.net

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Northridge Academy High School Telephone Directory 2014-2015

Carmona, Alex – Counselor	2210	Office Tech	2219
Castro, Nidia- Principal	2277	Ortega, Francisca – College Counselor	2235
Dalie, Sandy – Instructional Coach	2226	Ortiz-Martinez, Ana – Counselor	2211
Diamantopoulos, Thalia – A/P	2278	Parent Center	88101
Estrada, Jessica – Counseling Assistant	2212	Posser de Andrade, Alex – Athletic Director	2228
Fleming, Beverly – DOTS	2227	School Police Officer	2221
Forney, Charis – Records Clerk	2217	Sze, Manny – Student Store	2230
Guzman, Mireya – School Administrative Assistant	2214	Technical Support – Eddie Figueroa	88317
Hazard, Paula – Psychologist	2259	Empty Desk – Middle	2216
Hernandez, Rafael – Plant Manager	2234	Empty Desk – Back	2218
Huihui, Christina – Café Manager	2233	PE Office - Boys	2237
Library – Mary Byrne	2241	PE Office - Girls	2243 & 2244
Martinez, Ana – Office Asst.	2213	Work Room 222	2256 or 2257
Mortensen, Jeanie- TSP Coordinator	2279	Work Room 324	2258 or 2259
Nurse – Holly Seery	2220	Work Room 426	2260

Name	Class Room	Voice Mail	Name	Class Room	Voice Mail
Alas, April	321	2357	Mitchell, Caroline	224	2323
Arias, David	417	2300	McQuillen, Ann	227	
Atmore, Larry	229	2301	Nelson, Laurie	223	2326
Burkhart, Moe	320	2305	O'Rourke, Ian	227	2361
Byrne, Mary	Library	2241	Panasyan, Naira	218	2362
Campoy-Ludwig	325	2330	Parmar, Niru	220	2328
Castellanos, Berenice	319	2338	Perkins, John	420	2355
Dalie, Sandy	103	2226	Posser de Andrade, Alex	Gym	2228
Eller, Susie	221	2308	Ramos, Fidel	328	2303
Figueroa, Erika	225	2309	Randa, Kellie	207	2329
Gill, Maninder	423	2307	Rice, James	421	2354
Gillett, Rich	Gym	2237	Severino, Linda	307	2332
Glynn, Julie Anna	216	2342	Shufelt, Rene	313	2333
Goldman, Ashaf	226	2327	Solano, Rebeca	326	2334
Gordon, Sue	217	2312	Stewart, Ricardo	424	2315
Gross, Michael	213	2313	Vamosiu, Jenica	331	2350
Haywood, Pat	427	2314	Warne, Jessica	215	2336
Hernandez, Michelle	Gym	2244	Computer Lab	329	
Hernandez, Michelle	Gym	2244	Computer Lab	209	
Hill, Barbara	322	2356	Conference Rm 1	195	
Ibrahim, Jacqueline	309	2360	Conference Rm 2	113	
Jackson-Jue, Patricia	416	2348	Faculty Dining	135 and 137	
Katz, Michelle	323	2316	Fitness Center	105	
Lopez, Tania	327	2349	Library Comp. Lab	433	
Majka, Richard	219	219	MPR	196	
Mbata, Cletus	318	2321			

From Classroom to Classroom dial Room Numbers only. From Classroom to Office dial "88" + Extension #

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



This Academic year, Northridge Academy High School will work on the following Key Strategies also known as School Goals.

Academic Key Strategies in ELA & Math (60%)

- Increase students' proficiency in the ELA CCSS to answer text dependent questions and respond to complex text by creating a standards-based unit in which students analyze the representation of a subject or a key scene in two different artistic mediums.
- Increase students' proficiency in the ELA CCSS by integrating multiple disciplines into English core curriculum using historical and cultural context as support.
- Increase students' ability in the Math CCSS to make sense of problems and persevere in solving them (SMP #1), construct viable arguments and critique the reasoning of others (SMP #3) and to model with mathematics (SMP #4) by increasing teachers capacity to plan, observe, and teach standards-based projects/assignments and reteach concepts that develops the use of academic language and provide opportunities for engaged student discussion with effective question and discussion techniques.

Culture Key Strategy Parent and Community Engagement (20%)

- Increase parent involvement, through a two-way communication and accountability by representing the diversity in our demographics. We will provide multiple opportunities to learn how parents can best support their students' academic achievement by maximizing the potential of Edline and reading report cards for vital information beyond the letter grade. NAHS will hold Math, History and International Nights in an effort to forge a cohesive parent-teacher partnership.

Social Key Strategy 100% Attendance (20%)

- Increase the percentage of students attending school 96% or more of the time by consistently communicating with stakeholders and strategically monitoring student attendance. Teachers and office personnel will make a personal phone call home when a student is consistently absent.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



PROFESSIONAL EXPECTATIONS

As employees of the Los Angeles Unified School District (LAUSD), our mission is *to educate all students to their maximum potential*. Our success depends on our teamwork, trust and commitment. Our *Code of Ethics* is intended to help us achieve success by setting common expectations and increasing trust, commitment, and teamwork within the District, and between the District and the community.

Core Principles:

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

- **Commitment to Excellence**
- **District and Personal Integrity**
- **Responsibility**

District Attendance Policy:

The LAUSD Board of Education expects:

- Employees are to maintain regular attendance and avoid absenteeism. The LAUSD Expectations for staff attendance is to maintain an attendance rate of 96%.
- Employees are to work every hour that they are assigned. Employees must remain on campus during their conference period. If employees must leave campus during their conference period, please sign the “off campus” book in the Main Office.
- Employees who have an auxiliary period must serve their conference period either before or after school.
- Employees are to comply with legal restrictions, LAUSD policy and procedures, and respective collective bargaining rules regarding reporting of absences by providing the appropriate documentation
- Supervisors are to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and the discipline processes.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Sign In/ Sign Out Requirement/ Payroll reporting

District policy requires that you sign in upon arrival at the school site and sign out at the end of the day when you leave. You must not sign in and out at the same time (this is a personnel safety issue)!!! We make decisions regarding class coverage by looking at the sign-in cards in the morning. Sign your full signature at the end of each month on the sign in/ sign out card verification.

- The District makes every attempt to avoid scheduling activities that contribute to staff absenteeism.

1. Support Contact Numbers

- (818) 700-2222 Office
- (818) 718-2239 School fax
- (213) 625-6631 School Police
- (818) 654-3600 Educational Service Center (North)
- (213) 486-0530 Child abuse reporting LAPD (to report physical and sexual abuse)
- (800) 540-4000 Child abuse reporting DCFS (to report neglect)

Substitute Teacher Procedures

If you know you're going to be absent:

Please let Mireya, our SAA, know so that she can secure one of our preferred substitutes.

Period 1 Coverages: Plan to arrive early every day as we do not have personnel available to cover during period one. If you have an emergency, the counselors and administrators will be the only ones available to cover your class. It is imperative that you work a “buddy system with your neighbor in case of an unavoidable late arrival to make sure that the students will be supervised. Let the office know if you are running late even if your “buddy” will supervise the class.

Attendance-Staff

Teacher Hours: 7:53 a.m.-3:08 p.m.

The LAUSD Board of Education Attendance Policy states:

- Personal Absence goal of 7 days or less of absence for the school year
- Employees are to maintain regular attendance and avoid absenteeism
- Employees are to work every hour that they are assigned
- Employees are to be at their work stations on time every working day
- Employees are to comply with legal restrictions, LAUSD policy and procedures, and the respective collective bargaining rules regarding reporting of absences and providing appropriate documentation
- Supervisors are to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees, and enforce all employee attendance policies and standards through employee performance evaluations and discipline procedures. The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

- Teacher Conference Period is district paid time and may not be used to schedule medical or personal appointments, or conduct personal business. If so, time may be charged to a benefit or be unpaid.

Unexpected absence:

You are responsible to call as early as possible for a sub in the event of unexpected illness or personal necessity. You must also notify the school no later than 7:15 a.m. on the day of the absence that you will be out and to let Mireya know how long you will be out (Mireya's phone # is **(818) 700-2214**) You must also call in by 2:00 p.m. on the day of an absence to release a substitute teacher from assignment, (if you did not call in as a "one day only").

SubFinder Access Number: 877-528-7378 (877-LAUDS-SUB)

Help Desk Numbers: North: 213-625-6114(5) for account difficulty

Directions and procedures to request a substitute teacher (in your folder)

List of preferred substitutes for Northridge Academy (in your folder)

Jury Service for Certificated Staff

It is the policy of the District to encourage employees to provide jury service during periods when the community of instruction and District operations will not be adversely affected. Accordingly, paid absence for jury duty shall be provided to certificated employees for up to twenty working days for involuntary jury service under the following conditions, as provided under and Article XII, Section 18.4 of the District-UTLA Agreement and Article XI, Section 8.0 (d) of the District-AALA Agreement:

1. An employee summoned to involuntary jury duty which is to commence during the employee's assigned period (including summer school/off-track/intersession assignments previously offered and accepted), shall notify the administrator of such summons.
2. As a condition for paid absence, the employee shall seek postponement of the jury service to the employee's upcoming recess period if the employee is summoned to start jury service during an assigned work period.
3. Involuntary jury service commenced during the employee's recess period which inadvertently extends into the employee's assigned period shall qualify as paid absence for up to twenty working days from the start of the assignment. The twenty days limit shall be subject only to such exceptions, which may be agreed upon by the District and respective employee bargaining units.
4. An employee who does not wish to request postponement of the jury summons to a recess period will be granted unpaid absence for the jury service. Any unpaid, assigned hours may negatively impact the employee's benefits, including the retirement benefit.

Jury Service on Staff Development "Buy-Back" Days

There is no paid absence for staff development "buy-back" days, including absence for reasons of illness, personal necessity, jury service, etc. Therefore, employees whose jury service may unavoidably extend into their staff development "buy-back" days will not be granted paid absence for those days and may wish to request special consideration from the courts.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Required Substitute Preparation

Please submit the following items to the Main Office by the close of the first school day:

A substitute teacher folder containing:

- Substitute information sheet
- Class Rosters
- Seating Charts for each class
- Lesson Plans to cover block or short day

“*Teacher Absence Verification Form*” must be submitted following any absence (available from Mireya).

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Administrative Responsibilities

CASTRO Principal	DIAMANTOPOULOS Assistant principal	MORTENSEN TSP Coordinator
District expectations <ul style="list-style-type: none"> • Common Core Standards • Teaching/Learning frameworks Activities (Sponsors) Coordinators Bell Schedules BTS Budgets (Mireya) Bulletin Announcements Calendar Cafeteria Certificated /Classified Staff Child Abuse Reporting Clubs and Organizations Conferences Community Outreach Credentials Crime Reports Department Chairs Elective Departments English Employee Injury Reports Faculty Meetings Financial Manager Field Trip Approvals Friends of NAHS Front Office Fund Raising Grade Appeals Guest Teachers (Mireya) ID Cards and Photos Incident Reports Instructional Cabinet Key Distribution (Mireya) Leadership (Haywood) Liaison with Law Enforcement Library Mathematics Department Media Parent Center P-Card Plant Management PD Committee Payroll Senior Board Sexual Harassment School Site Council School Leadership Council Single Plan Student Teachers (Sandra DaLie) TDGC/Evaluations Title I Title IX Compliance Volunteers/ Visitors (DaLie) WASC	Advisory Assignments After School Programs Assemblies Athletics Attendance Articulation (Counselors) AVID Awards (Counselors) Back to School Campus Aide Child Abuse Reporting Class Coverages (Mireya) Classification Reports (Ana) Closing Procedures Counseling Office (Charis) Counselors Crisis Intervention Team Cum Records (Charis) Discipline Gifted Programs Graduation Eligibility/Requirements Health Department Health Office Itinerant teachers (Severino) Locker Distribution Master Schedule Mark Reporting Opening Procedures Open House Paraprofessionals (Severino) PLBAO Conferencing Physical Education Department Psychological Services <ul style="list-style-type: none"> • Counseling Interns • School Psychologist Random Searches RARD Report cards Room Assignments Rollbooks Collection SARC Safe School Plan Sexual Harassment Science Department SIS/ISIS Social Studies Department Special Education Special Education Aides SSTs Standardized Testing Student programs TDGC/Evaluations Textbooks (Matsui) 504 plans	ELL Program English Learner Master Plan Equipment Inventory Emergency & Disaster Lead Data collection & Analysis Instructional Cabinet Member Intervention Specialist Gate Coordinator LAT Team Leader Technology Supervisor Title One Coordinator SSC Member SLC Member Supervision WASC Self Study Coordinator

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



Student and Staff Safety

Pursuant to Section 3100 of the California Government Code, all school employees may be designated as “Disaster Service Workers,” and may need to remain at school in the event of an emergency. You are encouraged to carry a disaster kit in your vehicle (including clothing, sundries, glasses, medications, etc.). Make personal disaster plans so your immediate family members are cared for. Be prepared so that, in the event that there is an emergency, you are able to remain on campus as long as you’re needed.

Emergency Evacuation Drills and Procedures

- Emergency evacuation chart in your welcome packet (please post)
- Emergency class rosters for each period (place in roll book)
- Monthly Drills have been scheduled and approved by the SLC. Check the master calendar for the scheduled dates.
- ALL school personnel and visitors are required to vacate the buildings during a fire drill.
- Know the evacuation route for your classroom and inform your students of it early in the semester. A drill will be held within the first week of school.
- Be responsible for the students under your supervision at the time of the alarm. Provide leadership in developing a positive and serious-minded attitude about each drill by moving into the drill with efficiency and control.
- As the class assembles outside the room, take the emergency clipboard with roll sheets and then lead the class to the assigned area. Do not permit talking or horseplay at any time during the drill. Take roll, account for any missing or absent students and submit your attendance to the command center.
- Wait for the all-clear tone, and then lead your class back to the classroom by the shortest route.

Drop Drill (EARTHQUAKE)

Signal: The individual teacher gives the one word, “DROP”. No school wide signal is used anywhere or anytime. The first evidence of an earthquake will be earth movement. This is the signal for teachers to state “DROP” while protecting yourself.

Procedures to be followed at the “DROP” signal:

If inside the school building, the student should:

- Get under equipment (desks, tables, etc., where available).
- Drop to his/her knees with back to windows and knees together.
- If an earthquake, hold firmly to furniture protecting you.
- Stay there until shaking stops in the occurrence of an earthquake or until an “all clear” is given during drill or until shaking stops in the occurrence of an earthquake.
- After an earthquake, follow directions for evacuation.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Earthquake

If outside the school building, the student should:

- Move away from buildings and electrical wires to an open area.
- Drop to the ground & stay there until shaking stops.
- In the event of an earthquake, evacuate in an orderly fashion to the emergency assembly area on the black top.

Lock down

An emergency lockdown procedure may be necessary to secure the campus in the case of police action on campus, an intrusion by unauthorized person(s), hazardous materials leak or other emergency determined by safety personnel.

- The signal for a lockdown is a verbal signal over the public address system or room-to-room notification.
- During an emergency lockdown, teachers must lock all windows and doors; close all blinds and move students and staff away from windows. If students/staff are outside, proceed to the closest room. Cover the window at the classroom door.

Teachers with a Conference Period during a drill:

By law, as civil servants, all staff must stay on campus until all students are with their parents and the emergency is cleared.

- Male teachers will clear the nearest boys' restroom and report to the Command Center on the basketball courts for further instructions.
- Female teachers will clear the nearest girls' restroom and report to the Command Center on the field for further instructions.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



CAMPUS AIDE RESPONSIBILITIES

General Responsibilities

1. Report to work prior to your assigned time.
2. If you are absent or late, please call and inform the main office.
3. Remember to sign in prior to beginning work.
4. Pick up a two-way radio and check to ensure it is working.
5. Keep the radio on at all times while on duty.
6. Respond to all calls for assistance.
7. Patrol your assigned location including all hallways, all walkways, and restrooms.
8. Check to see that students who are out of class are carrying the approved hall pass.
9. Ask the student for his/her student ID. Remind the student to carry his/her ID with him/her at all times.
10. Refrain from using your cell phone while on duty.
11. Stay alert to any potential problem situations.
12. Keep conversations with students and adults to a minimum.
13. Remain on the job for the entire work period.
14. Remember to sign out in the main office prior to leaving campus for the day.
15. Discuss any concerns with your supervising Assistant Principal. If you need to leave your assignment, be absent or leave early, be sure you clear it with the AP in charge or the SAA prior to leaving or missing a day.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



BELL SCHEDULE

The schedule has changed this year. We have added a “Spark” period also known as period 1. Mondays and Thursdays will be the even days: 1, 2, 4, and 6. Tuesdays are a 7 period day 1-7 and Wednesday and Fridays are odd days: 1, 3, 5 and 7. Below are the new bell schedules for the year:

Regular Schedule (MWTTHF)

Period 1	8:00 AM	8:59 AM
Period 2/3	9:05 AM	10:45 AM
Nutrition	10:45 AM	11:00 AM
Period 4/5	11:06 AM	12:46 PM
Lunch	12:46 PM	1:16 PM
Period 6/7	1:22 AM	3:02 PM

Regular Tuesday Schedule

Period 1	8:00 AM	8:53 AM
Period 2	8:59 AM	9:47 AM
Period 3	9:53 AM	10:41 AM
Nutrition	10:41 AM	10:56 AM
Period 4	11:02 AM	11:50 AM
Period 5	11:56 AM	12:44 PM
Lunch	12:44 PM	1:14 PM
Period 6	1:20 PM	2:08 PM
Period 7	2:14 PM	3:02 PM

PD Tuesday

Period 1	8:00 AM	8:36 AM
Period 2	8:42 AM	9:18 AM
Period 3	9:24 AM	10:00 AM
Nutrition	10:00 AM	10:15 AM
Period 4	10:21 AM	10:57 AM
Period 5	11:03 AM	11:39 AM
Lunch	11:39 AM	12:09 PM
Period 6	12:15 PM	12:51 PM
Period 7	12:57 PM	1:33 PM

Minimum Day

Period 1	8:00 AM	8:50 AM
Period 2/3	8:56 AM	9:56 AM
Period 4/5	10:02 AM	11:02 AM
Brunch	11:02 AM	11:22 AM
Period 6/7	11:28 AM	12:28 PM

Shortened day

Period 1	8:00 AM	8:50 AM
Period 2/3	8:56 AM	10:17 AM
Nutrition	10:17 AM	10:37 AM
Period 4/5	10:43 AM	12:04 PM
Lunch	12:04 PM	12:34 PM
Period 6/7	12:40 PM	2:02 PM

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook.

Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



PROFESSIONAL DEVELOPMENT DAYS FOR 2014-2015

In recognition of the critical role of professional development in bringing about improved student achievement, Professional Development has been identified through the LAUSD/UTLA negotiated contract. The time that is provided on the Professional Development on Tuesday afternoons must be used to improve instruction, support the progress of English Learners, and implementation of the Common Core State Standards. The following are examples of activities for Professional Development: examining student work, reviewing school data and assessments, participating in lesson study, developing common core lessons and assessments, selecting and analyzing CCSS standards and student outcomes, working with your colleagues to align instruction and assessment across content areas, designing academic support systems for scaffolding student learning, participating in professional book clubs that focus on relevant educational literature, scoring assessments, investigating curriculum development, and other activities that support or enhance the school's instructional program and student academic progress. There will be 14 Professional development days this year. Below please find the dates with Topics:

	FALL SEMESTER			SPRING SEMESTER	
1	August 19 2014	Whole Group WASC Continue adding, deleting and updating the WASC report	9	January 13 2015	Department: Planning for the Spring semester
2	September 2 2014	Department Grade level alike meetings to plan CCSS lessons: Standards-Based projects, Activities and Assignments	10	January 27 2015	Whole Group: ELD Standards-Session 1 District Mandated
3	September 16 2014	Department Vertical Articulation: Informational and fictional text in current and future grade levels	11	February 10 2015	Department: WASC Preparation
4	September 30 2014	Whole Group Literacy and language skills through all contents	12	February 24 2015	Whole Group: ELD Standards-Session 2 District Mandated
5	October 14 2014	Department Gradual Release & differentiated strategies in discussion techniques and student participation	13	March 10 2015	Whole Group: ELD Standards-Session 3 District Mandated
6	October 28 2014	Whole Group/ Rotations Effective Accommodations & instructional strategies for students with IEPs and 504 Plans	14	April 7 2015	TESTING (Changed from 3/24/15 due to WASC Visit on 3/24/15)
7	November 18 2014	Department Quality and purpose of questions			
8.	December 9	WASC			

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

LAUSD TEACHING AND LEARNING FRAMEWORK 2014-2015 Focus Elements

STANDARD 1: PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy

1. Knowledge of Content and the Structure of the Discipline

2. *Knowledge of Content-Related Pedagogy*

b. Demonstrating Knowledge of Students

1. *Awareness of Students' Skills, Knowledge, and Language Proficiency*

2. Knowledge of How Children, Adolescents, and Adults Learn

3. Knowledge of Students' Special Needs

4. Knowledge of Students' Interests and Cultural Heritage

c. Establishing Instructional Outcomes

1. Value, Sequence, Alignment, and Clarity

2. Suitability for Diverse Learners

d. Designing Coherent Instruction

1. *Standards-Based Learning Activities*

2. Instructional Materials, Technology, and Resources

3. Purposeful Instructional Groups

4. Lesson and Unit Structure

e. Designing Student Assessment

1. Aligns with Instructional Outcomes

2. *Planning Assessment Criteria*

3. Design of Formative Assessments

4. Analysis and Use of Assessment Data for Planning

STANDARD 3: DELIVERY OF INSTRUCTION

a. Communicating with Students

1. *Communicating the Purpose of the Lesson*

2. Directions and Procedures

3. Delivery of Content

4. *Use of Academic Language*

b. Using Questioning and Discussion Techniques

1. *Quality and Purpose of Questions*

2. *Discussion Techniques and Student Participation*

c. Structures to Engage Students in Learning

1. *Standards-Based Projects, Activities, and Assignments*

2. *Purposeful and Productive Instructional Groups*

3. Selection and Use of Available Instructional Materials, Technology, and Resources

4. Structure and Pacing

d. Using Assessment in Instruction to Advance Student Learning

1. Assessment Criteria

2. Monitoring of Student Learning

3. *Feedback to Students*

4. Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness

1. Responds and Adjusts to Meet Student Needs

2. Persistence

STANDARD 2: CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport

1. Teacher Interaction with Students

2. Student Interactions with One Another

3. *Classroom Climate*

b. Establishing a Culture for Learning

1. Importance of the Content

2. Expectations for Learning and Achievement

3. Student Ownership of their Work

4. Physical Environment

c. Managing Classroom Procedures

1. *Management of Routines, Procedures, and Transitions*

2. Management of Materials and Supplies

3. Performance of Non-Instructional Duties

4. Management of Parent Leaders, other Volunteers and Paraprofessionals

d. Managing Student Behavior

1. Expectations for Behavior

2. *Monitoring and Responding to Student Behavior*

STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES

Maintaining Accurate Records

1. Tracks Progress Towards Identified Learning Outcomes

2. Tracks Completion of Student Assignments in Support of Student Learning

3. Manages Non-Instructional Records

4. Submits Records on Time

b. Communicating with Families

1. Information About the Instructional Program

2. Information About Individual Students

3. *Engagement of Families in the Instructional Program**

c. Demonstrating Professionalism

1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations

2. Advocacy/Intervention for Students

3. Decision-Making

STANDARD 5: PROMOTES PROFESSIONAL GROWTH

1. Accurate Reflection

2. *Use of Reflection to Inform Future Instruction*

3. Selection of Professional Development Based on Reflection and Data

4. Implementation of New Learning from Professional Development

b. Participating in a Professional Community

1. Relationships with Colleagues

2. *Promotes a Culture of Professional Inquiry and Collaboration**



District Attendance Policy and Tardy Definition/ Students

California Education Code (C.E.C.) section 48200 states that all children between the ages of 6 to 18 must attend school full-time and be present at school for the time designated as a school day, unless exempted by law. However, a child may be excused for: illness; medical/dental appointments; attending a funeral and other justifiable reasons. Allow students to make up missed work if the absence is verified as excused.

Holding Students Out of Class

No teacher should hold students from another teacher's class without prior written approval from that teacher. If a student needs to make up a test or perform some service for a teacher that would keep the student from attending another teacher's class, the student should remain after class or work at lunch. All teachers must be respectful of each other's instructional time, no matter what the subject area. Note: This policy does not apply to authorized school field trips or activities. The field trip slip and/or the advanced notification of absence form are signed by the teacher as acknowledging the student will be gone from class and as a reminder to put an "A" for school activity in the roll book on the date the student will be absent.

ROLL BOOKS

State Laws/District Policy:

Beginning this month, teachers may use the grade book in MISIS, but it is not yet mandatory. You may continue to use your preferred grade book until the end of the Fall semester. The Roll Book is the basic document used by teachers for recording attendance data. Therefore, it is essential that each employee who has responsibilities for attendance recording and reporting should understand the importance of keeping accurate and complete records that conform to State laws and District policies. The importance of accurate pupil attendance accounting is emphasized repeatedly in State documents and in District policies and regulations.

MISIS - Period by Period Attendance

A student is marked tardy, when the student is not in his/her seat when the tardy bell rings.

For students who begin the class period outside the classroom (e.g. on the schoolyard, in an assembly in the auditorium), the school principal shall set clear guidelines defining the exact time a student will be marked tardy.

The 30 minute rule on tardy: 3 unexcused tardies of 30 minutes or more in one semester constitute truancy.

Students with a cast, crutches, eye patches, stitches or are returning after a serious illness must first be cleared by the nurse prior to re-admittance.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Schools may not use attendance, work habits, and/or cooperation as a part of any rigid formula for assigning grades (e.g. a set number of tardies or absences are not to result in the automatic lowering of a grade or loss of class credit).

Teachers may consider attendance, including tardies, in grading class work habits.

Teacher classroom course requirements and marking criteria shall be consistent with school and District policies and curriculum. The marking Procedures Bulletin has been posted in our website. Teachers shall advise their students on course requirements and marking criteria at the beginning of each semester, including the opportunity to complete missed classroom work, homework, or test. (See Bulletin 1353.1 “Marking Practices and Procedures in Secondary Schools”)

- a. Grade Record Keeping/ required marking frequency (**Minimum of 2 marks per week/date/assignment/mark**)
- b. Grades cannot be automatically lowered or classes dropped due to absences or tardiness or for students talking in class.
- c. The opportunity to make up missed work must be provided to students who are absent with an excuse or a prior agreement.



Marking Practices and Procedures

Marking practices are to reflect individual student performance and progress toward mastery of the standards. **Marking practice must reflect a student's individual achievement toward mastering the standards/tasks addressed in the course.** A student's mark may not reflect a comparison of that student's performance with the performance of other students.

At the beginning of the school year, each classroom teacher is **REQUIRED** to provide students and parents with the course description or syllabus which includes:

- A list of the **standards** addressed in the course, and the **criteria for marks**
- The course standards/tasks a student will be **required to demonstrate**
- How the student will be **assessed** addressing the course standards/tasks
- **When and how** the parents/student will be notified of specific course standards/tasks the student is unsuccessfully meeting
- **What scaffolding and support and intervention** will be in place when notification is given to a student not demonstrating an understanding of standards/tasks addressed in the course
- **How and when** parents/students can access the support and interventions for a student not demonstrating an understanding of standards/tasks addressed in the course.

Williams Uniform Complaint Procedure A copy of the Williams Uniform Complaint Procedure must be posted in all classrooms and offices.

Modified Consent Decree (State and Federal Mandates)

- a. IEP's
- b. 504 Plans
- c. SST Plans



Procedures and Processes

Hall Passes

An orange vest will take the place of a pass this year. A vest has been placed in your mail box. Student must wear the vest when leaving the room and must keep it on while outside of the classroom. Students shall not be out of class during the first or last ten minutes of any period. Only one student per pass, except for health and safety concerns.

Proactive support

Please be at your door during each passing period to both greet your students and to encourage other students to move along. Prepare a warm up activity (dispatch) for the students at the start of each class period

Do not release students early. PE teachers, please keep students in the area directly outside of the locker rooms while waiting for the bell to ring. Do not allow students to spread all over the quad.

Please supervise your students at all times.

Class dismissal at the end of the period is by **your direction only!**

Appropriate Behavior

“What we accept from students is what we expect from students.”

State requirement regarding providing materials

Standards for Student Behavior

ID Cards/ Visible at all times

Student Dress A copy of student dress code is in the agenda planner on page 16.

Incident Reporting

Referral process

Anecdotal files

Confidentiality

Discussing student issues with colleagues in front of others is not appropriate. Keep notes and records of students (any note you write and share with another) in a secure area.

Emergency Cards

It is essential that every student complete an emergency card with all current information at the beginning of each school year. Although students’ information may not have changed we still need a new card. Please ensure that students’ emergency cards include work telephone numbers and cell phone numbers so parents/guardians can be reached in an emergency. Please send the emergency cards to the Main Office at the end of the day until you have all of them. This year, Ana will have to input each

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

emergency card one by one into MISIS until we have all of them on file. Please help us with this endeavor.

Certificated Staff Information Form

This form is used to update faculty information in MiSIS, and our faculty data base. Please complete all information including your birth date and email address.

Voice Mail Boxes

Check your voice mail boxes **daily** for messages. If you have forgotten your password, send a written note to Mireya to reset your password, and she will confirm your new password in writing. **Note -** NAHS clerical staff will be transferring calls to your voicemail box. Checking voicemail messages daily will ensure prompt return of parent calls. It is very important that parent calls be returned ASAP, but definitely within 48 hours of receiving the call. If a parent calls the office and verifies that you have not returned their calls within 48 hours, an appointment will be made for you to meet with the parent during your conference period. We will give you 48 hour notice.

Application for Campus Staff Parking

Please complete the form including your vehicle(s) license plate(s) and other identifying information prior to submitting the form to Mireya.

Key Log

Complete the top of the form and once you receive your keys, ensure that all keys received are listed. Additionally, ensure that each key's function is identified (e.g., cabinet, desk, classroom door, etc.) Keys will be distributed by Mireya Guzman, Our School Administrative Assistant (SAA).

DO NOT LOAN KEYS TO STUDENTS

Textbooks

Textbook distribution will commence on Thursday, August 14, 2014. Three windows will open each period. A sign up will be available on Monday 8/11/14 in the Main Office. Each book and workbook must be scanned out to students individually. Please instruct your students to approach the textbook room window in numerical order and in an orderly, quiet manner. Teachers shall remain with and supervise their students at all times. If you need workbooks but did not order them last year, please see Mrs. Diamantopoulos for the contact information of the vendor so that you can request workbooks.

Book Covers:

Book covers are required. All textbook must be cover within the first week of distribution.



Electronic Devices

Cell Phone Usage

- Staff: Cell phone calls should not be made during instructional time, so as to not interrupt instruction.
- Students: Per District policy: **Cell phones, blackberries, pagers, phones, etc and ear phones must be off and not visible during the entire school day.** However, at NAHS, electronic devices, including iPods, iPads, MP3 players, “game boys,” etc., may be used before school, after school, and during nutrition or lunch. These items may be confiscated if teachers see them used at prohibited times. Please explain to students that passing periods are considered instructional time. If any electronic device is lost or stolen, Northridge Academy H.S. **is not responsible.** Should you confiscate a student’s device, complete the “*confiscation form*,” wrap the form securely around the confiscated item and secure the device in a locked cabinet or desk drawer. At the end of the school day, bring the confiscated item(s), to the Student Store. Parents will be able to retrieve the confiscated item with proper identification.

Photocopiers and usage

Photocopies Codes are assigned individually, please see Mrs. Jeanie Mortensen if you need assistance. Due to budgetary constraints, use the photocopier machines as judiciously and economically as possible. We are trying to go “green” so please limit the number of unnecessary copies. Please clean up area after using photocopier equipment.

Campus Security and Safety (Bulletin BJ-1)

Teachers needing to work in their classroom after school dismissal **shall notify the Main office and not remain in their classroom after 4:30 p.m., unless previously cleared with administrative staff.**

Lock your doors while you are working alone in your classroom.

Never leave keys in mail boxes or on desks. In addition, do not allow students to handle school keys. The campus remains locked during school hours. The access to the parking lot is provided by the electronic key card. All visitors to campus must first report to the Main Office to sign in and receive the appropriate visitor pass. Any access to the campus after hours or on weekends must have prior approval from the principal. The administrator will inform the School police of the authorization which shall identify the employees by name, employee number and position title, and also indicate the date, time, purpose, and authorized building or areas to be accessed. In most instances, an administrator must be present on site because the alarm must be turned off while staff is on the premises.

Food and Flower Deliveries

The Main Office will not accept food, flowers, balloons, or other personal deliveries for students and will not send them out to classrooms. Students who arrive in class with flower or balloon bouquets should be sent to the Main Office where the bouquet will be held until the end of the day.

School Visit to CSUN

- Request for Calendar Date **required at least 3 days in advance**
- Provide a roster of students going to CSUN
- Student Photo ID Required
- Arrangements for coverage and “stay back” are to be made in advance

Schedule of Minimum/ Shortened Days, Pupil Free Days and Banked Time Days

As of now, we have scheduled minimum days to use during finals. These dates have been approved by the SLC.

Request for Master Calendar Date or Events/Activities (pink sheets in the Main Office)

Please submit the pink sheets at least TWO weeks prior to the event to Mrs. Castro’s box.

Bulletin Notice Forms. All the Public Announcements require a “green sheet” and administrator approval prior to the announcement being made.

PA Announcement Forms (blue forms in the Main Office)

No announcements will be made during instructional time unless it is an emergency or information needs to be disseminated immediately.

Guidelines for the use of audiovisual materials not owned by the district

District policy requires parents/guardians to approve the intended use of filmed programs **in any format** (including videocassette, 16mm film, DVD, CD-ROM, broadcast television, or streamed file) which are not owned, broadcast, or recommended by the District prior to their scheduled showing.

AUDIENCE MPAA RATING High School Grades 9–12

NC-17 May not be shown/ no clips from

R Needs principal and parental approval in writing. Send the letter home at least 3 days prior to showing

PG-13 Needs principal approval in writing. Submit the request at least two days prior to showing the film.

PG Needs teacher review for appropriateness and it should be directly linked to the instructional program.

Audiovisual media which have not been MPAA rated and are not owned, broadcast, or recommended by the District must be thoroughly reviewed by the instructor prior to their use.



Special Programs

Advanced Placement

The Advanced Placement courses (AP classes) are taught at the college level. Students who earn a score of 3 or better on the AP exam in May can earn college credit for the course. The courses typically offered at Northridge Academy High School are:

AP Biology	AP English Lit/Com
AP Calculus AB	AP Spanish Language
AP U.S. History	AP Environmental Science
AP U.S. Government	AP World History

English Learners Program

Northridge Academy HS (NAHS) English Learner Program provides support to approximately 75 students classified as English Learners. A variety of instructional strategies and supports are offered within each classroom depending on each student's English proficiency. The goal of the English Learners Program is to help students develop their English skills and academic proficiency in order to meet criteria for reclassification as a fluent-English proficient student.

NAHS receives additional funding from the federal and state governments as well as the school district to provide opportunities for professional development for teachers of English Learners, supplemental instructional materials and other support services, teacher assistants in classrooms, curricular field trips, and parent involvement among other items. Per state law, teachers of all subject areas are required to complete training to earn an appropriate credential or certificate to work with English Learners.

Parents have an essential role in the success of the English Learners Program. The English Learners Advisory Committee (ELAC) is composed of parents and school staff, and meets on a monthly basis to learn about the program's functions, as well as to make recommendations to the SSC regarding the English Learners Program.

The English Learners Coordinator works closely with the school's administration, counselors, and coordinators of other programs to address the needs of English Learners. See Ms. Mortensen for more information and assistance.

Special Education

The Division of Special Education provides a range of program and related services to students found eligible for special education. A student may be identified as disabled due to mental, physical or emotional conditions. To the maximum extent appropriate, children with disabilities are educated with children who are not disabled in the general education setting. The following services describe a range of options in the continuum of services for students with disabilities in the least restrictive environment. Support within the general education program include: Accommodations, Modifications, Co-planning,

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Designated Instructional Services (DIS) Support, Co-teaching and/or Inclusion. Support outside the general education program include: Designated Instructional Services (DIS), Learning Center, or Special Day Program. This may range from placement in the general education classroom with supplementary support services in the general education setting. Parental participation in all aspects of students' program is encouraged and desired. Educational services are provided based on the individual needs of the student, the relationship between special and general education and on the mandates of federal requirements, state legislation and court decisions.

Student Identification and IEPs

Students who are identified through various assessments by appropriate personnel as eligible for special education services are provided yearly with an Individualized Education Program (IEP). Each IEP outlines a unique program designed to meet the needs of a student with disabilities. This legal document delineates educational goals and objectives and identifies the special education and related services needed to attain those goals. Each initial IEP is written collaboratively with a team which includes various representatives from the District and the student, parent or guardian. IEPs are updated yearly, but maybe updated more often under certain circumstances.

In-Services

Professional Development is provided for all of NAHS staff relating to various aspects of Special Education such as identification, classroom modifications and the referral process at least twice a year.

Athletics

Although Northridge Academy HS (NAHS) is considered a small high school, we have a strong Athletic Program. Our athletes are expected to maintain a high level of responsibility, discipline, and citizenship. It is important to remember that participation in athletics at NAHS is a privilege, not a right. In order to participate in athletic events students must:

- Maintain a minimum 2.0 GPA
- Have all of their related paperwork signed and completed, including medical clearance, liability of risk, proof of insurance, residential eligibility, and steroid bylaw
- Sign and adhere to the code of conduct
- Be less than 19 years old
- Have eight or fewer total semesters of athletic eligibility
- Attend all classes the day of the event

Northridge Academy has the following sports

Fall	Winter	Spring
Cross Country	JV/Varsity Boys Basketball	Baseball
Girls Volleyball	JV/Varsity Girls Basketball	Boys Volleyball
	Boys Soccer	Softball
	Girls Soccer	Golf

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Clubs and Organizations

Northridge Academy High School (NAHS) offers a wide variety of extra-curricular activities, athletics, and clubs for students. All extra-curricular activities and clubs must have a constitution on file in the student store to be recognized on the NAHS campus. For more information or if you are interested in sponsoring an activity, see the Assistant Principal.

Advance Notice of Student Participation in Events

A Pink sheet must be submitted two weeks prior to the event for approval from the Principal or Assistant Principal (AP). Once approved, the event will be posted in the master calendar.

Students must request prior permission from a teacher by completing the Advanced Notification Activity Form if they are to be excused from a class to participate in an extra-curricular activity, athletics, or club event. Teachers will be notified in advance of students involved in athletics who may need to be released early to participate in an event.

Fundraising

All fund-raisers must comply with the LAUSD Bulletin (BUL 6292.0) Sales must be part of an official fundraising activity for a school – related club, sport, or organization. In addition, all sales and fundraisers must be pre-approved by the administrator in charge. Fund-Raisers, which include any kind of food/drink sale, must follow the district guidelines for healthy foods. Any candy, chips, and/or soda sales may not take place during the school day and are only permissible 30 minutes after school. Any student and/or staff member in violation of this policy may face disciplinary action. Effective July 1, 2014, the USDA Smart Snacks in School Rule mandates that the SFA of any national school district ensure that foods and beverages authorized to be sold and/or served at District schools ***outside of the National School Breakfast, Lunch, and Supper Programs*** meet federal, state, local and school board nutritional standards and policies. The nutrition standards do not apply to foods and beverages sold at events held after the end of the ***school day (3:32PM)***, off campus or on weekends such as school plays or sporting events.

School Police

Northridge Academy High School has a full-time LAUSD School Police officer housed on campus during the regular school day. This officer is fully trained and is an armed officer with all the same responsibilities of regular law enforcement officers. The School Police office is located across from the Nurse's Office in the Main building. In addition, the district and CSUN maintain patrol cars in all areas throughout the day, which can be summoned by the officer for extra help if needed or a student under arrest needs to be transported.

The LAUSD Police Headquarters is located in Downtown Los Angeles. If you should notice any non-emergency situation for which you will need the help of School Police, call LASPD at (213) 625-6631.

If you need immediate help after hours, you should call 911 and follow instructions from the officer on duty. Northridge Academy High School is under the jurisdiction of the Los Angeles Police Department, Devonshire Division.

Parent Center

A Parent Center Director is available part time to assist parents and teachers. In addition to training new parents to NAHS, the center provides parent training classes and translation services. Teachers needing assistance with parent telephone calls or parent conferences may call upon the center for assistance.

Councils

- There are presently three councils at Northridge Academy High School
 - **School Site Council** -The primary decision-making council for categorical programs and for the School Safety Plan
 - **SLC School Leadership Council**-An Advisory Council responsible for decisions on:
 - Professional Development
 - General Budget (3027)
 - Activities/Scheduling
 - Student discipline guidelines and code of conduct
 - Use of school equipment, including copy machines

50% of the Council shall be comprised of the UTLA Chapter Chair and certificated employees elected by the certificated bargaining units at the site; the other 50% is comprised of the principal, elected parent/community representatives, elected non certificated employee and a student representative. (Article XVII LAUSD/UTLA). The following individuals are the current members of the SLC at NAHS:

- The Principal, or designee
- The UTLA Chapter Chair, or designee
- 6 certificated employees
- 1 Coordinator or designee
- 1 Classified staff member
- 5 Parent representatives
- 1 Student Body President, or designee

The SLC meets in the Puma Cafe on the first Tuesday of each month at 3:20 p.m. Emergency meetings may be called by the SLC Chairs.

School Leadership Council Standing Committees

The following committees are the working committees under the purview of the Leadership Council. Meetings of these committees are held on a monthly basis or as needed. Dates for these meetings appear in the school's monthly calendar. These committees must get the approval of the Leadership Council to implement their plans and activities.

Professional Development Committee

This committee is responsible for the planning and implementation of school wide professional development activities, including but not limited to, Banked Professional Development Tuesdays and Buy Back Days. This committee is comprised of department chairs, coordinators, and administrators. This committee meets on a as need basis.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Discipline Committee

This committee is responsible for the content of the schools' student school wide positive discipline plan. This committee is comprised of all stakeholders group and meets on an as-needed basis to review the school's student discipline code and the implementation of the code.

Calendar Committee

This committee is responsible for determining the school's calendar by scheduling student activities, faculty meetings, finals, minimum and shortened days, etc. This committee is comprised of all stakeholder groups and meets monthly to review the school's calendar.

Budget Committee

This committee is responsible for making decisions pertaining to the discretionary school wide budget. This committee is comprised of all stakeholder groups and meets monthly.

Equipment and Facilities Committee

This committee is responsible for monitoring the school wide equipment and facility needs. This committee is comprised of all stakeholder groups and meets monthly.

ELAC-English Learner Council-An Advisory Council to the SSC

Parents have an essential role in the success of the English Learners Program. The English Learners Advisory Committee (ELAC) is composed of parents and school staff, and meets on a monthly basis to learn about the program's functions, as well as to make recommendations to the school regarding the English Learners Program. All stakeholders are encouraged to attend and participate in all council meetings.



Care of School Facilities

BULLETIN NO. C-26

ELECTRICAL KITCHEN APPLIANCE USE IN CLASSROOMS: See Administrator for additional information.

Due to the potential for student injury, kitchen appliances, personal heaters, fans and extension cords are not approved for use in classrooms. Limiting food preparation and eating to only areas designed for these activities will assist in controlling pest problems without the use of chemicals in support of the guidelines of the District's Integrated Pest Management policy.

It is the teacher's responsibility to know what is in the room and care for all property. Periodic inventories will be requested. Teachers shall educate their students in their responsibility and liability for the care of school equipment.

REMINDERS

- Model your expectations daily.
- Read your emails daily and respond within 48 hours maximum.
- Staff is limited; please help us keep the school clean.
- Do not use staples to affix posters or papers to walls
- Use only (easy release) blue masking tape to attach papers or other items to walls.
- Please assist our custodial staff at the end of each day by preparing your room
 - Ensure that student desktops are cleared off daily.
 - Arrange your own desk neatly.
 - Close and lock windows and doors.
 - Ensure that student chairs are off the floor on days the room is to be swept (schedule to be provided).
 - Any food and food containers should be discarded in the large hallway trash cans daily.

Keep your room and adjacent hallway areas as clean and neat as possible. Please remember that as part of building a learning community, we are each a model for our students.

Accidents

- Staff members- Please report any and all employee accidents, regardless of how minor the accident seems, to the SAA and/or an administrator and complete an Accident Report Form.

Appropriate Attire

Board Rule 1906 states, "An employee is deemed appropriately dressed when clothing worn is neat and clean and is in reasonable conformity with the mode of dress generally acceptable as representative of

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

the occupation or profession within the community or required by the nature of the duties assigned where the employee renders services. Dress is considered inappropriate when it is unsafe or detracts from the learning situation or task being performed, or would reasonably tend to cause disciplinary problems with students or other employees or would reasonably cause disrepute to the employee, the Los Angeles Unified School District or the profession.” (Adopted 6-14-76.)

Back to School Night

It is your professional expectation to attend ALL evening parent meetings, especially Back to School Night and Predominately Latino, Black, Asian or Other (PLBAO) ethnicity.

School Compact Teacher Responsibilities

1. Through collaborative decision making with colleagues, families and students, I will create a school vision and quality educational program with high standards that are widely understood and embraced by the school community. I will follow the Learning Conversation Principles.
2. I will endeavor to motivate all students to learn. I will provide rigorous, standards-based instruction with academic supports for all students to successfully access the curriculum.
3. I will provide a safe, orderly, and caring classroom environment that is conducive to learning.
4. I will participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
5. I will establish timely, two-way communication with families about student progress in school. I will clearly communicate the requirements for passing a class in the class syllabus and also whenever requested to do so by parents.
6. I will respect the school, all students and their families, and other staff members.

Child Abuse: Oral and Written Reporting

- All LAUSD employees are legally mandated to report suspected child abuse.
- You may inform an administrator or counselor and they will provide you with the Suspected Child Abuse Form and assist you with the report, but it’s your responsibility as a mandated reporter to follow through and complete the oral and written reports as required.
- You will need the child’s emergency information to complete the requested information.
- Information regarding making a child abuse report includes:
 - When a suspected abuse/neglect report is made, the individual who observed or has knowledge of the abuse makes the report in two parts: a telephone report and a written report. The telephone report must be made as soon as possible, and the written report must be completed and mailed within 36 hours of receiving the information concerning the incident.
 - When reporting a school personnel incident, call the Los Angeles Police Department at 213-486-0530.
 - When reporting an incident which occurred in the child’s home, call DCFS at 800-540-4000, or the LAPD at 213-486-0530.
 - For either report, the person making the call must provide his/her full name, business address and telephone number.

- During the telephone report, the person making the call must include the following information in the oral report:
 - The child's name, address, school, grade, class and present location, if known.
 - The names, addresses, and telephone numbers of the child's parents/guardians.
 - The information that gave rise to the reasonable suspicion of child abuse/neglect, including the source of the information.
 - The name, address, telephone number, and other relevant personal information about the person who might have abused the child.
 - Be sure to document the date and time the call is made. Record the contact person's name, title, and ID/badge number.
 - Ascertain and record the agency's plan regarding what action will be taken, including when an investigation will be initiated if the contact person indicates an investigation will occur.
 - If advised by the contact person that the incident should be handled by administration. There still remains an obligation for you to submit a written report to the appropriate agency.
- Additionally, the written report, using the State reporting form, Suspected Child Abuse Report Form SS 8572, must be completed and mailed within 36 hours from the time the information concerning the incident is received by the mandated reporter.
- When mailing the reporting form:
 - Law enforcement: When reporting to law enforcement, complete the appropriate form and send it to the agency to which the telephone report was made.
 - Department of Children and Family Services: when reporting to DCFS, complete the appropriate form and send it with the attached copies to:
 - DCFS Child Abuse Unit
 - 3075 Wilshire Blvd., 5th Floor
 - Los Angeles, CA 90010
 - The mandated reporter may keep the yellow copy of Form SS 8572. No other copies are kept by the school. Notify an administrator that the report has been made. Remain with the child, if necessary, until a child protective agent arrives. If you have any concerns, please contact an administrator.

Field Trips

- Field trips are instructional and must be offered to all students regardless of academic and behavioral standing.
- All field trips must be approved by school administration and require a completed field trip form.
- All paperwork and scheduling must be completed a minimum of four weeks prior to a local trip.
- Approvals for out-of-area trips take longer and must be approved by the local district and risk management.
- If private party transportation is being used instead of a bus, special forms permitting privately licensed and insured drivers to transport students must be completed.
- All field trips must have the required number of chaperones attending per student population.

Field Trip Slips

Parent Consent for Field Trip slips (Trip Slips), with necessary details, will be given to the teacher to distribute to students. A parent signature is required. All teachers need to be aware of the trip to ensure accurate attendance submittal.

When the students return the *Parent Consent for Field Trip* and the *Request for Excuse from Class* slips to the sponsoring teacher, the bottom half of the consent form should be retained and taken by the teacher on the field trip. The top half of the form and the *Excuse from Class* slips should be turned into the main office with a typed alphabetical list of all students attending the trip prior to leaving campus. Teachers must request lunches to-go for students no less than 3 weeks before the scheduled field trip, from the Cafeteria Manager. When the teacher returns from the field trip, the bottom portion of the Parent Consent slips should be turned into the main office for filing along with a duplicate alphabetical list showing the actual attendees of the trip.

School journey to CSUN

- Request for Calendar Date **required at least 3 days in advance**
- Provide a roster of students journeying to CSUN
- Student Photo ID Required
- Arrangements for Coverage and Stay Back arranged in advance with assignment provided.

Lost & Found

Lost and Found is located in the Text Book Room. Items may be claimed during nutrition, lunch, before or after school. Students should not visit the lost and found during instructional time.

Mailboxes

A school mailbox with the staff member's name below the box is located in the work room. Mailboxes are for school related business only. Private business is not to be transacted using school mailboxes. It is suggested that teachers check their mailboxes at least twice during the day for school and District Communications. Due to the important and sometimes confidential nature of school mail, students should not remove materials from any teacher's mailbox.

To send mail to other schools or district offices, a school mailbag is located in the Main Office.

School Mail and School Telephone

- The school mail and school telephones are to be used for school business only.
- For incoming personal calls, the office staff will take a message and put a note in your mailbox. In case of an emergency, you will be notified immediately

Nurse

- Any student referred to the nurse should be sent with a completed "office referral form."
- Any student with a cast, crutch, stitches, eye patch, wheelchair, etc. must not be admitted to class without clearance from the school nurse.
- No student is allowed to have medication in his/her pocket or backpack. All medication must be stored in the nurse's office and the proper forms must be completed by the parent prior to usage.
- A student who comes to school with a note from the doctor must be sent to the nurse's office.

Parties in Classrooms

- It is the policy of the district that parties for classes (including “cultural exchanges”) are not allowed during instructional time. No food should be allowed in the classroom other than Breakfast In the Classroom (BIC). Teachers wishing to have parties or celebrations should arrange to hold such activities in the MPR or other suitable places during lunch, nutrition, or after school hours. See the Principal or AP if you want to secure the usage of the MPR for such events.

Respectful Treatment of All Persons Policy

- All LAUSD employees are required to comply with the Respectful Treatment of all Persons Policy. “The Los Angeles Unified School District reaffirms its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from willful or negligent use of slurs against any person on the basis of race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief...” Board of Education Resolution passed October 10, 1988.

Sexual Harassment and Hate Motivated Incidents and Crimes

- We are mandated to record and report any sexual harassment incidents and hate motivated crimes or incidents of inter-group conflicts involving racial, ethnic, religious groups, immigrants, the disabled, gay, lesbian, or gender issues, involving students, staff, parents, or community members. If you have knowledge of any incidents, please report them to an administrator as soon as possible.



NORTHRIDGE ACADEMY HIGH SCHOOL

JOB DESCRIPTION: DEPARTMENT CHAIR

The department chairperson provides educational leadership for the department, works with Administration in developing the Department's master schedule, and coordinates the organization and implementation of the instructional program and activities of the department, under the direct supervision of the designated administrator. The Department Chair duties include:

- Plans and leads department meetings to improve student achievement for all students, including special education and English Language Learners
- Monitors and assesses department organization and implementation in relation to Common Core Standards (CCSS)
- Works closely with the Common Core fellows in disseminating information on CCSS
- Supports teachers in the implementation of the NAHS Instructional Model, content pacing plans and common formative assessments
- Distributes Interim Assessment materials and ensures that all members complete them
- Supports on-going professional development for teachers in the areas identified by SLC as instructional goals.
- Is an active member of the school's Professional Development Committee
- Is an active member of the Instructional Cabinet Team
- Assists with the State, District and school-site testing
- Works with administrators and testing coordinators to analyze State, District and school-site tests, for the development of appropriate intervention and professional development
- Serves as the school site resource person in the subject field of the department and disseminates information to teachers
- Requests and assists in procuring resources for the improvement of instruction within the department
- Assists in the selection of textbooks and other resource materials for the department
- Participates in off-campus conferences and workshops concerning curriculum development and textbook adoptions and brings back pertinent information
- Is a member of the interviewing committee
- Possesses knowledge of curriculum and content standards, and development of instructional strategies to improve instruction
- Represents department at school site council or other advisory groups, as needed
- Attends monthly Instructional Cabinet Meetings
- Meets with designated administrator, as needed, to make recommendations for change concerning student achievement, instructional practices, allocation of the department's budget funds, and assists in the preparation and submission of requisitions for textbooks, supplies, and equipment



Special Education Coordinator

All schools are required to provide appropriate instruction, intervention, and services to students with disabilities. These services are supervised by the principal and implemented by general and special education teachers:

- Core standards-based instruction
- Differentiated instruction with Core (Tier 1) Intervention in the core program
- Establishment of student learning centers
- Professional Development
- State Mandated Intervention
- Maintenance of required data and reports

Northridge Academy has a Special Education Coordinator to support the department. This position is designed to support the instructional and compliance activities involved in working with students with disabilities.

The Special Education Coordinator duties include:

- Support and monitors supplemental special education activities, in and out the general education classroom.
- Provides professional development (minimum one per semester) for special and general education teachers on effective strategies, accommodations and/or modifications, and in the use of evidence-based interventions for ELA and/or math.
- Provides the general education teachers with specific accommodations and goals for students in the general education classroom.
- Conducts two parent trainings/meetings (one per semester) to provide parents with strategies to assist their child in excelling in school.
- Establishes a coaching model to support effective evidence-based instruction for students with disabilities.
- Attends Student Success Team (SST) meetings and supports the interventions resulting from SST or Coordination of Services Teams (COST)
- Collaborates with staff, students, and families to implement effective positive behavior strategies
- Uses a multi-tiered framework of instruction and problem-solving process to identify data-based needs for all students, across all content areas and grade levels.
- Will serve as Administrative Designee at IEP meetings



Counselor Responsibilities

The Secondary Counselor holds a valid Pupil Personnel Services credential with an authorization in school counseling and provides the following services:

- Programs students schedules and participates in the development of the total educational plan of the school
- Develops programs to address student attitudes, understanding of self and others, peer relationships, goal-setting, conflict resolution, career awareness, college preparation and post-secondary planning.
- Participates in various multidisciplinary teams, such as Student Success Team (SST), to identify necessary support services, e.g., school counseling, student assessment and interventions;
- Collaborates with school administration and staff in developing student knowledge, skills and attitudes that promote personal, social, emotional and academic growth;
- Provides individual and group counseling and guidance to students in the academic, personal/social, and career domains; connects students with appropriate resources;
- Assists in the collection and analysis of data relative to attendance, behavior and achievement and communicates/interprets the assessment results to students, parents and teachers;
- Helps students effectively utilize the educational opportunities of the school; recommends available resources within the school, the school system and the community to meet the needs of individual students;
- Consults with the administrative staff and pupil support on student referrals for supplementary counseling, psychological evaluation and case conferences;
- Assists in the preparation of information for entry on student cumulative records; analyzes data relevant to student needs;
- Assists in the supervision of students before, during and after school
- Provides professional development and parent education workshops
- Monitors and case manages student progress for targeted students
- Attends weekly Staff meeting
- Attends monthly SLC meetings
- Other duties as assigned by principal and APSCS



Targeted Student Population Coordinator Responsibilities

The Targeted Student Population Coordinator (TSP) is a Full time employee who provides direct services:

- Works closely with the Principal and Administrative Team in writing and updating the Single Plan for Student Achievement and supporting the instructional program
- Collaborates with teachers and principal to ensure the professional development plan and intervention services are aligned with the Single Plan for Student Achievement (SPSA) and address the linguistic and academic needs of ELs
- Participates in the School Leadership Council and the Instructional cabinet
- Plans, coordinates and provides intervention in-class, after school, and Saturdays
- Conducts professional development activities for teachers of English Learners
- Collaborates with counselors to support individual students in regards to English Learner program placement and works with the Special Education department regarding English Learner needs versus disability need
- Participates in the PD Committee and conducts workshops and trainings.
- Coordinates and provides parent involvement workshop activities to ensure the compliant functioning of the advisory committee (ELAC secretary, provide parent workshops regarding instructional programs for English Learners, training ELAC officers)
- Attends District professional development and categorical program meetings
- Develops program budgets, Assurances and Justifications
- Monitors program expenditures
- Conducts programs/student evaluation activities: working with the Instructional Cabinet and the SLC to determine instructional and professional development needs
- Plans and coordinates intervention programs for students who are at risk of not meeting grade level standards and/or passing the CAHSEE.
- Serves as a resource to staff, students and parents
- Coordinates and provides parent involvement activities and workshops to ensure the compliant functioning of the advisory committee, providing parent workshops regarding instructional programs, training CEAC & SSC officers
- Maintains and analyzes data regarding student achievement; shares it with staff and stakeholders
- Distributes program materials
- Maintains equipment inventory and time reporting records
- Conduct on-going categorical monitoring and planning related to the program
- Assisting with the writing of updates for the *Single Plan for Student Achievement*
- Participate in the annual evaluation of the *Single Plan for Student Achievement*
- Assist with the development of the school's *Parent Involvement Policy* and the *Parent – School Compact*
- Coordinates the identification of eligible students in a Targeted Assistance School Program
- Assists in the supervision of campus safety during nutrition and lunch

Positive Behavior Support Plan



(Approved on 2/18/2014 By the SLC-Discipline Committee Members)

Please take the time during the beginning and throughout the year to share our Positive Behavior Support Plan with the students. Parents have been provided with a hard copy during the orientation and it is posted on the website.

Section I: Positive Behavior Support Plan Overview

Introduction

Northridge Academy High School is committed to maintaining a supportive and safe school environment in which all stakeholders work collaboratively toward the following outcomes for our discipline plan:

- All students are able to access and engage in a quality education.
- Students are valued as individuals and supported to take ownership of their own behaviors.
- Clear expectations for students' academic and personal achievement are known and supported by all stakeholders.
- Instructional time is valued and maximized so students learn at optimal levels that ensure current and future successes.
- Students will grow and develop as ethical, responsible and involved citizens.

Standards for Ethical and Responsible Behavior Based on "Character Counts"®

As a school community, we are dedicated to the values of **fairness, caring, trustworthiness, responsibility, respect and citizenship** that contribute to a positive, diverse, safe and caring learning environment. We are committed to demonstrating leadership and courage in promoting ethical and responsible behavior and ensuring our core values are reflected in the ongoing development of our learning community.

A person who is **FAIR*****Does:***

Seek to strike a balance between the needs of the individual and the needs of the community

Understand the difference between justice and vengeance

Treat others the way he/she would like to be treated

Exhibit impartial and even-handed treatment of others

Does not:

Engage in malicious criticism

Attempt to further one's own interests at the expense of others

Show favoritism

A person who is **CARING*****Does:***

Treat all people with kindness

Possess an ability to empathize with others

Lend a helping hand to those in need

Seek to understand others

Does not:

Tease or taunt others

Seek to judge others

Seek to draw attention to another's shortcomings

A person who is **TRUSTWORTHY** in all academic endeavors and relationships***Does:***

Seek to speak the truth, respectfully

Recognize that trust is an essential component of all relationships

Interact with others in a sincere and genuine manner

Acknowledge his/her own shortcomings

Does not:

Seek to steal from others or cheat

Plagiarize the work of others

Engage in secretive, fraudulent, or manipulative behavior

A person who is **RESPONSIBLE*****Does:***

Acknowledge making a mistake

Answer for personal actions or failures to act

Does not:

Rationalize or make excuses for unacceptable behavior or evade the consequences of personal actions

Project blame onto others or onto external factors for his/her own personal actions or

failures to act

Report harmful, hateful or dangerous behavior to an adult

A person who is **RESPECTFUL** of self and others

Does:

Appreciate diversity

Listen with an open mind to understand views and beliefs that differ from one's own

Support and contribute to a healthy and safe environment

Does not:

Participate in activities that have the potential to cause physical or emotional harm

Make derogatory statements about another's gender, sexual orientation, ethnicity, socio-economic class, religion, disability, intellect or appearance

A person who is a good **CITIZEN**

Does:

Demonstrate accountability for personal behavior

Take initiative to do the things that are expected of him or her

Follow through with commitments, and stand up for what is right, even when it's unpopular

Take appropriate risks

Seek advice when making difficult decisions

Does not:

Project blame on others, and/or exploit others

Ignore assumed duties or neglect obligations

Avoid challenges or uncomfortable situations, even when his/her failure to act could result in harm to another

Sacrifice aspirations when confronted by setbacks

Section II: Roles & Responsibilities

Student Responsibilities

1. Attend school regularly and punctually. Remain on school grounds during school hours, unless a home period is assigned.
2. Follow all school and classroom rules, and encourage others to do likewise.
3. Complete all class work and homework assignments in a timely manner, and maintain satisfactory marks.
4. Maintain a positive attitude toward teachers, administrators and other staff members as well as other students.
5. Comply with all reasonable requests from adult staff members.
6. Resolve conflicts or personal problems in a socially acceptable manner. Utilize the help of counselors, teachers and other school staff.

7. Bring necessary supplies and materials to classes daily, such as notebooks, paper, pencils, pens, assigned textbooks and physical education clothing.
8. Conduct oneself in a way that reflects positively on the school, home and family.

Teacher Responsibilities

1. Model expected behavior.
2. Establish clear rules and procedures and instruct students in how to follow them. Make clear to students the progressive steps which will be taken.
3. Enforce classroom rules promptly, consistently, and equitably from the very first day and throughout the school year. Consequences should be the same for all students in all periods.
4. Ensure all classroom rules and procedures do not conflict with established school and district rules and procedures.
5. Implement school interventions for students whose behavior detracts from a safe and positive learning environment.
6. Maintain a brisk instructional pace and make smooth transitions between activities.
7. Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
8. Create opportunities for students to experience success in their learning and social behavior.
9. Hold and communicate high behavioral expectations including respect for self and others.

Administrative/Staff Responsibilities

1. Allocate sufficient time at staff development / meetings to allow staff to develop a shared vision for behavior support policies.
2. Monitor implementation of the behavior support policy, and take immediate steps to remedy inconsistencies in implementation among staff.
3. Provide support/training for teachers who do not feel comfortable implementing vision and policies.
4. Identify and implement strategies to support the behavior plan which will include assemblies, PA announcements, posters, and other media to promote student awareness of the student behavior support policies.

Section III: School ID Policy:

Students are required to carry ID at all times during school hours and at school. Upon request, the ID must be presented to any staff member. If a student cannot present his or her ID, the student must purchase it at the student store. If student is not able to purchase it, the parent will be contacted.

Section IV: Student Code of Conduct

Northridge Academy High School Student Code of Conduct

Use of common sense and good judgment is necessary for positive student conduct. Our belief is that everyone at our school has the right to a physically, emotionally and socially safe learning environment. As a member of our Northridge Academy High School community, students are expected to demonstrate - in attitude, words and actions - respect for others and respect for self. Students are also expected to take excellent care of our school building and grounds, as well as community and university facilities we are privileged to be able to access.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Accessing the California State University, Northridge (CSUN) Campus

Student access to the California State University, Northridge (CSUN) campus is only permitted with prior approval from our school administrators. Students may not trespass onto the university campus since doing so will affect our instructional access to CSUN's facilities.

Cell Phones, Pagers and Electronic Signaling Devices

Current LAUSD policy prohibits the use of cellular phones, pagers or electronic signaling devices by students on campus during instructional time. Students are permitted to possess such devices and use them before and after school and during nutrition and lunch.

These devices will be confiscated if they are used during instructional time, including passing periods, without the prior approval from the teacher.

Additional Prohibited and/or Restricted Items

- **Gum** - Our stakeholders have determined our school to be a "Gum-Free Zone", in order to maintain a clean campus. This means that gum is not allowed on our campus.
- **Permanent Markers, or Other Similar Items** – Students are not allowed to possess these items on our campus since their misuse creates a major clean-up problem. Such items when observed will be confiscated. If the student continues to bring such items on campus, progressive interventions for behavior support will be applied.
- **Electronics Devices** – The School and or the School District are not responsible for any damaged, lost or stolen devices. Students who choose to bring these items to campus do so at their own risk. Individual teachers may provide permission to use a specific electronic device for a specific class assignment. Unless explicitly allowed by the teacher for educational purposes, these devices must be turned off and out of sight during class and all passing periods. Students must put these devices, along with all attachments - including earphones - inside their backpacks, purses, pockets, or lockers.
Any such items, if visible and/or audible inside our buildings, other than those allowed by the teacher inside a specific classroom, will be confiscated until redeemed by a parent or legal guardian.

Profanity and Disrespectful Language and/or Behaviors

California State Education Code states that every teacher shall hold students in strict account for their conduct on the way to and from school (E.C. 44807) as well as on the school campus during normal school hours and school activities. Profane and vulgar language and behaviors, as well as other disrespectful or threatening language and/or actions toward peers and/or adults, is not allowed on our campus. Staff may initially give verbal warnings or reminders if inappropriate language is heard or disrespectful behaviors are observed. However, if the student continues with such language and/or behaviors, or if the severity is such that staff believes that a warning is not sufficient, progressive interventions will be implemented.

Safety First/ Violence-Free Campus

Our school, as part of the Los Angeles Unified School District, does not allow the use, possession, or sale of drugs, alcohol, or tobacco by students and/or adults on campus, or at school-sponsored activities. School administrators will take IMMEDIATE action to prevent, discourage and eliminate the use or possession of these substances, in cooperation with LAUSD School Police and appropriate community agencies.

Our campus is also a Gun-Free Safe School, operating under the Federal Gun-Free Safe Schools Act and California law that prohibit the possession of firearms on school campuses. Any student found in possession of a firearm, knife, explosives, or other dangerous objects will be subject to arrest and recommended for expulsion immediately. “Possession” includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

We are committed to everyone’s safety and well-being, and every member of our Northridge Academy High School Learning Community, including students, their families, school staff and university/community partners, is responsible for actively ensuring that our campus is violence-free.

Section V: Student Dress Code

As a student at Northridge Academy High School (NAHS), students are preparing for current and future opportunities in higher education and various careers. Learning to “dress for success” is part of this school experience. Therefore, the student and his or her parent/guardian need to thoughtfully plan for appropriate school attire. All students are expected to use common sense and good judgment to support our learning environment and to take an active, positive role in preventing distractions to our instructional program.

This is not an issue of style. As a school community, our code is also concerned with safety and behavioral issues that arise when students come to school inappropriately dressed. When students wear clothing that is transparent, revealing, deliberately undersized, excessively baggy, or promotes negative and/or inappropriate beliefs and messages, everyone in our learning organization is affected. Our dress code is in effect during ALL school functions, on or off campus.

Northridge Academy adheres to the following guidelines:

Students should not wear to school:

- Clothing which exposes undergarments or lack of undergarments
- Clothing that reveals the chest, all or portions of the midriff, or back. This includes but is not limited to: lingerie, halter tops, tank tops or tops with spaghetti straps, bathing suit type tops, shirts that are too small, see-through, unbuttoned or low-cut.
- Clothing with profanity, sexual overtones, suggestive or derogatory/inflammatory phrases, or references to alcohol, drugs, violence, illegal acts and/or smoking
- Unbuttoned shirts which expose the chest
- No hair nets, shower caps, combs, curlers or rollers
- Sleepwear: Includes, but not limited to, pajamas (tops and/or bottoms) and boxers.
- Jewelry which may pose a safety hazard. This includes, but may not be limited to chains, spikes, and extra-long belts that don’t fit around the waist.

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

- Roller skates, roller shoes, or roller blade shoes
- Gang-related clothing or items associated with any off-campus group or gang.
- Headwear, including hats and hoods, unless proper documentation of religious or medical reasons is provided by a parent/guardian.
- Sunglasses, unless it is for a medical reason- A doctor's note will need to be provided.

Section VI: Interventions

At Northridge Academy High School, we believe each member of our school community is responsible for maintaining an educational environment that promotes quality teaching and learning for all. Based on this belief, we have attempted to clearly define acceptable versus unacceptable student conduct, identify possible interventions to address unacceptable conduct, and ensure that interventions are applied fairly, promptly, and appropriately. Our "Student Code of Conduct" applies to all students who are on school property, in attendance at school or at any school-sponsored activity, whether on-campus or off-site, or whose conduct at any time or place directly impacts the operations and/or general welfare of our school community.

Level 1 Interventions

- **Accommodations:** Teachers will ensure that required accommodations are given to students who have an IEP, 504 and an SST plan.
- **Conference:** Teacher/parent Meeting to discuss behavior. May be formal or informal. May be in person or via telephone or email. Includes any of the following: Teacher/Student, Teacher/Parent, Teacher/Parent/Student, Teacher/Advisor, Teacher/Teacher, Teacher/Academy Facilitator, Teacher/Student/Administrator, Teacher/Counselor, Teacher/Student/Counselor, Administrator/Parent/ Student, or any combination thereof.
- **Peer Mediation:** Sessions held by the Counselors as needed.
- **On-going Parent/Teacher Contact:** Teacher sends email, leaves phone message, or sends note home.
- **In-Class Consequence:** Follow the classroom rules and provide consequences accordingly.
- **Documentation:** Teachers will make sure that the behavior and in- class interventions have been documented in the ISIS module.
- **Conference with Student/Parent:** Statement is written, listing steps to be taken to improve behavior. The statement also describes the support to be provided by school staff and/or parent/guardian, as well as the date when a follow up conference will take place.
- **Student Retained during Nutrition/Lunch/After School (kept after class):** May not extend more than 10 minutes. (Student must have ample time to purchase and eat food during scheduled breaks.). Students should not be retained if this will prevent them from getting to their next class on time. Please note that holding students after school may negatively impact the students' parents and our school, and therefore, should only be done as a last resort. If possible, prior parent notification will alleviate parents' concerns.

Level 2 Interventions

- **Consult with student's counselor:** Talk to the student's teachers about the behavior in their classes and effectively share strategies that work.
 - **Referral:** To the Counselor, other staff or HEART mediation.
 - **Parent/Teacher/student/Counselor Conference:** To discuss issues and possible solutions.
 - **Round-Table Conference:** Counselor will initiate and facilitate a meeting with parent(s), student and selected teachers to discuss student's academic, behavioral and/or social-emotional challenges and assist the student in planning a positive course of action with necessary supports such as referrals to outside agencies.
 - **Detention:** Lunch or Saturday detention may be assigned at this level via counselor and or administrator. Parents will be notified before the detention is served
- These interventions may be repeated at the discretion of the teacher, counselor or administrators.**

Level 3 Interventions

- **Referral:** Student referred to Administrator, with appropriate documentation.
- **Suspension** Written documentation of prior interventions is required before an administrator suspends a student.
- **Student Success Team (SST):** *Meeting of school personnel with student and parent(s) to consider the academic and behavioral needs and challenges of the student and make formal recommendations for accommodations, IEP or a 504 plan following District-provided SST procedures and documentation.*
- **If students continue to struggle with being successful in any of the above levels (1-3) and or if an administrator deems it necessary, parents will be expected to attend a parent-to-parent or parent-to-counselor meeting to discuss strategies for success.**

Level 4 Interventions: If levels 1-3 attempts are not successful in modifying the students' unacceptable behavior or the act is egregious, then the administration will activate the following:

- Meeting with the School's Discipline Review Committee to discuss the student's needs and plan of action. . The members of this committee will be: an administrator, a counselor, the student's parent, one elected parent member for ELAC, and SLC (In order to ensure confidentiality of the student, the student name will not be revealed at the meeting, only the behaviors will be discussed)
- **Alternative HS Setting:** If level 1,2 and 3 interventions do not result in improved behavior, the student will be transferred out of a school to another school where the student will get personalized instruction based on his/her academic, social and emotional needs.
- **Expulsion:** *The District Expulsion Guidelines will be followed when activating this level. Expulsion is the denial of a student's right to attend school and school-sponsored activities. Expulsion can only be ordered by a vote of the School Board, and re-entry is only through a vote of the School Board. District and state policies and procedures are followed.*

The following table shows the District expulsion guidelines:

<p>Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)</p>	<p>Category II* Student Offenses with Limited Principal Discretion</p>	<p>Category III* Student Offenses with Broad Principal Discretion</p>
<p>Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])</p>	<p>Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[a])</p>	<p>Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. (E.C. 48915[b] and [e])</p>
<p>1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)</p> <p>2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)</p> <p>3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)</p> <p>4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)</p> <p>5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)</p>	<p>1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)</p> <p>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)</p> <p>3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)</p> <p>4. Robbery or extortion. E.C. 48915(a)(4); 48900(e)</p> <p>5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)</p>	<p>1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b)</p> <p>2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)</p> <p>3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)</p> <p>4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)</p> <p>5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)</p> <p>6. Possessed or used tobacco. E.C. 48900(h); 48915(e)</p> <p>7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)</p> <p>8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)</p> <p>9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)</p> <p>10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)</p> <p>11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)</p> <p>12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)</p> <p>13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e)</p> <p>14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)</p> <p>15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)</p> <p>16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)</p> <p>17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)</p> <p>18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)</p> <p>19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)</p> <p>20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)</p> <p>21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)</p>

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use



School-wide Learner Outcomes

Northridge Academy High School Students are:

- **Powerful Thinkers who...**
 - Acquire high level content knowledge through critical reading and investigative activities.
 - Select and utilize technology appropriately and creatively
 - Apply new understanding to achieve deeper meaning

- **Life-long Learners who...**
 - Build resiliency.
 - Assess their own strengths and weaknesses and build on them.
 - Motivate and support their own learning
 - Access and build upon prior knowledge and experience.

- **Culturally-Aware Individuals who...**
 - Show respect for diversity in a complex world
 - Uphold democratic values of freedom of expression, openness, equality, acceptance, cooperation, and justice.
 - Demonstrate respect and compassion toward all individuals.
 - Understand the power of language and its usages.

- **Successful Communicators who...**
 - Employ the Learning Conversation Principles (LCPs) in daily practice.
 - Develop skills to speak, write, read and listen effectively.
 - Analyze and evaluate information from a variety of sources.

- **Effective and Responsible Citizens who...**
 - Learn and apply academic and social skills.
 - Develop and nurture lifelong compassion and understanding.
 - Contribute productively to society through employment, research, civic engagement, concern for community, issues and service.



NORTHRIDGE ACADEMY HIGH SCHOOL

LEARNING CONVERSATION PRINCIPLES (LCP's)

- Listen with the intent to understand, rather than to respond.
- Open your mind to new learning and practice.
- Invite differences. Move away from “either/or”. Embrace “and”.
- Wonder in front of each other.
- Assume and exhibit good will.

Adapted from Sue Miller Hearst by C. Barker-Reid and K. Matsui, 2002



Students are subject to all school rules and regulations while on school grounds, at all school-sponsored events and during their travel to and from school.

Tobacco Free Workplace

It is District policy that schools maintain a tobacco, alcohol, and drug- free environment at all times. Smoking is not permitted anywhere on school grounds.

Videos/DVDs/Television Usage

The use of a video/DVD or the T.V. is an important and valuable tool to enhance the classroom instructional program. Please plan your instructional lessons accordingly. The use must relate to an instructional goal and not be used as a filler or for entertainment. Video/DVD and T.V. usage should be planned ahead and stated in your plan book. Only District approved and/or “PG” rated movies may be viewed.

Visitor’s Policy

Visitors are welcomed at NAHS and parents/guardians **are more than welcome to** observe their students’ classrooms at any time. While visiting, we ask them to adhere to the following guidelines:

- 1) All visitors are required to sign our visitor log book and list their destination.
- 2) Office personnel will notify the teacher. Please make sure that your visitors have received a visitor’s badge prior to coming to your classroom.
- 3) Please refrain from speaking to visitor or parent observer during instructional time, Parents are only allowed to observe for up to 10 minutes.
- 4) Please return directly to the Main Office when you have completed your classroom visitation. Please do not visit any other classrooms without first notifying our office staff.
- 5) If the parent wishes to hold a conference with you during the visit, please remind them to schedule a conference during your conference period.



Summary of District Policies

2014-2015

1. **Non-Discrimination (Mem-4695.2)**

- The LAUSD is committed to provide a safe working and learning environment free from unlawful discrimination and harassment

2. **Sexual Harassment Policy: BUL-1893.1 (Employees), BUL-3349.0 (Students), Title IX Complaint Procedures Bulletin No. BUL-2521.1**

- The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from sexual harassment.: “any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting.”
- This applies to employees as well as students. Reminder: a student may not be charged with sexual harassment until he/she is in the 4th grade.
- Anyone who feels they have been sexually harassed or discriminated against because of sex or sexual orientation may file a Title IX complaint.

3. **Child Abuse and Neglect: BUL-1347.2**

- It is the responsibility of all District employees to protect students from suspected abuse and neglect by filing mandatory reports as required by law and District Policy.
 - All District employees are mandated reporters of suspected child abuse/neglect.
 1. Two parts: 1. telephone report (ASAP) 2. a written report (36 hours to mail)
- Mandated must certify on-line acknowledging the responsibility to serve as a mandated reporter of abuse and neglect.
 - Once at each site employee is assigned
- The District will defend employees who file reports against any action/claims
- Failure to comply with this policy may result in disciplinary action, professional and/or personal liability.
- “Child Abuse” includes:
 - Physical
 - Sexual
 - Non-Consensual vs. Consensual Sexual Activity
 - Neglect (includes the intentional failure to provide the child with adequate food, clothing, shelter supervision or medical care)
 - Willful Cruelty or Unjustifiable Punishment
 - Mental Suffering, Emotional Well-Being

- “Child Abuse” does not include:
 - The use of force reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to person or damage to property, for purpose of self defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil.
 - A mutual fight or physical altercation between minors
 - Pregnancy in and of itself.
- “Child Protective Service Agency”
 - Los Angeles County Department of Children and Family Services
 - Local law enforcement agencies (**Not School Police**- no authorization to take reports or investigate)
- “Reasonable Suspicion” spoken or written source from:
 - the alleged victim
 - a friend or colleague of the alleged victim
 - or anonymous individual
- **Mandated Reporters do not investigate—simply report what you have seen or what the child has told you.**
 - You may ask “clarifying” questions to glean sufficient information to determine whether or not child abuse has occurred.
 - Do not interview victims, witnesses or alleged perpetrators. Only administrators may investigate and only if directed to by law enforcement officials.
- You are not required to report or request assistance from your administrator but it advisable to do inform an administrator so that they can assist the student.
- **All staff must complete on-line child abuse training and certification each school year.**

4. Code of Conduct with Students: BUL-5167.0

- The safety of our students is the responsibility of all staff members. All employees are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible and ethical behavior.
- While the District encourages the cultivation of positive relationships with students and employees, all individuals who have contact with students are expected to use good judgment and are cautioned to avoid situations that would be deemed inappropriate.

5. Bullying and Hazing Policy: Bulletin No. BUL-5210.0 (new)

Definition: (new) Bullying is a comprehensive term that describes the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, indirect, non-verbal, psychological, sexual, social, physical, or verbal. Bullying seeks to secure or maintain an imbalance of power between the perpetrator(s) and the target(s) and *has a reasonable likelihood of emotional, physical, or psychological harm*. The harmful effects of bullying may be exacerbated by the interaction of frequency, pervasiveness, and severity of the behavior(s), in addition to the power differential between the perpetrator(s) and target(s).

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

Types of Bullying: Bullying is a deliberate antagonistic act(s) intended to inflict psychological or physical distress or injury. Bullying behaviors can be manifested in a variety of forms that include, but are not limited to, the following:

Cyber-Bullying, Electronic Bullying, or Sexting: Use of any electronic communication technology to embarrass, humiliate, spread rumors, threaten or intimidate. Sending sexually explicit images, even consensually, may be considered as distribution of child pornography which is a felony.

Disability Bullying: The act of treating someone negatively because of actual or perceived disability.

Emotional, Psychological, Relational or Social Bullying: The act of blackmailing, defaming, extorting, humiliating, intimidating, isolating, manipulating friendships, ostracizing, rating or ranking personal characteristics, rejecting, terrorizing, or using peer pressure.

Indirect Bullying: The use of intimidation to cause physical or psychological harm on a third party. A person who engages in indirect bullying is sometimes referred to as the “instigator” or “shot caller.”

Nonverbal Bullying: The use of gestures, leering, posting threatening graffiti or graphic images, posturing, stalking, staring, or property destruction to demean, distress, or frighten.

Physical Bullying: The intentional act of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting, or tripping to cause or attempt to cause physical discomfort, injury, or pain.

Racial/Ethnic/Religious Bullying: Bias based on ancestry, culture, ethnicity, language, nationality, race, religion, or skin color

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

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

Staff Responsibilities: Create an environment where students understand that bullying is inappropriate, discuss all aspects of bullying, encourage students to report bullying incidents, intervene immediately and take corrective action, and report incidents.

Student Responsibilities:

- Do not engage in or contribute to bullying or hazing behaviors
- Treat everyone with respect
- Report bullying or hazing to a teacher or administrator
- Never engage in retaliatory behavior or ask or consent to anyone retaliating on your behalf.

6. Discipline Foundation Policy: BUL-3638.0

- The School Discipline Review Committee will meet to review and modify the school’s Positive Behavior Support Plan.

7. Employee Code of Ethics: BUL-4748.0

- It is the responsibility of all staff members to be knowledgeable about LAUSD’s Code of Ethics and to promote a culture that encourages ethical conduct.

8. Hate-Motivated Incidents/Hate Crimes: BUL-2047.0

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

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

- **Hate-Motivated Incidents**: Act or attempted act of hostility against a person, property, or institution because of race, religion, disability, gender, nationality or sexual orientation. **Includes**: bigot insults, taunts, slurs, distributing or posting hate-group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes, or leaflets
- **Hate Crimes**: Act or attempted act of hostility against a person, property, or institution which in any way constitutes an expression of hostility toward the victim because of race, religion, disability, gender, nationality or sexual orientation. **Includes**: threatening telephone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols and fire bombs.

9. Internet Safety: Acceptable Use Policy, BUL-999.5, Social Media Policy, BUL 5688.0, Internet Safety for Students

- You may have a work-related account on a school-approved network. Keep personal
- Social network accounts separate from work related accounts. Do not accept “friend requests” from students.
- Never post personal information, photos or videos of students on any website without written consent of the child’s parent and the principal.
- Never share confidential information about students or personnel.
- There is no expectation of privacy regarding the use of District property, network and/or Internet access to files, including e-mail.
- You are responsible for anything you post on a public forum. Posting any item that is in violation of District policy could subject you to disciplinary action.
- Use of District logos or images on personal social networking sites is prohibited.

10. Student and Employee Security BUL-2368.1, Visitors to School Campuses and Locked Campuses BUL-1325.1

- All gates are locked during school hours
- Immediate removal of graffiti
- Policy for visitors (which is posted in the school office). All visitors must have the permission of the principal to enter the school grounds.
- Prohibit the wearing of gang apparel or the use of gang-related symbols
- Lock doors when working alone before and after school
- Exercise stringent control of assigned school keys
- Secure all personal items
- Report any person loitering
- Instruct students to avoid strangers and provide strategies for avoiding contact with them.

11. Uniform Complaint Procedures: BUL-5159.1

- The District has a responsibility to ensure compliance with state and federal laws and regulations and to prevent discrimination. These laws refer to discrimination under Section 504,, Title 11 of the Americans with Disabilities Act or under Title IX which prohibits discrimination based on race, color, gender identity, sexual identification, ethnic identification and ancestry. A Uniform Complaint may be filed if any person believes that these laws have been violated.

12. **Williams Legislation Compliance: BUL-4759.1**
- Compliance with Williams Legislation refers to compliance with the following:
 - Textbook sufficiency
 - Clean, safe and well-maintained campuses
 - Teacher mis-assignments with regard to English Language Learners.
13. **Ordering and Distribution of Student Brochures:**
- Schools need to order and distribute appropriate student brochures. Information should be discussed with staff and students.
 - Title IX Policy/Complaint Procedures”, BUL-2521.1
 - Distribute copy to the Title IX Complaint Managers and 504 designee(s)
 - “Section 504 and Students/Other Individuals With Disabilities”, BUL-4692.0
14. **Parent-Student Handbook Distribution – MEM-5497.0**
- Includes information on delivery and forms for ordering extra copies
15. **Section 504 and Students/Other Individuals with Disabilities – BUL-4692.0**
- Provides updates and clarifies the guidelines to be used in serving students and other individuals with disabilities under Section 504.
16. **Title IX C Policy/Complaint Procedures, BUL-2521.1**
- The school has the responsibility for identifying more than one Title IX Complaint Manager. Title IX Complaint Managers are responsible for establishing a systematic process to report and respond to complaints of sexual discrimination and sexual harassment. All students and staff need to understand this process.
 - *Forms for Posting:*
 - *Non-Discrimination Policy – Identifying Complaint Managers*
 - *Complaint Record Form(s)*
17. **Injury and Illness Prevention Program Requirements, BUL-3772.1**
- Schools are required to have a written Injury and Illness Prevention Program (IIPP)
18. **Safe School Plans Update, REF-5511.0**
- Outlines responsibilities for updating school’s Safe School Plan and responsibilities of the School Safety Committee. For security reasons, this program will only be accessible through a computer at an LAUSD school site or office.
 - *Volume 1: Coordinated Safe and Healthy School Plan/Prevention Programs*
 - *Volume 2: Emergency Procedures*
 - *Volume 3: Recovery Procedures*
19. **School Safety Compliance Checklist** This checklist is given to teachers at the first meeting of the fall semester. Teachers must initial after each item addressed by administration.

20. **Social Media Policy, BUL-5688.0**
 - This bulletin provides policies and guidelines for social media communications between employees, students, parents and other associated persons.
21. **Policy Regarding Internet Safety for Students, BUL-5181.1**
 - All students who are provided access to the Internet must participate in an Internet Safety Education Program
22. **Visitors to School Campuses and Locked Campuses During Class Hours at All Schools, BUL-1325.1**
 - Outlines policies and procedures administrators need to follow to ensure they are providing a safe and secure learning environment for all students.
 - Schools must DEVELOP and POST a visitor's policy
 - All campus visitors must have the consent and approval of the principal/designee.
23. **Random Metal Detector Searches, BUL-5424.0**
 - Information regarding policies and procedures to conduct random metal detector searches.
 - Secondary Schools are required to conduct random metal detector searches on a daily basis and keep a log.
24. **Incident System Tracking Accountability Report (ISTAR), BUL-5269.0**
 - On-process for reporting all significant incidences. At NAHS only the Administrators, the SAA and the Nurse have access to originate an ISTAR.

Northridge Academy High School



Video & DVD Approval Form

Please complete this information below for any video or DVD that you would like to present to your class that has not been provided by the District.

Teacher's Name: _____ Date: _____

Title of Presentation _____

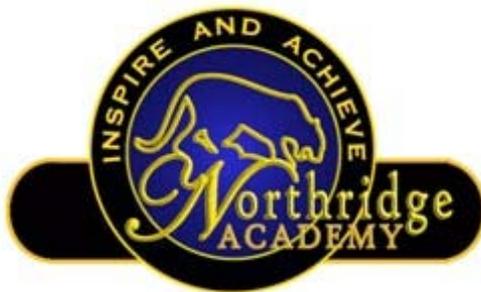
Subject area _____ Rating _____ Length of time _____

Curricular Purpose:

Please submit this form to your grade level-administrator at least TWO DAYS before you wish to show the video/DVD.

Administrator's Approval: _____

Northridge Academy High School



Faculty Handbook ACKNOWLEDGEMENT FORM

Please read the 2014-2015 Northridge Academy High School-Faculty Handbook and return the signed form below to Mrs. Mireya Guzman

Please see an administrator if you have any questions or need additional information.

My signature acknowledges receipt of the NAHS 2014-2015 Faculty Handbook. Additionally, the Handbook is available electronically and on the school website.

Name: _____

Position: _____

Signature: _____

Date: _____

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use

This Handbook Book is provided as an overview of the important NAHS and Los Angeles Unified School District policies and information. The book is by no means an exhaustive manual. It is designed to garner general information in a user-friendly way. If you have questions, please see the appropriate support personnel, including any administrator, at your earliest convenience. Be sure to review the entire handbook. Copies have been prepared for all staff members and designated office areas to obtain a copy for reference and use