

TEACHER'S HANDBOOK

VILLA FUNDAMENTAL INTERMEDIATE SCHOOL 2012-2013



IMPORTANT TEACHER REMINDERS LEGAL / LIABILITY ISSUES

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IMPORTANT TEACHER REMINDERS
LEGAL/LIABILITY ISSUES

- 1. Unattended students in the classroom are not allowed.**
- 2. Teachers should not expect classified staff to watch students (this includes adult volunteers and observing college students).**
- 3. Do not dismiss students early (prior to dismissal bells). Students must be kept under certificated supervision during the entire class period.**
- 4. It is unwise to meet alone with a student behind closed doors or vacant parts of the campus.**
- 5. Lock your door when you are not in your room.**
- 6. Keep valuable items such as keys, cell phones, and wallets away from plain site.**
- 7. Never give your keys to a student.**
- 8. Never search a student or have them empty their backpacks/pockets if you suspect stealing or illegal possessions. Student searches are conducted by administrators only by means of reasonable suspicion.**
- 9. Report bullying/threats to an administrator.**
- 10. Remember that you are mandated to report suspected child abuse.**
- 11. Never offer to give a ride home without following district procedures.**

SANTA ANA UNIFIED SCHOOL DISTRICT

AR 4119.11/4219.11/4319.11(a)

All Personnel

Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting when: (E.C. 212.5; CCR 4916)

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work or educational environment; or of adversely affecting the the other individual's evaluation, advancement, assigned duties, or any other condition of employment or career development.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the district.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Verbal Conduct such as sexual slurs, epithets, derogatory comments or unwanted sexual advances, propositions, flirtations or comments, or jokes, or graphic verbal comments about an individual's body, or overly personal conversation, or pressure for sexual activities or spreading rumors.
2. Visual Conduct such as sexually derogatory posters, cartoons, drawings, jokes or gestures, graffiti or displaying sexually suggestive objects, or sexually explicit e-mails or using sexual computer screen savers.
3. Physical Conduct such as assault, cornering or blocking normal movement, unwelcome sexual leering, or interfere with work directed at an employee because of the employee's gender or touching an individual's body or clothes in a sexual way.
4. Threats and demands to submit to sexual requests to keep a job or avoid some other loss and offers of job benefits in return for sexual favors.
5. Retaliation for reporting harassment or threatening to report harassment or for participating in the investigation of a complaint of sexual harassment.

It is unlawful for males to sexually harass females or other males, and for females to harass males or other females.

Notifications

A copy of the district's policy and this administrative regulation shall: (E.C. 231.5)

A copy of the district's policy on Harassment in Employment shall:

1. Be displayed in a prominent location in the main administrative building or other area of the school where notices of district rules, regulations, procedures and standards of conduct are posted.
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired. (cf. 4112.9/4212.9/4312.9-Employee Notifications)
3. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (E.C. 212.6)

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment, with examples.
4. The district's complaint process available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Directions on how to contact the Fair Employment and Housing Department and Commission. (Government Code 12950)

Implemented: (2/87 5/95 8/97) 3-02

Santa Ana, CA



SANTA ANA UNIFIED SCHOOL DISTRICT

Record of Title IX / Sexual Harassment Complaint

Type of Complaint: ☐ Employee to Employee ☐ Student to Student
☐ Employee to Student ☐ Adult to Student
☐ Other, Explain: _____

1. Allegation(s) filed against:

Name: _____ ☐ First Offense ☐ Repeat Offense # _____
ID or SS#: _____ Date of Incident: _____
Site / Department: _____ Grade / Position: _____

2. Nature of Complaint / Allegation(s): Please be specific and use exact language. If more space is needed, please attach additional sheet.

Remedy requested by complainant: _____

3. Charging Party(ies)

Name(s): _____

Site / Department: _____

Date Reported: _____

ID#: _____

Grade / Position: _____

4. Complaint Investigated by:

Name(s): _____

Site / Department: _____

Title: _____

Phone # or Extension: _____

(Continued on back or page 2)

Santa Ana Unified School District
Santa Ana, CA

Record of Title IX / Sexual Harassment Complaint, Continued

5. Investigation Process (interviews, etc.): Must be completed within ten (10) working days (or provide written explanation).

6. Actions / Recommendations:

Resolution: _____

Forward to:

Nancy Diaz-Miller, Title IX Officer for Students
Pupil Support Services
1629 S. Center St.
Santa Ana, CA 92704
(714) 433-3484 (714) 433-3450 (fax)

Juan Lopez, Title IX Officer for Adult to Students
Human Resources
1601 E. Chestnut Avenue
Santa Ana, CA 92701
(714) 558-5860 (714) 558-5740 (fax)

Distribution:

Mr. Juan Lopez - Employee to Employee; Employee to Student; and Adult to Student
Nancy Diaz-Miller - Employee to Student; Student to Student; and Adult to Student

To be completed by Title IX Officer:

Reviewed: _____ Date: _____ Comments:

SANTA ANA UNIFIED SCHOOL DISTRICT

AR 4040.1(a)

All Personnel

Employee Rules and Regulations for Use of E-mail

The District's electronic mail (e-mail) system is for employees of the District to facilitate rapid and clear communications within and outside of the District. It is the intent of the District that the e-mail system be used only for District business.

Rules and Regulations

District e-mail rules and regulations:

1. All e-mail communications, as all paper documents, are the property of the District and are subject to office policy, procedure, control and review. There should be no expectation of privacy in anything created, stored, forwarded, received, or printed on the District's e-mail system. E-mail communications become public documents available to the public. (California Public Records Act, Government Code Section 6250-6276.48)
2. E-mail communication that requires storage shall be stored on the hard drive of a computer, archived, forwarded, or printed.
3. No statement, representation or position expressed by employees of the District in e-mail communications shall be attributed to the District or binding thereon unless approved in advance or ratified by express action of the Superintendent or by the Superintendent's designee.
4. E-mail communication shall not contain profanity or other unprofessional language, shall not be malicious, defamatory, used to harass, or used for disparaging remarks or comments toward persons or groups on the basis of gender, sexual preference, race, color, creed, religion, or national origin, or be disruptive of District business or activities. E-mail may not be utilized to encourage or condone illegal activities.
5. District e-mail shall not be used for political purposes or political fund-raising, nor shall it be used disparagingly toward any person or group based upon political affiliation or political party membership. (cf. 4119.25 - Political Activities of Employees)
6. Authorized representatives of employee organizations shall be permitted the use of District e-mail to transact official employee organization business provided the business does not interfere with the instructional process. E-mail may be used by district employees at times outside of active instruction, such as before and after school and during duty free lunches.
7. District e-mail shall not be used for commercial solicitations, non-District fund-raising, personal financial transactions, private business transactions, private party invitations, or other private activities not related to District business.
8. Access to the District's e-mail system by a third party is prohibited.

9. All employees shall be familiar with and comply with the District policies and administrative regulations regarding the use of technology. (cf. 4040 - Employee Use of Technology) Use of the District's e-mail system shall be subject to monitoring and search.
10. Information which falls under any applicable privacy laws and regulations shall not be communicated through or attached to e-mail. Specific examples are:
 - a. Social Security Numbers
 - b. Any information related to an employee's home address, home telephone number, employee's employment status, or salary
 - c. Disciplinary action or documentation of performance problems
 - d. Details of a health or medical condition
 - e. Confidential student information
11. E-mail correspondence should comply with all the same requirements applicable for District correspondence, including the following:
 - a. Inclusion of a pertinent subject title
 - b. Brief and concise messages
12. Announcement
 - a. Announcements to everyone in the Outlook "Global Address List" or "All Users" shall be approved in writing by the Superintendent or the Superintendent's designee.
 - b. Announcements regarding births, deaths, or marriages shall be approved in writing prior to sending by the Superintendent or the Superintendent's designee.
13. E-mail messages should include the Santa Ana Unified School District E-mail Confidentiality Notice.

Approved: (1-03) 03-08

Santa Ana, CA

SANTA ANA UNIFIED SCHOOL DISTRICT

E 4040.1

All Personnel

E-MAIL Confidentiality Notice

This e-mail communication and any attachments, including documents, files, or previous e-mail messages, constitute electronic communications within the scope of the Electronic Communications Privacy Act, 18 USCA 2510 et al. This e-mail communication may contain non-public, confidential or legally privileged information intended for the sole use of the designated recipient(s). The unauthorized and intentional interception, use, copy or disclosure of such information, or attempt to do so, is strictly prohibited and may be unlawful under applicable laws. If you have received this e-mail communication in error, please immediately notify the sender by return e-mail and delete the original e-mail from your system.

Approved: (1-03) 03-08

Santa Ana, CA

SANTA ANA UNIFIED SCHOOL DISTRICT

BP 4040(a)

All Personnel

Employee Use Of Technology

The Governing Board recognizes that technology can enhance employee performance by improving access to and exchange of information, offering effective tools to assist in providing a quality instructional program, and facilitating operations. The Board expects all employees to learn to use the available electronic resources that will assist them in their jobs. As needed, staff shall receive training in the appropriate use of these resources. (cf. 0440 - District Technology Plan) (cf. 4032 - Reasonable Accommodation) (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

Employees shall be responsible for the appropriate use of technology and shall use the District's electronic resources only for purposes related to their employment. Such use is a privilege which may be revoked at any time. (cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

Employees should be aware that computer files and communications over electronic networks, including e-mail, Internet and voice mail, are not private. This technology should not be used to transmit confidential information about students, employees, or District affairs.

To ensure proper use, the Superintendent or designee may monitor the District's technological resources, including e-mail and voice mail systems, at any time without advance notice or consent. If passwords are used, they must be known to the Superintendent or designee so that he/she may have system access when the employee is absent.

The Superintendent or designee shall establish administrative regulations which outline employee obligations and responsibilities related to the use of technology. Employees who fail to abide by these regulations shall be subject to disciplinary action, revocation of the user account, and legal action as appropriate. (cf. 4118 - Suspension/Disciplinary Action) (cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee may establish guidelines and limits on the use of technological resources. He/she shall ensure that all employees using these resources receive copies of related policies, regulations and guidelines. Employees shall be asked to acknowledge in writing that they have read and understood these policies, regulations and guidelines. (cf. 4112.9/4212.9/4312.9 - Employee Notifications)

In the event that the use of an electronic resource affects the working conditions of one or more employees, the Superintendent or designee shall notify the employees' exclusive representative. (cf. 4143/4243 - Negotiations/Consultation)

(Legal Reference next page)

SANTA ANA UNIFIED SCHOOL DISTRICT

BP 4135/4235/4335

All Personnel

Soliciting and Selling

Employees shall not solicit District staff, students or their families with the intent to sell general merchandise, books, equipment or services. (cf. 1321 - Solicitation of Funds from and by Students) (cf. 4137 - Tutoring)

Staff shall not distribute promotional, political, controversial or other noninstructional materials unless approved by the Superintendent or designee. (cf. 1325 - Advertising and Promotion)

Staff members shall not use their status as District employees to secure information such as names, addresses and telephone numbers for use in profit-making ventures.

Educational tours may be promoted on school premises only if they are sponsored by the District. Employees engaged in planning, organizing or leading tours as a private business shall make it clear that they do not represent the school or District. All activities related to such tours must be carried on outside of school hours and off school premises.

Any classroom activity requiring students to bring money to school for any purpose must have the principal's approval.

Staff participation in "flower funds," "sickness and bereavement funds," "anniversary funds" and the like shall be a matter of individual discretion. (cf. 5145.2 - Freedom of Speech/Expression/Assembly)

Legal Reference:

EDUCATION CODE
51520

Prohibited solicitations on school premises

Adopted: (10/96)

Santa Ana, CA

Certificated Personnel

Code of Ethics

RULES OF CONDUCT FOR PROFESSIONAL EDUCATORS

Title 5, Article 3. Rules of Conduct for Professional Educators.

80331 - General Provisions

- (a) These rules are binding upon every person holding a credential or any license to perform educational services under the jurisdiction of the Commission on Teacher Credentialing, and the consequences of any willful breach may be revocation or suspension of the credential, or license, or private admonition of the holder.
- (b) Nothing in these rules is intended to limit or supersede any provision of law relating to the duties and obligations of certificated persons or to the consequences of the violation of such duties and obligations. The prohibition of certain conduct in these rules is not to be interpreted as approval of conduct not specifically cited.
- (c) These rules may be cited and referred to as "Rules of Conduct for Professional Educators".
- (d) The Commission shall complete a study of the effect of these rules and present its findings to the Governor, the Legislature, and the State Board of Education no later than September 1, 1989.
- (e) As used in these rules:
 - (1) "Certificated person" means any person who holds a certificate, permit, credential, or other license authoring the performance of teaching or education-related service in grades K through 12 in California public schools.
 - (2) "Professional employment" means the performance for compensation of teaching or other education-related employment in a position for which certification requirements are set by law.
 - (3) "Confidential information" means information made confidential by Section 35301 of the Education Code; or, information which was provided to the certificated person solely for the purpose of facilitating his/her performance of professional services for or on behalf of the person or employer providing such information.

80332 - Professional Candor and Honesty in Letters or Memoranda of Employment Recommendation

- (a) A certificated person shall not write or sign any letter or memorandum which intentionally omits significant facts, or which states as facts matters which the writer does not know of his/her own knowledge to be true relating to the professional qualifications or personal fitness to perform certificated services of any person whom the writer knows will use the letter or memorandum to obtain professional employment nor shall he/she agree to provide a positive letter of recommendation which misrepresents facts as a condition of resignation or for withdrawing action against the employing agency.

E 4119.21(b)

- (b) This rule has no application to statements identified in the letter or memorandum as personal opinions of the writer but does apply to unqualified statements as fact that which the writer does not know to be true or to statements as fact that which the writer knows to be untrue.

80333 - Withdrawal from Professional Employment

- (a) A certificated person shall not abandon professional employment without good cause.
- (b) "Good cause" includes, but is not necessarily limited to, circumstances not caused by or under the voluntary control of the certificated person.

80334 - Unauthorized Private Gain or Advantage

A certificated person shall not:

- (a) Use for his/her own private gain or advantage or to prejudice the rights or benefits of another person any confidential information relating to students or fellow professionals;
- (b) Use for his/her own private gain or advantage the time, facilities, equipment, or supplies which are the property of his/her employer without the express or clearly implied permission of his/her employer;
- (c) Accept any compensation or benefit or thing of value other than his/her regular compensation for the performance of any service which he/she is required to render in the course and scope of his/her certificated employment. This rule shall not restrict performance of any overtime or supplemental services at the request of the school employer; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents or other persons in recognition or appreciation of service.

88035 - Performance of Unauthorized Professional Services

A certificated person shall not, after July 1, 1989:

- (a) Knowingly, accept an assignment to perform professional services if he or she does not possess a credential authorizing the service to be performed; unless he or she has first exhausted any existing local remedies to correct the situation, has then notified the county superintendent of schools in writing of the incorrect assignment, and the county superintendent of schools has made a determination, within 45 days of receipt of the notification, that the assignment was caused by extraordinary circumstances which make correction impossible, pursuant to the procedures referred to in Education Code Section 44258.9 (g) (2) and (3).
- (b) Knowingly and willfully assign or require a subordinate certificated person to perform any professional service which the subordinate is not authorized to perform by his or her credential or which is not approved by appropriate governing board authorization, unless he or she has made reasonable attempts to correct the situation but has been unsuccessful, and has notified the county superintendent of schools of those attempts, and the county superintendent of schools has determined, within 45 days of being notified of the assignment, that the assignment was caused by extraordinary circumstances which make correction impossible.

- (c) Neither (a) nor (b) shall be applicable in a situation where extraordinary circumstances make the correction of the misassignment impossible.
- (d) There shall be no adverse action taken against a certificated person under this rule for actions attributable to circumstances beyond his or her control.

80336 - Performance with Impaired Faculties

- (a) A certificated person shall not:

- (1) Perform or attempt to perform any duties or services authorized by his or her credential during any period in which he or she knows or is in possession of facts showing that his or her mental or intellectual faculties are substantially impaired for any reason, including but not limited to use of alcohol or any controlled substance.
- (2) Assign or require or permit a subordinate certificated person to perform any duties authorized by his or her credential during any period in which the superior certificated person knows of his or her own knowledge or is in possession of facts showing that the subordinate certificated person's mental or intellectual faculties are substantially impaired for any reason, including but not limited to use of alcohol or any controlled substance.

- (b) For the purpose of this rule, substantial impairment means a visible inability to perform the usual and customary duties of the position in a manner that does not represent a danger to pupils, employees, or school property. It does not include or mean inability attributable to lack of, or inadequate, professional preparation or education.

80337 - Harassment and Retaliation Prohibited

No certificated person shall directly or indirectly use or threaten to use any official authority or influence in any manner whatsoever which tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any certificated person who in good faith reports, discloses, divulges, or otherwise brings to the attention of the governing board of a school district, the Commission on Teacher Credentialing or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these rules of professional conduct.

80338 - Discrimination Prohibited

A certificated person shall not, without good cause, in the course and scope of his or her certificated employment and solely because of race, color, creed, gender, national origin, handicapping condition or sexual orientation, refuse or fail to perform certificated services for any person.

Approved: (10/96)

Santa Ana, CA



Santa Ana Unified School District

Thelma Meléndez de Santa Ana, Ph.D.
Superintendent

Date: September 7, 2011
To: All Employees
From: Chad Hammitt, Executive Director, Human Resources
Subject: Bringing Relatives, Children, and Pets to Work

As an employee of the Santa Ana Unified School District, you are not permitted to bring relatives, children, or pets to work with you at any time. Bringing relatives, children, and pets to school is a prohibited and unsafe practice for several reasons:

1. Relatives, children, and pets are a distraction to the employee and take away a staff member's attention from their duties.
2. Relatives, children, and pets are a liability to a staff member and/or the District as they risk getting injured or injuring others while on District facilities.
3. Bringing or authorizing a relative, child, or pet on an SAUSD campus would be considered outside the scope of employment and any injury or liability ensuing would not be covered by SAUSD.
4. Parents and community members perceive relatives, children, and pets at the work site as a negative issue. They expect that our teachers and employees are at work to serve the children of the community and not their own children, relatives, and/or pets.

We understand that there are certain occasional instances when a relative or child is able to be a great assistance to our schools and employees. Some of these instances include: class parties, school carnivals or special events, fieldtrips, career days, college days, etc. We welcome and invite relatives to assist during these special events with the understanding that these are infrequent and occasional events. Please work with your site or department administrator in order to obtain the appropriate clearance and forms for your relative or child to volunteer for these special events. Pets are never permitted on any SAUSD property or at any school-sponsored event (BP/AR 163.23).

If you need any further clarification or have any questions, please contact Chad Hammitt, Executive Director of Human resources at (714) 558-5859.

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322 (714) 558-5501

BOARD OF EDUCATION

José Alfredo Hernández, J.D., President • Rob Richardson, Vice President
Audrey Yamagata-Noji, Ph.D., Clerk • John Palacio, Member • Roman A. Reyna, Member

Date:

Professional Expectations

During this school year, let's keep in mind my expectations to insure that our students get the best possible education we can give them.

You should continue to:

- Demonstrate honesty and courtesy when dealing with all members of the school community and maintain an accurate flow of communication.
- Set high expectations for yourself and your students and actively work to meet those expectations.
- Develop appropriate lesson plans that teach specific objectives, in a sequential manner.
- Provide a challenging, exciting and fun curriculum by the implementation of the K-5 District Expectancies & State Standards. Also, continued emphasis should be on Language Arts, mathematics and science programs.
- Develop small groups in the various curriculum areas that are based upon similarity of need.
- Maximize the utilization of instructional time by insuring that students are continuously “on task”.
- Develop a classroom discipline plan that is reasonable and fair. Be consistent in its application.
- Maintain a classroom physical environment that is orderly, clean, and reinforce the goals and expectations you have for your students.
- Utilize effective lesson design – vary your instructional techniques.
- Be punctual in your assigned responsibilities such as meetings, reports, etc.
- Be sure to integrate classroom experience to the real world.
- Expect and accept only quality work in all areas of the curriculum.
- Provide frequent monitoring of students progress with an established monitoring-of-students system (i.e. grade books).
- Provide ongoing opportunities for student self-esteem.
- Strive for communication and parent involvement in the education of our students. Actively seek parent participation in your classroom.
- Provide incentive awards for perfect attendance, citizenship and academic achievement.
- Utilize the Board Policies and SAEA/CSEA/District Agreement as the foundation for professional behavior.

SAUSD Teacher Job Description

BASIC FUNCTION:

Under the direction of the Principal, plan, organize, present, and evaluate a program of meaningful instruction to pupils in areas assigned and carry out other assigned related duties necessary to the successful operation of the school.

REPRESENTATIVE DUTIES:

Meet and instruct those classes and pupils assigned in the location and at the time designated. E

Develop and maintain a class environment conducive to effective learning. E

Show evidence of daily preparation in classes assigned. E

Assist pupils to set and maintain standards and follow acceptable normative rules of behavior. E

Apply a wide variety of instructional techniques and instructional media applicable to individuals or groups of pupils of varying capabilities identified by valid analysis. E

Implement by instruction and action-efforts the district's school and class identified goals and objectives. E

Take necessary precautions to protect pupils, equipment, materials and school plant. E

Utilize assigned on-campus preparation periods for lesson planning, evaluation of pupils, conferencing or curriculum development. E

Provide for a system of continuous evaluation of pupil progress consistent with established instructional objectives, district policy and state/district standards. E

Maintain accurate and correct records as required. E

Uphold and enforce school rules, Administrative Regulations, Board Policies, Title V and the Education Code. E

Make provision for educational service to pupils and parents outside the instructional day. E

Assist the administration to maintain open lines of communication and curricular progress by participating in meetings called for these purposes. E

Cooperate with other members of the staff in planning the educational objectives for the pupils. E

Plan for and direct the activities of classified personnel assigned to assist in the educational program. Implement appropriate curriculum instructional goals and objectives that meet the needs of all students. E

Assist in the selection of books, equipment and other instructional materials within the school or department. E

Accept fair share of responsibility for co-curricular activities as assigned.

Raymond A. Villa Fundamental Intermediate School

Evaluatee Assignments

2012-2013

Certificated Staff

Jonathan Swanson

Albaugh, Dadre
Alvarez, Guillermo
Devine, Margaret
Everett, Julie
Fung, Sharon
Gautreau, Jennifer
Hill, Erik
Hutton, Alicia
Kelly, William
Nuñez, Jesus
Streckfus, Anne Marie
You, Grace

Jesse Church

Ferrara, Michael
Henry, Elizabeth
Kiser, Jeff
Lagattuta, Michael
Lara, Mario
Llopis, Richard
Lord, Douglas
Macias, Craig
Mc Reynolds, Angie
Mitchell, Timothy
Sanchez, Stephanie
Zamudio, Amie

Myrna Aceves

Addington, Ruth
Aguila, Rudy
Benedetto, Kathy
Chidley, Susan
Clay, Denise
Da Silva, Careen
Mulitsch, Doug
Nevarez, Debbie
Nguyen, Ann
Otta, Gary
Owens, Sarah
Soltis, Steven

Classified Staff

Serrano, Jesse
Cifuentes, Estuardo
Gomez, Maria
Ortiz, Luz

Gardea, Evelyn
Lopez, Ramon
Rodriguez, Gloria
Todd, Aurelia
Cyndi Berryhill

Aguirre, Eliana
Cortes, Maria
Jones, Sheri
Zorio, Damaris
DHH Inst. Asst.

EVALUATION PROCEDURES

Purpose

The prime purpose of teacher supervision and evaluation is improved performance. Improvement is a continuous process, and the need for it is never satisfied. Important to the process is the development of self-evaluation by teachers and the initiation of a request for help and consultation. Walkthroughs and formal observation by administrators will be an integral part of each school day at Villa Fundamental Intermediate.

Formal Evaluation

The process outlined by the SAEA-SAUSD Agreement in which classroom teachers are formally observed and evaluated according to Board Policy. Refer to Agreement for policy relating to evaluations in the Santa Ana Unified School District.

All Certificated Teachers

Within the first 25 duty days: submit Goals and Objectives according to the Master Plan or Curriculum Handbook. Administrators may accept or modify the Goals and Objectives.

Goals / Objectives

"No later than the 25th duty day, each unit member shall develop a plan of goals and objectives/tasks for the year which are relevant to the unit member's assignment and will assist in the achievement of the District and school goals and objectives. Such a plan shall include but not be limited to identification of:

- Needs assessment
- Goals
- Measurable performance objectives
- A plan for implementation
- A monitoring plan including performance indicators
- Methods to be used in evaluating student achievement.
(SAEA SAUSD Agreement)

DEPARTMENT ORGANIZATION

LANGUAGE ARTS/READING

Chair:	Kathy Benedetto	8	Ruth Addington	7
Chair:	Sarah Owens	8	Rudy Aguila	6
	Doug Mulitsch	8	Paul Andersen	6
	Rachel Gil	8	Richard Davis	6
	An Nguyen	7	Alfonso Velasco	6
	Marianne Krpan	7		

SOCIAL STUDIES

Chair:	Jeff R. Kiser	8	Craig Macias	7
	Doug Lord	8	Tim Mitchell	6
	Dan Bertsch	7/8	Stephanie Sanchez	6
	Marianne Krpan	7	Rudy Aguila	6
			Alfonso Velasco	6

MATH

Chair:	Jennifer Gautreau	8	Grace You	7
	Alicia Hutton	8	Margaret Devine	6
	Jesse Nuñez	8	Erik Hill	6
	Chris French	7	Ruth Karr	6
	Anne M. Streckfus	7	Nina Todorov	6

SCIENCE

Chair:	Denise Clay	8	Dadre Albaugh	7
	Elizabeth Henry	8	Michael Clupper	6
	Michael Lagattuta	7/8	Sharon Fung	6
	Jan Lenon	7		

PHYSICAL EDUCATION

Chair:	Angie McReynolds	6	Grace You	8
Chair:	Richard Llopis	8	Amie Zamudio	7/8
A.D.:	Mike Ferrara	6/7	Mario Lara	6-8

SPECIAL EDUCATION

Chair:	Susan Chidley	6	Gary Otta	7
	Lorena Creaghe	8	Careen DaSilva	DHH
	Steven Soltis	7/8		

ELECTIVES (6-8th Grades)

Representative:	Sarah Owens	Drama	Jennifer Gautreau	AVID
Chair:	Guillermo Alvarez	Music	Erik Hill	MESA
Chair:	Bill Kelly	Art	Ruth Karr	AVID/Math Mania
	Rudy Aguila	P.A.L.	Doug Mulitsch	AVID
	Paul Andersen	Spanish	An Nguyen	Journalism/Yearbook
	Kathy Benedetto	7 Habits	Nina Todorov	Math Mania
	Tim Byers	Technology	An Nguyen	Journalism/Yearbook
	Peggy Devine	Math Mania	Alfonso Velasco	ASB

**Raymond A. Villa Fundamental Intermediate
2012-2013**

Regular Bell Schedule

FIRST BELL	7:50
PERIOD 1	7:55 — 8:50 (55)
PERIOD 2	8:54 — 9:47 (53)
NUTRITION	9:47 — 10:02 (15)
PERIOD 3	10:06 — 10:59 (53)
PERIOD 4	11:03 — 11:56 (53)
LUNCH	11:56 — 12:36 (40)
PERIOD 5	12:40 — 1:33 (53)
PERIOD 6	1:37 — 2:30 (53)

Modified Bell Schedule

FIRST BELL	7:50
PERIOD 1	7:55 — 8:39 (44)
PERIOD 2	8:43 — 9:26 (43)
NUTRITION	9:26 — 9:41 (15)
PERIOD 3	9:45 — 10:28 (43)
PERIOD 4	10:32 — 11:15 (43)
LUNCH	11:15 — 11:55 (40)
PERIOD 5	11:59 — 12:42 (43)
PERIOD 6	12:46 — 1:29 (43)

**STUDENT ACTIVITIES, MEETINGS, HOLIDAYS, AND MODIFIED DAYS
(DISMISSAL FOR MODIFIED 1:29)**

August:

22	MODIFIED DAY	DEPT MEETING
29	6 TH - 8 TH	GRADE DISCIPLINE ASSEMBLIES
29	MODIFIED DAY	STAFF MEETING

September:

CELDT (READING & WRITING) (DATES TO BE ANNOUNCED)

3	LABOR DAY – HOLIDAY	
4	TARDIES BEGIN	
5	MODIFIED DAY	STAFF MEETING
6	PICTURE DAY	
10	ILT MEETING	
12	MODIFIED DAY	DEPT MEETING
14	BACK TO SCHOOL DANCE	
19	MODIFIED DAY	NO MEETING
20	BACK TO SCHOOL NIGHT	
26	MODIFIED DAY	STAFF MEETING
26	SCHOOL SITE COUNCIL MEETING	
24-28	ELA/MATH BENCHMARK 1	

October:

1	ILT MEETING	
2	NATIONAL CUSTODIAN'S DAY	
3	MODIFIED DAY	STAFF MEETING
5	END OF 1 ST GRADING PERIOD	
9	GRADES DUE!!!	
10	MODIFIED DAY	DEPT MEETING
13	CROSS COUNTRY TOURNAMENT @ THORNTON PARK	
15-19	SICENCE/SOCIAL SCIENCE BENCHMARK 1	
16	NATIONAL BOSS'S DAY	
17	MODIFIED DAY	STAFF MEETING
17	SCHOOL SITE COUNCIL MEETING	
18	CALIFORNIA GREAT SHAKEOUT @ 10:18 A.M.	
18	PARENT MEETING/PTSA	
20	BOY'S FLAG FOOTBALL/ GIRL'S VOLLEYBALL @ GODINEZ	
22	PICTURE MAKE-UPS	
24	MODIFIED DAY	DEPT MEETING
25	TEACHER PARENT CONFERENCE DAY	
31	MODIFIED DAY	STAFF MEETING
31	HALLOWEEN	
TBD	ELA RELEASE DAY	

TBD MATH RELEASE DAY
 TBD SCIENCE RELEASE DAY
 TBD SOCIAL SCIENCE RELEASE DAY

November

4 DAYLIGHT SAVING TIME ENDS
 5 ILT MEETING
 7 MODIFIED DAY STAFF MEETING
 12 VETERAN'S DAY – HOLIDAY
 13-16 ELA/MATH BENCHMARK 1
 14 MODIFIED DAY DEPT MEETING
 14 SCHOOL SITE COUNCIL MEETING
 15 PARENT MEETING/PTSA
 16 END OF 2ND GRADING PERIOD
 19-23 THANKSGIVING BREAK
 20 GRADES DUE!!!
 28 MODIFIED DAY STAFF MEETING

December

2-21 7-8TH GRADE DISTRICT WRITING ASSESSMENT
 3 ILT MEETING
 5 MODIFIED DAY STAFF MEETING
 8 GIRL'S BASKETBALL/ BOY'S SOCCER TOURNAMENT @ GODINEZ
 10-14 SCIENCE/SOCIAL SCIENCE BENCHMARK #2
 14 TEACHER DUTY DAY
 12 MODIFIED DAY DEPT MEETING
 18 8TH GRADE CONSTITUTION TEST
 19 CHOIR CONCERT
 20 BAND CONCERT
 20 CHOIR/BAND ASSEMBLY 2, 3, 4
 19 MODIFIED DAY STAFF MEETING
 20 PTSA MEETING
 21 8TH GRADE CONSTITUTION TEST – 2ND ATTEMPT
 20 CHOIR/BAND ASSEMBLY 2, 3, 4
 24-31 WINTER RECESS – NO SCHOOL
 TBD ELA RELEASE DAY
 TBD MATH RELEASE DAY

January

1-11	WINTER RECESS CONTINUES – NO SCHOOL	
12-24	6 TH GRADE DISTRICT WRITING ASSESSMENT	14
16	MODIFIED DAY	STAFF MEETING
16	SCHOOL SITE COUNCIL	
17	PARENT MEETING/PTSA	
21	MARTIN L. KING DAY – HOLIDAY	
23-25	MODIFIED DAYS	NO MEETING
28	END OF SEMESTER 1 GRADING PERIOD	
29	GRADES DUE!!!	
29	2 ND SEMESTER BEGINS	
30	MODIFIED DAY	STAFF MEETING
TBD	SCIENCE RELEASE DAY	
TBD	SOCIAL SCIENCE RELEASE DAY	

February

4	ILT MEETING	
4-8	NATIONAL COUNSELOR'S WEEK	
4-8	HOLT 8-9 PLACEMENT TEST	
6	MODIFIED DAY	STAFF/DEPT MEETING
11	ABRAHAM LINCOLN'S BIRTHDAY – HOLIDAY	
12-15	MATH BENCHMARK 3	
13	MODIFIED DAY	DEPT MEETING
18	GEORGE WASHINGTON'S BIRTHDAY – HOLIDAY	
19-25	SCIENCE/SOCIAL SCIENCE BENCHMARK #3	
20	MODIFIED DAY	STAFF/DEPT MEETING
20	SSC	
21	PARENT MEETING/PTSA	
27	MODIFIED DAY	DEPT MEETING

March

2	CST 60 DAY COUNTDOWN	
4	ILT MEETING	
5	7 TH GRADE STAR WRITING TEST	
6	7 TH GRADE STAR WRITING MAKE UP TEST	
6	MODIFIED DAY	STAFF/DEPT MEETING
10	DAYLIGHT SAVING TIME BEGINS	
13	MODIFIED DAY	STAFF/DEPT MEETING
15	END OF 4 TH GRADING PERIOD	
18-22	ELA/MATH BENCHMARK #4	
19	GRADES DUE!!!	
20	MODIFIED DAY	STAFF/DEPT MEETING

20	SCHOOL SITE COUNCIL MEETING
21	8 TH GRADE PARENT MEETING/ PTSA
25-29	SCIENCE/SOCIAL SCIENCE BENCHMARK #4
27	MODIFIED DAY STAFF/DEPT MEETING

April

1-5	SPRING BREAK
8	ILT MEETING
11	OPEN HOUSE
17	MODIFIED DAY STAFF MEETING
17	SCHOOL SITE COUNCIL MEETING
18	PARENT OF THE YEAR CEREMONY
18	PTSA MEETING
20	GIRL'S SOCCER/ BOY'S BASKETBALL TOURNAMENT @ GODINEZ
24	SECRETARIES DAY
24	MODIFIED DAY STAFF MEETING
TBE	ELA RELEASE DAY
TBE	MATH RELEASE DAY
TBE	SCIENCE RELEASE DAY
TBE	SOCIAL SCIENCE RELEASE DAY

May

1-11	STAR TESTING
1	MODIFIED DAY STAFF/DEPT MEETING
3	END OF 5 TH GRADING PERIOD
6	8 TH GRADE PANORAMIC PICTURE DAY
6	ILT MEETING
6-10	TEACHER APPRECIATION WEEK
6-10	NATIONAL NURSE'S WEEK
7	TEACHER APPRECIATION DAY
7	GRADES DUE!!!
8	MODIFIED DAY DEPT MEETING
15	MODIFIED DAY STAFF MEETING
15	SCHOOL SITE COUNCIL MEETING
16	PARENT MEETING/PTSA
22	MODIFIED DAY DEPT MEETING
27	MEMORIAL DAY – HOLIDAY
29	MODIFIED DAY DEPT MEETING

June

1	INTERMEDIATE TRACK MEET TOURNAMENT @ SEGERSTROM
3	ILT MEETING
5	MODIFIED DAY STAFF MEETING
13	LAST DAY OF SCHOOL
13	END OF 2 ND SEMESTER GRADING PERIOD
14	TEACHER DUTY DAY
14	GRADES DUE!!!
TBD	6 TH AND 7 TH GRADE AWARDS NIGHT
TBD	8 TH GRADE DINNER DANCE
TBD	8 TH GRADE KNOTT'S FIELD TRIP
TBD	8 TH GRADE PROMOTION/ BRUNCH
TBD	8 TH GRADE PROMOTION/ AWARDS



Villa Fundamental Intermediate School
Dates to Remember
2012-2013



AUGUST 22, 2012

First Day of School

SEPTEMBER 3, 2012
SEPTEMBER 11, 2011

Labor Day-No School
11 yr Anniversary of 9/11



SEPTEMBER 14, 2012



OCTOBER 5, 2012
OCTOBER 25, 2012

1st Grading Period Ends
Parent Conference Day

NOVEMBER 12, 2012
NOVEMBER 16, 2012
NOVEMBER 19-23, 2012



Holiday/Veteran's Day-NO SCHOOL
2ND Grading Period Ends

Thanksgiving Recess

DECEMBER 24 thru JANUARY 11, 2013

Winter Recess-No School



JANUARY 14, 2013
JANUARY 21, 2013
JANUARY 28, 2013
JANUARY 29, 2013

Back from Break
Martin L. King Day-NO SCHOOL
End of 1st Semester
2nd Semester Begins

FEBRUARY 11, 2013
FEBRUARY 18, 2013

Abraham Lincoln's Birthday-NO SCHOOL
George Washington's Birthday-NO SCHOOL

MARCH 5, 2013
MARCH 15, 2013

7TH Grade Star Writing Test
4th Grading Period Ends

APRIL 1-5, 2013

Recess-No School

APRIL 11, 2013



Open House

*APRIL 18- MAY 17, 2013
MAY 3, 2013

Star Window
5th Grading Period Ends

MAY 27, 2013

Memorial Weekend



JUNE 13, 2013

Last Day of School!



*Exact Dates to be determined

DATES TO REMEMBER

Please add the following information to the Master Calendar



Date: _____

Time: _____

Occasion: _____

Additional Information:

Requested by: _____

Approved: _____

(Give to Luz)

CUMULATIVE FOLDERS

If you need to see a student's cum folder, please see our registrar. He will be asking you to sign in and out for protocol monitoring. Please remember that cumulative folders **CAN NOT** be removed from the front office.

CUSTODIAL SERVICES

The custodian is on a rather rigid schedule, so please send all requests that will take longer than a few minutes for custodial service to Luz Ortiz or Jesse Serrano. We will work your request into his schedule. However, if an emergency arises, he will be more than willing to give you immediate assistance.

DAILY BULLETIN AND MORNING ANNOUNCEMENTS

A daily bulletin will be published on-line. All information in the bulletin must be read each day with appropriate notices to students, even if the notices are repeated from previous days. Most announcements will be made during period 1. Morning announcements will be limited to important information which is time-sensitive that would not be able to be placed in the daily bulletin (e.g. athletic scores). Staff members requesting items to be placed in the bulletin must submit a Bulletin Announcement form by 2:30 p.m. of the day preceding its appearance.

DUPLICATION OF MATERIALS

The copy machines are to be used for instructional materials ONLY. The use of the machine in the Discipline Office is for office personnel ONLY.

Only teachers and authorized staff are to use the copy machines. DO NOT SEND STUDENTS TO COPY MATERIALS FOR YOU. They are not authorized and will be sent back immediately if sent.

STAFF MEETINGS

Two staff meetings are scheduled every month on Wednesdays from 1:40 p.m. to 2:40 p.m.. When scheduled, all participants are to be punctual and to attend the full length of the meeting unless excused in advance by the administration. Please review page 22. Other Wednesdays are designed for department and grade level meetings.

You are encouraged to generate Agenda items pertinent to the majority of staff members. Leave your name and agenda item request with Luz Ortiz, our Office Manager.

VISITORS

All visitors on campus must be cleared through the office. Visitors will be wearing a name tag. Please check all visitors for an office pass. Be sure all guests who speak to your students are cleared through the administration ahead of time.

REPORTING AN ABSENCE

All absences (illness, personal necessity, bereavement, field trip, conference) must be called in to the Substitute Management System (eSchool Solutions) – (714)558-5632. The absence will not be recorded, and a substitute will not be called unless you wait to receive a job number. You also need to notify the office of the absence. If it is more convenient, you may leave a message on Luz Ortiz's answering machine (714)558-5107.

Absences may be reported to eSchool Solutions to 30 days before the absence starts. The system narrator will lead you step-by-step through the reporting process.

SUPPLIES

When you need supplies verify that funds are available with your department chair. Please pick-up an order form and the warehouse binder from the main office. After filling out the form obtain your department chairs' signature and return it to the office assistant for final approval. Please plan ahead.

CLASS RECORD HARD COPY

A Class Record Hard Copy should be maintained by each teacher as a backup of student data. It is important to update at least every two weeks (just as we update our Pinnacle Records). Your records should indicate:

- Dates of entry or withdrawal if other than the beginning and end of the semester
- Grades earned on each assignment
- Attendance
- Tardiness
- Grades (academic, citizenship and comments) at the end of each grading period
- Data summaries by period (CST & Benchmarks)

The class record book should contain a key to indicate the individual teacher's system of grading. (Markings for attendance and tardiness will be consistent school-wide.) See Attendance Procedures.

FUNDS

Do to our budget crisis; we can no longer reimburse staff members on classroom material purchases. If you need specific assistance on supplemental materials, please submit an items request to Renée. Please understand that purchase requests and reimbursements are now being managed at the District Office.

- 1) Clubs: Please see the office assistant with any questions regarding club expenditures, reimbursements, and record keeping.

CLASSROOM SUMMER WORK ORDER

Teacher_____

Room_____

I recommend the following work be addressed during the summer

(This may include carpet cleaning, marks on walls, furniture that hasn't been cleaned, items that appear to be broken or not working, fluorescent light replacements).

This form is to be submitted to Luz Ortiz as part of the check-out procedure, even if there is no work to be done.



Santa Ana Unified School District
VILLA FUNDAMENTAL SCHOOL

BULLETINS – ANNOUNCEMENTS

1. Title _____ 2. Date _____

2. For: Bulletin _____ 4. To: Students _____

Announcements _____ Staff _____

Dates: From _____ To _____

Submitted By _____ Approved _____ Faculty Advisor



SCHOOL IMPROVEMENT FUNDS REQUEST

To request funds from the School Improvement budget, you must submit this form to the School site Council. You may submit it to School Site Council President. It must be submitted at least five (5) days before the SSC meeting so that our request can be placed on the Agenda. If this form is not submitted before the deadline, your request will be placed on the next month's SSC Agenda.

Date: _____

Name: _____

What department, grade level, and group will this purchase benefit? _____

How many students will benefit from this purchase? _____

Overview:

Rationale:

Cost (itemized):

Total Cost:

SIP Funding: Approved _____ Date _____
Denied _____ Date _____

HEALTH OFFICE PASS IN STUDENT AGENDAS

It is essential that every student complete the top portion of the “Health Office Pass”, located in their agendas.

This information is vital to our office. It helps us more effectively and efficiently contact and locate parents in medical and emergency situations.

Please take time in your 1st period class to have all students fill out what they know and obtain the rest for homework from their parents or guardians. Every line should be filled in.

Thank you for your assistance in this matter,

The Health Office Personnel



First Aid Kits, Minor Care for Students & Student Information in Agendas

Please take care of your first aid kit. It will be one of the items on your check off list at the end of the school year. We will be more than happy to refill your kit as needed – just let the health office know.

Many times, students need minor care, which can be taken care of in the classroom with the use of your first aid kit and following a few simple procedures. This in turn will help to keep students from missing class time and help eliminate unnecessary visits to the health office.

When a student complains of:

Minor head ache or stomach ache:

1. Permission to rest head on the desk for a few minutes,
2. Get a drink of water or
3. Use of the restroom is often enough to effectively resolve minor complaints when student does not appear to be ill.

Minor Skin abrasions:

1. Encourage students to use the contents in the container before offering to send them to the health office. You'd be surprised how far an antiseptic towelette and band-aid can go.
2. This is a positive step towards good health habits and personal responsibility.

Minor Nosebleeds:

1. The majority of nosebleeds can be controlled by having the child sit with head slightly tilted forward and pinching the nostrils firmly immediately below the bony portion of the nose with a dry paper towel or tissue for at least 5 minutes.
2. Remember to use gloves for universal precautions.

Your discretion and good judgment will be greatly appreciated.

Remember that students have a health office pass in their agendas. It should be appropriately filled out and **initialed by you**, prior to sending students - Urgent and Emergency situations are exceptions. In the case of an urgent or emergency situation, please call the health office and explain the incident prior to the student's arrival.



HYPOGLYCEMIA

(Low Blood Glucose)



Causes: Too little food, too much insulin or diabetes medicine, or extra activity.

Onset: Sudden, may progress to insulin shock.

SYMPTOMS

Causes: Too little food, too much insulin or diabetes medicine, or extra activity.		
Onset: Sudden, may progress to insulin shock.	SHAKING	FAST HEARTBEAT
SYMPTOMS		
		
SWEATING	DIZZINESS	ANXIOUS
		
HUNGER	IMPAIRED VISION	WEAKNESS FATIGUE
		
HEADACHE	IRRITABLE	

Please send to health office with escort.
 If symptoms are severe, allow student to
 eat fast acting sugar - juice, candy
 and call health office x 75156



HYPERGLYCEMIA

(High Blood Glucose)



Causes: Too much food, too little insulin or diabetes medicine, illness or stress.

Onset: Gradual, may progress to diabetic coma.

SYMPTOMS



EXTREME THIRST



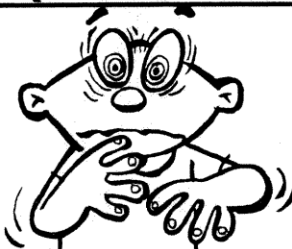
FREQUENT URINATION



DRY SKIN



HUNGER



BLURRED VISION



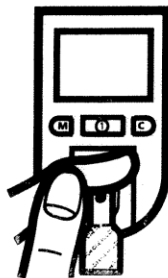
DROWSINESS



DECREASED HEALING

**WHAT
CAN
YOU
DO?**

**TEST
BLOOD
GLUCOSE**



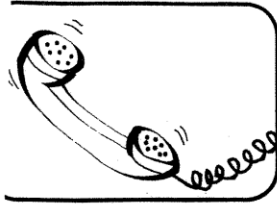
If over
200 mg/dL
for several
tests or for
2 days

CALL YOUR DOCTOR

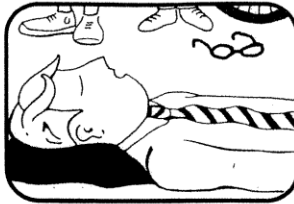


Concept developed by Rhoda Rogers, RN, BSN, CDE, Sunrise Community Health Center, Greeley, Colorado
©Novo Nordisk Pharmaceuticals, Inc. 000-114 1998 Printed in U.S.A.

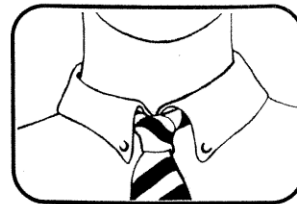
First Aid for Seizures



In case of seizure,
immediately contact
the school nurse or designee



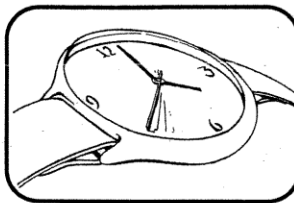
Cushion head,
remove glasses



Loosen tight clothing



Turn on side and keep
airway clear



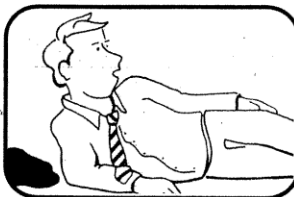
Note the time a seizure
starts and the length of
time it lasts



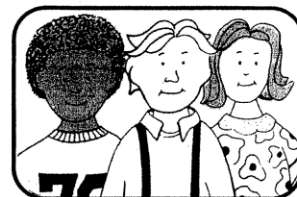
Don't put anything in mouth



Don't hold down



As seizure ends...



...offer help

Most seizures in people with epilepsy end without harm after 1 or 2 minutes and usually do not require a trip to the emergency room. But sometimes there are good reasons to call for emergency help:

- Prolonged seizure
- Difficulty breathing after a seizure
- Slow recovery
- Pregnancy or other medical diagnosis
- Repeated seizures on the same day
- Any signs of injury

Raymond A. Villa Fundamental Intermediate School Agreement/Compact

As a student of Villa Fundamental Intermediate School, I shall:

1. Complete all requirements for specific subjects in order to earn promotion and achieve proficiency on the CST.
2. Strive for excellence in citizenship and academic work. I will complete all assignments neatly, accurately, on time, and make up work missed, during all absences, within the time frame established by the teacher.
3. Show respect for all students, teachers, administrators, staff members, and guests in order to support learning for all.
4. Maintain an atmosphere for learning in each classroom by being prepared and by participating.
5. Comply with the school's uniform and dress code policy and "Code of Student Conduct" in order to promote learning and minimize distractions.
6. Attend all classes punctually unless ill or excused and make up any work missed.
7. Let my teachers and family know if I need help.

I have read the above agreement and I will abide by it.

Student signature

Date

As a parent of a Villa Fundamental Intermediate School student, I shall support the goals and philosophy of the fundamental school program by:

1. Assisting my child in achieving the required academic standards necessary for promotion and becoming proficient on the CST.
2. Participating in conferences with school personnel when requested and letting the school know of any concerns I have about my child's academic program.
3. Supporting decisions that have been mutually agreed upon between the school and myself.
4. Knowing and enforcing the school's homework policy and providing conditions at home that are conducive to studying.
5. Being responsible for reading the school's "Code of Student Conduct" with my child, and knowing and enforcing the school's uniform or dress code policy.
6. Assist my child in being responsible for regular attendance and punctuality and supporting my student in making up missed work, and attending necessary interventions and tutoring.
7. Attending Back-to-School night, Open House, and other important school functions.

I understand that Villa Fundamental Intermediate School provides an alternative program, that no transportation is provided, and that instruction is in English only. I further understand that primary language support may be available at my neighborhood school, but I elect for my child to attend the fundamental school.

I understand that I must live or work within the boundaries of the Santa Ana Unified School District in order for my child to attend Villa Fundamental Intermediate School. I also understand that my child will be transferred if I no longer live or work within these boundaries.

I understand that failure to comply with the standards and requirements set forth in this agreement will be grounds for transfer from Villa Fundamental Intermediate School at the discretion of the school principal. I have read the above agreement and I will abide by it.

Parent / Guardian signature

Date

Staff / School Agreement

As a **teacher/staff member** of Villa Fundamental Intermediate School, I agree to:

1. Provide high-quality curriculum and instruction and rigorous academic programs appropriate for each student in their grade level and language level in order to support my students in achieving proficiency on the CST.
2. Consistently support the Villa Fundamental Intermediate School Philosophy and enforce the rules with all students. This includes, but is not limited to, the dress code, assignment and tardy cards, and regularly monitoring the correct and consistent use of the Agenda in order to promote student success.
3. Explain school and class expectations, instructional goals, and grading systems to students and parents and support the aforementioned in my classroom. I will also offer support to those students who are struggling or need to make up missed assignments.
4. Maintain a classroom environment conducive to outstanding student achievement.
5. Develop a progressive classroom discipline plan which fosters student responsibility and adheres to the "Code of Student Conduct" and the Uniform/Dress code policies, and show respect for all students, parents, staff members, and guests while serving as a positive role model.
6. Be punctual and prepared and provide appropriate lessons in case of absence.
7. Notify parents of student progress in a timely manner by keeping lines of communication open between me, the student, the parent and the administration through conferences and other school meetings.

Teacher/Staff signature

Date

Principal / Assistant Principal Agreement

As the principal/assistant principal of Villa Fundamental Intermediate School, I agree to:

1. Support a challenging and rigorous academic program appropriate for all students regardless of language level in order to support overall student achievement of proficiency on the CST.
2. Provide instructional leadership by supporting teachers in their classrooms, allocating instructional resources, and making available appropriate training for staff and parents.
3. Reinforce and support the partnership between parents, students, and staff by creating a welcoming environment while emphasizing high expectations of achievement and conduct.
4. Ensure a safe, clean, and orderly school environment where achievement of proficiency on the CST is the focus.
5. Consistently enforce the rules and regulations of Villa Fundamental Intermediate School as outlined in the "Code of Conduct" and the Uniform/Dress Code policies while showing respect for all students, parents, staff members, and guests.
6. Be punctual and supportive of the needs of staff, teachers, students and parents.
7. Inform parents of academic or behavioral concerns about their children in a timely manner, and provide parents with opportunities for regular meetings to participate in decisions relating to the education of their children.
8. Provide support for parental involvement activities requested by parents, which gives accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Jonathan Swanson
Administrator's signature

August 22, 2012
Date

Parent Involvement Policy

(Approved by SSC 5/16/2011)



In an effort to promote strong student achievement, **Villa Fundamental Intermediate School** is committed to providing the following support to parents of our students and to eliciting their commitment to our mutual goals and efforts:

1. Schedule monthly meetings at flexible times for parents, an annual school-wide Title I meeting, and inform parents of their rights to be involved.
2. Involvement in planning, review, and improvement of Title 1 academic programs and services to students at an annual meeting hosted in the Villa Parent Center.
3. Timely information about programs and services to parents and students through daily announcements, distribution of a monthly calendar, Teleparent, and X-tend messages.
4. Open communication between the school and the home.
5. Assistance in understanding Villa's educational goals, standards, and assessments and the monitoring of student progress at monthly meetings in the Villa Parent Center.
6. Training and information by Villa staff, trained professionals, and parents to help parents support and improve student achievement (varying needs addressed via needs assessments) through workshops in the parent center.
7. Training on working with parents for teachers and staff at staff and team meetings.
8. School information distributed to families in their primary language throughout the academic school year.
9. The implementation of school parental policy will be included at registration and within the student agenda.

ASSIGNMENT CARDS

Fill out & collect from student, **Steps 1, 2, 3 (Teacher initials)**

- Write the assignment & students' reason for the missed assignment
- Student did not complete more than 50% of the homework/assignment
- Homework cards are not for "not having materials or textbook" (Williams Act)
- Homework cards are not for "not returning" a form

Teacher detentions may be given, with 24 hr. personal parent notification/confirmation

Teacher should contact parent if there is an issue about materials/textbook

Teacher should contact counselor if there appears to be a pattern/concern that may result in an SST

Teachers should review student cum folder if there are academic concerns. Sometimes the cum folders will reveal a pattern that was not noticed or acted on in elementary or past middle school years.

Step 4-send student **with** card to counselor WITH THEIR AGENDA (Student sees counselor/assigned Central)

- Student will return, to your class, with either a detention form or with a notice/pass from the counselor, to be seen later; either detention slip or pass will have a time stamp;
- Student is to return detention form **to the office the next day before the beginning of school**
- DO NOT PUT HOMEWORK/TARDY CARDS in a counselor/AP box or desk
- If you do not receive your card in your box, check with counselor or administrator assigned, to check on status.
- Teachers can contact parent, even if step indicates that a counselor or administrator is acting on the missed homework/assignment.
- Counselors will initiate a *work and attitudes* report to determine if this is a pattern in more classes
-

Step 5-send student **with** their card to counselor WITH THEIR AGENDA (Student sees counselor/assigned 2 Centrals; Parents may be invited to shadow their student to witness and/or assist with concerns.

Steps 4 and 5 are for Counselor Initials

Steps 6, 7- send student **with** their card to Assistant Principal WITH THEIR AGENDA (Student sees AP assigned Saturday School) AP will confer with counselor to see status of work and attitudes report, interventions implemented, parent contacts, etc. Determine if student should be considered for Probation. Parent contact is made by AP;

Steps 6 and 7 are for AP Initials

Steps 8, 9, 10- send student **with** their card to Principal WITH THEIR AGENDA (Student sees Principal, may be assigned a Saturday School

Steps 8, 9 and 10 are for Principal Initials

If the student has a 504 or an IEP, there may be accommodations that are already designated or that may be need to assist the student in becoming academically successful. Please review IEP and/or contact case carrier.

Remember, homework is to reinforce, not punish!

TARDY PROCEDURES:

1. If a student is not in their assigned seat when the bell for class rings, the student is tardy. A Tardy Card needs to be initiated. Students need to fill out the date and sign the card. The first, second, and third tardy is handled by the teacher. Upon the fourth tardy, students are sent to the office to be assigned Central Detention or Saturday School Program. (See card for list of consequences.)
2. Cards will be issued at the beginning of the school year. Students will use the same card for both first and second semester.
3. You will mark students tardy on your IQ Screen. To mark a student absent, please click on the "T."
4. If student arrives after 31 minutes, he/she is considered Truant/Tardy.

Place the cards in the appropriate counselor or administrator's box. Students will be sent for when counselors or administrators are available to meet with them. Cards will be returned to you as soon as possible. (Example provided on following page)

Attendance Procedures

1. Please take attendance at the beginning of each class.
2. Please check attendance by NAME and by HEAD COUNT to insure ACCURACY.
3. For 1st period, attendance must be taken before 8:45 a.m.
4. If you are having trouble accessing ABI Attendance during 1st period, please call me x75124
5. If you accidentally marked a student absent, you can make corrections on the same day and call attendance for correction.
6. If there are any errors found for the previous day, please email Ms. Carino or you can call the attendance office.
7. If a student communicates that he/she will be out of school for a period of days, please refer to attendance office before making any arrangements or contracts.

All Attendance must be submitted by 2:35 pm



You may call or email your attendance corrections to Cyndi Cariño at ext. 75164 or cyndi.carino@saUSD.us

FIELD TRIPS AND ASSEMBLIES

- Please DO NOT MARK students absent when they're attending a field trip.
- If you are planning to go on a Field Trip, please send a list all office staff. Also, make sure that ALL teachers, including the P.E. Dept, receives a list as well.
- Special Ed Teachers: as a reminder, please call the teacher if a student will not be attending their regular class.
- Students are to promptly be released from their classes to fully receive instruction. Teachers who hold students are responsible to give them a pass.

HALL PASSES/OUT OF CLASS:

PLEASE DO NOT SEND A STUDENT OUT OF YOUR CLASSROOM WITHOUT A PASS, REGARDLESS OF WHERE THEY ARE GOING!!!

When an OFFICE CALL SLIP is given to you for a student, PLEASE, PLEASE note the TIME when the student is requested to be in the office. SEND THE STUDENT to the office as is directed on the "call slip". If a student is being called for at once, and you feel that you cannot send the student immediately, CALL WHOMEVER IS ASKING FOR THE STUDENT (or a secretary) and tell them what the situation is. When sending a student to the office on an errand, write down whom they are to see and for what they are to ask. (Students get mixed up by the time they are to verbalize your needs...so please help us.)

UNRESOLVED ABSENCES

Students are expected to resolve absences at the attendance office prior to period 1. If a student has an unresolved absence, the student did not report to the attendance office. Please send the student immediately to the attendance office.

Teachers should emphasize to their students that good attendance provides a greater opportunity for academic successes. A consistent teacher-supported attendance procedure is important to all of us. Teachers appreciate common support in a school-wide attendance program and parents appreciate a policy of consistency as well.



TRUANCY

Definition of Truancy: Failure to attend an assigned class or classes without consent of parent/guardian or school official. A Saturday School will be given to the student who is truant during any part of the school day. Teachers are to immediately report a suspected truancy to the attendance office.

TARDINESS

Definition: A student who is not in his/her seat and ready for instruction at the time the tardy bell begins to ring.

1. Tardy to school

Students who arrive late to school must sign the tardy card from their 1st period teacher. (This procedure applies to the first fifteen minutes, during 1st period.) If a student arrives after 31 minutes, he/she is considered Truant/Tardy and must report to the attendance office.

2. Tardy to class

Each teacher will maintain a record of tardiness for students of each class. The record should be kept current and the specified action taken. Tardies are accumulated on an annual basis.



NOTE

**TEACHERS & STUDENTS MUST BE IN
CLASSROOM WHEN BELL RINGS!!!!!!**

REFERRAL OF STUDENTS

Teachers are responsible for maintaining good discipline in their classes. If, however, a teacher finds it necessary to refer a student to a counselor or administrator, it would be helpful to send a summary of prior action by the teacher. Once the student has been referred to the counselor or administrator, it is the counselor's or administrator's responsibility to take action concerning what should take place for the student.

1. **By the Teacher**
 - a) Cheating
 - b) Failure to complete an assignment
 - c) Tardiness to class (1st, 2nd, and 3rd tardies ONLY)
 - d) Talking in class
 - e) Poor work habits
 - f) Not prepared for class (i.e. forgetting pencils or supplies)
 - g) Minor disturbances
 - h) Gum chewing
2. **By the Counseling Office**
 - a) Failure to work in class – failing
 - b) Changes of program
 - c) Future program planning
 - d) Maladjustment to the classroom / school setting
 - e) Suspected emotional disturbances
 - f) Extreme neglect of personal appearance
 - g) Request by student to see counselor
 - h) Need for community services referral
 - i) SST or 504 meeting
 - j) Reoccurring cheating situations
3. **By the Assistant Principal** (Contact main office if you need immediate support)
 - a) Serious behavior problems
 - b) Threatening/Bullying students/staff
 - c) Open insubordination or defiance
 - d) Fighting
 - e) Smoking/drugs/weapons
 - f) Profane or vulgar language (be specific)
 - g) Thefts (identify)
 - h) Defacing school property
 - i) Any other illegal activities
4. **By the Nurse**
 - a) Health problems

Foul Language

- a. If a student uses foul language, the staff member shall handle each case individually by doing one or more of the following:
 - ✓ Counsel student –express disapproval
 - ✓ Call parents – same day
 - ✓ Have student(s) call parents in staff member’s presence
- b. If a student calls an adult an obscenity, the adult shall make out a referral And send it to the office for follow-up.

STUDENT CONDUCT TO AND FROM SCHOOL

“Every teacher in the public school shall hold pupils to a strict account for their conduct on the way to and from school, on the playground, or during nutrition.

SUPERVISION

Corridor duty is an extremely important responsibility and depends upon the alertness, punctuality and cool demeanor of the teacher for its success. Active circulation is necessary.

IT IS THE PROFESSIONAL RESPONSIBILITY OF ALL TEACHERS TO ASSIST IN MAINTAINING ACCEPTABLE CAMPUS BEHAVIOR.

NO CLASSROOM OR GROUP OF STUDENTS SHOULD BE LEFT UNSUPERVISED AT ANY TIME!!!!!!

Should an accident occur when children are under your care and negligence in supervision can be proved, you become legally liable for the incident. If it becomes necessary for you to leave your classroom at any time when students are in the room, ask the teacher next door to cover for you. It is best to call the office and relief will be sent immediately. Under no circumstances should children be left alone in their rooms unattended by a staff member—this includes before school, break, lunch and after school.

Villa Fundamental Intermediate *New Saturday School Procedures* **(2012-2013)**

- Upon entering the campus, please call **School Police (714-558-5535)** as soon as possible to notify them that you are here. Follow the same procedure when leaving campus.
- Room **307** will be used for Saturday School. If there is an overflow, room **306** may be used.
- Keys are to be picked up on Friday from **Luz**. There will be **three keys** available—keys for room **307, 306** and the **bathrooms**. You may enter the building through the door located outside room 307.
- Lesson plans have been created for **The 7 Habits of Highly Effective Teens**. Please pick up the lesson plan folder and attendance roster from **Gloria** on Friday.
- When attendance is taken, please notify parents if a student did not show up.
- Dress code is required. If a student is out of compliance, notify parents to either bring the appropriate clothes or pick them up.
- If a student is asked to leave because of their behavior - **PARENTS MUST** be notified before the student leaves.
- Because of liability, students need to be supervised at all times.
- Be sure to leave the classroom in the same condition it was found.
- Students are aware that they have to bring their supplies to Saturday School. If they don't bring their supplies, please notify parents and have them bring their supplies.
- Remember to fill out the time card. Time cards can be acquired from **Luz** in the main office.
- Please title your time card as Saturday School Program.

If you have questions or concerns, please don't hesitate to give me a call.

Thank you for all you do!

Central Detention Procedures

To: Certificated Staff

From: Myrna Aceves

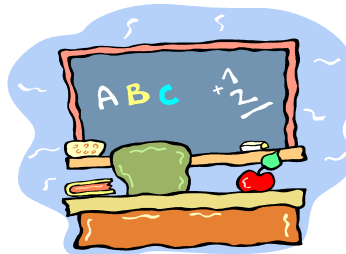
Please find attached a schedule for Central Detention supervision for the first semester. Everyone has been assigned to one day of supervision. *Please make your own arrangements to switch with a colleague and if there is a conflict, please notify Gloria, Discipline Secretary.*

The procedures are fairly simple and may be outlined as follows:

- A Central Detention List will be delivered to you by Discipline Secretary Gloria during 7th period.
- Central Detention runs from 2:35 until 3:20
- Detention must be held in room 203. You will need to be there by 2:35.
- Students will enter the room with a **call slip**.
- Collect these call slips and use them to take **attendance**. If a student doesn't have a call slip, find their name on the Central Detention list (**if not listed, please add it to the list**).
- **When taking attendance place a check mark on the no show or show box.**
- Please do not read aloud the list of names, because this is inefficient and allows students to hear names of students who have not shown up.
- Staple these call slips to the attendance list and return the list to the Discipline Secretary at the end of the session.
- Students are to use the 45 minutes for working on their assignments, and are to do so quietly.
- Students are to wear their school clothes (not PE clothes). All Villa rules (i.e. tucked shirts, etc.) still apply.
- Students are only assigned to Central Detention by counselors or administrators.

The vast majority of students have been assigned for missing homework assignments. It is helpful for you to circulate throughout the room to monitor their work. Feel free to assist students if you wish.

Thank you in advance.



REPORT OF INCIDENT

If a student needs to be referred to the office, (see “Referral of Students” section), a Report of Incident Form needs to be completed.

When filling out an incident report please note the following:

- Fill out the form completely. Take the time to write the correct student identification number and grade.
- Write your name in the box for Teacher’s Signature legibly
- Circle whether it is a counselor referral or administrator referral (see “Referral of Students” section)
- When writing the explanation use only the **FACTS AND LANGUAGE USED NEEDS TO BE NON-JUDGEMENTAL**. Do not add judgmental comments or actions you think the counselor or administrator should make. If you don’t know what may have happened attempt to investigate further in order to write the facts rather what someone told you or what you think happened.
Be careful when checking fighting. If students are throwing fists or slapping etc.. in anger, that is fighting. If students are pushing each other, such as in horseplay, this is not fighting. This would be considered “roughhousing”. This is important to remember since fighting can result in suspension.

PHONE CALLS TO PARENTS

It is important that you keep a record of your parent phone calls.

Situations may occur in the future and a reference to your phone call could be extremely valuable!

Forms are available in the front office. Keep the original (white) copy of the Home Phone Call form and give the remaining copies to the Discipline Secretary at the Discipline Desk.

Weekly Progress Reports

Students in danger of failing will be placed on a weekly progress report by either a counselor or an administrator.

The following are guidelines for filling out the card:

Standards Based: Look at the standards based assessments (Benchmark and Common Assessments). Add in the score and type of assessment.

Academic: Look at all grades received for the current week. Get an approximate grade average for that week.

Citizenship: Review the student’s citizenship for the current week and place a 5, 4, 3, 2, or 1 in the space provided.

FIELD TRIP PROCEDURES

Field trips should be planned and scheduled during the first two months of the school year and all arrangements made immediately following approval. Field trips must be submitted to the school principal **FOUR (4) WEEKS IN ADVANCE**.
(AR 6135, 4.0)

TEACHER RESPONSIBILITIES

- Get verbal and written approval from Renée prior to filling out the Field Trip Request form (4 weeks in advance).
- Complete a Field Trip Request form found in this packet or from the office assistant. Fill it out completely, and return it to the office assistant. **(4 weeks in advance)**.
- Send a letter home with each student describing the trip. Make sure letter is pre-approved by an Administrator first. (Attach an Activity Permit)
- Collect signed Activity Permits from students (one week prior to trip). Give signed permits to the office assistant the day of the field trip.
- If you will be using car transportation instead of bus transportation, you will need a “Private Driver Field Trip Form” for each driver. You can pick these up from the office assistant. These need to be signed by the drivers and returned to the office assistant before the Field Trip Request form can be sent to District for approval.
- Put out an excuse list of students attending the trip to **ALL STAFF MEMBERS**, including **attendance technician**, all secretaries and library tech, one week in advance. The excuse list must be a single alphabetical listing, last name, first name. Include the student I.D. # and make sure the attendance technician receives a copy.
- Please DO NOT MARK students absent when they’re attending a field trip
- Notify Maria in the cafeteria if students attending the trip will not be on campus during nutrition and/or lunch.
- Verify with the office assistant the bus times one week prior to the trip.
- Take the first aid kit on the trip with you. It can be picked up from the Nurse’s Office
- Take a copy of each student’s emergency card on the trip with you
- Let Luz know if you will be having a substitute. Call the system to request a sub. (4 weeks in advance)
- If student body money will be used to pay for buses or subs, give the office assistant a copy of your club minutes, signed by a student authorizing use of club money for the field trip.
- Set the educational foundation and behavioral tone well in advance.
- If you and students return after dismissal, you must wait until all students have been picked up.

CRITERIA FOR STUDENT PARTICIPATION IN A FIELD TRIP**

- You may set criteria for field trip participation; however, let Renée know the criteria as soon as it is set and prior to parent and student notification.
- Citizenship grades may be used as a criterion for participation.
- Participation may be limited to those in the particular club or organization, participation in fund raising activities, etc...
- If students are to fulfill criteria to qualify for a field trip, parents and students should be notified of the criteria in writing well in advance of the trip.

It is important that the above criteria be made available to all students and their parents prior to a field trip.

FIELD TRIPS

Sponsor's Check-Off List

- _____ Field Trip Request Form
 - Get from the office assistant **at least 4 weeks in advance**
 - Get principal's permission and get an account number
 - Submit form to the office assistant

- _____ Letter home to parents
 - Explaining particulars of the trip **and any criteria**

- _____ "Private Driver Field Trip Form"
 - If you and/or anyone else will be driving the students, get this from the office assistant – field trip request cannot be submitted to District without these

- _____ Student Excuse List
 - ONE WEEK prior to the trip
 - To all staff members
 - Single, alphabetical listing, last name/first name, & I.D. #

- _____ Activity Permits (at least 5 days prior to trip)

- _____ Emergency Cards (make copies to take with you) or develop a list with emergency contact numbers

- _____ First Aid Kit
 - Get from Karen in the health office

- _____ Call in for a substitute
 - Let Luz know if you will be using a substitute



CLUBS /ORGANIZATIONS

One great opportunity for students to get involved with developing a strong connection to the school is by being a member of a school-sponsored club or organization. This is also a great way for teachers to have positive interaction with students as well.

If you are interested in continuing or starting a club at school, you need to submit a **CLUB/ORGANIZATIONS APPLICATION** to Renée. No group of students may organize as an official club before ASB approves their club charter. A staff advisor is required for any student club.

Daily Bulletin Announcements:

All Student Council and club/organization announcements must go through Renée for approval before they are put in the daily bulletin.

Make sure that your announcement is specific as to what, where, and when (date and time)

Club Meetings:

Use the daily bulletin to advertise your club meeting dates and time. Club meetings are usually held after school.

Club Events, Activities, and Fundraisers:

All club events, activities, and fundraisers must be approved by administration and ASB at least 4 weeks before the event date. Prior notification and request is needed in order to place the event on the Master Calendar. Please fill out the event or fundraiser request forms and submit it to the ASB advisor.

Event Request

VILLA FUNDAMENTAL SCHOOL

Event Title _____

Event date _____ Event Time/Period _____ Location _____

Submitted By _____ Date Submitted _____

Activity Description: _____

Activity Targets: (circle all that apply) Students Staff Parents

Start up cash needed: (circle) Y N (if yes) Amount requested: _____

Is this a fundraiser: (circle) Y N

Fundraising Details (include selling items and costs per item): _____

.....
ASB Approval: Y N _____

ASB Advisor

Date

ASB President

Date

Office Use Only

Reviewed By: _____ Date: _____

Administration Approval: Y N

LIBRARY PROCEDURES

DIGITAL VIDEO REQUESTS:

- All teachers are encouraged to attend Digital trainings in order to be more proficient in utilizing our available technology
- All video requests must be made at least **24 hours** before you want to view the video

TEACHER LIBRARY PROCEDURES:

- No drinks or food in the library
- Quiet voices are to be used in the library
- Help maintain a clean and safe environment at all times
- Teachers must supervise their class when they bring them to the library
- No more than two classes at a time in the library
- Teachers can check out books for two weeks
- Scheduling is available on a first come basis to all teachers
- The computers in the library can be used for research at any time
- Students can use the computers to type and print reports
- Students must have their ID's with the internet sticker to surf the net
- Suggestions on ordering new books are always welcome

TEACHER COURSE SYLLABUS

Villa Fundamental will strive to communicate with all learners and stakeholders. Providing students and parents with a course syllabus will set the high standards we have for all learners. The course syllabus will highlight the goals and objective of the course, its grading and homework policies, and teacher rules and expectations. All teachers are to submit a copy of their syllabi to Mr. Swanson by the second week of September and to download them onto the Villa website parent portal.

GRADING PROGRAM

Villa Fundamental has a unique grading program for all students. Students will receive three types of grades in every class each grading period:

Standards-Based Grades: This grade will be based on a limited number of standardized common assessments to predict how well the student will perform on the California Standards Test.

Student Performance: This grade will be based on all other assignments that students are expected to complete for a given class. This grade will also include teacher assessment of a student's effort within the class, homework completion, and other teacher-made tests and assignments.

Classroom Behavior: This grade will reflect the students' behavior in class and will reflect factors such as participation, readiness to learn, cooperation, following class rules, attendance and punctuality.

A minimum of one grade per week per student should be placed in the teacher's record hard copy.

%	Standards-Based Grades		Student Performance Grades		Classroom Behavior
85-100	Advanced	5	work/effort is outstanding	5	Outstanding
65-84	Proficient	4	work/effort is above average	4	Above Average
54-64	Basic	3	work/effort is average	3	Satisfactory
27-53	Below Basic	2	work/effort is below average	2	Needs Improvement
0-26	Far Below Basic	1	does little or no work	1	Unsatisfactory

HOMEWORK POLICY

Homework is an integral part of the fundamental school program. Successful completion of homework demonstrates student understanding, responsibility, maturity and organization. Responsibility for completion of homework is shared among the **school, parent and student**. It is the **school's** responsibility to assign the homework in an understandable and clear format, the **parents'** responsibility to monitor and provide the environment for homework completion, and the **student's** responsibility to neatly complete the homework, according to instructions. Although there are opportunities to complete homework in the after-school homework centers at school, all students should have a formalized nightly quiet time at home in which they read silently or complete homework.

Goals

- Students will develop a homework “ethic”, which includes time management, responsibility, and appreciation for learning.
- Assignments will incorporate enrichment, extension and application of class work.
- Homework will provide practice in time management and working independently.
- Parents will demonstrate support and involvement by providing a suitable environment for the completion of homework.

Students Will:

- Write all assignments in a Daily Agenda Notebook and ask for clarification if needed.
- Complete and turn in, on time, their homework assignments.
- Organize time/study habits to complete long-term projects on time.
- Meet with the teacher to arrange a due date for missed class work and homework if students are absent.
- Review all completed homework listed on the calendar with a parent. Parent will indicate that they have reviewed work by initialing the Agenda on Monday.
- Be required to sign a homework card for missed homework.

LESSON PLANS

Planning is acknowledged to be one of the most influential factors in successful teaching.

Evidence of long range, weekly, and daily planning is a factor reviewed as part of the evaluation process. Up-to-date, explicit lesson plans and seating charts shall be available at all times. They should be in teachers’ desks or faculty mailboxes should it be necessary for substitutes.

Lesson plans should include specific objectives, content standard being addressed, provision for review, reinforcement, and evaluation of student understanding and progress.

A set of “emergency” lessons should be on file in the office and should be updated immediately if there was a need to use them.

If you will be faxing or emailing your lesson plans, please make to call the main office and speak to either Luz Ortiz or the office assistant.

MEETING CLASSES

ALL TEACHERS SHOULD BE AT THE DOOR OF THE CLASSROOM TO GREET STUDENTS AS THEY ENTER. This practice will provide visibility and assist with supervision during passing periods.

PLANNING PERIODS

Planning lessons, speaking with parents, and other related educational activities must comprise the majority of this time. Teachers are not to leave campus during their planning periods except in case of emergency and only with the approval of the principal. (Refer to Work Day-SAEA-SAUSD Agreement.)

SEATING CHARTS

Each teacher should have up-to-date seating charts for each class. Charts should be kept in or on the teacher's desk in each room where the class meets so that they are easily available for substitute teachers.

SUGGESTIONS FOR PREVENTING TARDINESS:

It has been observed that teachers successful in preventing excessive tardies have used the following methods:

- a. Teachers stand at their door prior to the tardy bell ringing.
- b. They begin their presentations or classroom routines immediately and consistently each period each day. (This becomes a reputation with their students.)
- c. Some teachers have found a dynamic, exciting, or unusual start to some lesson helps avoid tardiness.
- d. Some teachers throw in an occasional quiz at the beginning of the period. It is a legitimate quiz of the previous lessons, not usually an extremely difficult quiz, and it profits the students both instructionally and grade-wise to be there promptly and take advantage of the question.

DISCIPLINE

A positive school discipline program will be an integral part of the total school environment. Good discipline is tantamount to academic success and character development.

Consistent discipline should be both “**ASSERTIVE**” and “**PROGRESSIVE**” in nature, with the burden of responsible citizenship focused upon the student.

Pupils will be held accountable to the school's Code of Student Conduct. Acceptable classroom behavior should be delineated to pupils and should be consistently enforced by all teachers. It is expected that **teachers will assume an active role in the overall school discipline program and attempt to remediate pupil problems prior to referral.** Persistent, serious, or intolerable actions by students will require involving an assistant principal or principal.

TEACHER DISCIPLINE PLANS

Each teacher is responsible for establishing and maintaining an environment conducive to learning for all pupils.

- a. A discipline plan for the classroom is to be established. The plan will include a hierarchy of consequences for classroom rules infractions.
- b. A “severe clause” will be included to cover instances of severe infractions of rules dealing with physical safety, property, damage, and/or willful disobedience.
- c. Consequences should be given in the classroom and parents should be contacted before or after the student is sent to the office.
- d. Establishing Positive Consequences
 - 1) Catch kids being good – Being in full (expected) uniform
 - 2) Give of yourself – your time, a smile, verbal praise
 - 3) Celebrate kids’ successes in learning
 - 4) Complimentary note or phone calls to parents.
 - 5) Awards or certificates
 - 6) Special privileges.
 - 7) Home follow through for positive notes or phone calls.

Disciplinary Referrals

- a. When a student has been referred to an assistant principal or a counselor, the teacher shall:
 - 1) Notify the assistant principal or counselor’s office by a written report (Pupil Referral Form). It should clearly and concisely describe the infraction with **ONLY THE FACTS. Do not state opinions or suggestions on what consequences to give.**
 - 2) Confer with the assistant principal or counselor as soon as possible and re-admit the student to class when the re-admittance has been discussed.
 - 3) See Guidelines for referrals to assistant principal and counselors.
- b. Severe Infraction

Definition: Acts which are sustained and hamper the educational climate and are beyond the reasonable control of the teacher in a classroom setting. Examples: constant class disruption, defacing/destroying school property, obscene language, stealing, defiance, possession or use of drugs, alcohol, or tobacco, threatening another student, fighting, weapons.

Send students directly to the office with a Pupil Referral Form. Another student may be required to bring the form to the office. If unable to send written referral with the student, call the office to alert personnel.

Teacher Interventions for Problem Students

If a problem has been persistent, but not of a serious nature, the teacher is expected to have done the following before referring the students to the office:

- a. Communicate with the student regarding the misconduct placing the emphasis on isolating the problem and generating solutions to the problem. (For a problem that has been persistent, any communication with the student about the misconduct should be recorded noting the date, incident, and resolution. This information may become valuable when meeting with the parents.)
- b. Use appropriate, corrective measures, which might include:
 1. Reinforcing positive behavior and administering consistent consequences for negative behavior.
 2. Contacting parents – note, phone call.
 3. Changing the seat in the classroom.
 4. Isolation, or time out, in the classroom
 5. Having students write a letter to their parents explaining the infraction. Parent should sign it and student should return it to the teacher. Save the letter in their discipline file
 6. Losing classroom privileges.
 7. Serving a teacher detention.
 8. Holding a parent/teacher conference – upon your request the assistant principal or counselor may sit in on the conference.
- c. Holding a conference with the counselor and / or school psychologist. He / she can assist in developing behavioral contracts.
- d. Holding a conference with the assistant principal or counselor.
- e. Seeking out advice/suggestions from other teachers.

IT IS HIGHLY RECOMMENDED THAT FREQUENT CONTACT BE MADE WITH PARENTS TO KEEP THEM INFORMED OF THE POSITIVE AS WELL AS THE NEGATIVE.

Disrespect to Substitutes

If students cause trouble, returning teachers shall do one or more of the following:

- a. Call parents at work or at home.
- b. Have student(s) who have been disrespectful write letters to parents stating extent of disrespect, have parent sign letter and return.
- c. Hold detention after school (contact parent if after school).
- d. Counsel the student.
- e. Take the student to the phone and have him/her call parents.
- f. Have student(s) write a letter of apology to the substitute.

If students repeat disrespectful behavior after the above procedure has been followed, the returning teacher shall make out a referral and send it to the office for follow-up.

Only refer students to the office if the behavior interferes with continuing instruction. Please refer to page 45.

REFERRING TEACHER (OR COUNSELOR) PREPARATION

VILLA FUNDAMENTAL

The referring teacher will be aware that the other team members will expect them to have background information. The referring teacher should have seen a blank SST summary sheet.

Materials to bring:

1. Records of student's functioning
2. Recent work samples
3. Phone/contact log

Be ready to discuss the following:

1. Reason for referral
 - a. Specific statement of the problem or problems.
2. Areas of the student's strengths and weaknesses.
 - a. Academic skills as observed in class

Examples: Good in math, enjoys art, good in sports, difficult time reading textbooks, handwriting poor.

- b. Classroom behavior: Peer relationships, adult relationships, work habits.

Examples: Very cooperative, willing to please, chosen by classmates to be a leader, doesn't complete work or turn it in, poor study skills, talks a lot.

3. What do you expect to get out of this meeting?

Weekly Progress Reports

Students who have had an SST with the counselors and/or with administrators will be provided with a weekly progress report. Students are expected to have the weekly progress reports signed by every classroom teacher on Wednesdays.

REQUEST FOR STUDENT SUCCESS TEAM MEETING

Villa Fundamental School

Date referral received: _____

Student _____ Birthdate _____

Address _____ Home phone _____

Parent _____ Work phone _____

Grade _____ Teacher _____ Room # _____

Student receiving: Chapter I _____ ELD _____ Speech _____ Counseling _____

Attendance: Days Absent _____ Excused _____ Unexcused _____ Tardies _____

Circle retention grade: **6** **7** **8** Behavior Concerns Y
____ N ____

Significant health concerns _____

Test Scores: Date _____ CELDT _____ LA CST _____ Math CST _____

Current Grades S-Based Periods RDG _____ WRTG _____ MATH _____ SCI _____ SS _____

Performance Periods RDG _____ WRTG _____ MATH _____ SCI _____ SS _____

Referred to SST by: _____ Position: _____

Describe your specific academic and non-academic concerns regarding this student:

Have you met with the parent to discuss your concerns and explain the Student Success Team process? _____

Method: _____ Dates: _____

Results of parent contact: _____

SST Meeting scheduled:

STUDENT SUCCESS TEAM
VILLA FUNDAMENTAL
Work and Attitude

CURRENT Performance

GRADE _____

Stan/Proficiency Grade _____

Study Habits

- ___ Assignments often incomplete
- ___ Does not Bring materials
- ___ Wastes class time
- ___ Homework not turned in
- ___ Can not follow directions
- ___ Difficulty taking notes
- ___ Usually studies for tests/quizzes
- ___ Good work/study habits
- _____ Other

Behavior

- ___ Prefers to work alone
- ___ Out of seat often/restless
- ___ Talks excessively to classmates
- ___ Plays with objects while working or listening
- ___ Talks without permission
- ___ Makes inappropriate noises
- ___ Disturbs others
- ___ Makes many excuses
- ___ Is quiet during class time
- ___ Follows class rules
- _____ Other

Attention Span

- ___ Short
- ___ Many varied tasks necessary
- ___ Daydreams
- ___ Easily distracted
- ___ Normal
- ___ Stays with task until completed
- _____ Other

Amount of Support and Help Needed

- ___ Teacher 1 to 1 necessary
- ___ Needs reminders often
- ___ Asks unnecessary questions often
- rewards helps
- (likes free choice of activity)
- ___ Needs reassurance
- ___ Works independently
- _____ Other

- ___ I would like to receive follow up
- Information

Student: _____

SST Date: _____

Teacher _____

Class _____ Per. ____

Tolerance to Frustration

- ___ Gives up easily
- ___ Gets angry
- ___ Acts helpless
- ___ Asks for help
- _____ Other

Ability to Work with Group

- ___ Not possible
- ___ Seems threatened by group
- ___ Works well/accepted by peers
- _____ Other

Reaction to Discipline

- ___ Denies action
- ___ Blames others
- ___ Defiant
- ___ Contemptuous of authority
- ___ Afraid of authority
- ___ Cooperative
- ___ Accepts responsibility
- _____ Other

Self Confidence

- ___ Poor self-confidence
- ___ Afraid to try new tasks
- ___ A lot of "show" (façade)
- ___ Shows improvement
- ___ Normal for age
- _____ Other

Personality

- ___ Withdrawn (a loner)
- ___ Does not display emotion
- ___ Destructive of property ___ Offers of
- ___ Often appears angry
- ___ Appears depressed
- ___ Extreme swings in mood
- ___ Very social (many friends)
- _____ Other

Attendance

- ___ Poor ___ Good
- ___ Cuts ___ ## Tardies



Villa Fundamental Intermediate School

FIRE DRILL

The following outlines the "Fire Drill" procedure that should be followed in the event of a fire or the sounding of the fire alarm.

At the sound of the fire bell, please do the following:

1. Teachers and students should be out of the room within 60 seconds.
2. The teacher is the last person to leave the room.
3. Turn off all the lights.
4. Classroom door should be closed and unlocked.
5. Take your class roster with you.
6. Students are to proceed in an orderly and quiet manner.
7. Classes are not to return to the room until the "all clear" is given by administration.
8. Take roll and report all missing students to administration (Command Post).



Villa Fundamental Intermediate School

LOCK DOWN PROCEDURES

The following outlines the "Lock Down" procedure that should be used in the event of a serious disturbance on or adjacent to the campus. Lockdown is an Immediate Response Action employed to safeguard students and staff when there is an armed predator approaching the campus, on campus, or in the school. Lockdown is employed to keep people away from a violent predator while law enforcement engages the suspect. During LOCKDOWN, students are to remain in the classrooms or designated locations at all times.

The office will announce that there is a "LOCKDOWN" procedure in effect.

If students are in classes -

- Teachers will **LOCK** all doors and windows. All students and the teacher will remain in the classroom area until further notice.
- Teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds and/or cover windows.
- Students and teachers should stay away from the windows.

- Teachers should take attendance and check with the office to confirm whereabouts of missing student(s).
- Teachers should not open the classroom door to anyone.
- And teachers remain in class until the announcement is made that "CODE VILLA" has ended **OR** Law enforcement officials evacuate students/staff.

If students are at outside -

- Students proceed to the nearest safe building (Gym, Library, Dance Room) and remain there until the signal indicating that the "LOCKDOWN" has ended.
- Students are **NOT** permitted to use a classroom phone or cell phones during a lockdown. Lines need to be free for emergency responders.
- Allow no one outside of classrooms until the Incident Commander gives the all-clear signal.
- If the fire alarm goes off, do not evacuate unless you see smoke or fire. The predator may use the fire alarm to get access to people.



Villa Fundamental Intermediate School

DUCK AND COVER PROCEDURES

The following outlines the "Duck and Cover" procedure that should be used in the event of an earthquake. A "duck and cover procedure" means an activity whereby each student and staff member takes cover under a table or desk, ducking to his or her knees, with the head protected by the arms, and their back to the windows.

During the earthquake

- At first sign of shaking, adults should give the **Duck and Cover** command.

If students are indoors:

- Do not run outside immediately.
- Get under a desk or table. Otherwise, stand next to an inside wall or under an inside doorway.
- Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
- Get as far away from windows, mirrors and other glass as much as possible.
- **DUCK AND COVER** heads with arms and hands. Teachers will instruct students to duck and cover with their backs to the window, place their heads between their knees, and cover their heads with arms and hands. Close eyes tightly.
- Do not rush to elevators. Elevators are likely to have stopped operating.
- Teachers should calmly direct students to their line-up area, taking their red emergency backpack with them.

If students are outdoors:

- Do not run inside immediately.
- Direct students away from buildings, trees, poles and wires. Stay in the open.
- Call **Duck and Cover** command—students and staff should cover as much skin surface as possible, close eyes and cover ears.
- Beware of fires, downed utility lines, and aftershocks.

****Teachers with a prep period will report to command center.**

STATEMENT OF PHILOSOPHY

Villa Fundamental Intermediate School provides an alternative educational approach for students in grades sixth through eighth. Primary emphasis is placed on a highly-structured program of basic academic skills and subject matter and the establishment of good study habits. The school seeks to instill within each pupil a sense of responsibility, patriotism, pride in accomplishment, and a positive self image.

WHAT ARE THE CHARACTERISTICS OF FUNDAMENTAL EDUCATION?

- A program designed to emphasize basic academic skills and subject matter
- Formal, highly-structured classrooms in which learning is teacher-initiated, directed and supervised
- High standards of pupil conduct to enhance quality instruction
- Insistence on good study habits, self-discipline, and responsibility
- Reinforcement of the traditional values of patriotism, citizenship, respect, courtesy, and pride in accomplishment
- Explicit, written pupil dress code
- Parent commitment and involvement

HOW DOES THE FUNDAMENTAL SCHOOL DIFFER FROM THE NEIGHBORHOOD SCHOOL PROGRAM?

- Voluntary enrollment – pupils from all parts of the district may attend
- A signed agreement to adhere to a code of student conduct and dress
- School-wide consistency in teacher-directed instructions and discipline
- Emphasis on character development and patriotism
- Option to transfer pupils to neighborhood schools for repeated violations of rules and standards

Mission Statement

The Mission of Villa Fundamental Intermediate School is to prepare students to be successful high school graduates with the reading, writing, mathematical and thinking skills and knowledge to pursue their goals for college and the world of work.

Vision Statement

Villa Fundamental Intermediate School is committed to providing students with a rigorous and engaging standards-based curriculum, focusing on reading, writing, mathematics, listening, speaking and thinking skills. With the support of teachers and parents, students will develop self-discipline, accountability and understand their responsibility in becoming proficient learners.

Additionally, all stakeholders: administrators, teachers, counselors, parents and teachers will work to support our “Villa Values” that emphasizes positive relationships; promotes a safe and civil campus and classroom environment; demonstrates mutual respect; encourages students to be critical thinkers and reaching their fullest potential; and promotes opportunities for open communication.

Santa Ana Unified School District Santa Ana, California

VILLA SCHOOL ADMINISTRATION

Jonathan Swanson – Principal

Myrna Aceves – Learning Director

Jesse Church – Assistant Principal

BOARD OF EDUCATION

Rob Richardson – President

José Alfredo Hernández, J.D.- Vice President

Audrey Yamagata-Noji, Ph.D - Clerk

John Palacio - Member

Roman A. Reyna - Member

CENTRAL ADMINISTRATION

Dr. Thelma Meléndez de Santa Ana - Superintendent

Cathie Olsky, Ed.D. - Deputy Superintendent, Chief Academic Officer

Michael P. Bishop, Sr., CBO – Deputy Superintendent, Operations

Juan M. López - Associate Superintendent, Human Resources

Herman Mendez - Assistant Superintendent, Elementary Education

Dawn Miller - Assistant Superintendent, Secondary Education

Doreen Lohnes - Assistant Superintendent, Support Services

Joe Dixon - Assistant Superintendent, Facilities/Governmental Relations

Administrative Responsibilities 2012-2013

Julie Everett	Jesse Church	Myrna Aceves	Jonathan Swanson
Teacher on Special Assignment	Assistant Principal	Learning Director	Principal
CELDT/affix labels	IEPs	IEPs	Overall Direction
Benchmarks ELA/Math/Science	SSTs	SSTs	SSTs
Benchmark Reports	Supervision	Supervision	Supervision
School Site Council	Evaluations	Evaluations	Evaluations
SPSA	ASB	Grade Reports/Notification	Non-Invites
Assist w/CST/affix labels	Student Recognition	Enrollment	School Site Council
Illuminate/Chats	Professional Development	Professional Development	Think Together
Coordinate Wednesday Detention	8th Promotion	Illuminate	Professional Development
Professional Development	8th Activities	AVID	Promotion
8th Grade Awards	Technology	Counseling	Title 1/Categorical
Student Recognition	Computer Labs	Open House	Executive Summary/SPSA
Pinnacle	Student Agenda	Teacher Handbook	PTSA
Office Aides	Back to School Night	Master Schedule	ELAC/DELAC
Pentathlon Support	CST	Discipline	Discipline
ILT	Discipline	Library	Principal for a Day
Historian/Collector of Minutes	Safe & Civil/PBIS	Textbooks	Staff Recognition
Career Day Comm. Chair	Facilities	Parent Meetings	Budgets
School Pictures w/L.D.	Safety Plan/Drills	School Pictures	Operations
Title 1	Pentathlon Events	ILT	ILT
ELAC/DELAC	ILT	Fundamental Registration	Pivot
Assist w/ Homeless	8th Grade HS Orientation	Volunteer/College Clearances	TOSA
Assist w/ SOS	Parent Conference Day	District Counselor Liaison	Area Meetings
Monthly Probation Letters	Yearbook	Teleparent	Compliance Issues
SES Liaison	Partnerships	Attendance	
Rights and Responsibility Handbook		Pinnacle	
Ed Tech Profile (assist)	Social Sciences	English	Mathematics
Parent Involvement /Coffee Chats	Physical Education	Electives	Science