BLOOMINGTON HIGH SCHOOL

Faculty Handbook 2020-2021

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COLTON JOINT UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens, by providing engaging, challenging and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse communities.

Mission and Vision

"The staff at Bloomington High School is committed to ensuring and creating supportive learning environments and systems for all students to be successful in college, career, and life. All decisions are centered on student equity to facilitate social, emotional, and academic success."

"Schoolwide Learner Outcomes"
SLOs

Critical Thinking Skills – BHS students will:

- Read for understanding and pleasure
- Solve challenging problems
- Apply content knowledge to real-life situations
- Use technology to create and present

Communication Skills – BHS students will competently:

- Speak, listen, write, and collaborate

Personal and Interpersonal Skills – BHS students will demonstrate:

- Responsible citizenship
- Respect for diversity
- Physical and emotional well-being
- College and career readiness

ALMA MATER

Hail Alma Mater
Ever so dear
In reverent song
Voices we raise
We love thee only
So let our motto be
Constant devotion
To Bloomington

TEACHER RESPONSIBILITIES

Teacher Job Description

Review

Organizes and directs a classroom program meeting the individual needs of students, implementing the District and school instructional goals and objectives.

1. Provides a classroom climate and learning experience that will further the emotional, physical, social and mental development of the student.

2. Makes effective daily and long-range instructional plans.

3. Is responsible for the development and utilization of functional materials for learning.

4. Keeps accurate records of student progress and evaluation.
   Demonstrates knowledge of child growth and development by identifying student needs and when necessary referring to appropriate resources, such as health and psychological services.

5. Demonstrates sensitivity to various family and cultural patterns in planning classroom activities.

6. Maintains an attractive room environment appropriate to grade level and area of study, and maintains high standards of classroom neatness.

7. Works cooperatively with District staff, support personnel, local school staff and parents to coordinate effective learning activities for students.

8. Plans and coordinates the use of volunteers, aides, teacher assistants and other paraprofessionals when appropriate.

9. Supervises pupils in out-of-classroom activities during the assigned work-time and accept responsibility for maintaining behavior standards school-wide.

10. Establishes and maintains standards of pupil behavior needed to achieve a desirable learning atmosphere in and out of the classroom.

11. Participates in and supports activities which are conducive to staff rapport and morale and positive school-community relationships.

12. Participates in professional growth activities such as classes, workshops, conferences, school and District curriculum committees, and school-community activities (such as advisory committees, PTA, youth organizations).

13. Maintains a professional atmosphere in terms of dress, mannerism, preparation, goals, and expectations.

DEPARTMENT CHAIR JOB DESCRIPTION

Primary Function: Appointed by the Principal with input from the department, each Department Chair is responsible for the growth and improvement in curriculum and instruction within the department. He/She coordinates classroom instruction, works with administration and carries out the administrative routine of the department in the following areas:

Curriculum

- Support the implementation of Common Core State Standards and Frameworks
- Work with the department to develop short and long term department goals.
- Assist grade level teachers align their curriculum with the District's Pacing Guide.
- Maintain a positive relationship with the principal and AP responsible for the department.
- Work with administrators to create Department Meeting Agenda.
- Invite and work with administrators during Department and Course Alike Team meetings.
- Communicate professionally with administration and staff.
- Provide Department and Course Alike Team meeting minutes to administrators.
- Work with the District to develop courses of study and pacing guides.
- Maintain a file of curriculum guides.
- Be prepared to respond to subject area sections of accreditation reports.
- Assist in promoting college-going behaviors and testing.

Business

- Work with the administration in the establishment of the department budget.
- Work with department members in selecting instructional materials.
- Work with department members in managing their budget allocations.
- Assist department members with requests for maintenance and repairs of buildings and equipment.

Operations and Liaison

- Represent the department at school-wide department chair meetings
- Call and organize regular department meetings to communicate from the chair meetings and coordinate department matters; provide minutes.
- Assist long-term substitutes, with- Lesson Plans, grades, and etc.
- Collaborate with department members in establishing department policies and procedures
- Support activities including awards and scholarships.
- Support new teachers.

Instructional Leadership

- Support Administration with the implementation of Common Core State Standard.
- Positively support Administration with the implementation of school site and District initiative
- Support the implementation of instruction lesson design that meet the EL Framework and State Standards of your content area.
- Collaborate with department and ensure that content teams collaborate
- Collect and share collaboration minutes with administration.
- Attend conferences and workshops that support school site and District Initiative

Faculty Meetings: Faculty meetings are scheduled on two Wednesdays during each month, after school. Do plan on meeting unless informed otherwise. Attend these meetings prepared to give your full attention to the meeting agenda and participate in a professional manner. In order to do so, we ask any distracting activities such as grading papers, cell phones be put away. Attendance at these meetings is mandatory. Remember to schedule doctor, dentist and other appointments on dates other than Wednesdays when possible. If you are not able to attend a scheduled faculty meeting due to illness, coaching, 7th period etc. you will be expected to attend the Faculty Make-up meeting the next morning at 6:45 a.m. in the Principal's Conference room.

Addresses/Phone Numbers The Principal's Secretary maintains a file of emergency cards, which contain addresses and phone numbers for all BHS employees. Each employee is responsible for keeping that information up-to-date at the site and District Office. If your personal information changes you will need to fill out a D-59 (Employee Information Change Form)

Conference Periods:
Per ACE contract All teachers are expected to be available for necessary class coverage as needed during their conference periods. The principal's secretary or office assistant will make these supervision assignments.
A rotating system will be used for class coverage. You must notify the principal's secretary if you need period class coverage.

Mailbox: Mailboxes are located in the staff workroom in the Administration Building. Please check your mailbox daily for special announcements and/or messages. Mailboxes are not storage areas. Keep them clear of clutter**. DO NOT SEND STUDENTS TO THE OFFICE FOR YOUR MAIL!**

Copy Machine (use of):

a. Two Xerox copiers are available for staff use. Both are located in the staff workroom in the admin building. Please comply with the "5-Minute" Courtesy Rule. There is also a copier located in room 605 for smaller jobs (100 copies maximum).

b. Teachers **SHOULD NOT** send students to the workrooms to operate the copy machines. Equipment is to be run by teachers or staff members **ONLY**!

c. The copy machines are **NOT** to be used for personal business, college classes, or for purposes outside of our own school business. Please help us hold costs down by proper and legitimate use and seek to avoid paper waste.

d. Please **DO NOT** clear paper jams or malfunctions on the machines. See office personnel for assistance.

Email Mass, Small Group, and Individual Emails

1. All emails should be written in a respectful, positive, and professional manner
2. Subject of emails should be informational, informative, and work related
3. Questions should be directed only to the person who sent the email.
4. Emails should be sent during non-instructional time during your workday.
5. Any subject of the email considered subjective or emotionally charged should be a face-to-face conversation. Currently, this can take place virtually through Google Meets or WebEx.
6. Harassment, personal attacks, and disrespectful emails will not be tolerated.

Board Policy 4119.21 Personnel - Professional Standards

Room Environment: Your room should be conducive to learning. Help by keeping it clean and provide a room environment that promotes a positive learning situation. Please notify an AP secretary if you need to place a work order to repair items. For safety purposes, doors should be locked at all times and nothing should be hanging from the ceiling.

Duty Time: As the ACE-District Agreement states, teachers are on duty for 7 1/4 hours on all duty days except as noted in the agreement. On this campus the reporting time is **7:15 a.m.** and the duty day ends at **2:30 p.m.** Any variation from that must have prior approval of the principal.
The Distance Learning MOU will determine Duty Time.

Instructional Plans: Each teacher should keep up-to-date lesson plans for their classes. Work should be laid out by units, projects, etc., **at least one week in advance**. In accordance to article 8c, Lesson plans are to be visible and readily available and shall include a) learning objectives, b) learning activity, and c) a method of checking for understanding. Board policy requires that a daily lesson plan and class roll be left at the teacher's desk easily accessible to a substitute teacher. Pacing: Scope and Sequence should be provided to all teachers by their Department Chair. ALL teachers must keep an up-to-date seating chart in the classroom at all times. This is essential for substitutes.

Copies of lesson plans of Probationary teachers are to be turned in to their administrator on a weekly basis. ALL teachers are expected to turn in a course syllabus to **their administrator by the end of the 4th week**. **All lesson plans should reflect the state standards for the subject area.**

Roll Taking: Student absences must be recorded daily in Zangle within the first 10 minutes of class, not just in the teacher's personal records. **Teachers will be expected to follow the Distance Learning MOU for attendance.**

Classroom Phone: The telephones are to be used by you, not by students! Please, **DO NOT** have students including TA's answer any incoming calls. There are phones available for student use in the main office. Students may use these phones before school, during lunch or after school. To contact the receptionist call extension "3000." In case of an emergency or if you need the assistance of a campus supervisor and/or Health assistant/School Nurse please call extension "3183" (security dispatch), "3031" (health asst.) or "6156" (school nurse).

Keys: Teachers are issued keys necessary for operating in your area. You are responsible for them. **DO NOT** give your keys to students to use even though you are sure the student is trustworthy. It is much easier to go by the policy than to make exceptions and be sorry.

Teacher Absences

A. When you are going to be absent from school, call the automated substitute calling system, Frontline at (800) 942-3767 or you may go online at **https://login.frontlineeducation.com/login** to obtain a substitute. You may call any time, day or night, but **be sure to obtain a job number before you hang up, otherwise the process is not complete**. If you are not able to get through Frontline please call the Office at **(909) 580-5004 ext. 3083 or 3003 to report your absence. It is important** to leave details for the substitute where they can find your lesson plans and seating chart.

B. If you are going to be absent the second day, you will need to call again.

C. All Personal Necessity requests need a minimum of 24 hour prior approval from the principal. Forms are located in the principal's secretary's office.

D. At the end of the payroll period you will also receive an affidavit in your mailbox for your signature. Once signed, return form/s to the principal's secretary for processing.

Office Summons/Passes: You may excuse a student to leave class if you deem the reason sufficiently important. If you do excuse a student, make certain the student has a yellow BHS summons/pass with the following information: student's name, destination, time, date and your signature. It is best to establish the idea that when students come to class they stay there the entire period, except in an emergency. **DO NOT HOLD A STUDENT FROM ANOTHER TEACHER'S CLASS WITHOUT THE TEACHER'S PERMISSION!**

Supervision: **Do not leave your class unsupervised at any time**. Call the office if it is necessary to leave. A student who is not enrolled in your class can not be in your class at any time.

School Equipment (Use of): Employees of the school district **MAY NOT** loan to others any school equipment. This is Board policy.

Sending Students Off Campus: Do not send students away from school on errands. **WE ARE A CLOSED CAMPUS!** There is too much liability involved. You are personally open to suit if you send any pupil on an errand away from school premises and he/she is injured, whether injury is related to errand or not.

Smoking Policy: Bloomington High School and all District sites are non-smoking facilities.

Supplies: Teachers requesting instructional supplies such as dry erase markers, staples, paper clips, etc., shall complete an order form obtainable from the Receptionist. Requested materials will be put in your box. This request should be turned in at least 2 days before the supplies are needed. **PLEASE DO NOT SEND STUDENTS TO THE OFFICE FOR SUPPLIES!**

Daily Bulletin: The main channel of communication on campus is the Daily Bulletin and BNN. The daily bulletin is read and emailed daily. For questions, information or to submit announcements for BNN: Contact Ms. Urquizu at ext. 3165 for the Daily Bulletin: Contact Mrs. Sutherland at ext. 3058. BNN is available every Friday and the bulletin is read over the intercom daily during AAP.

Flag Salute and Flag Treatment: The pledge of Allegiance to the Flag of the United States of America is recited as part of the daily announcements at BHS. Those students who have religious or conscientious objections may be excused from participating, but will be expected to stand quietly during the giving of the Pledge of Allegiance to the Flag. They do not, however, have the right to disrupt the exercise.
The governing board when good reason exists may make declarations of holiday(s). (Education Code 37222).

Procedure for Visitors: **ALL** persons who wish to visit the school are required to pick up a visitor's pass from the receptionist with proper identification. Visits by non-enrolled children, including staff member's children, former students unaccompanied by adults or unchaperoned students from other schools are prohibited by Board policy. Bloomington High School is a closed campus and any visitation will be strictly monitored. *A parent requesting to visit rooms should be accommodated*. If you are wishing for a former student to visit/speak to your classes Guest Speaker Protocol must be followed. See the principal's secretary for more information. Strangers loitering on the grounds or around them should be reported to the office immediately!

Security System: Bloomington High School's security system, requires codes to disable sections of the campus. During winter recess and spring break, custodians will not normally be here except between 7:00 a.m. and 3:00 p.m. Anyone entering a building or leaving during non-school hours or during vacation will need to code in and out.

Parking Permits: Parking permits are available in the business office. All staff should register their vehicles and have parking permits visible when parked in one of the staff parking lots. All staff should park in the "staff" designated parking lot (Lot F) (Lot B) and (LotC) unless other arrangements are made. No one should park his or her vehicle on campus except to load or unload. Designated handicapped areas are for permit holders only.

Special Education Students – Accommodations, Behavior Plans, and Testing:

1. Accommodations are written into the IEP for regular class work.
2. These same accommodations are given during all testing situations, including end of semester assessments, quizzes, chapter tests, etc.
3. The Special Education Teacher and instructional aides will provide all IEP's and behavior plans electronically to each teacher who has a special education student in a class. They will also provide all IEP's to the Assistant Principal.
4. Teachers and instructional aides should read all of their students' IEP's and behavior plans. Classroom teachers should follow the IEP's, and maintain an electronic folder or a binder with all IEP's and behavior plans to monitor progress.
5. Assistant Principals will share pertinent IEP's and behavior support plans with security personnel.

English Language Learners

1. Will be provided with Integrated ELD instruction that will occur throughout the instructional day and a set time will occur for Designated ELD
2. Differentiation shall include scaffolds that support access to content and language acquisition
3. A system for continual progress monitoring will occur to support academic success

In accordance with the California Department of Education Federal Program Monitoring

- As part of the core program provided through general funds, each EL must receive a program of English language acquisition in order to develop proficiency in English as rapidly and effectively as possible, consistent with state priorities. Integrated ELD shall occur in all content areas
- A review of course descriptions, materials, lesson plans, and class schedules, shall reveal that a core English language development (ELD) program for all English learners is established and that all EL students at all ELP levels are provided a supplemental language intervention program.
- The description of the core ELD program for English learners at all proficiency levels. This description must include evidence such as course descriptions, materials, lesson plans, professional development, master schedules and student placement criteria. The submission must include a description of who will provide language acquisition instruction as well as how and when it will be delivered to all students across all language and grade levels.

In Accordance with DL MOU 21.

- Differentiation of instruction for English learners will be part of the Distance Learning/Facilitated Online Learning plan providing language development instruction and supports for English Learners.

Videos in the Classroom: Board Policy 6161.11

As a reminder, please review the following board policy regarding the use of videos in the classroom:
The following regulations will govern the use of videos in the classroom:

1. All videos will support the instructional program.
2. All videos will be included in teachers' lesson plan; listing title and rating.
3. The showing of any video which does not carry a "G" rating will require the following:
    a. Administrative approval at each site.
    b. A written statement of educational value; that is, how the video supports the subject/content and/or improves student performance.
    c. A comment from the teacher outlining the reason for its rating.
    d. Parent's approval and signature.
4. Videos that carry an "R" rating may **not** be shown.

In the case of unrated videos, the teacher will justify the use of the video in the classroom on the video approval form.

LIBRARY MEDIA CENTER

The Library Media Center (LMC) is the center of the educational program of the school. Its function is to provide access to a variety of print and digital resources, promote literacy and support students in achieving academic standards, encourage students to become lifelong learners, and to support and collaborate with teachers and staff.

The Library Media Teacher is a multi-credentialed teacher with classroom experience whose responsibilities and services include:

- teaching students research and information literacy skills
- Assisting teachers in the selection, acquisition, and use of resources, research materials and technology
- working collaboratively with classroom teachers

Using the Library Media Center:

Teachers may bring classes to the Library Media Center to use the computers, use resources, receive instruction, and check out/return books.

- Please stay with your class while they are in the LMC.
- Send no more than five students at a time to the LMC. All students must have a signed pass.
- The Library Media staff is here to support the teachers. Providing a lesson plan or overview of your assignment will help to ensure that resources are prepared for your visit.

Reservations and appointments are made by contacting the library:

- LMC ext. 3036
- LMC email bhslibrary@cjusd.net
- Library Media Technician john_zupanic@cjusd.net
- Teacher Librarian christina_leone@cjusd.net ext 8254

Library Resources:

- Staff may checkout library materials for an extended period of time. However, please return items as soon as possible so that they are available for others. If a book is not available, staff may place a hold using the catalog-Destiny Quest. Sign in using your username and password. If you need help, contact the library
- Several online databases are now available. See what the LMC has to offer by going to the website. From the BHS home page click on Library Media Center.
- Individual or group training and assistance is available for any of the online resources, just contact the Teacher Librarian.
- Please support the LMC by encouraging students to return their materials, and distributing overdue notices.

Textbook Procedures:

Teacher Editions and Resource Materials:

Materials are checked out to teachers as needed. **Please do not transfer items to another staff member. Please return the materials, or contact the LMC to check them out to another staff member.**

Class sets of student textbooks:

Class sets are checked out to teachers. Teachers may keep them year to year, unless the teacher knows that he/she will not be teaching the same subject, or will be leaving BHS.

Please help to protect the resources, by monitoring the textbooks to keep the vandalism to a minimum. **Please do not transfer items to another staff member. Please return the materials, or contact the LMC to check them out to another staff member.**

DO NOT ALLOW STUDENTS TO KEEP THEIR TEXTBOOKS IN THE CLASSROOM. Students are held financially responsible for the textbooks even if the book was left in class.

Defacing, Damaging, or Vandalizing Textbooks:
Textbooks are the property of the school district and are very costly. Students are expected to treat the textbooks with respect and care. If a student does anything to cause any damage to a textbook there will be consequences.

Lost Textbooks:
Students are required to turn in textbooks before grades are issued. Students losing a textbook will be held responsible for replacing that textbook. **A debt will be placed on the student's account which will affect their participation in school activities.**
Payment Guidelines:

Any time a student is required to replace a book at cost, said replacement will be due one week before the end of the semester of which the damage occurred. If a student withdraws from school, or has not paid for the textbook or any other incurred debt upon the stated due date, all costs become due and the student's grades will be withheld until such time as the debt is paid. Payment for replaced texts will be made to the Business Office and a receipt will be issued. Students must take the receipt to the Library Media Center.

- Transcripts will be issued when documentation of payment is shown.
- Debts must be cleared before students may purchase prom tickets.
- Debts must be cleared after each sports season in order for a student to be eligible to play for the next season/sport.

Audio-Visual
A.V.A. Equipment

a. Classroom audiovisual equipment is available through the department chairperson or the librarian on advance notice. **ALL EQUIPMENT IS TO BE RUN BY TEACHERS. MOVE ONLY EQUIPMENT THAT IS SECURED TO A CART!**

FINANCIAL

Aid for Needy Students: A specific fund has not been designated for financial assistance. However, if you are aware of a student needing help, notify an Assistant Principal or the Activities Director.

Budget Information
Information on Making Out District Requisitions – You may obtain a copy of a district requisition form from Helen Alcaire or Elizabeth Sutherland. Please make sure the information listed below is on the requisition. Once you have properly filled out the requisition you may submit the requisition to either for processing:
1. Funding Information
2. Name and Address of Vendor
3. Items and Item numbers (include color and/or dimensions if applicable)
4. Make sure all submitted requisitions are **initialed by the department chairperson. If ordering from athletic funds requisition must be initialed by the Athletic Director**.

Upon approval from the principal, the requisition will be forwarded to the District Office. You will receive a goldenrod copy of the purchase order issued from the purchasing department. Please sign and return this copy to either purchasing or accounts payable once all items have been received.

Speedy Delivery: Office Depot and Southwest School Supplies offers a service called "Speedy Delivery". Supplies may be ordered by filling out a requisition to Office Depot or Southwest School Supplies for an Open Purchase Order not to exceed the amount needed for the year. The District will issue a P.O. Once the P.O. is received a **"Speedy Delivery Form" (D-14)** can be processed. When Supplies are received and inventoried sign the packing slip and return to accounts payable immediately.

Repair Work

1. Some repair work can be accomplished by our custodial or grounds personnel. If you feel the repair work you need to have done falls in this category, obtain a Custodial Request Form from the assistant principals' secretary and complete it and return it to Brian Pope, Assistant Principal.
2. All CJUSD Maintenance and Operations work orders must be entered electronically. Work that needs to be done by District or contract personnel can be done by emailing your request to either Brian Pope or his secretary.
3. For portable equipment that needs repairing such as audiovisual equipment, bring it to the office and complete the necessary forms available from the assistant principals' secretary.

GRADES AND CREDIT

Credit in any course is based upon satisfactory participation in the activities of the classroom, satisfactory achievement in the subject, educational growth, and satisfactory attendance.

Class Drop Policy

A student may drop a class without penalty up to 20 days into the semester. Students need to see their counselor if they wish to drop a class.

Grade Records

Your grade records become a part of the school's permanent record, so please keep your records as updated as you can. Your grade records are to be recorded in Zangle at the end of each progress report/grading period. The grade each student received on his/her report card should have supporting documentation such as test grades, absences, homework credit, quizzes, etc. There should be at least weekly grades recorded, and it is desirable to have recorded grades more often if possible. The name of each student who has been assigned to your class must appear in the records no matter how short a time he/she may have been there.
The following entry should be made for all students having your class:

Grades for Transfer-In Students - Procedure

1. When a student enters Bloomington High School from another school, his transcript is mailed directly to BHS from the school previously attended.
2. Upon receipt of the transcript, the Records Office sends you the transfer-in grade corresponding to the course being taken at BHS, withdrawal date from former school, and entry date to BHS.
3. You should average the grade from the former school with the grade earned in your class to determine the full semester grade. The length of time in attendance at each school is to be considered, i.e., if most of the semester is spent at the former school. This would weigh heavier in averaging grade or vice-versa.

Recommendation for Grade Values

Numerical percentages and letter grade values and weights are determined by the board adopted course outlines provided by the District for the classes being taught. These percentages and weights may not be changed without going through the course approval process.

Make-Up Work See. (Ed. Code 48205 10b) (Board Policy 4105)

1. **Excused Absences**: Students shall be given the opportunity to make up schoolwork because of an excused absence, and to receive full credit if the work is turned in according to a reasonable make-up schedule.

2. **Other Justifiable Personal Reasons (Education Code 48205):** A student shall be excused from school for justifiable personal reasons, including but not limited to an appearance in court, observance of a holiday or ceremony of his/her religion, or an employment conference, when the student's absence has been requested, in writing, by the parent or guardian and approved by the principal or his/her designated representative. The student shall be allowed to complete all assignments and tests missed during the absence, which can be reasonably provided and, upon satisfactory completion, shall be given full credit therefore. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

3. **Bereavement:** Homework assignments are not to be required.

4. **Unexcused Absences:** Students who miss school work because of an unexcused absence shall be given the opportunity to make up the missed work for full credit if the parent so requests and receives advance permission from the principal. In all other cases of unexcused absences, the opportunity to make up missed work shall be at the discretion of the teacher. (Ed. Code 49067)

5. **Suspensions:** Teachers may require the suspended students to complete any assignments and tests missed during the suspension.

Assembly Bill 982 mandates that pupils who are suspended from school for 2 or more days must be given homework that they missed during suspension.

Section 48913.5. is added to the Education Code to read:

A. Upon the request of a parent, a legal guardian or other person holding the right to make educational decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays the homework that the pupil would otherwise have been assigned.
B. If a homework assignment that is requested pursuant to subdivision (a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

6. **Truancy and Other Deliberate Actions:** Students who miss school work because of truancy or other deliberate actions should not expect to receive credit for the time missed, nor should they expect to take any missed examinations for credit, but the final decision should rest with the teachers, who may make allowances for mitigating circumstances.

Reports to Parents

1. Report cards (grade report) showing grades and credit earned are mailed home at the conclusion of each quarter.
2. Special Report to Parents (Progress Reports) showing courses where students may be deficient and why is mailed home after the 5th and 14th week of each semester. A student may receive a failing grade on the Report Card only if a Special Report has been mailed home indicating that the student may fail or is failing. Marking "should be doing better" does not comprise a failure notice.
3. Special Report to Parents may be manually mailed home up to a week before semester grades come out in cases where student effort ceases late in the semester. Forms are available in the office from the receptionist. A copy **MUST** be submitted to the Records Office.

Students Transferring Out – Procedure

1. When a student transfers out of school, a request for grade will be emailed by the records office.
2. The teacher should provide the records office with a check out grade within 5 business days

SCHOOL ACTIVITIES/ATHLETICS

ACTIVITY AND ATHLETIC CODE

Extra-curricular activities are a privilege and any student wishing to participate must comply with the following code:

1. A student on a team or in an organization must attend his full schedule of classes on the day of any athletic contest or organization activity, unless an exception is made by administration for valid reasons.
2. A students must have a 2.0 GPA ("C" average), and have passed at least four classes at the last grading period, in order to be eligible to participate on an athletic team, in any school club, school organization, and/or any activity sponsored by ASB, any school club, and/or school organization. Students who do not meet this criteria, may not participate in any way until the next grading period is concluded, at which time eligibility will be reassessed.
3. Students who have discipline and/or attendance problems will not be able to participate on a team or in any activity organization or attend an activity. This will be an administrative decision and can vary from temporary suspensions from the activity to removal from the team, or organization.

ACTIVITY CHECKLIST

In order to operate more efficiently in the area of extra-curricular activities, it is important to follow this checklist:

1. Present activity proposal to Misty Wright, Activities Director, who will present the proposal to ASB Council and the Administration.
2. The Activities Director will schedule events when approved.
3. Let Activities Director know facilities or equipment needed at the time of submission for approval.
4. Let the Activities Director know at least one week in advance if a custodian will be needed.
5. If tickets are to be sold in advance, set this up with the Business Office. If tickets are to sell at the door, let the Business Secretary know at least two days in advance of a need for a cash box.
6. Give the Activities Director a list of chaperones or people for supervision at least one week in advance of the activity. If you are having difficulty with this let the Activities Director know as soon as possible.

ACTIVITY LISTS

Teachers sponsoring an activity will provide a list of student participants two days before the activity. This list should be in all of the teachers' and attendance office mailboxes two days before the activity. The list should be in alphabetical order and with the student's grade level. Names of students that were on the activity list, but did not attend the activity, should be given to the attendance office before 1st period on the day after the activity.

ASSEMBLIES

Assemblies are for the enrichment and entertainment of the students at this school. Assembly plans are made by the assembly committee, which is made up of students and faculty. Teachers will be assigned a particular seat and section for their class. Each teacher should take attendance and the students not sitting in the proper section should be marked absent.

ATHLETIC TEAMS

Bloomington High School offers a wide variety of interscholastic athletic teams for both boys and girls. If you are interested in coaching any of the given sports, please contact Angel Castro, Director of Athletics, for information pertaining to the sport.

SPORTS

Cross Country	Sept.-Nov.	Baseball	Feb.-May
Football	Sept.-Nov.	Boys' Volleyball	Feb. May
Girls' Volleyball	Sept.-Nov.	Girls' Softball	Feb.-May
Boys' Basketball	Nov.-Feb.	Swimming	Feb.-May
Girls' Basketball	Nov.-Feb.	Track	Feb.-May
Wrestling	Nov.-Feb.		
Boys'/Girls' Soccer	Nov.-Feb.		

CALENDAR

A master calendar of school events and use of school facilities is kept in the Activities Office and Assistant Principal's Office. Any teacher or group wanting to put an event on the calendar or reserve the use of a facility must check the master calendar before plans are made. After the date is cleared, the Activities Director or Assistant Principal will place the event on the calendar.
Facility requests are approved at the Leadership meetings which are held every Monday morning.

ELIGIBILITY LIST

Each head coach at each sport level must turn a list of his or her team members in to the Director of Athletics so that eligibility may be checked as soon as possible. An eligibility form may be obtained from the Director of Athletics.

EXTRA DUTY

Extra-curricular activities cannot take place unless there is faculty involvement. In order to continue our extra-curricular programs at BHS, faculty supervision is needed at all school events. It is suggested that each faculty member volunteer for as many supervisions as you desire. All supervisions are appreciated by the administration and people involved in the activity.

FACILITY USE

School facility use is encouraged but all use of school facilities must be cleared through the Assistant Principal's Office and placed on the Master Calendar. Do not plan on using a facility until you check the activities calendar in the Assistant Principal's Office.

FUND RAISING ACTIVITIES -PLEASE SEE THE CJUSD ASB BUDGET HANDBOOK AND ASB GUIDELINES!!

PHYSICAL EXAMINATIONS

Before a student may practice or be given athletic equipment, he or she must have had a physical examination within the past year. This physical examination must be verified on a physical exam card (appendix 2) by the doctor giving the examination and be on file in the Business Office. We will attempt to have low cost physicals for athletes arranged on campus each August before school begins. Coaches should check on the date and notify students trying out for their teams.

SCHEDULING
The Director of Athletics makes the athletic schedule. A coach may give the Athletic Director suggestions for future scheduling and, when possible, the suggestion will be followed. A coach may not schedule or cancel athletic contests; only the Athletic Director will do this with permission of the Principal.

SCHOOL BANKING
All student organizations must deposit all of its money with the Business Office.

SPIRIT PACKS
All spirit packs and their cost is to be approved by the Athletic Director before students are to be given information.

Attendance and Discipline

Attendance and Absences
The state of California law requires regular attendance and punctuality with both the school and the parents having responsibility for enforcing these laws. It has been well demonstrated and documented that regular attendance is a key factor in the success a student achieves at school.The state law also requires that the school keep an accurate record of each student's attendance. A student should not be absent from school without the parents' knowledge of consent. Verification of the absent can be verbal or written as specified in the Education Code. The CJUSD Board of education shall establish and appoint members to a School Attendance REview Board as authorized by the Education Code.

Bloomington High School provides maximum opportunities for student growth in academic achievement, responsible citizenry and career technical preparation. In order for students to take advantage of these educational opportunities, regular and consistent school attendance is required along with a consistent work ethic in all classes. Students who exhibit inconsistent attendance are candidates for a Student Attendance Review Team (SART) contract.

TYPES OF ABSENCES
There are many types of absences recognized by the CJUSD, in accordance with CA Education Code 48200.

- Qualified absences: Due to illness, doctor/dentist appt.'s, family funeral or court appearance of the student. The State of California allows one (1) day excused for an in-state funeral and three (3) days for out-of-state funerals.

- Unqualified absences: Excused by parents for reasons other than the above, including family emergencies.

- Truancies: Absences not authorized by parent/guardian, not notified within 72 hours and not authorized by school personnel.

- Suspensions: Absences mandated by school officials for disciplinary reasons.

In addition, some absence codes note that a student was not in class, but was in the office or on a school activity.

Attendance Procedures
When a student is absent, the parent/guardian MUST call or send a note to the attendance office WITHIN 72 HOURS to inform the school of the absence. The note must consist of the student's name, grade and reason for

absence, (THIS IS REQUIRED BY CALIFORNIA STATE LAW). Parents have 72 hours to provide a reason for absence, after which the absence is considered a truancy/unverified absence for each period missed.
BY STATE LAW, any student who misses three (3) days or more due to truancy, is declared a habitual truant and will be reported to the appropriate juvenile/law enforcement agency.

Tardy/Truancy Policies

Tardy and truancy policies encourage regular and consistent class attendance. A student is considered tardy if he/she is not in the classroom when the bell rings. A student is considered truant if the student is not in class during instructional time without permission. A student must have a BHS approved pass completely filled out given by the appropriate staff member or the student is considered truant and may be cited with a Clean Sweep Ticket in addition to school consequences listed below. Tardy and Truancy Sweeps, (on and off campus), will be conducted throughout the school year.

Tardy Sweeps

Consequences will include but not be limited to the following:

1. 1st incident: Record incident in student profile
2. 2nd/3rd incident: Parent contact and Detention Center
3. 4th/5th incident: Student meets with administrator, parent conference, Detention Center,
4. 6th/Subsequent incident: Clean Sweep citation, Saturday school assignment, SART contract

Classroom Attendance

Classroom teachers may refer students who have multiple tardies to the office for consequences based on the following criteria:

A. 1st/2nd Tardy: Teacher warns student, review PBIS criteria
B. 3rd Tardy: Teacher may assign detention, Teacher will make parent contact
C. 4th Tardy: Teacher refers student to counseling, review PBIS program, make parent contact.
D. 5th Tardy: Refer student to Assistant Principal to contact parent/guardian.
E. 6th Tardy: Student is subject to a SART contract

Additional Attendance Information

The following actions may also be taken to control excessive absences, tardies and/or truancies: ● Doctor's notes required for prolonged absences

- Revocation of student parking permit
- In-House Suspension
- Suspension from school (when linked with defiance)
- SART Contract meeting with parent/guardian
- SARB Hearing with parent/guardian, District Attendance Members, District Attorney, Local Law Enforcement Representatives, Probation Officers, (possible citation for parent)

By state law, any student who misses 3 days or more due to truancy is declared a habitual truant and will be reported to the appropriate juvenile law enforcement agency.

Areas of Responsibility for Staff

Teachers:

1. Record attendance accurately and submit each day. Have a seating chart for subs in order to keep attendance accurate.
2. Determine classroom consequences for class truancies and include them in the information sent to parents (syllabus) at the beginning of the year.
3. Inform students on the first day of school of the attendance policy and consequence for not following the policy.
4. No hall passess for the first 10 minutes and last 10 minutes of class.
5. Contact parents with attendance concerns as soon as you see an attendance issue.
6. No food and drink are not allowed in the classroom, except for water.
7. Maintain a positive, respectful, and professional climate and working environment on campus with students and staff. (Board Policy 4119.21)

Campus Supervisor

1. Monitor area of supervision.
2. Supervise administrative after school detentions and community service.
3. Assist with saturday school supervision.
4. Maintain a positive, respectful, and professional climate and working environment on campus with students and staff. (Board Policy 4119.21)

Counselors

1. Monitor student attendance
2. Set up SART contract as needed
3. Work with Assistant Principals to correct attendance issues
4. Council students on attendance concerns as needed
5. Maintain a positive, respectful, and professional climate and working environment on campus with students and staff. (Board Policy 4119.21)

Assistant Principals

1. Assign consequences for continued violations; these may include:
2. Saturday School
3. In school suspension
4. Suspension
5. Referral to SART
6. Assistant principal in charge of attendance will answer any questions from students and parents who feel an error has been made. Manage Saturday school, in school suspension, and suspensions.
7. Maintain a positive, respectful, and professional climate and working environment on campus with students and staff. (Board Policy 4119.21)

Principal

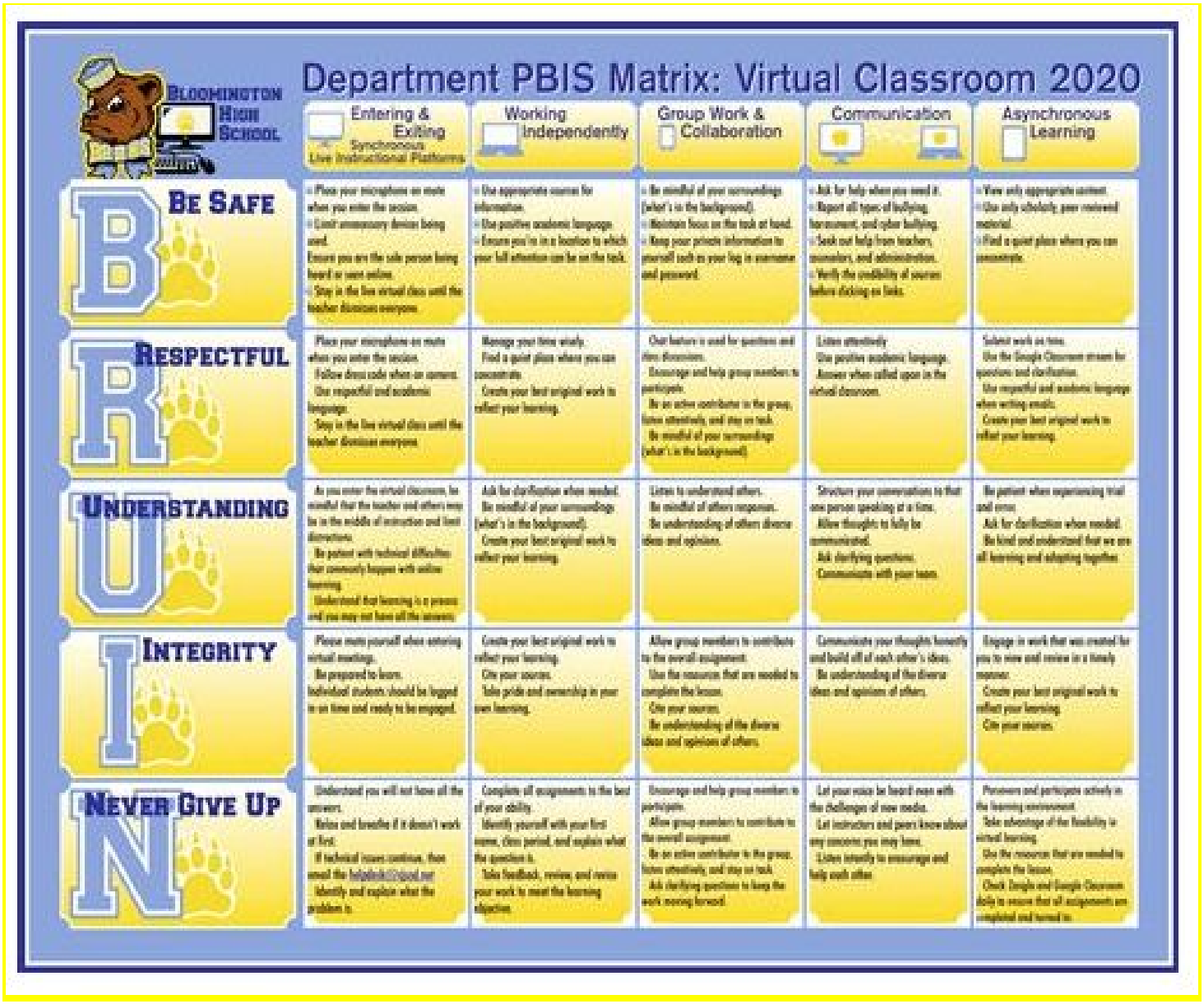
1. Determine process for holding all staff accountable for administration of this policy.
2. Set attendance expectations and clearly communicate them to staff. Include expectations in published material and daily bulletins.
3. Maintain a positive, respectful, and professional climate and working environment on campus with students and staff. (Board Policy 4119.21)

PBIS

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support for all students.

PBIS Acronym: **Be safe Respectful act with Integrity Understanding Never give up**

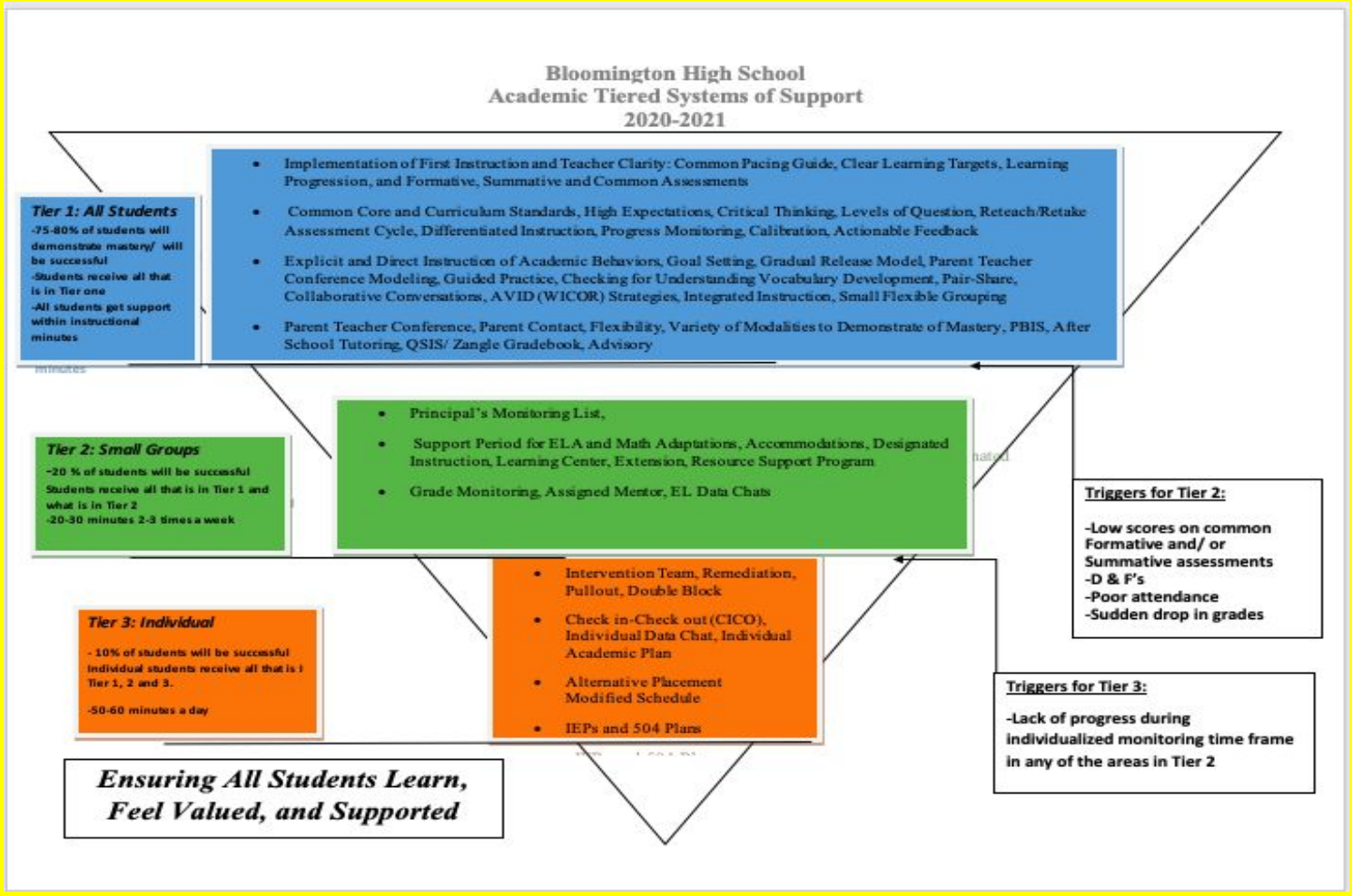
PBIS School-wide Matrix



Tiered systems of support.

- Tier I is for all students
- Tier II is for small groups of students
- Tier III for individual students.

PBIS FLOW CHART



Saturday School

Saturday School is an intervention program (PBIS) for students who have been identified as being excessively tardy and/or truant in their school attendance, and a tutoring program for students who have been absent from the regular school day. When students attend Saturday School, students make up full-day absences and the District recovers ADA for attendance. The following explains how a student may be assigned and/or invited to attend Saturday School

Discipline Code (School Rules)

Forgery

Any students found guilty of falsely signing passes, attendance notes or any school paper will have a parent conference, may be in-house suspended.

Hazing

Any student guilty of hazing or committing acts that injure or disgrace another person will be in defiance of this school rule will be suspended and the police will be notified.

Passes

Written passes are required whenever a student leaves the classroom during class time

Food

Food, drinks, or gum are **Not** allowed in the classroom or on school buses. Gum is not allied on campus.

Dress Code

The purpose of the student dress and grooming regulations is to maintain a safe and orderly environment, to promote modesty, and to encourage students to dress appropriately and to come to school properly prepared for participation in the educational process.

A student may not remain at school or at school activities dressed in a manner which (1) creates a safety hazard for said student or for other students, (2) constitutes a serious or unnecessary distraction to the learning process, (3) tends to
disrupt the campus order, or (4) is in conflict with the District's goals and philosophy of the prevention of substance abuse and gang activity.

Parents have the primary responsibility to see that students are properly attired for school. School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning by enforcing District policy. At the Principal's discretion, school personnel are to enforce all guidelines relating to the following regulations. These guidelines shall be in effect at all school-related activities except where modified by the site administrator for specific extra-curricular activities or specific cases.

In case of questionable dress and/or grooming not covered by the guidelines, the site administrator and/or law enforcement personnel will determine the appropriateness and make the final decision.

1. No head coverings are allowed to be worn on school grounds except for sun protective hats that fit the following description: must be plain white, tan, or neutral color canvas with a 2-4 inch brim that follows the entire circumference of the hat. It must be flexible so to fit in a pocket, backpack, purse, book bag or locker. It may not be altered or customized in any way and the chinstrap or strings must match the color of the hat and may not be worn indoors. The hat may include the official school logo. ONLY during inclement weather (as determined by the site principal) may hoods or unadorned beanies be worn outdoors.

2. Clothing, accessories, body art, and/or personal items including, but not limited to, backpacks and folders, shall be free of writing, pictures, or other insignia which are crude, vulgar, profane, or sexually suggestive, which bear weapons, drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocates gang affiliations, ethnic, racial, or religious prejudice.

3. Any clothing or accessory that is a safety hazard to the wearer or others is not allowed; this includes any chain hanging from your person (ex. wallet chains) or composite knuckled gloves.

4. Clothing shall be sufficient enough to conceal undergarments at all times. See-through fabrics, halter tops, tube tops, strapless, spaghetti straps or off-the-shoulder or low-cut tops, bare midriffs/midsection, and skirts, shorts, or rips in jeans shorter than mid-thigh are prohibited. Sleepwear/loungewear (including but not limited to pajama bottoms and slippers) is prohibited. Excessively baggy pants/shorts, banded or tucked pant leg bottoms, and hanging belt straps are not allowed. Skin must be visible between shorts and knee high socks.

5. Any attire or accessory containing a professional sport team name or logo is prohibited.

6. Students shall be permitted to wear College attire or accessories **(with the exception of hats).**

7. Shoes must be worn at all times.

8. Glasses, other than prescription, shall not be worn inside school buildings or outside of buildings if they are a disruption to school activities.

9. Student Identification Badges will be supplied by each Middle School and High School. While on campus during the school day students must have their own ID Badges in their possession and readily available to show when a District staff member requests a student to identify themselves by their ID Badge. The badge may not be defaced or altered in any way (not to be covered by pins, stickers, etc.).

Each school will develop their own ID Badge replacement policy; however, a minimal charge will be assessed each time a replacement is issued. This policy will be published and made known to parents and students through their handbook or other means of communication. The students who have financial difficulty will be offered alternatives to this charge.

These guidelines shall be in effect at all school-related activities except where modified by the site administrator for
specific extra-curricular activities or specific cases.

Students are only allowed to wear school approved hats.
Revised as of 8/5/16

Consequences of Dress Code Violation

First Offense
1. Verbal warning and counseling, students will change into acceptable clothing. Hat will be confiscated and returned at the end of the day.
2. Parent notification.
3. Written documentation of the incident.

Second Offense
1. One day lunch detention or after school campus beautification.
2. Parent notification.
3. Written documentation of the incident.
4. Hat will be confiscated and returned at the end of the day.

Third Offense
1. In-school suspension.
2. Parent conference.
3. Written documentation of the incident.
4. Hat confiscated, parent pick-up

Cell Phone/Electronic Signaling Devices/Computers

1. In accordance with California Education Code 48901.5, students may bring pagers and cell phones to school; however, they are NOT to be VISIBLE or turned on during instructional time. Cell phones and other personal electronic signaling devices including, but not limited to pagers, mobile communications devices, personal digital assistants (PDAs), laptop computers, tablets, Ipods, radios, MP3's, and CD players will be confiscated if they are VISIBLE/USED at any other times. We are NOT responsible for lost, stolen, or damaged cell phones or personal electronic signaling devices.

2. **Disruption may result in confiscation**: If a disruption occurs or a student uses a cell phone and other personal electronic signaling devices for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device the student/parent may pick up a confiscated device in the Assistant Principal's office.

3. **Student Responsibility**: It is the responsibility of the student to ensure that his/her cell phones and other personal electronic signaling devices are turned off and secured at all times. In the case of a lost, stolen, or damaged cell phone and other personal electronic signaling device, the school or district will not be held responsible.

4. **Consequences:**

First offense

1) Confiscation
2) Warning
3) Return to student.
4) Violation recorded in the student discipline record.

Second offense

1) Confiscation – return to parent or guardian ONLY
2) Warning
3) Record 48900k violation in student discipline record.

Third Offense

1) Confiscation – return to parent or guardian ONLY.
2) Record 48901.5 and 48900k violation in student discipline record.
3) Possible Behavior Contract.

MISCELLANEOUS

BOARD AGENDA ITEMS

Board Agenda Items are very important to the success of your program. They must be filled out properly and they must meet **ALL** deadlines! Board agenda items turned in after the information date will **NOT** be processed. The following Board meeting dates and due dates for Board items are listed below:

2020 REGULAR BOARD OF EDUCATION MEETING DATES & DEADLINES

Meeting Time: 6:00 p.m. – Public Session; Public Comment to Precede Action Sessions
Closed Session to Commence following Action Sessions.

Location: All meetings will be held in the Multi-Purpose room at Slover Mountain High School 18829 Orange Street, Bloomington, CA 92316.

Due Date for Agenda Items Board Info:	**Board Meeting Date**	**Due Date for** Agenda Items Board Info	**Board Meeting Date**
July 2	***July 16**		
July 17	August 6	August 7	August 20
August 21	September 3	September 18	September 17
September 18	October 1	October 2	October 15
October 23	November 5	November 6	November 19
December 4	***December 17 (Reorganizational Meeting)**		

ALL DEADLINES ARE AT 12:00 NOON ON THE DUE DATES!

CONFERENCES

Conferences are a very important part of a teacher's professional growth. I want to encourage teachers to attend conferences, which will be beneficial to their teaching areas. Below are the criteria, which I will use to make a decision on conference requests:

1) Conferences must be in your subject area.

2) Conferences must be relevant to the BHS curriculum.

3) Conferences must be in the State of California.

4) Conference funds will be allocated on a request basis as long as they are available.

5) **ALL CONFERENCES MUST BE BOARD APPROVED**. See Board Agenda due dates for paperwork deadlines. It is recommended that paperwork be turned in at least 1 week prior to Board Agenda due date.

In addition, principals need to screen conference requests considering:

1. Potential Benefit to Student Achievement

2. Which SLO are being addressed
   a. How beneficial will the information be to the teacher attending? To the rest of the staff?
   b. Does the conference address the needs of your particular student population, e.g. ELD, Special Education, AVID? Does the conference deal with restructuring, technology, integrated curriculum. etc.
   c. Teachers will be expected to report to the faculty at a future staff meeting, or inservice.

3. Cost Effectiveness
   a. Could the participant receive comparable training at a closer location or lower cost?
   b. Will the participant hear a well-known presenter?
   c. Is it possible and practical to carpool? Share housing?

4. Are there excess costs involved, e.g. hotel, high registration, travel?
   a. Limit the number of participants attending the same conference. Could the attending participant share obtained information and materials upon returning?

Any exceptions to the conference guidelines require special permission from the Superintendent!

FIELD TRIPS/ACTIVITIES OUTSIDE CLASS - Field trips are anything that takes students away from school for an activity. Field trips are to be considered an extension of the classroom. The purpose of such opportunities should be to expand the experiences of students. Field trips should offer the students the opportunities to relate classroom learning with realistic and practical observations.

Many options exist within our geographical area. Trips beyond a 90 mile radius should be taken only when necessary to offer a specific experience not available elsewhere.

By Board policy, trips planned for recreational purposes only are not permitted.

Motivational trips can be authorized in limited quantities and even then only when the criteria for participation are clearly outlined at least two months in advance. The following guidelines should be followed when planning an activity away from campus:

1) Check the Master Calendar to be sure this activity does not interfere with any other event at the school. Be sure you have funding for the activity.
2) Be sure to allow sufficient time to process transportation requests (at least two weeks in advance) and/or Field Trip requests to be submitted to the Board for approval. (see Board agenda deadlines).
3) All students participating in the activity must have a signed waiver returned to you prior to being allowed to attend the activity (forms are available on SharePoint) You should complete the information on the form as to the date, time, place and purpose of the trip and then run enough copies for all students. The signed form MUST be returned to you, and you will keep the forms with you during the trip in case of an emergency. Give the students enough time to take forms home for their parents to sign. Phone calls from parents are not acceptable. Permission must be in writing with parent signature.

4) A list of participating students MUST be given to the attendance office prior to the activity. This list must be typed in alphabetical order and signed by the teacher.
5) The ASB Advisor will maintain a sub 2.00 list of students restricted from school activities.

TRANSPORTATION - Transportation request forms must be completed for all transportation that is not regular school runs. Transportation for Classroom Instructional Field Trips will be ordered by the Principal and club activities will be ordered by the Activities Director, but the person requesting transportation must submit a transportation request form to the Principal or Activities Director at least 14 days in advance. Transportation request forms may be obtained in the Principal's Office. Field trips are encouraged but must be approved by the Principal and are limited to the hours between 9:00 a.m. and 2:00 p.m., Monday through Friday. Saturday trips do not fall under the weekly rule. All field trips are limited to 35 miles unless they are Board approved. Any sponsor requesting to take a field trip over 90 miles one way, over night or cost more than $50 per student must prepare a Board Agenda Item form (D-147/152) at least one month in advance of the activity. This should be substantiated with reasons justifying the trip. Any trips when students are away overnight must also have Board approval and follow the procedure above. Short field trip requests must be turned in on the proper form to the Principal's office by no later than the Friday following the first Thursday of the month to be considered for the following month. If for some reason transportation that has been ordered is no longer needed, the transportation department should be notified as soon as possible so the transportation may be canceled.

STUDENT TRANSPORTATION

NO STUDENTS WILL BE TRANSPORTED IN PRIVATE OR NON-DISTRICT VEHICLES. ONLY DISTRICT VEHICLES MAY BE USED. (BOARD POLICY)

DEPARTMENT CHAIRS
2020/2021

AVID Coordinator
Raymond Brown

ENGLISH LEARNERS
Rudy Sanchez

MATH
Elizabeth Morlock

SCIENCE
Abe Ward

MODERN LANGUAGES
Patricia Pahner

COUNSELING
Tracy Mack

NJROTC
Carlos Aguillon

ENGLISH
Patty Gonzalez
Diana Roldan-DelaCruz

FINE ARTS
Ryan Duckworth

PHYSICAL EDUCATION
Marlene Vasquez

SOCIAL SCIENCE
Michael Bedard

SPECIAL EDUCATION
Juan Aguirre –SDC/Moderate/Severe
Tajueen Aiyeloja- RSP

ADJUNCT MEMBERS
Angel Castro (Activities Director)
Rita Moneymaker (Math TOA)

Lisa Padilla (WASC Coordinator)

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS

The Board of Education for the Colton Joint Unified School District recognizes its responsibility to provide all students with equal educational opportunities through instructional and activity programs which guarantee equal opportunity for both boys and girls, as outlined in Title IX of the Education Amendments of 1972, Public Law 92-318, effective July 21, 1975.

I. Enrollment to Schools and Classes

A. Enrollment in schools in the District and placement in classes shall not be made on the basis of sex.

B. No student shall be excluded on the basis of gender from participation in or denied the benefits from any academic or non-academic program implemented by the District except where restricted by Title IX regulations.

II. Instructional Program

No course shall be included in the curriculum that excludes participation based upon the sex of the individual student, except as noted below.

A. Physical Education Classes

The placement of students in Physical Education classes may be accomplished through the assessment of individual performance as determined by testing done without regard to the sex of the individual. Based on gender Physical Education classes or team participation in rugby, wrestling, boxing, hockey, football, basketball, baseball, and other sports, which involve bodily contact, may separate students.

B. Separate Athletic Teams by Gender

The District may provide for teams of members of each gender where participation is based upon skill or the activity is a contact sport, providing a sufficient number of one gender indicate interest in a separate team.

C. Facilities

Separate but comparable facilities including locker rooms, showers and toilets shall be provided for both boys and girls.

D. Pregnancy

a. Pregnancy, childbirth, termination of pregnancy, or recovery there from will be treated in the same manner and under the same policies as any other temporary disability or physical condition.

a. A student shall not be excluded from any educational program or extracurricular activity on the basis of pregnancy or recovery there from, unless the student requests voluntarily to participate in a separate portion of the program or activity.

c. All students under the care of a physician shall present a physician's statement indicating that the student is physically and emotionally able to continue participation in the curricular and extra-curricular program of the District.

TITLE IX - Regulations Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education

Board Policy 4119.21 Professional Standards

EDUCATION CODE 200-262.4 Prohibition of discrimination 44242.5 Reports and review of alleged misconduct

The Board of Education expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students.

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, including electronic cigarettes or related substances, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity

9. Dishonesty with students, parents/guardians, staff, or members of the public, including, but not limited to, falsification of information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons not authorized to receive the information

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voicemail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Equity Policy 0415 Philosophy, Goals, Objectives and Comprehensive Plans

EDUCATION CODE 200-262.4 Educational equity

The Board of Education believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes. The Board of Education seeks to understand and to interrupt patterns of institutional bias at all levels of the organization, whether conscious or unconscious that results in lower academic achievement.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds, and include consideration for immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, childbirth, breastfeeding, pregnancy related medical condition, parental status, registered domestic partner status, political beliefs or affiliations, physical or mental status, disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; the perception of one or more of such characteristics; or association

with a person or group with one or more of these actual or perceived characteristics. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6162.5 - Student Assessment)

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

3. Enabling and ensuring access to, enrollment in, participation in, and completion of curricular and extracurricular courses, advanced college preparation programs, and other student activities.

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students.

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups.

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need.

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community and provides the necessary support.

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices.

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators.

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

GRIEVANCE PROCEDURES

The purpose of the grievance procedure is to secure equitable solutions at the earliest time possible to problems that may arise in the implementation of Title IX.

All students of the District shall have the right to make use of the process.The Assistant Superintendent, Personnel, shall be the coordinator of the Grievance
Procedure. These persons are:

Mrs. Ingrid Munsterman &Dr. Frank Miranda
1212 Valencia Drive
Colton, CA 92324
(909) 580-6680 / 580-6690

Grievance involving the Instructional Program, Athletics, Activities, etc., will be coordinated by:

Dr. Tina Petersen
851 S. Mt. Vernon Avenue
Colton, CA 92324
(909) 580-6525

STEPS IN THE GRIEVANCE PROCEDURE
Step 1 The person filing the grievance must complete the Grievance Form, which is to be presented to the grievant's teacher, immediate supervisor, or administrator responsible for the area in question. Grievance must be filed within ten (10) school days of the alleged violation.
The person receiving the Grievance Form shall answer the grievance within ten (10) school days from date received.
Step 2 If the grievance is not resolved in Step 1, the grievant may present the grievance on the Grievance Form to the designated coordinator in the District Office.
The appropriate coordinator shall have ten (10) school days from receipt of the grievance to investigate the alleged violation and present the response to the grievant.
Step 3 If the grievance is not resolved in Step 2, the grievant may move it to the Board of Education through the District Superintendent. This grievance must be submitted to the Grievance Form.
The District Superintendent and the Board of Education will attempt to resolve the grievance and give a written response to the grievant within 35 school days following receipt of the grievance.
THE ACTION OF THE BOARD SHALL BE FINAL.

SEXUAL HARASSMENT
CERTIFICATED & CLASSIFIED GENERAL
The Board believes that employees, applicants, and students have the right to work in an environment, which is equitable to all and free of harassment. Therefore, there is to be no sexual harassment against any employee, applicant, or student on the basis of sex. In keeping with this policy, the Board of Education will not tolerate sexual harassment by any of its employees or students.
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature when:
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; 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 study environment.
It shall be a violation of District policy to:
1. Explicitly or implicitly make submission to any form of sexual conduct a term of condition of employment;
2. Make submission or rejection of any form of sexual conduct the basis for employment decisions, including, but not limited to: promotions, demotions, transfers, reassignments, or terminations; and

3. Engage in verbal or physical conduct of a sexual nature, which unreasonably interferes with the work performance of an employee or student, or creates an intimidating, hostile, or offensive work or study environment.

DISTRICT POLICY ON BULLYING

The Board of Education believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to have a fear of harm or to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities. Types of bullying include: 1. Verbal abuse (name calling, racial remarks, belittling) 2. Physical (hitting, kicking, shoving, twisting limbs, spitting, or destroying of personal items) 3. Extortion (verbal or physical bullying for money or personal items) 4. Hazing (having to participate in an act of physical or emotional harm to be part of a group) 5. Indirect bullying (rejection, exclusion, ignoring, alienating, or isolating to purposely cause emotional distress) 6. Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking onto another person's electronic account and assuming that person's identity in order to damage that person's reputation. The district expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts must take immediate steps to intervene when safe to do so. Each complaining of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school sponsored activity and during the lunch or recess periods. Bullying Prevention To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative, school climate. Students shall be informed, through students' handbooks, and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. 325 N. Hermosa Ave, Colton, CA 92324-1798 – (909) 580-5000 Ext: 6525 In order to conclude that an act of bullying has occurred, there must be proof that the incident was severe or pervasive and that the student (victim) experienced fear of harm, or experienced a substantially detrimental effect on his/her physical or mental health, academic performance, or ability to participate in school activities. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action per California Education Code up to and including recommendation for expulsion. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school sponsored activity, and during lunch period, whether on or off campus. The Student Code of Conduct includes, but is not limited to: 1. Any student who engages in bullying may be subject to disciplinary action up to and including recommendation for expulsion. a. Students are expected to immediately report incidents of bullying to the principal or designee b. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner c. If the complainant student or the parent/guardian of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or parent/guardian of the student should contact the Office of Student Services. The district prohibits retaliatory behavior against any complainant or any participant in the complaint or any participant in the complaint process. The procedures for

intervening in bullying behavior include, but are not limited, to the following: 1. All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents. 2. The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential. 3. Staff who witness an act of bullying shall take immediate steps to intervene when safe to do so. Any student, parent/guardian or other individual witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way. When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement. The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9) Complaints and Investigation A complaint may be filed by a student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying. The incident may be reported to a teacher, the principal, or any other available employee, using the district Bullying/Harassment Complaint Form. The principal or designee is responsible for investigating allegations of bullying.

BULLYING/HARASSMENT COMPLAINT FORM

(Students May Report Anonymously)

Date Filed: _____ Name: _____ Address: _____

Phone #: _____ Please identify yourself as a: Student _____ Parent/Guardian _____ Employee _____ Volunteer _____ Other _____ Please check the type of bullying/harassment that has occurred (more than one can be checked): Verbal Abuse Physical (name-calling, racial remarks, belittling, etc. (hitting, kicking, shoving, twisting limbs, spitting, or Can be done over the phone, in writing, destroying personal belongings) in person, over the phone, text, email) Extortion Hazing (verbal or physical bullying for money (Having to participate in an act of physical or or personal items) emotional harm to be part of a group, or are a victim of a group.) Indirect Bullying Cyberbullying (Rejection, exclusion, ignoring, alienating, or (Using technology to harass, threaten, or target another isolating to purposely cause emotional distress) person – text, IMs, email, Facebook, videos, MySpace, Twitter, etc.) Sexual Harassment (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature- Can be done over the phone, in writing, in person, over the phone, text, email, etc.) Dates of alleged bullying or harassment(s): _____

Person(s) alleged to have committed the bullying or harassment: _____

Description of the incident: If possible, use specific dates, times, locations, names, etc. Use the backside of the form or additional sheets if necessary.

_____

Names of Witnesses: _____

_____

Have you reported this to anyone else: Yes ___ No ___ If so, who? _____

Signature of Reporting Person _____ Date _____ Note: Completion of this form will initiate an investigation of the alleged incident of bullying or harassment outlined in this form. All information will be confidential except for that which must be shared as part of the investigation. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment or work assignment. By signing above, you are verifying that your statements are true and exact to the best of your knowledge.

This form can be found in the reception and Administration Office