Simi Valley Schools

SIMI VALLEY UNIFIED SCHOOL DISTRICT

2021/2022 CERTIFICATED EMPLOYEE HANDBOOK

BOARD OF EDUCATION

Scott Blough ....President
Sofya Bagdasaryan .... Clerk
Kareem Jubran ..... Trustee
Bob LaBelle ..... Trustee
Dawn Smollen..... Trustee

Dr. Jason Peplinski,
Superintendent

Dan Houghton
Assistant Superintendent
Personnel Services

CERTIFICATED PERSONNEL SERVICES STAFF
Janice Carnahan, H.R. Representative – Planning & Recruitment
Joanne Missoul, Credential Technician
Julie Orme, Administrative Assistant
Linda Reddy, Substitute Recruiter
Jessica Morales, Human Resources Assistant

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Simi Valley Schools

SIMI VALLEY UNIFIED SCHOOL DISTRICT

OUR PROMISE

The Simi Valley Unified School District offers the families of Simi Valley and the surrounding area a vibrant portfolio of educational choices built on a common sense of community and the common purpose of inspiring each and every student to succeed in school, career and life.

We believe that the best student outcomes are achieved when we provide:

- Rigorous academic programs, relevant to a diverse and changing world;
- High expectations that respect the differences in our students;
- Exceptional instruction in an innovative learning environment;
- Opportunities for our students to build confidence and strong character;
- Participation of everyone in our students' success.

We are driven, proud and passionate about the personal and intellectual success of each and every student.

No matter where the future takes you, the road to success runs through Simi Valley.

MOTTO

From here to anywhere

INTRODUCTION

It is a pleasure to extend a warm welcome to you as a certificated employee of the Simi Valley Unified School District. We are pleased that you have chosen to be on our team and to share our goal of providing a quality education for all. This handbook was prepared specifically for you, so that you might know how Simi Valley Unified School District is organized, the benefits to which you are entitled and your responsibilities as an employee. It is our hope that this handbook is a helpful source of information that will serve to make your employment satisfying and rewarding.

In order to avoid duplication, items covered in the Contract of Agreement between the Simi Valley Unified School District and the Simi Educators Association have been omitted. A copy of the Contract of Agreement will be provided to each school site and will be available through a link on the District Website.

If there is anything in this handbook that does not correspond with a Board of Education Policy or the Contract of Agreement, the official Policy takes precedence. If you find such a discrepancy, or if you have any questions regarding a topic that is not included in the handbook please contact your immediate supervisor or the Personnel Services Department.

It is our pleasure to provide this publication for the certificated teaching staff of the Simi Valley Unified School District; thank you for taking the time to read it. We hope you will find its contents informative and it will provide you with an understanding of basic policies and procedures of our school district. If you have any questions after reading the handbook, please call Dan Houghton, Assistant Superintendent of Personnel Services, at (805) 306-4500 extension 4041.

DISTRICT ADMINISTRATION

Jason Peplinski, Ed.D., Superintendent

Office of Educational Services - (805) 306-4500

Hani Youssef	Assistant Superintendent, Education Services
Jerry Block	Director, Secondary Education
Julie Ellis	Director, Elementary Education
Jamie Snodgrass	Director, Instruction and Pupil Services

Office of Student Support Services - (805) 306-4500

Sean Goldman	Assistant Superintendent, Student Support Services
Andrea Heisser	Program Specialist
Kendall Forrester	Program Specialist
Ellen Friedland	Program Specialist
Brian Wenzel	Program Specialist
Erin MacIntyre	.5 Program Specialist

Office of Business Services - (805) 306-4500

Ron Todo	Associate Superintendent
Shelley Barta	Director, Fiscal Services
Ryan Comerford	Director, Food Services
Phil Scrivano	Director, Information Technology
Cindy Mynatt	Manager of Risk Management
Benard Veasley	Director, Transportation & Student Safety
Derrick Hoffman	Director, Purchasing

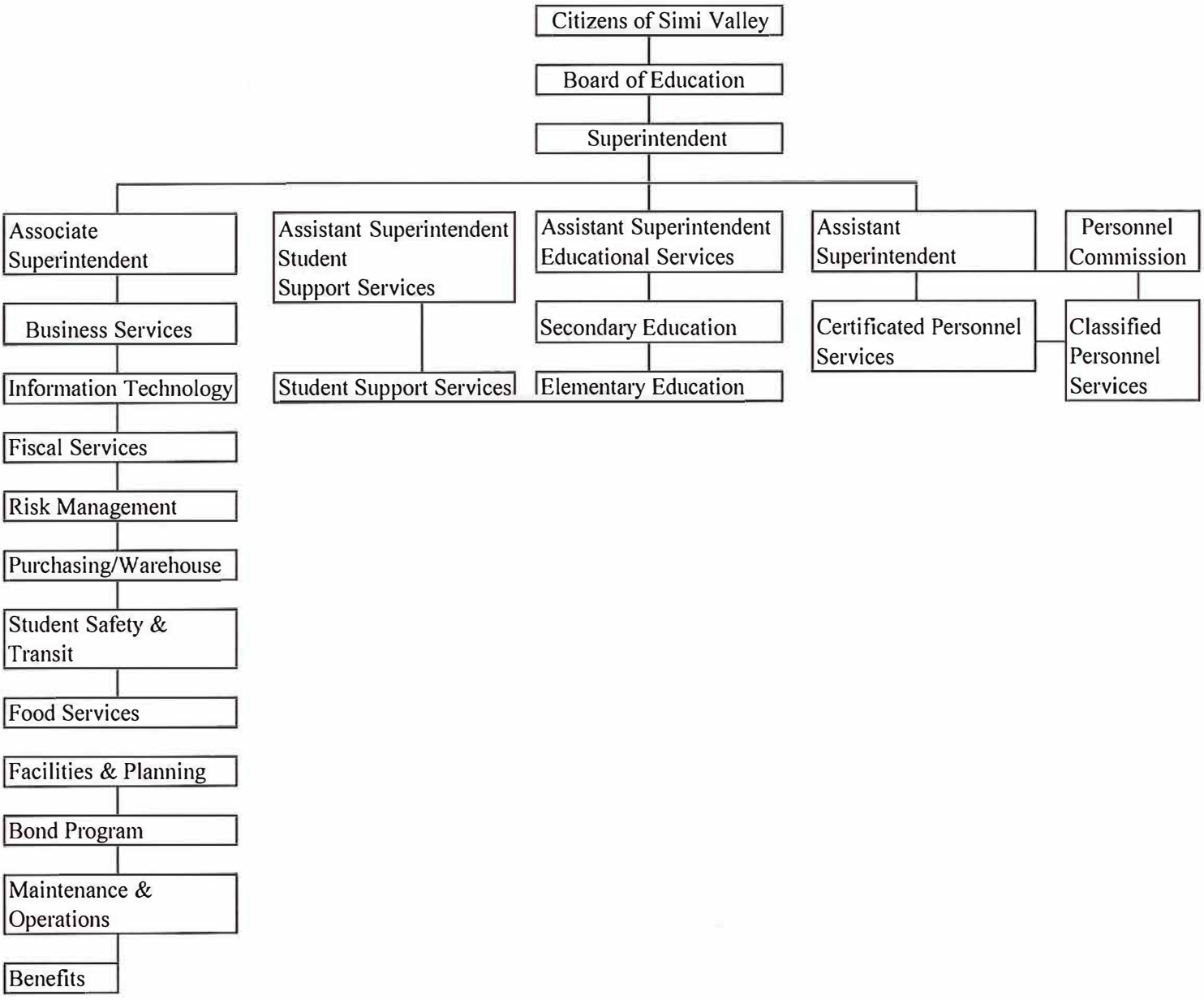
Office of Personnel Services - (805) 306-4500

Dan Houghton	Assistant Superintendent
Ginan Henson	Director, Classified Personnel

Office of Facilities & Property - (805) 306-4500

Pedro Avila	Director of Facilities and Planning

SIMI VALLEY UNIFIED SCHOOL DISTRICT



PHILOSOPHY AND GOALS

CONCEPTS AND ROLES

The Governing Board and Administration of the Simi Valley Unified School District believe that public education is of fundamental importance to a free society and to the continued development of democratic values, individual liberty and an appreciation for cultural diversity in society. In order for education to succeed, there must be an ongoing partnership among parents/guardians, students, educators, and the community.

The Board adopts the following three definitions for the development of sound and responsible educational policies:

Educational Philosophy: "Philosophy" means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the District are derived.

Educational Goals: "Goal" means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.

Objectives: "Objective" means a specific accomplishment to be reached that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal. Objectives should be "SMART" — **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**rackable.

The purpose of the District is to provide the guidance and resources necessary to ensure an environment conducive to learning. However, it is important to emphasize that the goal of our educational system is not to supplant parental responsibilities throughout the learning process. The District desires to foster parental participation in order that an educational climate is created which reinforces the positive and healthy development of the child.

The District's first goal must be to provide each student with the basic skills necessary to participate and function effectively in society. In addition, we are committed to the goal of achieving academic excellence through a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities.

PHILOSOPHY

The Simi Valley Unified School District believes that **all** students can learn and succeed. School staff shall embody this philosophy in all district programs and activities.

The District further believes that:

1. The central interest of schools is the learner.
2. Learning is an active process.
3. Our schools are responsible for each learner.

4. Experiencing success is crucial to the learning process.
5. The qualities of teaching and learning are inextricably interwoven.
6. Program improvement is a continuing process.
7. Providing quality program education is a responsibility of our community.
8. Our community provides an essential resource to the educational program.

In order to create the environment necessary for effective schools, the district endorses and prescribes strong instructional leadership, a safe and orderly climate, school wide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of student progress.

PRIMARY RESPONSIBILITY

The Board of Education of the Simi Valley Unified School District recognizes its primary responsibility to educate all students in the district as responsible and effective citizens in a democratic society. To that end, the following statements have been adopted:

The Simi Valley Unified School District, in partnership with students, parents, and the community, will teach students the necessary skills:

1. To think critically and creatively.
2. To become problem solvers using technological tools for learning.
3. To function responsibly and ethically.
4. To embrace and respect democratic values.
5. To gain an appreciation for other cultures.
6. To care for the environment.
7. To achieve a productive work life.
8. To develop positive self-worth.
9. To value, serve, and improve their community.

OBJECTIVES FOR THE SCHOOL DISTRICT

1. Maintaining effective relations between school and community which emphasize communication, parent/guardian and community participation, and home-school cooperation and support.
2. Providing staff development opportunities for all employees to improve their knowledge and skills.
3. Providing student support services for all students in TK-12.
4. Providing all students access to current technology in order to enhance learning, teaching, and non-instructional operations.
5. Providing equal access to rigorous courses.
6. Reducing class size to ensure the educational success of all students.
7. Implementing restructuring to provide maximum learning opportunities for all students.
8. Providing curriculum which will reflect in all subject areas an articulated TK-12 sequence of study emphasizing basic skills, critical thinking, and problem solving.
9. Preparing all students to enter the work force upon graduation from high school.

10. Providing schools that are safe, clean and attractive, and in good repair.
11. Providing child care on all district sites for parents/guardians and school employees.

GUIDELINES

The Simi Valley Unified School District is composed of a diverse staff representing a wide range of professional education and experience. Therefore, the Simi Valley Unified School District provides these guidelines for its professional staff.

We Dedicate Ourselves To Recognizing:

1. The dignity and value of each student while teaching him/her to respect the dignity and value of others.
2. The student's need to communicate.
3. The importance of the student understanding himself/herself and his/her role as a responsible citizen of an ever changing world.

We Dedicate Ourselves To Providing:

1. Opportunities for student self-expression as an individual.
2. Equal opportunity for all children who are able to profit from public school instruction and whose presence in the classroom does not jeopardize the opportunities, rights or privileges of others.
3. A positive example of professionalism by all staff members through dress and demeanor.

To utilize a variety of methods in order to provide a rich learning experience broad enough to give the student the knowledge, skills, values, attitudes and understandings necessary to meet the demands of adult life.

SIMI VALLEY UNIFIED SCHOOL DISTRICT

Goals for 2021-2022

The following goals were approved by the Board of Education:

1. To produce college and career ready graduates
2. To fully implement the Common Core Standards
3. To increase student achievement
4. To create strong parent partnerships
5. To provide safe and clean schools
6. To be fiscally sound and solvent

Goals 1-6 are embedded in the LCAP.

SUPERVISOR/SITE ADMINISTRATOR ROLE

Your supervisor/site administrator is an important person who is there to assist and support you. This person is responsible for your orientation, training, and evaluation of your performance on the job. Your supervisor will work with you to ensure overall effectiveness on the job and will let you know exactly what is expected of you and keep you posted on policies and procedures. Your supervisor will assign your work, introduce you to other employees, explain the regulations concerning lunch breaks, reporting absences, and other job-related information you will need to know. Remember, do not be afraid to ask questions! If instructions are not clear, always ask for clarification.

There may be times when you want advice on a problem or an answer to a question. Usually, your immediate supervisor will be able to help you. If not, your supervisor will try to obtain the information you need, or suggest to you another place where the matter may be referred for an answer. The Personnel Services Department is also available to answer any questions you may have about your employment.

2021/2022 PERSONNEL SERVICES ORGANIZATIONAL CHART

Representative Duties and Responsibilities – Not all inclusive

Simi Valley Schools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

Dan Houghton, Ext. 4041
email: daniel.houghton@simivalleyusd.org
Assistant Superintendent Personnel Services
District Negotiator – SEA and CSEA

Janice Carnahan, Ext. 4043
email: janice.carnahan@simivalleyusd.org
HR Representative Staffing and Recruitment
Recruitment-Teaching and Administrative
Interviewing and Hiring
Staff Monitoring and Reporting
Retirement Activities
Budget

Joanne Missoul, Ext. 4044
Credential Technician
joanne.missoul@simivalleyusd.org

Monitor and process all Certificated credentials, process transcripts for salary levels/increases, process fingerprints, position control in Escape, process new certificated employees, monitor certificated employee assignments, State audit, record evaluations, summer

Linda Reddy, Ext. 4046
Sub Desk
linda.reddy@simivalleyusd.org

Manages Subfinder system-placing subs, offering training on Subfinder system, data entry, reports, payroll, Armatus training, Letters of reasonable assurance, new sub orientation, sub unemployment claims, sub handbook, summer school

Julie Orme, Ext. 4042
Admin Assistant
Julieorme@simivalleyusd.org

Board reports, board policies and administrative regulations, leaves of absence, calendar, RFPs, stipends, employee and county directories, correspondence

Jessica Morales, Ext. 4045
HR Assistant
jessica.morales@simivalleyusd.org

Teacher applications, employment verifications, Adult Ed personnel files, Adult Ed RFPs, Adult Ed stipends, Adult Ed recruitment & staffing, Subfinder back-up, Substitute teachers-applications, permits, credentials,data entry, employee TB testing and renewals

SUPERINTENDENT ***Jason Peplinski, Ed.D.*, *(805) 306-4500***
Tanya Bishop, Executive Assistant, 306-4500 Ex. 4002
Jacey Hardesty, Receptionist
FAX : (805) 520-6504

ASSOCIATE SUPERINTENDENT, BUSINESS & FACILITIES
Ron Todo (805) 306-4500
Cassondra Meehan, Sr. Admin. Assistant, 306-4500 Ex. 4012
FAX: (805) 520-6144

ASSISTANT SUPERINTENDENT, PERSONNEL SERVICES
Dan Houghton (805) 306-4500
Julie Orme, Sr. Admin. Assistant, 306-4500 Ex. 4042
FAX: (805) 520-6670

ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES
Hani Youssef, Ed.D., (805) 306-4500
Karen Linn, Sr. Admin. Assistant, 306-4500 ext. 4205
FAX: (805) 520-6596

ASSISTANT SUPERINTENDENT, STUDENT SUPPORT SERVICES
Sean Goldman, (805) 306-4500
Sally Kleingarn, Sr. Admin. Assistant, 306-4500 ex. 4302
FAX: (805) 520-6670

CODE	ELEMENTARY SCHOOLS	NAME/TITLE	PHONE	FAX
12	**ARROYO** 225 Ulysses Street 93065 Robert Lutton	**ALDO CALCAGNO, Principal** Heike Shack , Office Manager	306-4420 #2106	520-6763
13	**ATHERWOOD** 2350 E. Greensward Street 93065 - Brian Abbott	**TERRI LEON, Ed.D., Principal** Nori Rivas, Office Manager	520-6730 #2206	520-6738
16	**BERYLWOOD** 2300 Heywood Street 93065 –Ken Haefner	**ROBIN HUNTER, Ed.D., Principal** Linda McKenna Office Manager	520-6705 #2306	520-6102
17	**BIG SPRINGS** 3401 Big Springs Avenue 93063 - Frank Rodriquez	**SEAN PLATT, Principal** Melissa Meza, Office Manager	520-6710 #2406	520-6103
25	**CRESTVIEW** 900 Crosby Avenue 93065 – Pedro Olague	**NORA KUNTZ, Principal** Pam Waxman, Office Manager	520-6715 #2506	520-6104
27	**GARDEN GROVE** 2250 N. Tracy Avenue 93063 – David Lopez	**NICOLE PERRYMAN, Principal** Becky Zortea, Office Manager	520-6700 #2606	520-6105
29	**HOLLOW HILLS** 828 Gibson Avenue 93065 – Philip Johnson	**SHAWN RUMBLE, Principal** Jennifer Clark, Office Manager	520-6720 #3006	520-6106
35	**KATHERINE** 5455 Katherine Street 93063- David Jocz	**SHAY LUNDSTROM, Principal** Terrie Lorentz, Office Manager	520-6780 #3206	520-6108
40	**KNOLLS** 6334 Katherine Road 93063 –Mike Provenzano	**SHANDA WEAVER, Principal** Nicole Sattler, Office Manager	520-6735 #3306	520-6109
55	**MADERA** 250 Royal Avenue 93065 –Lance Sticker	**MELODY DENNERT, Principal** Brynn Bennett-Crisp, Office Manager	520-6740 #3406	520-6742
58	**MOUNTAIN VIEW** 2925 Fletcher Street 93065 – Jose Agredano	**JENNIFER GOLDMAN, Principal** Francene De Fazio, Office Manager	520-6775 #3506	520-6110
60	**PARK VIEW** 1500 Alexander Street 93065 –David Dombroski	**ERIN MAHONEY, Principal** Liz Sheranian, Office Manager	520-6755 #3606	520-6120
65	**SANTA SUSANA** 4300 Apricot Road 93063 –Felix Santiago	**STACY WALKER, Principal** Wendy Hunter, Office Manager	520-6765 #6006	520-6121
73	**SYCAMORE** 2100 Ravenna Street 93065 –Byran Bloomfield	**LAURA MINER, Principal** Kathy Hinkle, Office Manager	520-6745 #6206	520-6123
75	**TOWNSHIP** 4101 Township Avenue 93063 –Tom Smith	**LORI NEIMAN, Principal** Sherry Wehlage, Office Manager	520-6770 #6306	520-6124
80	**VISTA** 2175 Wisteria Street 93065 –Ethan Mercado	**ERIN TAGGART, Principal** Nicole Whaley, Office Manager	520-6750 #6406	520-6752
95	**WHITE OAK** 2201 Alscot Avenue 93063 –Cesar Langarica	**APRIL JACOBSEN, Principal** Karen De Orio, Office Manager	520-6617 #6506	520-6126
96	**WOOD RANCH** 455 Circle Knoll Drive 93065 –John Gilidette	**JENNIFER CONMAY, Principal** Kim Holden, Office Manager	579-6370 #6606	579-6373

CODE	JUSTIN EARLY LEARNERS	NAME/TITLE	PHONE	FAX
34	**JUSTIN EARLY LEARNERS ACADEMY** 2245 N. Justin Avenue 93065 Sean Holguin	**Laurie Cariker, Coordinator ECE 3110** Pin Tanaka, Office Manager	520-6619 #3106	520-6107

CODE	MIDDLE SCHOOLS	NAME/TITLE	PHONE	FAX
20	**HILLSIDE MIDDLE SCHOOL** 2222 E. Fitzgerald Road 93065 Anthony Warner 1019 428-1786	**TIM BEDNAR, Principal** Tee Buckle, Assistant Principal Tracie Bowden, Dean of Students **Karen Hewitt, Office Manager**	520-6810 #1007 #1011 #1006	520-6156
72	**SINALOA MIDDLE SCHOOL** 601 Royal Avenue 93065 Laura Tufto 7028 279-8093	**BRAD TORTI, Principal** Gennaro DeFelice, Assistant Principal Jennifer Urie Assistant Principal Michelle Cunningham**, Office Manager**	520-6830 #7007 #7008 #7006	520-6835
78	**VALLEY VIEW MIDDLE SCHOOL** 3347 Tapo Street 93063 Paul Bartlett 1327	**MICHAEL HALL, Principal** Jan Britz, Interim Assistant Principal Kelly Pomerantz, Assistant Principal **Nadia Hurtado, Office Manager**	520-6820 #1308 #1307 #1306	520-6157

CODE	SENIOR HIGH SCHOOLS	NAME/TITLE	PHONE	FAX
32	**APOLLO CONTINUATION SCHOOL** 3150 School Street 93065 David Rodriquez	**DEAN MAY, Principal** Karen Smith, Office Manager	520-6150 #1507	520-6655
33	**ROYAL HIGH SCHOOL** 1402 Royal Avenue 93065 Sandy Watson (George) 2998 Plant Manager Kay Bennett 2999	**KEITH DERRICK, Principal** Aaron Dobson, Assistant Principal Wendy Mayea, Assistant Principal Patricia Myszkowski, Activities Director Debra Broberg, Assistant Principal Andy Andreolli, Athletic Director **Harriet Hunsaker, Office Manager**	306-4875 #2707 #2711 #2736 #2707 #2735 #2706	520-6644
37	**SANTA SUSANA HIGH SCHOOL** 3570 E. Cochran Street 93063 Tony Hernandez 3727 558-2661 Plant Manager	**MATT GUZZO, Principal** Aimee Spurbeck-Boian, Assistant Principal Layton Spracklen, Assistant Principal **Teri Hypes, Office Manager** **Program for Special Needs**	520-6800 #3707 #3708 #3706 #3883 Or #3884	579-6385
30	**SIMI VALLEY HIGH SCHOOL** 5400 Cochran Street 93063 Lisa Jeffers 6712 Eliz Lang 6710 Bonnie 6719 Health Office Dan Behrens- Plant Manager	**JOHN BAXTER Principal** Brian Cox , Assistant Principal James Jenkins, Assistant Principal Shannon Madsen, Assistant Principal Brian Kiunke, Assist Principal Joelle Cardona, Athletic Director **Sharon Klug, Office Manager**	**577-1400** #6711 #6737 #6707 #6709 #6740 #6706	520-6633

CODE	HOME SCHOOL / INDEPENDENT STUDY K-12	NAME/TITLE	PHONE	FAX
07	**MONTE VISTA SCHOOL** 1220 Fourth Street Simi Valley 93065 Dave Brisley -Custodian	**STEPHEN PIETROLUNGO, Ed.D., Principal** Ruth Leon, Office Manager	579-6326 #2006	520-6727

CODE	SICE	NAME/TITLE	PHONE	FAX
01	**SIMI INSTITUTE FOR CAREERS & EDUCATION** 1880 Blackstock Avenue Simi Valley 93065 Chris Dean WC 1615 Ian Green 1612	**ALAN PENNER, Principal** Mark Sheinberg, Assistant Principal Melvin Vines, Assistant Principal Shayna Ledesma, Assistant Principal Debbie Lawrence**, Office Manager** **SCHOOL OF COSMETOLOGY**	579-6200 #1608 #1609 #1607 #1611 579-6275	522-8902 Rev 1/6/22 bw

Simi Valley Unified School District
2021/2022

JULY

S	M	T	W	T	F	S
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☺ 5 Independence Day (legal holiday) (observed)

AUGUST

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29	30	31				

☼ 6 New Teachers Report (1/2 day)
■ 9 All Teacher Staff Development
♦ 10 Preparation Day (Full Day)
● 11 First Student Day

SEPTEMBER

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☺ 6 Labor Day
☻ 7 Local Holiday (Rosh Hashanah)
☻ 16 Local Holiday (Yom Kippur)

OCTOBER

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NOVEMBER

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DECEMBER

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26	▲27	▲28	▲29	☻30	☺31	

3rd School Month

4th School Month

■ 2 All Teacher Staff Development
☺ 11 Veterans Day
▲ 22 Thanksgiving Recess Begins
24 Classified Holiday
☺ 25 Thanksgiving Day
☻ 26 Local Holiday

5th School Month

▲ 20 Winter Recess
☻ 23 Local Holiday
☺ 24 Christmas Day (legal holiday observed)
☻ 30 Local Holiday
☺ 31 New Year's Day (legal holiday observed)

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6th School Month

♦ 4 Preparation Day (Full Day)
● 5 School Reconvenes
☺ 17 Martin Luther King Day

7th School Month

☺ 21 President's Day

8th School Month

■ 11 All Teacher Staff Development
▲ Spring Recess

9th School Month

☻ 15 Local Holiday (Good Friday)
* 18 Non student/non work day

10th School Month

☺ 30 Memorial Day

● 2 High School Graduation
● 3 Last Day of School-Minimum day
3 Teacher Checkout

● First & Last Day of School
☺ Legal Holiday
☻ Local Holiday

■ Staff Development (Student Non-Attendance)
♦ Preparation Day (Student Non-Attendance)
☼ Orientation Half-day (Student Non-Attendance)

▲ Thanksgiving, Winter & Spring Recess
Classified Holiday
* Non student/non work day

BOE approved 5/19/2020

CERTIFICATED STAFF

GENERAL

The Simi Valley Unified School District staff is comprised of two categories of employees: Certificated and Classified.

Teachers are employees who are certified by the State of California and can be further classified into the following categories:

Permanent Teacher
Under Education Code Section 44929.21, a teacher who has served for 75% of the year for two consecutive school years in a position requiring certification qualifications shall, at the commencement of the succeeding school year be classified as and become a permanent employee of the district provided that the employee did not hold an "emergency permit" during those two years (Ed. Code Section 44911).

Probationary Teacher
Certificated Employees who have not yet served two complete consecutive school years with the organization in a position requiring certification qualifications (Ed. Code Sections 44915 & 44929.21).

Substitute Teacher
Education Code Section 44917 defines substitute teachers as those persons employed in positions requiring certification qualifications to fill positions of "regularly employed" certificated personnel who are absent from service. A substitute is classified as a long-term substitute after working for more than twenty (20) consecutive days for the same regular teacher.

Temporary Teacher
Education Code allows temporary teachers to be employed under the following circumstances:

1. Ed. Code Section 44909, permits temporary teachers to work in categorically funded projects that are not required by state or federal statutes, or to replace regular certificated personnel who are working in such programs.
2. Ed. Code Section 44920 allows the use of temporary teachers to replace teachers on approved leaves of absence for up to one school year (but not less than one semester unless service begins in the second semester prior to March 15).
3. Ed. Code Section 44919 allows the use of temporary teachers in a variety of narrow areas:
    a. To serve from day to day during the first three months of any school term to teach temporary classes not expected to exist after that time;

b. To perform any duties which do not last longer than the first three months of any school term;
c. To teach special day and evening classes for adults or in schools of migratory population for not more than four school months of any term;
d. To serve in a limited assignment supervising athletic activities;
e. When an actual emergency arises to prevent stoppage of school district business, for not more than 20 working days.

4. Ed. Code Section 44917 allows temporary teachers in vacant positions when no fully credentialed person is available.

PROBATIONARY TEACHERS

The probationary period for newly hired teachers serving on preliminary or clear credentials is two years. Teachers on probation may be released thirty days before the end of the first year of their probationary period. Second year probationary teachers being released must be given notice on or before March 15 of their second school year.

Teachers serving on permits or waivers do not enter their two year probationary period until the requirements for the preliminary or clear credential are met. Such teachers can be released from employment at any time.

Teachers will be evaluated each year of the probationary period, and each year while serving under an emergency credential or waiver. (BP 4116)

CERTIFICATION

It shall be the personal responsibility of the certificated employee to have a proper credential and to keep the credential in force by renewing the credential as required. Failure to meet these requirements will result in the non-issuance of salary warrants and termination of employment.

As a courtesy, the Certificated Personnel Office may notify personnel regarding the need to renew credentials on an annual basis.

Credentials and life diplomas may be revoked or suspended by the State Board of Education when the holder is found guilty of:

1. Failure to fulfill a valid contract of employment or leaving school before the expiration of the term of employment without the consent of the governing board,
2. Immoral or unprofessional conduct,
3. Persistent defiance of, or refusal to obey, the laws regulating the duties of employees and/or
4. Evident unfitness for teaching.

FAILURE TO RETURN INTENT TO RETURN NOTICE

Intent to Return notices are sent in January to all certificated employees. This form confirms whether or not a permanent or probationary employee intends to remain in service in the District for the following school year. This form shall be returned to Certificated Personnel by the end of February.

RELEASE FROM TEACHING CONTRACT

All teachers, other than substitute and hourly teachers, are considered to be under contract for an entire school year and are expected to remain in their assigned position the entire year. Normally, no certificated employee will be released from contract after July 1 unless a suitable replacement is available or unless extenuating circumstances make it desirable for both the District and the employee.

Occasionally, a teacher may find it necessary to request release from the contract before its completion. The District has the option to accept or reject such a request. The decision to release a teacher from the teaching contract will be based on the ability to find an adequate replacement and on the prevention of disruption of the educational program. Teachers who break a teaching contract without a release by the District run the risk of losing their credential. It shall be the responsibility of the Personnel Office to notify the Commission for Teacher Preparation and Licensing when certificated employees fail to fulfill the conditions of their contract.

The following steps should be followed to request release from a teaching contract during the school year:

1. Notify your supervisor.
2. Make a written request to the Personnel Services Department. This request must include the requested date of release and the reason for the request.

Questions concerning the process should be directed to the Personnel Services Department. The decision of the district to accept or deny the request will be communicated in writing to the teacher.

RESIGNATION PROCEDURE

Any certificated employee who voluntarily resigns from a position shall provide a written resignation to the Simi Valley Unified School District, at the completion of their contract.

Formal notice of resignation may be accomplished by completing a resignation form, available from your immediate supervisor or from the Personnel Services Department. The form shall be processed through the personnel department. The Superintendent of Schools, or his designee, shall officially accept the written resignation of any employee. Acceptance of the resignation shall be effective at the time of receipt by the Superintendent or his designee. Normally, resignations will not be accepted after July 1 unless a suitable replacement is available.

Typically, a resignation terminates relations between an employee and the District. That is, one loses his/her probationary or permanent status. Persons teaching two years, but who resign before teaching the first day of the following year, resign as probationary rather than permanent teachers.

Upon termination, the employee may have an exit interview with the Personnel Services

Department. Rights of retirement benefits, continuation of insurance coverage, and unemployment insurance benefits will be explained at that time.

Upon receiving the proper resignation request, the District provides the following services for the teacher:

a. Letters for placement files sometimes referred to as letters of recommendation
b. Verification of employment for placement on salary schedules in other districts
c. Transfer of sick leave to other California school districts and
d. Verification of employment for retirement purposes

The employee shall be required to turn in all District possessions such as books, supplies and keys before the final salary warrant will be released.

REINSTATEMENT AND RE-EMPLOYMENT

Teachers re-employed after resigning fall in one of three categories:

1. Probationary teachers at the time of their resignation may be re-employed on the same Step and Column to which their training and experience qualifies them at the time of re-employment based on salary schedule in effect at the time of re-employment.

2. Permanent teachers at the time of their resignation may be re-employed within a thirty-nine (39) month period after the effective date of their resignation (last date of paid service--Leaves of Absence do not count) with no loss of benefits. That is, they will retain their position on the salary schedule and retain their accumulated sick leave and tenure (EC 44931). Re-employment of a permanent teacher is at the option of the District. A certificated employee who resigns from the school district and is subsequently hired again shall forfeit his/her original contract of employment. Seniority in this case shall begin on the day on which the employee first rendered paid service after his/her re-employment (EC 44848).

3. Permanent teachers re-employed after thirty-nine (39) months are subject to the same employment provisions as any new teacher. New employment documents including STRS enrollment must be completed prior to re-hire.

CAUSE FOR DISMISSAL

The Superintendent shall have supervision and control of all certificated employees of the District, and shall report to the Board any serious misconduct, lack of ability, negligence, or inattention on the part of any of them. When the Superintendent deems it to be in the best interests of the school district, he/she shall recommend to the Board of Education for final action of the demotion or dismissal of any certificated employee. All procedures shall be in accordance with the California Education Code.

Permanent certificated employees and probationary certificated employees may be dismissed for

cause as defined in the Education Code 44932:

1. Immoral and/or unprofessional conduct.
2. Commission, aiding or advocating the commission of acts of criminal syndicalism.
3. Dishonesty.
4. Unsatisfactory performance.
5. Evident unfitness for service.
6. Physical or mental conditions unfitting his/her ability to instruct or associate with children.
7. Persistent violation or refusal to obey the school laws of California, or reasonable regulations by the State Board of Education or the Governing Board of the Simi Valley Unified School District.
8. Conviction of a felony or any crime involving moral turpitude.
9. Membership in, or support of, any organization advocating overthrow of Federal or State Government by force, violence, or other unlawful means.
10. Refusal to answer under oath to proper authorities concerning membership in, or advocacy of, an organization advocating forceful or violent overthrow of the Government of the United States.
11. Alcoholism or other drug abuse which makes the employee unfit to instruct or associate with children.
12. Unprofessional Conduct.

Probationary certificated employees may be dismissed during the school year for unsatisfactory performance as defined in the Education Code Section 44948.3.

Permanent or probationary certificated employees have the right to appeal as provided in the Education Code Section 44948.3.

TEACHER REPRESENTATION

The Simi Educators Association (SEA) is a chartered chapter of the California Teachers Association (CTA) and affiliated with the National Education Association (NEA) making your membership part of the United Teaching Profession (UTP). Under California law, certificated employees have the right to be represented by a professional association, and to collectively bargain (negotiate) wages, hours and certain conditions of employment. Simi Valley Unified School District recognizes the Simi Educators Association (SEA) as the exclusive representative of all certificated employees of the District.

The following categories of certificated employees are considered members of the bargaining unit (unit members):

Regular Classroom Teachers	Adult Education Teachers
Special Education Teachers	Librarians
Speech Therapists	Nurses

Certificated employees who are not represented by the Association include substitute employees, and certificated hourly employees working less than four (4) hours a day or twenty (20) hours a week and those positions designated as management or those who may be designated as

management, confidential, or supervisory in the future.

All bargaining unit employees are covered by the terms of the contract of agreement negotiated between the District and the Association. The Association must represent all members of the bargaining unit whether or not they are a dues-paying member. It is your responsibility to read the Contract of Agreement between the District and the Association. Ignorance of the terms of the Contract is not an acceptable excuse for violation of any contract provision. There is an SEA representative at all sites that can explain the benefits of membership, or contact the Personnel Services Office to obtain the names and phone numbers of the Association Officers. You are not required to join the Association as a condition of employment or to maintain employment.

Simi Educators Association Office

The SEA Office is located at 40 W. Cochran Street, Suite 106, Simi Valley, CA 93065. The phone number is (805) 526-5668, fax (805) 526-0130, email: sea@simieducators.org, and web site: http://simieducators.org.

Executive Board

The Simi Educators Association Executive Board is composed of the elected officers, nine segment directors, three multi-district CTA State Council Representatives, and elected CTA or NEA officers. The Board meets on the first Wednesday of the month and their duties include the supervision and administration of policies, development and assessment of goals, and function as standing committee liaisons for the Association.

Representative Council

The Representative Council of the Simi Educators Association is composed of at least one Faculty Representative from each school site and the Executive Board. Large sites are allotted more than one Rep, based on the number of members at that site. Association members at each site in either late spring or early fall of each year select Reps. The Faculty Rep is the direct link between the Association and you, as members, by holding meetings, distributing literature, seeking input from the members at his/her site, and conferring with the site administration about member concerns. Reps also represent members as a voting member of the local Association's policymaking body, which meets on the third Wednesday of each month. All Association members are welcome to attend Rep Council meetings as observers.

Department Chairperson - Secondary

Brief Description of Position

Under the supervision of the Principal, the Department Chairperson will correlate the work of the department and exercise leadership in developing departmental programs of instruction, standards of pupil performance, and techniques for assessment of pupil progress.

General Duties and Responsibilities

1. Assists the department in developing departmental and course goals and objectives.
2. Conducts meetings of the members of the department.
3. Administers the department supply and textbook budgets.
4. Manages the use of departmental materials and equipment.
5. Represents the department in school departmental meetings.
6. Assists in the development of the master schedule.
7. Assists with induction of new teachers in the department.
8. Serves as a liaison between members of the department and the administration, counseling, and special services within the school in instructional matters related to the department.
9. Coordinates the policies and procedures of the department, school, and district.

Department Chairperson Selection Procedures

A. Appointments

Appointments of Department Chairpersons shall be the responsibility of the Principal upon recommendation by the Department. Should the Principal veto a recommendation, the Department may submit another recommendation.

B. Term of Chairperson

Appointment as a Department Chairperson is for a period of one (1) year, renewable on a year-to-year basis upon recommendation of the Department and approved by the Principal.

C. Qualifications

The Department Chairperson shall be preferably a permanent teacher who does not have an additional released responsibility in another area. He/she shall have a major or minor in the subject area(s) under consideration and have an assignment of at least 50 percent in the department, unless an exception is agreed to by the Principal and the Department personnel. Since a Department Chairperson acts on occasion as a spokesman for the department, as well as working under the direction of the Principal with such delegated

authority as is necessary to perform his/her duties, it is important that each chairperson has the confidence of both the Principal and the members of the department. The Chairperson should have demonstrated interest in curriculum development, as well as a knowledge of organizational procedures. The Chairperson should have the necessary personal leadership qualities.

D. **Number of Department Chairpersons**

The number of Department Chairpersons at any school shall be determined upon recommendation by the Unit members and approval by the Principal at each secondary school. The determination shall take into account the specific needs of the school, curricular considerations, and class size.

EMPLOYMENT REQUIREMENTS

EQUAL EMPLOYMENT OPPORTUNITY / ADA

The Simi Valley Unified School District is an equal employment opportunities employer. The Simi Valley Unified School District is committed to equal employment at all levels of responsibility. The employment and procurement in every department/school within the District will be on a totally fair and impartial basis, and no factors of race, religious creed, color, ancestry, national origin, sex, age, marital status, medical condition, or physical handicap, where the latter does not impair one's job performance with reasonable accommodations, are to be considered.

The District recognizes the Americans with Disabilities Act (ADA) and acknowledges that reasonable accommodations for the employment of qualified persons with a physical disability or medical condition are necessary. If an employee has been determined to be a qualified injured worker (QIW), pursuant to Labor Code Section 139.5, and thus unable to return to the employee's usual and customary position, with or without restriction, the following procedure shall apply:

1. An effort will be made to find another suitable alternative position with the District for which the employee is qualified.

2. In the event that no such alternative position can be identified, the employee shall be provided with rehabilitation benefits pursuant to Labor Code Section 139.5.

3. Upon commencement of rehabilitation services, such as training and/or placement, the employee shall be deemed to have resigned from the District, and all accrued benefits per the Education Code shall be paid upon resignation.

UNIFORM COMPLAINT PROCEDURE

The Simi Valley Unified School District maintains a uniform complaint policy covering complaints alleging violation of federal or state laws or regulations pertinent to all relevant programs, including adult education, career/vocational education, child development, consolidated programs, migrant education, special education, child nutrition, and civil rights guarantees (gender equity, nondiscrimination, and sexual harassment). Complaints are to be made in writing, with assistance by district staff if the complainant is unable to do so, to the Superintendent or designee, who will coordinate an investigation and respond with a written report within sixty days of receipt of the complaint. Board policy prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures. A complainant may appeal the district's decision to the California Department of Education, Office of Equal Opportunity, 1430 N Street, Sacramento, CA 95814 by filing a written appeal within fifteen days after receiving the district's decision. If a district is found to have violated federal or state law and/or regulation, and does not take corrective action to comply, information regarding various civil remedies may be available including but not limited to injunctions, restraining orders, or other remedies of orders.

Discrimination complaints must be filed within six (6) months from the alleged occurrence or when knowledge was first obtained. Notwithstanding any other provision of law, a person who alleges that he or she is a victim of discrimination may not seek civil remedies pursuant to this section until at least 60 days have elapsed from the filing of an appeal to the State Department of Education. *(Code of Regulations, Title 5, § 4622: Board Policy 1312.3; Administrative Regulation 1312.3, EC 262.3.)* Board Policy and Administrative Regulation 1312.3 Uniform Complaint Procedures are included at the end of this section as required by law beginning on page 31.

CHILD ABUSE REPORTING

The Simi Valley Unified School District has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The district has established Administrative Regulation 5141.4 which establishes procedures which offer direction and clarity to the reporting process.

Duty to Report

All certificated and classified employees are obligated to report known or suspected incidents of child abuse and neglect in accordance with law, Board policy, and administrative regulation to a child protective agency by telephone immediately or as soon as practically possible, and in writing within 36 hours. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect. The reporting duties are individual and cannot be delegated to another individual. School district employees shall not conduct nor attempt to conduct an investigation of such suspicion.

Definitions

1. "Child Abuse" includes the following
   a. A physical injury inflicted by other than accidental means on a child by another person.
   b. Sexual abuse of a child as defined in Penal Code 11165.1.
   c. Neglect as defined in Penal Code 11165.2.
   d. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under person's care or custody.
   e. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
   f. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.
2. Child abuse or neglect does not include:
   a. A mutual affray between minors (Penal Code 11165.6).
   b. An injury cause by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6).
   c. The exercise by a teacher, assistant principal, principal or other certificated

employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807).

d. The amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001).

e. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001).

3. **Mandated Reporters** are those people defined by law as "child care custodians," "health practitioners", "child visitation monitors" and "employees of a child protective agency". Mandated reporters include virtually all school employees. All district personnel are designated as "child care custodians".

4. **Child Protective Agencies** are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

5. **Reasonable Suspicion** means that it is objectively reasonable for a person to entertain such a suspicion, based on facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

   a. To assist in determining whether an incident is reportable, you can ask yourself the question, "Do I suspect, based on my training and experience, that the injury was not accidental or not self-inflicted?" If you have reasonable suspicion that a student is a victim of abuse, whether physical, sexual, or neglect, the incident is reportable.

   b. If a student tells you that he or she is being sexually abused, believe the student and report it immediately. It is extremely rare for a child not being abused to make up a scenario involving sexual abuse.

   c. When discussing a child abuse matter, remember that they are the victims of a crime and not to blame for it. Also, do not belittle the student's parents.

Reporting Procedures

1. It is the policy of the district that child custodians immediately report known or suspected child abuse or neglect by telephone to the Child Protective Services. Suspected sexual assault should be reported to Child Protective Services when a family member is the suspect; all other suspected sexual assaults should be reported directly to the respective law enforcement agency.
   The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, school principal, school counselor, co-worker,

or other person shall not be a substitute for making a mandated report to the appropriate agency (Penal Code 11166).

Request, if needed, the assistance of Student Support Services staff or a school nurse for non-investigative purposes only.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

a. The name of the person making the report.
b. The name of the child.
c. The present location of the child.
d. The nature and extent of any injury.
e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When a verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Simi Valley Police Department	(805) 583-6950
Ventura County Child Protective Services	(805) 654-3200
Ventura County Sheriff's Department	(805) 654-2380

2. Within 36 hours of receiving the information concerning the incident and making the telephone report, the mandated reporter shall complete and mail to the appropriate agency a written report which includes a completed Department of Justice form (DOJ SS 8572)(Penal Code 11166, 1116). Copies of this form may be obtained from the District or the local child protective agency. Instructions are included on the form, and reporters may ask the site administrator for help in completing and either mailing it or giving it to the responding officer or deputy; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing the forms and in working with any responding law enforcement official.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse or neglect which s/he knows to exist or reasonably should know to exist, s/he is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to $1,000, or both. The

mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report (Penal Code 11166).

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child (Penal Code 11174.3).

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school (Penal Code 11174.3).

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal or designee shall **not** notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation (Ed. Code 48906). The peace officer or agent will be asked to sign an appropriate release or acceptance of responsibility form.

If You Are Accused Of Molesting Or Abusing A Child

1. If a verbal allegation is made by a parent, tell them that in view of their serious concerns, you will contact your administrator who will arrange a joint meeting time. Do not debate the issue with the parent. If the parent insists on calling the principal or supervisor directly, that is their right; you may wish to call first to alert the administration to the situation.

2. If a report has been filed with the police or protective services agent, there will be an investigation and you will be questioned. If questioned, it is recommended that you speak with an administrator present who can confirm what you say, and the context in which you made the statement. It is your right not to talk to a peace officer or agent without first consulting your personal attorney at your own expense.

   If a police officer comes to interrogate you, you may wish, for your own protection, to consult your personal attorney at your own expense prior to saying anything to the police. Sometimes innocent people feel "I don't mind talking, I have nothing to hide,"
   but innocent statements can sometimes be manipulated or interpreted in such a way to aggravate the situation. If you do choose to discuss the matter, it is recommended that you do so in the presence of an administrator.

3. If either formal charges or informal allegations are filed against you, the Simi Valley Unified School District will conduct an investigation into the matter before deciding what action, if any, needs to be taken. Pending the outcome of an investigation and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

   Upon filing formal charges or upon conviction, the District may take disciplinary action in accordance with law, district policies, regulations and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

EMPLOYEE MEDICAL EXAMINATION

If you are hired as a certificated employee and have not previously been employed in a position requiring certification qualifications in California, a medical examination is required for employment showing that the employee is free from any disabling disease unfitting the employee to instruct or associate with students. You must provide the Personnel Services Department verification of a medical examination conducted by a physician or surgeon licensed to practice medicine, not more than six months before beginning your service for the district. If you are unable to complete your medical examination before school starts, written confirmation of a scheduled appointment must be turned into the Personnel Services Department before you can begin your service. The employee is responsible for the expense of the medical examination.(EC 44839)

All employees of the district may be required to undergo a periodic medical examination to insure that the employee is free from any communicable disease, or when there is evidence that a medical problem exists that interferes with the normal responsibilities of the employee's position. The

District will either provide the required examination, cause the examination to be provided, or provide the employee with reasonable reimbursement for the required examination. A medical certificate stating that the employee is physically able to resume regular duties shall be placed in the employee's personnel file.(BP 4112.4)

EMPLOYMENT ELIGIBILITY VERIFICATION DOCUMENT

Verification of the right to work in the U.S. is required by the Federal Government. Upon initial employment, the employee must show evidence of identity and employment eligibility when completing the I-9 Document.

FINGERPRINTS

Each employee will be fingerprinted in conformance with Education Code Section 45125 and as a condition of employment. Fingerprints are forwarded to the Department of Justice and Federal Bureau of Investigation for screening to assure that no employee has been convicted of a crime that would preclude employment by the Simi Valley Unified School District.

OATH OR AFFIRMATION OF ALLEGIANCE

A signed Oath of Allegiance is required of all California public employees. Its primary purpose is to ensure that you will serve as a disaster service worker in a major disaster. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their superiors.

An employee may be exempt from taking the above oath if he/she raises a valid religious objection. (AR 4112.3)

SEXUAL HARASSMENT

The District is committed to maintaining an educational environment that is free of harassment. Sexual harassment of employees, students or other persons at school or at school-sponsored or school related activities is prohibited. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process.

All employees and students shall receive instruction and information on sexual harassment that shall include:

1 What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the person(s) to whom a report of sexual harassment should be made.

The key word in defining sexual harassment is **unwelcome**. When any unwanted, unwelcome, or

unsolicited sexual conduct is imposed on a person who regards it as offensive or undesirable, it is sexual harassment. When a person finds the conduct is unwelcome, it becomes illegal. Even conduct implicit in nature--hidden in subtlety or innuendo--is unlawful if it is unwelcome. If the employee or student states that she (or he) finds the behavior offensive, the actions are unwelcome.

Often victims will seek to avoid confrontation or may fear reprisals and consequently do not clearly state their objection. Therefore, all employees must learn to be sensitive to how their actions may be perceived by others, no matter what they personally may believe or intend. (The following summarizes Administrative Regulation 4119.11 Sexual Harassment [Employees] and Administrative Regulation 5145.7 Sexual Harassment [Students].)

What is Sexual Harassment?
Sexual harassment shall be defined as unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by any employee, volunteer or student in the school district.

Pursuant to law, unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature constitutes sexual harassment when:

1. Submission to the conduct is explicitly or implicitly made in term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment.
4. Submission or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Teasing or sexually remarks or degrading words used to describe an individual.
5. Spreading sexual rumors.
6. Massaging, grabbing, fondling, stroking or brushing the body.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully cornering or blocking normal movements.
9. Display of sexually suggestive objects or pictures in the educational environment.
10. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Acts of sexual harassment must be considered by a reasonable person to be sufficiently severe or pervasive to have a negative impact upon the individual's academic or work performance or to create an intimidating, hostile or offensive educational or work environment.

When Should a Complaint Be Made?

If you feel you are being discriminated against, or if you observe that discrimination is being practiced in your work area, you should contact the Personnel Services Department. It is your right to file a complaint under our Complaint Procedure.

A complaint should be filed as quickly as possible after the date of the alleged harassment. A limit of 180 days shall be imposed unless the time for filing the complaint is extended for good cause. All complaints must be processed and reviewed within five school days.

How Should a Complaint Be Made?

All individuals or groups who file a complaint shall be granted the right of confidentiality and privacy to the extent the law allows. Retaliation of any kind by the alleged harasser shall be considered a violation of Title IX of the Civil Rights Act and will result in immediate disciplinary action.

All verbal complaints must be put in writing. The complainant may use the written complaint form provided by the school district or may provide their own form of written complaint. Complainants are encouraged to provide their name and address to effectively process the complaint and monitor the results but are not required to do so. The name of the complainant may not be revealed without prior consent.

Complaints of sexual harassment may be directed to any or all of the following people/agencies:

1. School district employees alleging sexual harassment may complain to their supervisors or department heads. Employees and students at school sites should report to the principal or designee. The supervisor or department head will ensure that a written complaint is prepared, a thorough investigation is performed and that appropriate actions are taken to solve the problem and prevent its recurrence in the future.

   The actions taken by a supervisor or department head will be recorded on a standard response form. A copy of this written response will be forwarded, along with a copy of the written complaint, to the school district's Title IX Officer(s).

   School district employees, as well as all other individuals alleging sexual harassment, may also complain to principals, the Title IX officer(s), the State Department of Education and/or the Office for Civil Rights as specified in this section.

2. Title IX Officer(s): Individuals alleging sexual harassment may complain to the school district's Title IX Officer(s). The Title IX Officer must ensure that a written complaint is prepared and shall ask the complainant if s/he wants to prepare it individually or with the Title IX Officer(s). The Title IX Officer will then interview all people involved to ensure

the problem is corrected in the most effective manner and record the results of the investigation on a standard response form prepared by the school district. To contact the Title IX officer(s) call the district office, 101 West Cochran Street, Simi Valley, CA 93065, (805) 306-4500.

3. Office of Gender Equity - California Department of Education: Individuals alleging sexual harassment may complain directly to the California Department of Education or may file a complaint after filing a separate complaint with the school district. To contact the California Department of Education call or write: Office of Gender Equity, California Department of Education, 1430 N Street, Sacramento, CA 95814, (916) 657-2813.

4. Office for Civil Rights: Individuals alleging sexual harassment may complain directly to the Office for Civil Rights or may file a complaint after filing a separate complaint with the school district. A grievant is not required by law to use the school district's grievance procedures before filing a complaint with the Office for Civil Rights; however, filing a complaint with the Office for Civil Rights may preclude any further use of the school district's grievance procedures. If the grievant uses the school district's grievance procedures and also files a complaint with the Office for Civil Rights, the complaint must be filed with the Office for Civil Rights within 60 days after the last act of the school district's grievance process. To contact the Office for Civil Rights, write or call the following: U.S. Department of Education, 50 United Nations Plaza, #239, San Francisco, CA, 94102, (415) 556-7000.

How To Appeal A Decision Made By The School District

Individuals who are dissatisfied with the school district's response to a sexual harassment complaint may appeal to the school district, the Office for Civil Rights or seek civil law remedies.

1. School District: Appeals may be made to the Superintendent. S/he will contact the Title IX Officer(s) to review the complaint and response and work with all individuals involved in the complaint to resolve the problem. Contact the Superintendent at the district office, 101 West Cochran Street, Simi Valley, CA 93065, (805) 306-4500.

   Appeals may be made to the Board during one of their regular meetings in a closed session. The Board will work with all individuals involved in the complaint to resolve the problem. To verify date and location of meetings call the Superintendent's office at 306-4500.

2. Office of Gender Equity - California Department of Education: Appeals of a school district decision regarding a sexual harassment complaint may be made with the California Department of Education. To contact the California Department of Education call or write: Office of Gender Equity, California Department of Education, 1450 N Street, Sacramento, CA 95814, (916) 657-2813.

3. Office of Civil Rights: Appeals of a school district's decision regarding a sexual harassment complaint may be made with the Office for Civil Rights. To contact the Office

for Civil Rights, write or call the following: U.S. Department of Education, 50 United Nations Plaza, #239, San Francisco, CA 94102, (415) 436-7940.

4. Civil Law Remedies: Appeals of a school district's decision may be made in court through civil law remedies. Complainants should consult an attorney for more information.

All materials concerning the complaint, including the written complaint, written responses, notes, letters and legal papers, shall be maintained on file by the school district for five years after the investigation is completed.

VERIFICATION OF SOCIAL SECURITY CARD

The District requires a copy of your social security card be on file with the Payroll Department before any payroll checks will be processed. Per federal regulations, the District must pay you exactly as your name is listed on your social security card. This regulation is in place to protect both the employee and employer. By using the exact information printed on your social security card, earnings reported to state and federal agencies will be posted accurately to insure proper credit to you. If an employee is paid under an incorrect name or social security number, the District may be subject to penalties. A copy of your social security card is also required by the Public Employees' Retirement System upon enrollment.

Policy 1312.3: Uniform Complaint Procedures **Status:** ADOPTED

Original Adopted Date: 06/07/1994 | **Last Revised Date:** 04/20/2021 | **Last Reviewed Date:** 04/20/2021

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8498)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)

16. Student fees (Education Code 49010-49013)

17. Reasonable accommodations to a lactating student (Education Code 222)

18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

20. School safety plans (Education Code 32280-32289)

21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

22. State preschool programs (Education Code 8235-8239.1)

23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)

24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social

Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611

3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

Regulation 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 06/07/1994 | **Last Revised Date:** 04/20/2021 | **Last Reviewed Date:** 04/20/2021

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment. The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

Assistant Superintendent, Educational Services
101 W. Cochran Street
Simi Valley, CA 93065
(805) 306-4500, ext. 4201

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or

bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate.

3. A statement that a UCP complaint must be filed no later than one year from the date the alleged violation occurred. A statement that, in the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct

4. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities

5. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

6. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

8. A statement that the complainant has a right to appeal the district's investigation report to CDE for programs within the scope of the UCP by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision

9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable

10. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.

3. A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

5. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

6. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the

compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the investigation report at the same time it is provided to the complainant.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered.

2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law

3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600

4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610

5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the

investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the investigation report shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

2. Academic support

3. Health services

4. Assignment of an escort to allow the victim to move safely about campus

5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference

3. Education regarding the impact of the conduct on others

4. Positive behavior support

5. Referral to a student success team

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including as least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the district's investigation report are not supported by substantial evidence.

4. The legal conclusion in the district's investigation report is inconsistent with the law.

5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint

2. A copy of the district's investigation report

3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator

4. A report of any action taken to resolve the complaint

5. A copy of the district's UCP

6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.

In each license-exempt CSPP classroom, a notice shall be posted notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5; 5 CCR 4690)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5; 5 CCR 4690)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8235.5; 5 CCR 4692)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8235.5; 5 CCR 4693, 4694)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools. (5 CCR 4693)

SALARY AND BENEFITS

DISTRIBUTION OF PAY CHECKS

Pay day is the last business day of each month. The following options are available for delivery of pay checks:

1. Direct deposit to a financial institution, provided employee has filed the appropriate forms with the Payroll Department. This option will electronically post the employee's pay check to a checking or savings account of the employee's choice each pay day; the employee will receive, at their work site or by e-mail, a pay stub that looks like a regular check stub with all of the tax and deduction information.

2. U.S. Mail is utilized to forward pay checks to the employee's home. **We cannot assume responsibility for delays that may occur when mail is lost or delayed. A minimum of 7 days is required to report a pay check was lost in the mail.**

Your choice may be changed at any time. The Payroll Department must be notified at least 10 days prior to pay day for direct deposit. Cancellation or change of any of the above options must be made to the Payroll Department in writing.

PAYROLL DEDUCTIONS

The following deductions are required:
1. Federal and State Income Tax
2. Retirement Contributions*
3. Employee portion of Medicare contribution (currently applies to anyone employed after 4/1/86)
4. Medical Premium-may opt out or job share

*Retirement contributions are deducted before state and federal tax is calculated. Retirement contributions will be taxable when received at the time of retirement or withdrawal from the retirement system. Withdrawal prior to retirement or age 59½ may also result in tax penalties.

All other deductions are voluntary, require written authorization on forms approved by the payroll office, and Board of Education action authorizing the group deduction. If you choose, deductions will be made for such things as: Union dues, Credit Union payments or savings, Tax Sheltered Annuities and some charitable contributions.

All deduction changes must be in the payroll office by the fifth (5) of the month to be recorded on the next payroll.

If you feel there has been an error in any pay check you receive, or if you have questions concerning the amount of your check, you should contact the Payroll Department immediately.

SALARY SCHEDULE PLACEMENT

Initial salary placement is made by the Personnel Services Department on information contained in the employment application and confirmed by official college transcripts and letters of verification of experience provided by the employee.

Units completed concurrently with the final semester, quarter or summer session in which the BA Degree was awarded and not required for the degree may count toward salary advancement, pursuant to these provisions. Only semester units or hours of credit granted by an accredited college or university will be accepted. Quarter units are 2/3 of a semester unit.

Consult the Teachers' Collective Bargaining Agreement, Article IV for specific requirements for salary advancement.

HEALTH BENEFITS INSURANCE

Health, dental and vision insurance is provided for the certificated employee, working 1/2 to full time, and their eligible dependents with a nominal deduction. In addition, the District will provide at no cost $10,000 of life insurance for the employee only. Brochures explaining the benefits offered are provided to each employee at the time of hire. Any questions regarding coverage should be directed to the Benefits Department.

The District will hold an annual open enrollment.

It is the employee's responsibility to request a change form from the Benefits Department to report changes in eligible dependents and address changes. **All changes must be reported within 30 days of the qualifying event to assure uninterrupted coverage.** The Benefits Department is open year round.

SECTION 125 FLEXIBLE BENEFIT PLAN

Section 125 of the Internal Revenue Service Code allows employees the opportunity to purchase certain types of benefits on a favorable tax basis using "pre-tax" dollars which can result in a higher level of spendable income for employees.

Dependent Care Reimbursement Plan ($5,000 maximum contribution)
Under this plan an employee elects to have a specified number of pretax dollars deducted from their paycheck each pay period. These dollars are then contributed to a reimbursement account. Pretax dollars are subtracted from an employee gross earnings, before taxes are calculated, which, therefore, increases the employees spendable income. The employee submits a receipt for a qualified dependent care expense to the third party administrator for reimbursement. The type of expenses that meet the necessary qualifications are:

1. The dependent care must enable you and your spouse to be employed.
2. The amount to be reimbursed must not be greater than your spouse's income or one-half of your income, whichever is less.
3. The child must be under 13 years old and must be your dependent under federal

tax rules.

4. The services may be provided in your home or another location, but not by someone who is your minor child or dependent for income tax purposes.
5. Qualified dependent care expenses can also include costs for the care of a spouse or dependent who is incapable of self-care and regularly spends at least eight hours a day in your home.

CREDIT UNION

All employees are eligible for membership in the First Financial Federal Credit Union, County Schools Credit Union and the Ventura County Federal Credit Union. Other credit unions may also be used; check to see if they accept SVUSD direct deposits.

The credit union operates in order that you might conveniently save money through payroll deductions. It also enables you to borrow money which may be repaid through payroll deductions. To join the credit union, you must go in person to apply at their office.

TAX SHELTERED ANNUITIES

Tax Sheltered Annuities (TSA) may be purchased through a number of licensed insurance companies or agencies. The employee must select the plan desired and request the appropriate contract revisions. Neither the Simi Valley Unified School District nor any member of the staff may promote or recommend any particular plan. A list of approved companies may be found at www.403bcompare.com.

The amount of annual contributions to a TSA is limited by Internal Revenue Service Regulations. The employee is responsible for assuring contributions are within the authorized limit. The untaxed retirement contributions may count as a part of the maximum allowable TSA contribution. Please consult your tax advisor or financial representative to assure proper calculation of maximum allowable contributions.

Once established, tax sheltered annuity deductions may be changed only four (4) times per calendar year (once/quarter). Contributions to a TSA are taxable when withdrawn and may be subject to tax penalties if withdrawn prior to age 59½.

WORKERS' COMPENSATION INSURANCE BENEFITS

Workers' Compensation Insurance benefits are provided for industrial injury or illness. The district elects to self-fund its workers' compensation liability. This means that medical bills and all other benefits are paid directly from school district funds. There is no insurance company involved. If you are injured, please follow the procedure for Work Related Injuries and Illnesses as outlined in the Health and Safety section of this handbook.

RETIREMENT COVERAGE

The California Education Code provides that all certificated employees must belong to the State Teachers' Retirement System (STRS) unless they were previous members of the Public

Employees' Retirement System (PERS). A regular full-time teacher will contribute to STRS at a rate of approximately 10.205% of gross wages. Contribution is based on yearly salary and deducted in equal monthly payments for the number of months worked by the employee. Retirement contributions are made through payroll deductions. These deductions are sheltered from taxation until you retire or withdraw the funds. The employee's contribution to STRS may be withdrawn within 60 days of resignation or termination of a teaching position provided the teacher does not plan to continue teaching in another California school district.

You may contact the Business Services Office for more detailed information regarding retirement benefits.

CONTINUATION OF BENEFITS (COBRA)

The Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985 is a federal law allowing you or your dependents to continue coverage under the District's medical plans for a period of time after coverage would normally end because of certain events. You must elect COBRA continuation coverage within the time limits provided by law and pay the premium cost for the continuation of coverage as determined by the District plus a 2% administration fee for the coverage on a monthly basis. You can elect COBRA continuation coverage for yourself and your dependents for up to 18 months following one of these qualifying events:

1. Termination of your employment for reasons other than gross misconduct.
2. Reduction in your work hours to less than the minimum number of hours required to be eligible for coverage.

The 18-month maximum period may be extended to 29 months for a person who was disabled at the time of the qualifying event, as determined by the Social Security Administration. If you believe that you qualify for this extension, you must notify the Benefits Department within 60 days of receiving the determination from the Social Security Administration and before the end of the 18-month period. Starting with the 19th month, your monthly COBRA premiums will be 150% of the cost of the coverage.

Your dependents may elect to continue the medical coverage for up to 36 months if:

1. You pass away.
1. You divorce or become legally separated.
1. Your child loses eligible dependent status under the plan.

Under COBRA, you or your dependents may only continue the coverage you or they had in place at the time of the qualifying event. You may change your coverage only during an open enrollment period.

You or your dependent must notify the Benefits Department within 30 days if you become divorced, legally separated or your child no longer meets the dependent eligibility definition. Your former spouse and/or child will then be notified of their right to continue coverage under COBRA.

If your employment ends or work hours are reduced, the District will notify you of your right to COBRA continuation coverage. The District will also notify your dependents of their rights in the event of your death.

If you or your covered dependents receive a COBRA notice, both you and your covered dependents will have 60 days from the date of the notice or the date of the qualifying event --whichever is later-- to decide to continue coverage under COBRA.

COBRA continuation coverage will end before the maximum 18-, 29- or 36- month period expires if health coverage for all District Employees is discontinued or if you or your dependent:

1. Do not pay the required premiums on time.
2. Become entitled to Medicare benefits.
3. Become covered under another group health care plan that does not contain a pre-existing condition limitation or exclusion of a medical condition.

PROFESSIONAL ACCOUNTABILITY & EVALUATION

The purpose of the professional accountability program in the Simi Valley Unified School District is to provide a formal **communication** tool for dialogue and reflection between certificated employees and their supervisors leading to **improved performance, personal growth and professional esteem**.

The District is committed to ongoing and continuous improvement. Improving the accountability process is a shared District/SEA goal. Another priority is to make professional accountability for the educator **more fulfilling, productive and individually relevant** while supporting the SEA contract agreement.

The goals of professional accountability are:

1. **To maximize effectiveness and performance.**
2. **To stimulate professional growth.**
3. **To promote student success and the overall improvement of the school and the instructional delivery to students.**
4. **To assess progress towards organization and school goals.**
5. **To provide a formal communication process for building trusting relationships.**

The professional accountability plan provides a formal procedure for the educator to demonstrate commitment to professional development to achieve the District's purpose, mission and goals by translating the commitment into written focused goals.

The Professional Learning Plan is designed to make professional accountability a positive, trust building, and relationship building process.

Simi Valley Unified School District

Certificated Professional Accountability & Evaluation

OVERVIEW

The State of California has developed and revised (2014) the **CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION** (the **CSTP**'s). These CSTP's have been established for teachers and other stake holders to define, improve and support effective teaching throughout the state. The Professional Standards provide a common language and are a description of the roles and responsibilities of professional educators. The Standards function as a guide for administrators and teachers in many areas including professional development and teacher accountability.

The Professional Standards address six interdependent domains which describe various areas essential to effective teaching. Each standard consists of several elements delineating critical principles teachers must demonstrate. These six standards represent a holistic view of the teaching profession and are designed to assist teachers in meeting the needs of the diverse student population in California.

The Standards and their Elements are a part of the Self-Assessment Document (Continuum of Teaching Practice). This document defines five levels of professional development for each of the six standards. Descriptors are used to illustrate each of the five levels; **Emerging, Exploring, Applying, Integrating and Innovating.**

The Accountability Process described in this document uses the California Standards for the Teaching Profession and the Continuum of Teaching Practice (CTP), a self-assessment booklet as the basis for accountability of certificated personnel in Simi Valley. Each year teachers will use the Continuum to evaluate themselves as to their developmental level of performance relative to the Standards. Teachers will reflect upon their practice and may record evidence of why they believe they are at a particular level of performance. This self-assessment will be used to guide staff in determining their professional growth area of focus and outcomes for the current school year. Depending on the employment status of the teacher, he/she must complete one of the accountability options described in this document. Teachers who have not yet received permanent status must complete the Administrative Mandated option yearly until permanent status is achieved. Teachers who have achieved permanent status will select from the Options as outlined on the following pages.

Each certificated staff member will be provided a copy of the Continuum of Teaching Practice (CTP) to use when completing the self-assessment. This booklet is for the teacher's use and does not need to be shared with administration. Teachers will use the same Continuum of Teaching Practice yearly thus enabling him/her to record and document evidence which demonstrates growth over time. Please keep in mind that teaching is both an art and a craft and good teachers are continually growing and perfecting their skills. An individual teacher may be at a beginning or emerging level of practice in some places on the Continuum and at advanced levels in some others, no matter how many years she/he has been in the profession. The goal, however, is to continue to reflect on ourselves as educators, to formulate areas of focus which will promote the advancement of our teaching practice and never lose sight of the goal of supporting our students' learning in ever more effective and meaningful ways.

PROFESSIONAL ACCOUNTABILITY & EVALUATION OPTIONS

Every year each probationary, intern, or temporary staff member will:

Focus on all of the California Standards for the Teaching Profession throughout the year and jointly develop a learning/working portfolio with the administrator - **Administrative Mandated**

Every other year each permanent certificated staff member will participate in a formal accountability process. Staff members will choose one of the following:

Partner; Portfolio; Administrative Choice.
Each unit member will write a Professional Learning Plan that will move their teaching practice forward based on their self-assessment.

After 10 years of satisfactory evaluations, each permanent certificated staff member will be on a 5 year evaluation cycle. Years one (1), two (2), three (3), four (4), six (6), eight (8), ten (10), fifteen (15), twenty (20), twenty-five (25), thirty (30) and every five years afterward. Per Ed Code 44664.3 the five year cycle is by mutual agreement between the site administrator and unit member. Should the evaluator withdraw consent, notice and identifiable cause shall be provided to the unit member in a timely manner.

How do I know on which accountability option I should be?

If you are: Non-permanent - (Probationary, Intern, or Temporary Teachers)
Administrative Mandated
- First 2 years
- **And** every year thereafter until permanent status is achieved

If you are: Permanent and on an On-Cycle Option Year (choose one of the following)
- ***Partner Option***
- ***Portfolio Option***
- ***Administrative Choice***

If you are: Permanent: ***Off-Cycle year***
Complete the Permanent Teacher Off-Cycle Professional Learning Plan

If you are: Permanent: ***Administrative Mandated***
- Placed on Pre-Assistance or Assistance

PROFESSIONALACCOUNTABILITY & EVALUATION TIMELINE FOR ON-CYCLE PERMANENT TEACHERS

REQUIRED FOR ALL ON-CYCLE PERMANENT TEACHERS			
Goals	**Focus Area is Teacher Identified** Designed to move teaching practices forward based on self-assessment of California Standards for the Teaching Profession (CSTP)		
Initial Meeting by Last Friday in October	**Teacher/Administrator Meeting** For teacher to present, discuss and agree upon the Professional Learning Plan		
Option	**Partner**	**Portfolio**	**Administrative Choice**
Mid-Year Deadlines **Meeting by Third Friday in January**	**Partner Observation-Consultation** Observation - Consultation tools designed by partners. One observation-consultation by each partner. One post-conference by each partner. Administrator receives copy of the Professional Learning Plan documenting the completion and implementation of one Professional Growth activity. Administrator provides written comments on mid-year progress.	**Reflection** One collaboration between teacher on portfolio option and administrator to share and discuss portfolio selection/ reflection. Administrator receives copy of the Professional Learning Plan documenting the completion and implementation of one Professional Growth activity. Administrator provides written comments on mid-year progress.	**Conference** Observation tools designed by teacher and administrator. One pre-conference, and post-conference with administrator. Administrator receives copy of the Professional Learning Plan documenting the completion and implementation of one Professional Growth activity. Administrator provides written comments on mid-year progress.

REQUIRED FOR ALL ON-CYCLE PERMANENT TEACHERS	
All Certificated staff regardless of accountability option are encouraged to gather evidence to support their identified goals and to share those selections with the administrator to develop a more complete picture of progress.	
Summative Meeting by 1st Friday in May	**Teacher/Administrator Meeting** Teacher completes Professional Learning Plan. Administrator adds comments. (Completed according to dates on timeline.)

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

The CSTP provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The CSTP are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of the teacher's practice toward their own professional goals. The CSTP address the diversity of the student population in California schools today.

Standard 1: *Engaging and Supporting All Students in Learning*

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

Standard 2: *Creating and Maintaining Effective Environments for Student Learning*

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity and encourage constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

Standard 3: *Understanding and Organizing Subject Matter for Student Learning*

3.1 Demonstrating knowledge of subject matter, academic content standards and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Standard 4: ***Planning Instruction and Designing Learning Experiences for All Students***

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Standard 5: ***Assessing Students for Learning***

5.1 Applying knowledge of the purposes, characteristics and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting and monitoring progress
5.6 Using available technologies to assist in assessment, analysis and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Standard 6: ***Developing as a Professional Educator***

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity and ethical conduct

GUIDE TO SELF-ASSESSMENT
using the
CONTINUUM OF TEACHING PRACTICE
(CTP)

Who does self-assessment?
All Certificated staff will participate in a self-review using the Continuum of Teaching Practice (CTP) booklet. Each year the CTP will be given to new certificated employees. Continuing certificated employees are expected to use the same CTP Document to record evidence of their professional growth each year during their employment in the Simi Valley Unified School District unless it has been revised and reprinted for all employees.

Why do I self-assess?
A. The CTP booklet is meant to be used by certificated staff to guide ongoing professional growth.
B. The purpose of the first self-assessment is to create a baseline. Subsequent self-assessments are used to analyze and reflect on professional growth and to answer the question, "What is the next step in my professional growth?"

When do I self-assess?
Certificated staff is required to do a self-assessment at the beginning of each school year, but is not required to share the self-assessment on the Continuum with an administrator.

Please note: *Administrators and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as administrators observe in classrooms or work settings they also have the right and responsibility to identify any concerns related to the Professional Standards while they are observing formally or informally. In addition, administrators always have the right and the responsibility to observe classrooms or work settings at any time.*

How do I self-assess?
A. Using your copy of the Continuum of Teaching Practice (CTP) dated 2014, read each CSTP Standard and the related elements. Using the CTP booklet read the indicator descriptors for each element.
B. On the CTP booklet, look at each row. Mark and date the box that best describes where you are currently in your teaching practice. You may find that you are between two boxes. In order to fully accomplish each level, you should be addressing each of the descriptors. If you are only addressing a few of the descriptors, then your present level would be in the previous box.
C. Reflect on the results of your self-assessment by looking at your levels on the different elements marked in your CTP.
D Notice and identify areas for professional growth.

As you do your self-assessment, you may want to reflect in writing on your perceptions regarding your level of development. One way to do this would be to keep a professional journal or log along with your CTP booklet *during your employment in the Simi Valley Unified School District. These notes, along with your Continuum, are for your personal use only.*

PROFESSIONAL LEARNING PLAN

Teachers are to develop a focus area and corresponding outcomes related to identified focus areas/elements from the Continuum of Teaching Practice aligned with the California Standards for the Teaching Profession.

A. Focus of your Professional Learning Plan

- The focus area should identify the area of teaching practice that the teacher would like to strengthen and grow professionally to enhance student achievement based on content standards. Identify CSTP **standard** and the **element(s)** you want to have as focus for your Professional Learning Plan.

B. Desired Outcomes for Student Achievement

-- What do you plan to do to improve your focus area?
-- What specifically do you want to gain from this endeavor and why?
-- What teaching strategies and decisions will you employ to improve your teaching practice?
-- As you envision your strategy, how will you consider content, time constraints, grouping/structuring, sequencing learning activities, repertoire of instructional behaviors, materials?

C. Evaluation

- Your assessment can be of any form that you feel will accurately reflect your endeavor. At the final evaluation conference, the teacher should be prepared to share student data that demonstrates progress towards or provides evidence of accomplishment/improvement of the identified focus area.

-- How will you know when you have accomplished improvement of your focus area?
-- By what indicators (data) will you assess progress towards improvement of your focus area?
-- What specific student behaviors demonstrate success?
-- How will accomplishment in your focus area benefit you and your students?

PROFESSIONAL ACCOUNTABILITY & EVALUATION

TIMELINE AND CHECKLIST FOR PERMANENT TEACHERS

DEADLINES **Teacher/Administrative Meeting by Last Friday in October**	__ 1. Permanent teacher completes self-assessment using the Continuum of Teaching Practice __ 2. Permanent teacher selects teaching standard(s) and accompanying element(s) for emphasis __ 3. Permanent teacher selects a process portfolio - partner - administrative choice __ 4. Permanent teacher completes cells 1-4 of the Professional Learning Plan to identify the area of focus aligned to the CSTP standards and elements as well as document the potential impact on student achievement.
MID-YEAR DEADLINE **Partner, Portfolio, or Administrative Meeting by 3rd Friday in January**	__ 1. Permanent teacher completes meaningful steps related to the selected process including completion of one Professional Growth activity. ___Administrative Mandated ___Administrative Choice ___Portfolio: collection of work related to teaching standard(s) and elements(s) selected ___Partner: observation – consultation __ 2. Permanent teacher completes cells 5-8 of the Professional Learning Plan to document the application and results of the selected Professional Growth activity.

Administrative/Teacher Summative Meeting by 1st Friday in May	__ 1. Permanent teacher completes the Professional Learning Plan as outlined below: • Document the second Professional Growth activity by completing cells 5-8 on the Professional Learning Plan. • Complete the Reflect section (cell 9) to document impact on professional learning and student achievement. • Complete the Apply section (cell 10) to document the next steps for future practice in the identified area of focus.

SIMI VALLEY UNIFIED SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN
PERMANENT TEACHER ON-CYCLE

Each year teachers reflect on their practice and identify areas of teaching they would like to improve upon or learn more about. The Professional Learning Plan will document and support the development of a focus area you would like to strengthen in your teaching practice. You will use the self-assessment on the Continuum of Teaching Practice to complete the **PLAN** section below. Based on the area of your teaching practice that you select, you will participate in two professional growth activities to support your growth in this area. You will document how your learning from the professional growth activities was applied to your teaching practice and how it impacted student achievement (**PLAN & TEACH**). To complete the process, you will describe how the year-long learning plan process improved your teaching practice and impacted student performance (**REFLECT**). You will complete the plan by describing your next steps in this area of your teaching practice (**APPLY**).

Participating Teacher:	**Administrator:**	**District:**	**School:**
Teaching Assignment/Grade Level:	**Content Area:**		

OPTIONS	**ADMIN MANDATED** **ADMIN CHOICE** **PORTFOLIO** **PARTNER (NAME):**			
PLAN COMPLETED BY THE LAST FRIDAY IN OCTOBER	**FOCUS OF THE YEAR LONG LEARNING PLAN:**			
	1. What CSTP Standard will be the focus of your learning plan?			
	2. Which CSTP element(s) will be addressed?			
	3. Based on findings from your self-assessment on the Continuum of Teaching Practice, identify a focus area within your teaching practice that you would like to strengthen.			
	4. How will student achievement be impacted as a result of the year-long learning plan?			
PLAN & TEACH	**ACTION PLAN: Participate in professional growth activities, apply new learning, and examine results**			
	5. Date	**6. Professional Growth** *Describe resources used (e.g. conference/PD attendance, web-based research, scholarly articles) Record a minimum of 1 professional growth activity per semester.*	**7. Application** *Describe how the strategies/knowledge were applied.*	**8. Results** *Describe the impact on student achievement.*

ONE PROFESSIONAL GROWTH ACTIVITY AND ADMINISTRATIVE MEETING BY THE THIRD FRIDAY IN JANUARY SECOND PROFESSIONAL GROWTH ACTIVITY AND SUMMATIVE ADMINISTRATIVE MEETING COMPLETED BY FIRST FRIDAY IN MAY				
REFLECT RESPONSES COMPLETED AND DISCUSSED AT A SUMMATIVE ADMINISTRATIVE MEETING BY FIRST FRIDAY IN MAY	**REFLECTION/APPLICATION: Summarizing teaching practice**			
	9. A. Reflecting on the year-long learning plan, describe the impact on your instructional/classroom practices (cell 3). **(Assessment of your growth.)** • Describe how you strengthened your teaching practice based on your learning plan.			
	9. B. Reflecting on the learning plan, describe the impact on student achievement (cell 4). (Assessment of student growth) • Describe how student performance was impacted based on your learning plan.			
APPLY RESPONSES COMPLETED AND DISCUSSED AT A SUMMATIVE ADMINISTRATIVE MEETING BY FIRST FRIDAY IN MAY	**10. What are your next steps for future practice in this area?**			

Administrator Comments Related to the Goal: (May also attach comments as a separate document.)

Portfolio and Partner Option:

Mid-Year Administrator Comments for Portfolio and Partner (Third Friday in January):

Summative Administrator Comments for Portfolio and Partner Related to the Goal (First Friday in May):

Administrative Mandated and Administrative Choice:

Mid-Year Administrator Comments for Administrative Mandated and Administrative Choice (Third Friday in January):
Comments must reflect upon:

- Pre-Observation Conference Meeting
- Observation Summary
- Post-Observation Conference

Summative Administrator Comments for Administrative Mandated and Administrative Choice (First Friday in May):
Comments must reflect upon:

- Pre-Observation Conference Meeting
- Observation Summary
- Post-Observation Conference

_____ Date:_____
Certificated Employee's Signature

_____ Date:_____
Administrator's Signature

PROFESSIONAL ACCOUNTABILITY & EVALUATION FOR OFF-CYCLE PERMANENT TEACHERS

Each year teachers reflect on their practice and identify areas of teaching they would like to improve upon or learn more about.

The Off-Cycle for Permanent Teachers is determined by:

- Effective completion of the Partner, Portfolio or Administrative Choice in the previous school year.

OR

- For those who have met the established criteria (described below) and are within the five-year evaluation schedule.
    - Have been employed at least ten (10) years with the District
    - Whose previous evaluations have, for at least ten (10) years, been rated as meeting or exceeding standards.

The Off-Cycle process for Permanent Teachers includes the following:

- Completion of the Self-Assessment using the Continuum of Teaching Practice (CTP)
- Development of Professional Learning Plan as it relates to the Self-Assessment including:
    - Identification of the CSTP Standard and Element that will be the focus of the learning plan
    - Identification of an area of one's teaching practices that will be the focus for the year
    - Explanation of how student achievement will be impact as a result of the year-long learning plan

SIMI VALLEY UNIFIED SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN
PERMANENT TEACHER OFF-CYCLE

Each year teachers reflect on their practice and identify areas of teaching they would like to improve upon or learn more about. As you identify a focus area you would like to strengthen in your teaching practice, use the self-assessment on the Continuum of Teaching Practice to complete your learning plan below.

Participating Teacher:	**Administrator:**	**District:**	**School:**
Teaching Assignment/Grade Level:	**Content Area:**		

YEAR LONG LEARNING PLAN COMPLETED BY THE LAST FRIDAY IN OCTOBER	**1. What CSTP Standard will be the focus of your learning plan?**
	2. What CSTP Element(s) will be the focus of your learning plan?
	3. Based on findings from your self-assessment on the Continuum of Teaching Practice, identify a focus area within your teaching practice that you would like to strengthen.
	4. How will student achievement be impacted as a result of the year-long learning plan?

_____ Date: _____
Certificated Employee's Signature

_____ Date: _____
Administrator's Signature

PROFESSIONAL ACCOUNTABILITY & EVALUATION

TIMELINE AND CHECKLIST
ADMINISTRATIVE MANDATED
FOR NON-PERMANENT TEACHERS

Administrative Mandated	
	Professional Standards Teacher/Administrator jointly develop working portfolio demonstrating growth.
Initial Meeting **By Last Friday in October**	**Teacher/Administrator Meeting** To review professional standards and agree upon the development of the Professional Learning Plan and working portfolio.
Conference Deadlines **First Friday in December** **First Friday in March.**	**Two Conference Cycles** Observation tools designed by teacher and administrator in addition to completing: • Two pre-conferences, two observations and two post-conferences with administrator. • Meaningful steps related to the goal selected process including completion of one Professional Growth activity. • Cells 5-8 of the Professional Learning Plan to document the application and results of the selected Professional Growth activity.

Administrative Mandated	
Summative Meeting	**Teacher/Administrator Meeting** Administrator writes assessment. Teacher adds comments. (Completed according to dates on timeline.) In addition, the teacher completes the Professional Learning Plan as outlined below: • Document the second Professional Growth activity by completing cells 5-8 on the Professional Learning Plan. • Complete the Reflect section (cell 9) to document impact on professional learning and student achievement. • Complete the Apply section (cell 10) to document the next steps for future practice in the identified area of focus.

SIMI VALLEY UNIFIED SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN
NON-PERMANENT TEACHER ON-CYCLE

Each year teachers reflect on their practice and identify areas of teaching they would like to improve upon or learn more about. The Professional Learning Plan will document and support the development of a focus area you would like to strengthen in your teaching practice. You will use the self-assessment on the Continuum of Teaching Practice to complete the **PLAN** section below. Based on the area of your teaching practice that you select, you will participate in two professional growth activities to support your growth in this area. You will document how your learning from the professional growth activities was applied to your teaching practice and how it impacted student achievement (**PLAN & TEACH**). To complete the process, you will describe how the year-long learning plan process improved your teaching practice and impacted student performance (**REFLECT**). You will complete the plan by describing your next steps in this area of your teaching practice (**APPLY**).

Participating Teacher:	**Administrator:**	**District:**	**School:**
Teaching Assignment/Grade Level:	**Content Area:**		

OPTION	**ADMINISTRATIVE MANDATED**
PLAN COMPLETED BY THE LAST FRIDAY IN OCTOBER	**FOCUS OF THE YEAR LONG LEARNING PLAN:**
	1. What CSTP Standard will be the focus of your learning plan?
	2. Which CSTP element(s) will be addressed?
	3. Based on findings from your self-assessment on the Continuum of Teaching Practice, identify a focus area within your teaching practice that you would like to strengthen.
	4. How will student achievement be impacted as a result of the year-long learning plan?
	ACTION PLAN: Participate in professional growth activities, apply new learning, and examine results

PLAN & TEACH ONE PROFESSIONAL GROWTH ACTIVITY AND ADMINISTRATIVE MEETING BY THE FIRST FRIDAY IN DECEMBER SECOND PROFESSIONAL GROWTH ACTIVITY AND SUMMATIVE ADMINISTRATIVE MEETING COMPLETED BY FIRST FRIDAY IN MARCH	**5. Date**	**6. Professional Growth** *Describe resources used (e.g. conference/PD attendance, web-based research, scholarly articles)* *Record a minimum of 1 professional growth activity per semester.*	**7. Application** *Describe how the strategies/knowledge were applied.*	**8. Results** *Describe the impact on student achievement.*
REFLECT RESPONSES COMPLETED AND DISCUSSED AT A SUMMATIVE ADMINISTRATIVE MEETING BY FIRST FRIDAY IN MAY	**REFLECTION/APPLICATION: Summarizing teaching practice**			
	9. A. Reflecting on the year-long learning plan, describe the impact on your instructional/classroom practices (cell 3). **(Assessment of your growth.)** • Describe how you strengthened your teaching practice based on your learning plan.			
	9. B. Reflecting on the learning plan, describe the impact on student achievement (cell 4). (Assessment of student growth) • Describe how student performance was impacted based on your learning plan.			

APPLY RESPONSES COMPLETED AND DISCUSSED AT A SUMMATIVE ADMINISTRATIVE MEETING BY FIRST FRIDAY IN MAY	**10. What are your next steps for future practice in this area?**

Administrator Comments Related to the Goal: (May also attach comments as a separate document.)

Mid-Year Administrator Comments for Administrative Mandated (First Friday in December):
Comments must reflect upon:

- Pre-Observation Conference Meeting
- Observation Summary
- Post-Observation Conference

Summative Administrator Comments for Administrative Mandated (First Friday in March):
Comments must reflect upon:

- Pre-Observation Conference Meeting
- Observation Summary
- Post-Observation Conference

_____ Date: _____
Certificated Employee's Signature

_____ Date: _____
Administrator's Signature

Simi Valley Unified School District
Certificated Professional Accountability & Evaluation

ADMINISTRATIVE MANDATED NON-PERMANENT TEACHER PRE-OBSERVATION FORM

Name:_____ Observation Date/Time:_____
School:_____

1. Content Standards

2. Lesson Objective:

3. What will you be doing?

4. What will the students be doing? _____

5. How will you assess your students' understanding?

6. How will you know if the objective was met?

7. How does this lesson "fit" into your instructional program?

8. How does this lesson relate to your focus area from the California Standards for Teaching Profession?

9. Anything in particular you want me to look for during the observation?

ADMINISTRATIVE MANDATED NON-PERMANENT ASSESSMENT OF TEACHING PERFORMANCE

Teacher:_____ Grade/Subject:_____

School:_____

1 – Meet Standards
2 – Does Not Meet Standards

STANDARD 1 - Engaging and Supporting All Students Learning	**1**	**2**
1.1 Using knowledge of students to engage them in learning		
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests		
1.3 Connecting subject matter to meaningful, real-life contexts		
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs		
1.5 Promoting critical thinking through inquiry, problem solving, and reflection		
1.6 Monitoring student learning and adjusting instruction while teaching		
STANDARD II - Creating & Maintaining Effective Environments for Student Learning	**1**	**2**
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully		
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity and encourage constructive and productive interactions among students		
2.3 Establishing and maintaining learning environments that are physically, intellectually and emotionally safe		
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students		
2.5 Developing, communicating and maintaining high standards for individual and group behavior		
2.6 Employing classroom routines, procedures, norm and supports for positive behavior to ensure a climate in which all students can learn		
2.7 Using instructional time to optimize learning		
STANDARD III - Understanding & Organizing Subject Matter for Student Learning	**1**	**2**
3.1 Demonstrating knowledge of subject matter, academic content standards and curriculum frameworks		
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter		
3.3 Organizing curriculum to facilitate student understanding of the subject matter		
3.4 Utilizing instructional strategies that are appropriate to the subject matter		
3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials to make subject matter accessible to all students		
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content		
STANDARD IV - Planning Instruction & Designing Learning Experiences for All Students	**1**	**2**
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction		
4.2 Establishing and articulating goals for student learning		
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning		
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students		
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students		

STANDARD V – Assessing Students for Learning	**1**	**2**
5.1 Applying knowledge of the purposes, characteristics and uses of different types of assessments		
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction		
5.3 Reviewing data, both individually and with colleagues to monitor student learning		
5.4 Using assessment data to establish learning goals and to plan, differentiate and modify instruction		
5.5 Involving all students in self-assessment, goal setting and monitoring progress		
5.6 Using available technologies to assist assessment, analysis and communication of student learning		
5.7 Using assessment information to share timely and comprehensible feedback with students and their families.		
STANDARD VI – Developing as a Professional Educator	**1**	**2**
6.1 Reflecting on teaching practice in support of student learning		
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development		
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning		
6.4 Working with families to support student learning		
6.5 Engaging local communities in support of the instructional program		
6.6 Managing professional responsibilities to maintain motivation and commitment to all students		
6.7 Demonstrating professional responsibility, integrity and ethical conduct		

Teacher Signature_____ Date:_____

Principal Signature_____ Date:_____

Comments:

PROFESSIONAL ASSISTANCE

Partner, Portfolio, Administrative Choice

Certificated staff on these options meet and exceed the Professional Standards. However, if at any time there is a need by the supervising administrator to identify elements within the Professional Standards that are not being maintained and that require support, Pre-Assistance will be initiated. The duration for Pre-Assistance is a ten week period. If needed, Assistance will follow Pre-Assistance for a duration of twenty weeks.

Pre-Assistance and Assistance

Pre-Assistance is considered to be a signal to certificated staff that additional guidance and support is needed in maintaining Professional Standards in a particular element(s) of a Standard. When Pre-Assistance is initiated by the supervising administrator, it is the joint responsibility of the administrator and certificated staff:

1. To identify the specific problem in relationship to the Professional Standards.
2. To develop and implement a plan for improvement within a period of ten weeks.
3. To gather selections to show evidence of improvement in the identified Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the implementation of the improvement plan. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who find themselves with important and/or difficult challenges in their teaching or professional responsibilities.

When a certificated staff member is placed on Pre-Assistance, there is no record submitted to the personnel file. Only when a certificated staff member is placed on Assistance is a record submitted to the permanent file. The period for Pre-Assistance is ten weeks. While on Assistance, certificated staff are not eligible to transfer.

Initiation of the Pre-Assistance Plan:
The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem in relationship to the Professional Standards
- A statement of the desired behavior in relationship to the Professional Standards
- Date(s) that the problem has occurred or has been observed
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

After the written notification is given to the teacher, follow-up observations and conferences between the teacher and the evaluator will take place. The conferences will result in one or more of the following actions:

- Problem resolved and Professional Standards met, return to current accountability option
- Placement on Assistance
- Continue observations and conferences
- Possible recommendation to the PAR Council (PAR Council suspended until further notice per contract).

If goals of the Pre-Assistance Plan are not met, the certificated staff member is then placed on Assistance and Administrative Mandated Option. The certificated staff member will remain on the Administrative Mandated for one year following removal from Assistance.

Components of the written Assistance Plan:

The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem and existing conditions in relationship to the identified Professional Standards.
- Specific objective(s) for the evaluatee in relationship to the identified Professional Standards.
- Methods and resources which the evaluatee will use to remedy the problem and meet the identified Professional Standards.
- Specific guidance and assistance will be offered to the evaluatee.

An Interim Report is written by the administrator and shared with the teacher by the end of the tenth week of the Assistance period. A final report is written by the administrator and shared with the teacher at the end of the twentieth week of the Assistance period.

Simi Valley Unified School District
Certificated Professional Accountability & Evaluation

PRE-ASSISTANCE

Name: _____ Date: _____

Area of concern(s) related to the Professional Standards for the Teaching Profession (Identify Standard and Element):

_____

_____

Date(s) concern was previously discussed: _____

Previous conference summary and/or meeting: _____

_____

Desired behavior in relation to the Professional Standard: _____

_____

_____

Recommendation & Suggestion(s) for Improvement: _____

_____

_____

- ☐ Initial Meeting
- ☐ Goals Met
- ☐ Goals in Progress
- ☐ Goal Not Met

Next Meeting Date: _____

The teacher has received page D-10 on the Professional Standards for the Teaching Profession and pages D-28 and D-29 regarding professional assistance.

_____ _____
Administrator's Signature Date

_____ _____
Certificated Employee's Signature Date

Your signature does not indicate agreement with the content, only that you have received this memo. You have five (5) working days if you choose to include a written response.

Continuum of Teaching Practice (CTP)
Self-Assessment Recording Sheet (optional)

Date:

	Emerging	Exploring	Applying	Integrating	Innovating
STANDARD I - Engaging and Supporting All Students Learning					
1.1 Using knowledge of students to engage them in learning					
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests					
1.3 Connecting subject matter to meaningful, real-life contexts					
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs					
1.5 Promoting critical thinking through inquiry, problem solving, and reflection					
1.6 Monitoring student learning and adjusting instruction while teaching					
STANDARD II - Creating & Maintaining Effective Environments for Student Learning					
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully					
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students					
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe					
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students					
2.5 Developing, communicating, and maintaining high standards for individual and group behavior					
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn					
2.7 Using instructional time to optimize learning					
STANDARD III - Understanding & Organizing Subject Matter for Student Learning					
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks					
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content					
3.3 Organizing curriculum to facilitate student understanding of the subject matter					
3.4 Utilizing instructional strategies that are appropriate to the subject matter					
3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students					
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content					
STANDARD IV - Planning Instruction & Designing Learning Experiences for All Students					
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan					
4.2 Establishing and articulating goals for student learning					
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning					
4.4 Planning instruction and incorporating appropriate strategies to meet the learning needs of all students					
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students					

STANDARD V - Assessing Students for Learning					
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments					
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction					
5.3 Reviewing data, both individually and with colleagues, to monitor student learning					
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction					
5.5 Involving all students in self-assessment, goal setting, and monitoring progress					
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning					
5.7 Using assessment information to share timely and comprehensible feedback with students and their families					
STANDARD VI - Developing as a Professional Educator					
6.1 Reflecting on teaching practice is support of student learning					
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development					
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning					
6.4 Working with families to support student learning					
6.5 Engaging local communities in support of the instructional program					
6.6 Managing professional responsibilities to maintain motivation and commitment to all students					
7 Demonstrating professional responsibility, integrity, and ethical conduct					

HEALTH AND SAFETY

WORKPLACE INJURY AND ILLNESS PREVENTION PROGRAM

Simi Valley Unified School District maintains an Injury & Illness Prevention Program which complies with Cal/OSHA General Industry Safety Orders, California Code of Regulations, Title 8, Section 3203. The full program is available on request to all employees or their designated representatives, Cal/OSHA personnel and other authorized persons as required by California law.

The District's Injury & Illness Prevention Program is designed to prevent injuries, illnesses and accidents in the workplace. The primary purpose of the program is to ensure the safety and health of all district employees as well as other personnel under district supervision.

To achieve this goal, the District has implemented a comprehensive Injury & Illness Prevention Program which includes:

1. A program of safety and health inspections to find and eliminate unsafe working conditions or practices, to control health hazards, and to comply fully with the safety and health standards for every job.
2. Safety training programs for all employees.
3. Providing employees with personal protective equipment and instructions for its care and use.
4. A procedure for the investigation of every injury which includes determining the cause of the incident and the corrective actions taken to prevent its reoccurrence.
5. A method for communicating with employees on occupational health and safety matters.
6. Enforcing safety and health rules through an incentive program and/or disciplinary procedures.
7. Responsibility for safety at all levels of the organization.

The District's goal is the participation by all school related persons, employees and students, in accident prevention and their acceptance of personal responsibility for safety. The full program can be found on the SVUSD website under the Risk Management and employee section.

HEAT ILLNESS PREVENTION PROGRAM

The purpose of the Heat Illness Prevention Plan is to prevent worker illness and to meet the requirements set forth in the California Code of Regulations, Title 8, Section 3395. The Heat Illness Prevention Plan serves as a supplement to the organization's Injury and Illness prevention Program (IIPP). The Heat Illness Prevention Plan establishes procedures and provides information necessary to educate employees in the recognition and prevention of heat related illness and to ensure their own safety and the safety of others.

Scope

This program will apply to all employees and volunteers whose primary job assignment involve outdoor work and may be exposed to environmental risk factors that could place the employee at risk of heat illness.

CODE OF SAFE PRACTICES

The Code of Safe Practices are a set of safety rules developed to help keep employees safe. The full list of practices can be found in Appendix A of this document.

AIR POLLUTION EMERGENCY ALERT PLAN

In the event of an air pollution emergency alert, the Educational Services Department will notify each site of the level of the alert. School staff will be expected to modify programs which require students to have prolonged or strenuous physical activities on the day of the smog alert. In determining whether a proposed activity can be conducted assess each activity to ascertain its potential for increasing the respiration rate for an extended period of time. The intensity of an activity should be the determining factor in deciding to cancel an activity.

Health Advisory Alert – Avoid prolonged vigorous outside exercise. Sensitive individuals should avoid all outdoor activities.
Stage 1 Alert – Strenuous outdoor physical activity for all students shall be discontinued. Activities of a less strenuous nature shall be substituted. The following students shall be allowed to remain indoors:

1. Students with respiratory difficulties which are aggravated by smog.
2. Students who have notes from parents or doctors.
3. Students who are complaining about the effects of the smog.

Stage 2 Alert – All students are to remain indoors.

DRUG AND ALCOHOL FREE WORKPLACE (BP 4020)

The District is fully committed to achieving a drug and alcohol free environment for its students and employees. The unlawful manufacture, distribution, dispersing, possession or use of a controlled substance or alcohol is prohibited in all district work places.

While the District has no intention of intruding into the private lives of its employees, involvement with drugs off the job can affect job performance and safety. Employees who think they may have a drug/alcohol problem are urged to voluntarily seek assistance and get help immediately. While the district will be supportive of those who seek help voluntarily, it will be equally firm in identifying and disciplining those who continue to be substance abusers and do not seek help. To this end, the district will act to eliminate any substance abuse (illegal drugs, prescription drugs or any other substance which could impair an employee's safety and ability to effectively perform the functions of the assigned job) which increases the potential for accidents, absenteeism, substandard performance, poor employee morale or damage to the reputation of the District. All employees should be aware that violations of the Drug Free Workplace Policy will result in discipline, up to and including termination.

Employee responsibilities for a drug free workplace include:

1. Not having their ability to perform job duties impaired due to the use of illegal drugs or prescription drugs without a prescription.
2. Not reporting to work or being subject to duty while their ability to perform job duties is impaired by use of illegal drugs or prescription drugs, with or without a prescription.

3. Not possessing or being under the influence of illegal drugs or prescription drugs, without a prescription, during working hours or while subject to being called to duty, on breaks, during meal periods or at any time while on district property.
4. Not directly or through a third party selling or providing drugs to any person, including any employee, while either employee or both employees are on duty or subject to being called to duty.
5. Submitting immediately to a drug test when requested by a responsible district manager.
6. Notifying their supervisor, manager or the Personnel Services Department before beginning work, when taking any medications or drugs, prescription or non-prescription, which may interfere with the safe and effective performance of duties or operation of equipment.
7. Providing within 24 hours of request bona fide verification of a current valid prescription for any potentially impairing drug or medication identified when a drug test is positive. The prescription must be in the employee's name.
8. Notifying their manager or the Personnel Services Department of any criminal drug statute conviction within five (5) days after such conviction.

As a condition or being employed to work under any Federal grant received by the Simi Valley Unified School District, employees are required to abide by the terms of this statement. These employees are further required to notify their supervisor (or the Personnel Services Department) of any conviction for a criminal drug statute violation within five days after such conviction.

FREEDOM FROM TUBERCULOSIS

Verification of freedom from tuberculosis is required upon employment. If you had a TB taken within one year for employment in another district which has not expired, it will be accepted to meet this requirement. If you had a TB x-ray or intradermal skin test within the past 60 days for another reason that can be verified in writing by the doctor or agency who administered the test, it will be accepted. The District must have a TB verification within ten days of beginning your services.

All continuing employees are required to renew their TB verification every four (4) years after initial employment. The District shall provide TB screening throughout the year. Please check with personnel for screening dates. If need after screening, the District will cover the cost of the skin test and one follow-up x-ray for all employees only if the District designated health provider is utilized.

HAZARDOUS MATERIALS COMMUNICATION PROGRAM

The District maintains a Hazard Communication Program that complies with Cal/OSHA General Industry Safety Orders, California Code of Regulations, Title 8, Section 5194 and is in compliance with Globally Harmonized System, taking full effect July 2016. This program addresses the use of chemicals in the workplace. It discusses the ways in which employees are made aware of the potential hazards involved in their regular work, and how it is made safer by use of education, appropriate labeling for notification and use personal protective equipment.

The District believes that safety and health information should be shared openly with anyone using or working around hazardous substances and that all attempts should be made to minimize the use of hazardous substances.

The following is a summary of the District's Hazard Communication Program:

1. The District and/or school site will label, tag or mark all hazardous substance containers with the chemical make/contents and appropriate health and physical hazard warnings.
2. The District and site will maintain a list of all hazardous substances in the workplace.
3. The school site will maintain in a designated book in each area, Safety Data Sheets (SDS), recording when hazardous substances are used or stored.
4. Before being assigned to handle hazardous substances and before new hazardous substances are introduced into the work area, employees shall participate in Hazard Communication Training.

The full program is available on request to all employees or their designated representatives, Cal/OSHA personnel and other authorized persons as required by California law. The program can be found on the SVUSD website under Risk Management and Employee Sections.

WORK RELATED INJURIES AND ILLNESSES

Rather than purchase an insurance policy, the District elects to self-fund its workers' compensation liability. This means that medical bills and all other benefits are paid directly from school district funds. There is no insurance company involved.

The District contracts with an independent third-party administrator. The third-party administrator is responsible for providing claims-handling services, administering all workers' compensation benefits in accordance with the Labor Code, and working with the District to return injured workers back to employment.

The third-party administrator is certified by the State of California and the Department of Self-Insurance Plans. They are also subject to audit by the Department of Industrial Relations, and the Office of Benefits Assistance and Enforcement. The State of California supervises both the amount of benefits available under workers' compensation and distribution of all payments.

The District's third-party administrator for workers' compensation is:
York Risk Services Group, Inc.
P.O. Box 619079
Roseville, Ca 95661
(888)644-2635

It is imperative that the following procedures be followed when a work-related injury or illness occurs:

Reporting Work-Related Injuries/Illnesses

All injuries, illnesses and near-miss incidents are to be immediately reported to your supervisor and Risk Management (805) 306-4500 ext. 4083 regardless of the need for medical treatment.

Risk Management will provide you with an "Employee's Claim for Workers' Compensation Benefits" (DWC form 1) and other information. You will be asked to complete an "Employee's Report of Industrial Injury or Illness" and your supervisor will be asked to complete a "Supervisor's Report of Industrial Injury or Illness".

Obtaining Medical Treatment
You and your supervisor should coordinate all initial medical treatment through the Risk Management Department. All subsequent medical treatment should be authorized through the district's third-party administrator. Unauthorized medical treatment will not be paid for under the district's workers' compensation program.

Minor injuries (scratches, cuts, puncture wounds and contusion) should immediately be treated with appropriate first aid procedures on site. Failure to apply first aid to minor injuries can result in serious infections later. Reasonable precautions to prevent further complications are the responsibility of every employee.

Unless you have a written Personal Physician/Chiropractor Designation form on file with the Risk Management Department prior to a work-related injury/illness, you are required to seek medical treatment from a district-designated, urgent-care medical facility (see below). Contact the Risk Management Department to obtain a designation form. Unauthorized medical treatment will not be paid for under the district workers' compensation program.

All medical treatment, excluding the first examination, must be set for before or after working hours. Time away from work for treatments scheduled during regular work shifts will be charged to sick leave, vacation, etc., not workers' compensation. However, the doctor's visit, if authorized, will be paid for by the workers' compensation.

If an incident warrants paramedic assistance, your supervisor will contact the paramedics immediately or arrange for employee to be transported to the nearest medical facility. Risk Management must be contacted as soon as possible.

If medical services are not requested at the time of the injury, but there is potential that services will be desired during an evening or on week-end hours, request preauthorization from the Risk Management Department during working hours. Emergency medical services from a personal physician or hospital emergency room will not be paid for or authorized in this situation.

If you require immediate medical attention and you and your supervisor are unable to contact Risk Management or the incident occurs after working hours, leave a voice mail message at the Risk Management Department, stating when and where treatment will be received and obtain medical treatment at the facilities indicated below; treatment at a hospital emergency room is only authorized when an actual emergency exists.

<u>Medical Facilities:</u>
Med. Center
1980 Sequoia Avenue
Simi Valley, CA 93063
(805) 583-5555

Medical Release and Temporary Modified Duty Assignments
It is your responsibility to sign the appropriate form(s) at the medical facility for release of medical records and to inform the treating physician that you are being treated for a work-related injury/illness. It is also your responsibility to inform the physician that the district administers a

temporary modified duty program which accommodates various types of work restrictions. Should you fail to accurately inform the physician of the temporary modified duty program any absence due to disability will be personal illness time if you could have been working temporarily modified duty.

As soon as you have obtained medical treatment, report the outcome of the visit to your supervisor and provide them with a copy of the doctor's report or release to duty statement (regularly update your supervisor on your progress). If modified work or time off is required, discuss the restriction with your supervisor. The district administers a temporary modified duty program which accommodates various types of work restrictions. Your supervisor and/or the Risk Management Department will make all attempts to provide you with a temporary modified work assignment.

Questions and Other Information
If you have any questions regarding your case, please do not hesitate to call the Risk Management Department or our third-party administrator. Prior approval must be obtained to leave the state while receiving workers' compensation benefits. For additional benefit information you may request from the Risk Management Department the "Facts for Injured Workers" and "Facts about Workers' Compensation" brochures.

BLOOD BORNE PATHOGENS (Infectious Diseases) EXPOSURE CONTROL PLAN
The Simi Valley Unified School District has adopted a Blood borne Pathogens Exposure Control Plan in accordance with the OSHA Blood borne Pathogens Standard 29 CFR 1910.1030. The full program is available on request to all employees or their designated representatives, Cal/OSHA personnel and other authorized persons as required by California law. The program can be found on the SVUSD website under Risk Management and Employee Sections.

The following summary outlines the District Exposure Control Plan:

Exposure Determination
Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood, saliva, semen, vaginal secretions or other potentially infectious body fluids that may result from the performance of employment related duties.

The tasks/procedures that are considered potential routes of exposure for teachers, nurses and specialists include: specialized healthcare procedures; interaction which results in a student spitting at, biting or bleeding on an employee; cleanup of blood, saliva, semen or vomit; toileting or diaper-changing students; inspection of students for possession of weapons or drugs; rendering first aid.

The tasks/procedures that are considered potential routes of exposure for custodians include: cleanup of blood, saliva, semen or vomit; handling, repair or maintenance of equipment or tools that may be contaminated with blood, saliva or vomit.

Although administrative and clerical staff do not routinely perform tasks/procedures that are considered potential routes of exposure, they may occasionally perform any of the

tasks/procedures listed above. Therefore, they are included in all aspects of the Exposure Control Plan.

Implementation methodology

1. Work Practices

   Standard precautions will be observed at all the District facilities. All blood and bodily fluids will be considered infectious. Work practices shall be implemented to eliminate or minimize exposure to employees. Standard Precautions include:

   a. Use of gloves
   b. Use of a barrier for CPR
   c. Hand washing
   d. Disposal of contaminated waste
   e. Disinfection

2. Personal Protective Equipment

   Personal protective equipment shall be provided without cost to the employee. The program manager/principal is responsible for ensuring that the proper personal protective equipment is available. Employees are responsible for wearing the designated personal protective equipment:

   a. Disposable gloves shall be worn whenever it is reasonably anticipated that employees could have contact with blood, saliva, semen or vomit. Associated tasks/procedures which require the use of disposable gloves include: rendering first aid; cleanup of blood, saliva, semen or vomit; toileting and diaper changing; specialized health care procedures; decontamination of surfaces, tools or equipment. Disposable gloves are not to be washed or decontaminated for re-use. They shall be replaced after each use and when they become contaminated, torn, punctured, or when their ability to function as a barrier has been compromised.
   b. Utility gloves may be worn to perform some of the above tasks. They may be decontaminated for reuse as long as their ability to function as a barrier is not compromised.
   c. Barrier masks shall be available in all first aid kits. They shall be used whenever CPR or mouth-to-mouth rescue breathing is administered. They shall be decontaminated after each use.
   d. Masks and/or glasses shall be worn when performing specialized health care procedures feeding students and rendering first aid if it is reasonably anticipated that blood saliva or vomit would enter the employee's eyes, nose or mouth. Masks shall be replaced after each use. Glasses shall be decontaminated after each use.

3. Hand Washing

   Employees shall wash their hands with soap and water following any contact with blood or bodily fluids and upon removal of personal protective gloves.

4. Decontamination

   All surfaces contaminated by blood and bodily fluids will be decontaminated as soon as possible. A solution of one-part bleach to ten parts water shall be used.

Hepatitis B Vaccine

All employees whose primary job activities include day-to-day exposure to blood and body fluid and individuals whose additional job activities include the potential for occupational exposure shall be offered the Hepatitis B vaccine. Employees not offered the vaccine may request it by completing the "Voluntary Request for the Hepatitis B Vaccine" form. The vaccine shall be provided at no cost to the employee. The vaccine is a series of three injections administered over a six-month period. Employees shall be notified in writing of the locations and dates where the vaccine will be administered. Employees have the right to decline the vaccination. Those who do so shall sign a declination form. Employees who initially decline the Hepatitis B vaccine and later wish to have it may then have the vaccine provided at no cost to themselves.

Post-exposure evaluation and follow-up

All exposure incidents shall immediately be reported to the principal, school assigned nurse, and the Risk Management Department. Some examples of exposure incidents are: an employee bitten by a student; blood, saliva or vomit entering the eyes, nose, mouth or an open wound; clean-up of blood, saliva, semen or vomit without personal protective equipment; a search resulting in a needle stick or cut by a contaminated sharp object.

Employees who experience an exposure incident will be offered post-exposure evaluation and follow-up in accordance with the OSHA Standard.

Training

Training will be provided to all employees regarding all aspects of the Blood borne Pathogens Exposure Control Plan. Training may include but will not be limited to the following:

Modes of Transmission for AIDS/HIV:

1. Sharing unsterile instruments used to penetrate the skin. Examples include IV needles, tattooing, acupuncture, ear piercing and razors or toothbrushes.
2. Intimate activity with an infected individual
3. Direct contact of infected blood on broken skin, i.e. cuts and scratches
4. Direct contact of mucous membrane – eye, mouth, nose with the blood of an infected person
5. Being born to an infected mother

What is Hepatitis B?

Hepatitis B is an infection of the liver caused by a virus found in the blood and other body fluids of an infected person. The incubation period for this illness can be from 1 to 6 months. Permanent liver damage may result from Hepatitis B.

Modes of Transmission for Hepatitis B:

Hepatitis B is spread in exactly the same way as AIDS/HIV (see above). In addition, Hepatitis B can be spread by indirect contact with surfaces, if blood or bodily fluids have been spilled on the surface and not appropriately cleaned and disinfected.

TOBACCO FREE ENVIRONMENT (BP 3513.3)
Tobacco use is prohibited in all facilities owned and/or operated by the Simi Valley Unified School District, including indoors, outdoors and in all district vehicles whether located on or off the premises. Included in the prohibition is tobacco use in privately owned vehicles located on district owned and/or operated property. This policy applies to employees, students, and the general public. Any questions or interpretation arising to the intent of the regulation regarding specific facilities or locations will be resolved by the Assistant Superintendent of Personnel Services.

The District will prepare and make available to employees a list of clinics and other agencies that provide programs which assist individuals who wish to stop smoking or using other tobacco products. With sufficient interest, an ongoing program may be established with financial support.

VIOLENCE-FREE WORKPLACE
The Simi Valley Unified School District has adopted a Zero Tolerance Policy for workplace violence because it recognizes that workplace violence is a growing nationwide problem which needs to be addressed by all employers. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect district employees or which occur on district property will not be tolerated.

Acts or threats of violence include conduct which is sufficiently severe, offensive or intimidating to alter the employment conditions or to create a hostile, abusive, or intimidating work environment for one or several district employees. Examples of workplace violence include, but are not limited to, the following:

1. All threats or acts of violence occurring on district premises, regardless of the relationship between the parties involved in the accident
2. All threats of acts of violence occurring on district premises involving someone who is acting in the capacity of a representative of the District
3. All threats or acts of violence occurring off district property involving a district employee if the treats or acts affect the legitimate interests of the District
4. Any acts or threats resulting in the conviction of an employee or of an individual performing services for the District on a contract or temporary basis, under any criminal code provision relating to violence or threats of violence which adversely affect the legitimate interests and goals of the District

Specific examples of conduct which may be considered threats or acts of violence include, but are not limited to the following:

1. Hitting or shoving an individual
2. Threatening an individual or their family, friends, associates, or property with harm
3. The intentional destruction or threat of destruction of district property
4. Harassing or threatening phone calls
5. Harassing surveillance or stalking
6. The suggestion or intimation that violence is appropriate
7. Unauthorized possession or inappropriate use of firearms or weapons

The District's prohibition against threats and acts of violence applies to all persons involved in the district's operation, including but not limited to personnel, contract, and temporary workers and anyone else on district property. Violations of this policy by any individual on district property, by any individual acting as a representative of the District while off district property, or by any individual acting off of district property when his/her actions affect the Simi Valley Schools' business interests will lead to disciplinary action (up to and including termination) and/or legal action as appropriate.

Every employee and every person on district property is encouraged to report incidents of threats or acts of physical violence of which he/she is aware. The report should be made to the employee's immediate supervisor, or another supervisory employee if the immediate supervisor is not available. Nothing in this policy alters any other reporting obligation established in policies or in state, federal or other applicable law.

EMERGENCY PREPAREDNESS RESPONSIBILITIES

The Government Code of the State of California, in the interest of protecting all citizens of the State, declares all public employees to be emergency preparedness workers subject to such emergency preparedness activities as may be assigned to them by their superiors or by law.
In general, each employee is responsible to his/her supervisor. Each school has an Emergency Preparedness and Disaster Relief Plan which gives specific details. The District also has a plan which is on file at each school. The District General Emergency Operation Plan (EOP) can be found on the SVUSD website under the Risk management and Employee sections. Site specific programs are available at each site and a comprehensive program including all site specific programs can be found in the Risk Management department.

Classroom Teacher
Classroom teachers are essential to the implementation of the school's emergency organization. Their primary responsibility is for the safety and welfare of their pupils.
The teacher should:

1. Keep current and be accurately informed about the emergency preparedness plan of the school. Know what to do – and when and how to do it.
2. In accordance with the school program, provide instruction and practice for the pupils in techniques of survival and in the emergency procedures they must follow in actual operation of the emergency plan.
3. Understand and put into practice the psychology of handling the students so that confidence and morale is maintained before, during and after an emergency.
4. Maintain and have readily accessible at all times, when on duty, a listing of personal data on all pupils in their charge – name, address, parent or guardian, phone number, brothers and sisters in the school, etc. – with special instructions as to the duties of the individual teacher in emergencies. This information must be available for use by a substitute teacher.
5. Have available a planned program of activities for use during periods of enforced confinement in order to maintain morale, alleviate tension and control hysteria.

As a basic principle, faculty members should serve in no official emergency services capacity outside of their school responsibilities (exception: after school hours, they may serve on an emergency staff as instructors, training coordinators, consultants and administrators in the emergency training services). Their primary responsibility is to the school for the safety and welfare of the students.

Non-Teaching Staff

The non-teaching staff must work in unity with the principal, the school emergency coordinator and the teachers. As public employees, they are, by law, disaster service workers when so assigned. They should be assigned specific duties in the school's emergency preparedness plan in accordance with their particular knowledge, skills and abilities.

The non-teaching staff, as well as teachers, are advised to be trained in first aid and in the use of available fire-fighting equipment.

District Policies Regarding Procedures During Emergency Operations

Every effort will be made by all school personnel to protect and preserve the school buildings and property so that we may resume the educational activities as soon as possible after any type of major disaster. In order to do this, each school will prepare and maintain an operative emergency preparedness and disaster relief plan.

The following list includes policies which will be required of each school in the case of every emergency preparedness or disaster relief need:

1. All possible steps will be taken to assure the safety of the pupils who attend our schools.
2. For all emergencies, the teacher is the authority in the classroom and must act as reason dictates. If time permits, the teacher will receive and follow the directions of the principal, school emergency coordinator or district coordinator.
3. The teacher must stay with the children at all times. If the teacher has other duties, it is allowable for him/her to turn over the group of children to the authority of another teacher. This change will be made only upon the direction of the principal or school emergency coordinator or district coordinator.
4. The teacher will not release the children without direction from the school emergency coordinator, principal or district coordinator.
5. The vital records of the school will be protected from damage and destruction.
6. Standard signals will be used throughout the school district for each type of emergency.
   a. FIRE DRILL -- automatic, intermittent--sounding bell. The students will evacuate the building following established routes to assigned areas.
   b. EARTHQUAKE AND NUCLEAR ATTACK DRILLS --The word DROP* will be passed over the public address system or a school bell will be sounded intermittently in 30 second periods for a series of 2 minutes. Children and teachers will immediately drop, cover and hold a protective position and await the "all clear" bell or further orders. Children, not in the classroom, should drop where they are and take a protective position and await the "all clear" bell or further orders. In case of an actual surprise attack, there will be a flash of brilliant light; everyone will immediately drop and take a protective position.
   c. FLOOD -- Word will be passed over the public address system, if available, to all of the classrooms. Teachers will prepare students for an orderly evacuation.
7. Schools will hold emergency drills periodically for all types of emergencies.

Alternate routes should be practiced in case the regular one is blocked. All records of such drills shall be kept in the principal's office.

8. All school personnel will participate in definitely-assigned responsibilities in the emergency preparedness and disaster relief program.
9. The Simi Valley Unified School District will cooperate with the Red Cross and local emergency services authorities. After our major responsibilities to the pupils and school district are fulfilled, the physical facilities of the school will be made available for the relief and assistance of the general public.
10. All emergency preparedness materials in the schools may be subject to examination, evaluation and Board of Education approval in the same manner required for all other instructional materials and procedures before use in the individual schools of the district emergency preparedness program.

*Standard throughout District. Practice dropping in a safe manner

FIRE DRILL AND EVACUATION PLAN

Each teacher is responsible for seeing that the Fire Drill and Evacuation Plan is posted in a conspicuous place in each classroom to which the teacher is assigned. Each teacher is also responsible for informing all students in each classroom of the evacuation plan for that room.

Special Instructions to the Teacher

1. Remove the roll book.
2. Check for evacuation of all students.
3. Turn off the lights.
4. Close all doors and windows.
5. Proceed with the class to the evacuation area.
6. If a disaster is within the evacuation path or area, proceed in the opposite direction.
7. Take roll.
8. Keep all students quiet, orderly and away from emergency personnel and vehicles.
9. Stay with your students and follow the directions of the administrator or emergency personnel until the "All Clear" signal sounds.

For more information on disaster plans, see your site administrator or supervisor to review the disaster plan for the site.

STUDENT INJURIES

If a student is injured, try to respond in a composed and reassuring manner. Keep the student calm, talk to him/her, ask what happened and where they are injured. Do not move the student until the extent of the injury is assessed and it is determined that movement will not aggravate the injury. Provide immediate first aid and treat the injured student appropriately.

Avoiding Injuries

1. Make sure classroom and playground rules are enforced.

2. Get down to the student's level and observe the area for potential hazards. Make sure all pathways are clear.
3. Notify the site administrator immediately of any hazards.
4. To prevent the spread of illnesses, any toy or object a child puts in their mouth needs to be cleaned and sanitized before allowing another child to play with the object or toy.
5. Be aware of all activity around you. Look and scan often

STUDENT ACCIDENT REPORTING PROCEDURE

DO NOT DELAY REPORTING.....TIME IS OF THE ESSENCE

It is very important that each employee be aware of the need to promptly and correctly report all accidents and incidents involving school activities or property. Claims may be denied for failure to report on a timely basis.

1) The **"Report of Personal Accident"** form should be completed for pupil accidents (this form is also used for parent/visitor accidents, regardless of the seriousness of the accident.
2) The completed "Report of Personal Accident" form should be immediately turned into the school Office Manager, Principal or Nurse.
3) Provide the completed form to Risk Management on the same day the accident occurs. If the accident or injury is serious or fatal, please call Risk Management (ext. 4082) and the Superintendent's Office (ext. 4002) immediately and fax the report to Risk Management (520-6144) the same day.
4) The "Report of Personal Accident" is a confidential, client/attorney privileged document. Do not make and/or retain a copy of the "Report of Personal Accident" at the school site. Do not give copies to the injured party.

- **Any evidence involved in a student accident must be preserved (if possible taken out of service) and identified as evidence. Please contact Risk Management for an evidence/identification tag.**
- Any accident to a student **during school sanctioned activities** should be reported; whether **after school hours, on weekends or during regular school hours.** (This includes activities, such as sports, cheerleading, field trips, etc.)
- If pertinent information becomes available at a later date, send a supplemental report to Risk Management. Label supplemental reports as follows: **"The following report is being prepared contemplating use by defense counsel and is considered privileged information."**

Employees should not admit liability, make legal representations or render opinions regarding claims or cases. All inquiries concerning claims (including potential claims) or cases should be referred to Risk Management or the district's claims adjusting agency.

- Never acknowledge of a pre-existing problem
- Never offer to pay for medical treatment or the claim

- Never determine responsibility for an accident
- Never discuss confidential details of the incident in public
- Never share opinions about the accident with the injured person
- Never provide copies of the Report of Personal Accident form

LIABILITY CLAIM REPORTING PROCEDURE

The Liability Claim procedure applies to non-industrial personal injury or death, damage to personal property, non-industrial injuries or deaths arising out of vehicle accidents. When an incident occurs, follow the procedures listed below.

Student, Parent or Visitor Injury:
Please be sure a "Report of Personal Accident" has been completed as directed under "Student Accident Reporting Procedures". If pertinent information becomes available at a later date, send a supplemental report to Risk Management. Label supplemental reports as follows: **"The following report is being prepared contemplating use by defense counsel and is considered privileged information."**

Damage to Property Not Owned by the District:
Please complete a "Report of Property Damage" Fax and send it the same day of the incident to Risk Management (520-**6144**). If pertinent information becomes available at a later date, send a supplemental report to Risk Management. Label supplemental reports as follows: **"The following report is being prepared contemplating use by defense counsel and is considered privileged information."**

Employees should not admit liability, make legal representations or render opinions regarding claims or cases. All inquiries concerning claims (including potential claims) or cases should be referred to Risk Management or the district's claims adjusting agency.

- Never acknowledge of a pre-existing problem
- Never offer to pay for medical treatment or the claim
- Never determine responsibility for an accident
- Never discuss confidential details of the incident in public
- Never share opinions about the accident with the injured person
- Never provide copies of the Report of Personal Accident form

RECEIPT OF VERIFIED CLAIM FORM
For Damages to Person or Property

If an individual presents your site with a "**Claim Form**", call Risk Management (ext. 4082) immediately for direction. If your site receives a "Claim Form" in the mail, indicate the name of the individual who received the claim and date and time it arrived. Fax and mail the Claim Form immediately to Risk Management and notify Risk Management at **Ext. 4082** that document(s) are being sent.

- The district's liability claims adjusting agency will determine how a claim will be

handled.

- If your site is contacted by an adjuster, attorney, or anyone claiming to represent the district, verify the identity of that individual through the Risk Management Department at **Ext. 4082**.

- District and school personnel should discuss the facts of an incident or case **only** with law enforcement authorities and authorized representatives of the district.

- Do not disclose information to, or discuss matters with the media. All inquiries should be referred to the Superintendent's Office.

- Do not disclose information or discuss matters relating to claims or cases with attorneys, plaintiffs, claimants, employees or other individuals.

- Contact the Risk Management Department to verify all individuals who are soliciting information.

Employees should not admit liability, make legal representations or render opinions regarding claims or cases. All inquiries concerning claims (including potential claims) or cases should be referred to Risk Management or the district's claims adjusting agency.

- Never acknowledge of a pre-existing problem
- Never offer to pay for medical treatment or the claim
- Never determine responsibility for an accident
- Never discuss confidential details of the incident in public
- Never share opinions about the accident with the injured person
- Never provide copies of the Report of Personal Accident form

UNIVERSAL PRECAUTIONS

Ref: British Columbian Ministry of Health, Health File #29, June 1997 (Specifics to our school district have been added)

What are "Universal Precautions?"

"Universal precautions" are steps we should take to protect ourselves when we come into contact with the blood or body fluids of other people. Universal precautions are intended to prevent the spread of germs from others.

Most of the time you can't tell if a person is infected with AIDS, Hepatitis B, Hepatitis C, or any number of other diseases. The best thing to do is to treat the blood and body fluids of **EVERY PERSON** as ***POTENTIALLY*** infectious. Some of these potentially infectious body fluids are blood, semen, and vaginal secretions.

The basics of universal precautions and specific district guidelines:

Blood and body fluids - ALWAYS treat as potentially infectious. Clean up spills promptly using absorbent material such as paper towels, then clean more thoroughly with an EPA and district approved disinfectant. At home, a solution of 1 part household bleach to 10 parts water should be used. This bleach solution should always be freshly mixed as its strength decreases with time

Gloves - wear latex, vinyl or rubber disposable gloves when handling blood, body fluids, or when cleaning cuts, scrapes or wounds. Wash hands after removing gloves, and dispose of the gloves in a plastic bag or plastic lined trash container. Add gloves to your first aid kit so they are always ready for use. ***Remember, it is always important to wash your hands thoroughly after touching any body fluids, even if you have worn gloves.***

Sharp Objects - place needles and syringes in a puncture proof container. **Never** recap, bend or break off used needles! Red biohazard sharps containers have been placed at all schools for the proper disposal of contaminated needles and other sharp objects. Furthermore, because many skin injuries are related to "sharps" disposal, carefully handle sharp objects using gloves or other personal protection. Although the most important strategy for reducing the risk of occupational infectious disease transmission is to prevent occupational exposures by using Universal Precautions, our district does have a blood-borne pathogens program for handling post-exposure work-related incidents.

Personal Articles - never share toothbrushes or razors. They can transmit small amounts of blood from one user to the next. Dispose of razors carefully. Wrap sanitary napkins before disposing. Handle bloody bedding or clothing cautiously, and wash in hot soapy water.

Hand washing is the best single way to prevent the spread of germs from one person to another. Wash hands thoroughly with soap and water for at least 15 to 20 seconds.

Always Wash Hands:

*before preparing food
*before mealtimes
*before and after providing first aid
*after handling blood or body fluids.....
*after toileting or diapering

Cover your mouth when you cough or sneeze, then wash your hands. Don't pass *your* germs on to others.

Teach others - particularly children about healthy behavior and potential risks and how to deal with them safely.

What should you do if you find a used syringe or other possibly infectious object?
Remember that these objects can carry the AIDS, Hepatitis B or Hepatitis C Virus.

Teach children **NEVER to touch needles, syringes or other possibly infectious objects, and to tell an adult about them immediately.**
If you find a used syringe or other potentially infectious object – especially in a park, school or playground – it is important to dispose of them promptly and carefully.

1. Use a pair of tongs or pliers, or a pair of sturdy gloves to pick up these items.
2. Discard objects in a plastic bag.
3. Discard syringes or needles in a puncture-proof container, preferably one intended for such purposes. In schools we have red biohazard sharps containers, but any plastic or metal container with a lid, such as a coffee can, will also do.
4. When you have finished, wash your hands thoroughly with soap and water.

What should you do if you come in personal contact with blood or body fluids?
*If you have accidentally pricked yourself with a dirty needle, try to position the pricked area low to the ground to promote bleeding.
*Wash any exposed skin areas well for 5 minutes with soap and water.
*If you are <u>on duty,</u> call a school nurse, fill out an occupational incident report and go for treatment assessment to:

MED CENTER
L.A. Ave. & Sequoia
1980 Sequoia Avenue
(805) 583-5555

*If you are <u>off duty</u> and have come in personal contact with blood or body fluids, call your doctor or go to the hospital emergency department for treatment assessment.

After hours go to the Emergency Room @ Simi Valley Hospital (805)955-8160 and <u>inform the desk clerk that the visit is work-related.</u>

PESTICIDE USE NOTIFICATION

To meet the requirements of the Healthy Schools Act of 2000, the Simi Valley Unified School District has adopted an Integrated Pest Management (IPM) program. This program includes notifying staff of pesticide use. During the school year, it may be necessary to apply pesticides at a school site to avoid serious health problems posed by pests or to maintain the integrity of a structure.

1. The attached list of pesticide products has been approved for use at District sites. In the majority of cases, the products used by the District fall into the safest category, "Caution" and pest management products shall not be applied when students are present.

   Applicators shall receive annual safety training, strictly following the U.S. EPA label instructions and only apply pesticides with the least risk when necessary. For additional information on pest management produces, you may access the California Department of Pesticide Regulation website at *www.cadpr.ca.gov.*

2. In the event the use of a product is required that is not on the approved list, you will be notified seventy-two (72) hours in advance.
   (Exception: Emergency circumstances that warrant an immediate response)

If you believe your health and/or behavior could be influenced by exposure to pesticide products and you would like to be notified each time a pesticide application takes place at your school, please notify your principal.

APPENDIX A

CODE OF SAFE PRACTICES

Unsafe work practices combined with hazardous conditions are the main ingredients for creating an injury or accident. The District is putting forth its best effort to eliminate unsafe conditions. This Code of Safe Practices, or list of safety rules, is provided to help all employees to work safely.

GENERAL SAFE PRACTICES

1. Report all accidents, injuries, and illnesses (no matter how small) to your supervisor or the District Risk Management or Business Office immediately.
2. Report all unsafe conditions and equipment to your supervisor or District Risk Management Office or District Business Office.
3. Ask questions about anything you do not understand about your job.
4. Clothing that covers the back, shoulders, and midriff, and clothing that covers the top portion the legs when seated, shall be worn by all employees in the Custodian, Food Service, Grounds, Maintenance, Print Shop/Graphics, Transportation, and Warehouse areas.
5. Shoes or boots with a low heels, non-skid soles, and closed toe and heel shall be worn by all employees who spend more than ten percent of their day in the Custodian, Food Service, Grounds, Maintenance, Print Shop/Graphics, Transportation, and Warehouse areas.
6. Always wear necessary and/or required protective equipment.
7. Always follow instructions on safety signs and caution tapes.
8. Do not enter construction or remodeling areas unless you are specifically authorized to work there.
9. Be aware of forklifts in operation; keep a safe distance from them.
10. Use a proper step stool or ladder to reach overhead. Do not stand on any chairs, other furniture, or boxes.
11. Always keep work stations clean and orderly.
12. Return materials and equipment to their proper place when finished using them.
13. Throw trash in proper waste containers.
14. Clean up small amounts of spilled materials or liquids immediately. Be sure the custodian is called to clean up larger spills.
15. All food storage, preparation and consumption should be limited to specifically designated areas, such as the staff lounge and the cafeteria/multipurpose room.
16. No overnight storage of food in classrooms or offices.
17. No cleaning chemicals or other pest management products should be brought from home.
18. Pest infestations should be reported to the maintenance department so that proper notification and posting can be accomplished.
19. Use handrails when going up or down stairs.
20. Always keep aisles and passageways clear.
21. Maintain 36 inches of clearance around all electrical equipment and panels.
22. Maintain 36 inches of clearance around fire extinguishers, fire alarms and fire exits.
23. In the event of a fire, sound the alarm

24. Upon hearing an alarm, stop work and proceed to the nearest clear exit. Assemble at the appointed location.
25. Only trained and designated employees may attempt to respond to a fire or other emergency.
26. Extension cords are for temporary use only and must be unplugged by the end of the work day. Cords must be industrial quality, not household.
27. Handle all chemicals in accordance with manufacturer's instructions.
28. All chemical containers must be properly labeled.
29. Contact the facilities department for chemical disposal.
30. Practical jokes, skylarking, horseplay, scuffling, and fighting are not permitted.
31. Follow proper lifting and material handling procedures.
32. Call the transportation department to move heavy office furniture or equipment.
33. When working outdoors in the heat, properly hydrate yourself and seek shade and a recuperative rest break when necessary.
34. **Observe all safe practices applicable to the department or area in which you are working or visiting.**

TEACHERS AND OTHER CLASSROOM STAFF

1. Observe all applicable general safe practices.
2. Keep desk and file drawers closed when they are not in use. Open only one file drawer at a time.
3. Do not overload shelves.
4. Use staple removers to remove staples.
5. Paper cutters and other cutting tools are to be properly use and properly maintained.
6. Use multi-outlet strips instead of extension cords and do not place them across the floors or working areas that are open to use. Never plug a multi-outlet strip into another multi-outlet strip.
7. Flammable liquids are to be stored in approved flammable liquid storage cabinets. Non-combustible liquids should be stored in secondary containment to minimize spills.
8. Art materials in grades Kindergarten through Sixth must be labeled with the AP Nontoxic label or a label to indicate conformance with ASTM D-4236.
9. Combustible decorations must not cover more than 25% of available wall space. Combustible materials should be distributed in a manner that will not create a continuous fuel source for a fire.
10. Decorations should not be hung on doors or windows.
11. Ceilings should be kept free of decorations at all times.
12. Three-dimensional artwork is to be constructed from non-combustible materials or treated to be flame retardant. In accordance with the State Fire Code, a qualified person must complete Flame retardant treatment.

ADMINISTRATION AND OFFICE STAFF

1. Observe all applicable general safe practices.

2. Keep desk and file drawers closed when they are not in use, open only one file drawer at a time.
3. Do not overload shelves.
4. Use staple removers to remove staples.
5. Paper cutters and other cutting tools are to be properly used, maintained, and stored.
6. Use multi-outlet strips instead of extension cords and do not place them across the floors or working areas that are open to use. Never plug a multi-outlet strip into another multi-outlet strip.

SPECIAL EDUCATION PARAEDUCATORS

1. Observe all applicable general safe practices.
2. Wear closed toed, rubber or leather soled shoes.
3. Be aware of hazards of individual students (biting, head butting, kicking).
4. Utilize mechanical lifts when available and safe lifting techniques at all other times.
5. Practice good disease control methods when handling blood or bodily waste.
6. Read and follow all chemical labels, use protective equipment when necessary.

STUDENTS

RESPONSIBILITIES AND DUTIES

Teachers shall become familiar with the rules and regulations adopted by the Board of Education, especially those related to their own duties, instruction and discipline in their own schools. Board Policies and Administrative Regulations are available to staff members in each school.

RESOURCES

The following printed resources are available for your use:

Publication	Source
Curriculum Guides & Standards of Achievement	Educational Services
Board Policies & Administrative Regulations	School sites
California Child Labor Laws	Educational Services
Certificated Job Descriptions	Certificated Personnel
Classified Job Descriptions	Classified Personnel
Copyright Handbook	Each School Site
Data Processing Instruction Notebook	Information Services
ELD Handbook	Educational Services
Education Code	Certificated Personnel
Merit System Handbook	Classified Personnel
SEA Contract Agreement	Certificated Personnel
Special Ed Assessment, Placement & Program	Student Support Services
State & Federal Regulations	Educational Services
Substitute's Handbook	Certificated Personnel
Textbook Ordering	Educational Services
Warehouse Catalog	Business Services

PUPIL SUPERVISION

Employees shall exercise vigilant and watchful care over the conduct and habits of pupils while under their supervision. Teachers shall hold pupils to a strict account for their conduct in the classrooms and on the playgrounds during the school day.

In case of accident to a pupil, parents should be notified and an accident report completed. Whenever a student suffers an accident or illness during school hours, which in the judgment of the principal (or the adult in charge) is critical and requires emergency medical treatment, the following procedures will be followed:

1. Call the Emergency Dispatcher (911) to request emergency aid. The Fire Department will dispatch an ambulance when deemed necessary. The instructions issued by the Fire Department regarding ambulance service or

transport to a clinic or emergency room at the hospital will be followed.

2. Report the situation to the parent or guardian.

3. In cases where a student is transported by ambulance service to a hospital for treatment and a parent or guardian cannot be contacted, an adult from the school should follow the ambulance to the hospital to be with the patient.

Employees shall not permit students to leave school before regular dismissal time unless authorized by the principal. Parents requesting exceptions shall be referred to the principal.

All athletic or social activities and study trips, wherever held, when conducted under the name of any public school, or of any class organization thereof, shall be under the general supervision of the school authorities.

KEEPING RECORDS

Teachers shall keep attendance, scholarship and other records as are prescribed, and, are required to secure excuses from parents and guardians in cases of pupil absence or chronic tardiness.

REPORT CARDS

The teacher accepts the responsibility for preparing pupil report cards in compliance with District grade-reporting deadlines. In so doing, each teacher recognizes that comments should be objective, precise and be able to be substantiated. Accurate appraisal of pupil progress requires ongoing communication with parents/guardians regarding testing and evaluation in all areas of learning, including evaluation of qualities of citizenship.

SPEECH AND ACTIONS

Unethical conduct and speech reflect not only upon the person committing the breach, but, upon his/her colleagues, the District and the entire teaching profession.

Any discussion of problems relating to students, demands the exercise of caution. Confidential information must under no circumstances be discussed with unauthorized persons. Names, addresses and telephone numbers of children and employees shall not be given unless, in the judgment of the administrator concerned, the request is within the line of responsibility and for the welfare of the student or employee.

CONTROVERSIAL ISSUES

The Board of Education believes that every reasonable effort should be made to accomplish the educational goals.

Particular learning materials shall not be avoided on the basis that they may be considered to be controversial. Teachers in the Simi Valley Unified School District shall have "Academic Freedom" to discuss objectively diverse views on issues still unsettled, as these issues present

themselves in the normal course of education.

Objectivity as used in this policy shall not be confused with "neutralism." Objectivity does not require the absence of a point of view but, rather, to see the matter from more than one point of view and by emancipation from a narrower outlook in favor of a wider perspective. Academic freedom as used in this policy does not give the teachers, as individuals, any right to air purely personal views in the classroom.

The role of the teacher should not be used to advocate partisan opinions. Teachers should not violate the provisions of Chapter 5, "Prohibited Instruction," Education Code Section 51500-51550.

All instruction shall foster the study of vital present-day public problems in the classroom. This objective is in keeping with our point of view toward meeting all pupils' needs for effective citizenship in our American democracy.

RESEARCH AND EXPERIMENTATION

Continued improvement of the educational program is a basic commitment of this District and is a responsibility shared by all administrative and teaching staff members. Each school is encouraged to evaluate its current practices and to engage in educational studies which will identify problems and point to possible solutions. Teachers should consult with their own school administrators for initiating and designing experimental undertakings in such areas as guidance, testing techniques, course content, etc. All are urged to be alert to the many new possibilities for improvement which are opening up because of new technological developments and application in business, industry and governmental services. The District Curriculum Office serves as an added resource to support each school's administrative leadership in experimental undertakings. In addition, this office also initiates certain districtwide cooperative studies designed for seeking instructional improvement.

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

District Board Policy 6141.2(a) allows the inclusion in instructional programs of references to religion and the use of religious literature, art, music or symbols to illustrate the subject matter being taught. Instruction should be designed to broaden the students' understanding of social and cultural history and their tolerance for the multiple ways of life practiced by the peoples of the world. Board Policy allows schools to teach about religion from a historical, cultural, sociological or other educational perspective, but must not favor the beliefs and customs of any particular religion or sect over any others in such teaching.

When school programs and exhibits are in any way related to instruction about religion or religious holidays, the following guidelines shall be observed:

1. The principal or designee shall ensure that school-sponsored programs are not, or do not have the effect of being, religiously oriented or a religious celebration.
2. The principal or designee shall participate in planning the program or exhibit and shall be kept informed or its development.

3. Program or exhibit planners shall take into consideration the diverse religious faiths represented in the community, student body and staff.
4. Students and staff whose beliefs prohibit their participation in a program shall be excused without penalty, and an alternate activity shall be provided for any such student.

ZERO TOLERANCE FOR FIREARMS, KNIVES, EXPLOSIVE DEVICES, DANGEROUS OBJECTS AND TOY AND/OR IMITATION VERSIONS OF SUCH ITEMS

Students are prohibited from possessing, selling, or otherwise furnishing any firearm, knife, explosive device, dangerous object (weapons) as well as toy and/or imitation versions of such items at school sites or school activities, including school buses — unless in the case of possession of any item of this type, the student obtains written permission to possess the item from a certificated school employee, which is concurred on by the principal or designee.

Any school employee may confiscate any of the above described weapons as well as toy and/or imitation versions. Confiscated weapons should be delivered to the principal immediately with the name(s) or person(s) involved, witnesses, location, and the circumstances of any seizure.

The principal or designee shall report any possession of weapons to the student's parents/guardians by telephone or in person, and shall follow notification with a letter. Additionally, the principal shall notify law enforcement authorities regarding possession of a weapon or any acts of assault by a student with a weapon.

In order to assure safe and orderly campuses, free from fear and concern about weapons, a student's possession, selling, or otherwise furnishing any weapons at school or school activities on or off school grounds will be subject to discipline up to, and including expulsion, consistent with district policies and regulations, as well as state and federal law. See Administrative Regulations 5131.7 and 5131.71 for further details.

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, "suspension" does **not** mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

Grounds for Suspension and Expulsion

Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated items (1)-(5) listed in "Grounds for Suspension and Expulsion" below or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

Students may be subject to suspension or expulsion for committing any of the acts listed below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Education Code 48900(a))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code

48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Students in grades 4 through 12 are also subject to suspension or recommendation for expulsion for any of the acts listed below:

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5. (Education Code 48900.3)
3. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities.

SUSPENSION FROM CLASS BY A TEACHER/PARENTAL ATTENDANCE

A teacher may suspend any student from his/her class for the day of the suspension and the next

day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When suspending a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been suspended.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist should attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so requests.

A suspended student shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. (Education Code 48913)

Pursuant to Board policy, a teacher may request that the parent/guardian of a student whom the teacher has suspended attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date.

2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.

3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.

4. Ask the parent/guardian to meet with the principal after the visit and before

leaving school, as required by Education Code 48900.1.

SUSPENSION BY SUPERINTENDENT, PRINCIPAL, OR PRINCIPAL'S DESIGNEE

The Superintendent, principal, or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

Procedure

1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. **Administrative Actions**
All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. **Notice to Parents/Guardians**
At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the reasons for suspension and the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference**
Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

ON-CAMPUS SUSPENSION PROGRAM

Students for whom an action to expel has not been initiated and who pose no imminent danger or threat to the school, students or staff may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee

shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

MANDATORY RECOMMENDATION FOR EXPULSION

Unless the principal or Superintendent finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915 (a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915 (c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.

Upon finding that the student committed any of these acts, the Board shall expel the student.

For the complete copy of AR 5144.1 please refer to Board Policies and Administrative Regulations available at each school site.

TUTORING

To preclude conflicts of interest, teachers and other members of the instructional staff may not accept any kind of remuneration for tutoring a student enrolled in any of their classes. Additionally, teachers shall not solicit pupils during the school year for private instruction. Under no circumstances will district facilities or school owned materials and/or equipment be utilized by anyone offering tutoring services for a fee. (BP 4135 & BP 4137)

TEST INTEGRITY/TEST PREPARATION

The District desires to protect the integrity of student assessment processes in order to obtain an accurate assessment of student achievement and maintain accountability to the community and state (Board Policy 6162.54-Test Integrity/Test Preparation). Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments.

In general, the best preparation for all student assessments is good instruction. This is defined as instruction that follows the content-area frameworks and includes instruction and assessment of all state adopted content standards. The instructional program should be designed to ensure that students master the standards at each grade level. The instructional program should ensure that students are able to demonstrate mastery of content standards in a number of assessment formats. This instruction and assessment needs to occur throughout the school year and should be an important part of lesson planning. There should be no attempt to create "test preparation" activities or allocate specific periods of instructional time devoted to preparing or reviewing for student assessments. Conducting reviews or drills that use actual test items or identical format items of the student assessment should never occur.

Appropriate Test Preparation

Appropriate test preparation prepares students with test-taking strategies designed to make them better at taking any type of test rather than to prepare them specifically for taking the assessment. Examples of appropriate strategies might include:

1. Using time efficiently
2. Understanding directions
3. Placing answers correctly on answer sheets
4. Checking answers
5. Using the problem-solving tactics of educated guessing, estimating, and working problems backward
6. Exposing students to various test formats
7. Encouraging students to do their best

Inappropriate Test Preparation

Inappropriate test preparation is any action that is designed specifically to prepare students to perform well on assessments as opposed to a program designed to teach general test-taking strategies. Examples of inappropriate strategies might include:

1. Conducting reviews or drills that use actual test items or identical format items of the assessment.
2. Preparing students in ways that improve scores without improving underlying achievement
3. Using sample items to prepare practice items in the same format
4. Using alternative forms of the test
5. Using copies of tests from previous years
6. Looking at the test prior to administration and then reviewing the test content with students.

7. Using test preparation materials such as Test Ready or Scoring High
8. SAT/AP test preparation materials may be used only in preparing for the SAT and AP tests
9. Textbook test generator materials are acceptable only when used to review and/or assess classroom-learning activities

Test Integrity

In the administration of standardized tests, staff shall not:

1. Provide inappropriate test preparation
2. Modify test administration procedures
3. Provide inappropriate assistance to students during test administration
4. Change or fill in answers on student answer sheets
5. Provide inaccurate data on student header sheets
6. Discourage or exclude certain students from taking the test
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement

Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scanable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used. (5 CCR 854)

Staff shall not conduct reviews or drills that use actual test items or identical format items of state assessments, use copies of tests from previous years, or review test-specific curriculum content with students before administration of the test. In addition, test preparation materials or strategies developed for a specific test, including but not limited to published materials, unauthorized materials available on the Internet, and materials developed by schools, districts, county offices of education or outside consultants, are prohibited.

Investigation and Consequences of Testing Irregularities

Reports of student cheating on assessments shall be submitted to the principal or designee for investigation. Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, Board policy and administrative regulations.

The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

If the Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

STUDENT FEES AND CHARGES (BP 3260 & AR 3260)

Courts have interpreted California's constitutional "free school" guarantee, as specified in the California Constitution, Article 9, Section 5, to extend to all activities which constitute an integral part of a student's education. Thus, any fees charged for "educational activities" would be unconstitutional. However, the line between "educational activities" (no fees) and "recreational activities" (fees permissible) is not always clear. In Hartzell v. Connell, the

California Supreme Court held that "educational activities" include extracurricular activities, drama productions, vocal music groups, instrumental groups, and cheerleading. Examples of "recreational activities" include attendance at weekend dances or athletic events. In addition, the Attorney General has concluded that "educational activities" include elective classes and deposits for items such as band uniforms. It's important to note that the Court in Hartzell determined that a local policy allowing for waivers of the fee does not render the fee constitutional.

In addition, pursuant to 5 CCR 350, constitutionally permissible fees can be charged only when specifically authorized by law. The following list is intended only as an overview and specifies fees currently authorized by law. Other such fees may exist and be identified in the future.

The district shall charge only those fees specifically authorized by law. (5 CCR 350)

The following fees and charges are permissible if approved by the Governing Board:

1. Insurance for athletic team members, with an exemption for financial hardship (Education Code 32221)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

3. Expenses of students' participation in a field trip or excursion to another state, the District of Columbia or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

4. Student fingerprinting program (Education Code 32390)

5. School camp programs operated pursuant to Education Code 8760-8773 provided that the fee is not mandatory (Education Code 35335)

6. Personal property of the district fabricated by students, as long as the cost of the property does not exceed the cost of the materials provided by the district (Education Code 17551)

7. Home-to-school transportation and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and so long as exemptions are made for indigent and disabled students (Education Code 39807.5)

8. Transportation to and from summer employment programs for youth (Education Code 39837)

9. Physical education uniforms (Not Required)

10. Rental or lease of personal property needed for district purposes, such as caps and gowns used by seniors in graduation ceremonies (Education Code 38119)

11. Deposit for band instruments, music, uniforms and other regalia which school band members take on excursions to foreign countries (Education Code 38120)

12. Fees for community service classes (Education Code 51815)

13. Eye safety devices, at a price not to exceed the district's actual costs (Education Code 32033)

14. Actual costs of duplication for copies of public records (Government Code 6253)

15. Actual costs of duplication for reproduction of the prospectus of school curriculum (Education Code 49091.14)

16. Food sold at school subject to free and reduced price meal program eligibility and other restrictions specified in law (Education Code 38084)

17. Fines or reimbursements for lost or damaged district property or damage to library property (Education Code 19910-19911, 48904)

18. Tuition for out-of-state and out-of-country residents (Education Code 48050, 48052, 52613; 8 USC 1184)

19. Adult education books, materials, and classes as specified in law (Education Code 52612, 60410)

20. Child care and development services (Education Code 8263)

21. Parking on school grounds (Vehicle Code 21113)

Please be cautious of the laws governing student fees and charges. Before soliciting any funds from students please consult with your administrator to avoid potential and serious liability.

BUSINESS SERVICES

REQUISITION PROCEDURE

In an effort to streamline our purchasing process, the District Purchasing Department has provided the following guidelines to assist with purchase request procedure.

Requisitions for Supplies Not Stocked in Warehouse (Vendor reqs):
As the requisitioner, you should:

1. Complete the Purchase Request form in Escape, using all required tabs for a new requisition.
2. Include the following information on the request: Always describe items ordered using a noun, descriptive adjective, then all other pertinent information, color, size, brand, model, etc.

   EXAMPLES:
   - BOOK: ISBN #, Title of book, publisher, etc.
   - SNIPS: Item #, Aviation, cuts left, length 10", Wiss #M-1
   - CHAIR: Model #, Student, stacking, steel frame, Circo 580-18
   - PIPE: Std. black 1/2" plain end, 21' length, U.S. Steel

   Note: Descriptions of this type are consistent and assist purchasing staff in locating items when reordering.
3. Include brand, model number and, if available, the per unit price.
4. Include any special instructions regarding order (ie: need to expedite, delivery information, rush [date required], etc.)
   Attach a copy of the quote, proposal for the item on Escape in the Note tab.

TRAVEL EXPENSES

Employees who on occasion are directed to use their private vehicles in the performance of their job, with approval of their supervisor, will be reimbursed for mileage and other expenses based on the reimbursement rate currently in effect. Mileage claims should be submitted on the Simi Valley Unified School District's Monthly Mileage Claim Form, approved by an administrator.

All out-of-state travel must have Board approval.

CARE OF DISTRICT PROPERTY

Every job in the organization requires the use of supplies and some type of equipment. All employees are charged with the responsibility of maintaining this property in the best possible condition and making the most efficient use of supplies issued to them. Certificated employees are responsible for the care of all furniture, textbooks, reference books, courses of study, manuals, instructional materials, maps & bulletins, apparatus, etc., maintained in your classroom..

As a certificated employee you are required to keep a systematic and complete record of the books and permanent supplies provided to students. Additionally, you shall frequently make a careful inspection of textbooks and permanent supplies in use by students. Any damage to books, equipment, building, or other school property caused by a student shall be reported promptly to the principal, supported by the circumstances under which the damage occurred.

You can help keep costs down by exercising reasonable care over the property for which you are responsible. Under no circumstances can you loan building keys to students or unauthorized adults.

Unsafe, inappropriate or wasteful use of Simi Valley Unified School District's property or equipment is grounds for disciplinary action, up to and including dismissal.

MAINTENANCE / REPAIRS

Report any building or maintenance problems to the building manager for action.

COPY MACHINES

Copy machines are available in most of the District facilities. Copiers are provided for official use only, and are **not** to be used for reproduction of personal material.

PERSONAL PROPERTY PROTECTION

The District assumes liability for personal property that is inspected, logged and approved for school use on an annual basis by the site administrator. Such liability shall not exceed $500 per incident, and shall only occur in the event of accidental damage (excluding careless use or normal wear and tear), theft, or vandalism of said property. Employees shall notify the site administrator of loss and/or damage within five (5) working days following discovery of the loss/damage to initiate the procedure for processing the claim.

The District agrees to make every reasonable effort to find and seek prosecution against persons who violate a unit member's person and/or property.

MISCELLANEOUS POLICIES AND PROCEDURES

ADJUNCT DUTIES

Adjunct duties are responsibilities essential to the success of a high quality, fully functioning comprehensive school. Adjunct duties provide opportunities for professional growth while fulfilling the need to complete necessary school business. In assigning required adjunct duties, the principal will seek volunteers. In the event that required adjunct duties cannot be fulfilled by volunteers, the Principal will assign the duty(ies) in an equitable manner.

1. Required Adjunct Duties
   a. School Site Council Representative(s) (elected positions)
   b. Student Study Team Representative(s)
   c. Member District Curriculum Committee(s)
   d. PTA Representative
   e. Leadership Team Member(s) for FPM/WASC
   f. Disaster Preparedness/Safety Team(s)
   g. School Improvement Plan Identified Positions
   h. SEA Site Representative (elected position)
   i. IEP Committee Member(s) (via input and/or attendance as compliant with law)

Other committees/functions/special programs will be filled by volunteers.

APPEARANCE AND DRESS

Since teachers serve as role models, they should maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Staff are encouraged, during school hours, to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Common sense in your personal appearance should be the guiding principle in selecting apparel.

CELL PHONE USE POLICY

The goal of this policy is to establish guidelines for use of cellular telephones by staff that will ensure that cellular telephone use will not infringe on either the instructional process or on the rights of others. The purpose is to ensure the continuation of a positive learning environment which is free from unnecessary disruptions.

The guidelines for possession and use of cellular telephones on school campuses shall be:

1. Except in the case of an immediate emergency, staff shall not use cellular telephones for personal business in classrooms or in a setting which may interfere with any school program.

2. All cellular telephones should be turned off or in a vibrate (non-auditory) mode when in a classroom or at a school activity where students are present.

Recognizing that staff may be in possession of cellular telephones on school campuses, the District does not assume liability if such devices are damaged, lost or stolen.

PROFESSIONAL WORK DAY

It is recognized that the varying nature of a unit member's day to day responsibilities does not lend itself to a specific enumeration of duties or to a working day of rigidly established length. Unit members require a flexible period of time for fulfillment of professional obligations and adjunct duties. Activities considered part of a unit member's professional day include Staff Meetings, Department Meetings/Grade Level Meetings/Leadership Meetings, Parent Conferences and/or Parent Communications, Back to School Night and Open House, IEP and 504 meetings, Adjunct Duties as outlined in the Teacher Handbook that are not filled by volunteers. The above list is intended as examples of professional responsibilities and is not intended to be a complete list of those responsibilities. It is understood that these duties may be completed outside a unit member's instructional day and that administrators are responsible for providing adequate notice for such meetings.

Co-curricular or extracurricular duties are voluntary, paid school service in accordance with the Extracurricular Activities Stipend Schedule.

It is recognized that unit members need to be on duty a minimum of fifteen (15) minutes prior to the opening of school and to remain on duty until the school dismissal time, working on school-related activities and such appropriate time after the school dismissal time to fulfill the duties and responsibilities described above.

CERTIFICATED ABSENCE REPORT

The following absence report form example (pages I-3 and I-4) should be used by all teachers, librarians, nurses, and speech therapists. Please promptly return the completed form to the school secretary. You will receive a copy for your records.

Simi Valley Unified School District

Certificated Absence Report

School/Department

School: _____ Date(s) of Absence:

Employee:_____ _____

Name of Substitute(s):

Employee

I request that this absence be counted as: Indicate number of days for appropriate category(ies). All leaves are listed under Article VIII in the SVUSD-SEA Contract for all leave benefits. This form must be completed and returned to the school Office Manager who then sends it into the district office.

No. of Days

_____ A. Personal Illness or Injury

_____ B. Personal Necessity

_____ C. Legal Commitments & Transactions (Copy of summons and/or jury duty confirmation must be attached)

_____ D. Bereavement:
(Please specify relationship)

_____ E. Funeral Attendance (Advance approval required)

_____ F. Industrial Accident (Please attach Doctor's disability letter)

_____ G. Absence Without Pay (Advance approval required)

_____ H. Other:

_____ TOTAL DAYS

All statements and declarations made by me on this form are true to the best of my knowledge and belief.

Employee's Signature: _____ Date:

Supervisor

No Deduction ☐ Sick Leave ☐ Deduct Full Pay ☐

I hereby certify that the above entries are true and correct to the best of my knowledge.

Supervisor's Signature: _____ Date:

Remarks:

Copies: Original - Payroll Canary - School/Dept Pink - Employee #3939 Rev 7/2016

The following information is offered as a quick reference guide for certificated employees. An official explanation of Simi Valley Unified School District leave policies exists in the current SVUSD-SEA Contract.

TYPE OF LEAVE	LIMIT	SALARY/SICK LEAVE LOSS	PERTINENT INFORMATION
Personal Illness		Sick leave loss	< Allowed full salary for that period of time equal to the balance of his/her accumulated sick leave.
Personal Necessity	Seven days	Sick leave loss	< In claiming personal necessity, the member is certifying that such absence was used for reasons of compelling personal importance. < Whenever such utilization of leave time is anticipated in advance, reasonable advance notification of intent to take the leave shall be given. < Vacation, pursuit of personal business for profit and recreational pursuits are not allowable reasons for utilizing personal necessity leave.
Legal Commitments and Transactions		A unit member entitled to leave without loss of salary will refund any pay, other than expense allowances, received for such appearances to the Payroll Department upon receipt.	< A unit member called for jury duty will receive paid leave of absence for one day or one trial per year. < A Unit member who receives notice during the school year may postpone to non-work year days and be compensated at the current daily substitute rate for each non-work year day of actual jury duty served. < Attach a copy of the original jury duty notice, written statement concerning postponement, and signed official court validation for each day of jury duty served. Evidence of actual jury service must be submitted to the District.
Bereavement	Five days	No salary or sick leave loss	< Each unit member shall be allowed a leave of absence, with pay, for a period not to exceed five (5) days when such absence is occasioned by reason of a death in the immediate family. If additional days are necessary, personal necessity days may be used By definition, immediate family includes mother, mother-in-law, father, father-in-law, spouse, son, son-in-law, daughter, daughter-in-law, grandparent, brother, brother-in-law, sister, sister-in-law, guardian, grandchild, anyone who served in the capacity as parent, or any person living in the immediate household of the unit member.
Funeral Attendance	Up to two days	No sick leave loss	< Leave to attend the funeral of a close friend or a relative, not a member of the immediate family, must be approved in advance by the unit member's immediate supervisor. Time for the attendance is up to two (2) full days.
Absence Without Pay		Full loss of pay	< Approval must be secured in advance.
All Other		Refer to Contract	< School Business & Professional Conference < Organizational Business (authorized by Association President) < Contract Negotiations < Military, District Required Examination, Quarantine, etc.

CHANGE OF NAME OR ADDRESS

If you change your name, address or phone number, remember to report the change to your supervisor **and** to the Personnel Services Department.

COMPUTER AND INTERNET GUIDELINES

All certificated staff will sign the Acceptable Use Policy agreement when a District issued computer is provided. Internet access is available to students and staff in the Simi Valley Unified School District. The intent of the district is to make Internet access available for the purpose of furthering educational goals. Providing Internet access to staff and students will promote educational excellence in schools by facilitating resource sharing, innovation, and communication. Students may have access to e-mail through a classroom account.

We believe that there are many valuable resources on the Internet that may not be found elsewhere. At the same time, there are many sites that can be considered inappropriate for students and staff and serve no educational value. The County Office of Education has taken actions to restrict access to unacceptable sites. It is important to understand, however, that no solution is perfect and we cannot guarantee that you will not find ways to access other materials. The Simi Valley Unified School District believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district.

Acceptable Use - The use of the Internet must be in support of education and research and consistent with the educational objectives of Simi Valley Unified District. Vandalizing equipment, hacking system software, downloading files during peak use periods, and other actions that disrupt the system and limit the access of others are prohibited. When downloading files, the district virus protection procedures will be in effect. All copyrights will be respected. Engaging in illegal acts such as threatening the safety of others, engaging in criminal or gang activity, etc. is prohibited.

Transmission or use of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted materials, plagiarizing materials, threatening, obscene or profane material or language, personal attacks, harassing or defamatory language, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is prohibited. Network accounts are to be used only by the authorized owner and sharing of passwords is prohibited. Transmission of personal contact information about yourself or others is prohibited. Use of other organizations network or computing resources must comply with the rules. A user must immediately notify a system administrator if there is a security problem.

All material placed on a Web page must be pre-approved in a manner specified by the school and in accordance with District Policy. Material on a Web page must relate to school and career preparation activities.

Penalties for improper use - Any user violating district rules or state and federal laws is subject to District disciplinary actions. In addition, pursuant to State of California law, any unauthorized access, attempted access, or use of any state computing and/or network systems is a violation of section 502 of the California Penal Code and/or other applicable federal laws, and is subject to criminal prosecution.

Privilege - Any user identified by school or District administration as a security risk may be denied access. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers would always be private.

No Warranties - The Simi Valley Unified School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Simi Valley Unified School District denies responsibility for accuracy or quality of information obtained through its services. This includes, but is not limited to loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Simi Valley Unified School District will not be responsible for financial obligations arising through the unauthorized use of the system.

Encounter of Controversial Material - Users may encounter material that is controversial and which users may consider inappropriate or offensive. However, on a global network it is impossible to control all of the content and an industrious user may discover controversial material. It is the users responsibility not to initiate access to such material. Any decision by Simi Valley Unified School District or its Internet Service Provider (ISP) to restrict access to Internet material will not be deemed to impose any duty on Simi Valley Unified School District or ISP to regulate the content of material on the Internet. Use of any information obtained via the Internet is at your own risk.

The certificated employee understands that computer access is designed for educational purpose. Simi Valley Unified School District has taken precautions to eliminate controversial material, but it is impossible for Simi Valley Unified School District to completely restrict access to inappropriate materials and it is acknowledged that the Simi Valley Unified School District or its schools will not be held responsible for materials acquired on the network. If any violation of this policy is committed, computer privileges may be revoked and disciplinary action may be taken. By signing receipt of the Certificated Handbook the certificated employee acknowledges understanding and commits to abide by the Simi Valley Unified School District Computer and Internet Acceptable Use Policy.

CONVICTION OF NARCOTICS OR SEX OFFENSE

Conviction of a sex offense or narcotics offense as defined in California Education Code Sections 44010 and 44011 will result in immediate termination of employment.

COPYRIGHT

All provisions of copyright laws and licensing agreements will be followed by all employees and volunteers of the Simi Valley Unified School District. In addition, illegally duplicated materials and/or media may not be used in the Simi Valley Unified School District.

Supervisors of employees and/or volunteers shall be responsible for the following:

1. Taking steps to ensure that all copyright laws and licensing agreements are followed.

2. Monitoring usage of copyrighted and licensed materials and media at their sites.

3. Reviewing copyright and licensing guidelines annually with staff.

Guidelines for use of materials and media will be provided each site by the Educational Services Division. Material and media subject to copyright and/or licensing agreements include, but are not limited to: film and video, off-air taping, sheet and audio music, computer software, commercial tests and other printed material.

Licensing agreements for any media used at a site, such as that for computers, will be kept on file at the site of use and are subject to audit.

An employee violating copyright laws and/or licensing agreements does so at his/her own risk.

Those employees and/or volunteers willfully in violation of copyright laws and/or licensing agreements assume legal and financial responsibility and liability for such violations. The school district assumes no liability for copyright or licensing infringement by employees or volunteers.

NOTE: A copy of the District Copyright Handbook is available in Educational Services and at each school site.

EMERGENCIES

Each site has developed a disaster plan that outlines steps to take in an emergency or major disaster. See your site administrator to review procedures and become familiar with the plan for your site.

In the event of a bomb threat, learn as much as you can while on the phone. Complete the bomb threat checklist. Call 911 (9-911) without delay. Be sure to identify yourself and location. Notify your supervisor immediately.

In the event of a medical emergency, immediately call 911 (8-911), and administer appropriate first aid (if trained) or make the individual as comfortable as possible without being moved until first aid can be administered.

EMPLOYMENT OF RELATIVES

In order to preclude situations which could bring about a conflict of interest for administrators, an employee shall not be appointed to a position where a member of his/her immediate family maintains supervisory or evaluation responsibilities for the position.

Immediate family members may be employed at the same department or work location with the approval of the Superintendent or designee. (BP 4112.8)

INTEREST-BASED DECISION MAKING

Interest-based decision making is a defined model for joint planning and problem-solving that seeks to improve the learning environment by allowing for organizational change and educational reform.

To initiate the IBDM process, contact the Assistant Superintendent of Personnel Services or SEA. If requested, a neutral facilitation team will be provided. Neutral facilitation provides support and assistance to site teams and is a key ingredient to ensure the successful implementation of Interest-Based skills and processes.

A neutral facilitation team who are not stakeholders can more easily bring a fresh, objective and impartial perspective to a situation that may be highly charged or involve a complex issue. A neutral facilitation team can guide the group through heated discussions and debates on sensitive issues, help the group adhere to its purpose and ground rules and help them see and avoid costly pitfalls. Often, an effective facilitation team will make the difference between the success and failure of an endeavor. A neutral facilitation team are trained IBDM facilitators. A neutral facilitation team will include at minimum one administrator and one unit member. The services of a neutral facilitation team can be obtained by contacting the Certificated Personnel Services Department.

KEYS (AR 3515)

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position. The employee issued a key shall be responsible for its safekeeping. The release or loan of a key to a student or unauthorized person is prohibited. The employee will be liable for any loss or damage suffered by the district as a result of the unauthorized use of a key. The duplication of school keys is prohibited.

If a key is lost, the employee responsible shall report the loss to the principal or designee immediately and shall pay for a replacement key. Such charge shall be subject to the Superintendent's review. Individual billing shall be as follows:

Great-Grand-Master Key	$250.00
Grand-master Key	100.00
Master Key	100.00
Sub-Master Key	100.00
Room Key	50.00

Claims that keys were stolen must be supported by a copy of a police report in which the loss was reported.

The principal shall assure that employees turn in all keys when checking out at end of semester, school year or assignment at that site. If the employee fails to turn in key during the check-out procedure at the end of the semester, or school year assignment, a hold may be placed on the employee's pay.

Upon termination of employment, verification that all keys have been checked in must be provided to payroll before the final payroll warrant can be released.

KINDERGARTEN READING INTERVENTION PROGRAM

Kindergarten Reading Intervention instruction will begin on the third full week of instruction each school year.

PERSONAL NECESSITY NOTIFICATION

The following Personal Necessity Leave Notification form (page I-11) is to be completed in advance when it is anticipated that Personal Necessity Leave will be utilized. These forms are available at your site.

Simi Valley Unified School District

Personal Necessity Leave Notification

Whenever utilization of leave time is anticipated in advance, responsible advance notification shall be given (Article VIII, Section A).

To: _____ Date: _____

From: _____

I am using the following days(s) for personal necessity leave:

_____

_____

I understand that the reasons for taking personal necessity must be a compelling personal reason (as more fully set out in Article VIII, Section A) of the SVUSD/SEA Contract, and that for cause the District has the power and duty to review this cause. Unit members may use up to 3 "no tell" days per year.

Signed: _____ Signed: _____
(Unit Member) (Date) (Supervisor - acknowledging receipt only) (Date)

Distribution: Original - Supervisor Canary - Employee

PERSONNEL FILES

The personnel file maintained in the Personnel Services Department is the only official and legal permanent record that can be maintained on employees. A major purpose of the file is to protect employees against arbitrary and prejudicial personnel decisions. The personnel file is governed by Education Code 44031 which requires a procedure whereby employees can correct or rebut incomplete or inaccurate information in the hands of their employers which might affect their employment status. Additionally, no information of a derogatory nature can be entered or filed unless and until the employee is given notice and an opportunity to review and respond. To this end, any document relating to an employee's performance, whether it is a formal evaluation, observation, report, memorandum, commendation, written warning, reprimand, or otherwise, should be put in the employee's personnel file.

Every employee has the right to inspect their personnel file upon request, provided that the request is made when the employee is not required to render services to The District. All employee personnel files are confidential and are available only to the employee and to people with official access permission. (BP 4112.6)

POLITICAL ACTIVITIES

As an employee, you have the right and privilege to take or refrain from taking a stand on a political issue and to support or oppose any issue or candidate. Such activities, however, must be conducted on your own time and off district premises. District employees shall not use district funds or services, school time, supplies or equipment to urge the passage or defeat of any ballot measure or candidate.

Under no circumstances shall district employees:

1. Solicit or receive any political campaign funds or contributions on school property during working hours.
2. Use school equipment for the preparation or reproduction of political campaign materials.
3. Post or distribute political campaign materials on school property.
4. Disseminate political campaign materials through the district's mail service, e-mail or staff mailboxes.
5. Use students to write, address or distribute political campaign materials.
6. Present viewpoints on particular candidates or ballot measures in the classroom without giving equal time to the presentation of opposing views.
7. Wear buttons or articles of clothing that express political opinions on ballot measures or candidates during school instructional time, including passing periods.

Although employees may not conduct political activities on school property during working hours, they are free to discuss politics and solicit or receive funds or contributions for political purposes outside the employee's working hours, including the lunch period, other scheduled work breaks or other nonduty time during the school day. You are expected to exercise reasonable care to show that you are acting in the capacity of a private citizen and not as a member of the staff of the Simi Valley Unified School District. (BP & AR 4119.25)

PUBLIC RELATIONS

Because you are employed by the Simi Valley Unified School District, **you have an important public relations responsibility**. Your work, attitude and appearance are all subject to close inspection by your employers...the taxpaying public. In many cases, you are the only Simi Valley Unified School District employee a certain individual may know, and total judgment of the efficiency and character of the organization is based on the way you perform. For this reason, **it is important that you give a good day's work and courteous treatment to people you have agreed to serve.**

Courtesy means, among other things: being prompt to wait on people; being patient and a good listener, and taking a personal interest in seeing that calls, requests or complaints are properly handled.

If you receive a call, complaint or request about something that you cannot or should not handle, take a personal interest in seeing that the call, request or complaint gets to the proper office. You are employed to serve the public.

VOLUNTEERS (BP 1240)

A volunteer is defined as an adult who is assisting the teacher and performing duties without compensation. Volunteers shall work with students under the immediate supervision of certificated employees. (Education Code 35021) Volunteers shall not be used to displace regularly authorized school personnel. (Education Code 35021)

Volunteers serving as instructional aides shall:

1. Fulfill the tuberculosis testing and fingerprinting qualifications required of all instructional aides. (Education Code 45125, 45347, 45349, 49406)
2. Give evidence of basic skills proficiency as required of all instructional aides. (Education Code 45344.5)

Any person who wants to serve as a volunteer must complete a "Volunteer Information Form" that is signed by the volunteer, employee-supervisor (teacher) and the site administrator. The use of volunteers is encouraged under the following conditions:

1. All volunteers performing tasks must have approval of the Superintendent or designee.
2. The site administrator will notify the volunteer of acceptance and provide an orientation program.
3. The site administrator will maintain a list of approved volunteers at the site.
4. Utilization of the volunteer's time in the classroom will be determined by the teacher and site administrator.
5. Volunteer help will be on a scheduled basis. The teacher will assign a defined responsibility to the volunteer and provide all needed materials.
6. The volunteer does not have the legal right or responsibility to act on behalf of an assigned certificated staff member in student management or instruction.

Guidelines for teachers using volunteers:

1. Stress the importance of confidentiality of all matters regarding students and school.
2. Inform volunteer of school and playground regulations emphasizing emergency procedures.
3. Explain in detail the volunteer's responsibilities and provide follow-through assistance where needed.
4. Explain and clarify the goals and objectives of the instructional program.
5. Utilize the special talents and skills of the volunteer.
6. Show appreciation for the volunteer. The volunteer is an altruistic, unpaid worker whose only reward is derived from the enrichment of the student and the fulfilling sense of meaning gained from helping, sharing and inspiring students.

Unsalaried volunteers shall be considered employees of the District for Workers' Compensation Insurance purposes. If injured while serving as volunteers in the district, they should file Workers' Compensation Insurance forms provided by the District office.

REQUESTING A SUBSTITUTE

All substitute assignments are made through the Certificated Personnel Office. Teachers are not, generally, given permission to assign absences to a particular substitute. If they wish to make this arrangement, the absence may be entered by the School Office Manager, who can assign a substitute. Problems relating to substitute procedures will be handled by the Personnel Services Department.

AESOP -- SUBSTITUTE EMPLOYEE MANAGEMENT SYSTEM

Simi Valley Unified School District uses an automated Substitute Management System called **Aesop** which uses a computer with an interactive voice response system to assign substitutes. This technology for assigning substitute teachers is timely, impartial, efficient and **easy to use**.

To report an absence you can use the internet by logging into **Aesop** or call using your touch-tone telephone key pad. Please review the instructions on how to use **Aesop**. If you need further clarification, call the Help Desk @ (805) 306-4500 Ext. 4046.

Logging in on the Web

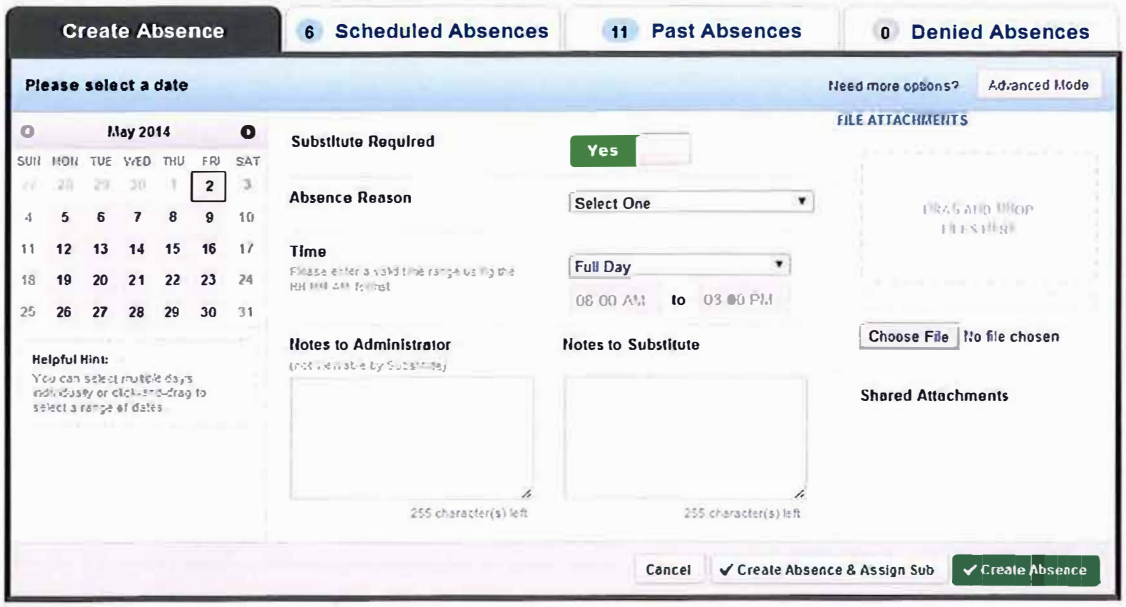
To log in to Aesop, type www.aesoponlinecom in your web browser's address bar (on mobile devices, type m.aesoponline.com).

For the dial-the-800-number system (see page "Using Aesop on the Phone"), you will enter your ID number and PIN, and follow the voice prompts. When using the system online, enter the separate credentials (username and password) you create for that portal.

Can't remember your login info? Click the Forgot your login? Link next to the Login button for more information.

Creating an Absence

You can enter an absence right from your Aesop home page under the "Create Absence" tab.

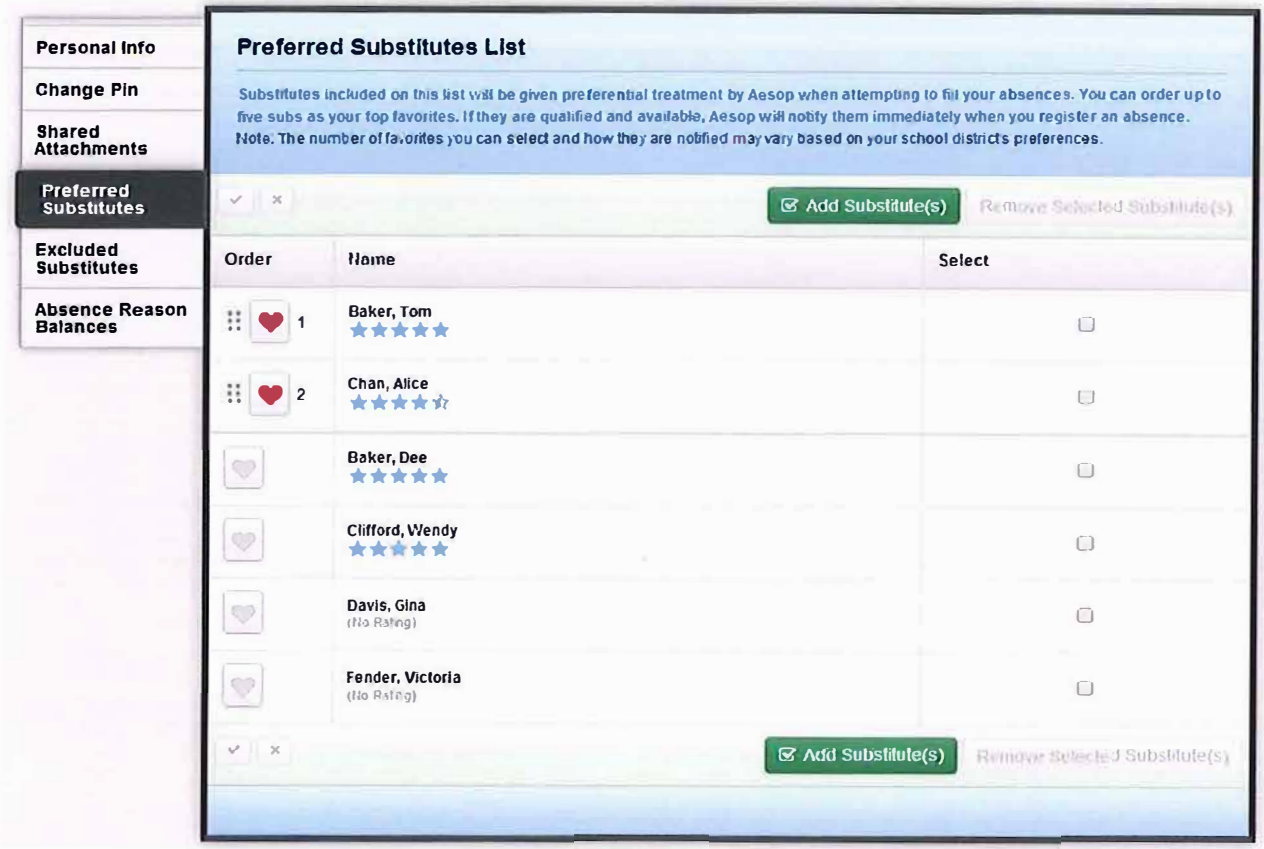


Fill out the absence details including the date of the absence, the absence reason, notes to the administrator or substitute and more. You can also attach files to the absence from here.

When you've completed entering the absence details, click the" Create Absence" button.

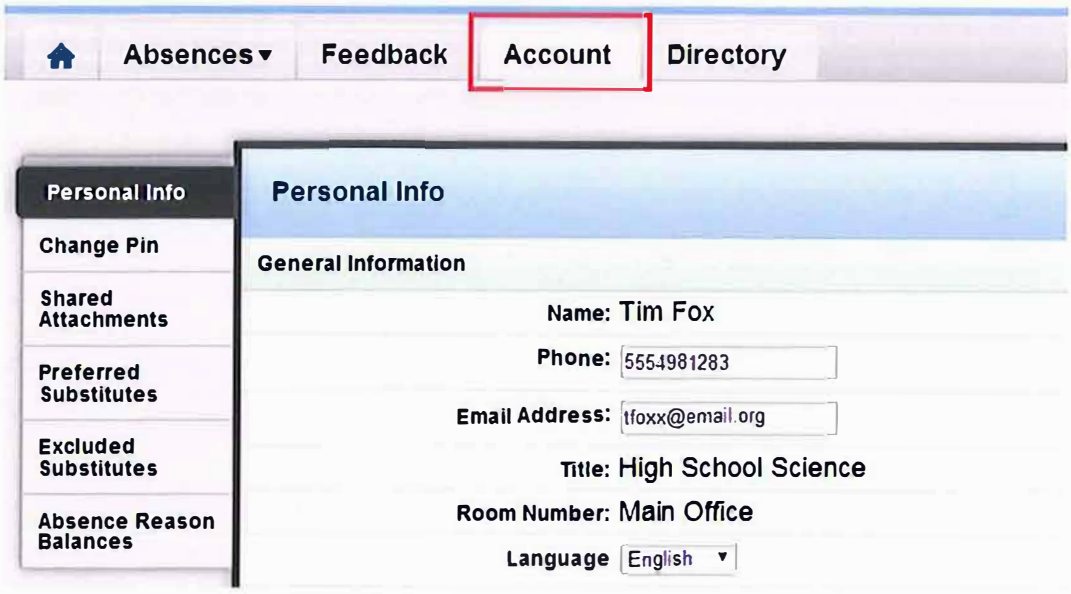
Setting Up a Preferred Substitutes List

You have the ability to select a list of the substitutes you prefer to fill your absences. Aesop will attempt to contact these substitutes first when you create an absence.



Managing your PIN and Personal Information

Under the "Account" tab, you can manage your personal information, upload shared attachments (lesson plans, classroom rules, etc.), view absence reason balances, manage your preferred substitutes, and more in the "Account" tab. Your PIN can be changed using the dial-the-800-number phone system (see next page).



Getting Help and Training

If you have questions, want to learn more about a certain feature, or need more information about a specific topic, click the Help tab to go to the Aesop Learning Center where you can search Aesop's knowledge base of help and training materials.

Using Aesop on the Phone

Not only is Aesop available on the web, but you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.

To call Aesop dial 1-800-942-3767. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

Over the phone (by following the prompts) you can create an absence, review upcoming absences, review a specific absence and review or change your PIN and other personal information.

If you create an absence over the phone, be sure to make a note of the confirmation number that Aesop assigns the new absence for reference.

SUBSTITUTE TEACHER LESSON PLANS AND PROCEDURES

The regular teacher must leave written lesson plans, procedures and instructions in the classroom to assist the substitute teacher. These procedures and instructions must be in a substitute folder that is easily accessible to the substitute teacher. Instructions in the folder should include:

1. Current class list and seating chart with health, medical, safety and behavior concerns.
2. Times for students' arrival and departure, recess, lunch, and P.E.
3. A brief description of your program.
4. Lessons to be taught during each time block--be specific so there is an indication of functioning level to be expected for the day.
5. When students may be out of the room, where they are to be, who is responsible for them and when they can be expected to return.
6. Instructions for emergency procedures and fire drills.
7. Administration and key staff members. Names of key people who can provide help and assistance.

The substitute is an outsider who must learn everything about the classroom and the students in a few minutes. Therefore, the regular teacher should see that everything possible is done to help the substitute perform as smoothly as possible through written instructions.

VISITORS (BP 1250)

Whenever possible, discourage friends, relatives or others from visiting you while you are on the job. This is obviously necessary in order to prevent possible confusion and work stoppage. If such visits are necessary, they should be made as short as possible. Abuse of this privilege will result in disciplinary action.

Any person who does not work at the school site is considered an outsider and required to register upon entering school premises during school hours. In order to register, an outsider shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her name, address and occupation.
2. His/her age, if less than 21.
3. His/her purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

The principal or designee may refuse to register or may revoke the registration of any outsider if he/she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. (Penal Code 627.4)

The principal or designee may request that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the principal or designee shall inform the outsider that if he/she

reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)