Preface

Program Characteristics:

J.E. Young is a personalized learning program for high school students in Fresno Unified grades 9-12. Our goal is to service students who have unique academic needs. Through the J.E. Young site we offer Independent Study Instructional Model, Independent Study (least restrictive), and college readiness courses through Fresno City College. Many students come to J.E. Young with credit deficiencies, we pride ourselves in being able to support credit attainment so that students recovering credits can return to their home school or complete graduation.

J.E Young also has a tiered level of service which spans campuses throughout our district servicing baseline credit deficiency needs in grades 9-12. We provide students the opportunity to combine a regular schedule with concurrent credit recovery support, when beneficial to the student. This service allows students to maintain their enrollment and extracurricular activities on their comprehensive high schools while obtaining and completing their baseline credit recovery needs.

Structure of our Programs:

<table>
<thead>
<tr>
<th>Learning options for credit recovery students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Independent Study</strong>: Our Independent Study students at Abby will have a minimum of four scheduled classes per week. Teachers will teach one content area</td>
</tr>
<tr>
<td>• <strong>Apex</strong>: Comprehensive High Schools students grades 11th and 12th selected to credit recover credits without leaving the comprehensive high school. Our J.E.Y. teachers have High, Objective, Uniform State Standard of Evaluation (HOUSS) credentials and are the only teachers in our district who are qualified to teach Apex because of their specialized credentialing.</td>
</tr>
<tr>
<td>• <strong>Access</strong>: Comprehensive High Schools students grades 9th and 10th. A focus on Math or English five periods a day serving credit deficiency on-site so we prevent alternative education earlier.</td>
</tr>
</tbody>
</table>

The teacher of record will:

- Organize curriculum, materials, and assessments of student learning.
- Actively participate in site and district curriculum development and trainings.
- Assess student learning and provide remediation.
- Determine the end-of-course grades and credits.
- Focus on ensuring that students are academically making progress in their class and ensure that communication to all stakeholders is available using one of the various methods; email, letter, phone call or school messenger.

Students Participating in **Independent Study** have a 4-5 hour per week minimum commitment.
Focus on credit recovery to get back on track for graduation.
The California High School Exit Exam requirement has been suspended until 2018-2019. Therefore no CAHSEE support classes will be offered.
Participation in tutorials is expected of all students and can be used toward elective credits.
All courses will be scheduled by school counselors.

Overview:
- All J.E Young teachers are fully credentialed.
- J.E. Young Academic Center is a WASC accredited school.
- Students can earn a High School Diploma or CHSPE.
- Students are provided bus tokens if they live more than 2 miles from the school or if they are participating in specialized programs that require them to meet in locations other than the school.
- Students enroll in JEY by referral through FUSD Educational Resource Center.
- Students are scheduled to earn a minimum of 20 credits per quarter.

Other Services/Programs:
- Tutoring is offered daily by highly qualified Fresno State tutors
- Community Service
- College Support Services
- Advance to College Program
- Online Learning
- Work Permits
- Parenting Classes available every Wednesday
- Nursing staff is available
- Fresno Adult School
- DeWolf High School
- Cambridge High school
- Center for Advanced Research and Technology (CART)
- Regional Occupational Programs (ROP)
Chapter One

Goals

1. FUSD District goals
2. FUSD Core Beliefs
3. FUSD Commitments
4. J.E. Young Academic Center Vision and Mission
5. J.E. Young Core Principles
6. J.E. Young Staff Beliefs
7. J.E. Young SPSA Smart Goals
8. Performance Goals

Chapter Two

Opening of School

1. Opening School Action Plan
2. Parent Welcome Back Letter
3. Reception Protocol
4. Keys
5. Technology
6. Ordering of Supplies
7. Staff Emergency Cards

Chapter Three

J.E. Young Policies and Procedures

1. Accountable Communities
2. Assignments and duties
3. Athletic Policy For JEY Students
4. Attendance
5. Bell Schedule
6. Discipline
7. Dress code
8. Teacher Duty Day
9. Enrollment/Orientation
10. Grading & Finalization of Grades
11. Phone List
12. Professional Development Schedule
13. Site Map
14. Radio Procedures
15. Substitutes
16. Tardy Policy
17. Testing Expectations
18. Textbooks
19. Independent study Procedures
   a. Procedures for Master Agreement
   b. Course Changes
   c. Transfer of students between teachers
   d. Assignment contracts
   e. Audit exemplar folder
Chapter Four  Working With Students
1. Academic Expectations
2. Program Options
3. Goal 2 Options
4. Guidance Services
5. Special Populations
   a) English Learning
   b) Special Education Students
   c) 504 students
   d) Project Access
   e) Migrant Education

Chapter Five  School Communication
1. School Messenger
2. Edutext
3. Newsletters
4. Testing Letters
5. Open House/Back to School
6. School Site Council (SSC)
7. ELAC/DLAC
8. Parent/Student Handbook
9. Grade reporting schedule

Chapter Six  Campus Culture
1. Student Recognition
   a) Quarterly Academic Awards
   b) Senior Luncheon/Cap & Gown Distribution
   c) Parenting Class Luncheon
2. Staff Appreciation
   a) Staff Appreciation Luncheon

Chapter Seven  Safety/Safe & Civil
1. Safety
   a) Supervision of Students
   b) Drills, Maps, Emergency Procedures
   c) Air Quality
   d) Health Services
2. Safe & Civil
   a) S.T.O.I.C.
   b) CHAMPS

Chapter Eight  Evaluation & Supervision
1. Teacher Evaluation Process
   a) Claim, Evidence and Impact
   b) CSTP Reference
   c) Smart Goals
2. Classified
   a) Competency Review
   b) iAchieve
Chapter Nine  
**End of School Year Action Plan**  
1. Graduation Action Plan and Procedures  
2. Graduation Ceremony  
3. Graduation Information for Students  
4. Graduation Timeline  
5. Senior Checkout

Chapter Ten  
**District Policies**  
1. Annual Employee Notification Letter  
2. Sexual Harassment  
3. Discrimination, Harassment, Intimidating and Bullying Policy  
4. Technology Acceptable Use Policy  
5. Uniform Complaint Procedures  
6. Annual Notification of the Uniform Complaint Procedures  
7. Tobacco-Free Workplace  
8. Child abuse  
9. Confidentiality Statement  
10. Drug Free Workplace  
11. Non Discrimination in District Programs and Activities  
12. Non Discrimination/Harassment  
13. Williams Act  
14. Notification regarding Expulsion
CHAPTER 1

Goals

1. FUSD District Goals
2. FUSD Core Beliefs
3. FUSD Commitments
4. J.E. Young Academic Center Vision and Mission
5. J.E. Young Core Principles
6. J.E. Young Staff Beliefs
7. J.E. Young SPSA Smart Goals
8. Performance Goals
District Goals 2014-2019

The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District goals, it is expected that all students will be in school, on time and ready to learn every day. Here are our goals:

1. All students will excel in reading, writing, and math
2. All students will engage in arts, activities, and athletics
3. All students will demonstrate the character and competencies for workplace success
4. All students will stay in school on target to graduate

Core Beliefs

Student Learning

- Every student can and must learn at grade level and beyond.

High Quality Instruction

- Teachers must demonstrate the ability and desire to educate each child at a high level.

Leadership

- Leaders must perform courageously and ethically to accomplish stated goals.

Safety

- A safe learning and working environment is crucial to student learning.

Culture

- Fresno Unified is a place where:
o Diversity is valued
o Educational excellence and equity are expected
o Individual responsibility and participation by all is required
o Collaborative adult relationships are essential
o Parents, students and the community as a whole are vital partners

**Commitments**

**Student Learning**

- We will provide all students access to high quality options and a variety of activities.
- We will implement, continue or expand practices proven to raise student achievement; and eliminate practices that do not.

**High Quality Instruction**

- We expect all students to achieve their personal best; differences in achievement among socio-economic and ethnic groups are not acceptable.
- We expect effective teacher performance toward desired results.

**Leadership**

- We will require the timely delivery of high quality services to every site.
- We will sustain and monitor a financial plan that ensures the viability of the district.
- We will provide clear expectations and regularly support professional growth.

**Safety**

- We will provide a safe, clean, and orderly learning and working environment.

**Culture**

- We will establish collaborative relationships with staff, parents, students, and the community.
- We strongly encourage and welcome the valuable contributions of our families.
- We expect and depend upon individual responsibility.
**Vision**

Our vision is to provide our students with a place where they can learn to be responsible young adults who can think critically, communicate effectively, and achieve academically.

**Mission**

To use independent study strategies to provide our students with the academic, career, and personal skills necessary for a full and productive life.
Core Principles

We commit to provide:

- a safe and supportive learning environment defined by trust, respect, and self-worth

- meaningful and relevant instruction for all students through engagement with Common Core aligned curriculum

- an academically sound program through which students become productive and educated citizens

- inspiration for all students to take ownership of their education so they become life-long learners
Our behavior at JEF creates a positive, welcoming, & inviting climate. We will intentionally create & continuously maintain behaviors to help one another be successful in life's endeavors.

We Believe

In the value of developing mutually supportive relationships to provide an environment for learning & earning credits.
SPSA SMART GOALS

• By the end of the 2016-2017 school year, we will increase the graduation rate by 3% from 124 students to 128 (SQII indicator 2549, 2550).

• By the end of the 2016-2017 school year, J.E. Young’s ELA classes, including Access, will establish an overall reading proficiency baseline. All content courses will incorporate module reading selections, as well as other grade level texts into class. Students will take a pre-reading assessment and post reading assessment to measure the growth in their reading proficiency.

• By the end of the 2016-2017 school year, J.E. Young math classes, including Access, will establish an overall math proficiency baseline. Students will improve their overall math proficiency by 5% from the math pre-assessment to the post-assessment. All math courses will incorporate grade level math modules as well as grade level activities to increase student proficiency in math. Students will take a pre-math assessment and post math assessment to measure the increase in their math proficiency.

• By the end of the 2016-2017 school year, J.E. Young will create a rigorous and viable grade level, standards-based curriculum focusing on literacy in the content areas and incorporating a culminating performance task to demonstrate literacy standards. Data from the performance assessments will be utilized to improve instruction.

• By the end of the 2016-2017 school year we will increase by 5%, our average daily attendance, moving from 68% to 73% (SQII Indicator 48).

• By the end of the 2016-2017 school year, we will decrease the number of suspensions from 70 to 63 incidences (SQII indicator 847) as well as decrease the expulsion incidents from two to zero.

• By the end of the 2016-2017 school year, we will have increased parent involvement at all school sponsored events and governance opportunities, as measured by event sign in-sheets, SSC attendance, and culture climate surveys (SQII Indicators 356,368, 359).
SPSA SMART GOALS (cont.)

- By the end of the 2016-2017 school year we will increase student engagement opportunities through student incentives, specialty programs and leadership development as measured by student survey results, participation in our elective classes and various program success through student achievement. (SQII Indicator 395)

- By the end of the 2016-2017 school year we will increase the re-designation rate of our English Learners by 5% (SQII indicators 917, 926).

Performance Goals

Goal 1:
Increase the Graduation Rate to 80% and/or increase the number of students returning to the comprehensive high school.
   a. All Grade reports mailed home
   b. Adult School enrollment and credit completion for those who qualify
   c. Online credit completion
   d. Improve school communication; letters, school messengers, personal phone calls, and home visits.

Goal 2:
Improve the re-designation rate of EL students to 10% by focusing on improving CCSS for English.
   a. Monitor ELA CCSS work completed and assign additional supports as needed.
   b. Elective Support class for Long term English Learners
   c. Structures within our modules to support EL students
   d. EL Data Chats
   e. Quarterly site based EL re-designation goal setting reports.
   f. Professional Learning for teachers
Chapter 3
JE Young Policies and Procedures

20. Accountable Communities
21. Assignments and duties
22. Athletic Policy for JEY Students
23. Attendance
24. Bell Schedule
25. Discipline
   • Abby
   • CRC
26. Dress code
27. Teacher Duty Day
28. Enrollment/Orientation
29. Grading & finalization of Grades
30. Phone List
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32. Site Map
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37. Textbooks
38. Independent study Procedures
   a. Procedures for Master Agreement
   b. Course Changes
   c. Transfer of students between teachers
   d. Assignment contracts
   e. Audit exemplar folder
**Accountable Communities**

All Accountable Communities are led by an elected Instructional Lead Teacher (ILT). Content area teachers vote for the lead of their respective content areas. The principal presents the required commitments and criteria to all staff members and solicit names of interested teachers. Lead Teachers must be willing and able to embrace the following criteria:

- Teacher is able to work well in a team
- Teacher will lend stability to school’s structure through the ability to link expertise and experience
- Teacher is able to understand that not all conflict is bad, that conflict over ideas and approaches is part of the examination of practice, regardless of role

Instructional Lead Teachers are expected to have a commitment to support the development of Accountable Communities and improve student achievement. Lead Teachers will:

- Routinely reflect on practice, show indicators of having instructional expertise, and regularly use data to make informed instructional decisions.
- Take a balanced approach between individual autonomy and collective commitment. Lead Teachers understand there are complex problems requiring collective decision making.
- Seek growth, respond well to challenge, and accept the need for change when there is valid evidence that a practice is not working.
- Have a clear understanding of the school as a workplace and connect their classroom work to broader organizational goals. They endorse and support the idea that classroom work needs to be aligned with school and district priorities.
- Demonstrate signs of capacity-building leadership skills demonstrated by the ways they work to bring out the best in their students and parents.
- Display a rich, substantive knowledge both of academic subject matter and pedagogy. This knowledge is critical to being able to contribute and lead conversations focused on finding and solving complex learning problems.
- Lead Teachers skillfully deal with conflict and difficult issues.
- Sustain transparency and ask for help. These teachers are willing to examine their practice publicly by inviting colleagues into their class and by sharing student data. They are willing to ask for help with teaching and learning problems.
- Have experience in using standards and data and are motivated to learn more.

FUSD recognizes the additional time and energy required of the Lead Teacher. A supplemental contract is provided for up to a maximum of 52 hours at a rate of $35 per hour. The FUSD Board of Education has approved this amount to ensure that every site within the
school district has Lead Teacher representation. The estimated breakdown of hours spent by a Lead Teacher are 12 hours of district level trainings, 20 hours of site leadership/team meetings and 20 hours of individual teacher preparation and follow-up.

The expectations for the future of Foundations within the Accountable Communities are as follows:

1. Continue to guide meeting discussions around the Four Grounding Questions:
   a. What do we want students to learn?
   b. How will we know they learned it?
   c. How will we respond when they didn’t learn it?
   d. How will we respond when they already know it?

2. Accountable Community Agenda Framework
   (What are the components for every meeting?)
   The agenda is a tool used by the team which reflects the agreements from each meeting. The team should decide where they are in the cycle of continuous improvement in order to agree upon their next collective steps.

**Assignments and Duties**

**Lead Teachers** - oversee core subject areas, they are responsible to liaison with district curriculum directors and overseeing school compliance with state and district instructional standards.

**Counselors** - manage school wide master schedule, assists principal in determining staffing, works with vice principal to plan classroom and facility use, works with special populations to ensure the class offerings comply with state law, helps maintain school’s academies and small learning communities.

**Vice Principals** - primarily concerned with discipline but also oversee various projects individually. Including subject areas.

**Principal** - oversees the whole school management, budgets, staffing, and compliance with federal, state and local mandates. Directly inspires school wide community and instruction towards improvement.

<table>
<thead>
<tr>
<th>Department</th>
<th>Lead Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>TBD</td>
</tr>
<tr>
<td>Mathematics</td>
<td>TBD</td>
</tr>
<tr>
<td>Science</td>
<td>TBD</td>
</tr>
</tbody>
</table>
**Athletic Policy for J.E.Y. Students**

Students attending J. E. Young may participate in athletic programs at their home schools by following the procedure listed below:

1. Students must get approval from the Vice-Principal, Athletic Director, and coach at their home schools.
2. The J. E. Young vice-principal or counselor must check academic and residential eligibility then enroll the student in class using the teacher name and course code provided by the home school.
3. The J. E. Young vice-principal will notify the home school that enrollment in the class is complete and that the student is eligible to participate.
4. The student must earn a minimum of 10 credits per quarter in order to remain eligible.
5. The J. E. Young teacher will report any attendance issues to the J. E. Young vice-principal immediately. Report quarter grades to J. E. Young vice-principal as quarter ends. Teacher should remind students of added responsibility.
6. The J. E. Young vice-principal will maintain a list of all student athletes, and report any attendance or academic progress problems to the home school.
7. The J. E. Young vice-principal will also advise the J. E. Young teacher of any problems with students.
8. J.E. Young courses are not NCAA approved courses. Please ensure you meet with your counselor before enrolling.
J.E. YOUNG ACADEMIC CENTER ATTENDANCE POLICY

Attendance Code requires that students between the ages of 6-18 attend school. J.E. Young has a variety of educational choices to accommodate the needs of our students. Regular attendance in the designated program is crucial to your student's academic success and mandatory for continued enrollment.

We understand that there may be an occasion in which your student is absent. A student shall be excused from school for the following reasons: (Refer to FUSD Policy on attendance)

1. Personal Injury or illness
2. Medical, Dental, Vision or Chiropractic appointments
3. Funeral attendance of an immediate family member
4. Court

Parent must contact our attendance clerk and inform her of the reason for absence and student must return to school with the appropriate paperwork verifying the absence.

Student Unexcused Absences and Parent Notification Policy

Assignment Contract Procedures

Teacher is to submit a weekly assignment contract for each student on their roster (including dropped students and/or new students). Prior to turning it in to the attendance clerk, the teacher must make a copy for the student audit folder.

Independent Study Attendance Policy

Attendance clerk (Daily)
Prints class roster for ISIM and distributes to teachers

Period 1 (Attendance Clerk)

Daily

1. Teacher processes attendance first 10 minutes of class.
2. Safety assistant to collect the attendance from each classroom.
3. Attendance clerk starts making phone calls home on absent students.
   a. Documents all communication in Atlas
A school messenger will be processed for every parent who could not be reached at the end of each day.

**Tardy Procedures**

1. Create a tardy slip
2. Call parents and notify that student is tardy
3. Post the tardy in Atlas

**Missing a week**

After one week of unexcused absences.

1. A letter is generated by attendance clerk and sent home to parents
2. A school messenger must continue to go out daily for every parent that could not be reached.

**Missing Attendance (Two or more weeks)**

1. Input into shared Google Doc a list of students missing two or more weeks. This list to be given to VP by end of day Friday.
2. VP to determine home visits for the week.
3. A school messenger must continue to go out daily for every parent that could not be reached.
4. Schedule a meeting on the VP’s calendar for all students with excessive attendance and/or tardies.

**Period 2-3 (CWA)**

**Daily**

1. Teacher processes attendance first 10 minutes of class.
2. Safety assistant to collect the attendance form each classroom.
3. CWA’s start making phone calls home on absent students.
   a. Documents all communication in Atlas.
4. School messenger will be processed for every parent who could not be reached at the end of each day.

**Missing a week (One week of unexcused absences)**

1. Post card is generated by attendance clerk and sent home to parents
2. A school messenger must continue to go out daily for every parent that could not be reached.
Missing Attendance (Two or more weeks)

1. Input into a shared Google Doc a list of students missing two or more weeks. This list to be given to VP by end of day Friday.
2. VP to determine home visits for the week.
3. A school messenger must continue to go out daily for every parent that could not be reached.
4. Schedule a meeting on the VP’s calendar for all students with excessive attendance and/or tardies.
Attendance Notification Card

Dolores Gutierrez, Ying Vang & Spellman Quijano

Child Welfare & Attendance Specialist
J. E. Young Academic Center
Phone: (559) 457-3740
Cell: (559) 270-0451
Attendance Notification #2

Attention: Parent or Guardian

Your student, Student’s Name has two or more absences of non-attendance in the J.E. Young Academic Center Independent Study Program and is at risk of being dropped from the program.

Absence 1 Date: ___________

Absence 2 Date: ___________

A meeting is needed at your earliest convenience to discuss further enrollment in the Independent Study Program. During our meeting we will also discuss how to get your student back on track for graduation, review current transcript, review progress of work assigned and expectations for next meetings.

Please contact J.E. Young Academic Center at 457-3740 so that we can schedule this appointment.

Thank you

J.E. Young Academic Center

Date Sent: ________________
<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:30-10:01</td>
</tr>
<tr>
<td>Passing</td>
<td>10:01-10:06</td>
</tr>
<tr>
<td>Period 2</td>
<td>10:06-11:37</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:37-12:17</td>
</tr>
<tr>
<td>Passing</td>
<td>12:17-12:22</td>
</tr>
<tr>
<td>Period 3</td>
<td>12:22-1:53</td>
</tr>
<tr>
<td>Common Prep</td>
<td>1:53-2:48</td>
</tr>
</tbody>
</table>
Discipline

Discipline Policy

Student discipline is a cornerstone upon which a suitable learning environment is created. Students are required to follow all school and classroom rules, policies and procedures. In the event a student refuses to adhere to these rules and policies, progressive discipline in regards to their levels of misbehavior will take effect. Students need to come to school daily prepared to gain knowledge and learn in a safe, clean environment with high expectations for student behavior and academic progress. J.E. Young provides such an environment and will not tolerate any disruptions to our learning community. Every student has a right to learn and every teacher has a right to teach without interruption.
### 3-Level System for Responding to Misbehavior Policy

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Behaviors that can be adequately corrected at the time they occur and do not require documentation.</td>
<td>Misbehaviors that, while not requiring administrative involvement, do require documentation.</td>
<td>Serious misbehaviors that require immediate administrative involvement and written documentation.</td>
</tr>
<tr>
<td><strong>Student Kept In Class</strong></td>
<td><strong>Student Kept In Class</strong></td>
<td><strong>Student Sent to the Office</strong></td>
</tr>
</tbody>
</table>

A staff member observing a Level 1 infraction corrects the student at the time of the infraction, in the setting.

A staff member observing a Level 2 infraction corrects the student at the time of the infraction, assigns a consequence as appropriate and records the incident on the documentation form.

A staff member observing a Level 3 infraction sends the student to the office or calls for assistance as needed and completes a student behavior referral form. A copy of the student’s documentation form and an incident report should accompany the referral as appropriate (incident reports can be sent at a later time).

Level 3 behaviors are broken up into two categories, category 1 and 2 offenses. Category 1 offenses are the zero tolerance violations that may violate penal as well as education code laws. Category 2 offenses are extreme, inappropriate and/or chronic behaviors that while needing to be dealt with immediately by administration are less severe than category 1.

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Examples:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accidental Profanity</td>
<td>• Profanity-indirect or directed towards another student</td>
<td>• Threatening teacher and/or aides</td>
</tr>
<tr>
<td>• Defiance</td>
<td>• Active defiance- (verbally refusing to follow teacher directives)</td>
<td>• Threatening other students</td>
</tr>
<tr>
<td>o passively not doing work or following directions</td>
<td>• Flagrant disrespectful behavior toward others</td>
<td>• Fighting</td>
</tr>
<tr>
<td>• Disruptive</td>
<td>o Excessive talking</td>
<td>• Challenging someone or provoking fight</td>
</tr>
<tr>
<td>o Talking out of turn</td>
<td>o Insults</td>
<td></td>
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<tr>
<td>o Loud, distracting, unwanted noises</td>
<td>o Cruel jokes</td>
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<tr>
<td>• Out of seat w/o permission</td>
<td>o Being argumentative</td>
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<tr>
<td>• Electronic devices (complete Item Identification Form)</td>
<td>• Refusing to sit in assigned seat</td>
<td>• Destruction of classroom/school or personal property</td>
</tr>
<tr>
<td>• Minor Dress Code Violation- hats, sagging</td>
<td>• Chronic Level I misbehaviors</td>
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<tr>
<td></td>
<td>• Throwing objects or items</td>
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<tr>
<td></td>
<td>• Horseplay</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Bullying Verbal (teasing, name calling) Social Exclusion (rumors, gossip)</td>
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<td>• Bullying (Suspected, unintentional)</td>
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#### CATEGORY 1

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Examples:</th>
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<tbody>
<tr>
<td>• Threatening teacher and/or aides</td>
<td>• Use profanity directed to staff</td>
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<tr>
<td>• Threatening other students</td>
<td>• Chronic Level II misbehaviors</td>
</tr>
<tr>
<td>• Fighting</td>
<td>• Leaving classroom without permission</td>
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<tr>
<td>• Challenging someone or provoking fight</td>
<td>• Throwing objects with intent to strike another</td>
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#### CATEGORY 2

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Examples:</th>
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<tbody>
<tr>
<td>• Obscene act, sexual gestures and/or comments/materials</td>
<td>• Committed or attempted to commit Robbery or Extortion</td>
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<tr>
<td>• Sexual harassment</td>
<td>• Stealing or having possession of stolen property</td>
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<tr>
<td>• Sexual Assault or Battery</td>
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</table>
Dress Code

J.E. YOUNG ACADEMIC CENTER DRESS CODE

Any apparel, hair style, cosmetic or jewelry which relates a health or safety concern, draws undue attention to the wearer, tends to detract from the education process, or otherwise substantially disrupts the orderly operation of the school, is considered inappropriate attire and is prohibited at J.E. Young. Students should dress for classes at J.E. Young Academic Center as if his/her primary purpose for attending is to get the best possible education with the least amount of distraction, both for him/herself and for others.

Inappropriate attire includes, but is not limited to the following:

1. College or professional sport team insignias, logos or names.
2. Excessively baggy pants. Pants must be worn as their design was traditionally intended (the pants must fit around the wearers waist).
3. Bare feet. Shoes must be wore at all times. Shoes must have a heel strap; thongs, flip flops, slippers, backless shoes or sandals are not acceptable.
4. Any see-through apparel or clothing that exposes the body in a sexually suggestive manner or shows/exposes undergarments.
5. Tank tops, tube tops, halter tops, tops with straps less than two inches wide, sleepwear clothing (shirts or pants), underwear type sleeveless shirts, or any top that exposes the midriff.
6. Attire with lettering or drawing which depicts: a) sexual actions, behaviors, or words b) profanity c) drugs, alcohol, or tobacco d) gang related symbols, insignias or name, no solid red or blue shirts, no excessive red or blue clothing or items. e) Items that degrade individuals or groups.
7. Any clothing that is torn, ripped or has cuts or holes.
8. Headwear other than hats or caps will not be allowed at school. Hats must be solid black or white with NO logos; hats may be worn outdoors, indoors only with teacher’s approval. No wave-caps or bandanas.
9. Sunglasses are not to be worn in the classrooms, office, or other school facilities (unless prescribed by a physician).
10. Facial and body piercing (eyebrows, nose, lips, tongue, and navel) are not acceptable.
11. Hairstyles which draw undue attention to the wearer detracts from the educational environment are not acceptable; i.e. unusual designs, colors, Mohawks, tails, or unusual razor cuts.
12. Fashion that draw undue attention to the wearer detract from the educational environment are not acceptable. This includes exotic clothing, extreme clothing, extreme make-up, body piercing, military or camouflage attire except as required for specific class assignments.
13. Dresses, skirts and shorts are acceptable as long as they are extended no more than four (4") above the knee. Bike shorts, leggings (spandex), and frayed shorts or pants are unacceptable. Leggings may only be worn under a tunic or a long shirt that meets dress code requirements and is no shorter than 4 inches above the knee.

**Consequences of Dress and Grooming Code Violations**

**First Violation:** Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

**Second Violation:** Home contact and alternative to suspension.

**Third Violation:** Home contact and suspension.

Additional disciplinary measures are authorized as allowed by law. If a parent/guardian or student disagrees with the site administrator’s decision on a dress or grooming code issues, the parent/guardian or student shall attempt to resolve the problem by requesting a personal conference with the site administrator. If the problem cannot be resolved informally to the parent/guardian or student’s satisfaction the site administrator’s decision may be appealed to the Superintendent of designees, whose decision shall be final.

The Administration shall review this regulation periodically as needed.

NO electronic devices are allowed except cell phones. This includes but is not limited to video games (PSP and Nintendo DS, etc.), CD players, walkie-talkies, camcorders and MP3 players (IPODs). These devices are classroom disruptions and are regularly stolen on campuses. If stolen on campus, the school is not responsible for the replacement of the item.

**OFF LIMITS** (Students are not allowed to bring the following items from home.)

- Roller Blades
- Permanent Markers
- Scooters
- Sports Equipment
- Laser Pointers
- Pointed Scissors

J.E. Young does not assume financial responsibility for any of these items which are lost, stolen or removed by staff. Confiscated items must be picked up by the end of each quarter. Any items not picked up will be donated or disposed of.
**Teacher Duty Day**

Teacher Times 2016-2017

Teacher Reporting Time  8:15-8:30  (15 Minutes)

**Period 1**  8:30-10:01  (91 Minutes) Instructional Time

Passing  10:01-10:06  (5 Minutes)

**Period 2**  10:06-11:37  (91 Minutes) Instructional Time

Lunch  11:37-12:17  (40 Minutes)

Passing  12:17-12:22  (5 Minutes)

**Period 3**  12:22-1:53  (91 Minutes) Instructional Time

Common Prep  1:53-2:48  (55 Minutes) 55x5= 275  275/3= 91.66

Teacher Finishing Time  2:48-3:03  (15 Minutes)

CBA:

Within the 7-hour day 8:15-3:03

273 Instructional Minutes

*** Wave Prep for PL/AC/Staff meetings

PL/AC/Staff meeting times 1:55-3:05 (70 Minutes)
**Enrollment/Orientation**

**Orientation Set Up**

Once a student has been approved for JEY, our counselor will assign a program after reviewing transcripts. Family is contacted and an enrollment packet will be completed and parent and student are signed up for orientation. A folder, complete with the FUSD parent and student handbook and transcript, will be given to each family upon arrival for their scheduled orientation.

**Orientation Meeting**

This meeting will be held weekly or as needed to accommodate parents and students. The parents and students will arrive and check in with the office staff. The office staff will note the attendance of who has arrived and give the VP and or Counselor an updated list of who is present.

The following information will be covered: FUSD & JEY Parent Handbooks, specialty programs, course offerings and student program. The counselor will review all programs offered at JE Young and discuss elective options. The families will have an opportunity at the end of the meeting to discuss their child’s transcript with their counselor and receive information on what their individualized program will be assigned.
Grading & Finalization of Grades

Gradebook Mobile – Alternative Education Finalization of Grades

IMPORTANT NOTES:

- Alt Ed students who continue to be enrolled at the Alt Ed school and complete course requirements before the quarter ends can be finalized at any time within the quarter.
- Teachers must enter a Final Grade, Citizenship and Credit and Click the Finalization lock for a grade to be posted at the end of the quarter.
- Once grades are finalized, notify your site counselor per site process (Print the Alt Ed Single Student Report for each student finalized).
- Once the student is dropped from the course, the student can only be viewed using the Filter icon: Students > Show Dropped Students.
- A student that has dropped from the Alt Ed School or FUSD requires that the registrar post final grades and credits. They may appear in pink. Do not Finalize them again.

Finalizing Course Areas

Step 1:
1. From the Student Summary Window:
   Navigate to the Student Profile. Click the letter grade to the right of the course to enter the Gradebook and Course area to be finalized. Click the Final Grade Lock to enter the Final Grades Window for the Course chosen (Repeat steps for all other courses).

2. From the Gradebook:
   Select the “Mark Final Grades” icon to enter the Final Grades Window for the Course chosen.

Step 2: Enter Final Grades and Effort/Citizenship using one of two methods:
Option 1: Enter each Final Grade and Effort/Citizenship by manually entering into each cell, or
Option 2: Right click on the Final Grade and Effort/Citizenship Column headers to copy over Final Grade and Mass fill Effort/Citizenship.

Note: If the student does not receive a grade, do not finalize.
Alt Ed Single Student Report

Step 1: From the Reports Menu in ATLAS Mobile, navigate to Grades > Alt Ed Single Student report. Additionally, search for Alt Ed reports by typing a portion of the desired report in the Search field.

Step 2: Enter the Student ID # in the “Student ID” field for the student that has been finalized. Click View Report to display the report.

Printing the Report

Click the Export icon and choose PDF. Open or Save the file to your local computer hard drive, and print.

Internet Explorer

Google Chrome

Fresno Unified School District | ATLAS User Support | SP2013.fresnounified.org
Adding Variable Credits

Step 3: If credits have not been added in the Gradebook grid, click on the credit value in the Credit column of the Mark Final Grades window and Add and/or Edit credits (Credit window Grade is for record keeping only) as applicable.

NOTE: Final Credit[s] for the course (current Quarter credits only) will transfer over to the Final Credit Column when grades are finalized. Click X to delete a Credit entry. Only credits given in current quarter will transfer to Final Credits column when finalized.

The Credit column data will transfer to the Final Credit column once the Finalization lock is clicked.

Step 4: Enter Comment Codes using one of two methods:
Option 1: Click inside a Comment Code cell and then click the question mark to the right to view a list of Comment Codes. Manually enter individual comment codes for the student, or
Option 2: Right click on the Comment Code header to mass fill Effort/Citizenship.

Step 5: Add Personal Notes if applicable (for informational purpose only).

IMPORTANT:
Step 6: Click the Finalize Lock button to the right of the student’s data when a Final Grade, Credit, and Cit. is entered. If all students in the section are to be finalized, click the “Finalize Grades” button to finalize all students.

NOTE: Edits to Final Grades and Citizenship can be made until the 4:00 pm deadline set forth by District Leadership. To make necessary changes/edits, click the lock to “Unfinalize”. Dropped students can only be seen using the Filter icon > Students > Show Dropped Students. The grid will unlock and changes can be made. Repeat Step 6 to re-finalize student and NOTIFY the Head Counselor.
# Phone List

## J. E. Young Academic Center Phone List

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Teachers</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yolanda Jimenez-Ruiz</td>
<td>Barr, James</td>
<td>12030/HHS</td>
</tr>
<tr>
<td></td>
<td>Bryan, Barbara</td>
<td>71979/ABBY</td>
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<tr>
<td></td>
<td>Christensen, Kevin</td>
<td>82224/DUH</td>
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<td>Callahan, Catherine</td>
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<td>Cosma, Mairo</td>
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<td></td>
<td>Davis, Kathleen</td>
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<td>Espinosa, Ernest</td>
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<td>Fargn, Jacqueline</td>
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<td>Garabedian, Jodie</td>
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<td>Hales, Ronald</td>
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<td>Her, KongMia</td>
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<td>Opoku-Ababio, Fay</td>
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<td>Ortega, Esther</td>
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<td>Overstreet Antoinette</td>
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<td>Powell, Jeff</td>
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<td>Reckard, William</td>
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<td>Rubalcaba, Michael</td>
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<td>Stannard, Richard-Bik</td>
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<td>Stover, Denise</td>
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<td>Treviso, Joe</td>
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<td>Vaughn, Melanie</td>
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<td>Williams, Delia</td>
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<td>Vacant/ Math 30</td>
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<td>Vacant/ Math 40</td>
<td>74908/EHS</td>
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<td>Computer Lab</td>
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<tr>
<th>Vice Principal</th>
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<th>Emergency Numbers</th>
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<tbody>
<tr>
<td>Rhonda Day</td>
<td></td>
<td>Fresno Police Dept</td>
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<tr>
<td>Carson Wood</td>
<td></td>
<td>Fire Dept</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P.G. &amp; E.</td>
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<thead>
<tr>
<th>Counselors</th>
<th>Support Staff</th>
<th></th>
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<tbody>
<tr>
<td>Jessica Guerrero</td>
<td>Sharon Nelson</td>
<td>71979</td>
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<tr>
<td>Jessica Silva</td>
<td>Tari Reicher-Nurse</td>
<td>71902</td>
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<tr>
<th>Classified Support Staff</th>
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<tbody>
<tr>
<td>Office Manager</td>
<td></td>
</tr>
<tr>
<td>Tabitha Licon</td>
<td>76131</td>
</tr>
<tr>
<td>Office Assistant I</td>
<td></td>
</tr>
<tr>
<td>Trina Oceguera</td>
<td>71916/JEY</td>
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<tr>
<td>Office Assistant II</td>
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<tr>
<td>Kathy Ayala</td>
<td>76199/ERC</td>
</tr>
<tr>
<td>Registrar</td>
<td>76176/ABBY</td>
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<td>Attendance</td>
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<tr>
<td>Dolores Gutierrez</td>
<td>76113/ABBY</td>
</tr>
<tr>
<td>Dee Her</td>
<td>Radio</td>
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<tr>
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<tr>
<td>Spellman Quijano</td>
<td>76174</td>
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<tr>
<td>Cell</td>
<td>647-4212</td>
</tr>
<tr>
<td>Yin Yang</td>
<td>73740</td>
</tr>
<tr>
<td>Cell</td>
<td>270-0451</td>
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<th>Parent University</th>
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<tbody>
<tr>
<td>University</td>
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<td>Early Learning</td>
<td>73416</td>
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<th>Bullard</th>
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<tr>
<td>Duncan</td>
<td>248-7080</td>
</tr>
<tr>
<td>Edison</td>
<td>457-2550</td>
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<tr>
<td>Roosevelt</td>
<td>253-5200</td>
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<tr>
<th>Fresno High</th>
<th>457-2780</th>
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<tbody>
<tr>
<td>Hoover</td>
<td>451-2500</td>
</tr>
<tr>
<td>McLane</td>
<td>248-5100</td>
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<tr>
<td>Sunnyside</td>
<td>253-6700</td>
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*These are the main line numbers to coordinate with the above extensions, when calling from a non-district number.*

Updated 08/18/2016
# Professional Learning/Development Schedule

## 2016-17

<table>
<thead>
<tr>
<th>Month</th>
<th>Staff Meeting 1:55-4:05P.M.</th>
<th>Accountable Community Professional Learning 1:55-3:05P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>14, 21, 28</td>
</tr>
<tr>
<td>October</td>
<td>5</td>
<td>12, 19, 26</td>
</tr>
<tr>
<td>November</td>
<td>2</td>
<td>9, 16, 30</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>January</td>
<td>11</td>
<td>18, 25</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>8, 15, 22</td>
</tr>
<tr>
<td>March</td>
<td>1</td>
<td>8, 15, 22, 29</td>
</tr>
<tr>
<td>April</td>
<td>5</td>
<td>19, 26</td>
</tr>
<tr>
<td>May</td>
<td>3, 24</td>
<td>10, 17, 31</td>
</tr>
<tr>
<td>June</td>
<td>5</td>
<td>End of year</td>
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### Staff Meeting

- **1:55-4:05 P.M.**

### Professional Learning/AC/Meeting Schedule

- **Wednesdays Only**

---

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Admin meetings</td>
<td>Mondays 9-10:30.a.m.</td>
</tr>
<tr>
<td>Safe and Civil/Campus Culture site</td>
<td>Aug 22, Sept 19, Oct 10, Nov 14, Dec 12, Jan 23, Feb 27, Mar 13, Apr 3, May 8</td>
</tr>
<tr>
<td>SSC</td>
<td>TBD</td>
</tr>
<tr>
<td>Back to School</td>
<td>Oct 24, 2016</td>
</tr>
<tr>
<td>Open House</td>
<td>Apr 3, 2017</td>
</tr>
<tr>
<td>Site Lead Teacher meeting</td>
<td>Sept 19, Oct 17, Nov 28, Jan 30, Feb 27, Mar 20, Apr 24, May 15</td>
</tr>
<tr>
<td>District Lead Teacher meeting</td>
<td>Aug 29, Oct 26, Jan 31, March 30</td>
</tr>
<tr>
<td>Institute Day &amp; Buy Back</td>
<td>8/10, 8/11, 8/12</td>
</tr>
<tr>
<td>Senior Check-out</td>
<td>TBD</td>
</tr>
<tr>
<td>Graduation</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Radio Procedures

All FUSD school based radios are programmed to one of ten frequency sets. These sets consist of three unique channels and two channels common to all district radios. The seven regular high schools have an additional three channels that are all common.

1. All schools should use channel one for most communications.
2. Side conversations should be on channels two or three.
3. Channel four is common and can be used for joint functions.
4. Channel five is the “repeater channel” and can be used to communicate between schools. This channel is also shared with Laidlaw busses.
5. Channel six, seven and eight are common to the seven regular high schools and should be used for joint functions, such as football games. Coordination between site and administrators will determine which channel is to be used.
6. In the case of an emergency coordination of channels used will be made by:

Conversations held on district radios are not private and should be kept on a professional level. Some radios have a keypad allowing use of a phone connection on the repeater. This should be avoided unless absolutely necessary.

Radio Operation FAQ

1. When holding the handheld radio and PTT, switch is engaged, hold the radio approximately 4"-5" away from your mouth to ensure a clear voice transmission is occurring. Holding the radio too close to your mouth will over modulate your voice and your voice will sound garbled to the other person that is listening.
2. The radio licenses that FUSD holds are for frequencies limited to two watts output on transmit. All channels are set to two watts with the exception of channel five. Channel five is a district wide repeater frequency. All radios have channel five programmed. Channel five is also designated as the FUSD emergency channel ad should be used only for emergency phone calls. Your radio must be equipped with a DTMF keypad to place a call. Phone calls are only to be made in an emergency.
3. Radio frequencies are designated for each school site. The radio frequencies are distributed as evenly possible and spaced out so that schools do not interfere with each other. However we do not live in a perfect world and conditions may exist in some cases where the radios might interfere with other schools. If this is happening to your school consistently, then contact the electronics department and follow up.
4. All radios are programmed alike on channel four, so when travelling to another campus you can communicate with others on that campus by having both units switch to channel four while visiting the particular campus.
5. All high schools have channels six, seven and eight programmed alike, so in the same manner when a high school instructor or administrator travels to another high school
campus they can communicate as long as they both respectively switch to channel six, seven or eight.

6. Each school has unique requirements for communications. If there are any questions or concerns about the capabilities and functions of the radios, please contact either the FUSD electronics department.

7. Your radio should not need maintenance unless you notice a drop in the coverage range. A couple of common repair symptoms are:
   a. Battery latch is not keeping the battery connected (minor repair)
   b. Antenna will not tighten down properly or it wobbles on top (minor repair)
   c. Radio case is cracked or batter case is cracked (minor repair)
   d. Antenna is ok and tight but no transmit or receive (minor repair)
   e. Battery no longer holds a charge (minor repair)
   f. LCD display is unreadable (minor/major repair)

Substitutes

Requesting a Substitute

FUSD is using an automated Substitute Teacher Management System (STMS) which utilizes a computer located in the Personnel division, with data/voice capabilities to assign all the substitutes. The STMS is accessed by the public telephone system and information is entered using the telephone touch-tone keypad and voice messages OR YOU CAN GO ONLINE THROUGH THE FUSD SMARTFIND SYSTEM AND ORDER YOUR SUB.

Refer to “SmartFind Express Employee User Guide” in Useful Forms and Documents page

Basically, this is how the Substitute Teacher Management System works:

- A teacher or office manager logs onto the STMS via the internet.
- An absence is reported and receives a job number.
- The STMS searches its listing and finds the appropriate substitute for this job.
- At the morning or evening call out period, STMS places a call to the substitute.
- The substitute enters a Personal Identification Number (PIN) online and the narrator reads the absence detail information.
- A substitute accepts or declines the job. (If accepted, the sub gets the job number to use when reporting to the school.

There are a handful of reasons why a teacher must miss class. Most common are illness and district meetings. If it is a district meeting, you will be provided with an event number. As soon as you receive your event number, call and request your substitute. Do not wait until the day before your event.
Event Number

Always press reason #2 (if you are calling via phone) when you are absent and need a substitute for any of the following reasons:

- To attend an event where a District budget is to be charged - i.e. in-service, workshop, school site function, out-of-town travel, etc.
- To attend a CTA or FTA function where the District will be reimbursed.
- To use a comp time or to use comp time in conjunction with ratified leave.
- To request a substitute for summer school or inter-session.

Whenever you press reason #2, the system will instruct you to enter an "event number." Prior to calling the STMS, you will need to have the "event number" made available to you. The event number may be obtained in one of the following ways:

- When Attending a District-Charged Event-
The Principal/Coordinator or designee (whoever is responsible for the specific budget) of the event must call the Substitute Help Desk to have the event placed on the calendar. At the time, the responsible party will be given an "event number" which they will communicate to you. You will not be able to obtain a substitute without having an "event number." Entering the "event number" automatically charges the substitute to correct budget.

- When Attending a CTA or FTA Function
  When you need to attend a CTA or FTA function, you must call the Substitute Help Desk to have your substitute request placed on the calendar. At this time, an "event number" will be given to you by the Substitute Help Desk.

Access/Apex Teachers at comprehensive high schools:
When you are requesting a sub please don’t forget to enter into the notes on Smartfinder school location, room number, and teaching hours.
https://hrsubsfresnounified.eschoolsolutions.com/logOnInitAction.do
Emergency Substitute Folder

Make an emergency sub plan. Put it someplace easily accessible and pull it out if you need it suddenly or leave instructions on your office sub sheet where to find it. This will save you the possible consequences of a classroom left with no plans and no structure.

An emergency can strike at any time. Label this emergency plan clear.

Include in your emergency plan folder:

- A page clearly listing your class rules - students will always try to take advantage of a sub
- Current roll sheet and/or seating chart with notes on kids who need a little extra help
- Blank paper
- A few passes for hallways and nurse
- Referral forms and who to send them to if needed
- Include either copies of a universal lesson or a page of suggestions that they can write on the board/overhead/give oral instructions for.

For example:

- Student must work on their current modules.
- Staff will assist the substitute in obtaining correct module.
**Tardy Policy**

Any student arriving to school late will be directed to check in with the attendance clerk in the front office. Students will sign in. The attendance clerk will enter the student’s attendance, inform the student of their consequence and then give them a pass to go to class. Students will not be permitted to enter class without a pass that shows they have gone through the appropriate procedure.

Our steps are as follows:

<table>
<thead>
<tr>
<th>Tardy</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tardy</td>
<td>Warning</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Tardy</td>
<td>Parent Phone Call</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Tardy</td>
<td>Student conference with VP/contact parent</td>
</tr>
</tbody>
</table>

Excessive tardies may result in change of placement.
Testing Expectations

Student Testing Expectations:

1. All students are expected to take all state tests. Failure to take the tests will result in a review of program placement.
2. Students are expected to be on time to every test and follow the testing instructions of the proctor.

Teachers are expected to:

1. Communicate to students the test dates.
2. Direct students to the appropriate testing location.
3. Contact parents to inform them of the test (ask parents what is their transportation plan).
4. Confirm that each student has a plan with (testing coordinator).

Testing Coordinator Expectations

1. Send testing letters
2. Coordinate a school messenger
3. Organize personal phone calls home
4. Organize with VP, difficult situations where parents refuse to have students test.

Types of Assessments

1. Weekly formative assessments given by teacher (Site developed)
2. Summative end of unit tests (Site Developed) Performance Assessments
3. Preliminary Scholastic Aptitude Test (PSAT)
4. Interim District Benchmarks (Quarterly District Assessment)
5. Degree of Reading Power (DRP) (District Assessment of Reading Lexile)
6. California English Language Development Test (CELDT) (State Formative Assessment for English Learners)
7. Smarter Balanced Assessment Consortium (SBAC) (State Formative Assessment)
## 2016-2017 TESTING SCHEDULE

<table>
<thead>
<tr>
<th>Test Dates</th>
<th>Who Take the Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22 to October 7, 2016</td>
<td>CELDT- EL Students only</td>
</tr>
<tr>
<td>September 6 to September 16, 2016</td>
<td>DRT- 9&lt;sup&gt;th&lt;/sup&gt; 10&lt;sup&gt;th&lt;/sup&gt; and EL Students</td>
</tr>
<tr>
<td>October 19, 2016</td>
<td>PSAT 10&lt;sup&gt;th&lt;/sup&gt; and 11&lt;sup&gt;th&lt;/sup&gt; Grade Students</td>
</tr>
<tr>
<td>October 3 to October 14, 2016</td>
<td>District Interim Tests- All Students</td>
</tr>
<tr>
<td>September 19 to October 31, 2016</td>
<td>Confidential Family Income Survey</td>
</tr>
<tr>
<td>October 10 to 14, 2016</td>
<td>School Climate: Collection of Consent</td>
</tr>
<tr>
<td>February 13 to 24, 2017</td>
<td>School Climate: Student Survey at School</td>
</tr>
<tr>
<td>February 13 to 24, 2017</td>
<td>School Climate: Parent Survey sent Home</td>
</tr>
<tr>
<td>February 13 to 24, 2017</td>
<td>SEL Survey</td>
</tr>
<tr>
<td>February 13 to 24, 2017</td>
<td>School Climate: Staff Survey at School</td>
</tr>
<tr>
<td>Optional TBD</td>
<td>SBAC Interim Test- All 11&lt;sup&gt;th&lt;/sup&gt; Students</td>
</tr>
<tr>
<td>January 23 to February 3, 2017</td>
<td>District Interim Tests- All students</td>
</tr>
<tr>
<td>May 22 to June 8, 2017</td>
<td>DRP- 9&lt;sup&gt;th&lt;/sup&gt; 10&lt;sup&gt;th&lt;/sup&gt; and EL students</td>
</tr>
<tr>
<td>April 19 to June 2, 2017</td>
<td>SBAC- All 11&lt;sup&gt;th&lt;/sup&gt; grade students</td>
</tr>
<tr>
<td>April 19 to June 2, 2017</td>
<td>CST Science- 10&lt;sup&gt;th&lt;/sup&gt; grade only</td>
</tr>
</tbody>
</table>

### Text Books

Text books will be checked out through Spellman, Ying, Trina or Kathy for the J.E. Young Abby site.

Credit Recovery Centers will need to check out books from the comprehensive high schools.
**Independent Study Procedures**

**Procedure for Master Agreements**

1. Transcript evaluation will be done by counseling staff.
2. The transcript evaluation will be used to enter courses in ATLAS by the counseling staff.
3. A yearly master agreement can be amended upon completion of required courses.
4. The amended agreement should be signed by the teacher and attached to the original documents.
5. All Master Agreements must be kept in student files for auditing and an electronic copy on the desk top.
6. Transcript evaluation will be done by counseling staff.
7. Master agreement will be generated by counselor and signed by parent/student during orientation.
8. Teacher will sign master agreements at the end of orientation days.
9. Office Assistants will print 2 copies of the Master Agreement and distribute to:
   a. Copy to advisory teacher
   b. Copy to Counselor binder
   c. Original copy to Attendance Clerk

**Student Audit Folder**

**The Master Agreement Contract**

Independent Study guidelines require a detailed agreement between the individual student, parent, teacher, and school administrator. *This agreement, or contract, will be completed by the counselor.* The counselor will design an agreement that will meet the learning needs of the student and satisfy state and school district requirements for credit and graduation. *This agreement is not activated until it is properly signed by the student, parent and teacher.* **No attendance or credits can be awarded without all of these signatures.**

The Master Agreement includes:

1. The class course titles along with the number of credits contracted.

2. Final grades and credits will be on the report card and placed in the student audit folder.

3. The duration of each Master Agreement is limited to one year.

4. Master agreement must be signed by student, parent and advisory teacher before assignments can be given to a student.
5. Teachers must keep all master agreements in the students’ audit work folder.

6. Master agreement will be updated as needed by the counselors.

Course Changes

1. Teacher will finalize grades and credits in Atlas
   a. Print the Alt Ed single student report and turn into registrar.
   b. Registrar will time stamp Alt Ed Single Student Report and distribute to counselors.
   c. Counselor will review the finalized credits and grades and update atlas schedule.

2. Office Assistant will amend the original Master Agreement and distribute updated copies.
   a. Office Assistant will print appropriate number of copies of the Master Agreement and distribute to each teacher.
   b. A scanned copy for site records will be uploaded into One Drive.
   c. Original Master Agreement filed with Attendance Clerk.

Transfer a student between teachers

Administration changes student program
i. Admin/Counselor communicates with family regarding change.
ii. Admin/Counselor communicates with current teachers to finalize grades and credits.
iii. Counselor will notify current advisory teacher of new teacher who are to submit student audit work folder to new teacher.
iv. Counselor will print Alt Ed Single Student Report and confirm all grades and credits were finalized.
v. Counselor will update schedule in Atlas and communicate program change to new teachers.
vi. Previous advisory teacher will distribute audit work folder (including Alt Ed Single Student Report, Master Agreement, Assignment Contracts, and Sample Student work) to new advisory teacher.
vii. Office Assistant(s) will contact the new advisory teacher for signature of the updated Master Agreement. Upon signing the new Master Agreement, appropriate number of copies are made and distributed. Kathy will scan the updated Master Agreement into One Drive.
viii. Kathy will give Attendance Clerk the original updated Master agreement.
Assignment Contract

Step 1: Creating Assignment Contracts (form distributed at buyback)

- Enter weekly attendance dates, name (last, first), Student ID on assignment contract
- List enrolled courses
- Enter possible hour value
- Enter completed hour value
- Enter grade
- Student must sign Assignment Contract upon completing credits
- Teacher signs and dates
- Turn in to Attendance Clerk every Friday

Procedures for Assignment Contracts

1. Assignment contracts are submitted every Friday for every student (including new and dropped students) and checked off by the teacher and Attendance Clerk.
2. If assignment contracts have not been turned in by the end of Friday, an email must be sent to the teacher with a Carbon Copy (CC) to VP Day and VP Wood, detailing the expectations of submitting their assignment contracts on Friday (see script below).
3. All assignment contracts should have the teacher’s signature; if there are ADA hours, the student’s signature must be on the assignment contract. Should the student be absent and is unable to sign the assignment contract then follow the attendance procedures for attendance violations.
4. ADA from the assignment contracts must be entered weekly then filed.
5. If an assignment contract has been turned in with a value of zero, any changes thereafter (ADA hours, date changes, etc.) are to be done by the teacher and resubmitted to Attendance Clerk within the next week.
6. Revised assignment contract need to be entered into ATLAS by the attendance clerk and the contract must replace the original contract.
7. Assignment contracts with ADA and NOT signed by a student; contact the student immediately and make arrangements to have them sign. (log all communication in ATLAS)
8. If student has not signed the assignment contract by the following class period, then those contracts should be turned into the office manager who will deploy CWAs.
9. If CWAs obtain a signature they will return the assignment contract to the attendance clerk who will make a copy for the advisory teacher and place in their box.
10. A contract can be replaced within two weeks to add additional ADA, but the contract must have all signatures. Copies of all assignment contracts much be kept in ascending order within the audit work folder.
Email 1
CC: Rhonda Day, Carson Wood

Mr. /Ms. /Mrs. You have not turned in your assignment contracts for the week of ________________. The expectation is that all assignment contracts are to be submitted every Friday by the end of the day.

Sample Work Folder

1. There must be one student work sample for each class the student is enrolled in.
   a. The work sample does NOT have to be stamped or signed.

2. The work sample must go directly behind the weekly assignment contract that the assignment was recorded on.

The Student Audit folder should not have any other paperwork other than the Master Agreements, Assignment Contracts and student work samples.

Audit Exemplar Folder

1. Master agreement with signatures.
2. Assignment contracts in descending order with signatures.
3. Work samples for each class behind appropriate assignment contract. One work sample per class.
   a. No work samples require a signature stamp.
   b. Audit folders must only include number 1, 2 & 3 as listed above.
   c. All other items must be kept in a separate work folder.
CHAPTER 4
WORKING WITH STUDENTS

6. Academic Expectations
7. Program Options
8. Goal 2 Options
9. Guidance Services
10. Special Populations
   f) English Learning
   g) Special Education Students
   h) 504 students
   i) Project Access
   j) Migrant Education
Academic Expectations

1. All students are expected to work at their fullest potential. It is up to our J.E. Young team to help them do this. Students who are approved to enroll in J.E. Young Academic Center will be given a variety of opportunities to enhance their learning experience. Students will need to be self-disciplined, motivated, and responsible for both doing their assignments and keeping their appointments.

2. Four courses will be assigned at a time. Students are required to complete a minimum of 20 credits per quarter. Students are given the flexibility to work on classes at their own pace as long as they are meeting the minimum credit standards. This means students may go ahead in courses in which they excel and spend more time with subjects in which they struggle. Student plans are individualized, providing a learning environment that suits each student's needs.

3. Independent study can be worked on early morning or late evening, just be aware that you MUST meet the minimum weekly attendance requirement with your teachers. Should you miss your day of classes will begin our violation process listed below;
   - If the requirements are not met, the student will receive a violation.
   - After three violations, an alternative placement may be recommended.

4. The length of time allowed between the assignment and the date the assignment is due is four weeks unless an exception is made in accordance with district policy. After two missed assignments for this agreement, an evaluation will be made to determine whether independent study is an appropriate strategy for the student.

5. All student classes will be scheduled based on academic deficiency and need by a counselor.
**Program options**

**Independent Study:** Our Independent Study students at Abby will have four scheduled classes per week. Teachers will teach one specific content area.

**Independent Study Instructional Model (ISIM):** Students will attend JEY twice a week: Core instructional day and the other for advisory to meet with their advisory teacher to complete assignment contracts and to complete electives. Both days are scheduled during specific class periods during the week.

**Access:** Comprehensive high schools, students grades 9th and 10th. A focus on math or English five periods a day serving credit deficiency ON site in order to prevent alternative education earlier.

**Apex:** Comprehensive high schools, students grades 11th and 12th can select to enroll in a credit recovery program without leaving the comprehensive high school. Our J.E.Y. teachers have High, Objective, Uniform State Standard of Evaluation (HOUSS) credentials and are the only teachers in our district who are qualified to teach Apex because of their specialized credentialing.

**Goal 2 Options**

a. Fresno City College enrichment classes (See Mrs. Garabedian)
b. Fresno City College ATC program (See Mrs. Garabedian)
c. Fresno City College Business Technology (See Mr. Espinosa)
d. Community Service projects (See Mrs. Garabedian)
e. Center for Advanced Research and Technology (CART) – (See your counselor)
f. Regional Occupational Program (ROP) – See your Counselor
g. Parenting classes (See Mrs. Urabe)
h. Edgenuity courses – See your Counselor
i. Apex courses – See your Counselor
Guidance Services

Guidance Services are available to all students at J.E. Young Academic Center. Services provided by the school counselors include:

1. Graduation information
2. Selection of high school courses
3. College Entrance Scholarship & Financial Aid information
4. Grade point averages
5. Vocational and career guidance
6. Personal counseling
7. Transcript interpretations

The Counselors maintain an open door policy for those students in need of personal counseling. Students are encouraged to seek counseling and guidance anytime there is a need.
# 2016-17 JE Young Comprehensive Guidance Services

<table>
<thead>
<tr>
<th><strong>9th Grade</strong></th>
<th><strong>10th Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>504 compliance meeting</td>
<td>10th grade conference</td>
</tr>
<tr>
<td>Academic Review</td>
<td>504 Compliance</td>
</tr>
<tr>
<td><strong>9th grade conference</strong></td>
<td>Academic Review</td>
</tr>
<tr>
<td>Academic Review Student/Parent Conference</td>
<td>ASVAB</td>
</tr>
<tr>
<td>Career Interest Inventory and Exploration</td>
<td>Academic Review Student/Parent Conference</td>
</tr>
<tr>
<td>College Night Recruitment</td>
<td>College Night Recruitment</td>
</tr>
<tr>
<td>College/Career Fair</td>
<td>College/Career Fair</td>
</tr>
<tr>
<td>Industry presentations</td>
<td>Industry presentations</td>
</tr>
<tr>
<td>Volunteer opportunities</td>
<td>Job shadowing</td>
</tr>
<tr>
<td>Job shadowing</td>
<td>Volunteer opportunities</td>
</tr>
<tr>
<td>CTE Pathway Exploration</td>
<td>CTE Enrichment Opportunities</td>
</tr>
<tr>
<td>Develop Four-Year Plan</td>
<td>(CART/ROP)</td>
</tr>
<tr>
<td>ELSP placement</td>
<td>ELSP Enrichment opportunities</td>
</tr>
<tr>
<td>Fall/Spring schedule review</td>
<td>ELSP placement</td>
</tr>
<tr>
<td>Graduation requirements presentation</td>
<td>Fall/Spring schedule review</td>
</tr>
<tr>
<td>How to read/evaluate a transcript</td>
<td>PSAT Orientation/Registration/Score Review</td>
</tr>
<tr>
<td>Special Education Support Services</td>
<td>Sophomore Presentation (A-G/CAHSEE)</td>
</tr>
<tr>
<td></td>
<td>University System Presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>11th Grade</strong></th>
<th><strong>12th Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>11th grade conference</td>
<td>12th grade conference/presentation</td>
</tr>
<tr>
<td>504 Compliance</td>
<td>3rd quarter academic review contact</td>
</tr>
<tr>
<td>Academic Review</td>
<td>504 Compliance</td>
</tr>
<tr>
<td>ASVAB</td>
<td>Academic Review</td>
</tr>
<tr>
<td>Academic Review Student/Parent Conference</td>
<td>ASVAB</td>
</tr>
<tr>
<td>CART/ROP Campus Visit/Registration</td>
<td>Academic Review Conference</td>
</tr>
<tr>
<td>College/Career Fair</td>
<td>College Night Recruitment</td>
</tr>
<tr>
<td>Industry presentations</td>
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<td>Job shadowing</td>
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<td>Volunteer opportunities</td>
<td>Job shadowing</td>
</tr>
<tr>
<td>CTE Enrichment Opportunities (CART/ROP)</td>
<td>Volunteer opportunities</td>
</tr>
<tr>
<td>EAP/Early Start Presentation</td>
<td>CSU application submission</td>
</tr>
<tr>
<td>ELSP placement</td>
<td>Dog Days/EPT/ELM Registration (CSUF)</td>
</tr>
<tr>
<td>Fall/Spring schedule review</td>
<td>FAFSA Cash for College Workshop (Parents)</td>
</tr>
<tr>
<td>Junior Presentation</td>
<td>FAFSA/Dream Act Information Workshop</td>
</tr>
<tr>
<td>(A-G/Graduation/SAT/FAFSA Forecaster/EAP)</td>
<td>FAFSA/Dream Act Submission/Completion Assistance</td>
</tr>
<tr>
<td>PSAT Orientation/Registration/Score Review</td>
<td>Fall/Spring schedule review</td>
</tr>
<tr>
<td>SAT/ACT Registration</td>
<td>Fresno Adult School CTE presentation</td>
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<tr>
<td>University System Presentation</td>
<td>Graduation Status Tool</td>
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<td></td>
<td>SAT/ACT Registration</td>
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<tr>
<td></td>
<td>SCCCD Matriculation Process</td>
</tr>
<tr>
<td></td>
<td>SCCCD/CSU/UC/Private College Application submission</td>
</tr>
<tr>
<td></td>
<td>Schedule/Transcript Review</td>
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<tr>
<td></td>
<td>Seal of Bi-literacy</td>
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<tr>
<td></td>
<td>Senior Parent Night/Survey/Check out</td>
</tr>
<tr>
<td></td>
<td>University System Presentation</td>
</tr>
</tbody>
</table>
Special Populations

English Learners

The mission of the Department of English Learners Services is to provide schools with quality instructional support, guidance, and direction to improve instruction of English Learners and ensure their academic success. This entails the implementation of proven, research-based instructional strategies that are utilized in conjunction with district adopted resources to meet the academic needs of English Learners based on individually assessed needs. In addition to guiding academic instruction, English Learner Services supports the productive engagement and involvement of parents of English Learners as critical partners in the success of our students. This support includes the establishment of functioning ELACs and the creation of a welcoming environment for English Learners and their families.

Special Education Students

The Individuals with Disabilities Education Act (IDEA) was enacted by Congress (1975 as PL 94-142 and as IDEA amended in 1990 and 1997) to provide disabled students access to an education as well as improve teaching and learning in the general curriculum for disabled students.

May a student with a disability be suspended?

Under normal circumstances school personnel may temporarily suspend a student with a disability using the same procedures in place for non-disabled students as long as the suspension does not mean a change in placement. IDEA regulations provide that schools may suspend a student with disabilities for up to 10 school days at a time for any violation of school rules as long as there is not a pattern of removals. It also authorizes a change in placement to an appropriate alternative educational setting for no more than 45 days if a student with a disability is in possession of a weapon at school or school function, or knowingly possesses/uses illegal drugs, or sells solicits the sale of controlled substances while at school.

What is an IEP?

An IEP is an Individual Education Program designed to meet the unique needs of a student with a disability. It is a mandated document that spells out the education plan and related services a student with disabilities will receive. It is developed and reviewed by an IEP team. The California Education Code mandates that prior to the student's placement, the special education or general education teacher be knowledgeable of the IEP.

What is the role of the general education teacher at an IEP meeting?
The general education teacher participating should be the teacher(s) who is(are) or may be, responsible for implementing the IEP. The general education teacher assists in developing behavioral interventions and strategies, the determination of program modifications and most importantly, how best to instruct the student in the general education program.

**Does a General education teacher have access to the students IEP?**

YES. Federal regulations specify that EACH general education teacher must have access to and be informed about the student’s IEP. General education teachers MUST be informed of their responsibilities to the student’s IEP and of the specific accommodation, modifications, and supports that must be provided for the student in accordance with the IEP.

**Who can initiate an IEP meeting?**

Parent/guardian, general education teacher, special education teacher, or an administrator may request an IEP meeting.

**How often are IEP teams to meet?**

IEPs are reviewed annually; however a parent/guardian/teacher may request at any time.

**Does the teacher have to sign the IEP?**

The Ed Code is silent on this issue. If the teacher attended the IEP meeting, then it should be signed. If the teacher disagrees with the IEP, he/she should sign as a "dissenting member" of the IEP team and attach a written statement documenting the reasons for the dissent.

**Who participates on the IEP team?**

The IEP team includes the parent/guardian, one or more special education teachers, a representative of the school district who is qualified to provide specialize designed instruction, an individual who can interpret the instructional implications of evaluation results, and who can make the necessary curriculum modifications (e.g. psychologist, special education teacher), general education teacher (if the student is, or may be, participating in the general education curriculum), the student (if appropriate) and, at the discretion of the parent, other individuals who may have knowledge or special expertise regarding the student.

**What does Least Restrictive Environment (LRE) mean?**

The LRE is the environment where a disabled student can receive appropriate education designed to meet his/her unique individual needs, while still being educated with non-disabled students. In California, LRE often refers a continuum of services: full time in general classes, a pullout program, partial placement in the general ed. classroom (mainstreaming)
IDEA maintains that, "To the maximum extent appropriate, children with disabilities, including in public or private institutions or other care facilities, are educated with children who are not disabled."

**Who is responsible for determining the LRE?**

The IEP team decides the LRE for the student with disabilities. They make this decision based on the unique needs of each individual with disabilities. When making a placement decision, the IEP team must consider: placement in the general classroom first, supplementary aids and services to ensure the implementation of the student's IEP, and placement, other than in the general classroom, if it is determined that the student's IEP needs cannot be met even with supplementary aids and service.

### Rights of Students in Special Education

- Attend school unless removed under due process as specified in the Ed. Code
- To attend school in a secure academic and social climate, free of fear and violence
- To enjoy the full benefit of their teachers’ efforts, undiluted by disruptive students
- To have ready access to a designated teacher/advisor
- To examine personal records upon reaching age 16
- To be fully informed of school rules and regulations

### Responsibilities of Students in Special Education

- Attend school and classes regularly and on time
- To be prepared for class with appropriate materials and work
- To know and obey school rules and regulations
- To respect the rights of school personnel, fellow students, the public in general
- To demonstrate pride in the appearance of school buildings and grounds

### Rights of Parents/Guardians

- To expect their child will spend time at school in a safe, wholesome, stimulating atmosphere engaged in productive activity under the care and direction of a dedicated staff
- Have assurance school personnel will at no time preempt parental prerogative
- To be informed of district policies, school rules, and regulations
- To review their child's record with a certificated staff member providing assistance
- To visit school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic and behavioral status of their child
- To provide supportive action by making sure that their child has enough sleep, adequate nutrition, and appropriate clothing before coming to school
- To maintain consistent and adequate control over their child and to approve of
reasonable control measures as applied by school personnel
- To cooperate with the school in bringing about improvements designed to enhance the educational program offered to students
- To provide the school with current information regarding legal address, phone, medical data, and other facts which may help the school to serve their child
- To become familiar with district policies, school rules and regulation

Rights of Teachers serving students in Special Education
- To expect and receive the attention, effort, and participation of the students attending their classes
- To have parental and administrative backing when enforcing rules designed to provide an optimum learning climate
- To teach with interruptions held to an absolute minimum regardless of the cause or source
- To enjoy the same level of respect and courteous treatment accorded to members of the class individually and collectively

Responsibilities of Teachers serving students in Special Education
- To consider the personal worth of each individual student as a single, unique, important human being
- To attempt to equip each learner with the knowledge, skills, attitudes, and values required for successful living
- To hold students accountable for their actions at all times
- To assess divergent ideas, opinions, and expressions objectively and deal with them in a balanced, unbiased manner
- To keep parents/guardians and students informed with timely or periodic student's school experience
- To consistently critique their own performance with the objective of an ever growing professional stature
- To initiate and enforce individual classroom rules consistent with school and district policies
- To initiate such control measures as needed to establish and maintain an environment in which optimum learning and teaching conditions prevail
- To make decisions on all issues confronting schools, primarily on the basis of what is best for the students
- To hold students accountable for their conduct and to take prompt and appropriate action toward those guilty of violations
- To expect that all school employees recognize and fulfill their roles in terms of campus control
Responsibilities of Administrators

- To provide leadership that will establish, encourage, and promote good teaching and effective learning
- To establish, publicize, and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship among the students
- To request assistance from the district’s support services, community agencies and resources in all cases indicating such action
- To make a determined effort to stay attuned to expressions of student, staff, parent/guardian, community concerns and to react with sensitivity toward them

504

Any handicapped person must be provided a free and appropriate public education including regular and/or special education, plus related aids and services to meet their needs, to the extent possible, at a level commensurate with their non-handicapped peers.

OVERVIEW

The IEP Goals and Objectives (Form B(s)) and the Accommodations and/or Modifications Worksheet are developed at IEP meetings with input from the IEP team. The 504 Plans are developed at 504 meetings with input from the 504 team. Those persons having knowledge and contact with the student are the members. They are to attend the IEP/504 meetings to participate and provide information. This information is used to develop the most appropriate plans for each student that will assist teachers in providing the support, accommodations and/or modifications that is required to help the student be as successful as they can be.

Behavior Plans are written for all students who exhibit a pattern of behavior that is disruptive to theirs or other students’ learning. The Behavior Plans, when written, will also be included in this binder.

It is our hope that you find this binder a functional and useful resource in meeting the needs of the Special Needs population.

WHY ACCOMMODATE OR MODIFY?

Upon signing P.L. 105-17 into law, President Clinton described the impact of IDEA. The President said: IDEA “has meant the right to receive an education that all children deserve. It has given children who would never have had it, the right to sit in the same classrooms, to learn the same skills, to dream the same dreams as their fellow Americans.” But, he observed, improvements still could be made. “The expanded IDEA reaffirms and strengthens
our national commitment to provide a world-class education for all our children. It ensures that our nation’s schools are safe and conducive to learning for children, while scrupulously protecting the rights of our disabled students.”

For the purposes of clarification, the following definitions are suggested to differentiate how individuals with disabilities receive “equal opportunity to obtain results and benefits” but may not necessarily “produce identical results or levels of achievements” as compared to students without disabilities. Students participate in “least restrictive environments (L.R.E)” and are held accountable for performance in those environments through curricular adaptations.

- Curricular Adaptations are changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits and levels of achievement. These adaptations consist of both accommodations and modifications.

- Some curricular adaptations do not fundamentally alter or lower standards or expectations in either the instructional or assessment phrases of a course of study and can be designated as “accommodations”. These accommodations provide access to participate in the L.R. E. and an opportunity to demonstrate mastery of performance standards.

- Some adaptations do alter or lower standards or expectations and can be termed “modifications”. These modifications, although providing access to participate in the L.R.E., will necessitate careful selection of assessment components to achieve accountability for performance.

The Fresno Unified Governing Board believes that all children should have the opportunity to receive appropriate educational services. All children residing within the district shall have immediate access to district schools and services. Children identified as homeless under the federal McKinney-Vento Act have educational rights.

Children living in foster care receive similar rights under state law AB490, because they are at high risk for academic failure as well. Homeless children and children living in foster care shall be admitted with or without a permanent address. When feasible, they shall remain in the “school of origin”. School of origin means the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. Staff shall encourage parents/guardians to enroll all school-aged children in school. - Fresno Board Policy 5111.13 & 6173

**Project Access**

**Rights**

No matter where you live or how long you have lived there, your child has a right to go to school and receive a [free appropriate public education](https://www.fresnonline.org/). In the Fresno Unified School District, if you move from one place to another, you may have certain rights:

- If you do not have a permanent address you can request for a Project ACCESS Affidavit of Residence when enrolling your child.
• You have a right to petition to keep your child in the school of original enrollment. Call the Department of Prevention and Intervention to arrange for bus tokens at 457-3359 if you are living outside the boundaries of your child’s original school of enrollment.
• Your child cannot be kept out of school if you lack documents needed for enrollment.
• Your child is automatically eligible for extra academic help through Title I monies.
• You are eligible to apply for preschool services if you have a preschool-aged child.
• If you do not agree with the school placement of your child, you can file a dispute form.

Responsibilities

As the parent, you have the responsibility to keep your child in school and make sure they attend.

1. Even if you move frequently or plan to move soon, send your child to school.

When you move, you have two options:

a) Keep your child where they are currently attending, OR
b) Enroll your child at the school in the new attendance area where you live.

2. Let the school know when you move. If you move out of the attendance area or school district and would like to keep your child at their original school, call Prevention and Intervention at 457-3359 to arrange for bus tickets or alternate transportation.

3. Meet with your child’s teacher or other school staff and ask how you can help your child.

4. Keep your child’s immunizations up to date.

5. Keep your child’s immunization records, birth certificate, social security card, and other important school documents in a safe place.

District Services

• Title 1 provides Federal money for extra services for children who are not meeting the high academic standards expected of all children.
• Ask the school your child attends what extra services are available.
• Children of families who move often are automatically eligible for Title I services whether the school of attendance receives Title I funds or not. Services at non-Title I funded schools are provided through Project ACCESS.

Project ACCESS Services

Services may include:

• Case Management
• Bus Tokens
• Title I Preschool
• Assistance with Food, Clothing, Shelter
• Homework Supplies
Project ACCESS provides services above and beyond those provided at the school site. Staff members are available to help families acquire school and community resources.

**Migrant Education**

Migrant Education is a national program that provides supplemental educational and support services to eligible migrant children each year. These services help children of migrant workers overcome the disadvantages they face, one of which is disruption to their education due to mobility. Migrant workers seek temporary or seasonal work in agriculture, fishing, or related industries, including food processing. Through the Migrant Education Program these children can be provided with supplemental educational and support services to help overcome their difficulties. Migrant children can close the achievement gap in education and develop skills and options for the future. In addition, the program provides opportunities for them to develop self-confidence and self-esteem.

**What makes a child eligible?**

To qualify for the Migrant Education Program, a migrant child must have moved within the past three years across state or school district boundaries with a migrant parent, guardian, or self, to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be in any grade between preschool and the 12th grade and must not be older than twenty-two and not a high school graduate.
CHAPTER 5
School Communication
2016-2017

1. School Messenger
2. Edutext
3. Newsletter Fall/Spring
4. Testing Letters
5. Open House/Back to School
6. School Site Council (SSC)
7. ELAC/DELAC
8. Parent/Student Handbook
9. Grade Reporting Schedule
School Messenger

School Messenger is an automated phone system to communicate school information to parents in their home language. Faculty/Staff use this automated phone system to deliver messages regarding student performance, behavior, attendance, missing assignments, and upcoming school events. School Messenger advises parents of upcoming test information, school-based activities, monthly Parent Luncheons, minimum day schedules, and individual teacher concerns. School Messenger records the results of each broadcast in graphs and charts providing the opportunity to review each evening’s call statistics. As an added bonus, the results of the call statistics have provided the school with the opportunities to obtain correct telephone numbers while improving communication.

Edutext

Fresno Unified School District

EduText

FACT SHEET

What is EduText?

- Fresno Unified technology tool that provides frequent grade and attendance updates to parents via text messaging

Why is this a valuable tool?

- Beyond the report card, parents/guardians can now have a more up-to-date status on their student’s academic progress
- It further engages parents and provides opportunity for healthy conversations around academic improvement, productive study habits and celebrating academic success

How does it work?

- Locate your EduText Parent PIN on your child’s progress report or through the school office
- Text your unique Parent ID to 25527 (ATLAS)
- For families with multiple Fresno Unified students, you will need to text the next three digits (ATLAS) separately for each of your EduText Parent PINs
- Activation is immediate; updates will begin the following school day
- If a parent wants to opt out, they can simply respond to an EduText message with the word: UNSUB DAILY
- To opt back in, text the word SUB to 25527 (ATLAS)
- Text will be in English; standard text messaging fees may apply

Can I receive an EduText update weekly vs. daily?

- EduText technology does allow for shifting the regularity of the messages down the road. As more families become familiar with the technology, we anticipate providing alternative frequency options

Important Facts to Know:

- The EduText Parent PINs provide parents the option to have multiple subscriptions
- EduText messaging will be provided to parents/guardians of 3-13 graders, Pre-Kindergarten, Kindergarten, 1st-2nd, and Special Education families will not receive EduText grade and attendance updates as academic progress is noted differently than traditional letter grades
- Parents who have students participating in the CART program will receive grades and attendance updates from their classes taken at their home school only. CART uses PowerSchool for grade collections, not ATLAS and grades are only provided to Fresno Unified at the end of the quarter/semester
- The ATLAS Parent Portal can be found under the parent tab on www.fresnounified.org

For more information regarding EduText, please visit the website

FOR MORE INFORMATION:
Fresno Unified School District
Communications Office
1309 N. Van Ness Avenue, Fresno, CA 93721
(559) 487-2733
www.fresnounified.org

BOARD OF EDUCATION
Valerie F. Davis, President
Liliana W. Johnson, Vice President
Michele Maddox
Lea A. Grief
Christopher De La Cerra
Carol Miller
Janet Ryan

SUPERINTENDENT
Michael E. Hanson

Preparing Career Ready Graduates
Newsletters

J.E. Young will send out a bi-annual newsletter to provide all stakeholders timely updates.

Testing Letters

Testing letters will be mailed out to parents/guardians, and will receive a phone call prior to testing dates.

Open House/Back to School Night

SAVE THE DATE

Back to School Night
5:00-7:00
October 24, 2016

&

Open House
5:00-7:00
April 3, 2017
School Site Council (SSC)

Upon enrollment all parents will receive an informational sheet regarding participation in our (SSC).

Roles and Responsibilities of School Site Councils

What the school site council does?

The school site council is a group of teachers, parents, classified employees, and students (at the high school level) that works with the principal to develop, review and evaluate school improvement programs and school categorical budgets. The members of the site council are elected by their peers. (Example: parents elect the parent representatives and teachers elect teachers).

The School Site Council (SSC) is required by the California Education Code 52010-52039, 52850-52863, and 64001, 18181, 41507 and Title V of the California Code of Regulations section 3900.

The SSC’s primary legal responsibilities include:

- Developing a Single Plan for Student Achievement (SPSA) which must be Board approved.
- Annually reviewing the SPSA for effectiveness of site programs, activities and funding promoting student academic learning.
- Overseeing the development of the comprehensive School Safety Plan including consultation with a representative from a law enforcement agency.
- Approving the School Safety Plan as part of the SPSA.

Other SSC duties include:

- Annually reviewing the District Dress Code for Students.
- Developing a plan for consultation with SSC members' constituents.
- Reviewing the by-laws for revision in the fall.
- Reviewing Board Policy BP 0420 regarding SSC’s and its Administrative Regulations.
- Adopt a site level parent involvement policy.
School Site Council Meeting Dates

November 10, 2016
December 8, 2016
January 26, 2017
March 23, 2017

Title 1 parent meeting

October 24, 2016 (Back to School night)

ELAC/DELAC

What is the ELAC?

The English Language Learners’ Advisory Committee (ELAC) is a group of English Learner parents and community members who advise and assist schools in making important decisions related to services for English Learners.

The California Education Code requires an ELAC be formed at schools with more than 20 identified English Learners.

Who can serve on the ELAC?

Any student's parent or community member can serve on the ELAC. The ELAC executive board is made up of five ELAC members who can only be elected by parents of English Learners. At least three members of the executive board must be parents of English Learners themselves. The chairperson must be a parent of an English Learner in attendance at the school.

What are the responsibilities of the ELAC?

- Consult with parents regarding academic services provided to English learners. All ELAC meeting agendas are publicly posted and meetings are a matter of public record.
- Advise in the development and implementation of the school site plan for services and programs for English learners and submit them to the district’s governing board.
- Review the school’s language census report and academic achievement results when developing the school’s plan for English Learner services and programs.

Help make parents aware of the importance of regular school attendance.
What is the DELAC?

A district is required to form a District English Learners’ Advisory Committee (DELAC) if it has 51 or more English learner students. The committee is comprised of school staff, parents of EL students, other parents and community members who are interested in English learner programs. At least 51 percent of the committee must be made up of parents of English learner students who are not employed by the district. DELAC members are elected by ELAC members at school sites.

Advisory Duties

The purpose of the DELAC is to advise, not govern, ELS services and programs offered by the district. As an advisory group, DELAC member duties include:

- Developing a Master Plan for educational programs and services to English Learners.
- Conducting a district-wide needs assessment on a school-by-school basis.
- Establishing district program goals and objectives for English Learner Services.
- Developing a plan to ensure compliance with teacher and paraprofessional requirements to teach English Learners.
- Administering the annual language census.
- Reviewing and commenting on the district’s reclassification procedures for English Learners.
- Reviewing and commenting on the written notifications to be sent to parents and guardians.
- Performing self-evaluation to determine if the DELAC is meeting its goals and appropriately representing the district’s English Learners.

The overall goal of the DELAC is to improve our English learners’ acquisition of fluency in English and to help our students achieve academic success.

DELAC Meetings

All DELAC meetings, including subcommittees, are required by law to be open to the public. Meeting agendas must be posted in a public place a minimum of 72 hours in advance.

An ideal DELAC meeting agenda should include student achievement data, reclassification data and discussion aimed to increase parental involvement. Items not listed on the agenda cannot be voted upon.
### Parent/Student Handbook

Parent/Student will receive a handbook at the time of enrollment.

### Grade Reporting Schedule

#### Progress Reports

<table>
<thead>
<tr>
<th></th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sep 9, 2016</td>
<td>Nov 4, 2016</td>
<td>Feb 10, 2017</td>
<td>April 28, 2017</td>
</tr>
</tbody>
</table>

#### Report Card

<table>
<thead>
<tr>
<th></th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct 7, 2016</td>
<td>Dec 16, 2016</td>
<td>Mar 17, 2017</td>
<td>June 8, 2017</td>
</tr>
</tbody>
</table>
CHAPTER 6
Campus Culture

Student Recognition
1. Quarterly Academic Awards
2. Senior Luncheon/Cap & Gown Distribution
3. Parenting Class Luncheon

Staff Appreciation
1. Staff Appreciation Luncheon
Student Recognition

Quarterly Academic Awards

Every quarter we will honor those students who are making outstanding academic progress with certificates.

The following criteria is used for determining award status for each grading period:

<table>
<thead>
<tr>
<th>Awards</th>
<th>Independent Study Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Based Mostly on Credits Earned</td>
</tr>
<tr>
<td>Principal’s</td>
<td>21+</td>
</tr>
<tr>
<td></td>
<td>Principal’s award goes to our top student for the quarter selected by the Administration for his/her outstanding GPA, attendance, credit earnings, good behavior and excellent character.</td>
</tr>
<tr>
<td>Honor/ Gold</td>
<td>18+</td>
</tr>
<tr>
<td>Merit/Silver</td>
<td>15-17.5</td>
</tr>
<tr>
<td>Bronze (2)</td>
<td>Most Improved Student</td>
</tr>
<tr>
<td></td>
<td>Largest percentage of growth from previous quarter to current quarter</td>
</tr>
<tr>
<td>Attendance</td>
<td>No missed appointments</td>
</tr>
<tr>
<td></td>
<td>Has something to turn in at every appointment</td>
</tr>
<tr>
<td></td>
<td>Names submitted by the teachers</td>
</tr>
</tbody>
</table>
Senior Luncheon/Cap and Gown distribution

J.E. Young administrative team will be providing graduation information, senior check out forms and any other important information regarding end-of-year procedures.

Parenting Class luncheon

J.E. Young honors all graduating students who are also parenting their own children. We celebrate their accomplishments with an awards recognition luncheon.

Staff Appreciation

Staff Appreciation Luncheon

Our J.E. Young end-of-year luncheon is an opportunity for our team to celebrate the great work that has been done throughout the year.
CHAPTER 7
Safety/Safe & Civil

Safety
1. Student Supervision
2. Drills, Maps, Emergency Procedures
   - See Classroom Emergency Procedures Guide
3. Air Quality
4. Health Services

Safe & Civil
1. S.T.O.I.C.
2. CHAMPS
Safety

Supervision of Students

Administrators, counselors and teachers will support in the transitions of students.

Administrators and Counselors will be assigned a supervision area and teachers will be waiting at the door of their designated classrooms.

Passing Period assignments (See Safety Plan)
Lunch Duty (See Safety Plan)

Drills, Maps, Emergency Procedures

For all drills, maps, and emergency procedures (See Safety Plan)

Air Quality

For Air Quality information please visit the FUSD homepage and select Air Quality under Featured Sites.
Health Services

FUSD Employee TB Skin Tests (PPD):

PPD skin tests will be given at Adult Transition Program (ATP) only on Mondays and Tuesdays from 3:00 - 5:00 PM. Your skin test may be read 48-72 hours later by your school site RN or LVN. School Nurses are not available to administer or read TB Skin Tests during weekends, holidays, winter, spring or summer breaks. Please DO NOT call ATP.

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>DAYS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADULT TRANSITION PROGRAM (formerly known as IMC) 3132 E. Fairmont (south of Shaw; east of First)</td>
<td>Monday &amp; Tuesday</td>
<td>3:00 pm – 5:00 pm</td>
</tr>
</tbody>
</table>

- Reminder: TB Skin Tests and questionnaires may also be completed at your physician's office.

CPR TRAINING INFORMATION

CPR training is free to FUSD employees.

Module keys may be requested from August 1 to May 1 for the current school year.

Procedure:
1. Email Barbara.Leavitt@fresnounified.org to obtain a key for the CPR online instruction module. FUSD email is preferred but you may use your personal email address if you do not have an FUSD email address. Include the following information in your email:
   a. First and last name
   b. Your email address
   c. School site or department

2. Complete the online instruction module and print out your certificate. You must attend a CPR Skills Check within 60 days of completing the modules.

3. Email Barbara.Leavitt@fresnounified.org to schedule your CPR Skills Check. You cannot schedule the skills check until after you have completed the instruction modules. The Skills Check must be done in person and you must reserve a space with Barbara. It is mandatory to bring your certificate of completion to the session. You must be on time, late arrivals will not be permitted to participate.
Safe & Civil

S.T.O.I.C.

Over 80 years of research in the fields of psychology, behavior management and school-wide discipline have shown that there are five variables (*STRUCTURE, TEACH, OBSERVE, INTERACT POSITIVELY and CORRECT FLUENTLY*) which can be modified and influenced by educators, in order to increase the likelihood that students will behave in a safe and civil manner. These also help to create caring and connected school climates!

<table>
<thead>
<tr>
<th>S.T.O.I.C. Teacher’s Classroom Management Rubric (CHAMPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong> Structure: Organize the classroom for success</td>
</tr>
<tr>
<td>Is the room arranged so that any part of the room to any other part of the room naturally efficient? Can students and I access materials and a pencil sharpener without disturbing others?</td>
</tr>
<tr>
<td>Do I use an effective statement signal that is both visual (posters) and auditory (word or sound)?</td>
</tr>
<tr>
<td>Do I have effective beginning and ending routines?</td>
</tr>
<tr>
<td>How I defined clear expectations (“CHAMPS” signals for instructional activities) for transitions between activities?</td>
</tr>
</tbody>
</table>

| **T** Teach: Students how to behave reasonably in the classroom |
| How I create lessons on expectations and explicitly taught them for classroom activities and transitions? |
| How I focused lessons and explicitly taught expectations for classroom routines and policies? |
| How I provided teaching and re-teaching as needed? (Think about a coach re-teaching particular play patterns.) |
| How I continually taught and reinforced school-wide Guidelines for Success? |
| Do I have a schedule of times for re-teaching behavior expectations throughout the school year? |

| **O** Observe: Student Behavior (expectation) |
| Do I describe and scan in a means of assessing monitoring student behavior? |
| Do I model friendly behavior while monitoring the classroom? |
| Do I periodically collect data to make judgments about what is going well in my classroom management plan? |

| **I** Interact positively with students |
| Do I interact with every student in a warm, inviting manner (e.g., asking them their names, talking to the student at any opportunity)? |
| Do I move to interact more frequently with every student when she is engaged in positive behavior than when she is engaged in negative behavior? |
| Do I provide non-contingent attention (“reach-in”) to all students inside and outside of the classroom? |

| **C** Correct irresponsible behavior fluently (i.e., in a manner that does not interrupt the flow of instruction) |
| Do I have a means of tiered consequences that can be applied to a variety of infractions? |
| Do I correct briefly with the assumption that the student will follow the function? |
| Do I correct consistently? Immediately? |

| **O** Observes: Student Behavior (expectation) |
| Do I have a plan for how to respond to different types of misbehavior fluently? |
CHAMPS

CHAMPS is a philosophy. It starts with these questions:

**CONVERSATION** Can students talk to each other? If so, about what? What voice level? To whom? How many can be involved? How long should conversations last?

**HELP** How should students get questions answered during this activity? How should students get your attention?

**INTEGRITY** What are your expectations for students working together, quoting sources, and so forth? In other words, define what you consider to be, for example, cheating or not cheating, plagiarizing or not plagiarizing.

**EFFORT** What behaviors would demonstrate active participation? What behaviors would demonstrate a lack of participation?

**VALUE** How would active participation be of benefit for students?

**EFFICIENCY** Can you provide tips to increase student productivity?
CHAPTER 8
EVALUATION & SUPERVISION

Teacher Evaluation Process

3. Claim, Evidence and Impact
4. CSTP Reference
5. Smart Goals

Classified
1. Competency Review
2. iAchieve
Teacher Evaluation Process

Fresno Unified administrators are instructed to write all comments on the evaluation form in the following format:

**CLAIM:** A statement about the quality of the work done by the teacher. EXAMPLE: John is proficient in meeting CSTP standard 1.1 (Using knowledge of students to engage them in learning.)

**EVIDENCE:** Observations, interviews, data analysis. EXAMPLE: John has an Automatic Student Contract System (ASCS) referral entry for every student documenting all contacts with parents and discussions with students on setting goals. Referrals to labs and tutors are documents on ASCS.

**IMPACT:** A statement about the impact the teacher’s work has on student learning and operation of an independent study school. EXAMPLE: By referring students to labs and tutorial services, John is doing what needs to be done to meet the diverse learning needs of his students.

To write the evidence section of the evaluation, we will be looking for documentation of all the CSTPs. The CSTPs listed below are critical to the functioning of an independent study school. The following are suggestions for providing the needed evidence:

**CSTP 1.1:** Provide student work samples and any evidence that you have showing that you are helping students set goals. ASCS referrals showing parent contact to explain JEY expectations are important.

**CSTP 1.4:** Provide evidence that students are assigned to labs, AR, tutors, etc. For all students taking a science class, document making a Science Lab appointment. (NOTE: Improving our lab attendance is a major recommendation of our WASC accreditation.)

**CSTP 2.2:** Using ASCS referrals and other evidence, show that students are encouraged, directed, and expected to attend appointments, labs, support classes, and tutorial services.

**CSTP 3.5:** Students are placed in the proper level of instruction, lessons are assigned as written, and labs are assigned as needed. For every student not assigned to an “A” Level text, show the data used to assign a “B” or “C” level book. (This also covers CSTP 4.5 also.)

**CSTP 4.1** Teachers use district information systems to review student data and plan instruction. Show evidence of using ATLAS, AiS and other data sources to plan instruction.

**CSTP 4.2** All students have an accurate transcript evaluation twice a year which is used to assign classes needed to stay on track for graduation. The first semester transcript evaluation will be checked during the Preliminary Evaluation and the second semester transcript evaluation will be made prior to the Summary Evaluation.

**CSTP 4.3** All students are assigned to the proper courses in the proper sequence determined by CST requirements.

**CSTP 5.2** District information systems spreadsheets are used to sort students by GRY, CAHSEE, CST, and CBED status. Show evidence that the spreadsheets are updated and used as intended.

**CSTP 5.7** There should be evidence, based on student interviews, that all students are instructed to use a binder that contains a planner, school rules, weekly assignment contracts, credits, and assessment information.

**CSTP 6.7** All student folders are able to pass a compliance audit.
The **CLAIM** and **IMPACT** statements will be based on a review of the **EVIDENCE** provided by data, interviews, and observations.
# SMART GOALS

## What is the SMART Process?

| S  | • SPECIFIC  
|    | • What do you want to accomplish?  
|    | • Assess and analyze data-based evidence |
| M  | • MEASURABLE  
|    | • What will you use as a measurement?  
|    | • How will you demonstrate and evaluate impact on students? |
| A  | • ATTAINABLE  
|    | • Using action-oriented verbs, what do you hope to accomplish? |
| R  | • RELEVANT  
|    | • Does this goal relate to your key responsibilities?  
|    | • How is it aligned to needs of stakeholders? |
| T  | • TIME-BOUND  
|    | • When will you reach your goal? Set one or more target dates.  
|    | • Include benchmark deadlines, dates, and frequency. |
**Areas of Review** | **Suggestions for Improvement**
---|---
1. Observance of Work Hours  
   Comments:  
2. Productivity/Quality of Work  
   Comments:  
3. Job Skill Level  
   Comments:  
4. Communication Skills  
   Comments:  
5. Working Relationships  
   Comments:  
6. Adaptability/Flexibility  
   Comments:  
7. Observance of Safety/Health Standards  
   Comments:  
8. Effectiveness with Students (if applicable)  
   Comments:  

Additional comments (use blank sheets, if necessary):

Review and comments by: ________________________________  
Date ________________

Employee Signature ________________________________  
Title __________________  
Date ________________

Note: This signature indicates that the employee has seen and discussed this review. It does not necessarily indicate complete agreement with all comments. Employees may feel free at any time to discuss this review with their Principal or Department Head.

This document will be placed in your personnel file. You have ten (10) workdays from receipt of this document to make any signed/written comments you wish; which will be attached to the document and placed in your file.

Distribution: One copy to Human Resources; One copy to Supervisor/Department Head; One copy to Employee.
Navigating the Classified Evaluation Plan

Audience: Classified Employees

All classified employees will be automatically assigned an evaluation plan. Classified Employees will need to complete their self-assessments, their professional learning goals/plans, career goals, participate in their goal conference, and electronically sign their evaluation forms. They can use this document to guide them through the process.

Step 1: Login

1. Open a web browser and go to iachieve.truenorthlogic.com
2. Login with your Fresno Unified username and password
   (Note: You do not need staff\ if your short name does not work, try first.last)

Step 2: Click on the Supervision & Evaluation tab. Your Evaluation Details will appear below.

Step 3: Click on Classified Evaluation Plan 2013-2014 to navigate to your plan.

Classified Self Assessment

Step 1: Click anywhere in the [Self-Assessment & Professional Learning Plan] box to navigate to expand this set of activities.

Step 2: Click on Classified Self-Assessment to enter your responses.
Step 3: Click Start New to load the appropriate form.

Step 4: Using the Drop Down Menus select appropriate responses for each item.

Step 5: When finished, use the options at the top to Save Changes and return to finish before submitting, Share, to share your responses with your evaluator, or Finalize to complete the activity.

2013-2014 Classified Self-Assessment*

Professional Learning Goals/Plans

Step 1: Click Professional Learning Goals/Plans to access your goal setting form.
Step 2: Click New to create a new professional learning plans/goal setting form.

Step 3: Use the Drop Down Menu to select your number of years in your current position.

Step 4: Click the checkboxes for the competencies relevant to the corresponding goals.

Step 5: Use the Text Editor to enter your goal statements.

Step 6: Use the Text Editor to enter implementation plan.

Step 7: Click on Save at the bottom to save changes you have made.

Step 8: Use the Actions → Mark Complete option at the top of the page to indicate that this task is complete.
Career Goals

Step 1: Click Career Goals to access your “My Career Goals” form.

Step 2: Click New to create a new Career Goals form.

Step 3: Use the Drop Down Menus to select your number of years in your current position, the phase of your career/job, and your desired role in 2-5 years.
Step 4: Use the Text Editors to answer the various questions.

Step 5: Use the Blue Hyperlinks to open additional resources to assist in answering these questions.

Step 6: Click on Save at the bottom to save changes you have made.

Step 7: Use the Actions ➔ Mark Complete option at the top of the page to indicate that this task is complete.

Goals Review and Conference Form

Step 1: Click Goals Review and Conference Form to access the appropriate form.

Step 2: Click Print Forms to download the form as a PDF or Back to navigate back to the evaluation plan.
Goals Review and Employee Sign Off

Step 1: Click Goals Review & Employee Sign-Off to access the appropriate form.

Step 2: View the information generated in Review & Sign-Off Form.

Step 3: Click the checkbox to acknowledge your receipt of this document.

Step 4: Click Acknowledged to register this response.

Step 5: Use the Actions ➔ Mark Complete or the Actions ➔ Print Forms option at the top of the page to indicate that this task is complete or to print the completed forms.
CHAPTER 9

End of School Year Action Plan

7. Graduation Ceremony
8. Graduation Information for Students
9. Graduation Timeline
10. Senior Checkout
# GRADUATION ACTION PLAN AND PROCEDURES

## Start of School to December

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Start Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buyback –Senior list provided</td>
<td>Richard Stannard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check spelling of name wanted by the student on the diploma at the first meeting with parent present (Legal name recommended)</td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma Covers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diplomas/Certificates</td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute graduation ceremony information for June —</td>
<td>Rick Stannard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Graduates will do a final check out with Mr. Stannard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labels for any letters</td>
<td>Registrar or OA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Meeting one</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Meeting two</td>
<td>Final Student Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Grad-Summer Grad, Non-Grad letter to parents</td>
<td>Senior list Jessica/Rick</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Senior Program</td>
<td>Vice Principal/Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create insert for program</td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Registrar keeps final graduation checkout forms.

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Person Responsible</th>
<th>Start Date</th>
<th>Completed Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update graduation staff assignment map</td>
<td>Wood</td>
<td>Late May</td>
<td></td>
</tr>
<tr>
<td>Brief teachers on parking instructions, duties, assign team leaders and admin staff</td>
<td>Wood</td>
<td>Last staff meeting</td>
<td></td>
</tr>
<tr>
<td>Scholarship dollar total to Secondary Office</td>
<td>Office Manager</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>Take banner, diploma jackets, and programs to theater</td>
<td>Wood, Stannard, Guerrero</td>
<td>Day of Graduation</td>
<td></td>
</tr>
<tr>
<td>Take box with following items:</td>
<td>Stannard, Garabedian</td>
<td>Day of Graduation</td>
<td></td>
</tr>
<tr>
<td>• Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Name cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arrow signs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Person Responsible</td>
<td>Start Date</td>
<td>Completed Y/N</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>---------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>MC asks audience to move to center of theater</td>
<td>MC</td>
<td>20 and 10 minutes prior to ceremony</td>
<td></td>
</tr>
<tr>
<td>MC briefs audience on rules</td>
<td>MC</td>
<td>10 minutes prior to ceremony</td>
<td></td>
</tr>
<tr>
<td>Pledge of Allegiance</td>
<td>Honored Student</td>
<td>Start of ceremony after grad class is on stage</td>
<td></td>
</tr>
<tr>
<td>Introduction of principal</td>
<td>Introduction by Student</td>
<td>After grads are seated</td>
<td></td>
</tr>
<tr>
<td>Principal speech, introduction of board member and graduating party</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow the Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask audience to remove hats during the flag salute and singing of the National Anthem.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRADUATION INFORMATION FOR STUDENTS

Graduation Practice: (DATE) and (TIME) @ the William Saroyan Theatre (See Map for directions) TBD

Graduation: (DATE) and (TIME) (DOORS WILL CLOSE AT [TIME]) TBD

Diploma Distribution: (DATE) and (TIME) in main office (Abby building).

Cap and Gown: Should be on a hanger.

Expectations: Graduation is a formal event signifying the end of high school and the beginning of a new experience. Proper behavior from both the participants and spectators is expected. Those who do not demonstrate proper behavior could be escorted from the facility.

Drugs and Alcohol are not permitted on the premises. If you are under the influence you will not be allowed to participate in the ceremony.

Dress: Appropriate dress attire for the occasion is expected and should follow our dress code policy.

Female - Dresses, long dresses should be pinned so that the hem does not show beneath the gown. Skirt with blouse, dress pants/slacks with blouse.

Male - Dress Shirts with tie. Shirts may be short-sleeved or long sleeved, dress pants/slacks.

Shoes: NO Flip-flops, tennis shoes, boots, beach sandals, etc.

NO BALLOONS, NOISE MAKERS, SIGNS, GLASS CONTAINERS OR AIR HORNS ARE ALLOWED INSIDE. PLEASE LEAVE THEM IN YOUR CAR.
GRADUATION TIMELINE

- Last Day of School TBD
- Senior Checkout: TBD
- Senior Meeting June TBD
- Last day to turn in ADA to Dolores Gutierrez is TBD
- Graduation practice: TBD
- Time: TBD
- Location: Saroyan Theater

End of Year Procedures for Teachers
Teacher checkout: TBD

1. Close out student work folders.
2. Last day of student instruction is TBD
3. Teachers will checkout the last day of school with the Office Manager (Teacher checkout form must be completed).

Senior Checkout (TBD)

CREDITS

Fresno Unified School District requires 230 credits for graduation and must earn credits in each of the graduation subject requirements.

Students not earning 230 credits will need to meet with counselors immediately to discuss summer school and other academic options.

California High School Proficiency Students are eligible to participate in all graduation activities.

SENIOR CHECKOUT

1. Students attend all classes on senior checkout day and obtain signatures and grades from every teacher.
2. Counselors will not checkout students until the end of the school day, unless the student is a CART or ROP student.
3. Student returns checkout form to counselor at the end of school day.
4. Student will receive cap and gown from Mr. Stannard once student has been checked out.
FINANCIAL OBLIGATIONS
The first round of Senior Bills will be mailed during the first part of May. Students may clear financial obligations before school, during break, lunch and after school until 3:00 p.m. with the Registrar. Any bills incurred by seniors will have to be paid prior to Senior Checkout, in order to receive a checkout form. A list of unpaid senior bills is available with the Registrar.

Please note: Only cashier’s checks, money orders or cash will be accepted as payment for items at J.E. Young Academic Center.

SENIOR Luncheon/Check out/Cap and Gown Distribution
Date: TBD
Time: TBD
Location: TBD

GRADUATION PRACTICE
There is one mandatory rehearsal for graduation. All seniors who plan to participate in the graduation ceremony must attend the rehearsal. **Seniors who miss rehearsal will not be included in the graduation ceremony.**

Practice will take place on (TBD) at the Saroyan Theater.

Seniors will need to provide their own transportation to practice at the Saroyan Theater.

Address:
Saroyan Theater
848 M. Street
Fresno, Ca. 93721

GRADUATION
1. All students must be at Saroyan Theater by (TBD). Please meet in the foyer.
2. Seniors are not to wear their caps and gowns prior to entering the Saroyan Theater. They should have their gowns folded over on arm and carried on a disposable hanger.
3. Do not bring any valuables such as purses – no one will be available to secure your belongings.
4. Remind your parent we will start exactly at (TBD). NO EXCEPTIONS.
5. We will have an emergency kit on hand with safety pins, bobby pins, hairspray, etc., for last minute problems.
6. No Balloons, air horns, no signs, glass containers or noise makers will be allowed in the auditorium.
7. You are representing J.E. Young Academic Center; therefore, any student under the influence of a controlled substance will not be allowed to participate. **NO EXCEPTIONS.**

**DIPLOMAS**

Diplomas are to be picked up by the student beginning *(TBD)* in the J.E. Young Academic Center office; please see the Registrar. Seniors will receive a case for their diplomas during the ceremony.

**SUMMER SCHOOL GRADUATES**

Students eligible to receive their diplomas on completion of summer school must complete their requirements in the first summer school session following their senior year. They will not participate in graduation ceremonies, but may be involved in other senior activities with their class. A summer school graduation is scheduled at Roosevelt High School.

Location: Roosevelt High School

Time: **TBD**

Date: **TBD**

Guidelines for the summer graduation will be the same as those listed above.