

Liberty Ranch High School

Est. 2009

2011-2012

STAFF HANDBOOK



“Home of the Hawks”

Liberty Ranch High School
12945 Marengo Road
Galt, CA 95632
209-744-4250
209-745-2601 - Fax

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Visit CUSD's website for up-to-date forms

MISSION STATEMENT:

The mission of the Galt Joint Union High School District is to ensure that each student graduates, achieves his/her goals and becomes contributing members of society through effective personalized educational programs and facilities in partnership with family and community.

The Galt Joint Union High School District has a small town atmosphere transitioning from an agricultural to a rapidly growing bedroom community spanning two counties with a diverse population.

BELIEFS:

- We believe that family and community are the foundation for the future.
- We believe that each individual is responsible and accountable for his/her own choices.
- We believe that each person is unique and has inherent worth.
- We believe that positive attitudes and positive actions foster positive results.
- We believe that an understanding of cultural diversity enriches our community.

Liberty Ranch High School **Mission and Goals**

“Instilling Pride in our Community
One HAWK at a time”

By
Promoting
Respect
Integrity
Determination, and
Excellence

Liberty Ranch High School

Expected School-wide Learning Results

The commitment of Liberty Ranch High School is to promote life-long learning, effective communication, and respect for self and others.

Liberty Ranch High School students are expected to be:

Healthy Individuals

- Effectively use information and knowledge to make well-informed lifestyle decisions
- Establish positive relationships and practice non-violent conflict resolution
- Demonstrate an understanding of the cause and effect relationship of their choices

Academic Achievers

- Demonstrate a mastery of academic standards
- Demonstrate complex creative thinking and problem solving
- Effectively communicate in a variety of forms

Well-rounded Citizens

- Demonstrate an understanding of global issues
- Display respect of diverse cultures, languages, and people
- Contribute time and energy, through service, to improving their school and community
- Participate in extracurricular activities

Knowledgeable

- Demonstrate effective use of technology skills
- Apply learning by making connections to everyday experiences

Self-motivated

- Demonstrate initiative by establishing and carrying out both short and long term goals
- Monitor, evaluate, and modify their own progress
- Challenge themselves and value education throughout their lives



ADMINISTRATIVE TEAM:.....(Office Hours) 7:30 am – 4:00pm

<u>Position</u>	<u>Name</u>
Principal.....	Brian Deis - ext. 6106
Assistant Principal.....	Joe Saramago - ext. 6103 Anahi Perez - ext. 6163
Director of Special Ed.....	Colleen Hurley- ext. 6136- LRHS or @ GHS 744-5498 or ext. 2027
Administrator on Assignment.....	Charles Howell.....Ext. 6107

GUIDANCE COUNSELORS:.....(Office Hours) 7:30 am – 4:00 pm

<u>Position</u>	<u>Name</u>
Counselor.....	Judy Hays-Sanchez - ext. 6112 Mary Conklin - ext. 6111
Registrar.....	Robin Novo, ext. 6113
Guidance Clerk.....	Kristina Valencia ext. 6167

COORDINATORS AND DIRECTORS:

<u>Position</u>	<u>Name</u>
Activities Director.....	Becca Dennis - ext. 8314
Agriculture Coordinator.....	Mandy Garner - ext. 8902
Athletic Director.....	Warren Schroeder- ext. 6108
Beginning Teacher Support & Assessment (BTSA) Coordinator.....	Joe Saramago- ext. 6103
Food Services Director.....	Joye McKetty 209-745-9532@GHS- ext. 2050
Maintenance and Operations Director.....	Rollin Kiel – ext. 2045 @ GHS
Migrant Education ...at Liberty Ranch on Tues. &Thurs.....	Susana Flores (ext. 2024 @ GHS) – ext. 6114
School Psychologist.....only Monday & Friday at Liberty Ranch.....	Teri Brown, ext. 6109
504 Coordinator.....	Colleen Hurley- ext. @GHS 2027 or LRHS @ext. 6136
Strategies for Change.....	Thursdays only Michele Atencion – ext. 6164
Technology Coordinator.....	Tsugu Furuyama - ext. 1013
Testing Coordinator.....	Steve Gardner @ ext. 2003
Transportation Services Director.....	Bruce Becker @ 209-745-1059

DEPARTMENT CHAIRPERSONS:

<u>Position</u>	<u>Name</u>
Agriculture	Mandy Garner - ext. 8902
Counseling	Judy Hays-Sanchez - ext. 6112
Information Technology.....	Doug Floyd - ext. 8401
English	Janine Raybe - ext. 8502
Independent Study.....	Nancy Bauer 209-744-4357 or ext. 3217 at GHS
HEALS.....	Susie Williams - ext 8250
Math	Devon MacLeod - ext. 8403
Physical Education.....	Andy Petersen - ext. 8237
Science	Sean Duncan - ext. 8906
Social Science.....	Kellie Gorelick - ext. 8505
Special Education.....	Deanne Smithey - ext. 8606
Visual and Performing Arts	Jeremy Duncan - ext. 8005
World Language.....	Maribel Barranco-ext. 8608 and Maria Binney - ext. 8607

SUPPORT STAFF:

<u>Position</u>	<u>Name</u>
Principal's Secretary.....	Natalie Pacheco - ext. 6104
Assistant Principal's Secretary	TBD
Attendance Clerk.....	Bonnie Vasquez - ext. 6117
ASB Bookkeeper.....(Mon. & Fri. days subject to change).....	Lisa Maples - ext. 6118
Registrar	Robin Novo - ext. 6113
Counseling Clerk.....	Kristina Valencia – ext. 6167
Librarian.....	TBD
Campus Security.....	Ricardo Ordaz
Instructional Assistants.....	Alan Anderson, Ejazz Khan, Araceli Vega
EL Assistant.....	Nora Belaunzaran
Health Assistant.....	Priscilla DelToro - ext. 6101
School Nurse ...Meuy Saechao.....	ext. 2049 @GHS or LRHS ext. 6166

MAINTENANCE AND OPERATIONS STAFF:

Maintenance and Operations Director Rollin Kiel - ext. 2045
Maintenance John Stout
Maintenance Danny Harmon
Grounds Jon Kay
Grounds Lee Fryer and Paul Lubina will assist
Lead Custodian Carl Robinson
Custodian 11:00 a.m. to 7:30 p.m. Richard Boyd
Custodian Kevin Perry
Custodian Jim Quillan part-time

FOOD SERVICES STAFF: (ext. 8347)

Food Services Director..... Joye McKetty – ext. 2050
Food Service Worker II..... Lead..... Carmelo Sozinho
Food Service Workers 1 Alondra Anaya, Trena Habedank, Diana Leadham, Lisa Leonard,
Debbie Hibbard, Roberta Johnson, Sylvia McCutcheon

TRANSPORTATION SERVICES STAFF: 209-745-1059 (209-745-0422-FAX)

Transportation Services Director bwbecker@galt.k12.ca.us Bruce Becker
Dispatcher slindquist@galt.k12.ca.us Sandy Lindquist
Driver Trainer dpinasco@galt.k12.ca.us Dawn Pinasco
Mechanic mechanic@galt.k12.ca.us Mike Schwall
Mechanic mechanic@galt.k12.ca.us Josh Little
Bus Driver..... Maria Barajas
Bus Driver..... Maria Castillo
Bus Driver..... Wylena Fontana
Bus Driver..... Melanie Hamon
Bus Driver..... Pam Manley
Bus Driver..... Leta Martin
Bus Driver..... Sandy Matthews
Bus Driver..... Christina Sanders
Bus Driver..... Ben Thornton

DEPARTMENT ORGANIZATION
2011-2012

ADMINISTRATION	BRIAN DEIS, JOE SARAMAGO, ANAHI PEREZ, ROBIN NOVO, KRISTINA VALENCIA, NATALIE PACHECO, BONNIE VASQUEZ, CAMPUS SECURITY: R. ORDAZ, ASB: L. MAPLES
AGRICULTURE	H. CLEMENT, B. DODSON, M. FEUERBACH, M. GARNER*
COMPUTER APPS.	D. FLOYD
ENGLISH	J. RAYBE*, T. BRADLEY, K. HAAS, J. PYLES, A. SCHROEDER, T. TRIMINGHAM, L. TRINNAMAN, S. VICKLAND
GUIDANCE, OUTREACH, MIGRANT EDUCATION	J. HAYS-SANCHEZ*, M. CONKLIN, S. FLORES-MIGRANT ED, R. NOVO
H.E.A.L.S.	M. SPERISEN, S. WILLIAMS*,
INFORMATIONAL TECHNOLOGY	D. FLOYD
LIBRARY	
MATHEMATICS	E. DEACONU, H. DICKERSON, D. HARTJE, D. MACLEOD*, B. SIMMONS, Y. YANG,
INDEPENDENT STUDY	N. BAUER
PHYSICAL EDUCATION	A. PETERSEN, M. TURPIN, J. WILLIAMS, S. WILLIAMS,
SCIENCE	S. DUNCAN*, S. MOTOR, S. MOOTE, J. VAN STEYN
SOCIAL STUDIES	P. BAUER, B. DENNIS, A. GONZALEZ, K. GORELICK*, L. NEUMANN, R. NUNES, W. SCHROEDER
SPECIAL EDUCATION	T. BROWN, R. LAL, D. SMITHEY*, M. THIESEN, J. WESTERMAN
V.A.P.A.	S. BEST, J. DUNCAN*, J. NUNES
WORLD LANGUAGE	M. BARRANCO*, M. BINNEY*, D. MEZA, J. PETERSEN

* Department Chair

**Liberty Ranch High School
Administrative Responsibilities
2011-2012**

<p style="text-align: center;">Brian Deis Principal Ext. 6106</p>	<p style="text-align: center;">Joe Saramago Assistant Principal Ext. 6103</p>	<p style="text-align: center;">Anahi Perez Assistant Principal Ext. 6163</p>
<p>Strategic Plan Certificated/Classified Evaluations Walkthroughs Department Liaison Special Education Counseling Mathematics Language Arts Master Schedule Course Catalog AP Courses AP-Honors Committee/GATE Department Chair Committee Staff Meetings School Site Council Single School Plan Parent Committees PTSA Operations Plant Management Budget ASB/Student Leadership Liaison WASC Student Activities Staff Handbook Student Registration Services Testing Liaison 9th Grade Houses Graduation Link Crew</p>	<p>Strategic Plan Certificated/ Classified Evaluations Walkthroughs Student Discipline/Attendance A-O Department Liaison Agriculture Social Science Physical Education Discipline Committee Textbooks Tutoring Programs BTSA Athletics/Athletic Dir. /CIF-SJ Student Handbook School Supervisor - Athletic /ASB Events Schedule of Supervision Saturday School Detention SARB (A-Z) 10th Grade Outreach Graduation School Business Days School Opening Honor Roll Assemblies</p>	<p>Strategic Plan Certificated/ Classified Evaluations Walkthroughs Student Discipline/Attendance P-Z Attendance Attendance Incentives Daily Attendance Process Parent Committees ELAC/DELAC Migrant Education/EL Parent Newsletter Department Liaison World Language AVID VAPA 11th Grade Outreach School Supervisor - Athletic/ASB Events Tutoring Staff Development</p>
<p style="text-align: center;">Charles Howell Admin on Special Assignment Ext. 6107</p>		
<p>Strategic Plan Certificated/Classified Evaluations Walkthroughs Student Discipline/Attendance Assist APs as needed Department Liaison Industrial Arts/Technology Alternative Education Advanced Academics EHS HEALS Science Student Photos Curriculum Committee School Safety Plan Safety Committee School Supervisor - Athletic /ASB Events</p>		

**Liberty Ranch High School
Office Responsibilities
2011-2012**

Natalie Pacheco Principal's Secretary ext. 6104 Lunch 1:00-2:00 Approx.	Robin Novo Registrar ext. 6113 Lunch 11:30-12:30 approx	Bonnie Vasquez Attendance Clerk ext. 6117 Lunch 12:00 – 1:00 Approx.	Lisa Maples ASB 6118 or 6107 Mon. & Fri. Lunch 11:15 – 12:15 approx.	Kristina Valencia Guidance Clerk 6167 Lunch: 1:00 – 2:00 Approx.
<p>Absences or Substitutes</p> <p>Board Items – to be processed</p> <p>Calendar Items</p> <p>Career Room reservations Computer Lab reservations Conference Room reservations Library reservations Mobile Lab reservations</p> <p>Field Trip Requests</p> <p>Transportation: e-mail bbecker@ghsd.k12.ca.us 745-1059</p> <p>Keys – classrooms, cabinets, gate keys, etc.</p> <p>Power School Attendance</p> <p>Processing Purchase Orders</p>	<p>Grade Change forms</p> <p>Grades</p> <p>Progress Report</p> <p>Report Cards</p> <p><i>Parent Teacher Conferences- contact Counselors</i></p>	<p>Attendance: rolls, reports, errors</p>	<p>ASB Deposits ASB Requests</p> <p>Adjunct Duties</p>	<p>Homework Requests</p> <p>Parent Teacher Conferences</p>

FACULTY ADVISORS – 2011-2012

The following staff members are responsible for support services for our student activities program. Under the general leadership of our Student Activities Director, the faculty advisors are responsible for assisting students with planning, scheduling and preparation of each meeting/activity. Leadership skills, as well as responsibility are two key outcomes that are encouraged. The faculty advisor is also expected to supervise any activity conducted by the organization.

ORGANIZATION	ADVISORS – 2011-2012 – Extension
ACE (Architecture/Construction/Engineering/),	Duncan, Sean – Ext. 906
Associated Student Body/Leadership	B. Dennis – Ext. 8314
AVID	J. Petersen - Ext. 8609
Badminton	D. Hartje – Ext. 8405
Campus Culture	
Chess Club	L. Trinnaman – Ext. 8507
Future Farmers of America (FFA)	B. Dodson M. Garner, - Ext. 8902
Honors' Club	S. Motor – Ext. 8905
Key Club	S. Moote - Ext. 8907
Japanese	
Journalism	T. Trimmingham
Letterman Honor Society	J. Williams – Ext. 8218
Recycling Club - Close the Loop	L. Neumann – Ext. 8501 S. Moote – Ext. 8907
Robotics	
SWAP	D. MacLeod – Ext. 8403
Yearbook	L. Neumann - Ext. 8501
Freshman Class Advisor	H. Dickerson – Ext. 8408
Sophomore Class Advisor	K. Gorelick – Ext. 8505
Junior Class Advisor A (Prom, etc.)	M. Garner – Ext. 8902
Junior Class Advisor B (Up & Coming, etc.)	M. Garner, B. Dennis Ext. 8314
Senior Class Advisor	A.Schroeder Ext. 8402
Commencement Committee	A.Schroeder, B. Dennis, M. Garner

Frequently Called Phone Numbers/Addresses

LIBERTY RANCH HIGH SCHOOL

TELEPHONE NUMBERS:

School	744-4250
School Fax	745-2601
Principal	744-4257
Cafeteria	744-4250 Ext. 8347
Maintenance (GHS)	745-2102 Ext. 2045
Transportation	745-1059
Transportation Fax	745-0422

SCHOOL ADDRESS:

**12945 Marengo Road
Galt, California 95632**

WEBSITE: <http://www.ghsd.k12.ca.us/LRHS/LRHS2.htm>

<u>Names</u>	<u>Ext.</u>	<u>Room No.</u>	<u>Department</u>
Aasen, Vicki	8612	612	Speech Therapist
Anderson, Alan	TBD	TBD	Paraprofessional
Atencion, Michelle	6164	164	Strategies for Change
Barranco, Maribel	8608	608	World Language
Bauer, Paula	8803	803	Social Science
Belaunzaran, Nora	TBD	TBD	EL Assistant
Best, Shanee	8005	1005	Art/Sculpture - VAPA
Binney, Maria	8607	607	World Language
Bradley, Thom	8504	504	English
Brown, Teri	6109	109	School Psychologist
Chemistry Teacher TBD	8903	903	Chemistry
Clement, Haley	8702	702	Ag Chemistry
Conklin, Mary	6111	111	Counselor
Deaconu, Eugen	8409	409	Mathematics
Deis, Brian	6106	106	Principal
Del Toro, Priscilla	6101	101	Health Assistant
Dennis, Becca	8314	314	Social Science/Activities Director
Dickerson, Heather	8408	408	Mathematics
Dodson, Bryan	8903	903	Agriculture
Duncan, Jeremy	8105	1005	Visual and Performing Arts (VAPA)
Duncan, Sean	8906	906	Science
Feuerbach, Mark	8802	802	Agriculture
Flores, Susana	8614	614	EL Director
Floyd, Doug	8401	401	Computer Applications, etc.
Garner, Mandy	8902	902	Agriculture
Gonzalez, Anabel	8402	402	Social Science
Gorelick, Kellie	8505	505	Social Science
Haas, Krista	8506	506	English
Hartje, Donna	8405	405	Mathematics

Hays-Sanchez, Judy	6112	112	Counselor
Khan, Ejazz	TBD	TBD	Paraprofessional
Lal, Ravi	8522	522	Special Education
Library	6142	142	
Lounge	6116	116	
MacLeod, Devon	8403	403	Mathematics
Maples, Lisa	6118	118	ASB Secretary (2 days per week)
Meza, Dario	8605	605	World Language
Moote, Sandra	8907	907	Science
Motor, Sandra	8904	904	Science
Neumann, Lyn	8501	501	Social Science/Yearbook
Novo, Robin	6113	113	Registrar
Nunes, James	8301	301	Drama
Nunes, Rosella	8601	601	Social Science
Ordaz, Ricardo			Campus Security
Pacheco, Natalie	6104	104	Principal's secretary
Perez, Anahi	6163	163	Assistant Principal
Petersen, Andy	8237	237	Physical Education
Petersen, Jennifer	8609	609	World Language/AVID
Pyles, Jason	8509	509	English
Raybe, Janine	8502	502	English
Saechao, Meuy	8166	166	Nurse
Saramago, Joe	6103	103	Assistant Principal
Schroeder, Anngela	8402	402	English
Schroeder, Warren	8503	503	Social Science
Simmons, Brad	8406	406	Mathematics
Smithey, Deanne	8606	606	Special Education
Souliere, Natasha	8309	309	Choir/Band
Spanish Teacher	TBD		
Sperisen, Matt	8601	601	Health
Thiesen, Mary	8402	402	Special Education
Trimingham, Tom	8407	407	Journalism/Eng/Work Exp.
Trinnaman, Lyn	8507	507	English
Turpin, Mike	6108	108	Physical Education/Athletic Director
VanSteyn, Joey	8907	907	Science
Valencia, Kristina	6167	167	Guidance Clerk
Vasquez, Bonnie	6117	117	Attendance
Vega, Araceli	TBD	TBD	Paraprofessional
Vickland, Sandra	8508	508	English
Westerman, Jean	8604	604	Special Education
Williams, Janice	8218	Gym	Physical Education
Williams, Susie	8250	Gym	Health Education and Living Skills (HEALS)
Yang, Yan	8404	404	Mathematics

GALT JOINT UNION HIGH SCHOOL DISTRICT OFFICE

ADDRESS: **12945 Marengo Road
Galt, California 95632**

WEBSITE:
www.ghsd.k12.ca.us

FAX: _____ (209) 744-1560

Superintendent 745-0249 or extension 1001
Chief Business Official 745-3094 or extension 1010
Assistant to Superintendent 745-0249 or extension 1002
Payroll Analyst 745-3062 or extension 1003
Finance Clerk 745-3061 or extension 1004
Personnel Coordinator 745-0266 or extension 1005
Receptionist/Clerk 745-0266 or extension 1009

Dr. Daisy Lee
Audrey Kilpatrick
Jean Sayre Malmgren
Debbie Seibel
Debbie Peterson
Shirley Williams
Jacquie Mitchell

ESTRELLITA HIGH SCHOOL

ADDRESS: **12935 Marengo Road
Galt, California 95632**

Office: (209) 745-2167
Fax: (209) 745-7026

PrincipalTony Lara – ext. 4001
Assistant Principal Kellie Beck – ext. 4004
Secretary/Registrar..... Jeanne Bullard- ext. 4005
Counselor Monica Sowards- ext. 4003
ROP Food Service..... Siva Ponusamy @ 745-1527
Receptionist/Attendance Isabel Flores- ext. 4006
Food Services Director @ GHSJoye McKetty – ext. 2050

GALT ADULT SCHOOL

ADDRESS: **150 Camellia Way**
Galt, California 95632

Office: (209) 745-5852

Fax: (209) 745-2963

Director Karin Lui- ext. 2061

Administrative Assistant..... Maggie Cuevas- ext. 2062

Lorena Anguiano	Office Assistant	Ext. 2063
Nancy Bauer	Independent Study	Ext. 3217

Galt High School
145 N. Lincoln Way
Galt, CA 95632

Phone Number – 209-745-3081

Fax. No. – 209-745-4786

Maria Orr, Principal	ext. 2015
Colleen Hurley, Sp. Ed. Dir.	ext. 2027
Bob Rappleye, Asst. Princ.	ext. 2006
Laurie George, Adm. Asst.	ext. 2014
Sonya Powaser, Asst. Sec.	ext. 2010
Carmen Gallegos, Attendance	ext. 2013
Lisa Maples, ASB	ext. 2011
Brad Smith, Counselor	ext. 2018
Rosario Emperador, Couns.	ext. 2020
Lucia Ocampo, Registrar	ext. 2016

OFFICE SCHEDULES 2011-2012

Robin Novo	7:15 am – 3:45 pm	Registrar
Kristina Valencia	7:30 am – 4:00 p.m.	Guidance Clerk
Lisa Maples	7:30 am – 4:00 pm	ASB (2-1/2 days weekly-tentative Mon. Wed.,Fri.)
Natalie Pacheco	7:30 am - 4:00 pm	Principal's Secretary
Bonnie Vasquez	7:30 am - 4:00 pm	Attendance
TBD	7:30 am - 3:15 pm	Library

The Administration Building is open at 7:30 a.m. every day, and closes at 4:00 p.m. Monday through Friday. (Building hours will vary from this schedule during holiday periods and during the summer.)

Liberty Ranch High School – Bell Schedule 2011-2012

REGULAR DAY
(6 minute passing periods)

<i>Period</i>	<i>Time</i>
1	8:00 – 8:58
2	9:04 – 10:02
3	10:08 - 11:06
4	11:12 - 12:15
Lunch	12:15 - 12:52
5	12:58 - 1:56
6	2:02 - 3:00

COLLABORATION DAY
(6 minute passing periods)

<i>Period</i>	<i>Time</i>
1	8:00 - 8:49
2	8:55 - 9:44
3	9:50 - 10:39
4	10:45 - 11:39
Lunch	11:39 - 12:10
5	12:16 - 1:05
6	1:11 - 2:00

MINIMUM DAY
(6 minute passing periods)

<i>Period</i>	<i>Time</i>
1	8:00 - 8:37
2	8:43 - 9:20
3	9:26 - 10:03
4	10:09 - 10:49
5	10:55 - 11:32
6	11:38 - 12:15

COLLABORATION MINIMUM DAY
(6 minute passing periods)

<i>Period</i>	<i>Time</i>
1	8:00 - 8:37
2	8:43 - 9:20
3	9:26 - 10:03
4	10:09 - 10:49
5	10:55 - 11:32
6	11:38 - 12:15
In Service	12:50 - 3:10

RALLY/ASSEMBLY DAY
(6 minute passing periods)

<i>Period</i>	<i>Time</i>
1	8:00 - 8:52
2	8:58 – 9:50
3	9:56 -10:48
4	10:54 - 11:50
Lunch	11:50 - 12:24
5	12:30 - 1:22
6	1:28 - 2:20
Rally	2:20 - 3:00

FINALS SCHEDULE
(6 minute passing periods)

Day 1	
<i>Period</i>	<i>Time</i>
1	8:00 - 10:05
Break	10:05 - 10:20
4	10:26 - 12:26

Day 2	
<i>Period</i>	<i>Time</i>
2	8:00 - 10:05
Break	10:05 - 10:20
5	10:26 - 12:26

Day 3	
<i>Period</i>	<i>Time</i>
3	8:00 - 10:05
Break	10:05 - 10:20
6	10:26 - 12:26

LIBERTY RANCH HIGH SCHOOL

OPENING DAY PROCEDURE

1. Students who did not pick up their schedules during the "School Business Days," will pick them up beginning at 7:15 a.m. on Wednesday morning, August 10, 2011, in front of the library. Teachers should check each student against their roster. If a student is not on your roster please send them immediately to the Counseling Office, unless they have a stamped "First Day Schedule."
2. If a student reports to your class with a "Schedule" (either on the first day or later in the semester), **PLEASE KEEP** that student in your class until notified by the Counseling Department that the student has been officially removed.
3. If a student does not attend class on the first day of school, mark that student absent. Continue to mark that student **absent** for as long as he/she is on your list, but does not attend class. **Do not** admit a student to your class after the first day without a "Schedule."
4. All students have had the opportunity to make class schedule changes prior to the opening of school. Those students who did not meet their responsibility during that time have given away the right to make schedule changes and, therefore, will not have their schedule changed.

Unless Specified as a semester only class, ALL other classes, are Yearlong and cannot be changed after the first 2 weeks of the beginning of the school year.

TEXTBOOK CHECKOUT:

1. For those students not attending the "School Business Days", textbooks will be checked out during the first week of school. Check the Textbook Schedule.
2. Students who fail to pick up their books during the first week must request their book(s) at the front office during their lunch or before or after school.
3. A student who transfers to another school will return books to the office.
4. A student who has a schedule change (different classes) will be required to return textbooks from the first class to the office. This will be part of the change of program process. If the schedule change is from one period to another the student will not need to check in their books.
5. At the end of the semester or year, time will be scheduled for students to return their books to the bookroom or the office.

ATTENDANCE TAKING PROCEDURES

1. Teachers are legally required to be prompt and complete in taking attendance. Roll should be taken within the first fifteen minutes of class.
2. Accuracy of attendance records is an essential part of every teacher's duties. **It is important to remember that attendance records are a legal document, and therefore roll is to be taken by the teacher and not by students.**
3. All absences and tardies are to be entered in Power School. **Even if the absence is pre-arranged, or is due to participation in a school activity, the student is still absent from the class and is to be recorded as such.** If a student has an unexcused absence 15 minutes or longer, the student is truant. A student who leaves class for an activity is not absent. A student who arrives within the first fifteen minutes is considered tardy. Students who are marked absent, but arrive within the first 15 minutes must be changed from absent to tardy.
4. Roll is submitted electronically each day and is received by the attendance office. Teachers have two days to edit and resubmit attendance electronically and weekly printed edit sheets must be checked for accuracy, signed, and returned to the attendance office within two days

Students – Absences and Excuses

BP 5113(a)

The Board of Trustees believes that regular attendance plays a key role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged six to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy. (*cf. 5112.1 – Exemptions from Attendance*), (*cf. 5112.2 – Exclusions from Attendance*), (*cf. 6146.2 – Grades/Evaluation of Student Achievement*)

Excused Absences

Absence from school shall be allowed only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 46010, 46010.5, 48205)
(*cf. 6154 – Homework/Makeup Work*)

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parents/guardian. (Education Code 46010.1), (*cf. 5145.6 – Parental Notifications*)

Students should not be absent from school without their parents/guardians' knowledge or consent
Except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law. (Education Code 46014)

Unexcused Absences/Truancy

The superintendent or designee shall implement positive steps to reduce truancy, such as communication with parents/guardians and the use of student study teams. (cf. 5417 – Dropout Prevention),(cf. 6164.5 – Student Study Teams),(cf. 6176 – Weekend/Saturday Classes)

The district participates in the county school attendance review board as allowed by law in order to meet the special needs of students with school attendance or school behavior problems.

Students who are habitual truants or habitually insubordinate or disorderly during attendance at school may be referred to the county probation department.

When the student’s attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation.

When a student’s attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, the school attendance review board or probation officer may ask the County Superintendent of Schools to request a juvenile court petition on behalf of the student.

For purposes of the CalWORKS program, a student shall be determined to be “regularly attending school” until he/she has been referred by the school attendance review board to the county District Attorney.

A Student’s grades may be affected by excessive unexcused absences in accordance with Board policy. (cf.5121 – Grades/Evaluation of Student Achievement)

STUDENT ATTENDANCE AND REVIEW BOARD (SARB)

California compulsory education law requires everyone between six and eighteen years of age to attend school, except sixteen and seventeen year-olds who have graduated from high school or passed the *California High School Proficiency Examination (CHSPE)* and obtained parental permission to leave school. Some students, however, violate compulsory education laws and show a pattern of unexcused absences.

In 1974 the Legislature enacted a statute to enhance the enforcement of compulsory education laws and to divert students with school-attendance or behavior problems from the juvenile justice system until all available resources have been exhausted. This statute created School Attendance Review Boards (SARBs), composed of representatives from various youth-serving agencies, to help truant or recalcitrant students and their parents or guardians solve school-attendance and behavior problems through the use of available school and community resources. Although the goal of SARB is to keep students in school and provide them with a meaningful educational experience, SARB does have the power, when necessary, to refer students and their parents or guardians to the courts.

It is imperative for all teachers to do their part in holding students accountable for attendance, including making phone calls home the first 3 times a student is tardy or known to be cutting the class. Your attention to this is a necessary first step before students are referred to the office to begin the SARB process.

GRADING STUDENTS:

Grading of students is a constant demand and requires a system of evaluation, which stands the test of time and many challenges. Remember, the more grades over a long period of time, the more likely the judgment is to be fair and accurate. Power School is the grading program used to store grades for progress reports and report cards. It is highly recommended that teachers utilize this grading program to evaluate student progress.

At the midpoint of each quarter, instructors are to prepare notices of unsatisfactory work. (These are the "Progress Report" dates noted on the semester calendars.) The grades will be stored through Power School by the Registrar, and the reports will be mailed home.

Teachers are required to notify parents in writing that a student might earn a failing grade. This notice should also reflect trancies or tardies, which could cause the grade to be in danger by the end of the quarter. **A grade of F cannot be given if such notification has not been made.** The progress report indicating D or F is written notification of possible failure.

A student may not be in danger of failing at the time of Progress Reports, but may have grades drop to that level before the end of the quarter. If that occurs, parents of those students must be notified when the grades reach the "danger of failing" level. A separate, hand prepared form for Progress Reports is available for that notification.

Grading System and Symbols: All quarter and semester grades must be indicated by letter grades, based upon the percentage system outlined below:

<u>Grade</u>	<u>Percent</u>	<u>Level</u>
A	90-100	Excellent work or outstanding work
B	80-89	Superior work, good achievement
C	70-79	Average work, satisfactory achievement
D	60-69	Poor work, below average. Not college recommending.
F	0-59	Failure due to unsatisfactory achievement or excessive absences.
I		Incomplete (see note below)
NE		Not enrolled (mark when student listed is not in that class)

Incomplete --- An Incomplete should be granted only to those students who, due to illness or some other condition beyond their control, deserve a chance to make up the grade and where the teacher is willing to supervise such make-up work. Incompletes may not be granted for the 4th Quarter or for the Spring Semester grade. Incompletes should be made up and converted to a letter grade, which must be reported to the Registrar within two weeks after the end of a grading period unless the teacher grants extension of the time because of extenuating circumstances.

NE (Not Enrolled):--- Used to indicate students who might appear on the data processing marking document, but who are not longer assigned to that class.

Grade books, all semester grades, and grading scales are to be given to a Counselor at the end of the School Year and kept on file.

Instruction

BP 6154

(a)

Homework/Make-up Work

Homework

The Governing Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing to student's sense of responsibility.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom-learning objectives and be related to individual student needs and abilities.

The Superintendent shall ensure that each school site develops an effective homework plan in accordance with Board Policy and administrative regulation.

Make-up Work

Students shall be given the opportunity to make up school work missed because of an excused absence or suspension and shall receive full credit if the work is turned in according to a reasonable make-up schedule.

(cf. 5113 – Absences and Excuses)

Teachers may require a suspended student to complete any assignments and tests missed during suspension. (Ed. Code 48913)

Students who miss schoolwork because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make-up work as necessary to ensure academic progress, not as a punitive measure.

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended pupil

**Galt Joint Union High School District
Student Information Database Access and Confidentiality Agreement
District Personnel**

Per Ed. [Code 49076](#), officials and employees of other public schools or school systems may review the records of students enrolled in Galt Joint Union High School District (GJUHSD) programs who will enroll or have been directed to enroll in their district. The requestor must be employed at the student's district-of-origin and GJUHSD must possess, or be provided with, written proof of that fact.

The undersigned may have access to the student information currently or previously in, or to be entered into, GJUHSD's PowerSchool Student Information System.

In consideration of the granting of access to the above selected student information database(s), the undersigned agrees as follows:

- For the purposes of this agreement, "student information" shall be considered to include any and all student information in the database and information previously part of the database.
- Confidential information shall be accessed only as necessary to perform legitimate home district-related research.
- Confidential information shall be handled carefully and with due diligence to protect against such information inadvertently being disclosed.
- Confidential information shall not be divulged, copied, released, sold, loaned, reviewed, transmitted, altered or destroyed except as authorized by GJUHSD.
- The undersigned's login identity, password or other access codes shall be safeguarded to avoid their unauthorized use by others. The undersigned agrees to be responsible for all activities undertaken using his or her login, password or other access codes.
- The undersigned agrees not to divulge his or her password to others.
- The undersigned agrees to immediately request a new login identity and password if there is reason to suspect that another person may have access to his or her login or password.
- The undersigned understands and agrees that the obligations under this agreement will continue after termination of employment with the agency identified above and/or after access to the database(s), has terminated.

I understand revealing confidential information is a violation of federal and state law and could result in criminal action and/or termination of my employment.

_____ Employee Name (print)	_____ Signature
_____ School	_____ Phone Number

I hereby authorize the above-named employee to access the GJUHSD Student Information Database, for the purpose of performing authorized district research. This employee is authorized to have read only access. I agree to notify the Attendance and Student Information Systems department when this employee's employment terminates or his/her work assignment changes.

_____ Supervisors Name (print)	_____ Signature
	_____ Date

Schedule of Progress and Grade Report
Storing Dates and Deadlines

1 ST Term Progress	Ends 09/08/11	Store 09/14/11	Mail 09/16/11
1 st Term Grades	Ends 10/07/11	Store 10/17/11	Mail 10/20/11
**Do not enter any new assignments, tests, etc. for any quarter until after the store date.			
2 nd Term Progress	Ends 11/09/11	Store 11/16/11	Mail 11/18/11
1 st Semester Grades	Ends 12/16/11	Store 01/06/12	Mail 01/13/12
**Do not enter any new assignments, tests, etc. for any quarter until after the store date.			
3 rd Term Progress	Ends 02/03/12	Store 02/09/12	Mail 02/15/12
3 rd Term Grades	Ends 03/09/12	Store 03/19/12	Mail 03/23/12
**Do not enter any new assignments, tests, etc. for any quarter until after the store date.			
4 th Term Progress	Ends 04/25/12	Store 05/01/12	Mail 05/04/12
2 ND Semester Grades	Ends 05/31/12	Store 06/05/12	Mail 06/13/12

****Storing** of grades will take place by 9:00 a.m. on the date designated. Make sure your grade book is set to the above mentioned terms. If entering assignments for a certain grading period, make sure you check the date that you are entering the assignment so that it falls in the correct grading period.

DISCIPLINE

An atmosphere conducive to good work and learning is the aim of every teacher. Student discipline is primarily a matter to be handled by each teacher. Every teacher is held responsible for the general learning and teaching environment of the school both **in and out** of class. The best discipline is self-imposed, progressive and involves students taking responsibility for their actions.

Any misconduct that the teacher deems serious enough to be on record should be on a referral form. Teachers are requested to write up anecdotal reports of significant comments and discussions and actions involving students and/or parental contacts and to forward them to the appropriate office staff. **All** copies are forwarded to the appropriate administrator, with one copy later being returned stating the action taken on the referral.

If a student's behavior requires immediate removal from the classroom, call for a campus supervisor to escort the student to the office. Be sure to follow-up with the necessary referral form.

Interventions to obtain appropriate citizenship include the following:

1. Teacher interventions to include a variety of conferences with student-parent-counselor. If teacher assigned and supervised detention is being considered, prior parental support would enforce expected student behavior.
2. Counselors will use a variety of interventions, including a combination of conferences with teacher-student-parent, temporary removal from class. If you have any questions feel free to consult with the student's counselor or Assistant Principal.
3. Assistant Principal's conference will include student-teacher-parent-counselor, and suspension when appropriate.

ON CAMPUS SUSPENSION (OCS)

On Campus Suspension is a discipline tool used by the Administration. At no time can a staff member assign a student directly to OCS. Please send the student to the office with a referral.

Teachers, by California Education Code, have the right to suspend a student from their classroom for two days, including the day they were sent out. Teachers are required by California Education Code to call the parents, explain the circumstances of the suspension, and schedule a conference with them. Currently we do not have plans for OCS (not available 2011-12).

PARENT-TEACHER CONFERENCE

When conferences are set up, the conference should be scheduled for a particular office, conference room, or teacher's room. Check with Guidance Secretary on room availability. **New teachers should not meet with parents/guardians unless a counselor or administrator is present.**

Conferences are not to be conducted in the lobby, or where there is no confidentiality as people discuss personal information.

Counselors arranging teacher-parent conferences should schedule them for their classrooms, or request use of a conference room. The Guidance Clerk must be made aware of scheduled conferences, so that she can direct parents to the appropriate location when they arrive at school.

CELL PHONE POLICY

Cell phones are to be off and put away during class hours.

TARDY AND TRUANCY POLICY

Tardy Policy

1 st –3 rd Tardies	Teacher assigns consequences and contacts parent
4 th Tardy	1-hour of detention, and parent contact.
5 th Tardy	2-hours of detention, and parent contact.
6 th Tardy	Saturday School assigned, and parent contact.
7 th or more	Possible referral to Students Assistance Review Board (SARB) and parent contact.

Tardy Sweep Policy

Liberty Ranch High School will periodically do tardy sweeps. All students caught outside of class after the bell will be assigned one hour of after school detention.

Period Truancy Policy

1 st and 2 nd	Teacher calls home whenever there is a period absence. Teacher sends referral to office for assignment to Saturday School.
3 rd	Teacher sends referral to office for assignment to Saturday School. Teacher notifies counselor and cc's Admin through e-mail. Counselor intervention occurs, which may include a parent conference.
6 th	Teacher refers student to Assistant Principal (AP). 1 st SARB letter is sent to parent. Saturday School assigned by AP. AP makes the parent contact.
9 th	Teacher refers student to AP. 2 nd SARB letter is sent to parent. Saturday School assigned by AP. Student is referred to Coordination of Services Team Meeting (C.O.S.T.) Counselor develops Individual Learning Plan (ILP) with Parent Conference.
12 th	Teacher refers student to AP. 3 rd SARB letter is sent to parent. Saturday School assigned by AP. AP holds Parent Conference, and reviews the ILP.
15 th	Teacher refers student to AP. Saturday School assigned by AP. SARB Hearing Letter is sent to parent.

All Day Truancy Policy

1st Truancy	Saturday School/detention referral, parent contact.
2nd Truancy	Saturday School and parent conference with AP.
3rd Truancy	Saturday School, parent conference with AP, SARB Process begun.
4 th + Truancy	Saturday School, detention, parent conference, referral to probation.

Liberty Ranch High School

2011-2012 DISCIPLINE PLAN

48900 (k) DISRUPTION OF SCHOOL ACTIVITIES OR DEFIANCE OF SCHOOL AUTHORITY

Although each incident will be evaluated and the Administrator will determine appropriate discipline, the following will serve as a guide. A student may be suspended or expelled for acts enumerated below that are committed while on school grounds, while going to or from school; during lunch time whether off or on campus; while going to or coming from school sponsored activities.

OFFENSE	DISCIPLINARY ACTION
GANG RELATED ACTIVITIES 48900(a-1), 48900 (k)	1 ST : WARNING AND NOTE IN FILE 2 ND : 3 DAY HOME SUSPENSION AND LAW ENFORCEMENT CONTACT 3 RD : 5 DAY HOME SUSPENSION 4 TH : 5 DAY HOME SUSPENSION AND RECOMMEND EXPULSION
FIGHTING 48900(a-1)	1 ST : 5 DAY HOME SUSPENSION, POLICE CONTACTED, PARENT CONFERENCE WITH VICE PRINCIPAL, AND BEHAVIOR CONTRACT
BATTERY 48900(a-2)	2 ND : 5 DAY HOME SUSPENSION, POLICE CONTACTED, AND RECOMMEND EXPULSION
WEAPONS 48900(b)	1 ST : 5 DAY HOME SUSPENSION, REPORT TO LAW ENFORCEMENT, AND RECOMMENDATION FOR EXPULSION
DRUGS AND ALCOHOL (USE) 48900 (c), 48900 (j)	1 ST : 5 DAY HOME SUSPENSION, REFERRAL TO LAW ENFORCEMENT AND COUNSELING, AND POSSIBLE RECOMMENDATION FOR EXPULSION 2 ND : 5 DAY HOME SUSPENSION AND RECOMMEND EXPULSION
(DEALING) 48900 (c), 48900 (d), 48900 (j)	1 ST : 5 DAY HOME SUSPENSION, REFERRAL TO LAW ENFORCEMENT AND COUNSELING, AND RECOMMEND EXPULSION
ROBBERY OR EXTORTION 48900 (e)	1 ST : 5 DAY HOME SUSPENSION, REFERRAL TO LAW ENFORCEMENT, AND POSSIBLE RECOMMENDATION FOR EXPULSION 2 ND : 5 DAY HOME SUSPENSION, AND RECOMMEND EXPULSION
VANDALISM 48900 (f)	1 ST : 5 DAY SUSPENSION, REFERRAL TO LAW ENFORCEMENT, AND POSSIBLE RECOMMENDATION FOR EXPULSION 2 ND : 5 DAY SUSPENSION, AND RECOMMENDATION FOR EXPULSION, AND REIMBURSEMENT FOR DAMAGES
TOBACCO 48900 (h)	1 st : 3 DAY HOME SUSPENSION 2 nd : 5 DAY HOME SUSPENSION, REFERRAL TO LAW ENFORCEMENT, AND REFERRAL AND COMPLETION OF A CESSATION PROGRAM 3 rd : 5 DAY HOME SUSPENSION AND RECOMMEND EXPULSION

<p align="center">PROFANITY 18900 (i)</p>	<p>1st: SATURDAY SCHOOL 2nd: 3 DAY HOME SUSPENSION 3rd: OR MORE: 5 DAY HOME SUSPENSION</p>
<p align="center">CUTTING/TRUANCY 48900(k)</p>	<p><u>PERIOD TRUANCY POLICY</u> PLEASE SEE PAGE 21 OF THIS HANDBOOK</p> <p><u>ALL DAY TRUANCY POLICY</u> PLEASE SEE PAGE 21 OF THIS HANDBOOK</p>
<p align="center">TARDIES Teacher keeps track of tardies for each class and contacts parent on first three. 48900 (k)</p>	<p>PLEASE SEE PAGE 21 OF THIS HANDBOOK</p>
<p align="center">FAILURE TO SERVE DETENTION 48900(k)</p>	<p>ASSIGNMENT TO SATURDAY SCHOOL</p>
<p align="center">CLASSROOM DISRUPTION 48900(k)</p>	<p>1st: TEACHER ASSIGNS CONSEQUENCES 2nd: REFERRAL TO AP, 1 HOUR DETENTION ASSIGNED, PARENT CONTACTED 3RD: REFERRAL TO AP, 2 HOURS DETENTION ASSIGNED, PARENT CONTACTED 4TH: REFERRAL TO AP, SATURDAY SCHOOL ASSIGNED, PARENT CONTACTED 5TH: REFERRAL TO AP AND ONE DAY OCS OR SATURDAY SCHOOL, PARENT CONFERENCE, POSSIBLE BEHAVIOR CONTRACT 6TH: SATURDAY SCHOOL AND PARENT CONFERENCE WITH VICE PRINCIPAL, POSSIBLE SUSPENSION 7TH: SCHOOL SUSPENSION MAY BEGIN</p>
<p align="center">FAILURE TO SERVE SATURDAY SCHOOL 48900(k)</p>	<p>1 DAY OCS OR HOME SUSPENSION, AND RE-ASSIGN SATURDAY SCHOOL</p>
<p align="center">THEFT 48900 (g)</p>	<p>FOLLOW ED CODE</p>
<p align="center">RECEIVING STOLEN PROPERTY 48900(1)</p>	<p>FOLLOW ED CODE</p>
<p align="center">SEXUAL HARASSMENT 48900.2</p>	<p>FOLLOW ED CODE</p>
<p align="center">HATE CRIMES 48900.3</p>	<p>FOLLOW ED CODE</p>

(C:\Discipline Plan.August 2010)

(Subject to Revision)

THE TEACHER'S WORKDAY

In accordance with the negotiated contract, the teacher workday begins at 7:45 a.m. Teachers should be at their respective rooms and open them for admission of students at 7:45 a.m. Teachers may leave at 3:15 p.m., providing their professional duties have been completed. Teachers with 1st, and 6th period preps have the same responsibility for opening classrooms at 7:45 a.m. and remaining on campus until at least 3:15 p.m.

Examples of professional duties are faculty and departmental meetings, parent and student conferences, curriculum development, in-service education meetings, Open House, Back-to-School Night, and on and off-site activity supervision.

After-School faculty meetings are announced in advance. Teachers may expect faculty meetings to be concluded by 4:15 p.m. All teachers are expected to attend faculty and department meetings as scheduled. Any request for absence from a staff meeting must be discussed with the principal in advance of the meeting.

TEACHER TARDINESS

Teacher tardiness is as unacceptable as that of any student. Plan to arrive early each day, to give leeway, and to provide a relaxed start for the day's work. A teacher's attitude toward promptness can serve as a good model for the students whom she/he teaches. Part of the teachers' evaluation is based upon promptness.

STAFF DRESS AND APPEARANCE

It is important to remember that we as a staff serve as role models and, as such, we should maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming. We encourage the staff, during school hours, to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Clothes that may be appropriate for shop instructors or gym teachers may not be appropriate for classroom teachers.

CLASSROOM SUPERVISION:

Teachers are responsible for the supervision of students in their classes. **Classrooms must NOT be left unattended when students are present,** either during classes or outside of class time. **Students are NOT allowed to use the teacher's computer.**

NON-TEACHING DUTIES:

Members of the teaching staff are assigned to assist as sponsors and advisors of organizations on campus on an annual basis, which consist of classes and clubs. A list of advisors and sponsors is published in September of each year. Special interest of faculty members, if made known to the principal in advance, can be used to good advantage. Coaching assignments for all sports are annually adopted through recommendations of the director of athletics, principal and superintendent to the Board of Trustees.

Other Supervision outside the classroom includes:

1. In general, teachers are asked always to be alert to the needs of students as far as conduct and behavior are concerned, and to render whatever assistance is needed on the spot. Reports to the principal or assistant principal concerning behavior problems are appreciated, especially when they are delivered promptly. Teachers should supervise the passageways outside their classrooms during the passing time between classes.
2. If a student is injured in your presence or while under your supervision during class or an activity,

call to request assistance or send the student to the office. Fill out the Student Injury Form and send it to the nurse or health assistant that same day. The information is needed for school insurance and personal liability purposes. Office Staff will notify parents or emergency contacts if necessary. If the student is unable to return to class, he/she will be supervised in the office until emergency contacts are reached. (This same procedure is followed for students who are ill.)

3. A teacher who observes a potential student fight or fight in progress should take steps to stop it, bring the students to the office or call or send someone for assistance. Be sure to notify the Assistant Principal or Campus Supervisor of the situation. If you hear rumors of a fight or conflict, it is important to notify the Assistant Principal or Campus Supervisor. Many conflicts can be stopped before they become fights.
4. Certificated staff is expected to assist with non-teaching supervision assignments. In accordance with the negotiated contract, extracurricular and extra hours duty shall be assigned as needed to maintain a strong extra curricular student activity program. Teachers may express, in writing, preferences in extra curricular assignments. The principal shall request such preference by May 1 for the fall term and December 1 for the spring term if there are possible changes in assignment. Voluntary assignments shall be used where feasible, but in order to maintain programs or equalize responsibilities, mandatory assignments may be made (no mandatory assignments shall be made for dance supervision). Assignments to extra curricular and extra hours duty shall be offered to certificated employees, including counselors, on an equitable basis.

ABSENCES - REQUESTING A SUBSTITUTE:

The technical aspects of absence as related to pay, etc, are covered by Board regulations. These comments are for the purpose of giving guidance in the event that a teacher must be absent because of illness or for emergency personal necessity. This is defined and clarified in Ed. Code Section 44978, and in the negotiated contract Article XI, Sections A, B, C, and D.

Notice of the absence must be made prior to 5:15 a.m. of the date the absence occurs. Even earlier notice is better since all schools in the District will be using the same pool of substitutes. The limited number of substitutes available in the area makes it imperative that advance notice be given.

Call before 5:15 a.m. Substitutes are called based on messages before 5:15 a.m. You can attach any lesson plans, comments, and your phone number on SubFinder.

SubFinder: <https://ghsd.subfinderonline.com/login/login.asp> phone number: 866-621-6353
Training is available through the website “tutorials” and by the District Office at the beginning of the school year.

Personal necessity: 3 days advance notice required for approval

Absence for personal necessity, which is not one of the cases enumerated in Ed Code 4978, requires advance approval by the Principal or designee. Written request for such personal necessity leave shall be made at least **3 days** in advance to the Principal or designee. The form must be approved by the Principal, a copy sent back to the teacher, and at this time the teacher will enter the “Job” into SubFinder.

Compelling need: 10 days advance notice required for approval

The form must be approved by the Principal, an e-mail will be sent back to the teacher, and at this time the teacher will enter the “Job” into SubFinder.

Comp time: pre-approval required

Comp time request (see your contract for language) must also be pre-approved. Allow sufficient time to have your “Absence” form approved, signed, copied, and returned to you. As soon as you receive the approved form, enter information into SubFinder for a sub.

Emergency Absences during the day:

Call or e-mail the Principal's Secretary, ext. 6104 as soon as the emergency arises during the day. If she doesn't answer or reply to your e-mail within a few minutes, try Robin Novo, ext. 6113, or Bonnie Vasquez, ext. 6117, or Kristina Valencia, ext. 6167. At this time, fill out your Absence Form or an updated form coming from the District for last minute absences.

SUB: If you are a sub, enter the job under your name, sign the "Sub Form" log sheet and pick up your key.

Checking your absences or jobs:

Once you have entered a job, you can always view that particular date, the entire week, or month. Therefore, you can always keep track of your work calendar.

Instructional aides, clerical personnel and campus security are to follow these same procedures for notifying on the morning and afternoon of a day of absence.

REQUEST FOR STUDENTS - Passes:

No student shall be permitted to leave the school grounds during school hours without a pass from the office. Parental permission is required before minor students can leave campus with the exception of when a student is seeking to obtain confidential medical services without the consent of the student's parents/guardian. (Education Code 46010.1),. (cf. 5145.6 – Parental Notifications)

Each student's program calls for his presence at a definite place every period of the day. **All** students out of the classroom during the class period must have a signed, timed, dated pass. All teachers are requested to check students in this regard.

STUDENT CHECKOUTS:

When it is necessary for a pupil to withdraw from school, he/she must report this fact to the office in advance and must carry with them a checkout form, in duplicate, when reporting to each teacher.

Teachers, out of necessity, must render a grade A to F for work achieved during the time the pupil was in the teacher's control. An Incomplete or statement of "No Grade" is unacceptable at these times. Be sure to enter charges for books and supplies. If there are charges outstanding for the class, the Registrar will indicate that the grade is "No Mark", pending payment of fines.

COUNSELING SERVICES

Counseling and guidance of students are some of our most important assignments. There is a counselor available to assist teachers and students as the facts may warrant; appointments preferred. Call first, however, before sending anyone to a counselor to make certain he/she can be seen at that particular time. Teachers, themselves, can perform advisory duties and as long as they remember that scheduled professional counseling help is available and that counselors need to be kept advised of discussions held on important topics with students.

Misconduct, excessive absence, unsatisfactory grades, and attitudes are all items to be discussed by teachers with their pupils and the pupil's parent/guardian. Counselors and Assistant Principals should be kept informed when these discussions fail to produce results.

Counselors meet with each student to set up and verify a program of studies, and to secure

parent/teacher/administrative approval as needed.

CHANGE OF PROGRAM STUDENTS:

The counselors handle all changes of programs. Unless specified as a semester class, all other classes are for the entire school year. Changes may only occur the first two weeks of school.

Any student being sent to your classroom as a newly enrolled student or because of a necessary schedule change is to be enrolled in your classroom. **Do not deny the student the right to enter the room.** If you have serious concerns, contact the counselor privately after the class. Schedule changes will be made only if absolutely necessary, and only after the counselors have taken into consideration the enrollment in all of the possible classes involved. They are aware of the enrollment numbers as well as of the attendance numbers in these classes.

SCHOOL SUPPLIES

School supplies are furnished through the department.

DEPARTMENT BUDGET AND PURCHASES

1. **PURCHASE ORDER REQUESTS (P.O.)**

Fill out a Purchase Order Request Form in order to arrange for purchase of instructional supplies and materials. The form should be filled out completely, including the name of the company, the phone number if available, catalogue information such as ordering numbers, the name of the item or items needed, unit cost, tax, shipping, and the overall total. **RATIONALE MUST BE ATTACHED TO ALL PURCHASE ORDERS.** The specific source must be identified within the **DEPARTMENT ACCOUNT CODE** section of Purchase Order Request.

The department chairperson, after checking their up-to-date budget, will approve the P.O. request form before it is sent to the principal. Purchase orders not submitted properly will be returned.

Supplies, which are ordered, should be in line with those items, which were requested and approved for the department budget. Department heads should keep total and running account of purchase orders submitted in their respective areas.

2. **PURCHASE ORDERS**

The principal will review purchase orders and requests approved will be sent to the district office for processing. After the business manager approves the P.O., the order can be made.

Approval of P.O. Requests will be delayed if there is not a clear explanation of the order, or if the item or budget category is not approved for the department budget. Be as clear as possible.

Supplies should not be ordered in advance of having the P.O. approved. The business office will order supplies after it has been signed.

NOTE:

There will not be reimbursement of payment for purchases or orders made prior to P.O. approval

Do not purchase supplies and charge them to Liberty Ranch High School unless you have been issued an open Purchase Order which specifies that you may do that. Liberty Ranch High School

WILL NOT pay for supplies, which were purchased or ordered without authorization.

If an open P.O. is approved, only the instructor named on the P.O. will be authorized to sign for purchases. Under no circumstances may students purchase supplies and charge them to the high school, or sign for supplies for that instructor.

3. REIMBURSEMENT

Purchases must be approved in advance. Materials purchased by an individual staff member WILL NOT be reimbursed, unless there was prior written authorization by the principal for the purchase.

4. DEPARTMENT BUDGETS

Each month the business office provides a statement of the department budget to each department chairperson. This will include supply and copy charges.

CHARGE FOR MATERIALS

Student should be charged for materials used for personal projects. Students should also be charged for lost or damaged books, breakage, etc. The school has set up a system in the student business office where receipts are given to cover each transaction.

No student may take home a project from materials provided by the school district until the project is entirely paid for and the student can exhibit a receipt.

LOST AND FOUND

Lost and Found is located in the lobby of the Administration Building. Items can be claimed during lunch and after school. Do not send students to claims items during their instruction time.

BULLETINS

The bulletin is read at the beginning of each 4th period class. A copy of the bulletin is emailed daily to staff from Bonnie Vasquez. If you would like to add an announcement to the bulletin, complete a "bulletin request form and send it to the Assistant Principal's secretary. Forms are due back by 9:00 a.m. for the following day's bulletin.

KEYS

The principal's secretary checks out school keys to teachers. All keys must be accounted for and recorded at end-of-year checkout. If the teacher desires to keep the keys, approval must be obtained from the Principal.

VARIABLE PAY ROLL

Time sheets for the Variable Pay Roll must be received by the 20th of each month. Payment will be made only for those time sheets, which are submitted by this deadline each month.

This includes time sheets for period substituting, Home and Hospital Instruction, Summer Session instruction, and time sheets for non-certificated staff.

STAFF PARKING

Staff should park in staff parking, which is the lot nearest the Administration building. No **parking behind classes or in Fire Lanes.**

FIELD TRIPS

All field trips, curricular and extracurricular, must have advance administrative approval. Field trips that are over 100 miles, or out-of-state require board approval. Board meetings are held the second Tuesday of every month and the fourth Tuesday of the month, if needed. In these cases you should plan to have your request completed and turned in 5-6 weeks in advance of the next board meeting. A field trip packet which is received after the deadline, will not be approved until the next board meeting.

For example: Deadline for field trip packet in August: If field trip packet is completed and signed by the Principal by August 26th by 4:00 p.m. it will be on the Sept. 7th Board Meeting Agenda.

If received any time after the deadline, the packet will be approved at the October Board Meeting.

Trips or activities that will take students out of class must meet conditions and timelines specified in policy BP6145 - Extra curricular and co-curricular Activities.

The sponsor should submit the following forms or information **three (3) weeks** in advance, **eight (8) weeks**, if board approval is required). Submit as a packet:

1. Form 14C - Field Trip Permission Application.
2. Teacher absence request if trip is during school time.
3. Information regarding budget responsibility for cost of substitute, transportation, other expenses.
4. Itinerary - see sample. Include departure and arrival times, schedule of activities. For overnight trips, include names of adult chaperones. (Fingerprints needed for non-staff)
5. List of students attending must be sent at least 3 weeks prior to field trip date. Students with fines or book charges cannot attend extra-curricular field trips, unless paid in full.
6. Transportation Request Form.

Reminder: On the day of the field trip, a “warm body” count must be left with attendance in the front office before the students leave campus.

Extracurricular and Co-curricular Activities

The Board of Trustees recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extra/co-curricular activities without compromising the integrity and purpose of the educational program.

No student shall be prohibited from participating in extra/co-curricular activities related to the educational program because of inability to pay fees associated with the activity.

The Superintendent or designee shall ensure that disabled students have access, to the extent possible, to extracurricular and co-curricular activities, student organizations and school-related social events, regardless of the severity or nature of their disabilities. (*cf. Nondiscrimination in District Programs & Activities*)

District employees shall supervise extra/co-curricular activities whenever they are conducted under the name of the district. (*cf. 4127/4227/4327 – Temporary Athletic Team Coaches*)

Eligibility Requirements

In order to participate in extra/co-curricular activities, students in grades 9-12 must demonstrate satisfactory educational progress in meeting the requirements for graduation. (*cf. 6146.1 - High School Graduation Requirements*)

The Superintendent or designee may exempt a student from eligibility requirements for extra/co-curricular activities or programs, which are offered primarily for the student's academic or educational achievement.

To encourage and support academic excellence, the Board requires students in grades 9-12 to earn a minimum 2.0 "C" grade point average on a 4.0 scale in order to participate in extra/co-curricular activities.

Students with any "F" grades do not meet eligibility requirements.

The Superintendent or designee may grant ineligible students a probation period of not more than one semester.

The Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. In implementing this policy, the Superintendent or designee shall help ineligible students regain eligibility. (*cf. 6164.5 – Student Study Teams*)

The Superintendent or designee may revoke a student's eligibility for participation in extra/cocurricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege. (*cf. 5144 – Discipline*)

The Board shall annually review this policy and implementing regulations. (*cf. 6145.2 – Athletic Competition*), (*cf. 6164.4 – Identification of Individuals for Special Education*)

Extracurricular activities are those programs that have all of the following characteristics:
(Ed Code 35160.5)

- The program is supervised or financed by the school district
- Students participating in the program represent the school district
- Students exercise some degree of freedom in either the selection, planning or control of the program
- The program includes both preparation for performance and performance before an audience or spectators

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Ed Code 35160.5)

Co-curricular activities are programs that may be associated with the curriculum in a regular classroom.
(Ed Code 35160.5)

Any teacher-graded or required program activity for a course, which satisfies the entrance requirements for admission to the California State University or the University of California, is not an extracurricular or cocurricular activity for purposes of this policy. (Ed Code 35160.5)

The grade point average used to determine eligibility shall be based on grades of the previous grading period during which the student attended class at least a majority of the time. (Ed Code 35160.5)

In the event a student finds that he/she is academically ineligible to participate in extra/cocurricular activities in the first grading period of the upcoming year, he/she may request that the total spring and summer school grades be used to determine eligibility for the first grading period of the upcoming school year.

When students are simultaneously enrolled in college classes for which they receive credit toward high school graduation, their college grades shall be included in the computation of their grade point average.

Receiving an Incomplete shall have no effect on a student's academic eligibility as long as the resolution of the Incomplete would not lower his/her grade point average below 2.0. If the resolution of an Incomplete could lower the student's grade point average to below 2.0, the student shall be considered ineligible until the Incomplete is removed and the grade point average determined.

Probationary Period

The Superintendent or designee may authorize probation of one semester or less.

Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

SCHOOL-SPONSORED TRIPS

AR 6153 (a)

All planned trips away from school grounds, including athletic trips and outdoor education programs, are subject to this regulation.

Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350) The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Safety and First Aid

- While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Ed Code 32040, 32041)
- Whenever trips are conducted in areas known to be infested with poisonous snakes:
 - a. The first aid kit taken on trip shall contain medically accepted snakebite remedies. (Ed Code 32043)
 - b. A teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall accompany the trip. (Ed Code 32043)

Supervision

- Students on approved trips are under the jurisdiction of the Governing Board of Trustees and subject to school rules and regulations.
- Teachers or other certificated personnel shall accompany students on all trips and shall assume all responsibility for their proper conduct.
- Before the trip, the teachers shall provide any adult chaperones that may accompany the students with clear information regarding their responsibilities.
- Chaperones shall be 21 years of age or older.
- Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities. Non-staff members must be fingerprinted.
- Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
- When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.

Funding

No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. (Ed Code 35330)

Trip Approval

- Teachers planning a trip shall make a request in writing to the principal. Whenever practical, an alternate date should also be listed. The purpose of the trip and its relation to the course of study shall be stated in the request.
- The principal shall approve or disapprove the request and notify the teacher. If the trip is disapproved, the principal should state the reasons.
- Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.
- Principals will not approve activities, which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.

Trips Which Include Swimming or Wading

- No swimming or wading shall be allowed on trips unless planned and approved in advance.
- When wading in the ocean, bay, river, or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones to exceed the normal one to 10 ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
- **Swimming Activities**
 - a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
 - b. The principal and teacher must inspect swimming facilities, including backyard pools, before the trip is scheduled.
 - c. Owners of private pools must provide a certificate or insurance, designating the district as an additional insured, for not less than \$500,000 in liability coverage.
 - d. Lifeguards must be designated for all swimming activities. If the pool owner or operator does not provide Lifeguards, the principal shall ensure their presence. Lifeguards must be Red Cross certified or equivalent and must be at least 21 year old.
 - e. The ratio of adult chaperones to students shall be as least 1 to 10.
 - f. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
 - g. Emergency procedures shall be included with written instructions to adult chaperones and staff.
 - h. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim.
 - i. The principal may require students to wear flotation devices, depending upon their age and swimming ability.
 - j. A buddy system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

GALT JOINT UNION HIGH SCHOOL FIELD TRIP INFORMATION

Check list for Field Trip/Off-Campus Activity

Sponsor	Activity	Date
_____	Field Trip Application (14C)	
_____	Needs Board approval (overnight, out of state, or 100 miles)	
_____	Absence request submitted if trip is during school time and sub will be needed	
_____	Written statement indicating budget responsibility for cost of substitute, transportation, and other expenses	
_____	Itinerary submitted. (Departure and arrival times, schedule of activities. For overnight Trips, must include names of all adult chaperons, address and phone for overnight accommodations)	
_____	Transportation request (1-4) submitted	
_____	List of eligible students to attend submitted (review policy #5151m 5150 for guideline)	
_____	Date list of students must be submitted to principal (three (3) weeks in advance prior to event and eight (8) weeks in advance if board approval is required)	
_____	Date office must notify staff of list of students excused to attend	
_____	Date all parent-signed trip permission forms due. No student may attend unless the sponsor has the signed form to take along	
_____	Check Budget	

GALT JOINT UNION HIGH SCHOOL

FORM 14C
8/84
FIELD TRIP PERMISSION APPLICATION

SUBMIT IN DUPLICATE TO:
___Principal (Curricular trips)
___Asst. Princ.(Extracurricular)

DIRECTIONS: Administrative approval must be obtained in advance through use of this form for all field trips, curricular and extracurricular. This application is to be submitted at least three weeks before the proposed trip. A proposed trip beyond 100 miles must have approval of the Board of Trustees and must be submitted seven school days before a Board meeting. According to insurance and Board policy all drivers for school field trips must be at least 23 years of age. (If the proposed activity is an Independent Study Project, Independent Study application is to be used rather than this form.)

_____ Applying Organization _____ Staff Member in Charge

Destination: _____

Date of proposed trip: _____ Time of departure: _____

Time of return: _____

Purpose of trip (for class projects indicate relationship to course of study.)

Approximate number of students expected: _____

Proposed transportation (check as applicable)

School bus(es) _____

School vehicle(s) _____

Proposed driver(s) _____

Private vehicle(s) _____

Proposed driver(s) _____

I verify that only those students who have properly completed parent permission forms (form 14d) will be allowed to participate in this field trip. The above information is correct. Drivers are age 23 and in my judgment are qualified to be experienced and safe drivers.

_____ Field Trip Applicant _____ Date

Approvals:

Department Chair _____ Date _____

Extracurricular activities (Vice Principal) _____ Date _____

Curricular activities (Principal) _____ Date _____

For trips outside the district (Superintendent) _____ Date _____

ROUTING: Original: Office file

Duplicate: Applicant

Sample - Field Trip Itinerary

INVITATIONAL SPEECH TOURNAMENT Cal State Fullerton

DATE	DAY	TIME	ACTIVITY
3/1/201	Mon.	8:00 a.m.	Depart Lodi High School on Storer Charter Bus Lines with Lodi, Atwater, Edison, Stagg and Franklin (Lunch enroute)
		7:00 p.m.	Arrive <u>Inn At The Park</u> for room registration and tournament registration Room 1: Mrs. Prichard - chaperone/coach Anne Lee Sandi Bell Room 2: Julie Clay Shannon Graham Dariece Kirby
3/2/2010	Tues.	10:00 a.m.	Breakfast in hotel restaurant Depart via hotel shuttle for Disneyland with Marie McDonald (Atwater coach) Tom Montgomery (Lodi coach), Rita Prichard (Galt coach) and 45 students. All Galt students Will attend. (Lunch in Disneyland)
3/4/10	Thurs.	5:30 p.m.	Meet and return to hotel for dinner
			Breakfast/brunch in hotel restaurant
		1:00 p.m.	Shuttle to Cal State Fullerton for contest and campus touring
		5:00-9:30 p.m.	<u>Competition</u> (Dinner on campus)
		10:00 p.m.	Shuttle return to hotel for evening
3/5/10	Fri.	9:00 a.m.	Check-out and baggage on bus
		9:30 a.m.	Storer Charter Bus Lines to Cal State Fullerton for <u>competition</u> .
		9:30 p.m.	Awards Assembly
		12:00 midnight	Depart via Storer Charter Bus Lines for Lodi High School
3/6/10	Sat.	10:00 a.m.	Estimate time of arrival - Lodi

<u>SCHOOL DAYS MISSED</u>	<u>STUDENT COST</u>	<u>COACH COST</u>
3/1-3/5/10	\$50 ea x 5 = \$250	Trans \$100.00
	250. x 3 days = 750.00	food allot <u>60.00</u>
	\$750.00	
	less club allot. <u>-100.00</u>	<u>Total: \$160.00</u>
	\$650.00	
	per student \$ 130.00	

Bus Trip Guidelines

When planning a trip, please consider the grade level of the students that will be transported. School buses are able to accommodate the following number of passengers by grade level:

Kinder – 2nd	78 passengers
3rd – 5th	70 passengers
6th – 8th	65 passengers
9th – 12th	52 passengers

In order to check the availability of bus transportation, please contact Sandy Lindquist at (209) 745-1059 or [e-mail](mailto:slindquist@galt.k12.ca.us) Sandy at slindquist@galt.k12.ca.us Please have the following information available:

Departure and Return Date of Trip:

Day of the Week:

Time of Departure: (group must be ready to load 15 minutes prior to departure)

Time of Return:

Grade Level to be Transported:

Number of Students and Adults:

Any Special Instructions (i.e. *extra or alternative stops, wheelchair transport, special Medical needs*)

Once the availability of transportation has been established, you will be able to submit the **“on-line” Bus Trip Request** for approval.

In cases where district buses are not available, the Transportation Department will be responsible for securing alternative services with outside vendors. You will then be advised of the approximate cost of the trip. Under no circumstances are these arrangements to be made through other departments or charter companies.

You will receive a confirmation copy of the Bus Trip Request after it has been processed by the Transportation Department.

In order to estimate trip costs using district resources, please use the following rate schedule:

(These rates are effective 8-9-10)

Mileage Rate:	\$ 1.00 per mile	
Driver Rate:	\$ 22.00 per hour	Additional time up to one hour may be charged for travel time to & from school as well as extra bus cleaning when necessary.
Weekend Driver Rate:	\$29.00 per hour	
District Vehicles (GHS only)	\$.60 per mile	

Please Note: District rates do no reflect the rates charged by outside

Vehicle Request Form

(Contact Sandy Lindquist @ slindquist@galt.k12.ca.us for vehicle availability)

Site / Department: _____ Date of Request: ____/____/____
 Requestor: _____ Activity: _____
 Depart Date: ____/____/____ Depart Time: _____ am/pm
 Destination: _____
 Return Date: ____/____/____ Return Time: _____ am/pm
 Driver's name: _____ Driver's Lic. #: _____
 Number of Passengers: Pupils: ____ Adults: ____ Total Count: ____
 Principal's Approval: _____ Date: _____

Vehicle I.D. #: _____ Odometer Ending: _____
 Credit Card Issued: yes/no Last 4 digits: _____ Odometer Beginning: _____
 Credit Card Issued to: _____ Total Miles: _____
 Department Accounting Code: _____ - _____ - _____ - _____ - _____ - _____
Fund Resource Year Object Location Goal Function

Passenger Information

List names of all passengers being transported (attach list if necessary):

Group Responsibilities

The driver is responsible for making sure that all students are wearing their seatbelts. The district will not reimburse the driver or students for any citations they receive. **Please Note:** This form, district credit card, and the vehicle keys must be returned to the transportation department when the vehicle is returned. If the transportation office is closed, forms, and keys should be placed in the key box adjacent to the roll-up door. Vehicles must be returned immediately upon completion of trip so they are available for other groups. Keys are not to be left in vehicles. Credit cards must be returned to the Transportation Dept. immediately to avoid loss or misuse. The vehicle must be returned with all windows up, locked/secure and clean inside. Vehicles returned in an unacceptable condition will result in cleaning and/or repair charges to the responsible group. Please list any mechanical issues or damage on the bottom of this form.

I hereby acknowledge that I have been informed of my responsibility regarding use of district vehicles:

Driver's Signature _____ Date ____/____/____

Vehicle Defects Noted: _____

BELOW THIS AREA FOR TRANSPORTATION DEPARTMENT USE ONLY

Total Miles X \$.60 per mile = \$ _____

Additional Charges: \$ _____

Vehicle Rental Charges: \$ _____

Revised 9/08

Total Charges: \$ _____

Always Check WEBSITE for updated Forms

GALT SCHOOLS TRANSPORTATION DEPARTMENT

Bus ____ of ____

Check website for On-Line Bus Requests

Bus Transportation Request

All requests for transportation must be made through the Transportation Department.
Contact Sandy Lindquist @ slindquist@galt.k12.ca.us for bus availability

Destination City: _____ Facility Address: _____

Depart Date: ____/____/____ Day of Activity (circle day) **M T W Th F S** Return Date: ____/____/____

ITINERARY: (Passengers will load bus 15 minutes prior to departure time)

The California Code of Regulations (13 CCR 1227a) requires all bus stops be designated in advance of a trip.
Please note all necessary stops in the Special Instructions section below. Attach additional sheets if needed.

Buses will not make unauthorized stops

Leave _____ School @ _____ am/pm

Rest Stop Location: _____ Time Allowed: _____ Minutes

Arrive Destination @ _____ am/pm

SPECIAL INSTRUCTIONS: (list additional stops, times and any special needs equipment)

Health Dept Approval

Leave Destination @ _____ am/pm

Rest Stop Location: _____ Time Allowed: _____ Minutes

Arrive _____ School @ _____ am/pm

School Site: _____ Grade/Dept: _____ Date of Request: ____/____/____

Purpose of Trip: _____ Estimated Cost: \$ _____

Requestor: _____ Supervisor riding bus: _____

Total # of Passengers: _____ Total # of Buses: _____ Supervisor's cell ph. #: (_____) _____

Department Accounting Code: _____ - _____ - _____ - _____ - _____ - _____

Fund - Resource - Year - Object - Location - Goal - Function

Approval: _____ / _____

Dept. / Director Approval

District Office Approval

Driver explained emergency equipment/procedures and verified by: _____

BELOW THIS AREA FOR TRANSPORTATION DEPARTMENT USE ONLY

Bus # _____	Start Mileage: _____	End Mileage: _____	Total Miles: _____
Driver Start Time: _____	Driver Finish Time: _____	Driver Hours: _____	
Driver's Name: _____	# of adults: _____	# of students: _____	

Total Miles: _____ X \$1.00 per mile = \$ _____

Total Hours _____ X \$22.00 per hour = \$ _____

Total O/T hrs _____ X \$29.00 per hour (Elem. Weekend Trips Only)= \$ _____

Contracted Company: _____ Chartered Charges: = \$ _____

Revised 7/08 **TOTAL TRANSPORTATION CHARGES = \$ _____**

On-line “Bus Trip Request” Form (rev. 8-10) – Submittal Process

1. Access the district’s “Internal Web Site” and go to FORMS.
2. Complete the “Bus Trip Request” form entirely before clicking the “Submit” button. You may save a copy for your files for reference.
3. The completed form will be sent directly to the transportation dispatcher for review. Any conflicts with scheduling or itinerary will be questioned and discussed with the requestor if necessary. The dispatcher will send the “Bus Trip Request” via e-mail to the principal/director (or their designee) for signature.
4. The principal/director (designee) will print the form, approve it and send it via district mail to the transportation department.
5. Upon receipt of the signed/approved “Bus Trip Request”, the dispatcher will assign a confirmation number to the trip and send a copy to the requestor. Any changes or adjustments to the scheduling or itinerary of the trip must be made by the requesting individual via e-mail to the transportation department’s dispatcher. The goal of the transportation department is to eliminate any communication issues.

Special Note: The availability of transportation resources is limited. All requests for trip buses will be provided by the “date of request”.

LIBERTY RANCH HIGH SCHOOL
TRIP PERMISSION FORM

Please permit my son/daughter: _____ ID # _____
to attend the trip sponsored by _____ Print First and Last name

(class or organization)

to _____
(destination)

on _____
(date)

I understand the trip is expected to last from _____ to _____ a.m./p.m.
(hour) (hour)

Transportation will be provided or arranged by _____ School District _____ Other

Advisor(s): _____

(Parent or guardian name)

(Address) (Phone)

(Work or Cell)

In case of emergency if I cannot be reached, please call:

(Name) (Phone)

INSURANCE AND MEDICAL RELEASE

I verify that my son/daughter is covered by insurance and release the Galt Joint Union High School District of any responsibility in case of an accident while he student is on this trip.

_____ I have the school insurance.

_____ My personal insurance covers my child in case of an accident or injury.

_____ I have no insurance but release the District from any responsibility.

My child has the following health problem: _____

My child must take the following medication: _____

I also authorize any physician or hospital personal to provide emergency treatment, which may be needed.

Date: _____

(Signature of parent/guardian)

(2009)

Liberty Ranch High School
12945 Marengo Rd., Galt, CA 95632
209-744-4250 Fax: 209-745-2601

FIELD TRIP PERMISSION FORM

Date _____

Dear Parent or Guardian:

An opportunity is available for your student to participate in an event which we feel will benefit their educational experience. Your child has indicated an interest in participating. Because the event will be away from the high school campus, it is necessary for you to grant written permission for your child to participate. The details are listed below:

Sponsoring Division or Organization: _____

Nature of Event: _____

Method of Transportation: _____

Place: _____

Date: _____

Periods Missed: 1 2 3 4 5 6 ALL DAY

_____ **Sponsoring Teacher's Signature**

MY SON/DAUGHTER (NAME) _____ **STUDENT #** _____
HAS MY PERMISSION TO PARTICIPATE IN THE EVENT DESCRIBED ABOVE.

SIGNED _____

Parent/Guardian Signature

TEACHER'S PLEASE NOTE: DO NOT SIGN THIS IF IT HAS NOT BEEN SIGNED BY SPONSOR AND PARENT.
(Students are responsible for classwork, homework and tests missed while on the field trip.)

Period	Teacher's Signature	Period	Teacher's Signature
1		4	
2		5	
3		6	

Please note: Any questions about whether a student attended the activity should be directed to the sponsoring teacher or the attendance office.

SCHOOL DRIVER CERTIFICATION FORM

DRIVER (circle one) Employee Parent/Guardian Volunteer

Name _____ Date of Birth _____

Address _____ Driver's License No. _____

_____ Expiration Date _____

Telephone No. _(____)_____

VEHICLE

Name of Owner _____ Year _____

Address _____ Make _____

_____ License Plate No. _____

Registration Expires _____ Seating Capacity _____

No. Seat Belts _____

INSURANCE INFORMATION

Insurance Company _____

Policy No. _____ Expiration Date _____

Liability Limits of Policy _____

(The minimum acceptable liability limit for privately owned vehicles is \$100,000 per occurrence. If you transport students often, it is recommended that your coverage be \$300,000 per occurrence.)

Name of Agent _____

Telephone No. _(____)_____

I certify that the information given above is true and correct. I understand that if an accident occurs, my insurance coverage shall bear primary responsibility for any losses or claims for damages.

Name _____ Date _____

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The Board of Trustees encourages teachers to use supplementary instructional materials, which are relevant to curriculum objectives and compatible with district goals and objectives. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

Teachers shall carefully preview all supplementary instructional materials in order to ensure that, in their professional judgment, the materials are:

1. Directly related to the course of study in which they are being used.
2. Appropriate for students' ages and maturity levels.

Supplementary instructional materials must also be consistent with criteria developed for the selection and evaluation of other instructional materials. If the teacher believes that the materials may be in conflict with district criteria, the teacher shall confer with the principal or designee before using them.

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

When using supplementary materials, teachers shall provide appropriate introductory and follow-up activities. In addition, teachers shall ensure that supplementary materials do not supplant the use of basic texts or teaching activities.

All materials must be used within legal copyright limits.

(cf. 6162.6 – Use of Copyrighted Materials)

Films

When a teacher desires to show a film that has not been approved by the district or county for use in the grade level taught, the teacher shall preview the film to determine whether in his/her professional judgment it is consistent with district criteria for the selection of instructional materials. All films must be appropriate for the curriculum and the students' ages.

If the teacher has any questions about how established district criteria apply to the film, he/she shall confer with the principal or designee before showing the film.

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6142.1 – Family Life/Sex Education)

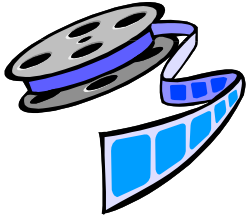
(cf. 6144 – Controversial Issues)

There shall be no use at any time of any commercially prepared films rated X, whether it is edited or not.

Before a film rated R or PG is shown, the site principal or designee shall review the course of study to determine the relevance of the film to the subject being taught. The principal or designee and the teacher involved shall review any controversial material (e.g. bad language) and determine any required editing before the film is shown.

Parents/guardians shall be notified in writing by the teacher that the film will be shown. Said notification shall require parents/guardians to approve having their children view the film.

An alternative assignment shall be given to any student excused from the showing of the film



GALT JOINT UNION HIGH SCHOOL DISTRICT

FILM VIEWING PERMISSION SLIP

Today's Date: _____

Student's Name: _____

Teacher's Name: _____

Class: _____

Title of Film: _____

Rating of Film: _____ **Edited for TV Version:** **Yes** **No**

Date of Showing of Film: _____

Under Section 8506 of the California Education Code and as per Galt Joint Union School District Board Policy 6161.1 any parent/guardian has the option of having their student excused from the class during the showing of the film.

An alternate assignment will be given to any student excused from viewing the film in class.

If you have any questions regarding the film or the alternate assignment, please call me at school at (209) 745-3081.

If your student does NOT return this permission slip, he/she will NOT be allowed to view the film and will receive the alternate assignment.

_____ I have read the above permission slip and give my permission for my son/daughter to view this film.

_____ I do not give my son/daughter permission to view this film, and I request an alternate assignment in place of the film.

Request for Guest Speaker

Parent/Guardian Signature _____ **Date** _____

Teacher _____ **Class** _____

Guest Speaker Information:

Name _____

Address _____

Phone Number _____

Organization Represented _____

Date of Speaking Engagement _____

Class Period of Speaking Engagement _____

Subject of Speech _____

Academic Standard(s) Addressed _____

Approved by Administration _____ ***Date*** _____

Denied by Administration _____ ***Date*** _____

Employee Travel Information

All travel over 100 miles (one way) from the school site, overnight conferences or out of state travel shall have Board approval. It is the employee's responsibility to get the information to the district in time to be placed on the board agenda for approval. Call or email the Superintendent's assistant to confirm the placement on the agenda. All paperwork for travel must be submitted at least three (3) weeks prior to conference / workshop deadline. This insures enough time to process purchase orders, registrations, advances and warrants that are necessary.

1. **A separate purchase requisition must be completed for each vendor involved in the conference:**
 - a. Conference
 - b. Hotel
 - c. Travel (airline)
2. If employee chooses to personally pay for all expenses and be reimbursed, an advance for 90% of the estimated expenses can be issued to employee with **pre-authorization** (see *Overnight Travel and Conference Expense Pre-authorization* form – Side 1). On return, clear your advance by completing *Overnight Travel and Conference Expense Claim* form – Side 2. Advances must be cleared within 90 days of travel.
2. **The District cannot pay for individual memberships. If the conference/workshop price includes individual memberships, the employee must submit personal check with requisition to be included with registration.**
3. If you plan to cancel your conference, **you must notify the District Office at least 2 weeks in advance** of your conference date, **or you may be held responsible for the cost of conference expenses not reimbursed to the district due to your late cancellation.**
4. If more than one person is attending the conference, **PLEASE COORDINATE PAPERWORK.** Assign one person to submit paperwork for conference registration, hotel accommodations and airline. Each individual must submit paperwork for personal expenses.
5. Attach copies of conference information (i.e. registration, agenda) to each form submitted.

Conference Registration:

Complete a **Purchase Order Request** and include all information regarding dates, times, place, attendees, etc. Attach the **completed** registration form. Please indicate the registration deadline on the requisition description area. If the conference/workshop WILL NOT accept a purchase order, indicate on request description area that payment is needed so that the district office will process the payment needed. **Allow two (2) weeks for check to be processed.**

Hotel Registration:

The person traveling or the person coordinating the travel is responsible for hotel accommodations. Travel must have prior approval by site principal, district CBO and superintendent. The district will pay for lodging. Personal telephone charges, room service, movies, etc. will be the responsibility of the employee. The following are options for hotel reservation.

1. Call the hotel; hold the reservation on your credit card. Ask if the hotel will accept a district check to pay for the stay. If the hotel will accept a district check ask if they want it mail prior to stay or if you hand carry the check to be turned in on day of arrival. Turn in a purchase order request for the hotel; attach a confirmation of hotel costs, with conference/registration information. Indicate in the description area if check is to be mailed or hand carried to hotel. **Allow three (3) weeks to process check for hotel stay.**
2. If the hotel will not accept a district check then you can use your own credit card to pay for the stay.
3. You can hold the reservation on your own credit card and request an advance (90%). You must turn in the receipts to clear the advance within 60 days.

At checkout, request an itemized statement from the hotel to submit for reimbursement or to clear advances.

Airline Reservation:

You must have travel approved prior by site principal, district CBO and superintendent to start the process of securing airfare. District has established an account with Excellence in Presentations (subject to change). Be sure to identify yourself as a Galt Joint Union High School District employee. Excellence in Presentations has a dedicated representative assigned to us. Contact the Representative at (209) 883-2090 or you can email him at: edvaca@excellenceinpresentations.com. In order to secure your quote and ticket(s) a purchase order must be submitted to Excellence in Presentations within 24 hours! Submit the purchase order request with all necessary signatures, backup and quote to the district office so that the purchase order can be completed and faxed to Excellence in Presentations to secure your flight(s).

Other Expenses:

All other expenses will be reimbursed upon your return by completing the **Overnight Travel and Conference Expense Claim** form (Side 2) on your return.

If you're attending a one-day conference/workshop, follow **Conference Registration** above. For personal expenses (meals and mileage) complete the **Reimbursement Claim for Personal Expenses** form. Attach copy of registration and/or agenda and submit to Principal's Office.

Allowable Conference Expenses:

Check GJUHSD website for changes!

- Meals:***
- Breakfast - \$6.50
 - Lunch - \$9.00
 - Dinner - \$16.50

*This is not a per diem. Reimbursements shall be based upon actual and necessary meal costs. Receipts are not required. Exception: original receipts are required when exceeding the limitations. If the meal exceeds the limitation, the claimant has the option of claiming the limit amount, **or claiming the actual higher amount with a statement of justification and itemized receipt attached to the claim, as well as the Superintendent or authorized designee approval.**

For pro-rate reimbursement of meals when the employee is on travel status for less than a full 24-hour period:

<u>If travel Begins Before</u>	<u>And travel Ends After</u>	<u>These Allowances May be Claimed</u>
7:00 a.m.	9:00 a.m.	Breakfast (maximum) \$6.50
7:00 a.m.	2:00 p.m.	Breakfast and Lunch (maximum) \$15.50
11:00 a.m.	2:00 p.m.	Lunch (maximum) \$9.00
11:00 a.m.	7:00 p.m.	Lunch and Dinner (maximum) \$25.50
5:00 p.m.	7:00 p.m.	Dinner (maximum) \$16.50
7:00 a.m.	7:00 p.m.	Breakfast, lunch & dinner (maximum) \$32.00

Mileage:

Employees performing authorized travel involving the use of their own vehicle shall be reimbursed for mileage at the rate approved by the federal government and the Board of Education which is the current IRS allowable rate (as of 01/01/09, 55.5 cents per mile). This amount changes per federal guidelines check with district office for current rate

Lodging:

Lodging shall be reimbursed for actual costs not to exceed single occupancy rate charged. Original receipt is required.

Transportation:

Economy or standard airfare rates are allowed. First class fare will be allowed only in emergency situations with prior approval of Superintendent. The option for use of a private vehicle or air transportation or other mode may be allowed except that the district shall make reimbursement for transportation resulting in the least cost to the district. Car rental insurances or prepaid gas will not be reimbursed by district.

Registration:

An employee must allow a minimum of three (3) weeks for processing a purchase order or check to cover registrations

Other Expenses:

The following expenses are reimbursed at actual cost with **itemized receipts** attached to claim:

- ❖ Bus, shuttle, and taxi fares
- ❖ Business phone calls
- ❖ Parking
- ❖ Registration
- ❖ Bridge tolls
- ❖ Baggage handling (\$1.00 per bag, 2 bag maximum)

Travel Claims

When travel is properly authorized and costs incurred, the employee shall be required to prepare a claim which shows in detail all expenditures incurred within 3 weeks after return of conference. Invoices or proof of payment shall also be provided and attached to the claim for reimbursement.

(Travel update March 26, 2009)

Addendum for conferences and travel:

- Continue to be limited and approved by the principal and CBO. Those conferences that maintain the quality of the existing programs will be given first priority. Large groups will be not be approved unless specifically approved in grant fund budgets. If more than one or two staff is needed to attend the conference, the CBO, in consultation with the principal and department head, will select one or two representatives to attend the event. The attendees should bring information/training back to share with the rest of the staff. (Audrey K.)

Galt Joint Union High School District

Conference Request Form

Name: _____

Name of Conference: _____

Place and Date of Conference: _____

Cost of Conference: _____

What Funding Sources will be used? _____

How does the information that will be presented at this conference align itself with the course of study for the classes you are teaching?

How will your attendance at this conference align with your instructional objectives and state standards?

How do you plan on disseminating this information to staff members in your department?

Overnight Travel and Conference Expense Pre-authorization

1. Use this form to record all overnight travel and conference expenses.
2. All travel over 100 miles (one way) from the school site, overnight conferences or out of state travel shall have Board approval.
3. Travel expenses not previously budgeted also shall be approved on an individual basis by the Board.
4. Prior authorization is required for all out of county and overnight travel.
5. To obtain prior authorization, complete items A through E below and route through your department head and administration for approval then to district office.
6. The approved copy will be returned directly to you for use in claiming reimbursement.
7. If requesting an advance for travel, indicate in box provided. A check will be issued to you for 90% of estimated expense. Your check and this form will be sent back to you for completion of reverse side upon return of travel (must be submitted at least 3 weeks prior to travel).
8. Route all paperwork through supervisor (s) for approval.

ESTIMATE OF ALL OUT-OF-COUNTY AND OVERNIGHT TRAVEL EXPENSES

Legal Name _____ Date of Request _____

Department _____

A. Purpose and Destination of travel _____

B. Date and time of departure _____

C. Substitute needed? Yes or No If yes, number of days _____ Budget to be charged _____

D. Date and time of return _____

E. Estimated expenses:

Airfare	_____
Rental Car (prepaid fueling & insurance not reimbursable)	_____
Lodging (single occupancy rate & _____ x _____ nights)	_____
Number of meals _____ Breakfast _____ Lunch _____ Dinner	_____
(Meals not reimbursable if included in registration)	
Other expenses _____	_____
_____	_____
_____	_____

Private car mileage _____ miles @ .50 cents per mile _____

ESTIMATED TOTAL \$ _____

CHECK IF REQUESTING ADVANCE (90% of total) \$ _____

FUND	RESOURCE	YEAR	OBJECT	SITE	GOAL	FUNCTION

Requestor Signature _____ Date _____

Principal/Vice Principal _____ Date _____

Department Chair Approval _____ Date _____

Superintendent/CBO _____ Date _____

(SIDE 1)

GALT JOINT UNION HIGH SCHOOL DISTRICT Purchase Order Request

DEPARTMENT CHARGED xxxx DATE xxxx

DEPARTMENT HEAD APPROVAL xxxx (Check Budget Status) REQUESTED BY xxxx

ADMINISTRATIVE APPROVAL _____

DEPARTMENT ACCOUNT CODE _____

FUND	RESOURCE	YEAR	OBJECT	SITE	GOAL	FUNCTION	AMOUNT	DISTRICT APPROVAL
xx	xxxx	x	xxxx	xxx	xxxx	xxx	\$xxx.xx	

COMPANY xxxx PHONE xxxx

ADDRESS xxxx FAX # _____

CITY/STATE xxxx ZIP xxxx CHECK TO FAX ORDER _____

QTY.	UNIT PRICE	TOTAL	ORDER	DESCRIPTION
1	\$1.00	\$1.00	xxxx	xxxx
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
		\$0.00		
SUB TOTAL		\$1.00	OFFICE USE ONLY PR# _____	
SALES TAX (7 3/4%)			DATE KEYED _____	
SHIPPING (8%)			VENDOR # _____	
TOTAL		\$1.00	PURCHASE ORDER # _____	

WHITE – Business Office YELLOW – Originating Department PINK - Administration

CLASSIFIED

ARTICLE II – Unit Member Evaluation and Status

1. Permanent employees shall be regularly evaluation in writing by the site administrator or designee at lease once every two (2) years.
2. Probationary employees shall be evaluated in writing by the site administrator or designee on or before the ninetieth (90) and one hundred and seventieth (170) calendar days of employment. After six (6) months a probationary unit member shall become permanent. The evaluation period and probationary status may be extended for absences in excess of ten (10) working days for a corresponding length of time.
3. An employee shall have the right to enter a written response to the evaluation. The employee shall have ten (10) working days within which to prepare and submit a written response. The employee's written response shall be attached to the evaluation in the employee's personnel file.
4. Evaluations shall be based upon the manner in which the employee discharges his or her duties, including performance of specific tasks identified in the employee's job description; interaction with staff, pupils, parents and public; and adherence to established policies, procedures, rules or regulations.
5. New employees shall meet with their evaluator to discuss goals, objectives and responsibilities as a part of their initial orientation meeting. Permanent employees who are to be evaluated during the year shall meet with their evaluator no later than December 1st to discuss their yearly goals, objectives and responsibilities. This timeline may be extended by mutual agreement.
6. A written evaluation shall be given to and discussed with the employee by his or her immediate supervisor not later than thirty (30) days before the last day of the employee's work year. Evaluation comments should address the employee's strengths, weaknesses and progress towards improvement. Evaluations, which contain less than satisfactory performance ratings, shall include specific recommendations for improvement and identify available resources for improvement, where appropriate. The employee shall acknowledge receipt of the evaluation by his or her signature, but signing the evaluation shall not indicate the employee's agreement with the substance of the evaluation.
7. If the employee disagrees with the substance of the evaluation, the employee may appeal the substance to the next higher level of supervision, whose decision will be final. Alleged violations of the evaluation procedures specified above shall be grievable under Article X.

CLASSIFIED

PRE-EVALUATION CONFERENCE FORM

E 4215(a)

Employee _____ Supervisor _____

Position _____

Special Conditions:

I. The Employee has or knows where to acquire:

Job Description Board Policies Employee Contract

II. Description of primary assignment (areas of, hours, duties)

III. Goals

Employee

Supervisor

Date of Conference

11/1/88
(Classified.Conf.4215a)

CLASSIFIED EVALUATION FORM

E 4215(b)

Employee _____ Evaluator _____

Position _____

Type: Annual Interim Probationary

Goals Review

Human Relations

1. Accepts direction from supervisor(s)
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

2. Works well with other employees
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

3. Employee works well without constant supervision
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

4. Does the employee see what needs to be done and completes task without direction.
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

5. Treats telephone contacts with courtesy
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

6. Represents the school/district in a positive manner in public contacts
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

7. Maintains a positive professional relationship with students

Satisfactory Needs Improvement *Unsatisfactory Not Observed

8. Treats visitors to the District with courtesy

Satisfactory Needs Improvement *Unsatisfactory Not Observed

=====

GENERAL

1. Carries out both written and oral directions

Satisfactory Needs Improvement *Unsatisfactory Not Observed

2. Completes assigned tasks in allotted time

Satisfactory Needs Improvement *Unsatisfactory Not Observed

3. Is punctual in reporting to work and returning from breaks and lunch

Satisfactory Needs Improvement *Unsatisfactory Not Observed

4. Remains at work station until completion of workday

Satisfactory Needs Improvement *Unsatisfactory Not Observed

5. Identifies maintenance or work needs and refers them to appropriate supervisor(s)

Satisfactory Needs Improvement *Unsatisfactory Not Observed

6. Directs concerns to supervisor in an appropriate and timely fashion
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

7. Dresses appropriately for work assignments and as a district employee
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

8. Maintains appropriate written records when required to do so as part of work assignment.
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

9. Provides information on reports in an organized and timely fashion
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

10. Attends meeting or workshops as required to meet district and job requirements
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

11. Acquires and maintains required certification or skills designated for position
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

12. When appropriate provides supervision of students
 Satisfactory Needs Improvement *Unsatisfactory Not Observed

COMMENDATIONS:

RECOMMENDATIONS:

A review conference was held on

*Specific comments related to "Needs Improvement" or unsatisfactory areas must be made in writing.

Any modification or attachments by either party must be completed within ten working days.

Attachment: is is not attached

Employee's Signature

Date

Evaluator's Signature

Date

Signature by the employee is recognition that he/she has received this evaluation but is not in agreement or disagreement with the evaluation.

CERTIFICATED

ARTICLE V **EVALUATION PROCEDURES**

- A. Unit member evaluative procedures are recognized to be an effort in which the unit member and his/her evaluator cooperate in order to achieve effective purposeful excellence in classroom instruction and thereby the improvement of the quality of education of the students.
- B. Evaluation and assessment of the competence of Certificated personnel under the program shall include consideration of:
1. Engaging and supporting all students in learning.
 2. Creating and maintaining effective environments for student learning.
 3. Understanding and organizing subject matter for student learning.
 4. Planning instruction and designing learning experiences for all students.
 5. Assessing student learning.
 6. Developing as a professional educator.

The evaluation procedure shall use of the "Tracy Model", using the "Galt Joint Union High School Certificated Personnel Evaluation" Form, hereafter referred to as the "Evaluation Form" and the Appraisal Guide.

A copy of the Appraisal Guide shall be given to each unit member within the first two weeks of the start of the school year. Anecdotal reports may be utilized providing a copy is given to the unit member and the unit member is given an opportunity to respond within five (5) workdays. Intervening sick days are not counted as a part of the five response days. Anecdotal records shall be destroyed after 24 months as permitted by law.

- C. Each evaluation shall include a classroom observation, a documentation of the observation using the "Galt Joint Union High School Certificated Personnel Evaluation" Form, an evaluation conference between the evaluator and the evaluatee (if deemed necessary by either party) within five (5) working days of the documentation, and documentation of that conference. The evaluation may also include an appraisal of adjunct duties and job responsibilities as set forth in the "Galt Joint Union High School Certificated Personnel Evaluation" Form and/or referred to in the Appraisal Guide.
- D. A conference between the evaluatee and evaluator or principal making the evaluation may be initiated by either party for the purpose of implementing improvements or changes in the educational procedure, techniques, or materials.

- E. The evaluator will notify the evaluatee of the week in which a formal observation will take place. More than one formal observation may be conducted by the evaluator. Informal observations may be conducted with no prior notice.
- F. Following any formal classroom observation, the supervisor or principal shall present a written assessment of the observation, including any deficiencies noted in informal classroom visits and/or called to their attention by others prior to the final evaluation.
- G. The inter-communication system shall not ever be used for observation or evaluation of teachers.
- H. Teachers shall not be evaluated as to Standard 3 on the "Galt Joint Union High School Certificated Personnel Evaluation" Form when teaching in subjects other than those specified in his/her area of certification without the teacher's permission, recognizing that an interrelationship exists between class control, planning and preparation, and quality of instruction.
- I. All Certificated persons who receive a release period paid by the District shall be evaluated on their non-teaching assignments. Evaluations shall occur annually not later than April 30, and will be performed by the site administrator or designee. The following non-teaching positions shall require yearly evaluations:
 - 1. Activity Director
 - 2. Athletic Director
 - 3. Testing Coordinator
- J. By the end of the first school week in September, orientation materials related to evaluation procedures will be provided to all employees being evaluated.
- K. By the first Friday in October, each evaluatee shall prepare and submit to the evaluator a complete listing of objectives, subject to the evaluator's agreement, as a basis for evaluation. Said objectives shall be consistent with the Stull Bill, the District Philosophy-Goals-Objectives, the District Certificated Position Descriptions as written at the time of ratification, and shall include the accomplishment of goals and objectives of the approved courses of study involved with the evaluatee's teaching assignment. The principal shall respond to these objectives in writing by the first week in November if the objectives are not consistent with District Goals, Objectives and Standards.
- L. All employees shall be provided by the principal with the District-approved course description and time lines for teaching course objectives for his/her assigned classes. Timely lesson plans may be required as part of a remedial evaluation.
- M. Permanent Employee Evaluation Procedures:
 - 1. A written report submitted as requested by the evaluator by all employees shall be presented by the first Friday in April and shall include: requested by the evaluator by all employees shall be presented by the first Friday in April and shall include:

- a. analysis of achievement of objective, and
 - b. performance of duties and responsibilities as stipulated by the District. (See District Certificated Position Description.)
2. The evaluator shall conduct classroom observation of at least 30 minutes duration by the third Friday of March. Data on employee performance will be gathered related to:
 - a. the actual objectives described in Item J.2. above, and
 - b. other criteria for employee evaluation and appraisal that are included in the "Galt Joint Union High School Certificated Personnel Evaluation" Form (noting exceptions in Section H, above).

The evaluator may supplement the formal classroom observation with informal observations (less than 30 minutes).

3. By the first Friday of May, the evaluator shall prepare a written evaluation summary of employee's performance, using the "Galt Joint Union High School Certificated Personnel Evaluation" Form, and transmit the evaluation to the employee. The employee shall sign the evaluation summary and return it to the evaluator, but the employee's signature does not mean agreement with the evaluation. The employee may submit a written reaction or response to the evaluation within 10 workdays after receiving the evaluation, and any such response shall be attached to the evaluation and placed in the employee's permanent personnel file. Employees will be evaluated at least once every other year.
4. By the first Friday of May, an evaluation conference shall be held between the evaluator and employee receiving an evaluation summary ("Galt Joint Union High School Certificated Personnel Evaluation" Form) as described above if such a conference is deemed necessary by either party. An evaluator's judgments and recommendations contained in classroom observation reports and annual evaluation appraisals shall not be subject to the grievance procedure contained in Article III of this Agreement. Procedural matters relating to evaluation shall be subject to the grievance procedure contained in Article III of this Agreement.
5. If a teacher receives a final evaluation of unsatisfactory, the evaluator shall refer the teacher to the Peer Assistance and Review panel and develop a plan for improvement, consistent with available District resources, to assist the teacher in correcting the unsatisfactory performance. The academic and instructional improvement plan shall be provided at no cost to the teacher. The plan shall be discussed with the teacher at the final evaluation conference. Such a plan may include, but not be limited to, conferences, workshops, in-services, demonstration, teaching, professional reading, peer coaching. Such a plan may be adjusted during the subsequent school year as necessary, after a conference with the teacher. The

next year's evaluation will take into account the teacher's efforts and opportunity to accomplish the plan for improvement.

6. If any permanent teacher receives an unsatisfactory observation, the teacher shall have the right to request, in writing, one additional observation and conference. The second additional observation and conference shall be conducted by a different evaluator.
7. When incompetence or unprofessional conduct is involved, permanent employees shall be given notice by May 15 if reemployment is not planned.

N. Probationary Employee Evaluation Procedures

1. A written report of the achievement of objectives shall be submitted by the employee as requested by the evaluator by the third Friday in February and shall include:
 - a. analysis of achievement of objective, and
 - b. performance of duties and responsibilities as stipulated by the District. (See District Certificated Position Description).
2. The evaluator shall conduct two classroom observations of at least 30 minutes in duration by the end of the first semester. Data on employee performance will be gathered related to:
 - a. the actual objectives described in Item J.2. above, and
 - b. other criteria for employee evaluation and appraisal that are included in the Evaluation Form (noting exceptions in Section H above).

Probationary employees will have at least two formal evaluations each year.

The evaluator may supplement the formal classroom observation with informal observations (less than 30 minutes).

3. Probationary employees who are presented to the Board for non re-election shall receive notice at least five working days prior to the board meeting at which action will be taken. By March 15, probationary employees shall be given notice if reemployment is not planned.

O. Teacher Files

1. The District shall maintain only one personnel file for each teacher.
2. No material derogatory to a teacher's conduct, service, character, or personality shall be placed in the file unless the teacher has had an opportunity to read the material. The teacher shall acknowledge that he/she has read such material by affixing his/her signature on the actual copy to be filed, with the understanding that such signature merely signifies that he/she read the material to be filed and does not necessarily indicate agreement with the content.
3. The teacher shall have the right to answer any material filed and his/her answer shall be attached to the file copy.
4. Official grievances filed by any teacher under the grievance procedure as outlined in this Agreement shall not be placed in the personnel file of the teacher, nor shall they be used in any recommendation for job placement.
5. Upon request, the teacher shall have the right to inspect and to have reproduced all material in his/her personnel file.
6. No complaint of a person other than the employee's evaluator shall be placed in a unit member's personnel file unless and until the following procedures are followed:
 - a. The unit member is notified of the complaint, which shall be reduced to writing and dated and signed by the complainant.
 - b. The teacher shall have the opportunity to meet with the complainant as to the validity and accuracy of the complaint. No one may require such a meeting.
 - c. The unit member may request Federation representation at any meeting with the administration regarding the complaint. (The choice of this person will not cause a delay of the meeting.)
 - d. The unit member may attach a written response to the complaint.
 - e. The complaint may be withdrawn at any time and in such event the complaint will not be placed in the employee's personnel file.

GALT JOINT UNION HIGH SCHOOL DISTRICT CERTIFICATED PERSONNEL EVALUATION

INTERIM EVALUATION - DATE _____ FINAL - EVALUATION - DATE _____

Page 1 of 4

Evaluatee _____ Position _____ School _____

Peer Assistance and Review (PAR) Program Yes No

Status: Intern Temporary Emergency Probationary I Probationary II Permanent

Evaluator _____ Position _____ School Year _____

Rating:

U = Unsatisfactory RI =Requires Improvement S = Satisfactory

STANDARD I – Engaging & Supporting All Students in Learning	Rating	COMMENDATIONS/RECOMMENDATIONS/EVIDENCE
1.1 Connecting students’ prior knowledge, life experience, and interests with learning goals 1.2 Using a variety of instruction strategies and resources to respond to students’ diverse needs 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.5 Promoting self-directed, reflective learning for all students		

INTERIM – Date _____ FINAL EVALUATION – Date _____ Evaluatee _____

<p>STANDARD II – Creating & Maintaining Effective Environments for Student Learning</p>	<p>Rating</p>	<p>COMMENDATIONS/RECOMMENDATIONS/EVIDENCE</p>
<p>2.1 Creating a physical environment that engages all students</p> <p>2.2 Establishing a climate that promotes fairness and respect</p> <p>2.3 Promoting social development and group responsibility</p> <p>2.4 Establishing and maintaining standards for student behavior</p> <p>2.5 Planning and implementing classroom procedures and routines that support student learning</p> <p>2.6 Using instructional time effectively</p>		
<p>STANDARD III – Understanding & Organizing Subject Matter for Student Learning</p>	<p>Rating</p>	<p>COMMENDATIONS/RECOMMENDATIONS/EVIDENCE</p>
<p>3.1 <u>Demonstrating knowledge of subject matter content and student development</u></p> <p>3.2 Organizing curriculum to support student understanding of subject matter</p> <p>3.3 Interrelating ideas and information within and across subject matter areas</p> <p>3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using materials, resources and technologies to make subject matter accessible to students</p>		

INTERIM – Date _____ FINAL EVALUATION – Date _____ Evaluatee _____

STANDARD IV– Planning Instruction & Designing Learning Experiences for All Students	Rating	COMMENDATIONS/RECOMMENDATIONS/EVIDENCE
4.1 Drawing on and valuing students’ backgrounds interests, and developmental learning needs 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing instructional activities and materials for student learning 4.4 Designing short-term plans to foster student learning 4.5 Modifying instructional plans to adjust for student needs 4.6 Aligns objectives with the District adopted curriculum		
STANDARD V– Assessing Student Learning Note: Excludes standardized tests unless mandated through the Education Code	Rating	COMMENDATIONS/RECOMMENDATIONS/EVIDENCE
5.1 Establishing and communicating learning goals for all students 5.2 Collecting and using multiple sources of information to assess student learning 5.3 Involving and guiding all students in assessing their own learning 5.4 Using the results of assessments to guide instruction 5.5 Communicating with students, families, and other audiences about student progress 5.6 Students demonstrate progress toward District established benchmarks and standards		

INTERIM – Date _____ FINAL EVALUATION – Date _____ Evaluatee _____

STANDARD VI– Developing as a Professional Educator	Rating	COMMENDATIONS/RECOMMENDATIONS/EVIDENCE
6.1 Reflecting on teaching practice and planning professional development 6.2 Establishing professional goals and pursuing opportunities to grow professionally 6.3 Working with communities to improve professional practice 6.4 Working with families to improve professional practice 6.5 Working with colleagues to improve professional practice		

 Evaluatee’s Signature Date

 Evaluator’s Signature Date

Continued Services: Recommended _____ Recommended with Reservation _____ Not Recommended _____ .

Evaluation Standards Rubric
ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

	Unsatisfactory	Requires Improvement	Satisfactory
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.
1.2 Using a variety of instruction strategies and resources to respond to students' diverse needs	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies, that are largely appropriate to the students and the instructional goals but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning.
1.4 Engaging student in problem solving, critical thinking, and other activities that make subject matter meaningful	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry with in or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.
1.5 Promoting self-directed, reflective learning for all students	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.

Evaluation Standards Rubric
CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

	Unsatisfactory	Requires Improvement	Satisfactory
2.1 Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.
2.2 Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
2.3 Promoting social development and group responsibility	Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.	Students respect each other's differences most of the time and work together moderately well. The teacher provided limited opportunities for students to assume responsibility.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.
2.4 Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about that the standards are.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.
2.5 Planning and implementing classroom procedures and routines that support student learning	Classroom procedures and routines have not been established or are not being enforced.	Procedures and routines have been established and work moderately well, with little loss of instructional time.	Procedures and routines work smoothly, with no loss of instructional time.
2.6 Using instructional time effectively	Learning activities are often rushed to too long, and transitions are rough or confusing, resulting in a loss of instructional time.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.

Evaluation Standards Rubric
UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

	Unsatisfactory	Requires Improvement	Satisfactory
3.1 Demonstrating knowledge of subject matter content and student development	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.
3.2 Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports an understanding of core concepts for some students.	The curriculum is organized and sequenced; demonstrates concepts, themes, and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.
3.3 Interrelating ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The teacher may use a few strategies to make the content accessible to students, and may encourage some students to think critically or to extend their knowledge of subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter.
3.5 Using materials, resources and technologies to make subject matter accessible to students	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and technologies support the curriculum and promote student's understanding of content and concepts. Materials reflect diverse perspectives.

Evaluation Standards Rubric
PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

	Unsatisfactory	Requires Improvement	Satisfactory
4.1 Drawing on and valuing students' backgrounds interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs, to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning.
4.2 Establishing and articulating goals for students learning	Instructional goals are not established or do not address students' language, experience, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and/or home and school expectations. Expectations for students are inconsistent.	Short-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.
4.3 Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individually lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.
4.4 Designing short-term plans to foster student learning	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.
4.5 Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plan address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.
4.6 Aligns objective with the District adopted curriculum.	Rarely incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter.	Incorporates some subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter.	Incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter.

Evaluation Standards Rubric
ASSESSING STUDENT LEARNING

NOTE: Excludes standardized tests unless mandated through the Education Code

	Unsatisfactory	Requires Improvement	Satisfactory
5.1 Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and District expectations. Goals are communicated to all students without revision.	Learning goals are established in relation to students' needs and the curriculum, and meet District and state expectations. Goals are communicated to all students and their families and are revised as needed.
5.2 Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and /or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.
5.3 Involving and guiding all students in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.
5.4 Using the results of assessments to guide instruction	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.
5.5 Communicating with students, families, and other audiences about student progress	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete or unclear.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.
5.6 Students demonstrate progress toward District established benchmarks and standards	Little or not progress.	Less than satisfactory progress.	Satisfactory progress.

Standards Rubric

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING	CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
<p>1.1 prior knowledge, life experience, and interests with learning goals</p> <p>1.2 Using a variety of instruction strategies and resources to respond to students' diverse needs</p> <p>1.3 Facilitating learning experiences that promote autonomy, interaction, and choice</p> <p>1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</p> <p>1.5 Promoting self-directed, reflective learning for all students</p>	<p>2.1 Creating a physical environment that engages all students</p> <p>2.2 Establishing a climate that promotes fairness and respect</p> <p>2.3 Promoting social development and group responsibility</p> <p>2.4 Establishing and maintaining standards for student behavior</p> <p>2.5 Planning and implementing classroom procedures and routines that support student learning</p> <p>2.6 Using instructional time effectively</p>	<p>3.1 Demonstrating knowledge of subject matter content and student development</p> <p>3.2 Organizing curriculum to support student understanding of subject matter</p> <p>3.3 Interrelating ideas and information within and across subject matter areas</p> <p>3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using materials, resources and technologies to make subject matter accessible to student</p>

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	ASSESSING STUDENT LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
<p>4.1 Drawing on and valuing students' backgrounds interests, and developmental learning needs</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing instructional activities and materials for student learning</p> <p>4.4 Designing short-term plans to foster student learning</p> <p>4.5 Modifying instructional plans to adjust for student needs</p> <p>4.6 Aligns objective with the District adopted curriculum</p>	<p>5.1 Establishing and communicating learning goals for all students</p> <p>5.2 Collecting and using multiple sources of information to assess student learning</p> <p>5.3 Involving and guiding all students in assessing their own learning</p> <p>5.4 Using the results of assessments to guide instruction</p> <p>5.5 Communicating with students, families, and other audiences about student progress</p> <p>5.6 Students demonstrate progress toward District established benchmarks and standards</p>	<p>6.1 Reflecting on teaching practice and planning professional development</p> <p>6.2 Establishing professional goals and pursuing opportunities to grow professionally</p> <p>6.3 Working with communities to improve professional practice</p> <p>6.4 Working with families to improve professional practice</p> <p>6.5 Working with colleagues to improve professional practice.</p>

PROFESSIONAL CONDUCT
7.1 Establishing and maintaining professional conduct

GALT JOINT UNION HIGH SCHOOL DISTRICT

COACHING EVALUATION

Coach	Sport			
Date	[] Midseason	[] Final		

	S	N	U	N/A
1. Demonstrated leadership in teaching discipline and regard for the Code of Ethics.	[]	[]	[]	[]
2. Demonstrates basic knowledge of the sport.	[]	[]	[]	[]
3. Demonstrated ability to teach students the fundamentals. . . as reflected in the performance under game conditions.	[]	[]	[]	[]
4. Demonstrated ability to lead the team, as reflected in athletes' responses to direction of the coach and toward the coach.	[]	[]	[]	[]
5. Demonstrated continuing enthusiasm for the sport, the team, and the season.	[]	[]	[]	[]
6. Demonstrated competency in planning and preparation, effectively managing the operation, including routines, equipment, and supporting services.	[]	[]	[]	[]
7. Sub-varsity coaches will demonstrate success in teaching those fundamentals needed as the building stones to a successful varsity experience.	[]	[]	[]	[]
8. Varsity coaches, as head coaches, will demonstrate the ability to develop sub-varsity program. He will provide the leadership to establish effective and cooperative staff relationships.	[]	[]	[]	[]
9. Demonstrated those personal qualities, while coaching, which exemplify high standards in ethical, professional conduct.	[]	[]	[]	[]
10. Conforms to school policy and procedures. C.I.F. and Sectional Guidelines, and to administration directive	[]	[]	[]	[]
11. Ability to work cooperatively with the head coach and/or co-workers.	[]	[]	[]	[]

S N U N/A

12. Encourage, by example, good sportsmanship toward officials, players and opponents. [] [] [] []

13. Does not allow extra-curricular assignment to interfere with classroom assignments. [] [] [] []

S = Satisfactory N = Needs Improvement U = Unsatisfactory N/A = Not Applicable

[] It is recommended that consideration be given for a coaching assignment for next year.

[] It is **not** recommended that this assignment be continued.

My signature below is an acknowledgement that I have seen and discussed this evaluation, but does not necessarily imply agreement.

Signature

_____ Date

Evaluator

Principal

Date

LIBERTY RANCH HIGH SCHOOL

STUDENT INJURY REPORT

Person injured _____ Date _____

Time _____ Exact location _____

Nature of injury _____

Cause of injury (Briefly) _____

First aid given? _____

Describe (Facts only) _____

Taken to doctor _____ at _____ (A.M.) (P.M.)

Remarks _____

Injured person _____

Teacher in charge _____

Date of report _____

Follow up: _____

MANDATED REPORTING

It is the intent of the Mandated Reporter Law (1963) to:

- To protect all children from abuse and neglect
- To provide the opportunity for the abuser to receive help
- To assist families by raising their awareness about available community resources
- To require reports to be filed on all cases even when abuse is only suspected

As an educator, you are legally required to report known or suspected child abuse or neglect.

Definitions:

Physical Abuse

Physical injury inflicted on a child by other than accidental means on a child by another person (California Penal Code 11165.6).

Sexual Abuse and Exploitation

Sexual abuse is defined as sexual assault on or sexual exploitation of a minor (CPC 11165.1).

Neglect

Neglect is defined as negligent or maltreatment of a child by a caretaker – including both acts and omission of care (CPC 11165.2).

What to do:

1. Write down everything you observed or were told prior to making your report. It will help you with your documentation.
2. You must call a Child Protective Service Agency as soon as possible to make a verbal report. Liberty Ranch High School contacts both Child Protective Services and the Sheriff's Department. Sacramento County CPS (916) 875 KIDS.
3. Within 36 hours, you must file a written report (SS 8572). Forms are available in both counseling and administrative offices.
4. Once you have made the telephone call and filed a written report, your legal obligations are complete.
5. If you need assistance, you may want to ask one of the counselors or administrators for help; however, as a Mandated Reporter, you must make both the verbal and written reports.
6. Give a copy of the report to the Outreach Consultant for school records.

The State of California no longer produces the document for reporting suspected child abuse. The form is now on a website. To create your report, go to www.ca.gov. In the message box on the top right side enter the number 8572. A list will come up. Click line 7—Mandated Child Abuse and Neglect Reporting. (Oddly enough, the state puts this under the Board of Optometry page.) Then click on Child Abuse Form. You can then fill out the form on the computer and print it to send it to CPS. A PDF copy is included in this handbook. ***When calling in a CPS mandated report, get the official's name taking your report, and keep a copy of the CPS report.*** Please make sure a copy is given to the outreach consultant for school records.

Child Protective Services Information:

Sacramento County CPS:

Telephone: 916-875-5437 or 916-874-4001 24hr reporting 916-875-5437

Fax: 916-874-4002 **Mailing Address:** P.O. Box 269057 Sacramento, Ca. 95826 – 9057

San Joaquin County CPS:

Telephone: 209-468-1333

Fax: 209-468-1827 **Mailing Address:** P.O. Box 201056 Stockton, Ca. 95201

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

*PLEASE PRINT OR TYPE **

CASE NAME: _____

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS				Street	City	Zip			
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO					
				TODAY'S DATE							
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
		ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL				
		OFFICIAL CONTACTED - TITLE				TELEPHONE ()					
C.	VICTIM	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
		ADDRESS		Street	City	Zip	TELEPHONE ()				
		PRESENT LOCATION OF VICTIM				SCHOOL		CLASS	GRADE		
		PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
		IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:				TYPE OF ABUSE (CHECK ONE OR MORE)			
				<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND		<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT			
								<input type="checkbox"/> OTHER (SPECIFY)			
RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN					
D.	INVOLVED PARTIES	VICTIM'S SIBLINGS									
		NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
		1 _____		3 _____		4 _____					
		2 _____									
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
		ADDRESS		Street	City	Zip	HOME PHONE		BUSINESS PHONE ()		
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
		ADDRESS		Street	City	Zip	HOME PHONE		BUSINESS PHONE ()		
		SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
		ADDRESS		Street	City	Zip	TELEPHONE ()				
		OTHER RELEVANT INFORMATION									
E.	INCIDENT INFORMATION	DATE / TIME OF INCIDENT		PLACE OF INCIDENT							
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8563 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded
WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

STUDENT RECORDS

Parents or legal guardians of students enrolled at Galt Joint Union High School District have the right of access to any and all pupil records of their children. They may request an appointment to inspect and review any of the records noted below by phoning (209) 745-3083 Galt High Counseling, (209) 744-4250 Liberty Ranch High School, or (209) 745-2167 Estrellita High School. Any student 16 years of age or old or having completed the 10th grade may also request such access. An appointment will be made within five school days from the date of the request. An authorized, credentialed person must be present when the records are examined.

If student's parents or legal guardians are separated or divorced, only the parent, guardian or other person having legal custody of the student may be permitted to inspect the records of the student or to consent to release the records to others.

TYPES OF PUPIL RECORDS MAINTAINED

The schools maintain the following types of records:

1. **Permanent Records:** Contain student's grade record, test scores, and vital statistics. Maintained on a permanent basis by the Registrar at the school.
2. **Cumulative Records:** Contain such information as examples of work, anecdotal records, referrals, scored standardized tests, report card carbons, deficiency notice carbons, etc. Maintained in Registrar's office under supervision of counselors (Galt High) or the Principal (Estrellita).
3. **Attendance Records:** Contain record of student's absences, tardies to class, parental notes, etc. Maintained by Attendance Clerk under supervision of the Assistant Principal at Galt High or Liberty Ranch High School or the Principal at Estrellita High.

Note: Access to pupil records without parental consent or under judicial order is limited to those granted legal access under provisions of Section 49076 of the Education Code for the State of California.

RIGHT TO CHALLENGE THE CONTENT OF ANY STUDENT RECORD

Following an inspection and review of a pupil's records, the parent of a pupil or former pupil of a school district may challenge the content of any pupil record.

1. The parent of a pupil may file a written request with the school principal to remove any information recorded in the written records concerning his/her child which he/her alleges to be: (a) inaccurate; (b) an unsubstantiated personal conclusion or inference; (c) a conclusion or inference outside of the observer's area of competence; or, (d) not based on the personal observation of a named person with the time and place of the observation noted.
2. Within 30 days of receipt of such request, the principal will meet with the parent and the certificated employee who recorded the information in question, if any, and if such employee is presently employed by the school district. The principal then sustains or denies the allegations. If he/she sustains the allegations, the information will be removed and destroyed. If the principal denies the request, the parent may, within 30 days, appeal the decision in writing to the governing board of the school district by presenting the written appeal to the district superintendent.

SEXUAL HARASSMENT

The Board of Trustees desires to provide district employees with a working environment that is free from harassment. In order to achieve this end, the Board prohibits sexual harassment of district employees by anyone, in any manner, and shall not tolerate retaliatory action or behavior against a district employee or other person who complains, testifies or otherwise participates in the complaint process pursuant to Board policy and administrative regulations.

For the purposes of this policy, district employees shall include applicants for employment in the district.

Any district employee who permits, engages in or participates in sexual harassment of another district employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted sexual harassment where he/she has knowledge that a student or an employee has engaged in sexual harassment and fails to report such student or employee to the appropriate authorities, whether or not the victim makes a complaint.

A supervisor, principal or district administrator other than the Superintendent/designee who receives a harassment complaint shall promptly notify the Superintendent/designee.

(cf. 4030 – Nondiscrimination in Employment)

(cf. 4117.4 – Dismissal)

(cf. 4118 – Suspension/Disciplinary Action)

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

(cf. 4318 – Suspension/Disciplinary Action)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any instance of sexual harassment by another employee or a student, shall immediately contact his/her supervisor, principal, Superintendent/designee, or other district administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the sexual harassment. Employee complaints of sexual harassment shall be filed in accordance with AR 4031 – Complaints Concerning Discrimination in Employment.

(cf. 4031 – Complaints Concerning Discrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments.

SEXUAL HARASSMENT

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

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

Other examples of sexual harassment, whether committed by a supervisor or any other employee, include but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Touching and individual's body or clothes in a sexual way
- Cornering or blocking of normal movements
- Displaying sexually suggestive objects in the educational or work environment
- Any act or retaliation against an individual who reports a violation of the district's sexual harassment policy of who participates in the investigation of a sexual harassment complaint

UNIFORM COMPLAINT PROCEDURES

BP1312.3

The Board of Trustees recognizes that the district is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, gender, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. The district shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 0420.1 – School-Based Coordinated Program)

(cf. 0420.2 – School Improvement Program)

(cf. 0430 – Comprehensive Local Plan for Special Education)

(cf. 3553 – Free and Reduced Price Meals)

(cf. 5148 – Child Care and Development)

(cf. 6171 – Title I Programs)

(cf. 6174 – Education for English Language Learners)

(cf. 6175 – Migrant Education Program)

(cf. 6178 – Vocational Education)

The Board encourages the early, informal resolution of complaints at the site level whenever possible

Upon receipt of a written complaint from an individual, public agency or organization, uniform complaint procedures shall be initiated. The Superintendent or designee shall distribute full information about these procedures.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate a mediation process before beginning a formal compliance investigation. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complaint confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

(cf. 4119.23 / 4219.23 / 4319.23 – Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 – Student Records)

(cf. 9011 – Disclosure of Confidential/Privileged Information)

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complaint.

(cf. 1312.1 – Complaints Concerning District Employees)

(cf. 1312.2 – Complaints Concerning Instructional Materials)

(cf. 4031 – Complaints Concerning Discrimination in Employment)

(cf. 5141.1 – Child Abuse Reporting Procedures)

Compliance Officers

The Board of Trustees designates the following compliance officer to receive and investigate complaints and ensure district compliance with law:

**Superintendent
12945 Marengo Road, Galt, CA 95632
209-745-0249**

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee. (*cf. 9124 – Attorney*)

Notifications

The Superintendent or designee shall meet the notification requirements of 5 CCR 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies. (*cf. 5146.6 – Parental Notification*)

The above notification shall state that complainants may seek help from agencies such as legal assistance agencies, local mediation centers or the county office of education. Local resources includes:

**Sacramento County Office of Education
Galt Concilio**

Procedures

The following procedures shall be used to address all complaints, which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4632.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

Step 1. Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

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

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)

Step 2. Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

UNIFORM COMPLAINT PROCEDURES

AR 1312.3(b)

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

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3. Investigation of Complaint

The compliance officer shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

Step 4: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision is final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Step 5: Final Written Decision

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

The report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any (5 CCR 4631)
2. The rationale for the above disposition (5 CCR 4631)
3. Notice of the complainant's right to appeal the decision to the California Department of Education, and procedures to be followed for initiating such an appeal (5 CCR 4631)
4. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that he employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (5 CCR 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (5 CCR 4652)

TITLE IX

Title IX of the education amendments of 1972 of the United States Government contains the following statement:

"No person shall on the basis of sex be excluded from participation in or be denied the benefits of or be subjected to discrimination under any academic extracurricular research occupational training or any other education program or activity operated by a recipient. (97.31 (a))."

It is the full intent of Galt Joint Union High School District, its officers, employees, that there be no discrimination on the basis of sex. The Board of Trustees has adopted grievance procedures to be followed by students, parents, and employees at any time in their judgement that the district is not complying with Title IX. Copies of the grievance procedure are available at the office of the District Superintendent in the administration building.

The Superintendent, whose phone number is 209-745-0249, has been designated by the Board of Trustees as the Title IX coordinator for the Galt Joint Union High School District.

Student, parents, and employees are invited to discuss any aspect of Title IX regulations or grievance procedures with the Superintendent or his representative whenever necessary.

Galt Joint Union High School District Facility Form Procedure

Once a Facility Form is turned in by an **Applicant** to Jonathan Raimer, **Facilities Clerk** located at Galt High School administration building, the following procedure is taken to assure the form is processed in an efficient and timely manner. All forms must be submitted two weeks before the event.

- 1) All facility forms turned in by **Applicants** are forwarded to Jonathan Raimer to check for classification information, facility rental history, fees, liability insurance, schedule conflicts, and other concerns. Once rectified, a signature is given or denied based on the validity of the request.
- 2) Once signed, the **Maintenance Director** is informed about the request. Concerns from maintenance are shared with Jonathan Raimer. Once approved, the **Maintenance Director** signs the form and gives it back to Jonathan Raimer. A preview copy of the form is given for their scheduling calendar. Further contacts could be made later during the process.
- 3) Jonathan Raimer may then contact other school parties related to the request. These parties will need to be informed of any possible concerns or conflicts.
 - The **Athletic Director** (LRHS, GHS, or both) is informed if the event could conflict with another sporting event or is scheduled during the Basketball, Wrestling, or Volleyball seasons when gyms are in high use.
 - The **Drama Teacher** is informed if the GHS Auditorium or LRHS Multipurpose is requested for use.
 - The **P.E. Department Chair** (LRHS, GHS) is informed if the Warrior Gym or Hawks' Nest is requested during normal school hours.
 - **School Principal** is informed if security may be an issue.
- 4) When all concerns are resolved, the facility form is then passed on to the **Site Administrator** (typically the School Principal). If the request concerns more than one school, the **Site Administrator** from each site will need to view the form. If any problems arise, it is shared with Jonathan Raimer. Once approved, the form is signed and passed back to Jonathan Raimer (along with any concerns the **Site Administrator** may have). Jonathan Raimer will then check for administration concerns and makes adjustments accordingly. Once adjustments are made, the form is then passed on to the Chief Business Official for District approval.
- 5) The form, when passed to the District Office, needs to be approved by the Chief Business Official. If there are any problems, it is brought up to Jonathan Raimer. Once approved, the form is signed and passed back to Jonathan Raimer.
- 6) Waivers of fees are to be approved by the Chief Business Official. Coaches for after school programs will receive a waiver of fees for Class I. If the rules and cleaning instructions are not adhered to they will be charged at the Class II fee.
- 7) Once Jonathan Raimer has received the approved form, the **Applicant** is contacted and liability insurance/fees are collected when required. Fees are turned into the **Finance Clerk** at the District Office after collection. The form's color copies are distributed by Jonathan Raimer to the various departments (Gold copy – Applicant, Canary copy - District Office, etc.)
- 8) If any facility form problems arise before, during, or after the event, the **Applicant** is notified along with all responsible parties involved.

Galt Joint Union High 2011/2012 Test Dates

Sept. 1 – Oct. 31, **CELDT** (Calif. English Language Development Test)

October 1 (Saturday) **SAT @ Galt High**

October 12 **PSAT/NMSQT**

November 1 & 2 **CAHSEE** for any 11th and 12th graders who have not yet passed (ELA on 1st ; Math on 2nd)

February 7 & 8 **CAHSEE** for all 10th + any remaining 12th graders (ELA on 7th; Math on 8th)

March 10 (Saturday) **SAT @ Galt High**

March- May **PFT** (Physical Fitness Test) for all 9th graders

April 16-23 **STAR Program:** Grades 9-11 only

April 16-25 **STS** (for Spanish speaking English learners)

May 7-18 **Advanced Placement Tests** (Late tests possible the week of May 21)

May 8 & 9 **CAHSEE** makeup for 10th + remaining 11th & 12th (ELA on 8th; Math on 9th)

LIBERTY RANCH ALMA MATER

**OUR PRIDE IS IN KNOWLEDGE
OUR PRIDE IS IN TRUTH
AND MEMORIES WE HAVE
OF THE FRIENDSHIPS OF OUR YOUTH
ACHIEVEMENTS WE WILL FORGE
AS THE YEARS FLY BY
WHEN WE LOOK BACK ON MEMORIES
OF LIBERTY RANCH HIGH**

Liberty Ranch Fight Song

We are the soaring hawks
Watch how we fly

Li ber ty Ranch
Fight for a victory.

Hail to the Hawks
For their courageous play

Using their strength
To take the win today.

We are the soaring hawks
Watch how we fly

Vic tor y
With honor and pride

Let our voices be clear
We'll put up a fight

Hawk victory is in our sight.